



Conferences, exhibitions, events and business

Public health, prevention and sport

University hospital and clinical research

Education and research

Business

Maastricht UMC+
azM

Maastricht Health Campus

Maastricht University



Europe



Maastricht UMC+ in figures (2014)

	Employees (fte)	Beds	Operating theaters
	5.800	715	26
Outpatients	Admissions	Inpatient days	
450.000	27.500	191.000	
Students	Intake Bachelor	Intake Master	PhD's awarded
4.647	895	787	188
Publications (reviewed)	Rank (European clinical research)	Turnover (€)	"On campus" companies
2.085	18	796 m	45

Educational programmes

Bachelors

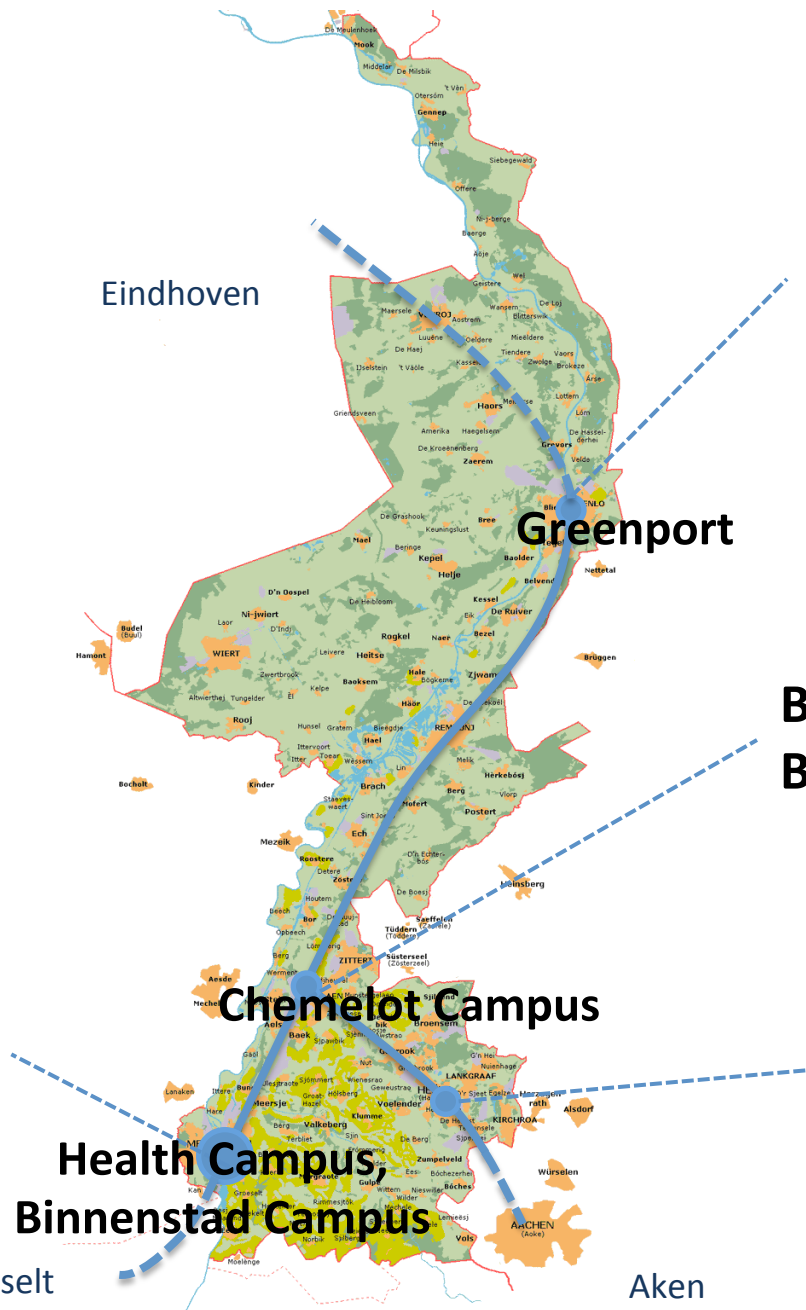
Medicine	311
Health Sciences	270
Biomedical Sciences	220
European Public Health	81

Educational Programmes

Masters	
14 masters in Health, Life Sciences, also together with Psychology	
Medicine (320)	<ul style="list-style-type: none">• Medicine• Physician-Clinical Researcher• International Master in Medicine

Profile and strategy Maastricht UMC

- Public Health
- Metabolism and nutrition
- Neurosciences
- Oncology
- Cardiovascular
- Education



**Living Lab
Eat well**

Eindhoven

Greenport

**Biobased materials
Biomedical**

**Living Lab
Health Care Innovation**

Chemelot Campus

**Parkstadstudy
Movare**

**Health Campus,
Binnenstad Campus**

Luik/Hasselt

Aken



Maastricht University

Leading in Learning!

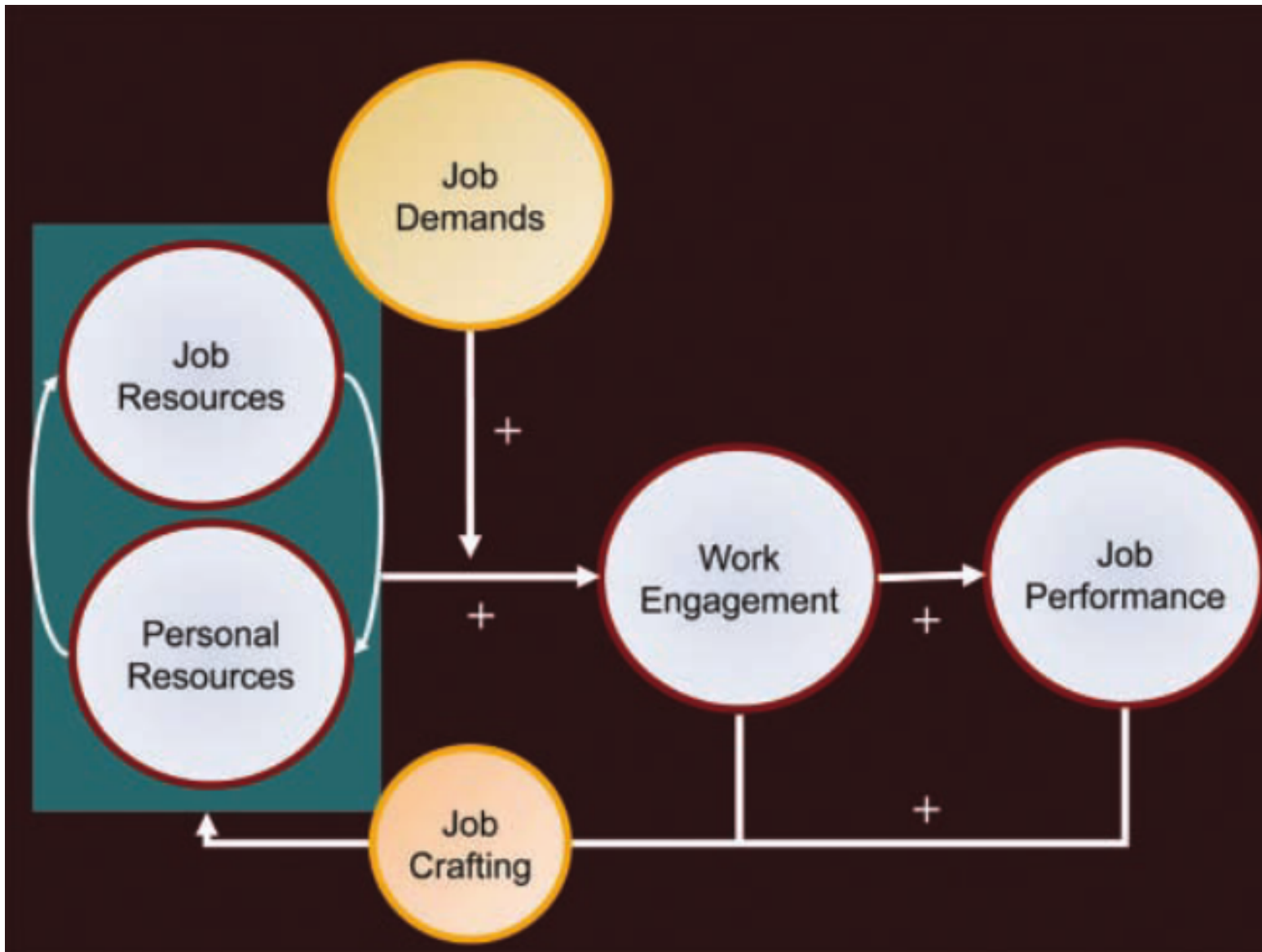
Look at yourself with a critical eye



A photograph of a large herd of cows, primarily brown and white, grazing in a green field. The cows are densely packed, and the background is slightly blurred, suggesting a large outdoor setting. The text is overlaid on the center of the image.

Work/life balance

Input from Joost van den Berg,
PhDstudent and Nicole Mastenbroek,
PhD



Bakker, 2011, *Current Directions in Psychological Science*

In medical education

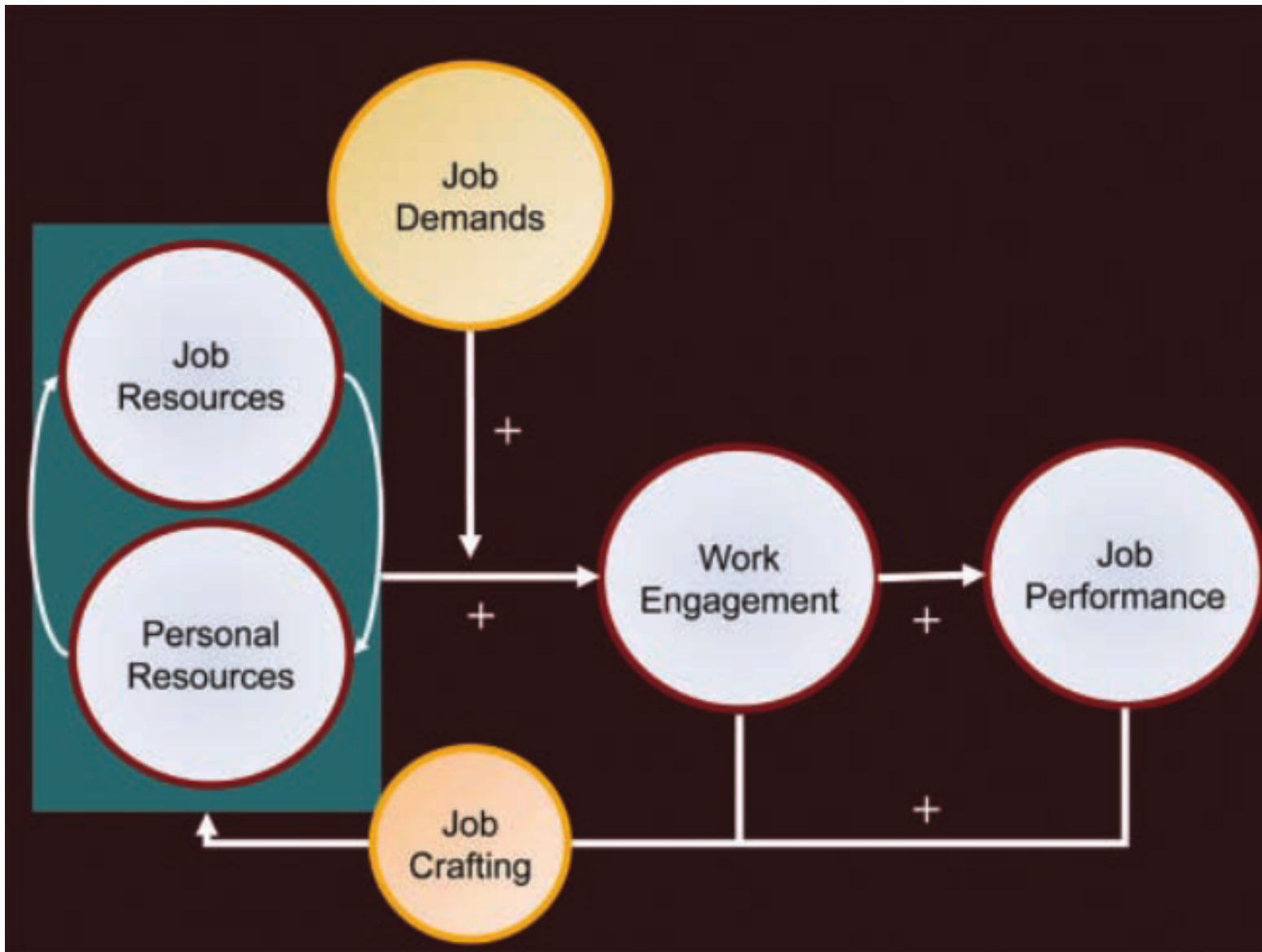
- The physician role is consistently associated with higher work engagement for patientcare than the teaching and clinical teaching role.
- Highly-rated clinical teachers are engaged to their clinical teaching.
 - To be seen as a good teacher by residents, being an engaged physician is not enough!

What do teachers do? - I

- For example, avoid demands:
 - *“I still have to mark the essay questions. And then I naturally make sure I design the essay questions in such a way that they are easy to mark, as quickly as possible.”*
- Or seek challenges:
 - *“... And those students went through the first year and then I think, how are they performing? ... I don't know if the [board] would've ordered me to research that if I had not initiated it.”*

What do teachers do? - II

- Work engagement appears to drive job crafting in medical education, specifically for the seeking of resources and challenges.
- In addition, it appears engaged physicians also craft their teaching tasks in a positive way.



Bakker, 2011, *Current Directions in Psychological Science*

Definition of **Job demands**

“ ...aspects of work that require sustained physical or mental **effort** on the part of the employee and are thus associated with psycho-physiological **costs**”.

Job demands (or potential stressors)

Etc.

Work-home interference

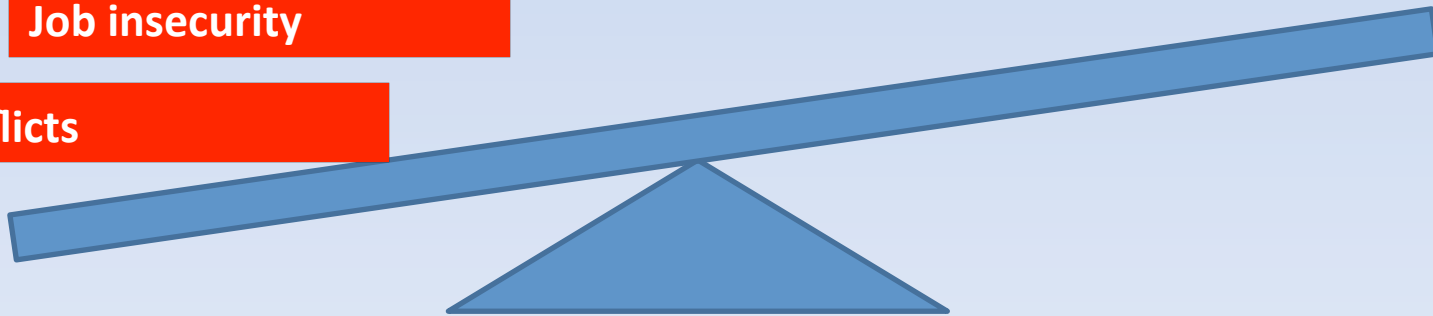
Physical demands

Emotional demands

Workload

Job insecurity

Conflicts



Definition of **Job resources**

“work aspects that are ...

(a) **functional** to achieve occupational goals

(b) **necessary** to deal with high job demands

(c) **important in their own right** as stimulants of personal growth”

Job resources

Etc.

Ability to use and develop skills

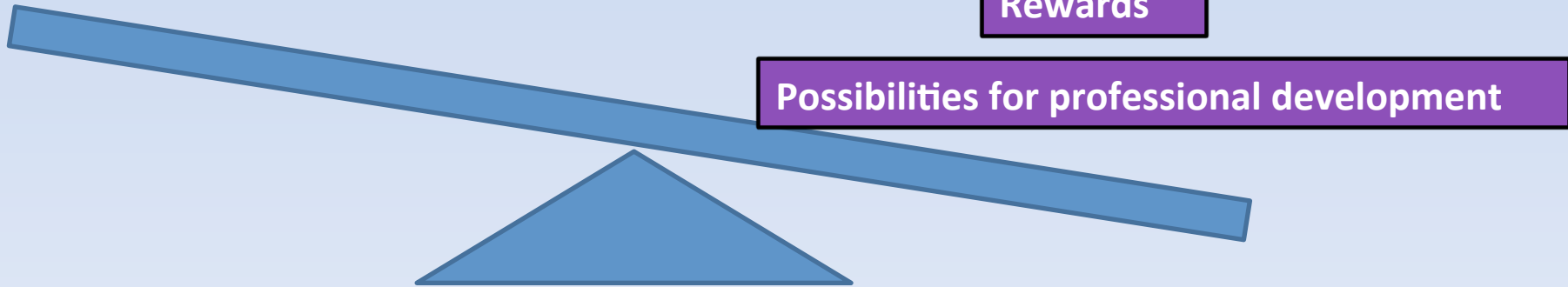
Control over tasks

Support of colleagues

Feedback on performance

Rewards

Possibilities for professional development



Etc.

Demands and Resources

Etc.

Work-home interference

Physical demands

Emotional demands

Workload

Job insecurity

Conflicts

Ability to use and develop skills

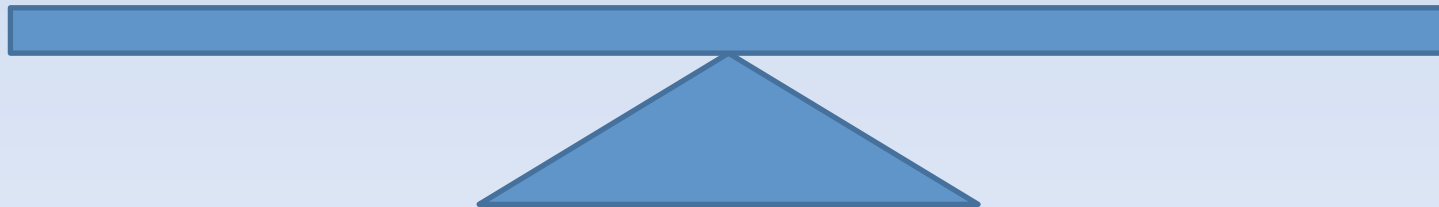
Control over tasks

Support of colleagues

Feedback on performance

Rewards

Possibilities for professional development



Etc. **Demands and Resources** Etc.

Work-home interference

Physical demands

Emotional demands

Workload

Job insecurity

Conflicts

The
Individual



Ability to use and develop skills

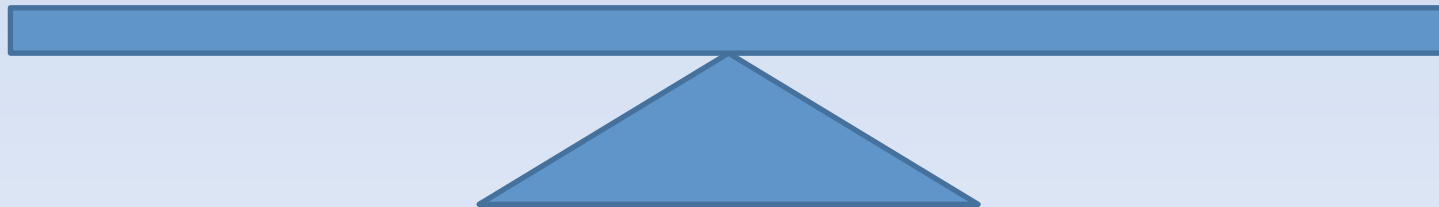
Control over tasks

Support of colleagues

Feedback on performance

Rewards

Possibilities for professional development



The art of staying engaged

- Make an inventory of the job demands and job resources in your work.

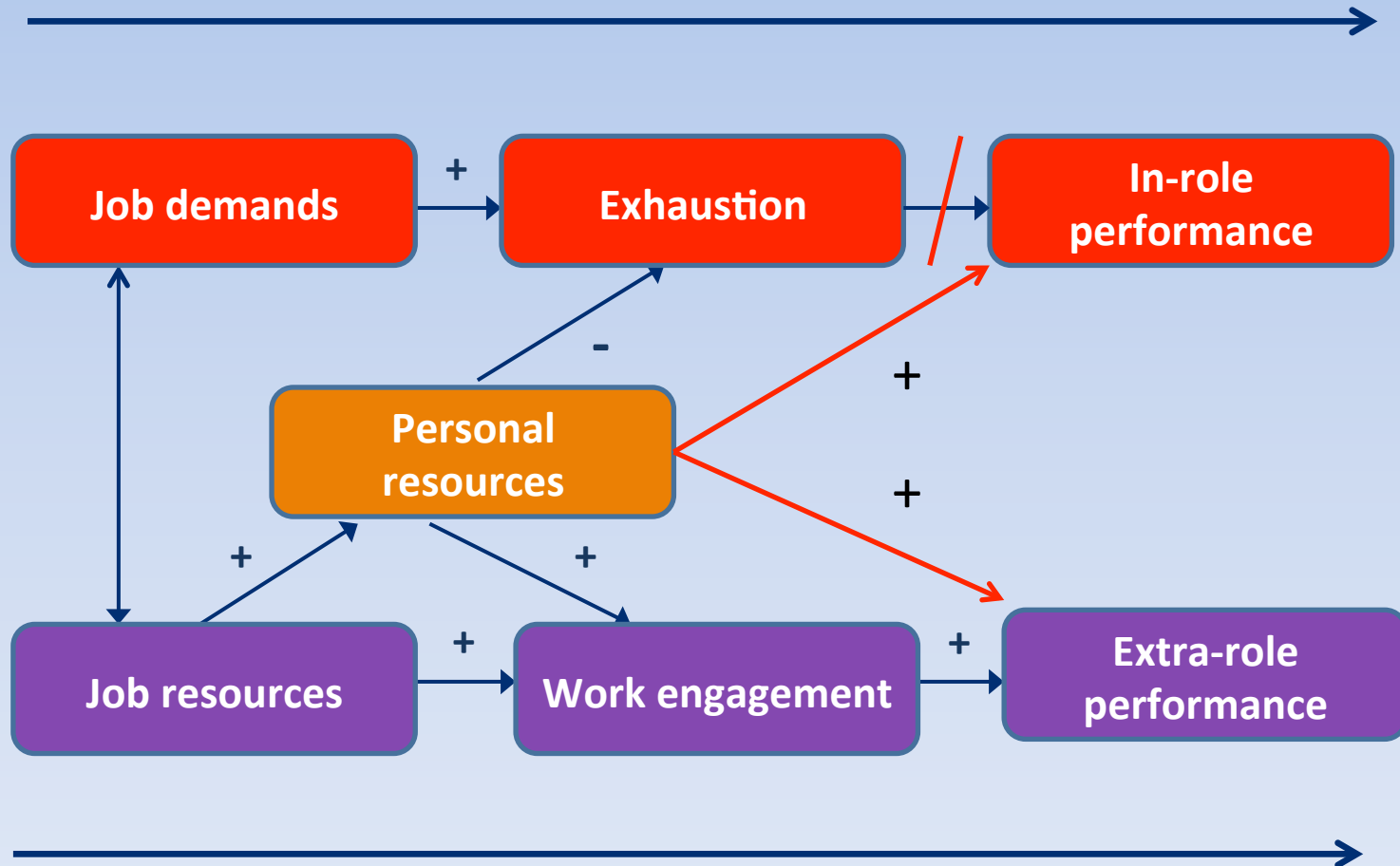
Job demands

- Look at your tasklist
- What aspects of your work cost a lot of energy
- What aspects of your work cause stress
- Write the aspects where you experience most cost of energy and stress besides the tasks

Job resources

- Think of the aspects of your work that:
 - Are functional to achieve occupational goals
 - Help to deal with the job demands
 - Stimulate your professional development
- Write these work-aspects where you experience them most

The Job Demands-Resources (JD-R) model¹



¹Demerouti, Nachreiner, Bakker & Schaufeli, 2001; Bakker & Demerouti, 2007; Mastenbroek et al., 2012

Job demands

- Conflicts
- Workload
- Workpressure
- Insecurity
- Night-shifts
- Physical workload
- Work-home interference
- Working circumstance

Job resources

- Support of colleagues
- Appreciation
- Rewards
- Feedback
- Challenging work
- Taskvariety
- Possibilities for professional development
- Support of supervisor

Job demands

HIGH

Burnout

Work
engagement

LOW

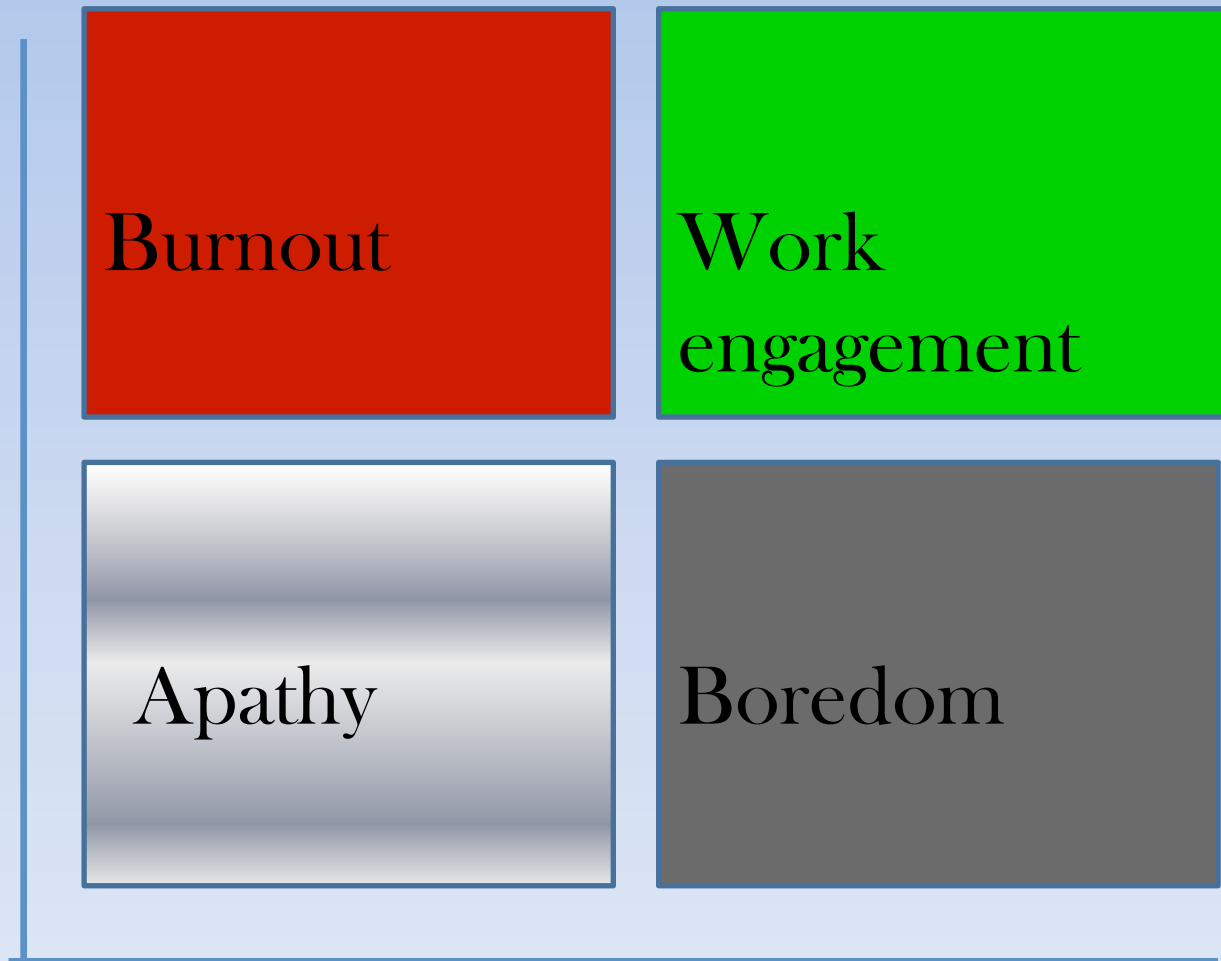
Apathy

Boredom

LOW

HIGH

Job resources



Job Crafting

- “.. Changes individuals make in their working-circumstances, their tasks and/or relationships at work with the aim to improve the person to job fit”.

Job crafting is about

- Increasing job resources
- Decreasing job demands
- Or increasing job demands = searching for new challenges

Jobcrafting

Work-home interference

Physical demands

Emotional demands

Workload

Job insecurity

Conflicts

The
Individual



Ability to use and develop skills

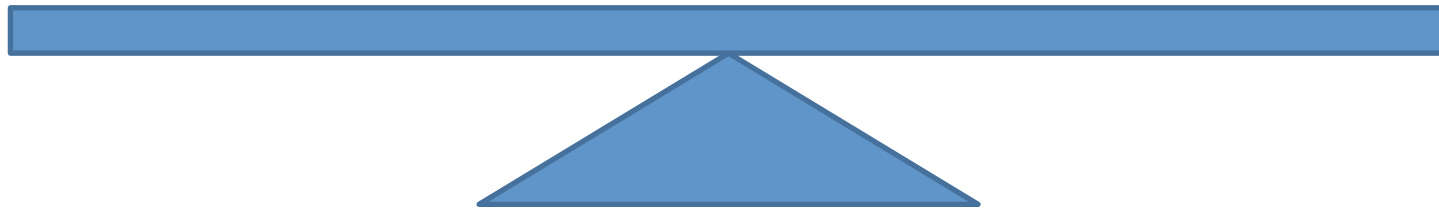
Control over tasks

Support of colleagues

Feedback on performance

Rewards

Possibilities for professional development



The art of staying engaged

- Increase or decrease job demands but always provide sufficient and appreciated job resources
- Think in terms of opportunities instead of threats
- Take time for reflection and increase your own personal resources
- Choose consciously, and take responsibility for your own well-being



Dare to make
choices

Determine your own direction











