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Good, Better… Burnout?!

The Influence of Work-to-Life Interference and Perfectionism on Burnout among Young

Professionals

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Abstract

The way current work is structured is significantly influenced by the development and
implementation of communication technologies. The use of work-related communication
technologies leads to more connectivity and therefore interference between the work and life
domains of young professionals. This study examined the influence of work-to-life
interference on burnout among young professionals. Perfectionism is seen as an important
personal characteristic that explains individual differences in burnout. Therefore, self-
oriented and socially prescribed perfectionism are included in this study. A web-based
questionnaire was distributed to 228 Dutch young professionals. Results show that work-to-
life interference does in fact lead to burnout among young professionals, although this
relation is very weak. Self-oriented perfectionism is found to decrease the influence of work-
to-life interference on burnout. On the contrary, socially prescribed perfectionism does not
influence this relationship. The theoretical and practical implications of these results are
discussed.

Keywords: young professionals, burnout, work-to-life interference, self-oriented
perfectionism, socially prescribed perfectionism

Good, Better… Burnout?!

As communication technologies have become more omnipresent, the world in which

we work has become a complex environment. This is because such technologies, compared to

more traditional means, enable organizations to facilitate work-related communication

through for example flexible work styles, knowledge transfer and social networks (e.g.

Barber & Santuzzi, 2015; Day, Paquet, Scott & Hambley, 2012; Fonner & Roloff, 2012).

Organizations choose these options because accessibility and efficiency are two important

pathways through which communication technology use can increase employee well-being

(Ter Hoeven, Van Zoonen & Fonner, 2016). However, there are also two negative pathways

that should not remain unnoticed. Studies (e.g., Chesley, 2014; Ter Hoeven et al., 2016) have

shown that communication technologies can interrupt work and make it more unpredictable.

Therefore, their use could decrease employee well-being as well.

Communication technologies influence the well-being of employees not only during

initial working hours but also after these hours. Namely, these technologies make the

boundaries between work (i.e., paid employment) and life (i.e., health, leisure, time spent

with family and friends) more permeable (Guest, 2002). Although employees usually try to

find a balance between these two domains, conflicts could occur when elements of one

domain transfer to another (Cooke & Rousseau, 1984; Desrochers, Hilton & Larwood, 2005;

Greenhaus & Beutell, 1985). These instances in which work conflicts with life or vice versa

have been defined as respectively work-to-life and life-to-work interference. Noting that the

current work environment has made employees increasingly responsible for their own career

(Converse, Pathak, DePaul-Haddock, Gotlib & Merbedone, 2012), balancing work and life

has become more important.

There has been explicit attention for work-to-life interference. First of all, the

connectivity to work during free time is much debated in (news) media (e.g., De

Correspondent, 2017; FD, 2017; NOS, 2016; Trouw, 2017) and politics (NOS, 2017). In

France, employees even obtained the right to be disconnected after working hours (Code du

Travail, 2017). Subsequently, the amount of scientific research that focused on this topic

supports the importance as well. For example, employers expect that their employees are

available for work outside the workplace (Galinsky, Kim & Bond, 2001), whereby employees

experience greater conflict between their work and life roles (Duxbury, Higgins & Thomas,

1996). It is also found that employees who worry about work at home have a seven times

higher burnout (i.e., exhaustion, cynicism and reduced personal efficacy) risk than employees

who do not have these concerns (Bakker, Schaufeli & Van Dierendonck, 2000). Moreover,

work-to-life interference is greater than life-to-work interference (Gutek, Searle & Klepa,

1991; Judge, Boudreau & Bretz, 1994) and is more strongly related to job stress (Judge et al.,

1994). Combined with the aforementioned public and political attention for work-to-life

interference, this study therefore focuses only on this type of interference instead of also on

life-to-work interference.

A meta-analysis of Amstad, Meier, Fasel, Elfering & Semmer (2011) shows that

previous studies about work-to-life interference were mainly focused on work-related

outcomes. Interestingly, the results of the meta-analysis also reveals that the limited studies

on domain-unspecific outcomes found stronger relationships with work-to-life interference

than the studies on work-related outcomes. Therefore, they recommended to focus future

research on domain-unspecific outcomes such as indicators of well-being. In response to this

suggestion, this study focuses on the relationship between work-to-life interference and

burnout to build on and contribute to current scientific knowledge on this topic.

More specifically, to make a valuable connection between science and practice, the

relationship between work-to-life interference and burnout is studied among young

professionals. Namely, as work-to-life interference has not been studied before with the focus

on young professionals (25 to 35 year, higher-educated), the question arises how previous scientific findings apply to this subgroup of employees. In addition, data indicate that fifteen percent of employees in the age category 25 to 35 year have a burnout (CBS, 2015a) and that the number of burnouts, compared to other age categories, has risen fastest among these employees (CBS, 2015b). Moreover, higher educated employees work more often after office hours than lower educated employees (CBS, 2016).

As it often takes much effort and a long time to recover from burnout, it is highly undesirable to face burnout during the early career phase. This is especially the case in the current knowledge economy in which young professionals have a key role and employee well-being is a determining factor for careers and organizational outcomes. It is therefore of social importance that both young professionals and their organizations gain more knowledge about the factors that play a pivotal role in burnout. With the knowledge derived from this study, it can be substantiated whether the current approaches to work-to-life interference are the best way to positively influence well-being and subsequently careers and organizational outcomes, or that they need to be adjusted. Therefore, the first research question is:

Research question 1: How does work-to-life interference influence burnout among young professionals?

Perfectionism has received much scientific attention as an antecedent of burnout (for an overview, see Hill & Curran, 2016) and is found to predict work-to-life interference (Mitchelson, 2009). Therefore, it is interesting to examine how this factor influences the relationship between work-to-life interference and burnout. Perfectionism can be described as a way to deal with either high expectations of people themselves or of others (e.g., Hewitt & Flett, 1990), which is why it is important to make a distinction between multiple dimensions.

For this reason, the goal of this study is to provide a nuanced image by distinguishing

between self-oriented perfectionism (derives from internal pressures to be perfect) and

socially prescribed perfectionism (derives from external pressures to be perfect) (Hewitt &

Flett, 1991).

It is relevant to gain more knowledge about the influence of self-oriented and socially

prescribed perfectionism on the relationship between work-to-life interference and burnout.

This importance is underlined by previous scientific research and by practice. Namely, in

contrast to the amount of research that addressed the work-related antecedents of burnout

(Lee & Ashforth, 1996; Demerouti, Bakker, Nachreiner & Schaufeli, 2001), relatively little

research has focused on person-related antecedents. As personality traits may predict who has

a higher or lower burnout risk (Bakker, Demerouti & Sanz-Vergel, 2014; Cano-García,

Padilla-Muñoz & Carrasco-Ortiz, 2005), more research on this topic is needed.

Also, as mentioned earlier, it is desirable for organizational outcomes and personal

careers to prevent burnout. Since every situation in which a burnout occurs is unique, it is

hard to develop an effective general approach that is helpful for every employee. It is likely

that burnouts can be addressed more successfully when the approach is more personally

oriented. Consequently, research on perfectionism could provide valuable insights into the

way this specific personality trait must be handled to prevent and reduce burnout. The present

study therefore aims to examine how self-oriented and socially prescribed perfectionism alter

the strength of the relationship between work-to-life interference and burnout among young

professionals. This focus leads to the second research question:

Research question 2: How do self-oriented and socially prescribed perfectionism

influence the relationship between work-to-life interference and burnout among young

professionals?

This study will start with a brief discussion of the work and life context of young

professionals. The subsequent sections will cover existing literature and the development of

hypotheses and an associated conceptual model. In addition, the research method will be

explained and the results will be elaborated on. Finally, a discussion and conclusion will be

provided.

Theoretical framework

Young professionals

The young professionals of today are part of the so-called millennial generation.

Newspapers, blogs and other articles attribute, sometimes contradictory, characteristics to this

group and make comparisons with previous generations (e.g., NRC, 2016; De Volkskrant,

2016). As every generation grew up in a different context, it is true that current young

professionals are affected in a different way than previous generations. This is because

context, such as the economic and political situation, influences individuals' experiences and

attitudes (D'Amato & Herzfeldt, 2008; Smola & Sutton, 2002). However, factors such as age

(Wong, Gardiner, Lang & Coulon, 2008), life stage and technology (Deal, Altman &

Rogelberg, 2010) determine individual behaviour more than the generation to which one

belongs. It can be stated that specific personality traits cannot be attributed to a specific

generation. Therefore, the following sections will focus on the characteristics of the life and

work domain of young professionals to provide more insight into this group.

Young professionals' life. The life stage of young professionals is characterized by

the possibility to establish and pursue a variety of goals and dreams. Young professionals can

make commitments to themselves or commit to the obligations and expectations assigned by

the people around them. As focussing on intrinsic motivation can bring satisfaction (Ryan &

Deci, 2000), working on their own passions and ambitions can have a positive influence on

their lives. On the contrary, trying to meet external expectations may result in increased levels

of stress. The decisions about whether and how to meet these internal and external demands

are often made without having a lot of experience (Levinson, 1986). Due to this, it is harder

to determine what the right choice is. Although the timing of the life changing events that are

the result of such decisions (e.g., buying a home, getting married, starting a family) is not the

same for everyone (Arnett, 2007), everyone should think about them at some point. Generally

speaking, the life phase of young professionals has two transitional periods through which

they could try to structure their life based on their choices and developments (Levinson,

1986). During the first period (around 22 to 28 year), they develop and try to maintain a

stable base for the start of their adult life. The second period (around 28 to 33 year) offers

opportunities to reconsider and redefine the previously formed structure in order to lay the

foundation for the rest of their adult life (Levinson, 1986). These transitional periods can

cause feelings of stress when young professionals perceive certain commitments or

obligations as undesirable (Robinson, Wright & Smith, 2013).

       Young professionals' work. The work stage of young professionals characterizes

itself with many developments as well; young professionals develop themselves from novice

to experienced during the first years of their career. Despite several years of preparation (e.g.,

formal education), novices can feel inadequately prepared for their job (Duchscher, 2009).

Also, the everyday reality at work may not meet their ideals and expectations (Maben, Latter

& Clark, 2006; Mackintosh, 2006). These discrepancies can bring young professionals in a

vulnerable position, involving feelings of anxiety, insecurity and instability (Duchscher,

2009). Thereby, the current economic situation has disadvantages for young professionals as

well. Namely, young professionals get flexible contracts more often and for longer periods of

time than before (CBS, 2015c; Lange, 2013; WRR, 2017), making their life in general more

insecure and unstable. These factors influence young professionals in a negative way.

Consequently, it could be likely that they try to increase their changes in the working environment by trying to meet the concept of the ideal worker. This concept refers to an employee who works fulltime, puts work above all and is available for work all the time (Bailyn, 1993 in Kelly, Ammons, Chermack & Moen, 2010). The commitment that young professionals undertake by complying with this description of the ideal worker is at the expense of other things in their life domain (Williams, Berdahl & Vandello, 2016).

Burnout

Burnouts arise from tensions and stress. Chronical stress related to work could yield several negative symptoms, which could be physical (e.g., muscle ache, vertigo, headache), emotional (e.g., irritability, cynicism, bluntness), and behavioural (e.g., inefficiency, problems with sleep and concentration) (Lange, Schrieken & Smit, 2003; Miller, Ellis, Zook & Lyles, 1990). People are diagnosed with burnout when these symptoms continue to exist over a (not specified) long period of time, meaning that there is a crisis in someone's affiliation with work (Maslach & Jackson, 1986 in Maslach, Jackson & Leiter, 1997). This crisis manifests itself on three different levels: exhaustion, cynicism and reduced personal efficacy. First, exhaustion is characterized by a reduction of emotional resources and is seen as the most important and central quality of burnout (Maslach, Schaufeli & Leiter, 2001). Second, cynicism occurs when someone distances from work and creates a negative, detached and depersonalized attitude towards all aspects of work (Schaufeli, Leiter, Maslach & Jackson, 1996 in Bakker, Demerouti & Schaufeli, 2002). Third, reduced personal efficacy indicates the extent to which there is a lack of, social and non-social, occupational performance (Schaufeli, Salanova, Gonzálex-Romá & Bakker, 2002).

Consequences of burnout. The consequences of burnout could possibly be very serious and costly for both individuals and organizations. Namely, not only the employee experiencing burnout is affected, but people around that person as well (Cordes & Dougherty,

1993). Besides the domain-unspecific physical, emotional and behavioural symptoms, there are several personal dysfunctions at work and there are negative outcomes for organizations as a result from burnout. Examples of these work-related consequences are lower levels of job performance, job commitment (Halbesleben & Buckley, 2004) and work satisfaction (Miller et al., 1990) and higher turnover rates and levels of absenteeism (Maudgalya, Wallace, Daraiseh, & Salem, 2006).

Antecedents of burnout. The antecedents of burnout are composed by many demands and constraints and can be divided into three main categories: job and role characteristics, organizational characteristics and personal characteristics (Cordes & Dougherty, 1993). For job and role characteristics, studies show that higher levels of role conflict (Leiter & Maslach, 1988; Piko, 2006; Schwab & Iwanicki, 1982; Tunc & Kutanis, 2009), role ambiguity (Schwab & Iwanicki, 1982; Tunc & Kutanis, 2009) and role overload (Bacharach, Bamberger & Conley, 1991; Fong, 1990; Janssen, Schaufeli, & Houkes, 1999) could lead to higher levels of burnout. Organizational characteristics such as a negative psychological environment (Pretty, McCarthy & Catano, 1992) and personal characteristics such as employees' unrealistic expectations (Jackson & Schuler, 1983) could contribute to burnout as well. Note that the influence of the different antecedents depends on several (demographic) factors and is not the same in every situation. The following sections will elaborate on work-to-life interference as a job characteristic and perfectionism as a personal trait and their relationship with burnout.

Work-to-life interference

Following Netemeyer, Boles and McMurrian (1996), work-to-life interference is defined as a form of interrole conflict in which aspects or responsibilities of work mix with life outside work. There are three types of pressures that are sources of work-to-life

interference: time, work-related and behavioural strains (Greenhaus & Beutell, 1985). First of

all, interference based on time strains occurs when time that was first fully dedicated to the

life domain is now shared with or taken over by the work domain. When work demands an

increasing amount of time outside the regular work hours, it becomes increasingly difficult to

meet the responsibilities in the life domain. Secondly, work-to-life interference is based on

work-related strains when employees cannot let go of the tensions created by work. This

happens for example when work-related stress, irritability or anxiety interfere with life duties,

making it harder to relax during non-work hours (Netemeyer et al., 1996). Lastly, work-to-

life interference based on behavioural strains occurs when behaviour required by the work

domain is incompatible with the behaviour required by the life domain.

Communication technology use and work-to-life interference. The proliferation

and frequent use of communication technologies have made the distinction between the work

and life domain more indistinct (Derks, Van Duin, Tims & Bakker, 2015; Duxbury et al.,

1996). As communication technologies made it easier to be accessible for work at any place

and at any time (Cavazotte, Lemos & Villadsen, 2014; Mazmanian, Orlikowski & Yates,

2013), their use gives rise to the emergence of the three types of pressures that underlie work-

to-life interference. Therefore, communication technologies can be seen as a means that

indirectly (i.e., through time, work-related or behavioural strains) lead to work-to-life

interference. However, note that not these technologies in itself, but the subjective norms that

are connected to them make the boundaries between work and life more permeable. People

always have the option to not use technologies, but social influences (partly) determine

behaviour and attitudes related to communication technologies (Fulk, 1993). In line with this,

social norms about connectivity are related to actual connectivity behaviour after work

(Richardson & Benbunan-Fich, 2011) in a way that employees feel that they have to manage

and finish work-related messages when they are in their life domain (Barber & Santuzzi,

2015; Mazmanian et al., 2013). Examples of this behaviour include checking and responding
to emails immediately after waking up and bringing mobile devices on vacation (Middleton
& Cukier, 2006; Orlikowski, 2007).

Consequences of work-to-life interference. Work-to-life interference is less visible
and more difficult to foresee than overwork that takes place at the office (Derks et al., 2015).
However, a high degree of work-to-life interference occurs with employees who experience a
high degree of overwork due to the need to be accessible for work after official work hours
(Galinsky et al., 2001). As most employees have problems with finding a balance between the
demands from the work and life domain (Golden & Geisler, 2007; Orlikowski, 2007), work-
to-life interference is an important indicator for poor well-being of employees (Amstad et al.,
2011; Kinnunen et al., 2006). Therefore, the consequences of work-to-life interference should
not remain unnoticed.

Most important for this study, employees who experience work-to-life interference
report feelings of burnout (Bacharach et al., 1991; Linzer et al., 2006; Montgomery,
Panagopolou & Benos, 2006; Peeters, Montgomery, Bakker & Schaufeli, 2005). Note
however that work-to-life interference and burnout are also connected in other ways. Both
concepts are rooted in work and organizational factors and create a situation that demands a
lot of energy from the employee. Therefore, the presence of both work-to-life interference
and burnout is at the expense of other (positive) aspects of their work and life domain.
Consequently, the effects of work-to-life interference in the work and life domain are
intertwined and partly overlap with the effects of burnout.

Besides burnout, the domain-unspecific outcomes of work-to-life interference are
increased levels of (psychological) distress (Chesley, 2014; Kinnunen et al., 2006; Olson-
Buchanan & Boswell, 2006) and decreased sleep quality (Lallukka, Rahkonen, Lahelma, &
Arber 2010; Nylén, Melin, & Laflamme, 2007). Examples of the effects of work-to-life

interference in the work domain include job exhaustion (Kinnunen et al., 2006), decreased

job attitudes and lower job satisfaction (Amstad et al., 2011; Butts, Casper & Yang, 2013).

   Work-to-life interference among young professionals. The young professionals of

today are more proficient with communication technologies than previous generations (Deal

et al., 2010). The omnipresence of these technologies in their lives leads to high levels of

accessibility (Ter Hoeven et al., 2016). Although work-to-life interference is not experienced

to the same extent by everyone (Duxbury, Higgins & Lee 1994; Higgins, Duxbury & Lee,

1994; Kreiner, 2006), it is likely that the proficiency in and presence of communication

technologies facilitates the occurrence of work-to-life interference among young

professionals. Besides the influence of communication technologies, there are several

demands in their life domain, like transitional periods and external demands (Levinson,

1986), which could contribute to the negative influence of work-to-life interference on their

well-being. Likewise, it could be stated that aspects of the work domain of young

professionals, such as the responsibility for a good career (Converse et al., 2012), the norm of

the ideal worker (Bailyn, 1993 in Kelly et al., 2010) and the energy the first career stage costs

(Duchscher, 2009), strengthen the negative effects of work-to-life interference. Thereby,

burnout is negatively related to work experience, meaning that burnout decreases as age and

work experience increase (Bakker et al., 2000). This finding suggests that employees have a

higher burnout risk in their early career than during later years. Together with the previous

line of argumentation, the fact that the link between work-to-life interference and burnout has

already been confirmed by previous studies (e.g., Bakker et al., 2000; Peeters et al., 2005)

makes it likely that the relationship between work-to-life interference and burnout is also

valid for young professionals. Therefore, the following hypothesis is proposed:

Hypothesis 1: Work-to-life interference leads to burnout among

young professionals.

Perfectionism

Important features of perfectionism are the striving for excessively high standards of

performance (Pacht, 1984) and excessive concerns over mistakes (Frost, Marten, Lahart &

Rosenblate, 1990). These originate partly from the cognitive processes that are associated

with the schema of the ideal self (Hewitt & Genest, 1990). Research show that perfectionism

can be both positive and negative, making a differentiation between multiple dimensions

possible (e.g., Frost et al., 1990; Hewitt & Flett, 1991). First, self-oriented perfectionism is

part of the perfectionist striving category (Stoeber & Janssen, 2011), which is defined by the

setting of high personal standards and aiming for order and organization (Stoeber & Otto,

2006). Second, socially prescribed perfectionism is part of the perfectionist concerns category

(Stoeber & Janssen, 2011) which is characterized by concerns over making mistakes and the

distinction between high expectations and the actual performance (Stoeber & Otto, 2006). A

third dimension is other-oriented perfectionism, which is reflected by beliefs and behaviours

that are equal to self-oriented perfectionism but are focused on others (Hewitt & Flett, 1991).

Other-oriented perfectionism is not a core dimension of perfectionism (Stoeber & Otto, 2006)

and is, in contrast to self-oriented and socially prescribed perfectionism, not directed to the

self. This study chooses to focus only on the interpersonal dimensions, other-oriented

perfectionism will not be part of this study.

Self-oriented perfectionism. Self-oriented perfectionists are characterized by a

strong internal motivation to be perfect, an emphasis on flaws and the strive for unrealistic

self-standards (Hewitt & Flett, 1991). Self-oriented perfectionists derive pleasure from their

efforts or from achieving desired results, whereby this kind of perfectionism can be related to

several positive characteristics and outcomes (Stoeber & Janssen, 2011). Characteristics

resulting from self-oriented perfectionism include conscientiousness, endurance (Stoeber &

Janssen, 2011) and enhanced self-esteem (Klibert, Langhinrichsen-Rohling & Saito, 2005).

These positive characteristics could lead to outcomes such as self-control, motivation to

improve, continue and succeed with work (Klibert et al., 2005) and avoidance of self-

criticism (Hewitt & Flett, 1991). The internal motivation that is an important component of

self-oriented perfectionism (Hewitt & Flett, 1991) could lead to subjective vitality (i.e.,

positive feeling of having energy) (Nix, Ryan, Manly & Deci, 1999). In this way, self-

oriented perfectionism could provide protection against psychological problems such as

burnout (Childs & Stoeber, 2010; Hill & Curran, 2016; Mitchelson & Burns, 1998),

depression and suicidality (Klibert et al., 2005).

   Socially prescribed perfectionism. Socially prescribed perfectionists are

characterized by the belief that others project excessively high expectations onto them and

that acceptance by others depends on fulfilling these standards (Hewitt & Flett, 1991).

Socially prescribed perfectionists do not derive pleasure from their efforts or from achieving

results, which leads to several negative characteristics and outcomes (Stoeber & Janssen,

2011). A main characteristic resulting from socially prescribed perfectionism is low self-

esteem (Stoeber & Otto, 2006). Due to this characteristic, socially prescribed perfectionism is

related to avoiding disapproval by others (Hewitt & Flett, 1991), feelings of doubt and

concerns about one's actions, mistakes and the evaluation of others (Stoeber & Janssen,

2011). Socially prescribed perfectionism derives from an external motivation which affects

subjective vitality in a negative way (Nix et al., 1999). This loss of energy leads to more

vulnerability. Therefore, this type of perfectionism could have a negative influence on

psychological problems. Examples of these problems are anxiety, stress (Bieling, Israeli &

Antony, 2004), depression, suicidal ideation (Stoeber & Otto, 2006) and burnout (Childs &

Stoeber, 2010; Hill & Curran, 2016; Mitchelson & Burns, 1998; Taris, Van Beek & Schaufeli,

2010; Van Yperen, Verbraak & Spoor, 2011).

Perfectionism among young professionals. Work is seen as the domain in which

most people are perfectionist (Stoeber & Stoeber, 2009) and the characteristics of the context

in which young professionals live make it likely that this is also applicable to them. First, the

economic and work situation put several demands onto young professionals. The norm of the

ideal worker (Bailyn, 1993 in Kelly et al., 2010) makes the competition on the job market

strong. Besides that, the chance of a permanent contract is lower than before (CBS, 2015c;

Lange, 2013; WRR, 2017), making it likely that both young professionals themselves as the

people around them are willing to pursue high expectations and demands. Secondly, the

proliferation and extensive use of communication technologies (Deal et al., 2010) makes it

more likely that young professionals are more accessible for the demands and expectations of

people from their work. Thereby, work-related performances and opinions are more visible as

people can easily check others' resumé and work-related successes at social media (e.g.,

LinkedIn). For the reasons stated above, young professionals could develop the (intrinsically

or externally motivated) feeling that they must meet a certain ideal image.

This ideal image can also be formed in relation to work-to-life interference, when it

indicates the extent to which work-to-life interference is desirable and acceptable in the lives

of young professionals. The pursuit of this ideal image could take place in two distinct ways.

On the one hand, young professionals who have higher levels of self-oriented perfectionism

could have pleasure in achieving desired results (Hewitt & Flett, 1991). They are positive

toward challenges and their internal motivation leads to more subjective vitality (Nix et al.,

1999). Based on this positive energy, it can be expected that those internally motivated

perfectionists can handle higher levels of work-to-life interference before they show burnout

symptoms.

On the other hand, young professionals who have higher levels of socially prescribed

perfectionism could have more fear of a negative evaluation from others (Hewitt & Flett,

1991). As they heavily try to meet external expectations, their subjective vitality decreases

(Nix et al., 1999). Based on the resulting vulnerability and loss of energy, it is likely that they

experience work-to-life interference as a burden. Therefore, it can be expected that externally

motivated perfectionists can handle lower levels of work-to-life interference before they

show burnout symptoms. In line with these arguments, two hypotheses are proposed:

Hypothesis 2a: Work-to-life interference leads to less burnout among young

professionals who have high (versus low) self-oriented perfectionist characteristics.

Hypothesis 2b: Work-to-life interference leads to more burnout among young

professionals who have high (versus low) socially prescribed perfectionist
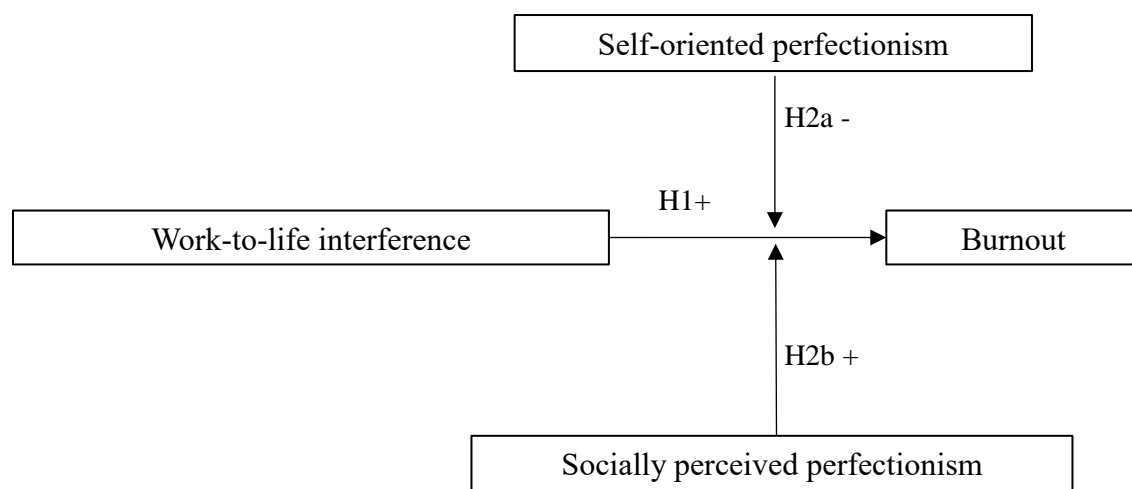
characteristics.

Conceptual model

Figure 1. Conceptual model with the expected relations between the main variables.

Methods

Procedure

The study was conducted in the form of a survey, with data being gathered by a web-based questionnaire created in Qualtrics (Appendix A). The data for this study were collected in April and May 2017. All respondents were asked to answer the questions individually, although this could not be completely controlled because the survey was filled out online. Young professionals, between 25 and 35 years old and with HBO, WO Bachelor or WO Master as highest completed education, were recruited with a convenience sample of Dutch organizations. Organizations were contacted via email or telephone and asked to share the survey with their network, for example via their newsletters and social media.

Sample

In total, 228 people responded to the survey. Unfortunately, 33 people quit the survey after only answering the general demographic questions. Therefore, these respondents were excluded from further analyses. The remaining 195 young professionals who participated in the survey consisted of 50 (25.6%) males and 145 (74.4%) females. The average age of the young professionals was 28.55 (SD = 2.73) years and ranged from 25 to 35, as this was a prerequisite to enter the survey. Of all young professionals, 67.9 percent was 29 years or younger and 32.8 percent was 30 years or older. Of all young professionals, 65.1 percent had a WO Master's degree, 30.8 percent a HBO degree and 4.1 percent a WO Bachelor's degree. More than half of all young professionals were cohabiting with a partner (56.9%), but only 13.3 percent had children. Therefore, the percentage of young professionals with the responsibility of the care for children was low as well, namely 5.6 percent. For 3.1 percent the partner was responsible for the care for children and for 91.3 percent this question was not applicable. On average, young professionals worked 37.39 (SD = 9.15) hours a week, had

4.73 (*SD* = 3.41) years of total work experience and worked 2.71 (*SD* = 2.56) years in their

current job. Their organizations had on average 2815.19 (*SD* = 8765.884) employees and

their departments 32.31 (*SD* = 113.56) employees. All Dutch industries were part of the

sample, in which education (18.5%) and healthcare and welfare (14.9%) were most common.

Variables

All variables of the conceptual model were measured on a 7-point scale (Appendix A).

The reliability of each scale was measured with Cronbach's alpha. Explorative factor analysis

was applied to examine the underlying latent constructs using the criteria Eigenvalue 1.

Burnout. The Maslach Burnout Inventory General Survey (MBI-GS), which is based

on the original MBI (Maslach & Jackson, 1981), is widely used to measure burnout and has

demonstrated reliability and validity in numerous studies (for a review, see Hewitt & Flett,

2004). The Dutch translation of the MBI-GS, the Utrechtse Burnout Schaal Versie A (UBOS-

A), was used in this study as it could be used for all types of professions and the target group

of this study consisted of Dutch young professionals. The UBOS-A measured the three

burnout components on a 7-point scale (1 = never, 7 = always, daily) (Schaufeli & Van

Dierendonck, 2001). Exhaustion was measured with five items, cynicism with five items and

reduced personal efficacy with six items. Respectively, three example items are: "I feel 'used

up' at the end of the work day", "I doubt the significance of my work" and "I can effectively

solve the problems that arise in my work". Six items were recoded, since their wording was

opposite of the other items. Factor analyses showed three components with an eigen-value of

more than one (6.19, 2.24 and 1.39). For component one, the factor loadings of the fifteen

items ranged from .80 to .49. This component explained 41.25 percent of the variance. The

Cronbach's alpha for burnout was .90, which means this is a reliable scale. Therefore, the

variable burnout was computed by adding up the fifteen different items and dividing the total

by fifteen. This new variable burnout (M = 2.90, SD = .74) ranged from 1 (no burnout) to 7
(very burnout).

Work-to-life interference. Work-to-life interference was measured by five items on a
7-point scale (1 = strongly disagree, 7 = strongly agree). The items as compiled by
Netemeyer et al. (1996) were translated into Dutch. The original items were more generalized
by changing 'family' to 'family/friends'. In this way, the questions connected better with the
target group. Two example items are: "The demands of my work interfere with my home and
family life" and "Things I want to do at home do not get done because of the demands my job
puts on me". Factor analyses showed one component with an eigen-value of more than one
(3.22), which explained 64.45 percent of the variance. The factor loadings of the five items
ranged from .74 to .87. The Cronbach's alpha for work-to-life interference was .86, which
means this is a reliable scale. Therefore, the variable work-to-life interference was computed
by adding up the five different items and dividing the total by five. This new variable work-
to-life interference (M = 3.53, SD = 1.35) ranged from 1 (no work-to-life interference) to 7
(very much work-to-life interference)

Perfectionism. To measure the two forms of perfectionism that are central in this
study, the Multidimensional Perfectionism Scale (MPS) (Hewitt & Flett, 1991) was translated
into Dutch without any content changes. The MPS is a widely used measure and has
demonstrated reliability and validity in numerous studies (for a review, see Halbesleben &
Buckley, 2004).

Self-oriented perfectionism. Self-oriented perfectionism was measured with fifteen
items on a 7-point scale (1 = disagree, 7 = agree). Two example items are "When I am
working on something, I cannot relax until it is perfect." and "One of my goals is to be
perfect in everything I do.". Four items were recoded, since their wording was opposite of the
other items. Factor analyses showed three components with an eigen-value of more than one

(6.85, 1.18 and 1.06). All items loaded highest on component one, whereby the factor

loadings of the fifteen items ranged from .82 to .47. This component explained 45.69 percent

of the variance. The Cronbach's alpha for self-oriented perfectionism was .91, which means

this is a reliable scale. Therefore, the variable self-oriented perfectionism was computed by

adding up the fifteen different items and dividing the total by fifteen. This new variable self-

oriented perfectionism ($M = 4.51$, $SD = 1.02$) ranged from 1 (no self-oriented perfectionism)

to 7 (much self-oriented perfectionism)

       Socially prescribed perfectionism. Socially prescribed perfectionism was measured

with fifteen items on a 7-point scale (1 = disagree, 7 = agree). Two example items are: "I find

it difficult to meet others' expectations of me." and "Those around me readily accept that I

can make mistakes too.". Five items were recoded, since their wording was opposite of the

other items. Factor analyses showed three components with an eigen-value of more than one

(5.15, 1.94 and 1.28). For component one, the factor loadings of the fifteen items ranged

from .79 to .05. This component explained 34.30 percent of the variance. The Cronbach's

alpha for socially prescribed perfectionism was .84, which means this is a reliable scale.

Therefore, the variable socially prescribed perfectionism was computed by adding up the

fifteen different items and dividing the total by fifteen. This new variable socially prescribed

perfectionism ($M = 3.22$, $SD = .79$) ranged from 1 (no socially prescribed perfectionism) to 7

(much socially prescribed perfectionism)

       Control variables. Control variables incorporated in the survey are age, education

level, gender, cohabition, having children, care for children, industry, years of total work

experience, years of experience current job, working hours, amount of employees

organization, and amount of employees department. These variables are related to the

dependent variable, but they are not of primary interest of this study. Therefore, it is

important to remove their effects from the analyses. All variables will be tested on their

correlation with the main variables burnout, work-to-life interference, self-oriented

perfectionism and socially prescribed perfectionism. These will be included as the control

variables in further analyses.

Statistical analysis

The relation between work-to-life interference and burnout and the moderation effects

of self-oriented perfectionism and socially prescribed perfectionism will be examined using

IBM SPSS Statistics 24. Hypothesis 1 will be tested by conducting a linear regression

analysis using work-to-life interference as the independent variable and burnout as the

dependent variable. To test hypothesis 2a and 2b, a moderated analysis using model 1 of

PROCESS macro (Hayes, 2012) will be used with work-to-life interference as the

independent variable, burnout as the dependent variable and either self-oriented or socially

prescribed perfectionism as moderator. The 95% confidence intervals for all effects will be

bootstrapped 5000 times.

Results

Preliminary analysis

A One-Way ANOVA test showed that there was no significant relation between the

control variables education level, care for children and industry and the main variables of this

study (i.e., burnout, work-to-life interference, self-oriented perfectionism and socially

prescribed perfectionism). Cohabition, having children and gender are dichotomous variables.

Therefore, an independent samples t-test was used for these variables instead of correlation

analysis. Results showed no significant relations between cohabition and having children and

the main variables. For gender, two significant results showed that there is less burnout

among men than women, $t(181) = -1.98$, $p = .05$, 95% CI [-.50, -.001] and men show less

socially prescribed perfectionism, $t(170) = -1.97$, $p = .05$, 95% CI [-.55, .0001].

Table one provides an overview of the means, standards deviations, Cronbach alpha's

and correlations between all relevant variables. Note that the two variables amount of

employees organization and amount of employees department are not included in this table as

they did not show a significant correlation with any of the main variables. Work-to-life

interference has a weak correlation with age ($r = .21$, p < .01), burnout ($r = .19$, p < .01) and

self-oriented perfectionism ($r = .32$, p < .01). Burnout has a weak correlation with socially

prescribed perfectionism ($r = .36$, p < .01). Self-oriented perfectionism has a weak correlation

with age ($r = .19$, p<.05). Socially prescribed perfectionism has a weak correlation with self-

oriented perfectionism ($r = .44$, p < .01).

Table 1
Correlations and Descriptive statistics.

Variable	Mean	(SD)	1	2	3	4	5	6	7	8
1 Age	28.55	(0.44)								
2 Working hours	37.40	(2.73)	-0.02							
3 Years of total work experience	4.73	(3.41)	0.81**	-0.01						
4 Years of experience current job	2.71	(2.56)	0.44**	0.03	0.60**					
5 Burnout	2.90	(0.74)	0.13	-0.09	0.12	0.03	**.90**			
6 Work-to-life interference	3.53	(1.35)	0.21**	0.24**	0.26**	0.18*	0.19**	**.86**		
7 Self-oriented perfectionism	4.51	(1.02)	0.19*	0.12	0.20**	0.13	-0.003	0.32**	**.91**	
8 Socially prescribed perfectionism	3.22	(0.79)	0.03	0.01	0.01	0.03	0.36	0.35**	0.44**	**.84**

Note. For age, working hours, years of total work experience, years of experience current job and work-to-life interference: N = 195; for burnout, N = 183; for self-oriented and socially prescribed perfectionism, N = 172
Values on the diagonal in bold represent reliability scores (α).
** Correlation is significant at the .01 level
* Correlation is significant at the .05 level

Work-to-life interference and burnout

The first hypothesis of this study states that work-to-life interference has a positive relation with burnout among young professionals. Correlations (see table 1) show that work-to-life interference is indeed positively correlated with burnout ($r = .19$, p < .01). The regression model with work-to-life interference as the independent variable and burnout as dependent variable is significant, $F (1, 181) = 6.86$, $p = .01$. This result means that the more work-to-life interference is being experienced, the more someone feels burnout. In line with hypothesis 1, work-to-life interference positively predicts burnout among young professionals, $b* = 0.19$, $t = 2.62$, $p = .010$, 95% CI [0.03, 0.18]. Although this regression model can be used to predict burnout among young professionals, the strength of the prediction is weak: four percent of the variation in burnout can be predicted on the basis of work-to-life interference ($R^2 = .04$). Nonetheless, hypothesis 1 is accepted.

Self-oriented perfectionism and burnout

Hypothesis 2a of this study states that the positive influence of work-to-life interference on burnout is lower for young professionals with high levels of self-oriented perfectionism than for young professionals with low levels of self-oriented perfectionism. Results of the PROCESS macro test show that self-oriented perfectionism is a significant predictor for burnout, $b = -.38$, $SE = .16$, $t (156) = -2.36$, $p = .020$, 95% CI [-.69, -.06]. To determine whether self-oriented perfectionism is moderating the relationship between work-to-life interference and burnout among young professionals, the interaction variable was computed. The interaction variable did explain a significant decrease in burnout, $b = -.09$, $SE = .04$, $t (156) = 2.22$, $p = .028$, 95% CI [.01, .18]. This result shows that self-oriented perfectionism does moderate the relationship between work-to-life interference and burnout. Therefore, hypothesis 2a is accepted.

Socially prescribed perfectionism and burnout

Hypothesis 2b of this study states that the positive influence of work-to-life interference on burnout is higher for young professionals with high levels of socially prescribed perfectionism than for young professionals with low levels of socially prescribed perfectionism. Results of the PROCESS macro test show that socially prescribed perfectionism is a not a significant predictor for burnout, $b = .23$, $SE = .19$, $t (156) = 1.24$, $p = .22$, 95% CI [-.14, .61]. To determine whether socially prescribed perfectionism is moderating the relationship between work-to-life interference and burnout among young professionals, the interaction variable was computed. The interaction variable did not explain a significant increase in burnout, $b = .02$, $SE = .05$, $t (156) = .42$, $p = .68$, 95% CI [-.07, .11]. This result shows that socially prescribed perfectionism does not moderate the relationship between work-to-life interference and burnout. Therefore, hypothesis 2b is rejected.

Discussion and conclusion

The purpose of this study was twofold: (a) to examine how work-to-life interference influences burnout among young professionals and (b) to examine how self-oriented and socially prescribed perfectionism influence this relation. The results of this study show that work-to-life interference leads to burnout among young professionals and that this relation is weakened by self-oriented perfectionism. Socially prescribed perfectionism, in contrast, is not found to influence the relation between work-to-life interference and burnout among young professionals.

Hypothesis 1, which stated that work-to-life interference leads to burnout among young professionals, is confirmed. This result is in line with previous studies that found that work-to-life interference works as a moderator between job demands and burnout among other groups (Bacharach et al., 1991; Montgomery et al., 2006; Peeters et al., 2005).

However, it is important to note that the strength of the prediction of the current study is

weak: only four percent of the variance in burnout can be predicted on the basis of work-to-

life interference.

The relatively small influence of work-to-life interference on burnout can be

explained by the relatively low levels of work-to-life interference and burnout among the

respondents of this study. As there are numerous job demands related to burnout (for an

overview, see Lee & Ashforth, 1996), work-to-life interference is probably one of many

work-related factors that all to some extent contribute to burnout among young professionals.

Moreover, since 'only' fifteen percent of the total target group has a burnout (CBS, 2015a), it

is hard to find results among a relatively small sample, as is used for this study. It is likely

that young professionals with high levels of burnout quit their job and do not intensively use

the usual survey distribution channels (e.g., organizational newsletters and social media).

Especially the healthiest young professionals remain accessible and willing to answer the

survey questions. Therefore, the relationship between work-to-life interference and burnout

found in this study will be affected by this.

Hypothesis 2a, which stated that work-to-life interference leads to less burnout among

young professionals who have high (versus low) self-oriented perfectionist characteristics, is

confirmed. This result suggests that self-oriented perfectionist young professionals are less

susceptible to the negative effect that work-to-life interference has on burnout. This outcome

is in line with previous studies that found that self-oriented perfectionism is related to

positive outcomes (Hewitt & Flett, 1991; Klibert et al., 2005; Stoeber & Janssen, 2011) and

does not lead to burnout (Childs & Stoeber, 2010; Hill & Curran, 2016; Mitchelson & Burns,

1998).

Hypothesis 2b, which stated that work-to-life interference leads to more burnout

among young professionals who have high (versus) low socially prescribed perfectionist

characteristics, is not confirmed. Interestingly, this result is not in line with previous studies

that found that socially prescribed perfectionism is related to burnout in working adults

(Childs & Stoeber, 2010; Mitchelson & Burns, 1998) and other target groups (Bieling et al.,

2004; Hill & Curran, 2016; Stoeber & Janssen, 2011; Taris et al., 2010; Van Yperen et al.,

2011).

The aforementioned result indicates that the levels of socially prescribed

perfectionism among the respondents of this study are not high enough to cause any effects.

On the one hand, an explanation for this result could be that socially prescribed perfectionism

decreases with age as it is merely the result of high expectations of parents (Landa & Bybee,

2007). It is reasonable to believe that the opinions of parents become less determinant during

the life phase of young professionals, whereby the levels of socially prescribed perfectionism

decrease.

On the other hand, the absence of the moderating effect of socially prescribed

perfectionism on the relationship between work-to-life interference and burnout could be

related to the value that young professionals attach to the high standards others prescribe

about being accessible for work after work hours. It may be possible that their self-esteem

does not depend on the opinions of others. Hewitt & Flett (1993) found that upholding the

high standards of others is a crucial element for self-worth, meaning that people will work

harder (with a burnout as a result) when they are striving to meet these standards (Childs &

Stoeber, 2012). When young professionals do not measure their identities with the high

standards others set for them, it could be that their levels of socially prescribed perfectionism

remain low. As a result they do not feel the pressure to work harder (after work hours) and

eventually develop a burnout. Further research is needed to test the validity of this

explanation.

Limitations and directions for future research

  Methodology. Besides the above explanations for the results that were found, it should be mentioned that this study has several methodological limitations. First and most importantly, although regression analyses are often used to show causal effects, no causality can be assumed based on the cross-sectional nature of this study. In line with a previous study which followed 26 young professionals for twelve years – the study shows that those who recovered from burnout were better in balancing their work and life domain (Cherniss, 1995 in Montgomery et al., 2006) – future research should test the hypotheses of the current study with longitudinal survey data and an extensive sample.

  Secondly, a convenient sample was used, making it possible that only a specific type of people filled in the survey because the researcher has no control over the composition of the sample. Because of this, the data used for this study unfortunately did not meet all characteristics of the initial target group, whereby the sample is unrepresentative for Dutch young professionals. For example, only 25.6 percent of the respondents were men and only 13.3 percent had children. Further research should strive to use a representative sample in order to find generalizable results which are not influenced by an overrepresented demographic variable.

  Thirdly, data was gathered via self-reports. An important disadvantage of self-reports is that the results can be unrealistic. The respondents are not always truthful and even when they try to be, may lack the ability to give accurate answers that correspond to reality. Nonetheless, self-reporting was the preferred method as this study focused on individual feelings and perceptions which are hard to capture with other measurements.

  Fourthly, an online survey was used because of the limited time and resources that were available for this study. Disadvantages of this method include that guidance of the respondents is not possible and that non-response reasons remain unclear. However,

advantages are that the survey can be distributed easily, quick, free of charge and that

respondents can answer the questions at a moment that suits them best.

Fifthly, there are several sample characteristics that are worth identifying briefly. For

example, the survey was only distributed to Dutch young professionals. As work-to-life

interference is part of a complex system, it should be noted that results therefore cannot be

generalized to other situations or countries (Allen et al., 2013). Besides that, this study only

examined young professionals, whereby it is not possible to directly compare this age group

to other workers. Future research could be dedicated to a comprehensive comparison between

workers in different age categories and different countries or cultures.

Content. There are some limitations and directions for future research that are related

to the content of the present study. Namely, there are several variables that were not included

in this study, which might have had an influence on the relation between work-to-life

interference and burnout among young professionals. Unfortunately, these variables cannot

be all discussed in depth in this section. Therefore, only the two most relevant will be

highlighted for future research. First of all, future research could take into account differences

between individuals' preferences about the permeability of the boundaries between the life

and domain. Employees could either prefer integration (i.e. no distinction between domains)

or segmentation (i.e., separation of domains) (Kreiner, 2006; Olson-Buchanan & Boswell,

2006; Rothbard, Phillips & Dumas, 2005). Future research could use the propositions of

Ashforth, Kreiner & Fugate (2000) about segmentation and integration as a starting point for

examining those preferences among young professionals.

Secondly, social norms are found to influence work-to-life interference (Derks et al.,

2015) and the interaction between work performance norms and work-to-life interference has

proven to be related to job stress (Hammer, Saksvik, Nytrø, Torvatn & Bayazit, 2004). These

findings indicate that social or organizational norms about work performance and work-to-

life interference determine the extent to which young professionals cross their own

boundaries and let work-to-life interference lead to negative outcomes such as burnout.

Although norms are hard to measure adequately, it is recommended that future research

focuses on the influence of social norms among young professionals. In this way, more

insight can be gained into the motivation behind the way young professionals deal with work-

to-life interference and burnout.

Practical implications

The results of the present study give rise to several practical implications, as they

suggest that a reduction of the levels of work-to-life interference among young professionals

is beneficial for both young professionals and their organizations. Organizations could help

young professionals with finding a balance between their work and life domain. They can do

so by using an approach that is based on a whole person perspective that also takes into

account the personal life and characteristics of young professionals, instead of treating young

professionals as ideal workers.

There are several ways in which organizations could shape their approach, of which

intervention programs that pay attention to the negative influence of work-to-life interference

are worth mentioning. For example, Ter Hoeven et al. (2016) recommended the

Predictability, Teaming, and Open Communication (PTO) intervention, which is found to

enhance work-life balance by controlling constant connectivity (Perlow & Kelly, 2014). In

this way it could be a helpful intervention to change the expectations of the ideal worker. The

importance of bringing the ideal self closer to the actual self is underlined by previous

research (e.g., Higgins, 1987). Thereby, organizations could also focus on the role of leaders

and managers. It is important to gain more insights into leadership styles that support young

professionals in their attempts to reduce negative work-to-life interference. Transformational

leadership could be recommended, because this type of leadership uses individualized

attention to change and inspire employees (Avolio, Walumbwa & Weber, 2009).

Conclusion

This study provides insights that are valuable for both the scientific and societal field.

On the one hand, the findings of this study indicate the importance of further examining

work-to-life interference among young professionals and has strengthened the positioning of

previous studies that demonstrate the importance of making a distinction between multiple

facets of perfectionism (e.g., Frost et al., 1990; Hewitt & Flett, 1991). On the other hand, this

study has proven that awareness of the influence of work-to-life interference and

perfectionism on burnout is important for young professionals as well as their organizations.

Employers need to create a supportive organizational and job context in order to obtain and

retain high levels of well-being. Helping young professionals with the prevention of work-to-

life interference can support the process to create more durable relationships. However, it

must be kept in mind that there is no one-size-fits-all approach when it comes to developing

an effective approach for preventing burnouts among young professionals. What is certain

though is that managers must take a broader perspective and pay attention to individual

characteristics as well. Even though this may be an intensive and time-consuming approach,

it could make the superlative 'good, better, best' possible without a sudden drop to burnout.

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Appendix B – Survey

Welkom bij deze vragenlijst over de vermenging van werk- en privézaken bij young
professionals. De vragenlijst is onderdeel van de masterscriptie die ik schrijf voor de master
"Corporate Communication" aan de Universiteit van Amsterdam. Om die reden wil ik je
vragen om een aantal vragen te beantwoorden over de manier waarop jij bepaalde aspecten
met betrekking tot deze onderwerpen waarneemt. Ik ben geïnteresseerd in jouw mening. Er
zijn dan ook geen foute of juiste antwoorden. De vragenlijst zal ongeveer 10-15 minuten
duren. De antwoorden worden anoniem verwerkt en de rapportage van de data is anoniem en
op groepsniveau. Op die manier waarborg ik dat de antwoorden niet terug te voeren zijn op
individuen. Als je vragen hebt over dit proces of over de studie in het algemeen, aarzel dan
niet om contact met mij op te nemen.   Let op! Deze vragenlijst is gericht op young
professionals. Om die reden moet je 25 tot 35 jaar oud zijn en een HBO en/of WO opleiding
hebben afgerond om bij de doelgroep te passen. Is (een deel van) de omschrijving niet op jou
van toepassing? Dan is het helaas niet relevant om deze vragenlijst in te vullen.

Ik wil je alvast hartelijk danken voor je tijd en medewerking!

Vriendelijke groeten,

Amy Schellevis   amy.schellevis@student.uva.nl

Q2 Lees de volgende verklaring: Ik ga ermee akkoord om vrijwillig deel te nemen aan dit
onderzoek. Het staat mij vrij om mij terug te trekken op elk moment, zonder een reden te
geven. Als mijn resultaten worden gebruikt in wetenschappelijke publicaties, of gepubliceerd
worden op een andere manier, zal dit volledig anoniem zijn. Mijn persoonlijke gegevens
zullen niet gelezen worden door derden zonder expliciete toestemming. Als ik meer
informatie wil, nu of in de toekomst, dan kan ik contact opnemen met Amy Schellevis
(amy.schellevis@student.uva.nl). Ik begrijp het bovenstaande en ik ga akkoord met
deelname.

❍ akkoord (1)

Q4 Wat is je leeftijd?
- ❍ 25 (1)
- ❍ 26 (2)
- ❍ 27 (3)
- ❍ 28 (4)
- ❍ 29 (5)
- ❍ 30 (6)
- ❍ 31 (7)
- ❍ 32 (8)
- ❍ 33 (9)
- ❍ 34 (10)
- ❍ 35 (11)

Q5 Wat is je hoogst afgeronde opleiding?
- ❍ HBO (1)
- ❍ WO Bachelor (2)
- ❍ WO Master (3)

Q6 Wat is je geslacht?
- ❍ man (1)
- ❍ vrouw (2)

Q7 Woon je samen met een partner?
- ❍ ja (1)
- ❍ nee (2)

Q8 Heb je kinderen?
- ❍ ja (1)
- ❍ nee (2)

Q9 Wie is voornamelijk verantwoordelijk voor de kinderen?
- ❍ ik (1)
- ❍ mijn partner (2)
- ❍ niet van toepassing (3)

Q10 In welke industrie werk je op dit moment?

❍ Landbouw, bosbouw en visserij (1)

❍ Winning van delfstoffen (2)

❍ Industrie (3)

❍ Productie en distributie van handel in elektriciteit, aardgas, stoom en gekoelde lucht (4)

❍ Winning en distributie van water; afval- en afvalwaterbeheer en sanering (5)

❍ Bouwnijverheid (6)

❍ Groot- en detailhandel; reparatie van auto's (7)

❍ Vervoer en opslag (8)

❍ Logies-, maaltijd- en drankverstrekking (9)

❍ Informatie en communicatie (10)

❍ Financiële instellingen (11)

❍ Verhuur van en handel in onroerend goed (12)

❍ Advisering, onderzoek en overige specialistische zakelijke dienstverlening (13)

❍ Verhuur van roerende goederen en overige zakelijke dienstverlening (14)

❍ Openbaar bestuur, overheidsdiensten en verplichte sociale verzekeringen (15)

❍ Onderwijs (16)

❍ Gezondheids- en welzijnszorg (17)

❍ Cultuur, sport en recreatie (18)

❍ Overige dienstverlening (19)

❍ Huishoudens als werkgever (20)

Q11 Hoeveel jaar werkervaring heb je? Tel het aantal jaar werkervaring na afstuderen. Werk
tijdens studie moet niet worden meegerekend.

    aantal jaar:

Q12 Hoeveel jaar werk je voor je huidige werkgever?

    aantal jaar:

Q14 Hoeveel uur per week werk je in je huidige baan? Tel ook alle extra uren, behalve
reistijd van en naar werk. Neem een gemiddelde week zonder vakantie.

    aantal uur:

Q13 Hoeveel werknemers heeft jouw organisatie?

    aantal werknemers:

Q15 Hoeveel werknemers werken er op jouw afdeling?

    aantal werknemers:

De volgende stellingen gaan over je werk- en privéleven. Geef aan in welke mate je het
(on)eens bent met de volgende stellingen.

Q16 De eisen van mijn werk mengen met mijn privé leven.

○ zeer oneens (1)

○ oneens (2)

○ enigszins oneens (3)

○ neutraal (4)

○ enigszins eens (5)

○ eens (6)

○ zeer eens (7)

Q17 De tijd die mijn baan van mij vraagt maakt het moeilijk om mijn verantwoordelijkheden
naar mijn familie en vrienden te volbrengen.

○ zeer oneens (1)

○ oneens (2)

○ enigszins oneens (3)

○ neutraal (4)

○ enigszins eens (5)

○ eens (6)

○ zeer eens (7)

Q18 Dingen die ik thuis wil doen volbreng ik niet door de eisen die mijn werk van mij vraagt.

○ zeer oneens (1)

○ oneens (2)

○ enigszins oneens (3)

○ neutraal (4)

○ enigszins eens (5)

○ eens (6)

○ zeer eens (7)

Q19 Mijn werk veroorzaakt spanning die het moeilijk maakt om verantwoordelijkheden voor
familie/vrienden te vervullen.

○ zeer oneens (1)

○ oneens (2)

○ enigszins oneens (3)

○ neutraal (4)

○ enigszins eens (5)

○ eens (6)

○ zeer eens (7)

Q20 Door werkgerelateerde verplichtingen moet ik afspraken met familie/vrienden aanpassen
- ○ zeer oneens (1)
- ○ oneens (2)
- ○ enigszins oneens (3)
- ○ neutraal (4)
- ○ enigszins eens (5)
- ○ eens (6)
- ○ zeer eens (7)

De volgende stellingen gaan over jouw ervaringen met werk en hoe jij je daarbij voelt. Geef aan hoe vaak de volgende stellingen van toepassing zijn op jouw situatie. Kies de optie die het beste past bij jouw ervaring.

Q21 Ik voel me mentaal uitgeput door mijn werk.
- ○ nooit (1)
- ○ zelden (2)
- ○ af en toe (3)
- ○ regelmatig (4)
- ○ heel vaak (5)
- ○ meestal (6)
- ○ altijd (7)

Q65 Een hele dag werken vormt een zware belasting voor mij.
- ○ nooit (1)
- ○ zelden (2)
- ○ af en toe (3)
- ○ regelmatig (4)
- ○ heel vaak (5)
- ○ meestal (6)
- ○ altijd (7)

Q23 Ik weet de problemen in mijn werk goed op te lossen.
- ○ nooit (1)
- ○ zelden (2)
- ○ af en toe (3)
- ○ regelmatig (4)
- ○ heel vaak (5)
- ○ meestal (6)
- ○ altijd (7)

Q22 Ik twijfel aan het nut van mijn werk.
- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

Q24 Ik voel mij "opgebrand" door mijn werk.
- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

Q25 Ik heb het gevoel dat ik met mijn werk een positieve bijdrage lever aan het functioneren van de organisatie.
- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

Q26 Ik merk dat ik teveel afstand heb gekregen van mijn werk.
- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

De volgende stellingen gaan over jouw ervaringen met werk en hoe jij je daarbij voelt. Geef aan hoe vaak de volgende stellingen van toepassing zijn op jouw situatie. Kies de optie die het beste past bij jouw ervaring.

Q27 Ik ben niet meer zo enthousiast als vroeger over mijn werk.
- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

Q28 Ik vind dat ik mijn werk goed doe.
- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

Q29 Als ik op mijn werk iets afrond vrolijkt mij dat op.
- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

Q30 Aan het einde van een werkdag voel ik me leeg.
- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

Q31 Ik heb in deze baan veel waardevolle dingen bereikt.
- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

Q32 Ik voel mij vermoeid als ik 's morgens opsta en er weer een werkdag voor mij ligt.

- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

Q33 Ik ben cynischer geworden over de effecten van mijn werk.

- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

Q34 Op mijn werk blaak ik van het zelfvertrouwen.

- ❍ nooit (1)
- ❍ zelden (2)
- ❍ af en toe (3)
- ❍ regelmatig (4)
- ❍ heel vaak (5)
- ❍ meestal (6)
- ❍ altijd (7)

De volgende stellingen gaan over je werk- en privéleven. Geef aan in welke mate je het
(on)eens bent met de volgende stellingen.

Q35 Als ik aan iets werk kan ik niet ontspannen totdat het perfect is.

- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q36 Ik vind het moeilijk om te voldoen aan de verwachtingen die anderen van mij hebben.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q37 Een van mijn doelen is om perfect te zijn in alles wat ik doe.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q38 Ik streef nooit naar perfectie in mijn werk.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q39 De mensen om mij heen accepteren gemakkelijk dat ik ook fouten kan maken.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q40 Hoe beter ik presteer, hoe meer men verwacht dat ik nog beter presteer.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q41 Ik voel zelden de behoefte om perfect te zijn.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

De volgende stellingen gaan over je werk- en privéleven. Geef aan in welke mate je het
(on)eens bent met de volgende stellingen.

Q42 Alles wat ik doe dat minder is dan uitmuntend zal door de mensen om mij heen gezien
worden als slecht werk.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q43 Ik streef ernaar om zo perfect mogelijk te zijn.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q44 Het is erg belangrijk dat ik perfect ben in alles wat ik probeer.
- ○ 1 (oneens) (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (eens) (7)

Q45 Ik streef ernaar het beste te zijn in alles wat ik doe.
- ○ 1 (oneens) (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (eens) (7)

Q46 De mensen om mij heen verwachten dat ik succesvol ben in alles wat ik doe.
- ○ 1 (oneens) (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (eens) (7)

Q47 Ik vraag niets minder dan perfectie van mezelf.
- ○ 1 (oneens) (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (eens) (7)

Q48 Anderen zullen me leuk vinden, zelfs als ik niet in alles uitblink.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q49 Ik voel me ongemakkelijk als ik een fout zie in mijn werk.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

De volgende stellingen gaan over je werk- en privéleven. Geef aan in welke mate je het
(on)eens bent met de volgende stellingen.

Q50 Succes betekent dat ik nog harder moet werken om anderen te behagen.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q51 Ik ben perfectionistisch in het stellen van doelen.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q52 Anderen denken dat ik goed ben, zelfs als iets niet lukt.

- 1 (oneens) (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (eens) (7)

Q53 Ik heb het gevoel dat anderen te veel eisen aan mij stellen.

- 1 (oneens) (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (eens) (7)

Q54 Ik moet altijd werken naar mijn volle potentieel.

- 1 (oneens) (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (eens) (7)

Q55 Hoewel ze het misschien niet zeggen, worden anderen erg boos als ik me vergis.

- 1 (oneens) (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (eens) (7)

Q56 Ik hoef niet de beste te zijn in alles wat ik doe.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

De volgende stellingen gaan over je werk- en privéleven. Geef aan in welke mate je het
(on)eens bent met de volgende stellingen.

Q57 Mijn familie verwacht dat ik perfect ben.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q58 Ik heb geen hele hoge doelen voor mezelf.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q59 Mijn ouders verwachten zelden dat ik uitblink in alle aspecten van mijn leven.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q60 Mensen verwachten niet anders dan perfectie van mij.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q61 Ik zet hele hoge standaarden voor mezelf.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q62 Mensen verwachten meer van mij dan ik in staat ben te geven.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q63 Ik moet altijd succesvol zijn in mijn werk.
- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)

Q64 Mensen om mij heen denken nog steeds dat ik bekwaam ben, ook als ik een fout maak.

- ❍ 1 (oneens) (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 (eens) (7)