Increasing Productivity of Employees with a Distance to the Labor Market –The Changing Rules and Regulations

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Increasing Workforce Productivity of Employees with a Distance to the Labor Market – The Changing Rules and Regulations

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Management Summary

Until today, the maximum return of the “plus concept” at Visschedijk has not yet been achieved. More organizational benefit can be gained by getting more out of employees: higher job satisfaction, more development opportunities and a higher productivity. Therefore a project has been started at Visschedijk. The aim of this project is to increase the productivity of employees, who have a disability, also called a distance to the labor market, so that they perform better than the indicated WSW standard. The project takes place in a changing context: The government proposes to merge several different regulations in “de Wet Werken Naar Vermogen” (WWNV) where people with a distance to the labor market are encouraged to find a job in a regular workplace. This research explains the components of this project: the different concepts about employee productivity, the ways to increase this, and the context in which the project takes place: the different laws and regulations, the ability to work from an employee, and the distance to the labor market of the employees at Visschedijk. This research is focused on different social innovations which can have an effect on the employees’ job satisfaction, ability to work and motivation. Therefore the following research question have been tried to answer: How can the workforce productivity from people with a distance to the labor market in a facility organization as Visschedijk be measured and how is it influenced by applying social innovations?

In the pilot “sports & work” at the Outdoor Challenge Park sport and work were combined with the aim to increase the motivation and discipline and encourage teamwork of employees. A group of 8 Wajongeren took part in this pilot. They were guided for four days a week to sport in the morning and to work in the afternoon. In the pilot “self-managed teams” two different teams took part. One team from the gardening employees and one team from the cleaning employees were involved. Several main tasks have been evaluated and been carried out to employees down the line through which the autonomy of the group could be increased The aim of the pilot is to increase the involvement in the organization and the job, to decrease the work pressure, increasing the contact with the customer, and to increase the added value of the team representative and manager.
In the pilot “changing employment relations” a team of gardening employees were involved. The most important change was the change in the times the employees work. The start- and end-times changed, but also rules for absence have been changed. The managers did follow a course for these new regulations.

In a pre-test that took place before the implementation of the social innovations, and in a post-test that took place after the end of the social innovations data for this research has been collected. The participants had to fill in a survey existing of 30 statements with answers possible ranging from fully not agree to fully agree. The managers of these participants did fill in the employee’s competences and also provided access to quality reports. Data about the efficiency of the organization has been gathered as well, and all these information have been used in a measurement tool developed for Visschedijk.

From the results of the pre- and post-test it can be seen that for example the involvement in the organization has gone down, but the autonomy of the groups has gone up. These are effects that could have been expected based on the aims of the social innovations that have been implemented. Taking the efficiency and the quality into account as well it can be seen that the results of the organization have gone up during the pilot. The quality has gone up and the efficiency of the organization is increased as well. With the total score derived from the measurement tool that the University together developed with Visschedijk for this research it can be seen that the productivity of the participants has gone up. The social innovations implemented at Visschedijk do have effects on

the productivity of Visschedijk. The Sport & Work pilot caused an increase of the productivity from 51.35% to 52.27% 4 of the 7 participants (57%) who fully completed the project still wok at Visschedijk and that is a very good result. This means the UWV does not have to take these people back to again having to search for a new workplace. The pilot of self-managed teams at the cleaning employees shows an increase in productivity as well, namely from 50.68% to 54.64%. The social innovation implemented in this group caused a productivity increase of almost 4%.

The pilots at the gardening employees thereafter show a less increase in productivity, namely an increase of almost 1%. This is due to the satisfaction of the employees going down, while still the efficiency of the company has gone up.

The reason why the efficiency of the organization have been taken into the measurement is because an organization can have a high productivity but if it scores low on customers' satisfaction or is organizing ineffective the high productivity doesn't mean anything good.
The project at Visschedijk shows that a high investment is needed to gain results on both the short- and long-term. Companies are somewhat dependant on government subsidies to invest in people with a distance to the labor market. But gaining a good status on Corporate Social Responsibility is important for Visschedijk and financing these kinds of projects is one of the most important ways to be socially responsible.

Table of Contents

Acknowledgement

This paper is a result of my final assignment which has been carried out at Visschedijk Facilitair. Visschedijk is an organization which delivers cleaning, catering, gardening/landscaping, security and reception services. Their vision is based on a good cooperation between the customers and the employees from Visschedijk, where there is space for customized work. Visschedijk wants to invest in this relationship as they believe quality can only be achieved this way (Website Visschedijk, 2011). Their mission therefore is as follows: “Shared success through continuity and commitment”. Visschedijk is an actively learning organization which is improving their services and a place where employees can develop and work with pleasure.

The master thesis is part of the final year of the study Business Administration at the University of Twente. In the past 8 months I have been working at Visschedijk participating in the project and doing this research. They took care I had a place to work so the surveys could be made, the theory could be written and appointments for handing out the surveys could be made and take place.
It was a nice experience to actually be working at a company and not in the library of the University and experience the daily life and daily business of Visschedijk.

I would like to thank a few people as well as they made it possible for me to do this research and to graduate at the University, and helped me during the project to gain insights and have a good learning experience. First of all I would like to thank my parents and my brother for being there for me no matter what, and my dad for helping me with Excel. I also want to thank my friend Nico for being there for me, supporting me, help me with certain aspects of the paper and cheer me up when needed. I also would also like to thank the rest of the family and my friends who were interested in my research but also got me some distraction besides writing this paper and graduating, and the other internships and co-workers for working together, having fun and the talks about dogs, pet snakes and shooting rabbits.

Then of course I also want to thank my supervisors. First, Jan de Leede and Jan Kees Loose from the University of Twente who helped me getting involved in this research, and helped me to get started and gave feedback, but also were part of the project team and thus helped with preparing the surveys and later on analyzing the results. Corinne Grefte and Luc Kok for accepting me in the project team, and providing information, arranging meetings, controlling the progress and most important: developing the social innovations and realize them so we were able to apply them at Visschedijk and monitor and collect data and results.

1. Introduction

In the first chapter the relevance of this research is being explained and an answer will be given to the question why Visschedijk started this project at their organization (problem statement). The research questions will be discussed as will the research goals be described. The research goals are clearly distinguished between the stakeholders: the goals of the company where this research is done, the goals of the government which asks for this research to be done, and the goals of the final assignment at the University of Twente which asks the student to meet a certain goal as well.

1.1. Research topic and problem statement

Visschedijk Facilitair (referred as Visschedijk from now on) is an organization which delivers cleaning, catering, gardening/landscaping, security and reception services. Visschedijk is a thriving regional organization. From 2006 the company has made a substantial growth and has approximately gone from 150 employees to 1300 employees and a customer database with approximately 650 clients. The majority (88%) of all employees work within the cleaning part of Visschedijk. This 88% is divided into two divisions namely the regular cleaners (60%) and the cleaning plus (28%). These cleaners have a SW indication, meaning they have a distance to the labor market. Visschedijk has developed the so called “plus concept” for utilizing the talents of people with a distance to the labor market. Together with municipalities and SW organizations it is agreed to let these people operate within the Visschedijk companies. Until now, the maximum return of this “plus concept” has not been gained. More benefit can be gained by getting more out of the employees: higher job satisfaction, more development opportunities and a higher productivity. Therefore a project has been started within Visschedijk, which will be carried out by a team of people from inside and outside of Visschedijk, different managers from Visschedijk and the University of Twente.

The objective of this project is to increase the productivity of employees, who have a disability in the commercial working environment, so that they perform better than the indicated WSW standard. This project takes place in a changing context: the regulations surrounding the “Wet Sociale Werkvoorziening” (WSW), “Wet Investeren in Jongeren” (WIJ), “Wet Wajong” and “Wet Werk en Bijstand” (WWB) are in motion. The government proposes to merge these regulations in “de Wet Werken Naar Vermogen” (WWNV). The set of regulations need to get a more activating character: to work when possible. The municipality is according to the government now able to perform a coherent policy for the bottom of the labor market. The project of Visschedijk is focused on people with a SW (Social Workforce) indication.

Visschedijk has applied for Government grants for the ESF arrangement “Action E, Social Innovation”. The project is titled “Social Innovation at Visschedijk: sustainable workforce participation at the facility services”. ESF Action E offers grants to employers who develop their work processes and working conditions in a smarter way to work more effectively (Appendix H).
Visschedijk requested the University of Twente to develop a measurement tool that is needed for measuring the workforce productivity at the start of the pilot and after the pilot of this project has ended. Visschedijk wants to measure the current workforce productivity and want to increase the productivity of SW-employees through various social innovations (interventions). Therefore Visschedijk needs to know how to measure workforce productivity. During the project Visschedijk wants to know if these social innovations influence the workforce productivity of its employees. Visschedijk needs to know who exactly is involved in this research and want to answer the question whether the workforce productivity can be increased by applying social innovations.

1.2. Research question

For this research one main research question have been formulated:

> *How can the workforce productivity from people with a distance to the labor market in a facility organization as Visschedijk be measured and how is it influenced by applying social innovations?*

In order to answer this research question, several sub-questions have been formulated:

- What is workforce productivity and how can it be measured?
- How can workforce productivity be influenced?
    - How do social innovations influence workforce productivity?
    - How do social innovations influence the workforce productivity of people with a distance to the labor market?
- What is the effect of the chosen social innovations on the workforce productivity at Visschedijk?

A model has been developed to illustrate the research question:

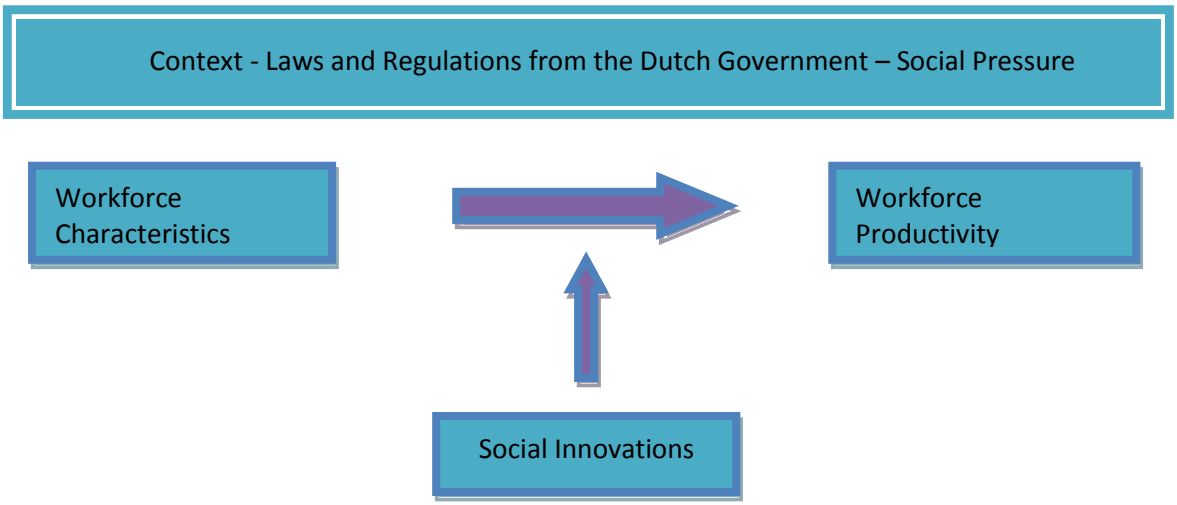


Figure 1: Initial model based on the research question

Figure 1 shows the research question that Visschedijk tries to answer. Do social innovations influence (aim: increase) workforce productivity?

Because I have enrolled in an existing, already started project, parts of the research questions and the research model have been developed. This single research starts after several discussions about what will influence workforce productivity and how Visschedijk wants to measure this fact. Social innovations therefore have been picked for the project based on discussions and whether the consultancy company thought these social innovations were relevant for the project and the grants that are attached to it.

1.3 Research goals

The goal of this research is to get insight in the workforce productivity of people with a distance to the labor market and describe how workforce productivity is being influenced by applying social innovations.

Visschedijk is aiming for higher workforce productivity, and with this research they try to get insight in the advantages and disadvantages of the different social innovations implemented in this research. The mentioned changing environment shows the goal of the overall goal, the goal of the Dutch government, namely: to get as many people as possible, who have a disadvantage to the labor market, back to the “normal” workforce and to let them work in “regular” companies and not in special designed companies for people with a distance to the labor market. The second goal of the government is to make sure people work for their own needs and make them less dependent of the government and government fees.

1.3.1 Practical relevance

While working with people with a distance to the labor market and controlling their workforce productivity, gaining insights in how to influence this workforce productivity is high priority of Visschedijk. With these insights Visschedijk can make attempts to increase the workforce productivity of its employees.

Due to changing laws and regulations, the context of this research is changing. The regulations for people with a distance to the labor market are changing to the so called “Wet Werken naar Vermogen” (also WWNV). The government and the municipalities need to provide a different service to these employees in order to help them find a job. When they are able to work, they should go get a job, preferably in a normal organization. Visschedijk therefore provides jobs also for people with a distance to the labor market and is trying to adjust the company in order to provide more places for more employees with a distance to the labor market. Providing a good place to work it means it is necessary to research which situation is best and which situation causes the employees to be most satisfied, work with pleasure and thus deliver a high productivity.

1.3.2 Scientific relevance

There is not just one method to measure workforce productivity nor is there a clear method to indicate the ability to work. Van Ommeren and de Visser discuss the experiment of the wage dispensation methods where the wage value of employees with a distance to the labor market is being tested in different ways. Every participant of that experiment is being tested with the different methods in order to set the wage value (or also called ability to work). The results of these measures for each participant are put together and so provide insight into the comparability of the results of the methods. This way can be determined the extent to which the application of various methods leads to the same wage value (ability to work) (van Ommeren & de Visser, 2012, p. 5).
For this research a clear method of defining the wage dispensation is needed. It is not wise to take for granted that the labor productivity is the same as the disability to work or the salary wage of an employee. The employees who will participate in this research at Visschedijk enter the company with a given ability to work (or wage value) of mostly 50%. This ability to work is often confused with the labor productivity of an employee. The question is where this percentage is based on and if the measurement method that is used is correct. A further discussion about this will be described in section 2.4.

But of course there is a lot more theory needed for this research at Visschedijk. For this research it is needed that it will become clear what method is mostly used and whether it is correct or not. The

theory will describe what workforce productivity is, how it can be measured, how it can be influences, and what social innovations are. Thus for trying to answer the research- and sub questions the theory have to be examined.

1.4 Reading guide

In this chapter an introduction of the subject and the research has been given. In chapter two the theoretical framework will be discussed. The chapter starts with explaining workforce productivity and the different effects, influences and measures.
In chapter three the methods that are used in this research are being discussed starting with an explanation of the type of research (design or empirical oriented), followed by the procedure of data collection will be explained and at last an explanation will be given of the instrument and how to measure the variables with this instrument. In chapter 4 the different social innovations implemented at Visschedijk are being discussed and the monitoring of the pilots will be described. In chapter 5 the results of the pre- and post-test are being described and in chapter 6 these results are being discussed.

2. Theoretical Framework

In this chapter the main issues of this research are being discussed.
In order to work on the project and to understand what the problem is about, it is necessary to describe the different aspects of the problem. In this chapter, different topics as workforce productivity, the ability to work, social innovations and the laws and regulations of the Dutch government will be discussed. The chapter starts with explaining workforce productivity, then the way how workforce productivity can be influenced (AMO) will be discussed; thereafter social innovations and social innovations used as a way to improve workforce productivity is being described. In the next section the laws and regulations of the Dutch government will be discussed including the ability to work.

2.1 Workforce Productivity

There has been a growing interest in the degree to which human resource systems contribute to organizational effectiveness, but not much research attention has been paid on this effectiveness (Datta, Guthrie & Wright, 2005). Human resource systems contribute to organizational effectiveness and according to Pfeffer the success of today's markets depends less on advantages as economies of scale, technology, patents, and access to capital but more on innovation, speed, and adaptability. He also argues that the source of competitive advantage is mostly derived from firms' human resources (Pfeffer in Datta et al, 2005, p. 135). Pfeffer and other authors therefore have strongly suggested more firm investments in high-performance or high-involvement resource systems, which are systems of Human Resource (HR) practices designed to enhance employees' skills, commitment and productivity (Datta et al, 2005, p. 135). In the article the authors refer to Delery and Shaw (2001) pointing out that "*labor productivity is the key indicator of workforce performance*" (Datta et al, 2005, p. 135).

There are several definitions of workforce productivity. The economic definition refers to output per employees per time unit regardless of whether the employee also commercially contributes to the performance of the organization (Cordia, 2011, p. 1). This definition also describes that an increase of workforce productivity can be described as "using less time for the same amount of work". Especially in the healthcare industry this definition is popular, while in this industry the workforce productivity is not very high. Only shortening the working time will have effects on the quality of the output delivered by employees. Increasing workforce productivity without losing quality then can only be realized through applying other possible solutions.
Datta, Guthrie and Wright (2005) describe workforce productivity based on the definition of Samuelson and Nordhaus (1989, in Datta et al, 2005) as "total output divided by labor inputs per period". Datta et al used a number of outcome measures like turnover, absenteeism, profits to ascertain the effectiveness of HR systems, but they also focus on labor productivity for a number of reasons. First, labor productivity is a crucial organizational outcome (total output divided by labor inputs) indicating the extent to which a firm's labor force is efficiently creating output (Datta et al, 2005, p. 138).

Theeuwes (2003) describes that workforce productivity measures the production per employee. Workforce productivity can for example be defined as the average production per year from one full-time employee, or as the production per worked hour (Theeuwes, 2003, p. 2). The definitions given above also describe how labor productivity can be measured. E.g. total output divided by labor inputs, or the logarithm of the ratio of firm sales to number of employees (Datta et al, 2005), or the production per employee (per hour, per year).

Sels et al (2006, in Corporaal, 2008) chose to measure labor productivity as the added value per hour worked (Corporaal, 2008, p. 11). Corporaal (2008) describes that Englander & Mittelstadt emphasize that the definition of productivity should always include multiple inputs. For example, there should not only be looked at productivity of employees but also the productivity of other types of capital (e.g. machinery). Increasing the productivity of an input can be at the expense of another input. This vision is also known as the Total Factor Productivity (TFP) (Englander & Mittelstadt, 1988, in Corporaal, 2008, p. 11).

According to Vink (2011) there are different ways to measure workforce productivity. First, workforce productivity can be measured at the individual level, for example how many documents have been made by this employee per day, but you can also measure workforce productivity at a team-level, looking at the output of this team. And at last, you can also measure workforce productivity at the organizational level. And for each level different measurement tools are needed.
Vink (2011) also says that labor productivity can be measured in a subjective way. It seems that people will notice their selves if they work in a productive way or not and it appeared to correspond with the objective measures.

Many things have been said about labor productivity without nuance. “Labor productivity is too low; employees have to work harder, longer and more productive” (Korver & Oeij, 2004, p. 3). Korver and Oeij (2004) describe the labor productivity and state that when talking about labor productivity, you should also mention the product. Products are made in a triangle of Technology, Organization and Personnel. This is called TOP (Korver et al, 2004). In their article they also describe an instrument of Pritchard et al (1988, 1989) used to measure the relationship between productivity and the product. This instrument is called in Dutch “De Belofte” because it is derived from the original American instrument called “ProMES” (Productivity Measurement and Enhancement System). The instrument ProMES is aimed to affect the productivity of the organization by influencing the behavior and motivation of the employees (Korver et al, 2004, p. 5). This instrument is also mainly focused on measuring the productivity of teams, so it is important to know which tasks are performed by the whole team.
Korver and Oeij (2004) discuss the first step of measuring the productivity. They state that it is important to know which products are attached to a team. Products are not activities as an activity is about what people do; products are about what people achieve for their customer (Korver et al, 2004, p. 5). After the product is identified by the team, the next step will be to develop indicators from this product. An indicator from a product will measure how well a team is “making” the product (Korver et al, 2004, p. 6). With these indicators you want to know if the company or organization is doing well. An important question is: “how can we find out if our delivered product meets the expectations of our customer?” It is therefore important to measure the customer’s satisfaction and to know the demands and expectations from a customer.

The definition of workforce productivity used in this research is based on the definitions above.
The most important definition to take into account is that workforce productivity should always include multiple inputs (like machinery, competences). This research takes the definition of productivity as the output per employees per time unit into account but for this research it is also important to take another important aspect of the input into account: with working with a distance to the labor market the disabilities of these employees mainly affects the productivity of the employee.

2.1.1 Measuring workforce productivity

In the business productivity stands for the ratio between the results achieved and the therefore made sacrifices. It is the ratio of income/revenue (output) and the production resources needed to produce these revenues/incomes (output).
Productivity is also the extent to which something is being effectively and efficiently produced, for effectiveness indicates to what extent an organization is able to achieve the intended goals (outcome, output) while efficiency is the relationship between effort (sacrifices, raw materials, inputs) and results (Stam, Evers, Leenheers, de Man & van der Spek, 2004, p. 14).

Effectiveness and efficiency are ratios that indicate the causes of productivity under the maximum possible gains. Effectiveness is the ratio between the actual achieved and the desired results. Efficiency is the ratio between the intended use of sacrifices and the actual sacrifices made to achieve the intended results (Stam et al, 2004, p. 14). Based on this the productivity can be measured in the following way:

Productivity = Effectiveness x Efficiency

In the article of Kleingeld and van Tuijl (1990) the instrument of ProMES (Pritchard et al 1989) is being discussed. The goal of the ProMES is to measure and increase the productivity. A global definition of productivity is: “how well is a system using its resources to achieve its goals”. In this definition both efficiency (how well are resources used) and effectiveness (to achieve goals) are recorded (Kleingeld et al, 1990, p. 1).
Measuring productivity can take place at different levels and from different underlying objectives:

- The whole organization/industry: to assess the competitiveness of the organization
- The overall human/technical systems: management information system for strategic planning and policy decisions
- A subset of the human/technical systems: management systems for parts of the organization (logistics, inventory management, physical distribution, etc)
- The personal or subsystem components: goal motivation.

ProMES focuses on the personnel subsystem of the organization and how employees use the technical subsystem. The system is used to measure productivity for motivational purposes. The basic principle is that the employees of the organization have a significant impact on the productivity of the organization. The underlying assumption is that measuring and giving feedback of productivity information to (a group of) employees will lead to a change in motivation that leads to behavioral change and through this to increase the productivity of the (group of) employees.

ProMES stands for Productivity Measurement and Enhancement System, a system for measuring and improving productivity. This performance management system is developed in the U.S. by Pritchard et al (1988, 1989) and can measure and control the performance by means of feedback, goal setting, and (eventually) rewarding. ProMES provides information about the group’s or department past period performance. These benefits are expressed in one “overall” performance score (Kleingeld and van Tuijl, 1990). The development of a ProMES-performance management system takes place in four steps.

1. Areas of responsibility (‘products’)
2. Performance indicators (‘indicators’)
3. Performance measurement curves (‘contingencies’)
4. Feedback report

In step 1, the products will be defined at group discussions. In step 2, a concrete measure is described that indicates how well the unit manages its responsibilities ('products').
In step 3, the performance rating curves ('contingency') will be determined. This curve depicts the relationship between the values of an indicator and the effectiveness of those values (Kleingeld et al, 1990, p. 5).

Each indicator is determined by the group:

- The maximum performance: the maximum possible score on the indicator under ideal conditions
- The minimum performance: the worst possible score on the indicator, i.e. a score that occasionally can occur but when it will be repeated several times it will lead to strict interference of the management.
- The expected performance: the performance that is considered reasonable, neither good nor bad. That performance is by definition associated with the effectiveness value of 0 (zero).

For this research for example the minimum and maximum score are determined for the competences of a cleaning employee. The manager of the employee can determine what score the employee gets for one particular competence. This will be compared with the score that previously has been said to check whether a cleaning employee gets a good score for this competence.
There are different ways to set the minimum and maximum scores. This can be derived from again group discussions, individual reports compared or looking at past results which are desirable.
This method for measuring workforce productivity will also be used at the research at Visschedijk. In order to set the minimum and maximum scores there will be discussions during project evaluations and a model will be made.

In the workforce productivity the organizational outcomes should be taken into account as well. The productivity may increase but when quality for example decreases customers might complain or leave. The quality of the work provided by an organization is therefore taken into account as well with measuring the workforce productivity. Quality reports that customers fill in or grades given to certain cleaning aspects will be taken into account in the measurement of the total productivity at Visschedijk. Also the effectiveness of a firm is therefore an important aspect of measuring workforce productivity. An increase in productivity is only good when an organization will not have to invest more than in the starting situation. Therefore the employee outcomes and organizational outcomes are important in trying to increase the workforce productivity of the employees.

In the next section employee characteristics and influences on workforce productivity will be discussed.

2.2 AMO – Ability, Motivation & Opportunity to participate

In this section different labor characteristics will be described. These characteristics have connections with the workforce productivity. By trying to increase the workforce productivity the employees and their behavior and skills need to be taken into account.

The Netherlands aims to become the best knowledge economy. To operate cost efficient, labor costs is a huge obstacle. In that case the labor productivity has to increase. But the labor productivity has to increase in a way that employees continue to work healthy and find their work still challenging. The solution won't be "to work harder" but "to work smarter" (Korver et al, 2004). Working smarter can be achieved with a minimum of effort and a maximum of results. It sounds somewhat simple, but it isn't. Working smarter is applying innovations that will maintain or increase the level of labor productivity. Stress and physical effort need to be acceptable for employees.

There are different influences on workforce productivity. These can be describes by the AMO-model given by Appelbaum et al (2000) and discussed by Thoonen (2005).
AMO stands for the Ability to work (skills, knowledge, education), Motivation (incentives, rewards, promotion, commitment), and Opportunity to participate (participation, employment relationship, teamwork). In the model below these 3 concepts has a certain influence on commitment, employee satisfaction and in the end in intention to stay at the company. As discussed in meetings from the workgroup of the project, Abilities, motivation, opportunity to participate, commitment, employee satisfaction and intention to stay all influences the workforce productivity in different ways. As have been speculated the more an employee is being committed to his work the better he will work and the higher his labor productivity. In this project there will be worked with employees with a lower ability to work (than employees in other companies), so this is an important fact to keep in mind. These employees have a so called distance to the labor market due to physical or psychological disabilities. These concepts will be discussed in the sub-section 2.4.

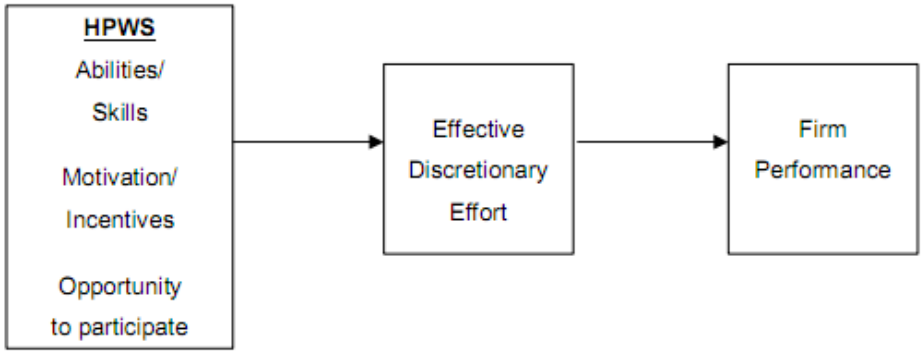


Figure 2: AMO-model (Appelbaum et al, 2000 mentioned in Thoonen, 2005, p. 47).

Workforce productivity also has influences on for example the financial performance of an organization. An increase of labor productivity can financially offset by the costs associated with this increase of labor productivity. Moreover, an increase of labor productivity will only financially benefit when it leads to more revenue or lower costs. Lower costs will only be possible if the same work is done with fewer employees.

The High Performance Work Systems (first box of figure 2) from the AMO model will be taken into account in this project as the characteristics of the employees with a distance to the labor market. Abilities, skills, motivation and opportunities are important factors for workforce productivity as for example the skills of an employee says something about the ability to clean a project in a given, pre-set time.

So called social innovations also have a certain influence on workforce productivity, which will be discussed in section 2.3. There the definition of social innovations will be given, and the different kinds of social innovations will be described and the chosen social innovations implemented at Visschedijk will be discussed.

2.3 Social Innovation

Rapid technological change, increasing international competition and changing markets and market conditions make innovation an increasingly important part of the business. Also the renewal process is getting more complex. Technological developments and economic turbulence set requirements for the adaptability and innovation capacity of firms. Companies must be able to benefit from the opportunities offered and be able to get the most out of the existing competences. A flexible

organizational structure and a maximum utilization of the workforce are then important. Technological innovation and social innovation are closely linked. In the past few years the most attention has been on technological innovation, and less attention was paid to social innovation. But these two types of innovation should be taken into account together, because the innovation process exists of both (Taskforce Sociale Innovatie, 2005, p. 3).

In this section social innovation will be described. First a definition of social innovation will be given. Then the chosen social innovations applied at the project at Visschedijk will be described and explained. In chapter 4 a further description and the monitoring from these chosen social innovations will be given.

2.3.1 Social innovation – a definition

Social innovation is often given complex definitions, but Mulgan et al (2007) prefer to use the simple one: "new ideas that work" (Mulgan, Tucker, Ali & Sanders, 2007, p. 8). "This differentiates innovation from improvement, which implies only incremental change; and from creativity and invention, which are vital to innovation but miss out the hard work of implementation and diffusion that makes promising ideas useful". The authors give a more narrow definition: 'innovative activities and services that are motivated by the goal of meeting a social need and that are predominantly developed and diffused through organizations whose primary purposes are social' (Mulgan et al, 200, p. 8). In the article of Volberda (2006) social innovation is described as "*flexible organizational forms, dynamic management and quality employment that increase the firms' value and productivity"* (Volberda, 2006, p. 2).

Social innovation is a renewal in the labor organization and in the labor relations that leads to improved performances from the organization and the development of talents (NCSI, 2009).
In the so called "definitiekaart" from the Dutch centre for social innovation (Nederlands Centrum voor Sociale Innovatie) a definition of social innovation, and a description of the goals of social innovation: social goals, and goals of the organization. The model also shows a few characteristic methods of how social innovation looks like in several organizations (Appendix A).
Social goals of social innovation are as follows: social innovation aims to maintain the prosperity and growth, to raise the competitiveness of the business community, social innovation is intended to be able to cope with the labor shortage, is aimed at having more active people, or more people staying employed and social innovation aims to make technological innovation possible (NCSI, 2009).
There are also organizational goals of social innovation, namely: social innovation is intended to improve performance through increased productivity, is aimed to use knowledge, skills and technology in the organization more effectively, aims to accelerate new product and service development, aims at more motivated and committed staff, and aims to make the organization more attractive in an unstable/tight labor market (NCSI, 2009).

And there are goals for employees in the model of Social Innovation: Social innovation aims at a higher job satisfaction, aims at a better balance between work and private life, and social innovation aims at development opportunities and employability at the labor market.
Volberda (2006) describes that the Netherlands has a high score in technological innovation and knowledge development. But still they are still not able to recognize knowledge, the spread of knowledge within an organization and to use this knowledge for new products, services and processes (Volberda, 2006, p. 2). In the so called "knowledge-paradox" it is not about the lack of technological innovation, but the lack of flexible organizational forms, dynamic management and quality employment that will increase the firm's value and productivity, also called social innovation. According to the author there is a lack of social innovation instead of technological innovation and that causes the Netherlands to decline in the Competitiveness ranking of the World Economic Forum.

In the report of one of the project meetings a definition of social innovation has been given and so in this project this definition of social innovation will be used: “social innovation is the renewal of the labor organization and maximize the use of competences aimed at improving the firm performance and developing talent” (Taskforce Sociale Innovatie, 2005, p. 2).

There are three kinds of social innovations that will be researched in the project of Visschedijk. At the start there were several more social innovations that possibly could be applied in this research. Based on several meetings and arguments, Visschedijk and the consultancy agency decided to apply three of these social innovations in this project. These three types of social innovations will be discussed in the next section but also further explained in Chapter 4.

2.3.2 Sport and work: competences, motivation and discipline

Sport is the success factor of social innovations. Sport brings people together, as is again shown during the World Cup in South Africa. But it does more. During the World Cup there were many initiatives about playing football in townships in Africa. Football can bring structure to the lives of children who live in these neighborhoods. It teaches them to focus on positive activities and by working together they develop leadership and commitment. These are all key drivers to keep organizing these football trainings and tournaments. The most known initiative in the area of sport and social innovation is the Homeless World Cup that is organized since 2003 (Website “Between Us”). Participation in the Dutch league, the Dutch Homeless Cup, is not free for football players to join. There is an intensive cooperation with local authorities, municipalities and social institutions. By signing a contract each participant commits to the social objectives of the project. For some this is a withdrawal from a drug addiction, for others it is the restoration of family contact and for others it is finding accommodation. The project was very successful, as 94% has found new motivation to live, 71% has dramatically changed their lives and 71% continued playing football (Website “Between Us”).

It is said that through sport activities good employee skills can be gained and adapted. Under the guidance of specialized coaches various sport activities take place like survival, canoeing, swimming and several ball games. These sport activities teach the participants of such a project to listen, work in a team, be on time, be flexible, lose fears, gain trust, etc. Sport and exercise are used as a tool for employment developing. Sport and exercise also increase the vitality and physical capability of a person. And besides it also increase competences such as teamwork, presentation and resilience/defensibility. An employee has a set of different competences he needs for his job. Knowledge and skills are the basic competences and it differs for each company how the set of competences looks like. Other competences that can be found are creativity, effort, empathy, courage, analytical skills, self esteem, perseverance/determination, inspiration, social skills, and so on (Website Triskelion Advies). On the website of Tuxx a list of the 80 most used competences and their meaning can be found. A few examples are adaptability, ambition, decisiveness, coaching, commitment, discipline, setting goals, initiative, innovation, customer focus and motivating people (Tuxx, 2012). Through sport and work some of these competences can be developed and/or increased.

Discipline

Discipline means that an employee understands the rules and procedures within the company or organization and adds these rules to him selves. When there are problems or things are not clear, the employee will turn to the person who is responsible. It also means that the employee can apply the rules on him or herself and doesn’t break the rules.

Competences that are important related to discipline are adaptability, flexibility, integrity, responsibility, and loyalty to the organization.

Through sport and work it is for example important to be on time at the sport centre. Learning this discipline will have effects on being on time at the workplace.

Teamwork
Together everyone achieves more and that is the important fact people learn through working together but also by sporting together. By combining sport and work in teams the team spirit will grow. And by sporting in a team, working in a team can be learned as well.
The competences used in the research at Visschedijk consist of knowledge of materials used in cleaning and the knowledge of the techniques cleaning, but also the social skills of the employee. These are job related competences used for the cleaning employees. The job related competences for the gardening employees consist of the knowledge of trees and plants, knowledge of the machines used and what the gardening employee can perform based on customer's demands. But there is also a set of core competences used for both cleaning and gardening employees, namely working together (teamwork), accuracy, and flexibility.
A further description of the social innovation implemented at Visschedijk will be given in chapter 4.

2.3.2 Self-management or self-directed work teams

Social innovation is not always about complex organizational changes. Relatively simple changes have shown positive effects. An example is Philips DAP which did increase their productivity by pausing in a smarter way (Taskforce Sociale Innovatie, 2005, p. 3).

One of the social innovations implemented at Visschedijk is called self-management or self-organized/semiautonomous work groups. According to the business dictionary a self-managed team is defined as follows:
"A self-organized, semiautonomous small group of employees whose members determine, plan, and manage their day-to-day activities and duties under reduced or no supervision. Also called self directed team or self-managed natural work team."

More and more organizations use self-managing work teams as a way of responding to competitive challenges (Cohen, 1993, p. 4). Companies reported they utilized employee involvement practices such as self-managing work teams to improve productivity, quality, and employee morale. According to Cohen (1993) self- managing work teams are groups of interdependent individuals that can self-regulate their behavior on relatively whole tasks. Key components of self-directed work teams are: employees with interrelated tasks who are responsible for making a product or providing a service, employee discretion over decisions such as task assignments, methods of carrying out the work and scheduling of activities, and face to face interaction. The members of self-directed work teams have a variety of skills relevant to the task and the team receives feedback on its performance. Such a team may not necessarily have a direct supervisor (Cohen, 1993, p. 4). It is been discussed how the effectiveness of a self-directed work team can be measured. When can they say a team is effective? The reason to say such a team is effective may vary due to different facts that can be taken into account. It is the number of products produced or services delivered, or the quality of these product or services? Is it the speed, innovation, safety or quality of the employee work life, or any other fact? When the team morale is low but the team meets the expectations of the organization, the team should not be called effective. The team is also not effective when they meet the expectation but the team members are showing up late or have unexcused absence. There is a variety of criteria that can be used to examine the effectiveness of a self-directed work team and choices need to be made within the organization what criteria should be taken into account when talking about effectiveness.
The model of Cohen (1993) contains three dimensions of effectiveness of a self-directed work team; the performance of the team, the attitude of team members about their quality of work life, and focus on withdrawal behaviors.

One example for self-managed teams is the employees can decide what efforts to make in order to fulfill their jobs. In this way the employees get the responsibility of planning their own activities and deliver their work on time. But there is no standard self-directed team; due to the variety of organizations and where the teams are being used for, there are different ways a self-directed team is being created and shaped (Tjepkema, 2003).

In this project, considering the group involved in this research and work at the company, self-management is about "increasing responsibilities". It is therefore important to find out what the main tasks of the employees are in the whole organization, so from the management but also from the cleaning employees. The IST and SOLL situations need to be defined when defining the main tasks of cleaning and gardening employees. In the IST situation it is shown by who the tasks are performed. In the SOLL situation a situation is sketched in which the tasks could be performed. So it is about finding a better way of performing tasks ad dividing them amongst the different employees.

How the increase of responsibility is realized will be described in chapter 4 where the implementation and monitoring of the social innovations at Visschedijk are being described.

2.3.3 Changing employment relationship

The development of more complex organizational forms has implications for both the legal and socially nature of the employment relationship. There is no clearly defined employer-employee relationship anymore due to changing working situations where employees are working in project teams, work together with employees from other organizations, and changing definitions of responsibilities for performance, for health, and for safety (Rubbery et al, 2002, p. 645).

The employment relationship is a legal notion widely used in countries around the world to refer to the relationship between an employee (also called worker) and an employer for whom the employee performs work under certain conditions in return of compensation/wage. Through this relation rights and obligations are created for both employee and employer. It has always been the most important way for the employee to gain access to rights and benefits associated with employment in the areas of labor law and social security (International labor conference, 2006, p. 3).

Organizations pay too little attention to changing employment relations. Career paths and secondary working conditions are still too much based on traditional labor relations, while developments such as aging, the "war on talent" and flexible working time call for changing conditions and new leadership styles (P&O Actueel, 2011). Trends such as individualization, globalization and aging lead to new demands and needs of employees, and at the same time the organizations needs to adjust to these trends as well.

In the definition above the employment relationship is described as the certain conditions under which an employee is working for the employer. By changing employment relationships these certain conditions are being changed. Employment relations defined the conditions as work times, lunch/break times, wages, telecommuting, five-day work weeks, free days, maternity leave arrangements, healthcare and special leave. For example the sickness leave supervision will be changed, or the lunch times will differ.

For example for the new way of working where employees spend time working at home, these employment relationship conditions will change. The employee will divide the available time so that work and life are in balance and that agreed activities are completed on time (HR Praktijk, 2011).

In this research the changing employment relationships are typified by changing rules in the organization like different start and end times or other ways to pause. But also the employee who are currently outsourced from the DCW to Visschedijk have a different employment relationship and thus is about to change.

2.4 Laws and Regulations of the Dutch Government

In this section the different laws and regulations of the Dutch government will be discussed. People with a distance to the labor market (or also called a disability in the commercial working environment) all are covered by different laws. These laws will be described in the next sections.

2.4.1 Wet Werken naar Vermogen

The Dutch government divides people with a distance to the labor market into several laws based on their mental and physical condition. Examples are the SW, WIJ, SWB and Wajong.

The sheltered employment (Sociale Werkvoorziening) is for people facing physical, mental or psychological disabilities and not able to get a regular job because of their condition. When working in the sheltered employment people have a real job but the work is adjusted to their abilities. These people also get a salary and can follow trainings or study. When starting to work in the sheltered employment the employees will be accompanied during their work by a regular employer. If this is not possible people can also start working in a sheltered employment company.
Young people with disabilities and students, who become disabled from working at a young age, get support from the law Wajong in finding work at a regular employer. If they do not get enough money to earn their own living due to their disabilities they get an additional benefit from the government (Website Rijksoverheid, 2011).

The Dutch Government has developed a new law which will stimulate people to work for their own needs and not make them too dependent on government payments/allowances. This law is called “de Wet Werken naar Vermogen” (WWNV, the “ability to work” law). Those people who can work for like only 50%, the WWNW will replace the “Wet Investeren in Jongeren (WIJ), “Wet Sociale Werkvoorziening” and “de Werk en arbeidsondersteuning jonggehandicapten (Wet Wajong). The WWNV is still in a development phase, and is thought to be implemented at January 1, 2013 (Website Rijksoverheid, 2011). The new law comes with a new instrument called wage dispensation: employers will then only pay for the part the employee is actually able to produce. The government then fills it up to max the minimum wage. This will give more people with a distance to the labor market better job prospects.

2.4.1.1 Execution

The intention was that the new law will be carried out on January 1, 2013. The Social Assistance Act (Wet Werk en Bijstand, WWB) will merge into the new law. Sheltered employment will exist for people who are only able to work in a sheltered environment. Young people with disabilities that felt under the law Wajong before January 1 2012 will stay in the UWV and not merge into the WWNV. This also applies to people that have been indicated after this date, but are totally disabled and will remain that way. It was stated that from January 1, 2013 municipalities will give labor support to young persons with a disability to work. One year later another group will be added that are new to the Wajong but are (partly) able to work. So a phased implementation to the WWNV is intended (Website Rijksoverheid, 2012). Anyone who can (partially) work will have to work. Only then the government will be able to continue to provide protection to people who are identified as help and support needing people. But on June 5 2012, the legislative proposal has been declared

controversially. That means that the ideas for the new law will no longer be discussed and handled by the government. It is not sure yet if the implementation will be further discussed in the future.

In the figure below the old and new situation of these laws is described:

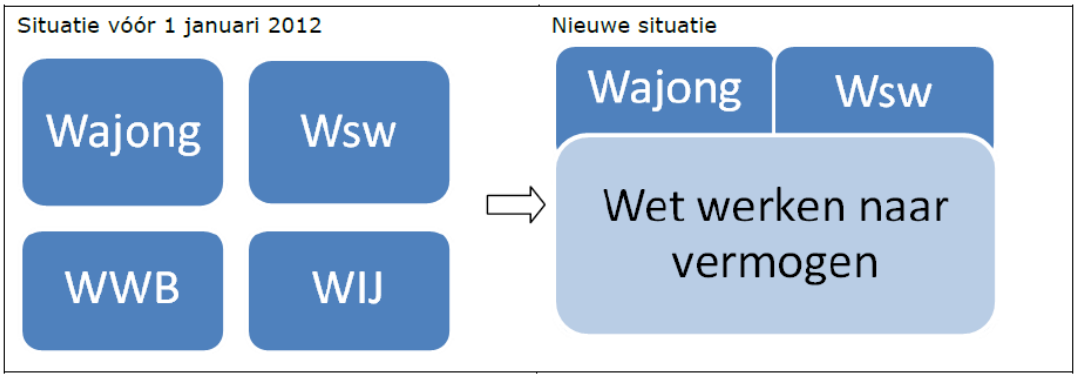


Figure 3: left – situation before January 1, 2012; right – the intended new situation after January 1, 2013 (de Krom – Memorie van toelichting WWNV, 2012).

The new law has always been taken into account during the project at Visschedijk. Also the fact that the new law will not be implemented in the near future will be taken into account, as on the long term this new law can still be implemented and will have effects on future studies and projects. The findings that will be gained during this research will be important in drawing conclusions for Visschedijk.

2.4.2 Disability indication

In the research model it is stated that the workforce productivity is also influenced by the employee's ability to work, which is an indication for the distance to the labor market. Important to know is how this ability to work is measured, or calculated. As stated in the introduction, there is not one clear method to measure the ability to work of an employee, also called the wage value of an employee. In the article of van Ommeren and de Visser (2012) which has been discussed earlier in this paper, the third report of the wage dispensation experiment is being discussed. In this experiment about wage dispensation 32 different municipalities experiment with a new system to help people with a distance to the labor market to get a job. The focus in this experiment is on wage dispensation. They also state that there is just not one method to measure workforce productivity and there is no clear method to state the ability to work of an employee. In the experiment five different methods to examine the ability to work or wage value are being tested. Wage dispensation means that the employer may pay the employee less than the statutory minimum wage because when the disability of the employee causes him or her to be less productive (van Ommeren & de Visser, 2012, p. 21).

As soon as the participants of this experiment were ready to work and a workplace was found, the employee starts a trial period of 3 months. When the employee is operational at the end of these 3 months the employer has a clear image of the functioning of the employee. At this stage the wage value of the employee is being examined. The average wage value is 50%. Based on the results of the experiments the average wage value of people with psychosocial disabilities (65%) or with physical restrictions (55%) is higher. The differences in the wage values can also be explained by the differences in for example the way the method to examine the wage value is being used.
This is where the discussion about the wage value starts; in the experiment the wage dispensation method is being used by different municipalities but yet there are different outcomes while using the same method. This can be explained by the way the method is being used and by whom. The experiment shows that municipalities use different parties to set the wage value of an employee. One sets the wage vale of the participants by an external organization, SW-organization, the municipality itself, or someone totally different (van Ommeren & de Visser, 2012, p. 98).

These types of executions have both advantages and disadvantages. External organizations to examine the wage value bring extra costs, and the municipalities won't gain expertise. But it can also be wise as the external organization is independent and will stay objective. A specialized may therefore also adapt the way the questions are asked yet keeping the content valid but making it fit well with the clients and the employer. They also know to create the right atmosphere to examine the wage value.
An advantage of the execution by an internal party, or by the SW-organization of the employees involved, is that the operator knows more about the specific situation of the client and the employer. The executor is thus more experienced in interpreting the answers given by the employee and employer and put it in the right context. A disadvantage may also be that the objectivity of the examination is lost.
Mainly all municipalities indicate that they hold on to the wage value as it being examined. If there is room for negotiation this mainly consists of extra compensation opportunities from the municipality that exist of the no-risk policy, a taxi card, a compensations for commuting traffic, and guidance by a job coach.

By describing this experiment it becomes clear that there is not one way to use a method of examining the wage value of an employee. But then there is also no agreed way accepting the set wage vale of an employee. Some employers stated they could not relate themselves with the decisions, some of the employers even decided not to continue to work with the employee because of a too high wage value.
One of the municipalities stated that the instrument used is fair, and that the argumentation is well defined, but the system can be manipulated. They are keeping an eye on it as they question the instrument. The other stated that they assume the wage values are correct, but they do hope that it is been taken into account that an employer can influence the wage value of an employee by being negative about its performance at the workplace (van Ommeren & de Visser, 2012, p. 99).

Once the wage value has been set and has been based on objective measurements etc, there is still room for negotiation. For an employer it is beneficial to put a low wage value on an employee as then the employer doesn't have to pay much salary and is getting extra compensations during negotiations about setting the "correct" wage value.
The municipalities stated that the input of the employer is weighted too much, also the method is taking too much time of both employee and employer, they were promised to receive a report of the wage value assessment but in fact they only received a phone call, the outcome is too specific, and the method is difficult for non- or bad Dutch speaking employees.

Important note for this project at Visschedijk is to state that Visschedijk is hiring employees with a given 50% of wage value (in this project called ability to work). It is important to know why this is 50% and how the employees got this indication and from who and with what method. The UWV is examining the employees before they come to Visschedijk. Important to keep in mind is that the actual ability to work can differ from the 50% that is stated. The method to measure the ability can be used in different ways, but also the 50% can be negotiated by the employer while the actual ability to work is higher, or maybe lower. For example when the actual ability to work is 60% the employer is getting a wage dispensation of 40%. To negotiate and sent the ability to work at 50% the employer will get 50% wage dispensation.
There is a method used in the Netherlands for indicating the ability to work of an employee and it is described below:
The following description given for the calculation of the ability to work is given by the Arbo/UWV:

> The salary someone earns at the moment when the disease or handicap is revealing (comparator wage) will be compared with the salary that person can earn (residual earning) with coping the disease or handicap. This results in the percentage of the disability to work.

For example, a person would earn 1.800 euro's a month, but after the disease or handicap this person can only earn 900 euro's a month. The percentage of disability to work is then 50% for this person. This means that the handicapped or ill person has an ability to work of 50% (Website Arbo Unie, 2011).

During a visit at the health & safety doctor medical and psychological tests are done. This doctor will also take a look at the medical history of the person.

The claim assessment includes a medical examination and a labor-expert examination. The insurance physician is doing the medical examination and then completes a Functional Capabilities List ("Functionele Mogelijkheden Lijst" FML). During the examination the insurance physician is using a number of guidelines and standards. In the Functional Capabilities List different functions and corresponding objective job requirements are described. It is described what you need to be able to do in order to fulfill this function/job. The average wage of these functions determines the height of a person's residual earning capacity and thus the ability to work.
The functions in this Functional Capabilities List are derived from a special computer program called CBBS. The labor expert selects a few of these functions that the person still could be able to fulfill. In the CBBS-system descriptions are given of a variety of jobs existing in the Netherlands from administration to production jobs. The physician looks at whether a person would be able to fulfill a job, not if there are actually vacancies open (Website Judex.nl).
For every job, there is a description of what a person must do in that job, how heavy the work is, which course or training you need, how much you can earn and where the job is situated in the Netherlands. But, the physician will also take a look at the past job a person has fulfilled, or he will take a look for work of lower levels. The labor expert (physician) has to be able to at least select 3 different jobs a person could be able to fulfill. If he can't select at least 3 jobs the person is fully disabled from working (100% disability to work).

To make it more attractive for employers to also higher employees with a disability or a distance to the labor market, the government will give these employers dispensation wages (only for employers of young disabled employees). If the employee has proved lower labor productivity (because of the physical or mental disability) the government will supplement the wage of the employee so the employer needs to pay less for its employee. This will be paid by the UWV.

2.4.3 Reintegration

An important term in this research is reintegration. In this research the company tries to get people with a so called distance to the labor market back to work.

Reintegration has several different meanings:
1. Reintegration as an outcome,
2. Reintegration as an effort; services focused on paid work,
3. Reintegration as an effort; services aimed at social participation (social activation) (Sol, Glebbeek, Edzes, de Bok, Busschers, Engelsman & Nysten, 2011, p. 9).
In this research the second description is important. In this case reintegration means the specific, targeted on the allowances dependent clients, efforts aimed at the reentering of these clients into paid work. This means that social activation is not being taken into account. Generic actions (such as taxes, wage subsidies and contributions) are also not taken into account. Although these actions are increasing the chance to reenter in paid work, the actions are not accompanied by a form of service to specific clients (Sol et al, 2011, p. 9).
Sol et al (2011) mention six different theoretical positions about if reintegration is a good method to help people get to work. The positions name the reason why people don't have a job and how to overcome this distance to the labor market.

From one point of view locates the problem of unemployment primarily on the lack of motivation and lack of effort from the unemployed. The structural (or "natural") employment level has increased due to the social security the unemployed are offered and this caused them not to accept every available job offer that has been offered to them. The solution therefore would be to reduce or shorten the benefit rights and/or raising the conditions under which they can be applied for. This will lead to a strategy of monitoring and sanctioning, and strengthen the incentives for unemployed people to get back to work. In this view the distance to the labor market is negligible and help of third parties is not needed. Another important view states that the distance to the labor market can be overcome. In this view reintegration as a strategy is founded and will be explained. The idea is that the unemployed won't be able to immediately accept a job offer but first need to be made ready by gaining work rhythm, strengthening social and personal skills and removing practical barriers. This approach is focused on behavior change, training, habituation, social influence and cognitive reorientation to the person with a distance to the labor market. It will also be helpful if for example an employer will adapt to the forms of disabilities and learn how to deal with it (Sol et al, 2011, p. 20).

The intervention strategy from a reintegration company is defined as follows:
A business specific and targeted combination of tools and links that triggers mechanisms aimed at behavioral change (and sometimes their environment) of clients (Sol et al, 2011, p. 26).

2.5 The research model

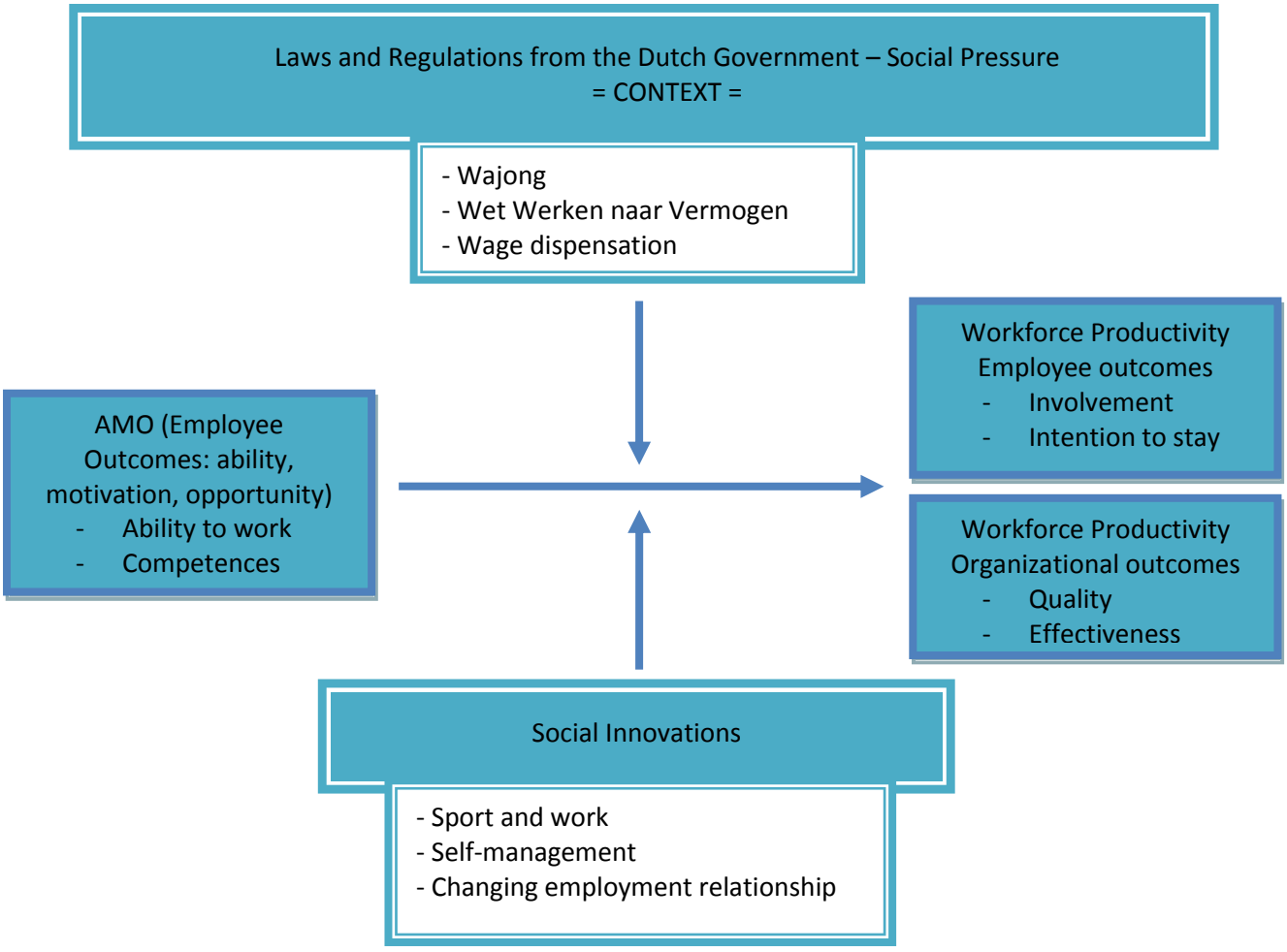


Figure 4: The research model of the project at Visschedijk Facilitair.

Based on the theory and definitions above, a research model can be designed. The employee characteristics have been explained by the AMO-model (Ability, Motivation, and Opportunity to participate) which include the ability to work (which is an indication for the distance to the labor market) and the competences from an employee.
Workforce productivity is divided in work employee outcomes and organizational outcomes and is influenced by the employee characteristics. Employee outcomes are involvement and the intention to stay. Organizational outcomes are the quality and effectiveness/efficiency of a job done.

Social innovations are applied in this research to influence the relation between employee characteristics and workforce productivity. The chosen social innovations which will be applied in the project at Visschedijk are: sport and work, self-management (or also called semi-autonomous workgroups) and changing employment relationships.
Also the context in which this project takes place and which is discussed in section 2.4 is part of the research model. The different laws and regulations of the Dutch government are important factors which do not only influence the relationships showed, but also the project itself with for example the government grants and the way employees are indicated for their “ability to work”.

3. Methodology

This chapter will provide an explanation of the type of research done at Visschedijk. The explanation of the procedure of data gathering and a description of the research sample will also be provided.

3.1 Type of research

In the following sections the purpose and type of research will be described and discussed.

3.1.1 Purpose

Basic (or *fundamental*) research is driven by a scientist's curiosity or interest in a scientific question. The main motivation is to expand man's knowledge, not to create or invent something. There is no obvious commercial value to the discoveries that result from basic research.
Applied research is designed to solve practical problems of the modern world, rather than to acquire knowledge for knowledge's sake. One might say that the goal of the applied scientist is to improve the human condition (Website Berkeley Lab, 2011).
The aim of this research is applied as the goal of this project is to improve workforce productivity, and by doing so research need to be done in the possible ways to improve workforce productivity.

Babbie (2007) therefore identifies three purposes of research, namely exploratory, descriptive and explanatory. Exploratory research simply allows the researcher to gain a greater understanding of something that he or she does not know enough about yet. It is to start to familiarize a researcher with that topic. This type of research occurs when a researcher examines a new interest or when the subject of study is relatively new (Babbie, 2007, p. 88). Descriptive research classifies phenomena. It generally precedes explanatory research. The researcher observes and then describes what he observes.
Analytical or explanatory research is a continuation of descriptive research. Descriptive studies answer questions of what, where, when, and how; explanatory answers questions of why. The researcher goes beyond merely describing the characteristics, to analyzing and explaining why or how the phenomenon being studied is happening (Babbie, 2007, p. 90).
But there is also predictive research. This kind of research goes even further than explanatory research. It gives an explanation for what is happening in a particular situation, whereas the former forecasts the likelihood of a similar situation occurring somewhere else. Predictive research aims to generalize from the analysis by predicting certain phenomena on the basis of hypothesized, general relationships (Collis & Hussey, 2008).
The aim of this research is to explore the current workforce productivity and to explain how and why workforce productivity can be influenced; this research can be classified as both exploratory and explanatory research.

3.1.2 Design

Some research neglects the element of time, other research focuses heavily on time. Time is an important element in any type of research. Here two types of researches can be distinguished, namely cross-sectional study and longitudinal study.
A cross-sectional study takes place at a single point in time; researchers are taking a screenshot of the group observed. A longitudinal study takes place over time; there are two (or more) moments of measurements.

Because in this project a pre-test and post-test are both done with the same unit of analysis with a time span of four to five months this project could have been typed as a longitudinal study. But typifying this project as a longitudinal design is not yet complete as a longitudinal design is measuring the differences between the pre-test and post-test but not how this difference has been maid or accomplished. Therefore this research needs to be classified as an experimental research. Experiments involve taking action and observing the consequences of that action (Babbie, 2007, p. 221).
An experimental study is a type of evaluation that tries to determine whether a pilot or intervention had the intended causal effect on the participants. There are three key components of an experimental study design:

- Pre-test post-test design
- A treatment group and a control group
- Random assignment of the study participants

A pre-test post-test design requires the collection of data from the participants before the pilot or intervention takes place (pre) and a collection of data after the pilot or intervention took place (post). That design is the best way to be sure the intervention had a causal effect. But therefore it is also important to have both a treatment group and a control group. The treatment group received the intervention and the control group receives the business-as-usual conditions. By having both a treatment and control group researchers control for the possibility that other factors not related to the intervention are responsible for the difference between the pre-test en post-test results.
It is also important that both treatment and control groups are of the same size to be able to determine whether an effect took place or not. And at last, it is important to make sure that both the treatment and control group are statistically similar. The two groups will never be exactly the same, but the best way to make sure that they are as close as possible is having a random assignment of the study participants (unit of analysis) into the treatment and control group. By randomly assigning participants, it can be sure that any difference between the treatment and control group is due to change alone, and not by a selection bias (National Center for Technology Innovation, 2007).

In this research however there is no control group involved. The pre-test and post-test results will be compared to research whether the intervention had an influence or not. But other factors should be taken into account as well and will be very important with discussing the results.

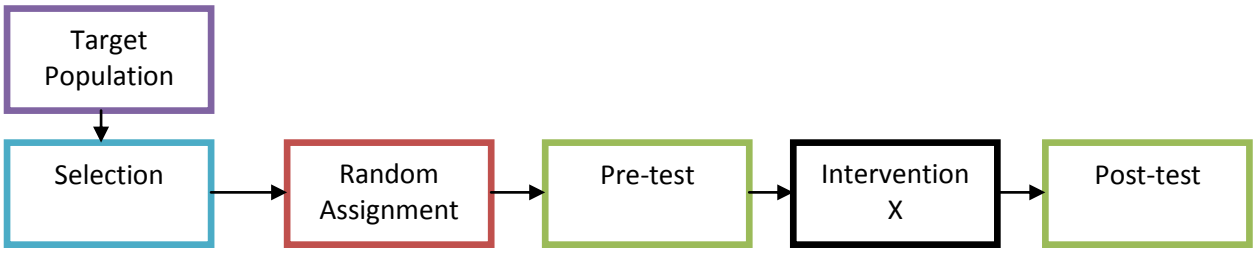


Figure 5: pre- and post-test design at Visschedijk

In the experimental group the first step to be taken is to measure the dependant variable. The second step is to administer the experimental stimulus (social innovation), and the step thereafter is remeasure the dependant variable (Babbie, 2007, p. 223).

3.2 Procedure

In the following sections the different methodological steps of data collection during this project will be discussed.

3.2.1 Sample selection

The project at Visschedijk is focused on three different pilots/researches that try to discover which social innovations have what effects on people with a distance to the labor market. The focus of this research is testing relations between employee outcomes and the workforce productivity and how they are being influenced by applying social innovations. This research focuses on employees of Visschedijk in the cleaning and gardening sector. These employees all have a distance to the labor market, or also typified as a disability to work. The landscaping employees are all situated at Enschede but work in smaller groups at smaller projects. The cleaning employees are all working in different cities and all have their own regional manager. The selection of the units of analysis will be described by the following model.

Social innovation	**Sample size**	**Geographical situation**	**Contract**	**Selection procedure**
Sport and work combined (November 2011 – March 2012)	8 people take part in this project (8 to 10 people could join in)	They exercise in Oldenzaal but all work at different objects	They are new employees at Visschedijk, delivered by the UWV	Visschedijk (and the A.T Groep) asked the UWV for "Wajongeren" which could participate. But because the number of applications was small, all persons now take part in this project
Self-management Cleaning employees (November 2011 – March 2012)	7 employees	Enschede, working at 3 primary schools situated next to each other	Working for Visschedijk, "posted" from the DCW (no new employees)	Several meetings took place with different regional managers to talk about the projects and to ask whether they knew good locations to participate in the pilot. One regional manager (Henk Kamping) suggested the Esmarke (the primary schools). He also mentioned there were some age differences so the sample does not exist of one kind of employees
Self-management Gardening employees (November 2011 – March 2012)	+/- 10 employees in the gardening section	The office is stated in Enschede, these are the team managers from the gardening teams	All working for Visschedijk, called a foreman or team/task-manager	
Changing employment relationship (November 2011 – March 2012)	+/- 60 employees (ALL gardeners minus the ones taking part of the other social innovation)	The office is situated in Enschede, but small teams work at different object at different locations	All working for Visschedijk, many are "posted" from the DCW and some are regular employees (the foreman)	For this project a small group as in the cleaning section was wanted. But the manager of the gardening wanted to conduct a larger employee-satisfaction survey so that is why all employees participate.

Table 1: sample selection project Visschedijk

3.2.2 Type of data

The information needed for this research will be gathered from different resources. The competences discussed in chapter two will be gathered by asking the managers of the unit of analysis. They have the option to fill in a kind of survey where they can chose between 5 optional answers. The biggest part of the information needed will be gathered from the unit of analysis itself. This data is being collected through surveys, with a five-point Likert scale ranging from fully not agree to fully agree.
There are no open-ended questions but reactions and responds while filling in the survey will be written down and reported as well. This research can thus be classified as quantitative research as a qualitative research would use more open-ended questions and interviews.

3.2.3 Data collection

The goal of this research is to determine effects of social innovations on workforce productivity from people with a distance to the labor market. There are three different pilots were the effect of a particular social innovation is measured. Therefore a pre-test and post-test is needed and based on the information needed to measure workforce productivity, competences, involvement and others, a survey will be used for the pre- and post-test. A quantitative data collection method is chosen, namely a survey with questions based on a five-point Likert scale.
The surveys of the pre-test for the cleaning employees exist of 33 questions with a five-point Likert scale, while the surveys of the pre-test for the gardeners exist of around 62 questions. This because the director/manager of the gardeners wanted to conduct a larger employee-involvement research, with the 33 questions from this project included. Both surveys can be found in appendix B and C.
Almost all 33 questions have been based on a Dutch survey "Nationale Enquête Arbeidsomstandigheden" (NEA, 2010, p. 89-102) so the questions used for this research are validated. Some of these questions from the NEA have slightly been changed for the unit of analysis and their distance to the labor market, because an easier language needed to be used. For example "*Kunt u verlof opnemen wanneer u dat wilt*?" has been changed to "*Ik kan verlof opnemen wanneer ik wil*". The essence has not been changed, but the way the question is asked is now a bit clearer for the unit of analysis. Another example of a changes question: "*Ik vind het erg vervelend al ser iets fout gaat in het werk, ook als dit mijn schuld is*" has been changed to "*Ik vind het erg vervelend al ser iets fout gaat in het werk, ook als dit niet door mij komt*". With this change the word "schuld" (guilt) won't sound very negative. Some other questions from the NEA have been re-designed to a five-point Likert scale as the original questions asked for the importance of an aspect, for example: a question about the salary with an answer ranging from not important – important – very important redesigned to: "I have a good salary" and answers ranging from fully disagree to fully agree at a five-point Likert scale.

A few questions of these 33 questions in total are based on another questionnaire, namely one from the DCW. The DCW is a learning/working company of the municipality of Enschede and works with people with a distance to the labor market and who also has difficulties finding a job. The DCW tries to let their employees work in a more regular company (Website DCW, 2012).
The extra 30 questions for the gardening employees are also based on a five-point Likert scale and given by the director of Visschedijk Gardening.

For the third social innovation about changing employment relationship the same survey as for the sport and work and self-management for cleaning employees have been used. These 30 questions though have been changed into an interview-form as in the project it has been decided to differently research this group. This has been decided because of the time, but also because it was the most difficult social innovation to research at Visschedijk.

The surveys of the post-test however have been brought back to 33 questions for both cleaning and gardening employees. For the pre-test the 60 questions for the gardening employees were more meant as an employee satisfaction survey but for the post-test only the questions were asked that were important for the pilot.

Participation to this project was the decision of the managers of the employees. They have been informed the student of the University would visit them at their workplace to fill in a short survey about the employee satisfaction. The student and not the manager or another employee from Visschedijk has been sent to let them fill in the survey because the employees would maybe be less suspicious and more honest with giving answers to the questions. The way they did fill in the survey was dependant on their workplace. For example the cleaning employees in the self-management project were working at three different primary schools situated next to each other. At all three schools two employees have been questioned. For the social innovation of sports and work combined the people have been questioned at either their workplace or at the sports hall, all separately so they would not disturb, be distracted or asking each other what answer they would give.
But for the gardening employees at Enschede the setting was different. The group of 60 people has been divided at two days, and 2 groups a day. That means the surveys have been filled in at groups of around 15 people. After the short introduction given by the student they all got reached out a survey and when any problem or question appeared the employees could ask the student. Some employees have been sick during these two days but they got the opportunity to fill in the survey when they were better. An employee in Enschede would help them and handed in the filled in surveys at the student.
A clear difference can be seen between the results of the groups asked by the student and the smaller group supervised by the employee at Enschede. From the 42 employees in total asked by the student to fill in a survey, only 2 people didn't fill in their year of birth.

Statistics

Jaartal

N	Valid	40
	Missing	2

Another 13 employees have filled in the survey with the absence of the student and of those 13 employees, 4 did not fill in their year of birth. As can seen the importance of filling in the complete survey was maybe better made clear by the student than by the employee which supervised the last 13 people who have been sick during the other sessions.

Statistics

Jaartal

N	Valid	48
	Missing	6

The setting for the post-test was the same. The cleaning employees have been asked to fill in another survey again on their workplace or at the place where these Wajongeren did sport. For the gardening employees however their manager decided to question all 55 employees again. Instead around 20 gardening employees were asked to fill in another survey. This took place in two different settings; in the first setting only the team representatives did fill in the survey, on the other day the regular gardening employees did fill in the survey in a group of around 15 employees.

For all social innovations the managers of the employees have been asked to fill in another questionnaire where they could score the competences of their employees. This was also based on 5 different answers. The managers needed to chose one of the five answers that fit best to their employees. This questionnaire can be found in appendix D. This happened for both pre- and post-test, so at the start if the pilot and at the end of the pilot.

The information of the part of which researches the quality and efficiency of the employees will be derived from information given/noted by the manager but also by the administration. For example the information needed about the quality of the projects the employees participating in these pilots, has been derived from the quality reports that are stored at Visschedijk. The last quality report for the start of the pilot and the first quality report delivered after the end of the pilots are both being compared. Of these quality reports the needed information could be derived; the grade they get for the cleaning, how many complaints the customer has named, and the accuracy of the cleaning tasks at the project (schools, companies).

3.2.3 Description of the unit of analysis

The people that take part of this research are all typified as employees with a distance to the labor market. The differentiation of the laws as WSW, WWB and Wajong will not be taken into account also because the laws and regulations of the Dutch government are changing. During the whole project the people will be called “people with a distance to the labor market”. The units of analysis from the different social innovations projects exists of employees from Visschedijk, but work on different locations in the Netherlands, are from different age categories or have old or new contracts at Visschedijk. The group that took part of the pilot sport & work existed of 8 people and all 8 people did fill in the survey of the pre-test. This is a response rate of 100%. The response rate for the post-test however was 87.5% as one participant stepped out of the pilot and was not willing to cooperate anymore. The response rate of the self-managed cleaning team was 100% in the pre-test and 87.5% in the post-test because one participant could not be reached after several attempts. For the pre-test at the gardening employees the setting allowed 4 x 15 participants to fill in the survey, but a total of 55 surveys have been filled in which means a response rate of 91.7%. For the post-test 25 people were asked to fill in a survey where 22 participants showed up, this is a response rate of 88%.

3.3 Instruments used

For measuring the workforce productivity the different aspects of the research model have been discussed and indicators have been set. To measure these aspects or to gather the information, different, and also validated, scales have been used.

The laws and regulations as part of the research model will be used in analyzing the results in a way to explain why effects have taken place or not. In monitoring the social innovation pilots it will be taken into account the participants are from the Wajong or SW. Due to the changing regulations Visschedijk experience social pressure: it is wanted that companies hire people with a distance to the labor market, yet it might be that hiring these people may cause a decrease of the workforce productivity or other aspects of business.

The employee characteristics form the AMO model (ability, motivation and opportunity to participate) did form another part of the measurement tool and calculating the workforce productivity. The ability to work is given by the UWV and/or is stated at the employee’s file. Most employees enter Visschedijk with a given ability to work of 50%. This will be one indicator in the measurement tool.

The competences therefore are another part of measuring employee characteristics. Questions have been asked to the managers of the participants. They had to fill in a list of competences an employee should be scored on. The managers did score the cleaning employees based on whether they have knowledge of the products used, have knowledge about the cleaning techniques, are social, are being flexible, can work together with other cleaners, and are on time. The managers of the gardening employees did score the employees based on whether they have knowledge about trees and plants, have knowledge of machines used, and how they perform tasks. The other three competences are the same as for the cleaning employees and are flexibility, teamwork and accuracy.

On the right side of the research model the workforce productivity is situated with its employee outcomes and organizational outcomes. Both employee and organizational outcomes have been measured in a certain way. The employee outcomes contain the involvement in the organization, the involvement in the job, autonomy, intention to stay, and the satisfaction about colleagues and managers. For this part a questionnaire has been made with statements the employees needed to answer. The questions from the questionnaire are derived from the theory used in this research at Visschedijk, and are derived from the NEA.

The questionnaire for both cleaning and gardening employees existed of respectively 33 and 62 questions with a five-point Likert scale. Also the questionnaire about the competences consists of respectively 6 and 5/6 competences for cleaning and gardening employees (appendix A, B and C). Cronbach's Alpha was used to evaluate the reliability of the survey. The Cronbach's alpha is a way to determine whether multiple items together can form a scale. This is tested based on the cross-correlation of the various items. For example can question 4, 5, 6, and 8 (Appendix B) form a new scale called "autonomy"?

The employee characteristics and the characteristics from the AMO-model have resulted in question 1, 2, 3, and 4 regarding to involvement, and motivation. The questions that are being asked are: "Ik ben er trots op dat ik voor Visschedijk werk", and "Ik ga met plezier naar mijn werk".
Autonomy and the working conditions from the employees are important factors in this research and thus have lead to question 5, 6, 7, 8, 9, 10, 11 from the NEA and question 12 from the survey of the DCW. Examples of these questions are "ik bepaal zekf mijn werktempo", and "ik moet onder tijdsdruk werken".
Working conditions as a meaning of rewards, job enrichment and training/education that will also influence the job satisfaction of an employee and their willingness to work and cooperate have lead to question 13, 14, 15, 16, 17 and 18 from the NEA. Examples are "ik heb interessant werk" and "ik heb een goed salaris".
The involvement of an employee and their intention to stay has leaded to question 19 (from the DCW), question20, 21 and 22 from the NEA and question 23. Examples are "als het aan mij ligt, werk ik over 5 jaar nog steeds bij Visschedijk" and "ik heb er in de afgelopen 12 maanden over nagedacht om ander werk te zoeken".
The satisfaction about the employee's manager and colleagues has lead to question 24, 25, 26, 27, 28, 29 and 30 from the NEA. Examples are "mijn leidinggevende heft oog voor mijn welzijn, and "mijn collega's zijn vriendelijk". The last 3 questions of the questionnaire (appendix B) have been made without further reference. This research also takes the quality of the work and customer's satisfaction into account and thus 3 extra questions have been added to the questionnaire for the employees. One for example is "*Ik krijg wel eens complimentjes over mijn werk van de klant*".

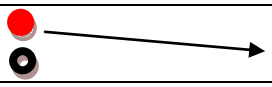
The organizational outcomes of the research model have been gathered in another way. The organizational outcomes contain of the quality of the cleaning/gardening and the effectiveness of the organization during these pilots on the pilot locations. The quality for this project can be measured by gathering the daily or monthly quality inspection reports. These can be delivered by the managers,

or other people inside Visschedijk. These reports are stored at hard copy and digital so everyone of the company can access.

The effectiveness of the organization during the pilots will be calculated based on how much money has been spend for realizing this project, how much hours are spent by the managers, how much time the employees work compared to the budget, and the materials used during the project on the pilot locations.

For defining the main tasks and the IST and SOLL situation for the pilot “self-managed teams” a different tool have been used. In the IST situation it is shown by who the tasks are performed. In the SOLL situation a situation is sketched in which the tasks could be performed. There are different ways to describe the IST and the SOLL, in this project the IST is described with a red ball and the SOLL with a black ball. Supportive tasks are shown as an open ball.

This is an example of how the table could look like, further defined by who the task is performed.

	Employee X	Employee Y	
Task X			
Task Y			

In the next chapter the social innovations implied at Visschedijk will be monitored and described. In this chapter several findings will be discussed during the project. The social innovations that are implied at Visschedijk are the work and sport combination (at the Outdoor Challenge Park), self-management and the changing employment relationships.

4. Applying Social Innovations – Description and Monitoring

In this chapter the social innovations applied at Visschedijk will be described. The monitoring of these social innovations will be discussed as well. In each separate section one of the social innovations applied at Visschedijk are being discussed.

4.1 Social innovation – Sport and work

Young people with a disability who don't have a job for a long time are getting the chance to gain attention from companies through playing football. These Wajong people would have gotten government payments if they wouldn't get any help.
Life Goals Foundation as part of the KNVB, the UWV and the integration company USG Restart are working together on this project in which the participants are trained for six months on the football field. According to the job coach from USG Restart some of the participants have been unemployed for years. Their daily schedule is disrupted, but in the football field they learn things that are needed in the workplace such as arriving on time and fulfill agreements. The first goal of the project is to get the participants to be good enough to go on an internship at a company or to obtain a workplace at a company.
The participants form a team which takes part of a series of football tournaments for the Dutch Career Cup (Website TC Tubantia). Different professional football clubs are joining these kinds of projects; they get money from the UVW to invest in clothes and shoes for the participants. One of the football players says "You need to encourage these Wajong people in order to get them back into society".

4.1.1. Social Innovation – Outdoor Challenge Park

Sport as social innovations has shown as being effective and so Visschedijk has started their own project, together with the Outdoor Challenge Park and Sport centre Vondersweijde, organized by the a.t. group. The a.t. group is a quality company in the field of reintegration and job coaching for people with a distance to the labor market (Website a.t. groep).
In the pilot "Outdoor Challenge Park (OCP)" sport and work has been combined to attempt to increase the motivation and discipline of the group and to encourage teamwork of the employees. In this project 8 young people (Wajongeren) with a distance to the labor market had to sport four mornings a week and had to work four afternoons a week. Visschedijk therefore had searched for a good location for these employees to work under supervision.
The goal of this project was to get discipline, motivation, authority, promote the group process and working together in teams (behavioral therapy). The sport activities have been arranged by the Outdoor Challenge Park (for survival activities and outdoor sport) and at the Vondersweijde (indoor sport).

Five steps have been taken to set up this project.
Step 1: the a.t. group has delivered the input: a group of 8 to 10 people from the Wajong, who will be new employees at Visschedijk,
Step 2: the participants have been informed about the project. Also their parents have been informed to create involvement,
Step 3: the participants of this project have been assigned to a location to work at after they did sport,
Step 4: pre-test of the participants: all 8 participants had to fill in the survey and this survey have been compared with the post-test filled in at the end of the project

Step 5: monitoring the project from Visschedijk and intensive guidance from the participants by the a.t. group. There have been sent daily reports which include the description of the atmosphere of the group, but also how the candidates express themselves individually.
Step 6: post-test

Picture 1: participants of the Sport & Work project at the OCP and Vondersweide.

4.1.2. Monitoring

As said before, daily reports have been made and sent to people from the project at Visschedijk. This is to see whether the individual participants are developing and what attention or intervention is needed to make them fully participate. The participants will be monitored ate different aspects, namely:

- Aspects reported every day (whether they arrived in time, had breakfast, are clean, are tired, are motivated, sensitive (mood) and took a shower after sport. But also the tasks of the particular day are described and individually described if the participants were able to fulfill these tasks. The participants are asked to set goals for themselves which they try to achieve during the project.
- Aspects per month: how many days/hours have they been present at the sport centre, and how many hours they have worked a month (planned hours compared with the actual hours worked)
- In the pre- and post-test the participants will be asked to fill in a survey where they score their commitment, involvement and satisfaction for working at Visschedijk.

The beginning of the project – theme 1 (November 8):
At the start of the project the Wajong participants came together for a meeting at the centre they would practice their sport skills and their motivation and condition. It was noticeable the participants were nervous and they didn't say much. They were shown what activities could be done at the sport centre Vondersweijde and what activities could be done at the Outdoor Challenge Park. It already became clear that some of the participants were more looking forward to do indoor sport than sport outside at the OCP but they were motivated to bring warm clothes and towels.

- Group findings: During the project the coaches at Vondersweijde and OCP made daily reports to inform the group at Visschedijk about the daily findings. The participants would be picked up by a bus driver and he would bring them to the sport centre or OCP. In the beginning there were problems for the bus driver to be on time and so there were some frustrations within the group. These problems have been solved quickly so the focus was on sport and not about arriving late. The participants became a little more open, talked to each other but the tests showed that there was a lot to improve in the overall condition of the participants. The group was described merely as a quiet group and needed a lot of stimulation.

- Individual findings: the daily reports also showed the individual findings of the members of the group. One of the participants was annoyed that the bus arrived late for the first few days while he was using his own car. So then he decided to arrive late as well. But his coaches convinced him to arrive in time so they could start already while waiting for the others. This same person was also worried about the outdoor sport because it would be cold and wet outside. He needed to be convinced that is was necessary to go too. Handing in phones at the coach or leave them in a locker was one of the points of attention for some of the participants. Excuses used for not doing several tasks were varying between participants so it was necessary to know how to handle these.

The a.t. group asked 2 job coaches to guide the participants individually by having conversations about their feelings, their future and other findings. In case of absence without letting the coach of the sport centre know was being questioned and asked to change this behavior.

- Other findings: The group was asked to set out goals so the coaches would know how to stimulate. It varied between participants whether they already had a location to work at after sport. Some of them were already working before they started the project and some didn't and it became clear it was harder to find the right location than initially thought. For one of the participants it meant that he needed to switch from gardening to cleaning. When theme 1 nearly ended one more participant was added to the group. In the findings it became clear that he was good for the group sphere. At the end of this first theme the participants were invited for a meeting where they would get a certificate for joining the first theme (December 13). The coaches told some personal things about the participants and how they experiences working with them and what they wanted to achieve at the end of theme 2.

Theme 2 (until January 17):
- Group findings: Now that the participants will be picked up by two separate buses and bus drivers the problem of being late and the frustration about this has ended. The group is still described as quiet and influences from one participant on the other participants are clearly visible. For example, two of the participants have said they didn't like each other much and so they do not like to do tasks together, this is also a fact for the job coach and coaches to pay attention to.

- Individual findings: In the daily reports it shows that the participants individually make good progress. It is clear what they like and don't like to do. For example one participants pointed out she has sore feet so she would not be able to join the fitness tasks. But after the fitness they would join Zumba lessons (a type of dancing) and so she could join. A good sign of what the participant do like and does not like.

- Other findings: At the end of theme 2 there was again a meeting where the participants were handed out a certificate by their coaches. This time it became clear the group is more unstable. More absence than at the start of theme 2 (one participant is having back problems, understandable) and still one of the participants is having troubles with working. This can be due to the fact he hasn't been working for months and now has to sport and work for a few months. Probably these participants need more guidance from the job coaches.

Theme 3 (until February 23):

- Group findings: The group became smaller but they also became more close to each other. One of the participants of this project needed to step out of the project as he had severe problems with his back. Another participant was sick for many times or she used that as an excuse for not showing up at the sport centers. Unfortunately she is out of the group too. The group was also asked to think of tasks for the whole group to do and they liked that idea. They did show better now what they liked and could decide themselves what group activity to do again.
- Individual findings: During this period there was the ability to skate on the ice and so some of the participants went ice-skating for the first time. It did mean though that the next day the participants were very tired or were sore from falling on the ice. But it didn't mean that still did enjoy the other assignments they got at the sport centers. Of some was also noticed that when getting a compliment they got more excited and wanted to show more.
- Other findings: as some participants couldn't participate for a few times or in the one case for the whole period, the persons that were present did feel sad about this. But working in a smaller group did have advantages too like getting closer to each other and getting to know each other more so they could help each other when necessary. At the end of this theme they made a promise, to fully participate in the last theme and reach out their hand to those who find it hard to participate fully. To show the strength and help they want to give this whole project a good and positive ending.

End of theme 4:

- Group findings: As there were only 6 out of 8 people left in the group, they promised each other to try to be present every day of the last few weeks of the last theme. As a group they also needed to organize a final event for the team and their trainers, and also for the people at Visschedijk responsible in this project. As a team they could come up with ideas and make them true.
- Individual findings: The remaining 6 people from the social innovation enjoyed the last period, but were sad knowing it would all soon come to an end. They were present almost all days as promised. They have all grown compared with previous themes. Their shape, endurance, motivation etc has all grown. Some did lose their fear of heights; some others smiled more, all maybe small changes but big steps for the individuals.
- Other findings: The last day with the special assignments for the trainers and all others involved was a success. They had the courage to explain the assignments, to show how they had to be performed and to help with those who could not do the assignment on their own.

During these months of sport the participants were employed as well. They all had a manager who took care of a location to work at. These managers needed to support and guide them at work,

making sure they would be in time or show up at all. There are several findings to be named that occur throughout the whole project:
In the beginning it was not clear were all participants had to work. Some did have a location already before the project started; others needed to wait for a few weeks before they could start working. Another important finding was their motivation, the motivation to go to work in time or to go to work at all. It was clear that one of the participants found it hard to start working after months of unemployment. He needed a lot of guidance and motivation from Visschedijk, his trainer at the sport location and from the UWV and the a.t. groep. Throughout the project his behavior changed and he arrived at work in time more than before. Results of the employment rates will be discussed in the results chapter where hours worked will be compared for all periods.

At the end of the project the participants did fill in another survey which will be used to compare with the results of the pre-test. 7 participants did fill in this survey; so also the one who was not able to sport because of his back. But he could still be reached for the survey and for help from the UWV and the a.t. groep.

4.2 Social innovation – Self-management

In this pilot, 8 cleaning employees with a distance to the labor market which are already working for Visschedijk got the task to self-manage their work. A short description of this pilot has been made at the start of the whole project. Self-management was seen as the increase of the autonomy of employees. The proposition if this project is as follows:
"*By laying down the tasks and responsibilities in the organization we try to get the involvement of employees and the experience of our customers to a higher level*".

Six steps have been taken to set up this pilot.
Step 1: To chose the locations at which the participants will be chosen.
Step 2: Brainstorm sessions are planned to identify specific tasks and responsibilities.
Step 3: In these brainstorm sessions different questions are being asked: what tasks do exists and who is filling in these? And how can these tasks be filled in differently/by others? The outcome of these brainstorm sessions can be found in appendix F and G.
Step 4: pre-test of the participants, they will fill in the survey at their work
Step 5: monitoring the project, plan meetings to talk about the progress and any other findings or problems.
Step 6: post-test

4.2.1 The pilot

One location has been chosen for this social innovation, namely the "Eschmarke" which exists of 3 different schools in one building. The manager/supervisor of the employees working at these schools is Henk Kamping and together with him a few other managers, a brainstorm session have been planned.
The results of this brainstorm session can be found in appendix F. In this report the specific/main tasks and responsibilities have been identified and shown in a table. As described in section 2.3.2 the IST and the SOLL situation are defined. This list shows what the tasks of managers and the cleaning employees are in the IST situation. This IST situation is marked with red so called "balls". Some of the tasks from this list are cleaning tasks but also the quality inspections, budget guidance, sick leave monitoring, performance evaluations, inventory control and innovation.

It is clear that some tasks cannot be given out to other employees. For example: the cleaning of an office is already at the bottom of the line and it would not be considered useful to give to the manager. So some main tasks of the table will not be changed to a SOLL situation but others will.

For the project the manager of the employees working at the Eschmarke worked together with region manager to define the steps taken in this project. The statement of this project is as follows:
"*We try to increase the level of involvement of the employees and to increase the level of experience of our customers by putting the tasks and responsibilities at a lower level in the organization*".

They also derived some results of the pre-test (filled in by the employees at their work and which will be discussed later) to use in shaping the social innovation at Visschedijk. Some important factors to take into account therefore are:

- The feeling to be part of Visschedijk
- Work pressure
- Function-oriented training
- The manager of the employees needs to be of "added value"
- Strengthen customer contacts
- Cleaning should be considered a nice profession.

A list of tasks that would be changed in this project has been made. The so called leader of the cleaning employees will get tasks he didn't have to do before, or only had an advisory role at.

- Controlling the budget (money and hours)
- Monitoring quality/experience customer (MKS)
- Controlling the budget for material and machines
- "Preventive" sickness leave supervision
- Do operational management on his/her own

The cleaning employee did also get new tasks:

- Control and monitor the (Daily) quality (DKS)
- Guiding new employees in their new function
- Performs logistic changes
- Takes care of planning and the planning of free days/days off

For each task a description has been made and so the employees have been informed about this social innovation. The tasks have been given out step by step, to make sure the employees could adapt to these changes and could fully master the tasks before continuing with another new task. Once it is visible a task cannot be adopted by the employees or they are totally not willing to cooperate, the planning of the social innovation will be changed and the next step will be taken.

The pilot self-management also took place at the gardening employees. The team representatives were involved in the social innovation as well.
Based on the brainstorm session (appendix G) where the main tasks have been described and the IST and SOLL situation have been drawn, the team representatives have been given tasks they had to perform on their own:

- Conducts customer satisfaction surveys
- Reviews a project once a month with the contractor and manager
- Makes the project planning himself
- "Preventive" sickness leave supervision
- Is present at the transfer of a project

These tasks have also been further described but because of the seasons the gardening employees are bound to (e.g. they can't work in the winter) the project will start later than the project of the

cleaning employees and thus there is a relatively shorter period to monitor and to be taken into account of the research and the results. The pre-test that took place at the office from “Visschedijk Hoveniers” with almost all employees (N=55). The groups were divided over 2 days and 2 groups per day so the setting could be not too crowded, was quiet and there was space and time to answer questions when needed.

4.2.2 Monitoring

The monitoring of this project took place in several ways. The project manager (Henk kamping from the cleaning employees and Gert-Jan van Silfhout from the gardening employees) did have several meetings with the employees and did also visit them during their work to see if everything goes well and to listen to their questions, arguments and be there to solve any existing problems.
The project team of this research will also host several meetings at which the progress will be discussed.

In the first project meeting several situations of this social innovation have been discussed:
The employees were meant to do their own quality monitoring in the first week of the pilot. It became clear that they needed a lot of guidance for doing this on their own. So the “more responsibilities” was not yet realized. One employee of this small group stated he did not want to participate with this task. The biggest obstacle in this task is the fact that the employees are controlling the quality for their colleagues, while before this was done by their manager. They are afraid they will get negative responses from their colleagues. Another obstacle is the fact that these changes happen after 15 years of routine work, they want to hold on to the old way.
So the conclusion of this first situation is that the “self-management “ needs management so probably the pilot need more time to show better results. Guidance is needed to teach the employees how to give feedback to each other and not be afraid of responses.
The guidance of new employees as a new task has also been introduced at the cleaning employees, but the main response was relatively negative: it was seen as a burden to take care of a new employee.
No further step has been taken in rolling out the new tasks.

For the gardening employees this is a different story. The first stage of this pilot took place during the winter were gardening employees don’t have much work to do outside. However, overdue (achterstallig) work has been done. Insight has been created by comparing the period of 2012 with the first period with of 2011. The gardening employees have been informed with a presentation about the upcoming changes. The next steps will be taken when the gardening employees will get back to work again when weather changes. Though, carrying out customer satisfaction survey has been started before the official start of the pilot and will be taken into account as well. The team representatives joined a traineeship for this in 2011.

In the second meeting again the social innovations at the cleaning and gardening employees have been discussed:
The project manager feels good about the pilot and is mentioning several positive effects. The quality control is being done really good. They still need some guidance but only to a certain level. Overall the responses of the employees are positive and the pilot is running well. The same is for the gardening employees. The steps are being taken and the managers get positive responses from their employees.

For the post-test the surveys have been carried out at the end of the pilot at Visschedijk. The tasks will still be carried out by the employees and even further steps will be taken, but for this research only a certain period will be observed. Not only the employees did fill in a survey again, but also

information about hours worked and hours of guidance is been taken into account. The results of the pilots will be discussed in chapter 5.

4.3 Social innovation – Changing Employment Relationship (virtual)

The description of this social innovation is as follows: “employees are offered an employment relationship with Visschedijk, or will be guided in a way as if they would be employed at Visschedijk”. The reason for this description is: the chance that an employee is willing to accept the employment relationship with Visschedijk is for a part of the group not very likely. To research this group and involve them in the pre-test and then later guide them in a way as if they would have accepted the changed relationship is giving insight in possible behavioral changes that might influence the labor productivity of the group.

Step 1: Chose a group of employees for the pre-test
Step 2: pointing out the concrete changes the employees will go through, for example changes in the sickness leave guidance or guiding them in a way based on their competences.
Step 3: The communication towards this group is very important. Before the pre-test is done the employees should not know there are changes coming. The employees will be told that they have to fill in an employee satisfaction survey carried out at the company but afterwards being told the true reason.
Step 4: the actual pre-test
Step 5: step by step implementing new rules and regulations at the company
Step 6: post-test at the end of the pilot (meaning the organizational changes will continue after the ending of the pilot.

4.3.1 The Pilot

This pilot of changing employment relationships took place at Visschedijk Hoveniers, so the gardening employees were involved. Visschedijk was about to change their rules and thus the employment relationship were about to change as well. In the pre-test all (55) gardening employees were involved in filling in the survey and thus all employees take part of this pilot as well as the change is applied to the whole organization. In January of this year (2012) all employees in the organization were informed about the upcoming changes. In a presentation they have been told what rules will change. The goal of this presentation and the changing employment relationship is to treat everyone equally.
The working times did change as follows: if the work of a team will start at 8 am in the morning the employees first were present at the Visschedijk office, but from now on they need to start at 8 am at the place where they actually have to work in the gardens. This means that the employees need to leave earlier from home in order to be on time at their workplace and not at the canteen of Visschedijk to drink coffee first. So the start time to work won’t be the time the employees leave from home to work.

A new rule regarding o lunch times also have been applied. The gardening employees always go back to the canteen to have their lunch so this means they have to travel from their workplace to the canteen at Visschedijk. This means that they lose time to work. The new lunch times make sure the employees will have their lunch at the work place and thus won’t lose time.
Also the sickness leave monitoring and prevention rules have become stricter. Therefore the team representatives or the managers did follow a traineeship at Visschedijk.
During rain it was normal to go back inside and stop working. Due to the new changes this won’t be “allowed” anymore. Depending on the weather they can decide to continue working or not.

New rules also have been applied to employees with a lease car. The allowance per kilometer covered will be the same but the monitoring of these kilometers will be stricter.

4.3.2 Monitoring

The pilot of the changing employment relationship will be monitored and discussed in the project meetings at Visschedijk where the other pilots/social innovations are being discussed as well.
The operational manager of the gardening employees stated that the employees responded positively ay the presentation in January about the changing rules applied at Visschedijk.
The other way the pilot is being monitored is by doing a pre-test (which is been carried out in November 2011) before the start of the pilot and in April of 2012 at the end of the pilot. The end of the pilot is not the end of the changing employment relationship as this is a permanent change to the organization. Other information is collected as well to monitor and research the pilot. The same as for the sport and work pilot and the self-managed teams, information about the budgeted and actual hours worked is been collected as well as the quality of the work delivered during the pilots.

In the section 4.4 the results of the pre-test will be presented. The pre-test consists of 69 people who participated in 3 different social innovations (N = 69). The results described in this chapter consist of the results of the survey these 69 respondents did fill in at start of the pilot of the social innovation and the competences which are scored by their managers. The group of cleaning employees consists of 15 people (N = 15), respectively 8 and 7 from the sport & work group and the self-managed teams. These are all the employees that have been asked to fill in a questionnaire so the response rate is 100%. Of these 15 employees 6 are female and 9 are male. The group of gardening employees consist of 54 people (N = 54) 53 male, 1 female.

The post-test consists of 38 participants (N = 38) who participated in the 3 different social innovations. The reason why the N is not 69 as in the pre-test is mainly due to the director of the gardening employees who did not want to question all employees for a second time and taking their time they actually had to work. Instead only the team representatives and around 15 random chosen employees did fill in the survey for a second time. The group of the sport and work participants consists of 7 participants who did fill in the survey (N = 7) because one participant dropped out of the pilot. The cleaning employees who participated in the pilot of self-managed teams filled in the survey for the post-test (N = 6), 1 less because this person could not be reached to fill in the survey. But his manager was able to fill in the competences for the post-test. The group of gardening employees consists of 23 (N = 23) participants who did fill in the survey for the post-test as well of which 8 are team representatives. This group of gardening employees are divided in two different pilots namely the self-managed teams and the changing employment relationship pilots.

From the 38 participants 7 are female and 31 are male employees and the participants were born between 1951 and 1993.

In the next chapter the results of both the pre-test and post-test will be described and being discussed. The results of the pre- and post-test will be compared and tried to be explained.

5 Results Pre- and Post-Test

In this chapter the results of the pre- and post-test will be described and discussed. The results of the post-test (N = 38) from the end of the pilot will be compared with the results of the surveys of the pre-test (N = 69) that has been done before the start of the pilots and thus before the social innovations have been applied at Visschedijk. The data analysis will be presented in tables. The pre-test took place in November of 2011. The participants of sport and work pilot have filled in the survey at the end of the pilot, which was at the end of March 2012. The self-managed team pilot was divided in a group of cleaning and gardening employees. The cleaning employees filled in the survey in March 2011 and the gardening employees did fill in the survey of the post-test in April 2012. And at last the changing employment relationship pilot participants did fill in the survey of the post-test in April 2012 as well.

5.1 Preparing and Analyzing and the results of the Pre- and Post-test

The results of the pre-test from both the cleaning and gardening employees have been put together in one document in SPSS. To make the answers of the survey for the gardening employees fit, the questions asked in this survey but not asked in the survey from the cleaning employees were deleted. Then it was made sure the order and the numbers of the questions were exactly the same so they could be copied into one new file. The next step taken in this new file was to reverse some answers given to specific questions. Question 10 and 11, question 21, 22, and 23, and "klantvraag2" (Appendix B) have been reversed in SPSS as follows: Answer 1 would become answer 5, answer 2 would become answer 4, answer 4 became answer 2 and answer 5 became answer 1. The answers given to the questions could range from 1 to 5; from fully disagree to fully agree with the statement.
The reason these questions have been reversed is because when the employee does not agree with the questions means he or she is for example not experiencing work or time pressure and have not been thinking about leaving the company. The next stage of analyzing the results is to group questions in themes. The questions about for example the workload or labor conditions will be grouped. In order to do this the Cronbach's Alpha of these groups of questions need to be known. In order to be able to group a set of questions a Cronbach's Alpha of 0,6 or higher is been accepted.

5.1.1 Cronbach's Alpha

The first set of questions has been transformed to a new variable called "Betrokkenheid"; this variable consists of question 1, 2, 3 and 4. The Cronbach's Alpha of this variable is 0,683 and is accepted. Question 5, 6, 7, and 8 has been transformed into a new variable as well and has been called "Autonomie". The Cronbach's Alpha of this new variable is 0,739 and is therefore been accepted.
Question 9, 10, 11 and 12 have been transformed into one new variable called "Werkdruk" and also the Cronbach's Alpha of this new variable have been checked whether the new variable is valid or not. The Cronbach's Alpha of this variable is 0,788 and has been accepted.
Another new variable has been made in SPSS and is called "Verloopintentie" and it consists of question 20, 21, 22, and 23. The Cronbach's alpha for this new variable is 0,705 and therefore accepted to use in the analysis of the survey.
Another new variable have been made called "tevredenheid leidinggevende" and consists of question 24, 25, 26, and 27. The Cronbach's alpha of this transformed variable is 0,836 and is therefore accepted to use as well. And at last question 28, 29 and 30 have been transformed to a new variable called "tevredenheid collega's" and the Cronbach's alpha of this variable is 0,753 and therefore accepted.

Variable	Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of items
Betrokkenheid	0,683	0,691	4
Autonomie	0,739	0,741	4
Werkdruk	0,788	0,780	4
Verloopintentie	0,705	0,708	4
Tevr. Leidinggevende	0,863	0,865	4
Tevr. Collega's	0,753	0,752	3

Table 2: Cronbach's Alpha for the new variables

Question 13 and 19 are tested for their Cronbach's Alpha to see whether they could form a new variable or not but SPSS showed that the Cronbach's Alpha for this new variable would be too low to accept, namely 0,431 and therefore only question 19 will be taken into account in the further analyses of the surveys. It was preferred to also make a new variable consisting of question 14, 15, 16, 17 and 18 but it is expected that the Cronbach's alpha will be too low as the questions do vary too much in their content. SPSS showed what was expected, namely a Cronbach's alpha of 0,028.

Variable	Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of items
Q. 13 + 19	0,431	0,431	2
Q. 14, 15, 16, 17 + 18	0,028	0,199	5

Table 3: Denied Cronbach's Alpha's

The total list of the Cronbach's alpha tests can be found in Appendix I.

5.2 Results pre- and post-test – The Survey: new variables

The variables of which the Cronbach's Alpha was high enough will be used in the analysis of this research. The questions that could not form a new variable will be used separately in the measurement tool, which will be described in another section. Now that the new variables are made and ready to be used, a table of the means for these variables has been made, divided per social innovation. The means of the new variables and the remaining questions of the pre-test are as follows:

		Betrokkenheid org	Autonomie	Werkdruk	Verloopintentie	Tevrleiding	Tevrcollega
		Mean	Mean	Mean	Mean	Mean	Mean
Interventie	OCP	3,25	3,19	3,83	3,19	3,88	3,92
	Zelfsturing Schoonmaak	3,71	3,93	2,96	3,42	2,71	4,22
	Zelfsturing hoveniers	4,03	3,81	3,44	4,20	3,81	3,93
	Veranderende arbeidsrelatie	3,61	3,82	3,54	3,63	3,63	3,85

Table 4: Means of pre-test from new variables from both cleaning and gardening employees.

The tables have been divided in the social innovations (interventions), applied at the cleaning and gardening groups, and the new variables so that each variable show the mean per social innovation. The results of the post-test are shown in the table below:

		Betrokkenheid org	Autonomie	Werkdruk	Verloopintentie	Tevrleiding	Tevrcollega
		Mean	Mean	Mean	Mean	Mean	Mean
Interventie	OCP	3,25	3,54	2,92	2,36	3,36	3,52
	Zelfsturing Schoonmaak	3,25	4,08	2,80	2,79	2,29	4,06
	Zelfsturing Hoveniers	3,37	3,91	3,44	3,03	3,54	4,00
	Veranderende arbeidsrelatie	3,67	4,17	3,54	3,73	3,25	3,73

Table 5: Means variables post-test divided into social innovations applied at Visschedijk.

The results of both the pre- and post-test will be discussed divided by the different social innovations implemented at Visschedijk.

OCP

The involvement in the organization (betrokkenheid organisatie) for this group is 3.25 in the pre-test, meaning the employees (based on an average answer) do not agree nor agree with the statements of the survey. A 3.0 as answer means the employee didn't disagree not agree with the statement. The score of 3.25 is mainly a positive result as it means the employees feel relatively involved in the organization; they are a bit proud to work at Visschedijk, enjoy going to their work, feel bad when something goes wrong even when it is not their fault, and feel bad when Visschedijk has a bad name.

In the post-test the mean answer for the involvement in the organization is still 3.25. Nothing has changed here after the implementation of the social innovation. It is good to see the involvement at the organization didn't decrease, although the sport and work innovation could have aimed at a higher involvement but there are no changes captured in the results of the survey.

The means for autonomy for this group is 3.19 in the pre-test and this mean changed to 3.54 in the post-test. Again a 3.0 showed that the employee didn't agree nor agreed with the statements in the survey. The mean in the pre-test is just a little above this point, but the mean of the post-test did increase to 3.54 meaning the participants in this group changed in their opinion. More participants now also agreed more with the statements in the survey. This means that the employees can decide themselves how they do their work, decide in which order they do their work, state their own work speed, and need to find solutions themselves when problems occur in their job.

The means for workload has decreased from 3.83 to 2.92. This means that some participants did disagree, did disagree nor agreed, and agreed with the statements from the survey in the pre-test. However in the post-test these participants answered to disagree more with the statements than in the post-test. This means the workload has gone up during the implementation of the social innovation. But this outcome is not unexpected. The participants didn't have a job at the start if the innovation, and didn't have to combine work and sport at all before. It is therefore not a strange outcome to see the feeling about workload has decreased from a normal workload to a relatively higher workload.

The means for the intention to leave (verloopintentie) changed from 3.19 in the pre-test to 2.36 in the post-test. This means that the participants in this pilot changed their opinions from nor agree nor disagree to disagree. This means that the participants think it is not likely they will work much longer for Visschedijk. The employees don't think they would still work at Visschedijk in 5 years, did think of searching for another job in the last 12 months, did actually search for another job outside Visschedijk in the past 12 months, and do think it is easy to find a new job at a different organization.

The means for satisfaction about the manager (tevredenheid leiding) dropped from 3.88 in the pre-test to 3.36 in the post-test. This means that most participants in this pilot agreed with the statements of the survey. The employees thus think their manager cares about their well being, has attention for what they say, think the manager helps them to get the job done, and think the manager is able to make the employees work together well. The reason why the mean did drop is unclear, as the managers tried their best to get the participants to work, but the participants also stated they barely saw their manager. The invisibility of the manager might be the reason why the mean on this variable dropped in the post-test.

And at last the means for the satisfaction about colleagues (tevredenheid collega's) dropped from 3.92 in the pre-test to 3.52 in the post-test. Both outcomes mean that the participants did agree with the statements in the survey about their colleagues. The employees think their colleagues help to get the work done, that the colleagues have personal interest for them, and think their colleagues are friendly.

Self-managed teams cleaning ("zelfsturing Schoonmaak")
The involvement in the organization (betrokkenheid organisatie) for this group is 3.71 in the pre-test, meaning the employees (based on an average answer) do not agree nor agree with the statements of the survey. The score of 3.71 means the employees feel involved in the organization; they are proud to work at Visschedijk, enjoy going to their work, feel bad when something goes wrong even when it is not their fault, and feel bad when Visschedijk has a bad name. In the post-test the mean answer for the involvement in the organization has decreased to 3.25. It is still a mainly positive outcome yet by applying this social innovation it was meant to make the employees feel more involved in the organization. With giving the participants other tasks and making them able to make their own decisions would expect an increase of the involvement.

The means for autonomy for this self-managed team is 3.93 in the pre-test and this mean changed to 4.08 in the post-test. This means that most of the participants agreed or highly agreed with the statements of the survey. In the post-test it is even better. This means that the employees can decide themselves how they do their work, decide in which order they do their work, state their own work speed, and need to find solutions themselves when problems occur in their job. This change can be explained because the social innovation implemented in this group aimed at a higher autonomy. It was already high as can be seen in the results of the pre-test but yet it increased.

The means for workload has decreased from 2.96 to 2.80. This means that some participants did disagree, did disagree nor agreed, and agreed with the statements from the survey in the pre-test. The decrease means the workload has gone up during the implementation of the social innovation. But this outcome is not unexpected as well. The participants got other tasks or another way to fill in their existing tasks bit the participants felt like they had to do more work in the same time and that is why they also stated they wanted to get paid more for it (as stated by their manager).

The means for the intention to leave (verloopintentie) has decreased from 3.42 in the pre-test to 2.79 in the post-test. The participants stated that they were insecure about maintaining their job, because of the changing laws and regulations. This made them think they wouldn't be working at Visschedijk in another 5 years and thus did think of searching for another job in the last 12 months, or did actually search for another job outside Visschedijk in the past 12 months. This result is thus more based on the feelings and thoughts of the employees rather than if it is true they won't work any longer at Visschedijk because Visschedijk would fire them and replace them with cheaper employees or that Visschedijk needed to reorganize.

The means for satisfaction about the manager (tevredenheid leiding) dropped from 2.71 in the pre-test to 2.29 in the post-test. This means that the participants said to disagree or neither disagrees nor agrees with the statements of the survey. The employees then think their manager doesn't really care about their well being, has no attention for what they have to say, does not help them to get the job done, and they also think the manager is not fully able to let the employees work well together. The reason this mean has dropped can be because the employees experience the new tasks as annoying or strange, and thus dislike their manager. After a short talk after the surveys they also stated they barely see their manager and thus once again this invisibility can be the reason for this mean to drop in the post-test.

And at last the means for the satisfaction about colleagues (tevredenheid collega's) dropped from 4.22 in the pre-test to 4.06 in the post-test. Both outcomes mean that the participants did agree to fully agree with the statements in the survey about their colleagues. The employees think their colleagues help to get the work done, that the colleagues have personal interest for them, and think their colleagues are friendly. The mean did not drop dramatically and this means the participants are still happy about their colleagues. The new tasks in this social innovation also existed about

controlling the quality of the work done by your colleague. At first the participants told they did not want to monitor other's work, but later they took it very seriously. Apparently this did not cause any hard feelings towards each other.

Self-managed teams gardening employees ("zelfsturing hoveniers")
The involvement in the organization (betrokkenheid organisatie) for this group has gone from 4.03 in the pre-test to 3.37 in the post-test. The results in the pre-test shows that the participants did agree with the statements of the survey in the pre-test, in the post-test however the mean went down to "neither agree nor disagree" in average. It means the employees feel less involved in the organization. It is still a mainly positive outcome yet by applying this social innovation it was meant to make the employees feel more involved in the organization. But when Visschedijk wanted to make them more involved with giving new or other tasks it doesn't seem to work out.

The means for autonomy for this self-managed team is 3.81 in the pre-test and this mean changed to 3.91 in the post-test. This means that most of the participants agreed or highly agreed with the statements of the survey. It shows that the participants experience more autonomy based on the results of the post-test. Self-managed teams aim at a higher autonomy and so it is somewhat expected to grow.

The means for workload is both in the pre- and post-test 3.44. This means that some participants did neither disagree nor agree, and agreed with the statements from the survey in the pre-test and post-test. The reason why there is no change in the measurements is due to the relative short period this pilot took place. It was not long enough to get a clear image of the effects of implementing self-managed teams in the gardening sector.

The means for the intention to leave (verloopintentie) has decreased from 4.20 in the pre-test to 3.03 in the post-test. This decrease does not mean that the participants think about leaving the organization but it does mean that are not sure what to think. Some participants stated at the post-test thy found it odd to fill in another survey while they already stated not to be happy about the work situations. Some even stated they wanted to leave as soon as possible, "rather yesterday than tomorrow". This was mainly based on the experience with its manager. This is also shown a bit in the mean of the satisfaction about the manager (tevredenheid leiding) has it dropped from 3.81 in the pre-test to 3.54 in the post-test. But still these means show the participants did agree with the statements of the survey in both the pre- and post-test and are satisfied about their managers. But still some employees do not agree with the statements.

The means for the satisfaction about colleagues (tevredenheid collega's) increased from 3.93 in the pre-test to 4.00 at the post-test. Both outcomes mean that the participants did agree to fully agree with the statements in the survey about their colleagues.

Changing employment relations ("veranderende arbeidsrelaties")

The involvement in the organization (betrokkenheid organisatie) for the group of changing employment relationships has gone up from 3.61 in the pre-test to 3.67 in the post-test. This means that there is a bit higher involvement in the organization. The aim of the changing employment relationship in the gardening section was to make the employees feel more involved in the organization with applying new rules for everyone so everyone would be treated the same and would feel the same.

The means for autonomy for the group of changing employment relationships has gone up from 3.82 in the pre-test to 4.17 in the post-test. This means that most of the participants agreed or highly agreed with the statements of the survey. It shows that the participants experience more autonomy based on the results of the post-test.

The means for workload is both in the pre- and post-test 3.44. This means that some participants did neither disagree nor agree, and agreed with the statements from the survey in the pre-test and post-test. The reason for this is again the relative short period the pilot took place at the gardening section.

The means for the intention to leave (verloopintentie) has increased from 3.63 in the pre-test to 3.73 in the post-test. During some conversations with the gardening employees it became clear they are not really satisfied with Visschedijk They stated they wanted to leave the organization, some others stated that they won't feel bad when something bad would happen, like the building being on fire. These conversations were personal and no names will be mentioned. Knowing this it does make sense why the average answer had gone up, meaning they did agree more with the statements of the survey. This means they don't think they will still be working for Visschedijk in the next 5 years, and did think of finding a new job in the past 12 months. Not only the different regulations of the pilot could have caused this but also the post-test itself, as they literally said "we stated in the first survey we are not satisfied with the company and yet we have to fill in another one, but we will try to be honest, you can't do anything about this stupid reasoning". This means they didn't see the need of filling in another survey and wanted to show again they are not satisfied about some aspects.

The mean of the satisfaction about the manager (tevredenheid leiding) has dropped from 3.63 in the pre-test to 3.25 in the post test. Both means make clear that the participants are relatively satisfied about their managers but that this feeling dropped in the post-test. This can be due to the changing regulations and the participants now need to hold onto the new working schedules and this might be not preferable.

The means for the satisfaction about colleagues (tevredenheid collega's) changed from 3.85 in the pre-test to 3.73 at the post-test. Both outcomes mean that the participants did agree to fully agree with the statements in the survey about their colleagues. There is barely any difference in both results.

In the next section the means of all the variables of the survey will be described. These contain the new variables explained in this section, plus the questions that could not form a new variable.

5.2.1 Results Pre- and Post-test – The Survey: separate questions

In the measurement tool used in the project at Visschedijk the new variables plus the separate questions have been put in one table for both the pre- and post-test. There are 3 separate questions used in the measurement besides the new variable consisting of different questions of the survey. In the table below the means for each separate question per group is shown. The table show the mean answers in each pre-test and post-test of each group. Again, answers were possible on a five-point Likert scale from 1 (fully disagree) to 5 (fully agree).

		Meting 1 Involvement job	Meting 1 Develop. opp.	Meting 1 Customers	Meting 2 Involvement job	Meting 2 Develop. opp.	Meting 2 Customers
		Mean	Mean	Mean	Mean	Mean	Mean
Interventie	OCP	3,75	3,88	3,38	3,29	2,71	3,71
	Zelfsturing Schoonmaak	3,86	2,57	3,86	3,33	2,50	4,33
	Zelfsturing Hoveniers	4,30	3,50	3,63	4,13	3,75	3,54
	Veranderende arbeidsrelatie	3,77	3,57	3,73	3,67	3,73	3,60

Table 6: separate questions and means

Intervention 1
Outdoor Challenge Park
The involvement in the job has slightly dropped, but employees still feel involved. A possible reason why this has changed has been given by the participants themselves, namely: they didn't like the cleaning jobs that much, and some of the participants also stated they had to work alone which was felt to be unpleasant. The mean of the development opportunities dropped as well, this is because of one person stated that he wanted to learn more about the jobs at Visschedijk. He was willing to follow courses so he was able to do another job inside Visschedijk. During this pilot there was no opportunity for him to follow a course and also not to change to another job, after the pilot he did quit working for Visschedijk.

Intervention 2
Self-managed teams cleaning employees
Also within this pilot the mean for the involvement in the job has decreased. They feel less involved in the organization and thus also less involved in the tasks they have to do. The statement used for this variable was "I like it to be a cleaning/gardening employee" so basically it means that they don't like they job the way they did before.

Intervention 3
Self-managed teams gardening employees
In this pilot the gardening employees seem to feel more involved in the organization and the job than the cleaning employees do. For this pilot the involvement in the job has slightly decreased from 4,30 to 4,13 but still meaning the participants do agree to highly agree with the statements of the survey.

Intervention 4

Changing employment relationships

In this pilot the mean for the involvement in the organization has again slightly decreased, from 3.77 to 3.67. Yet, the participants still feel highly involved in their job. As has been stated before, some participants stated in short conversations that they would rather leave Visschedijk than staying any longer. But yet they do like their work and feel involved in what they do. They may state that they are not highly satisfied with their manager but they do go to work with pleasure.

Now that the outcomes of the survey have been discussed, it is time to describe and discuss the competences. In the next section the results of the competences of both pre- and post-test will be described.

5.3 Results Pre-test and Post-test – Competences

A similar table as for the new variables has been made for the competences of the cleaning and gardening employees of the pre- and post-test.

	Materiaal-kennis	Kennis schoonmaak technieken	Sociaal vaardig	Samenwerken	Flexibiliteit	Stiptheid
OCP	2,75	2,38	2,50	2,00	1,88	2,38
Zelfsturing Schoonmaak	4,29	3,29	3,00	2,71	2,29	2,57
	Kennis van bomen en planten	**Kennis van machines**	**Sociaal vaardig**	**Samenwerken**	**Flexibiliteit**	**Stiptheid**
Zelfsturing hoveniers	3,00	3,50	4,20	3,20	3,20	3,40
Veranderende arbeidsrelatie	3,93	3,93	3,93	2,02	1,20	3,00

Table 7: Mean competences pre-test of both cleaning and gardening employees

This table shows the means from the competences of the social innovations implemented at Visschedijk. The first 3 competences are job-relates competences and the last 3 competences are the core competences from Visschedijk employees. The manager of the participants did fill in the list of the competences of the employees. In the pilot the expectation was that the job-related competences would stay the same in the post-test and the core competences could slightly have been changed in the post-test.

	Materiaal-kennis	Kennis schoonmaak technieken	Sociaal vaardig	Samenwerken	Flexibiliteit	Stiptheid
OCP	2,88	2,50	2,38	2,25	2,13	2,63
Zelfsturing Schoonmaak	4,57	3,86	3,00	2,86	2,14	3,00
	Kennis van bomen en planten	**Kennis van machines**	**Sociaal vaardig**	**Samenwerken**	**Flexibiliteit**	**Stiptheid**
Zelfsturing hoveniers	2,75	3,38	4,25	3,25	3,25	3,38
Veranderende arbeidsrelatie	4,00	4,00	4,00	2,00	1,00	3,00

Table 8: Mean competences post-test of both cleaning and gardening employees

While comparing table 7 and table 8 it is noticed that all competences went through a change. Not big changes but they can be explained. The reason the job-related competences of the cleaning employees have been changed is due to the experience the participants gained in the pilot. Some never worked in the cleaning sector before and thus they learned in the pilot. They also learned to work together in the pilot sport & work and thus to see the competences increase is a good sign. The flexibility of the self-managed cleaning team has decreased and according to the manager this is because some participants have become more negative about all aspects of work.

In this chapter the results if the pre-test and post-test have been described and discussed. Some of the results were as expected like the autonomy of the self-managed teams to go up, and the satisfaction about the managers to go down. After all, when changes are being implemented the employees will state it is their manager's fault but this has nothing to do with the functioning of the managers. As will be discussed in the next chapter, the managers did put extra time and effort in the pilots, they spend more time in the participants than they would normally do or are able to do so. In chapter six all information will be discussed that has been gathered for the pilot, so also the time spent by the manager, the money spent on it and the gains Visschedijk made with these pilots. Also the measurement tool which has been used in the pilot will be described.

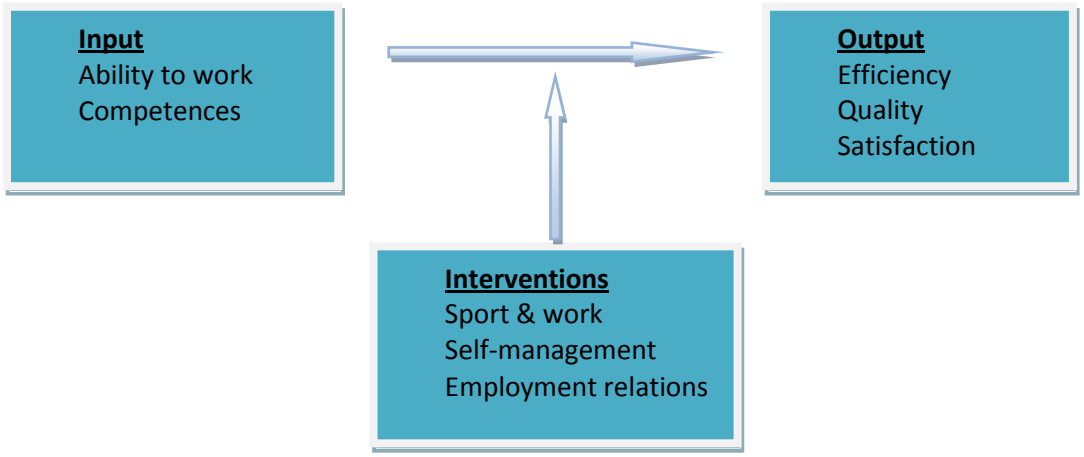
5.4 Results of the Measurement tool: Efficiency and Quality

In this section the results of the measurement tool will be discussed, mainly the results of the efficiency and the quality. This information has been derived from business results and customer satisfaction reports.

5.4.1. The measurement tool

In this section the development and the use of the measurement tool used at Visschedijk will be discussed. For this research a measurement tool has been developed in order to be able to measure the labor productivity from people with a distance to the labor market. The measurement tool consists of two parts: the input variable and the output variables which are used to measure the labor productivity. The input variables (ability to work and competences) determine a large part of the productivity of an individual employee. This part is fixed and indicated by a doctor. In addition, the labor productivity can be further enhanced by a number of (social) interventions. These interventions are primarily at a group level. Therefore, they are calculated at group level and are called the output variables (efficiency, quality and satisfaction).

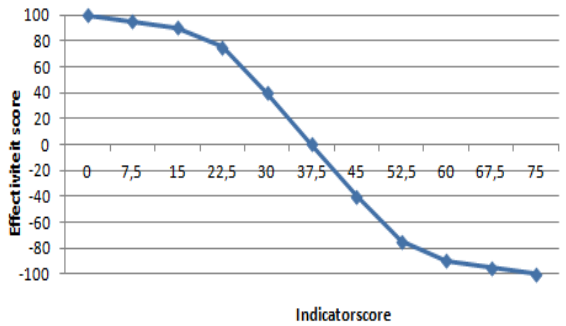
The model used to show this measurement is shown below:

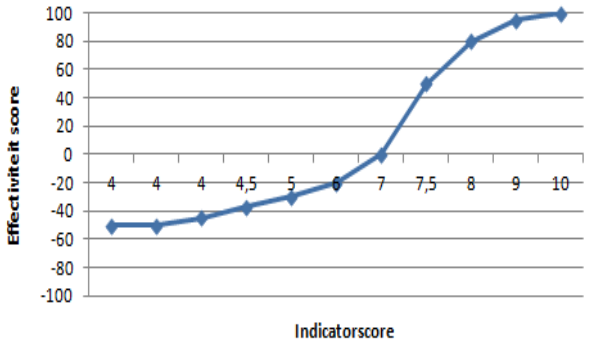


As said before, the measurement tool is based on the ProMES model which also has been discussed in section 2.1. So for this measurement tool the indicators have been defined and later been weighted. This weighting is based on group discussions within the organization, which is recommended in the article.

Each indicator of the output variables has thus been defined how to measure this one variable:
Efficiency will consist of “labor costs compared to turnover”, “material costs compared to sales” and “guidance, minutes per week”.
Quality is defined as “customer satisfaction”, “number of complaints received”, “accuracy”.
The satisfaction/involvement is based on employee’s outcomes: “involvement in the organization”, “involvement in the job”, “autonomy”, “workload satisfaction”, “intention to leave”, “satisfaction about the manager”, “satisfaction about the colleagues” and “satisfaction from customers”. Each indicator has their own weighting factor with a total of 100% for all indicators.
Efficiency and quality are measured per month (once a month), but involvement and satisfaction from the employee are measurement twice within a time span of 6 months. The competences are also measured every six months. Every measurement provides a score between -100 and 100 and is deposited on a performance evaluation curve. All indicators are mutually weighted. So the measurement tool contains a performance measurement curve for each indicator.

An example of the performance measurement curve is as follows: based on a certain grade or outcome for the indicators, a specific score is given in the measurement





The productivity score is corrected by the score on the ability to work. This last part needs some explanation. The labor productivity is indicated by the ability to work (or also called the distance to the labor market). With applying social innovations Visschedijk seeks to influence the labor productivity of its employees. However when the social innovations have a certain influence on the labor productivity it does not mean the ability to work will increase with the same percentage. So in this measurement tool the “ability to work” is an overall layer for the measurement where the productivity is only a certain percentage of the ability to work. All the indicators of labor productivity again form a total of 100%. But this 100% has an influence of a total of 20% of the ability to work:

> In the "Visschedijk" - model it is stated that the wage value of 80% determined by the ability to work (indication method) and a number of company-specific factors, 20%.
> These factors are clustered around 3 themes in the developed measurement tool:
>
> 1. Efficiency
> 2. Quality
> 3. Satisfaction / involvement
>
> The weighting factors of these themes have been specified. The social innovations implemented at Visschedijk in the pilots are aimed at a change in these 3 themes.

The measured change in the labor productivity will thus be corrected with 0.2 (20%) for the final wage value.

5.4.2 Outcomes

Pilot Sport & Work Outdoor Challenge Park

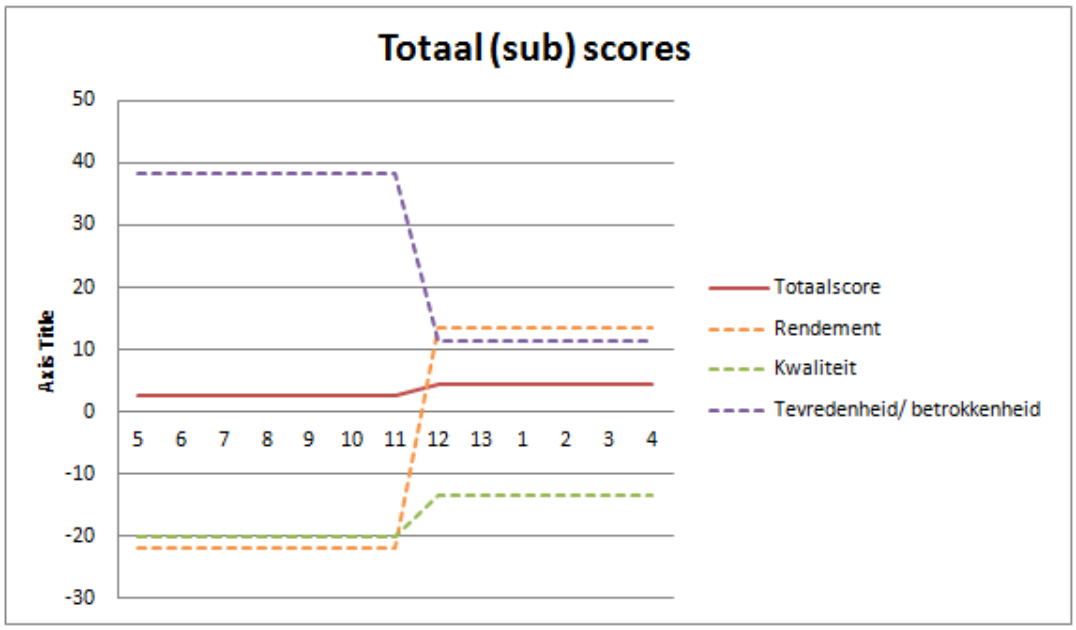
Efficiency
Indicator 1: labor costs compared to turnover
The participants (Wajongeren) from this pilot are hired specially for this project and have been working in the cleaning sector of Visschedijk. After analyzing the projects where these participants have been working, the labor costs compared to the turnover has been decreased from 85.6% to 72,4%

Indicator 2: material costs compared to the starting situation
On the projects where the Wajongeren have been working the material use remained unchanged. The average is 4.5%. Both 2011 as 2012 included in the calculation.

Indicator 3: guidance time in minutes
The Wajongeren have been guided by intern and extern people, from Visschedijk and the UWV and a job coach. The average guiding was 20 minutes in the pre-test. In the post-test it showed the guidance of the Wajongeren have increased to 25 minutes per employee per week.

The quality of the projects is gathered as follows: the participants have been working at different buildings, from these buildings the quality reports have been gathered from the last quality report before the pilot and the first report after the pilot. These grades have been put together and divided by the number of object, so a average score could be used in the tool.

The involvement in the organization (the surveys) has been discussed in chapter 5 already and these means have been filled in the tool as well. A total score is shown in the table below. In the next section these score will be described, regarding to the labor productivity.



Pilot Self-managed teams cleaning employees

Efficiency

Indicator 1: labor costs compared to turnover

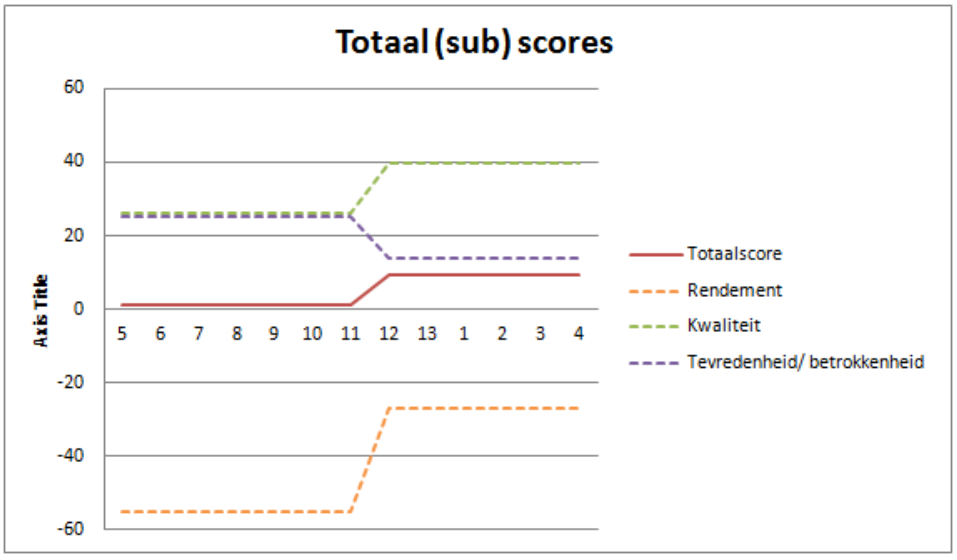
Total turnover in period 1 till 11 from 2011 are: € 41.086,-
Total labor costs are: € 58.972,-
Compared to the turnover this is: 143%.

After the start if the pilot (period 12 and 13 of 2011 and t till 4 of 2012) the labor costs have been developed as follows:
Total turnover: € 24.991,-
Total labor costs: € 29.729,-
Compared to the turnover it has decreased to: 119%.
The total hours spent was 5926; this is an average of 987 hours.

Indicator 2: material costs compared to the starting situation
The total material costs were € 1.577; this is an average of €263 and a percentage of 6.31%.
The proportion of materials and resources used has been developed as follows:
Before the pilot: 11.22%
During the pilot: 6.31%

Indicator 3: guidance time in minutes
The manager (Henk Kamping) stated that he spent 3 hours a week on the location before the pilot. That is 180 minutes a week. This contains visits, reporting, quality control, ordering material/inventory. The average of 180 minutes a week is the average of the first 11 periods of the year 2011. In the pilot 7 employees and their team representative were participating, per employee this is 22,5 minutes a week (based on 8 employees). During the pilot (period 12 and 13 of 2011 and week 1 till 4 of 2012) the average time of guiding these employees was 4 hours a week, 240 minutes. The average per employee is this increasing to 30 minutes per employee per week.

The quality of the projects is gathered as follows: the participants have been working at the Eschmarke School. From this school the quality reports have been gathered and used to fill in the survey.
The involvement in the organization (the surveys) has been discussed in chapter 5 already and these means have been filled in the tool as well.



Pilot changing employment relations (virtual)

Efficiency

Indicator 1: labor costs compared to turnover

This pilot took place in the gardening section of Visschedijk. This project compares the first 5 months of 2011 (because the gardening tasks take place outside, which is dependent on the weather) and from 2012. Because of the changes made in the rules, a productivity growth has been realized. In 2011 24.325 hours have been spent, which contain € 126.733,- of wage costs. The turnover attached to this was € 373.500,-. The percentage of wage costs was 34%. In 2012 25,322 hours have been spent in the first 5 months, with a total wage cost of € 135.979,-. The percentage of wage costs is 26%.

Indicator 2: material costs compared to the starting situation

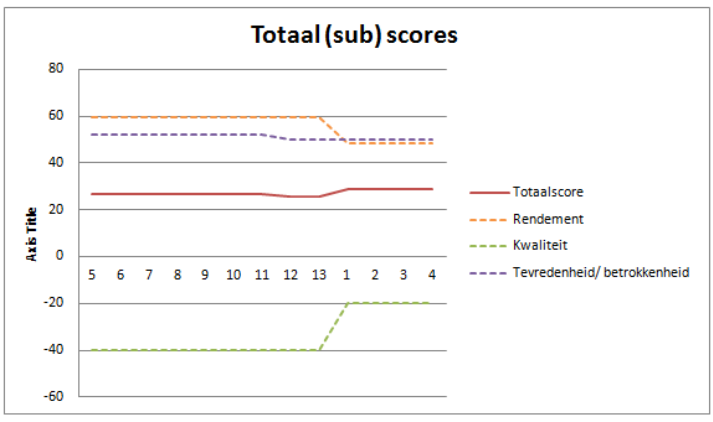
Because of the new rules the traveling distances should be shorter and less, what should be visible in the material use (fuel costs). In 2011 the percentage of fuel used compared with the turnover is € 20.693/€ 659.200 = 3.1%.

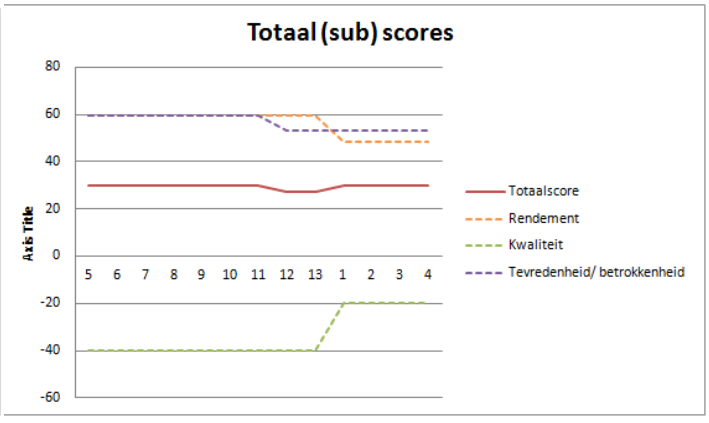
Indicator 3: guidance time in minutes

Because of the new way of working of the gardening employees there are 10 team leaders needed (those who guide 5 employees average). These team leaders need more time to guide the employees compared with the situation before the new regulations. By average 25% extra time is needed to guide the employees. In the old situation there was one central meeting point for the employees who made the guidance of these employees easier and less time was needed. But the productivity growth is compensating the time loss in the new situation. It is expected that in the future less time is needed to guide the employees, but not less than in the starting situation. The average guidance time in 2011 was 4 hours a week, which is 240 minutes. In 2012 the average has gone up to 5 hours, 300 minutes a week.

The same numbers have been used for the pilot of self-managed teams of the gardening employees as they are part of the whole organization and they took part in both pilots.

All this information has been filled in into the measurement tool which has shortly been discussed. Based on the data filled in, a score has been given to that specific indicator. A total score has been given and shown in a table.





Tables for: left the self-managed teams gardening employees, and right the score for the changing employment relations

In this section the results of all the information have been discussed. The efficiency and quality have been filled in the measurement tool as well. The quality has gone up for all the pilots that took place at Visschedijk. The green line in the tables shows the quality at the beginning of the pilot and at the end of the pilot. In the table below the quality information is shown.

Quality	**Klanttevredenheid**	**Aantal klachten**	**Nauwkeurigheid**
OCP	6,4	7	7,1
Self-management cleaning	6,5	8	7,3
Self-management gardening	6,5	10	7,3
Changing empl. relations	6,5	10	7,3

Table 9: The quality per social innovation in the pre-test

Quality	**Klanttevredenheid**	**Aantal klachten**	**Nauwkeurigheid**
OCP	6,8	6	7,2
Self-management cleaning	7,0	6	7,8
Self-management gardening	7,0	8	7,5
Changing empl. relations	7,0	8	7,5

Table 10: The quality per social innovation in the post-test

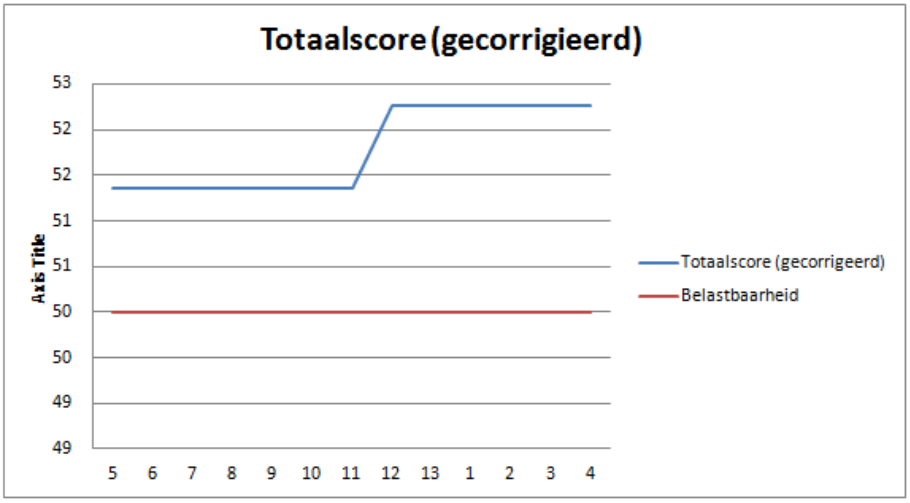
In this chapter the results of pre- and post-test have been discussed including the survey results, efficiency, competences and quality. This information has been used in the measurement tool developed for Visschedijk. In the next section the results will be discussed and a conclusion will be given.

6 Discussion & Conclusion

In this chapter the findings will be discussed and the limitations will be described. The findings contain the productivity changes based on both the pre-test and post-test results which are being used in the measurement tool. These changes are being shown in tables to gain insight in the effect of the social innovations applied at Visschedijk.

6.1 Productivity

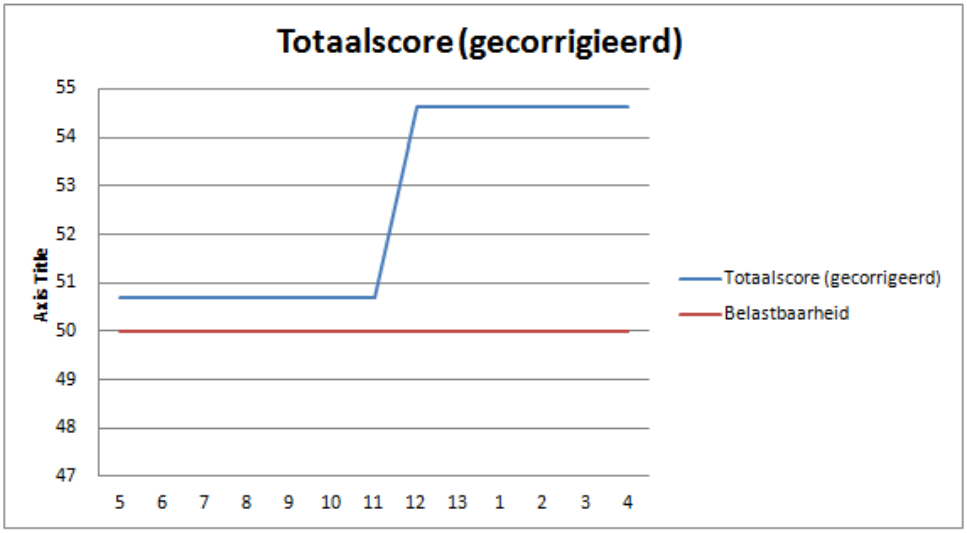
Based on the total scores in the measurement tool discussed in chapter 5, a change in the productivity of the employees could have been calculated. In the tables below the change in the productivity is shown as it is shown in the measurement tool developed by the University together with Visschedijk.



The total score for the pilot Sport & Work, Outdoor Challenge Park

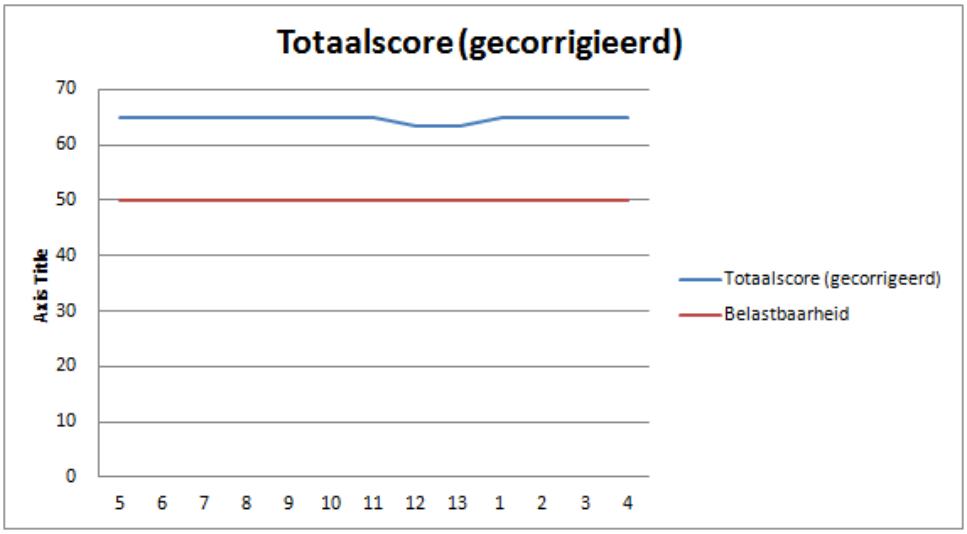
Based on the calculations the starting situation was an average of 51.35% of the workforce productivity. After the implementation of the social innovations at Visschedijk the productivity has gone up to 52.27%. This change shows that there has been an effect of the social innovations on the productivity of the employees. It is stated that the wage value of 80% determined by the ability to work/productivity of the employees (indication method) and a number of company-specific factors, 20%. The company-specific factors have influenced the productivity for barely 1%.

In the table below the total score of the productivity and the ability to work for the cleaning employees of the pilot self-managed teams is shown.



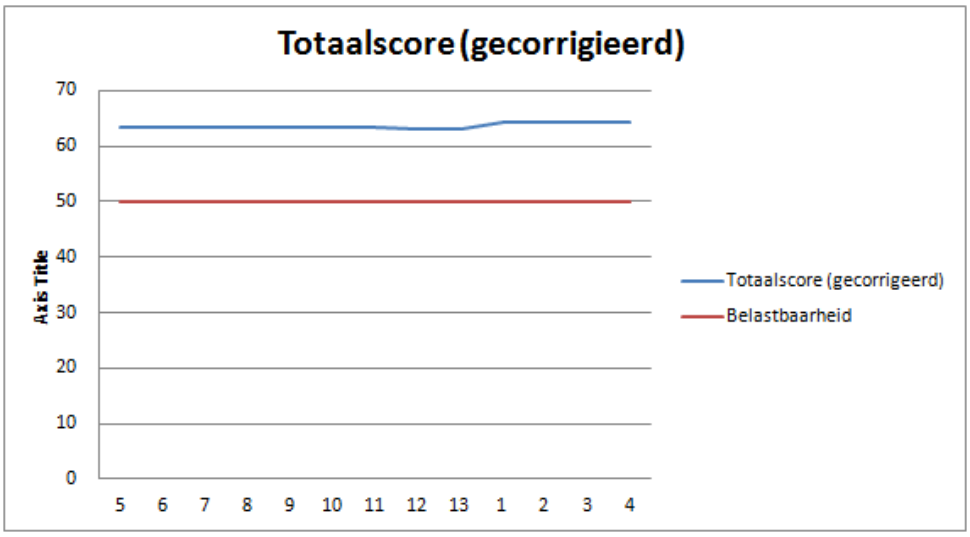
The total score for the pilot Self-Managed-teams (cleaning). This table shows that the productivity of the group has gone up from 50.68% to 54.64%. The implementation of the social innovations did affect the productivity for almost 4%.

In the table below the total score of the self-managed teams of the gardening employees is shown. Based on the information put in the measurement tool, a total score has been given and this score affect the labor productivity of the groups.



Total score of the Self-Managed Teams (gardening). This table shows that the productivity of these participants has been changing from 64.86% to 64.91%

In the table below the pilot of the changing employment relations is shown. The only difference in the tables compared with the other gardening employees is the involvement in the organization. The score from the involvement causes the total score in the table to be a little bit different.



This table shows the productivity to change from 63.36% to 64.31%.

Overall in total it is visible that the changes in efficiency, quality and involvement in the organization lead to a change in the productivity of the participants. The changes are more visible in the pilots with the cleaning employees involved. The reason for this is probably the time the pilot took place. The pilot took place from November 2011 till March 2012, so mainly in the winter. And as stated before the gardening employees do not have much work in the winter. A better result here could be found from January/February till March as the gardening projects started again plus the changing employment relations pilot started in January of 2012. Taking these facts into account it can be said

that the period of the project at the gardening employees was not long enough to derive a good conclusion. Only expectations can be made like have been described earlier: it is expected that in the future less time is needed to guide the employees, and the fuel costs will go down due to the shorter travel distances and less time needed to travel to the work place and to a central meeting place as this central meeting place is no longer necessary because the lunch at the place they work.
However, the same argument as for the New Way of Work (working at home) can be given for this new situation: there is less contact with colleagues and considering the fact that the satisfaction about colleagues is one of the indicators of the involvement in the organization it is important to maintain this satisfaction. The satisfaction can be measured from the team the employees work in, but the contacts and conversations during lunch are important for employees as well to feel good about their job.

In the next section a conclusion will be given based on these scores. The costs, benefits and future projects are here taken into account.

6.2 Conclusion

In this section a conclusion will be given which is based on the costs and benefits of this project and possible future research or pilots are being taken into account. The section will be again divided into the different social innovations: the sport & work pilot, the self-managed teams (both cleaning and gardening employees) and the changing employment relationships.

Pilot Sport & Work, OCP – Wajongeren

After the project Visschedijk can show what it will mean if they hire new groups of these Wajongeren in their organization.
The costs of the pilot are:

- The costs of the contracts (7 people x 32 hours): € 100.000
- The sport facility and organization (OCP/A.T. Groep): € 28.400
- Costs for the taxi to transport the participants: € 7.500
- Extra guidance costs from the managers: € 5.000

Total costs: € 140.900

The benefits of the pilot are:

- Wage dispensation from the UWV, 50%: € 50.000
- Wage subsidies: € 40.000
- Productivity Wajongeren, 50%: € 50.000

Total benefits: € 140.000

For the future there are two important remarks:
1. The wage subsidies have been canceled, and will no longer be given to organizations. For companies therefore it will be difficult to finance such a pilot as has been done at Visschedijk. Companies should take into account that they need another way to finance such a similar project, intern or extern. The UWV therefore has an important role to finance a project. At this moment 4 of the 7 employees are fully employed at Visschedijk, and 3 participants did quit. For this target group it can be considered as a good result with financial benefits for the UWV. The Wajongeren are employed and there is no extra guidance and money needed to try to find a job for these Wajongeren.
2. The productivity of the Wajongeren has been set at 50%. During the pilot the productivity was much lower than this 50%. By average the participants did work 16 hours a week (per participants

per week) which means that the actual productivity is 25%. For a company this is an extra investment that needs to be taken into account in the investment.

As for the pilot "changing employment relations" an important problems should be kept in mind: the changing rules and regulations of the government (the context) can lead to different conclusions as in this project. Examples are:

- The question if the "Wet Werken naar Vermogen" will be implemented or not.
- Will there be new regulations for the wage dispensation now that it has been cancelled.
- Will SW companies be further stimulated to try to find a regular workplace for their employees (mostly in teams)

Pilot Zelfsturing

In the pilot of self-manages teams 8 employees with a SW indication participated. The extra costs are the extra guidance costs, especially in the beginning of the pilot to get things started. On the long term an estimate should be made if extra managers should be needed to guide these groups.
For the group of 8 people 1 extra hour per week is needed.
If this one extra hour is needed for the extra guidance, to inform clients, etc the following situation can be sketched:
The total SW population at Visschedijk is 300 employees. On a yearly basis there will be 37.5 (300 employees/a group of 8 employees) * 1 hours * 52 weeks = 1950 hours extra needed. The estimated costs will be € 50.000.
This means that there will be a minimum of 1,5% of extra efficiency needed based on a turnover of 3.5 million a year at Visschedijk Cleaning.

Based on the results of the pilot this will be easy to achieve.
Extra considerations that have to be made:

- Will this margin develop on the long term according to the pilot?
- Will the customer's satisfaction still be good?

Pilot Virtuele arbeidsrelatie

The current pilot within Visschedijk will not be able to be increased. The reason is that the total group of seconded/placed staff from the gardening employees participated in the pilot. This is because of the reason that new rules and regulations in a company are meant for all and not just a few employees and being implemented at once. But for other jobs inside Visschedijk that works with seconded staff conclusions can be drawn. Also for new seconded relations and for other companies the results are important.

The calculations show that the average productivity has been increased with 1.69%. After a closer look it can be seen that the satisfaction about the managers is negatively influencing a further increase of the productivity of the employees. This is logical as the direct manager (supervisor) is the bearer of bad news and has to implement the changes on a daily basis. On the long term this can of course change, but therefore it is important to state the importance of the managers of the employees in a pilot.

The increasing productivity should be a starting point in the consideration of the costs that have to be made in social innovations. For every stakeholder in this pilot different conclusions can be made, which are:

- SW companies can thus justify the financial revenues from secondments and supported employment structures can be improved.
- Companies as Visschedijk can increase their efficiency by choosing for this type of social innovation.

- The guidance and coaching of managers (supervisors) is very important in the change process.

As has been said earlier, an important risk factor is the changing rules and regulations of the government. Changing regulations can lead to different conclusions about the feasibility of these projects.
Examples are:

- Will the "WWNV" be implemented? With a possible implementation of the new law the productivity indication is an important factor. The results of this project therefore are a good way to support the new law.
- Will the subsidies of SW employees be changed or adapted in the future?

The costs and benefits of such a project are important for a company to say whether the project was successful and whether if they would continue to implement social innovations in the company.
It is expensive to finance these projects and therefore the UWV and the government play important roles in these finances.
When taking away subsidies it will be more difficult for a company or organization to finance a project as not every company will be able or willing to put their own money in a project with the risk of losing it or not seeing any good results. Therefore different ways to finance such a project should be found.

But not only are the costs of a project important in deciding to implement social innovations in a company or not. More and more companies nowadays also focus on Corporate Social Responsibility (CSR). Visschedijk is aiming at an economically healthy business in a good balance with ethical and social aspects of its decision, the care of the environment and the interests of future generations (MVO Jaarverslag, 2011, p. 2). Visschedijk has certificates for Quality, Environment, and Safety. The organization also puts focus on the social economy and contributes to a good care of its own staff, training of the staff/employees and safety at workplaces.

Visschedijk supports its employees in broadening and developing knowledge in professional fields. As an organization they have established a learning environment for people with a distance to the labor market. These employees with a distance to the labor market develop job- and task skills to get a degree with which they can move on to a job. Visschedijk employed people of which 40% has a distance to the labor market.

Visschedijk did hire people from SW organizations to support its social position. Visschedijk learns from the collaboration by gaining knowledge about guidance, and motivation of people with a distance to the labor market. As the government and municipalities are trying to get employers to hire more people with a distance to the labor market (with subsidies and other support) Visschedijk is really doing good regarding these attempts.

So for the Corporate Social Responsibility it is preferred for Visschedijk to hire more employees from SW organizations: people with a distance to the labor market. The government supports these organizations with giving wage subsidies and wage dispensations. Financing projects which aim to research whether these employees can grow to be more effective and productive are therefore perfect. However, as has been stated earlier in this paper, the wage subsidies have been cancelled and organizations are no longer getting these subsidies for the employees with a distance to the

labor market. This is an important paradox, as the government wants to support organizations to hire employees with a distance to the labor market by handing out dispensations and subsidies, but at the same time these subsidies are being cancelled and organizations need another way to finance these projects.
But for Visschedijk the social position should merely be taken into account as hiring employees with disabilities is one of the principles of their SCR and by dropping these aspects it would be a big loss for Visschedijk its position.
On the short term not all project would gain more revenues and a higher productivity of its employees. But on the long term Visschedijk could be able to gain back what they have invested and even improve their social position.

Applying the social innovations at Visschedijk showed an effect of a 1% to 4% increase in the productivity of employees with a distance to the labor market. In this project the ability to work of the participating employees have been stated by the UVW or the DCW, a second measurement for the post-test did not take place as the ability to work is not being evaluated a few times a year. It takes quite some time to do this for all the participants.

In the next section the limitations of this project at Visschedijk will be discussed. As every research might have some flaws and suggestions for further and future research.

6.3 Limitations & Risks

In this section the limitations of this research are being discussed.
First, the number of participants is an important limitation of this research and mainly the number of participants in the post-test.

6.3.1 Limitations

In the pre-test 55 gardening employees participated to fill in the survey. All the gardening employees also took part of the pilot as the changing employment relations was meant for the whole organizations and implemented on one time. But in the post-test the director of Visschedijk Gardening did not allow every employee to take part of the survey again. According to him it was too time consuming and the fact that they were all working on different projects again it would be for sure loss of the time that could have spent on the projects rather than the surveys. Only the team representatives would fill in a survey. The meeting was chosen based on the time all of the team representatives would be all at the head office and would have time to fill in the survey.
After one of the project team meetings it has been decided that the surveys from only the team representatives was not enough for the validation of the research at Visschedijk. 15 more employees were asked to fill in the survey.
A few important things can be said about this:

- The participation of all the 55 employees in the post-test would have been a better result and would have been better for the comparison of the pre- and post-test
- The decision to ask another 15 employees after the surveys of the team representatives took place already should have been taken earlier. The database of the post-test has been adjust already and had to be done over again. Working with SPSS (the data file for the results of the surveys) can cause problems too which will be discussed later. Adding another 15 survey results could have lead to mistakes if the person would not be accurate with filling in the results.

In the section about the methodology used, this research has been typified as an experiment. However this research at Visschedijk is not using a control group. The reason why there is no control

group for the gardening employees is because the changes have been applied on all employees of the gardening section of Visschedijk. The changing employment relations have been applied on all and Visschedijk does not have another department in another city with gardening employees. For the cleaning employees however the reasons are different:

- The Wajongeren have been specially hired by Visschedijk for this project. Only these 8 people could be followed and monitored during the pilot. To get a control group of Wajongeren is difficult as these people do not have a job, and if they needed to be placed at a workplace they would get treated with a treatment as well. The treatment of this research was the work and sport pilot at Visschedijk, the treatment of the control group would have been a whole other project with for example other guidance or traineeships. In this case the research wouldn't have had an experimental group with a treatment and a control group without a treatment; it would have been a whole new study.
- For the self-managed teams at the cleaning employees there was stated the control group should exist of SW employees and these employees should chosen randomly. However the pilots started in November, while the search for the control group took place at least one month after the start of the pilot. Both groups could not have been compared by the same period of time and therefore the research has been focused on the experimental group only and no longer also on a control group.

Another limitation because of the missing control groups is that the changes of the results of the pre- and post-test are not certainly the effect if the implemented social innovations. There can be third variables that might have affected the involvement changes of the participants. As has been said earlier, the changing context of this research is influencing as well: the changing rules and regulations of the government. Another example of a changing government is the need to economize in this country, as one of the participants stated in a short conversation she was afraid Visschedijk had to "get rid" of its employees with coming economizations. These were her thought that might have affected her statement about still working at Visschedijk for the coming 5 years.

Another limitation of this research is the period the pilots took place. The social innovations were implemented from November 2011 until March 2012. It is a relatively short period to measure any changes caused by the implementation of the social innovation. The Wajongeren from the pilot Sport & Work did have to sport inside and outside, which made some participants less motivated to be present during the winter since it was cold. Their trainers have convinced them it would be a nice and fun experience but the weather for sure had in influence on the mood of people. But some participants gained new experiences like ice skating for the first time. Also these positive experiences caused the participants to enjoy the pilot.
But for the gardening employees the choice of the period of the pilot was not well made. The gardening employees work outside and mostly not in the winter. The work of the gardening employees are roughly divided into fixed (maintenance) contract work and the one-time construction of gardens. The last group of activities is very dependent on seasonal changes. Therefore the information used in the measurement tool for efficiency and quality has been gathered from the contract/maintenance tasks.

Another limitation of the research is the missing questions in the survey of the post-test and this can be explained as follows:
In the pre-test for the cleaning employees 33 questions have been asked to the participants. For the gardening employees questions needed to be added so that the manager of the gardening section could conduct an employee's satisfaction survey. Therefore 2 questions needed to be replaced with new ones and other questions have been asked. In the post-test however the surveys for both the cleaning and gardening employees should be the same. The questions then have been brought back to 35 for the gardening employees. Later on with the fusion of both the cleaning and gardening results the survey list should be the same. Then it was found out 2 questions haven't been asked

during the post-test at the gardening employees. Based on the period of the time the pilot took place, the answers of the post-test were considered the same as for the pre-test and thus these answers have been used in analyzing the results.

6.3.2 Risks

In a research the research can also experience risks. Some of the risks of this research are:

- All the participants of the pilots have been told during the surveys that the results would be handled with care and none of their managers would see the results with their names linked on it. However this was clear to all employees, they still could have given desired answers instead of honest answers. The setting of the surveys allowed the participants to be honest as the student of the University did hand them out and was the only one being present at these settings. There was a risk for desired answers instead of honest answers, but some employees have been very honest in the conversations and it did not look like they were afraid of the consequences being honest about their feelings.
- Choosing questions for a survey can cause risks such as bias in a survey. Questions could have asked based on the pilots that were implemented. Then for example the question could have been “do you think you experience more work pressure now that you are in a self-managed team?” but instead the question “I experience work pressure” have been asked in both the pre- and post-test to compare both answers.
- Choosing questions for the survey could also have caused the participants not to understand the questions asked. But for the target population an easier way to ask these questions have been made. The language has been adjusted for all to understand.

After the limitations and risks of this research, there are also recommendations for further and future research. In the next section these recommendations will be discussed.

6.4 Recommendations for further research

In this section some recommendations for further and future research will be given.
Suggestions for further or future research will be at first one mayor change to the social innovation of sport and work. In a period of 20 weeks several people from the Wajong participated in sport and work to gain teamwork skills and discipline. These employees did sport and work in 4 themes divided in 5 weeks. At the end of the pilot there was a final activity organized for the employees, their trainers and the people from Visschedijk that were involved. After these 20 weeks the project did end, meaning the participants didn’t need to sport anymore but had to work more hours a day. A suggestion given by the organization itself was to reshape the project Sport & Work. It may be better to phasing the ending of the project. Therefore the suggestion has been formulated:

The current situation is 20 weeks of 16 hours of sport and 16 hours of work.
The possible new situation could start to decrease the hours of sport and increase of hours of work:
After week 15 the participants will work less and work more, to make them get used to working more than 16 hours and to make them ready for a 32 hour workweek.
With this new phasing the participants will be used to working more and to sport less, and sporting less would also mean the participants would see each other less, which was in the old situation a huge change for them all.

Based on the limitations of this research, some other recommendations can be given as well:

- The use of a control group in future research: trying to make two groups of the gardening employees in another research, or try to find a control group for the self-managed teams of

the cleaning employees. And also start to research these groups at the same time as the experimental group.
- Use an equal number of groups for both the pre-test and post-test.
- Conduct a research over a longer period of time, and also using a better planning. For example the pilot of Sport & Work would have started in October 2011, but the actual start was in November 2011. Communication is one important factor in this planning and organizing. Because it was not clear for Visschedijk when the pilot would actually start, the communication towards the participants did lack as well and this caused some confusing in the very beginning. Also the communication towards the taxi company should have been better.

The measurement of the results of the pilot will be important in the next months or years, to measure and monitor the long-term effects of the social innovations.
Assessing and starting the tested social innovations is therefore preferable rather than the full implementation of all innovations.

With regard to the Wajongeren the objective for Visschedijk is to hire 25 Wajongeren within the next year and enroll them in jobs with these projects. Visschedijk therefore need to set arrangements with the UWV for hiring these Wajongeren for these new projects.

In future research the ability to work might be measured at the beginning and at the end of the project, with of course one method or by the same doctor. This will take some time so a good planning will be needed.

In future research at Visschedijk it might also be necessary to ask the participants what kind of work they would prefer. Some might not like cleaning, and Visschedijk also provides gardening and catering jobs. Both putting participants on a job they like or dislike may affect the results, but when a participants does a job he or she is not willing to do or doesn't feel good about it, will affect the feeling about their colleagues, managers and other factors as well. When they enjoy they may feel more committed to the project.

Thus, further research should consider other measurement methods or measurements in a different time span. The social innovations applied at the employees have to be prepared step by step and fully monitored so that it can lead to outcomes and results, to encourage the government and the UWV to keep investing in the productivity of employees with a distance to the labor market.
This research has shown an increase in the productivity of the employees that participated in the 3 different projects. Continuing these innovations and changes can maybe lead to even better results.

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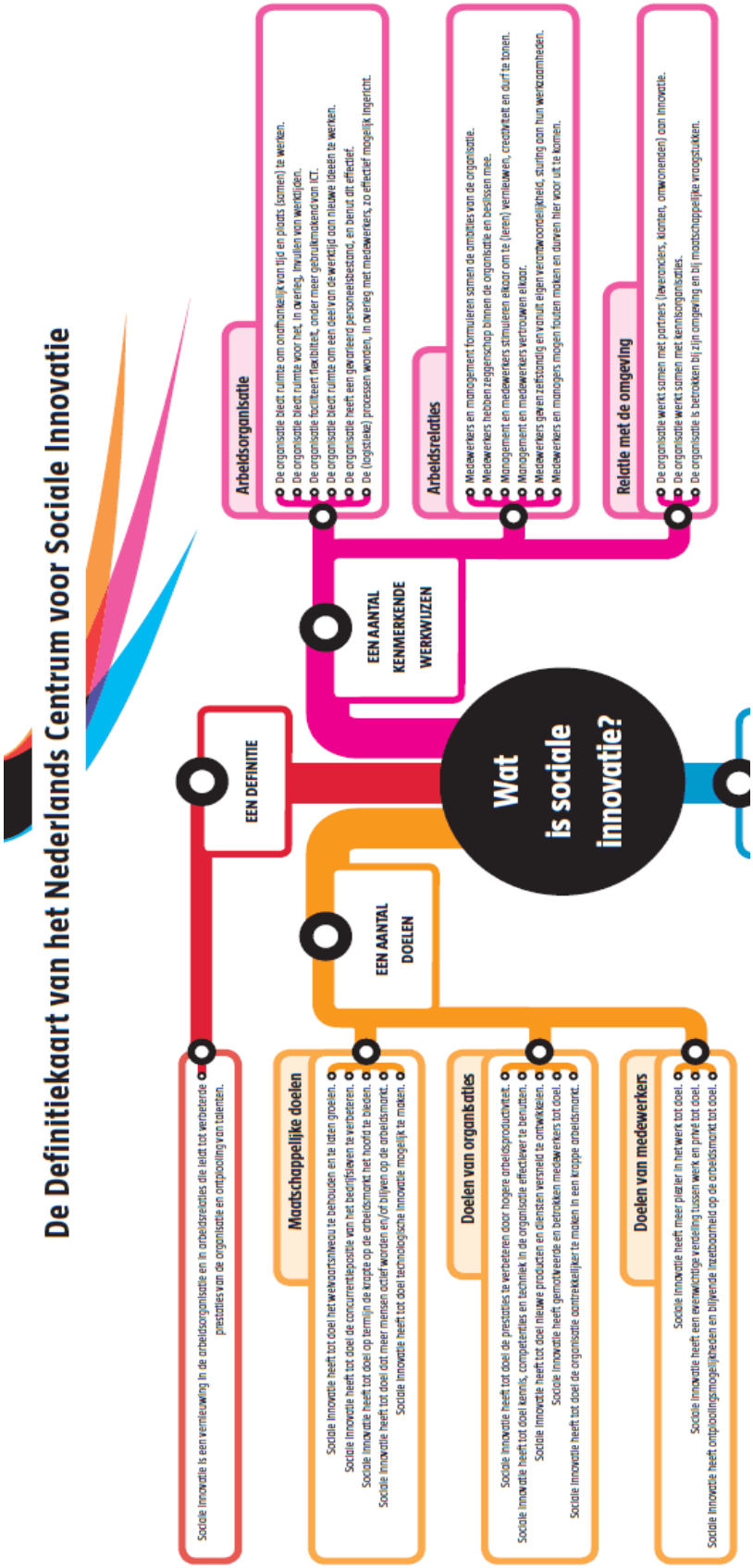
Appendixes

Appendix A – Definitiekaart van het Nederlands Centrum Sociale Innovatie



Appendix B – Survey Schoonmaak

Project 'Duurzame arbeidsparticipatie in de Facilitaire Dienstverlening'

Vragenlijst Medewerkerstevredenheid Visschedijk Facilitair Schoonmaak

Vanuit de UT doe ik voor Visschedijk een medewerkerstevredenheidsonderzoek. Hiermee proberen we te achterhalen op welke punten wellicht verbeteringen kunnen worden aangebracht. Na 5 a 6 maanden wordt dit interview herhaald om te kijken of er dingen zijn veranderd. Deze informatie zal uiteraard vertrouwelijk worden behandeld.

Het invullen van de vragenlijst:
Kruis het hokje aan waarmee je de vraag wilt beantwoorden
☐ ☒

Deel I Demografische gegevens

1. Wat is uw geboortejaar? 19….

2. Welke functie heeft u?

☐ 1 Schoonmaker
☐ 2 Voorwerker
☐ 3 Ploegvertegenwoordiger

Deel II Tevredenheid – Het werk

	Helemaal niet mee eens	Niet mee eens	Niet eens niet oneens	Mee eens	Helemaal mee eens
1. Ik ben er trots op dat ik voor Visschedijk werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. Ik ga met plezier naar mijn werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. Ik vind het erg vervelend als er iets fout gaat in het werk, ook als dit niet door mij komt	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
4. Ik trek het me erg aan als Visschedijk een slechte naam heeft bij anderen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Deel II Tevredenheid – Werkomstandigheden

5. Ik kan zelf beslissen hoe ik mijn werk uitvoer	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
6. Ik bepaal zelf de volgorde van mijn werkzaamheden	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
7. Ik bepaal zelf mijn werktempo	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
8. Ik moet in mijn werk zelf oplossingen bedenken als er zich problemen voordoen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
9. Ik kan verlof opnemen wanneer ik wil	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
10. Ik moet in een hoog tempo werken	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
11. Ik moet onder tijdsdruk werken	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
12. Ik weet precies hoe ik me moet ziekmelden	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Deel II Tevredenheid – Arbeidsvoorwaarden

	Helemaal niet mee eens	Niet mee eens	Niet eens niet oneens	Mee eens	Helemaal mee eens
13. Ik heb interessant werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
14. Visschedijk biedt mij voldoende mogelijkheden om opleidingen te volgen die gericht zijn op mijn huidige functie	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
15. Er is een prettige sfeer op het werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
16. Ik heb een goed salaris	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
17. Ik heb de mogelijkheid zelf mijn werktijden te bepalen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
18. Ik ben tevreden over de reistijd/afstand naar mijn werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Deel II Tevredenheid – Loopbaan

19. Ik vind het leuk om schoonmaker te zijn	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
20. Als het aan mij ligt, werk ik over 5 jaar nog steeds bij Visschedijk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
21. Ik heb er in de afgelopen 12 maanden over nagedacht om ander werk te zoeken	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
22. Ik heb in de afgelopen 12 maanden daadwerkelijk acties ondernomen om ander werk te vinden	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
23. Het is voor mij gemakkelijk leuk werk bij een andere organisatie te krijgen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Deel II Tevredenheid – Leidinggevenden en Collega's

	Helemaal niet mee eens	Niet mee eens	Niet eens niet oneens	Mee eens	Helemaal mee eens
24. Mijn leidinggevende heeft oog voor mijn welzijn	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
25. Mijn leidinggevende heeft aandacht voor wat ik zeg	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
26. Mijn leidinggevende helpt mij om het werk gedaan te krijgen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
27. Mijn leidinggevende kan mensen goed laten samenwerken	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
28. Mijn collega's helpen om het werk gedaan te krijgen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
29. Mijn collega's hebben persoonlijke belangstelling voor me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
30. Mijn collega's zijn vriendelijk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Deel III Klanten

	Helemaal niet mee eens	Niet mee eens	Niet eens niet oneens	Mee eens	Helemaal mee eens
1. Ik krijg wel eens complimentjes over mijn werk van de klant	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. De klant vraag mij wel eens iets over te doen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. De klant vraagt mij wel eens iets anders te doen dan niet in het werkboek staat en dat doe ik dan ook	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Appendix C – Survey Groenvoorziening

Deel I Demografische gegevens

1. Wat is uw geboortejaar? 19….

2. Welke functie heeft u?

☐ 1 Hovenier
☐ 2 Uitvoerder
☐ 3 Ploegvertegenwoordiger

Deel II Tevredenheid – Het werk

	Helemaal niet mee eens	Niet mee eens	Niet eens niet oneens	Mee eens	Helemaal mee eens
1. Ik ben er trots op dat ik voor Visschedijk werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. Ik ga met plezier naar mijn werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. Ik was blij dat ik bij Visschedijk werd gedetacheerd	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
4. Ik was liever bij de DCW gebleven	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
5. Nu ben ik blij dat ik bij Visschedijk werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
6. Ik vind het erg vervelend als er iets fout gaat in het werk, ook als dit niet door mij komt	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
7. Ik trek het me erg aan als Visschedijk een slechte naam heeft bij anderen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
8. Ik vind dat Visschedijk beter is dan andere hoveniers bedrijven	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
9. De meeste mensen in mijn omgeving kennen Visschedijk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Deel II Tevredenheid – Werkomstandigheden

	Helemaal niet mee eens	Niet mee eens	Niet eens niet oneens	Mee eens	Helemaal mee eens
10. Ik kan zelf beslissen hoe ik mijn werk uitvoer	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
11. Ik bepaal zelf de volgorde van mijn werkzaamheden	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
12. Ik denk na over hoe ik mijn werk het beste kan uitvoeren	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
13. In mijn ploeg overleggen we samen over hoe we het werk uitvoeren	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
14. Ik bepaal zelf mijn werktempo	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
15. Ik moet in mijn werk zelf oplossingen bedenken wanneer er zich problemen voordoen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
16. Ik kan verlof opnemen wanneer ik wil	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
17. Ik ervaar een hoge werkdruk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
18. Ik weet hoeveel tijd ik heb voor het uitvoeren van mijn werkzaamheden	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
19. Ik houd mij aan de werktijden	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
20. Onze ploeg weet precies wat ze in de tuin moeten doen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
21. Als we om 12 uur pauze hebben, zijn we na 30 minuten weer op de werkplek aan het werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
22. Ik krijg voldoende instructie en uitleg over het werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
23. Ik heb elk jaar een functioneringsgesprek	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
24. Ik weet precies hoe ik mij moet ziekmelden	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Deel II Tevredenheid – Arbeidsvoorwaarden

	Helemaal niet mee eens	Niet mee eens	Niet eens niet oneens	Mee eens	Helemaal mee eens
25. Ik heb interessant werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
26. Ik wil mij nog verder ontwikkelen in het hovenierswerk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
27. Visschedijk biedt mij voldoende mogelijkheden om opleidingen te volgen die gericht zijn op mijn huidige functie	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
28. Er is een prettige sfeer op het werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
29. Ik heb een goed salaris	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
30. Ik denk dat hoveniers bij andere bedrijven meer verdienen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
31. Ik heb de mogelijkheid zelf mijn werktijden te bepalen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
32. Als er meer mensen nodig zijn vanwege drukte, wil ik ook wel op een zaterdag werken	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
33. Ik ben tevreden over de reistijd/afstand naar mijn werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Deel II Tevredenheid – Loopbaan

34. Ik vind dat ik goed ben opgeleid voor mijn werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
35. Ik heb de capaciteiten voor een hogere functie	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
36. Ik vind het leuk om hovenier te zijn	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
37. Ik wil graag doorstromen naar een andere baan bij een ander bedrijf	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
38. Als het aan mij ligt, werk ik over 5 jaar nog steeds bij Visschedijk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
39. Ik heb er in de afgelopen 12 maanden over nagedacht om ander werk te zoeken	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
40. Ik heb in de afgelopen 12 maanden daadwerkelijk acties ondernomen om ander werk te vinden	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
41. Het is voor mij gemakkelijk leuk werk bij een andere organisatie te krijgen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Deel II Tevredenheid – Leidinggevenden en Collega's

	Helemaal niet mee eens	Niet mee eens	Niet eens niet oneens	Mee eens	Helemaal mee eens
42. Er is een leidinggevende in mijn ploeg	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
43. Ik weet wie mijn detacheerderbegeleider vanuit de DCW is	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
44. Mijn leidinggevende heeft oog voor mijn welzijn	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
45. Mijn leidinggevende heeft aandacht voor wat ik zeg	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
46. Mijn leidinggevende helpt mij om het werk gedaan te krijgen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
47. Mijn leidinggevende kan mensen goed laten samenwerken	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
48. Met vragen kan ik bij mijn voorwerker of ploegenvertegenwoordiger terecht	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
49. Bij problemen kan ik bij mijn uitvoerder terecht	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
50. Bij problemen kan ik bij de gedetacheerde begeleider terecht	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
51. De uitvoerder komt voldoende langs op het werk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
52. Mijn collega's helpen om het werk gedaan te krijgen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
53. Mijn collega's hebben persoonlijke belangstelling voor me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
54. Mijn collega's zijn vriendelijk	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Deel II Tevredenheid – Communicatie

	Helemaal niet mee eens	Niet mee eens	Niet eens niet oneens	Mee eens	Helemaal mee eens
55. Op het werk is er regelmatig werkoverleg of ploegoverleg	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
56. Het werkoverleg of ploegoverleg is nuttig	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
57. Ik wil graag dat de nieuwsbrief terug komt	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
58. Ik weet hoe goed Visschedijk het doet	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
59. Ik weet hoe tevreden onze klanten zijn	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Deel III Klanten

	Helemaal niet mee eens	Niet mee eens	Niet eens niet oneens	Mee eens	Helemaal mee eens
1. Ik krijg wel eens complimentjes over mijn werk van de klant	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. De klant vraag mij wel eens iets over te doen	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. De klant vraagt mij wel eens iets anders te doen dat niet in het werkboek staat en dat doe ik dan ook	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Appendix D – "Competenties"

Basis gegevens

Naam afdeling	
Naam leidinggevende	
Arbeidsrelatie	Gedetacheerd / In dienst bij Visschedijk
Datum	
Soort Sociale Innovatie	

Gegevens medewerker/belastbaarheid

Naam medewerker	**Leeftijd**	**Belastbaarheid %**	**Soort beperking**
			Lichamelijk/Geestelijk Primair/secundair/tertair

Competenties (Resultaten PAM 3.0)

Specifieke competenties			**Kern-competenties**			
Materiaal-kennis	Schoonmaak-technieken	Sociaal vaardig	Samenwerken	Flexibiliteit	Stiptheid	**Totale gap %**

1. Materiaalkennis
Op correcte wijze het juiste schoonmaakproduct inzetten en gebruiken. Schoonmaakproducten zijn opgedeeld in drie categorieen: schoonmaakmiddelen (chemie), schoonmaakmaterialen (middelen) en machines (elektrisch)

1. Er is geen kennis over schoonmaakmiddelen. Het sanitair wordt schoongemaakt met tapijtreiniger
2. De medewerker heeft kennis over schoonmaakproducten en wanneer in te zetten, maar niet over het gebruik ervan. Er wordt teveel schoonmaakmiddel gebruikt zodat de tafel plakkerig wordt.
3. Kan op correcte wijze het juiste schoonmaakproduct inzetten en gebruiken en is bekend met de drie categorieen
4. De medewerker is in staat om onderscheid te kunnen tussen de verschillende schoonmaakmiddelen en de juiste producten in te zetten. Hij weet welke schoonmaak-materiaal hij in moet zetten en welke machine bij welke handeling hoort.
5. De medewerker kan onderscheid maken tussen verschillende schoonmaakproducten en de juiste inzetten. De medewerker weet wanneer hij welk middel hij in moet zetten. Een ragebol om het plafond mee schoon te maken. De medewerker weet de juiste machine bij de juiste handeling in te zetten en de machine te onderhouden. De stofzak verwisselen als hij vol zit

2. Kennis van schoonmaaktechnieken:
Uitvoeren van de schoonmaakwerkzaamheden op de toegewezen afdelingen van het object volgens het vastliggend programma ten aanzien van soort schoonmaakwerk en frequentie

1. matig
2. redelijk
3. voldoende
4. goed
5. uitstekend

3. Sociaal vaardig:
Kan goed met zichzelf en anderen mensen omgaan. Beheerst de volgende vaardigheden: contact maken, luisteren naar een ander, je mening durven geven, omgaan met kritiek en conflicten baas zijn over je gevoelens en emoties.

1. Maakt niet of nauwelijks contact met collega's en/of klanten
2. Zegt gedag bij binnenkomst en vertrek en beantwoord vragen kort. Is onzeker in groepen
3. Maakt een praatje met de collega's en klanten en waardeert zichzelf en de medemens
4. Vind het prettig om onder de mensen te zijn en zoekt het contact op. Doet dit dagelijks. Kent zijn eigen grenzen en meningen.
5. Is in staat relaties met mensen op verschillende niveaus op te bouwen en te onderhouden

4. Vakkennis
Op correcte wijze uitvoeren van verschillende taken als interieuronderhoud, sanitaironderhoud en vloeronderhoud

1. Weet niet wat de verschillende taken inhouden.
2. Weet er verstaan wordt onder interieuronderhoud (meubels), sanitaironderhoud (toilet) en vloeronderhoud (stofzuigen/dweilen)
3. Voert op correcte wijze verschillende taken als interieuronderhoud, sanitaironderhoud en vloeronderhoud uit.
4. Heeft kennis over alle drie de categorieen. Weet wat hij moet doen als hij de opdracht krijgt om vloeronderhoud te doen. Werkt resultaatgericht dus haalt ook een spinnenweb weg, als hij de vloeronderhoud moet doen.
5. Beschikt over alle vakkenis binnen interieuronderhoud, sanitaironderhoud en vloeronderhoud. Werkt resultaat gericht. Heeft als opdracht de vloer schoonmaken, maar ziet een koffievlek op tafel, die maakt hij ook schoon. Kan zijn eigen werkprogramma interpreteren door de werkzaamheden zelf in te kunnen plannen in uur, dag, week en maand

5. Werkinstructies
Overleggen over werk en uitvoering. Onderhouden van contacten met collega's

1. matig
2. redelijk
3. voldoende
4. goed
5. uitstekend

6. Werkmethode
Toepassen van de voorgeschreven werkmethode. Uitvoeren van het schoonmaakprogramma. Gebruiken van schoonmaakmiddelen, handgereedschap en machines volgens de gegeven werkinstructies.

1. matig
2. redelijk
3. voldoende
4. goed
5. uitstekend

Kerncompetenties:

1. Flexibiliteit:

1. Is niet in staat op veranderingen Binnen het werk in te spelen
2. Kan zich aanpassen aan de veranderde omgeving
3. Veranderingen op de werkvloer bezorgen geen problemen en daar kan adequaat op ingespeeld worden
4. Staat open voor veranderende omstandigheden. Zodra er een verandering op de werkvloer ontstaat kan er ingespeeld en direct omgeschakeld worden.
5. Een verandering bezorgt geen weerstand en kwaliteitsverlies binnen de werkzaamheden. Er wordt ingespeeld en omgeschakeld zodra er zich een verandering voordoet en aan de nieuwe situatie wordt direct aangepast.

2. Samenwerken

1. Werkt niet of nauwelijks samen
2. Werkt samen met anderen binnen de eigen afdeling
3. Werkt samen met meerdere disciplines en helpt om de gestelde doelen te bereiken
4. Werkt samen met anderen met meerdere disciplines en helpt om de gestelde doelen te bereiken. Laat het gemeenschappelijke belang prevaleren boven het eigen belang.
5. Bouwt voorstellen/ideeën van anderen uit en doet voorstellen ter verbetering van het gezamenlijke resultaat.

3. Stiptheid:

1. Komt gemaakte afspraken niet of nauwelijks na
2. Komt gemaakte afspraken te laat na
3. Komt nauwkeurig op tijd de gemaakte afspraken na
4. Vind het belangrijk om gemaakte afspraken na te komen en doet dat ook. Zorgt ervoor dat het op tijd is en kwalitatief in orde is.
5. Vergeet nooit een gemaakt afspraak en voldoet ruim aan de eisen van de gemakte afspraak

Rendement

Begroot aantal uren (per maand)	
Aantal uren t.o.v. begroting	
Aantal uren begeleiding	
Verzuimpercentage	

Kwaliteit (in te vullen door leidinggevende maar ook door de medewerker (anders formuleren))

Perioden	Nulmeting	Periode 2	etc
Klanttevredenheid			
Aantal klachten			
Nauwkeurigheid			
Flexibele houding			

Appendix E – Overzicht Sociale innovaties, bijeenkomstverslag

Fase:uitwerking pilotactiviteiten

Uitwerken van de sociale innovaties naar plan van aanpak

` Knelpunten in de arbeidsproductiviteit' Voortvloeiend uit de inventarisatiefase knelpunten productiviteit	**Sociale Innovaties** Voortvloeiend uit de analyse sociale innovatiepotentie	**Meetbare doelstellingen** Voortvloeiend uit de fase opstellen meetbare doelstellingen (zie bijlagen voor verdere uitwerking)
• Niet benutten maximale beschikbaarheid • Ziekteverzuim • Arbeidsrelatie > cultuurverschillen • Leidinggeven	• Zelfsturendheid • Werken en sporten • Veranderende arbeidsrelatie (realiteit en ` virtueel'	• Belastbaarheid • Competenties • Rendement • Kwaliteit • Tevredenheid

Sociale Innovatie: Zelfsturendheid

Omschrijving	Zelfsturendheid is het vergroten van de zelfstandigheid van medewerkers.
	Plan van aanpak:
Stap 1.	Benoemen operationele teams: OBS De Esmarke OBS De Roombeek Specialistenploeg/sport Groep Visschedijk Groenvoorziening
Stap 2.	Brainstormsessies organiseren met de verschillende betrokken medewerkers (operationeel manager, rayonmanager, uitvoerder dan wel voorwerker, objectleiders) om taken en verantwoordelijkheden in kaart te brengen. • Welke uitvoerende taken (verbreden inzetbaarheid, kwaliteit)? • Welke regeltaken (plannen van het werk, werktijden/roosters, probleem oplossen, contacten met klant, voorraadbeheer)?
Stap 3.	In overleg met operationeel management bepalen in hoeverre welke taken waar in de lijn kunnen worden neergelegd. Dit dient gefaseerd plaats te vinden.
Stap 4.	Met betrokkenen in gesprek om uitleg te geven hoe e.e.a gestalte gaat krijgen. Eventueel met opdrachtgevers in overleg over project.
Stap 5.	0-meting uitvoeren
Stap 6.	Monitoring: gedurende de pilot

Sociale Innovatie: Werken en Sporten

omschrijving	In blokken van 6 weken word je, gedurende 5 maanden, professioneel begeleid in verschillende vaardigheden zoals samenwerken, het verkrijgen van zelfvertrouwen en het ontdekken en verleggen van je eigen grenzen. Het biedt structuur en zekerheid .
Stap 1.	Met samenwerkingspartner a.t. groep uit Oldenzaal concreet wajong instroom voor dit project regelen. Benaderen eigen kanalen en kanalen a.t. groep Groep moet minstens uit 8 deelnemers bestaan.
Stap 2.	Alle deelnemers informeren over het te volgen traject. Op A4-tj kort ouders van de deelnemers informeren in verband met het creëren van draagvlag en betrokkenheid. Deelnemers krijgen een jaarcontract aangeboden op basis van 32 uur p/week

Stap 3.	In overleg met operationeel management werklocatie van de medewerkers bepalen.
Stap 4.	0-meting uitvoeren
Stap 5.	Monitoring vanuit Visschedijk en intensieve begeleiding richting deelnemers vanuit de a.t groep.

Sociale Innovatie: veranderende arbeidsrelatie (virtueel)

Omschrijving	Medewerkers krijgen een arbeidsrelatie met Visschedijk Facilitair aangeboden danwel worden op een wijze aangestuurd als zijnde zij zouden in dienst zijn bij Visschedijk Facilitair. Toelichting: de kans dat men op voorhand ja zegt tegen een arbeidscontract met Visschedijk Faciliatair is voor een deel van de doelgroep niet heel waarschijnlijk. Om juist met deze groep een 0-meting te doen en vervolgens aan te sturen als zouden zij in dienst zijn, geeft inzicht in eventuele gedragsveranderingen die invloed hebben op de arbeidsproductiviteit
Stap 1.	Groep samenstellen ten behoeve van de 0-meting
Stap 2.	Benoemen concrete veranderingen in aansturing, bijvoorbeeld: • Verzuimbegeleiding aanpassen op verzuimbeleid Visschedijk • Ipv generiek aansturen situationeel aansturen; aanspreken op concrete ontwikkelpunten van medewerkers richting reguliere functie- en competentieprofiel van Visschedijk
Stap 3.	Communicatie richting medewerkers: we gaan een medewerkerstevredenheid onderzoek doen!! Communicatie richting SWB en DCW : informeren over medewerkerstevredenheid onderzoek
Stap 4.	Lijst deelnemers opstellen en inplannen gesprekken 0-meting

Appendix F – Abbreviations

BW = Begeleid Werken
HR = Human Resources
HRM = Human Resource Management
OCP = Outdoor Challenge Park
SI = Social Innovation
SW = Sociale Werkvoorziening
Wajong = Wet werk en arbeidsondersteuning jonggehandicapten
WIJ = Wet Investeren in Jongeren
WWB = Wet Werk en Bijstand
WWNV = Wet Werken Naar Vermogen
WSW = Wet Sociale Werkvoorziening

Appendix G – Verslag zelfsturing schoonmaak

We beginnen met een korte voorstellingsronde en introductie over het onderwerp zelfsturing waar we het in deze bijeenkomst over gaan hebben.

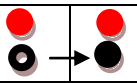
Een van de interventies in het project bij Visschedijk is het opzetten van “zelfsturende” teams: het vergroten van de zelfstandigheid van de teams.
De focus is op drie operationele teams: OBS Esmarke, OBS Roombeek en Specialistenploeg.

Vragen die hierbij aan bod komen luiden als volgt:
- Hoe zelfstandig mogen ze worden?
- Hoe moet dit eruit komen te zien? → brainstormen over hoe de taken eruit moeten komen te zien.
- Welke teams? (OBS Esmarke, OBS Roombeek en Specialistenploeg)

Het word ook duidelijk dat het in dit project om zelfsturing gaat in de zin van “vergroting van de verantwoordelijkheid”. We beginnen de brainstormsessie met het benoemen van de hoofdtaken van de hele tak schoonmaak, dus zowel de schoonmakers zelf, de voorwerkers, rayonmanagers, operationeel managers en derden.
Nu deze taken zijn benoemd, worden ze in een tabel geplaatst waarbij de IST en de SOLL weergegeven kunnen worden. In de onderstaande tabel zijn de taken op een logische volgorde geplaatst. Ten eerste wordt de IST situatie geschetst, de situatie hoe het er nu bij Visschedijk uit ziet. Deze “ballen” zijn in het rood weergegeven. Bij personele planning wordt voor het eerst de open bal geintroduceert: deze geeft een ondersteunende/informerende functie weer.

Legenda:
- Rood = IST
- Zwart = SOLL
- Dichte bal: hoofdtaak
- Open bal: ondersteunende functie/rol
- Pijl: de verschuiving van de IST naar de SOLL

IST → SOLL	**Operationeel manager**	**Rayonmanager**	**Voorwerker**	**Schoonmaker**	**Derden**
Dagelijkse schoonmaak				●	
Periodieke schoonmaak				● ← ○	+ specialisten m.u.v. gedipl.
Kwaliteitscontrole (o.a. door DKS)			● →	○	+ VSR-meting (landelijk erkende norm)
Kwaliteitsborging (o.a. door MKS)		● ○ →	●		
Werkprogramma 1. Vaststellen taken		●			+ Bedrijfsbureau (klant)

2. Volgorde werkzaamheden					
Personele planning 1. Vaststellen					
2. Aanpassen					
Ziekteverzuimbegeleiding 1. < 2 weken					 Deta consulent
2. > 2 weken					 Deta consulent
Begeleiding schoonmakers					
Beoordeling/functionering					 Deta consulent
Materiaal levering					 Magazijn mdw.
Voorraadbeheer					
Relatiebeheer 1. Logboek					
2. Operationeel		 			
3. Tactisch	 				
4. Strategisch					 Directie
Budgetbewaking 1. Uren		 			
2. Euro’s					
Innovatie				 !	 KAM/directie

Appendix H – Verslag Zelfsturing groenvoorziening

IST → SOLL **Primaire proces**	**Project-voorbereider**	**Uitvoerder**	**Project-vertegenwoor-diger**	**Hoveniers**	**Derden**
Commercieel Klantenbezoek Tekening, <1.000 euro		●	●		
>1.000 euro	●				
Calculatie	●				
Offerte	●				
Overdracht	● ●	● ●	●		
Beoordeling		● ●	●		
Planning Personeel		●	●		
Uitvoering Budgetbewaking		● ●	●		
Verzuimbegeleiding		● ●	●		
Inzet machines		● ●	●		
Inkoop materialen	●	●			
Activiteitenplanning		● ●	●		
Afval reductie		●	●	●	
Oplevering		● ●	●		
Klanttevredenheidsonderzoek		● ●	●		
Evaluatie/orderanalyse		● ●	●		
Periodieke Kwaliteitscontrole/Relatiebeheer		●	●		
Beoordelingsgesprek		● ●	●		

Legenda:

- Zwart= IST

- Groen = SOLL
- Dichte bal: hoofdtaak
- Open bal: ondersteunende functie/rol
- Pijl: de verschuiving van de IST naar de SOLL

Appendix I – ESF Actie E

ESF Action E offers subsidies to employers who organize work processes and working conditions smarter to work more effective.
There are several criteria to apply for these grants. Which requirements does the project at a company meet to be eligible to get the government grants?

- The project needs to be focused on internal work- and task responsibilities (process improvement) and/or on (labor) time management and aims to increase labor productivity.
- The project will focus on innovation in the company or organization by maximizing the skills and talent of the employees.
- The maximum duration of the project is twelve months.
- The company or organization will finance 25% of the project it selves.

The project will focus on one of the following themes:

- Time management (including flexible scheduling, pause smarter, working times, differentiate work and workplace),
- Process improvement focusing on internal work and task responsibilities (including self-management, improvement teams, multi-deployable personnel, job rotation and job enrichment, exchange of knowledge and experience through existing and new technologies)

The project exists of to develop, test and evaluate a plan for social innovation and the establishment of a definite roadmap for the implementation of the plan (Website Agentschap SZW).
These subsidies or grants are offered to employers so they can invest in employees with a distance to the labor market and trying to increase their productivity or work in a smarter or better way to try to improve their productivity.
In the next chapter the methodology used for this research will be discussed. The aim, procedure, data collection and more will be described.

Appendix J – Cronbach's alpha pre-test

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	64	92,8
	Excluded[a]	5	7,2
	Total	69	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,683	,691	4

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3,641	3,375	4,031	,656	1,194	,078	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. Ik ben er trots op dat ik voor Visschedijk werk	10,95	5,379	,535	,398	,576
2. Ik ga met plezier naar mijn werk	10,53	5,301	,535	,374	,574
3. Ik vind het erg vervelend als er iets fout gaat in het werk, ook als het niet door mij komt	11,02	5,412	,369	,163	,690

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. Ik ben er trots op dat ik voor Visschedijk werk	10,95	5,379	,535	,398	,576
2. Ik ga met plezier naar mijn werk	10,53	5,301	,535	,374	,574
3. Ik vind het erg vervelend als er iets fout gaat in het werk, ook als het niet door mij komt	11,02	5,412	,369	,163	,690
4. Ik trek het me erg aan als Visschedijk een slechte naam heeft bij anderen	11,19	5,615	,445	,225	,631

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14,56	8,726	2,954	4

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	66	95,7
	Excluded[a]	3	4,3
	Total	69	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,739	,741	4

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3,750	3,621	3,970	,348	1,096	,026	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
5. Ik kan zelf beslissen hoe ik mijn werk uitvoer	11,38	5,162	,605	,390	,638
6. Ik bepaal zelf de volgorde van mijn werkzaamheden	11,23	5,224	,586	,361	,649
7. Ik bepaal zelf mijn werktempo	11,03	5,691	,443	,217	,728
8. Ik moet in mijn werk zelf oplossingen bedenken als er zich problemen voordoen	11,36	5,220	,500	,283	,699

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
15,00	8,708	2,951	4

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	13	18,8
	Excluded[a]	56	81,2
	Total	69	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,788	,780	4

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3,365	2,846	4,231	1,385	1,486	,360	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
9. Ik kan verlof opnemen wanneer ik wil	10,23	5,859	,758	,611	,653
10. Ik moet in een hoog tempo werken	10,31	4,564	,736	,591	,670
11. Ik moet onder tijdsdruk werken	10,62	6,423	,641	,628	,716
12. Ik weet precies hoe ik me moet ziekmelden	9,23	8,692	,324	,371	,843

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13,46	10,603	3,256	4

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	68	98,6
	Excluded[a]	1	1,4
	Total	69	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,431	,431	2

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4,022	3,853	4,191	,338	1,088	,057	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
13. Ik heb interessant werk	4,19	,903	,275	,076	.[a]
19. Ik vind het leuk om schoonmaker te zijn	3,85	,933	,275	,076	.[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
8,04	2,341	1,530	2

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	14	20,3
	Excluded[a]	55	79,7
	Total	69	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,028	,199	5

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2,871	1,929	3,714	1,786	1,926	,544	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
14. Visschedijk biedt mij voldoende mogelijkheden om opleidingen te volgen die gericht zijn op mijn huidige functie	11,14	4,901	,085	,399	-,069[a]
15. Er is een prettige sfeer op het werk	10,64	3,786	,205	,465	-,306[a]
16. Ik heb een goed salaris	12,07	4,071	,225	,334	-,291[a]
17. Ik heb de mogelijkheid zelf mijn werktijden te bepalen	12,43	5,187	,298	,280	-,178[a]
18. Ik ben tevreden over de reistijd/afstand naar mijn werk	11,14	7,516	-,398	,412	,556

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14,36	6,401	2,530	5

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	65	94,2
	Excluded[a]	4	5,8
	Total	69	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,705	,708	4

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3,642	3,523	3,846	,323	1,092	,020	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
20. Als het aan mij ligt, werk ik over 5 jaar nog steeds bij Visschedijk	10,94	9,059	,303	,214	,748
21. Ik heb er in de afgelopen 12 maanden over nagedacht om ander werk te zoeken	11,05	7,263	,556	,453	,598
22. Ik heb in de afgelopen 12 maanden daadwerkelijk acties ondernomen om ander werk te vinden	10,72	6,797	,754	,589	,475
23. Het is voor mij gemakkelijk leuk werk bij een andere organisatie te krijgen	11,00	8,313	,395	,239	,700

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14,57	12,718	3,566	4

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	65	94,2
	Excluded[a]	4	5,8
	Total	69	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,863	,865	4

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3,585	3,477	3,677	,200	1,058	,009	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
24. Mijn leidinggevende heeft oog voor mijn welzijn	10,66	6,290	,773	,651	,802
25. Mijn leidinggevende heeft aandacht voor wat ik zeg	10,69	5,998	,692	,559	,833
26. Mijn leidinggevende helpt mij om het werk gedaan te krijgen	10,86	5,809	,714	,589	,825
27. Mijn leidinggevende kan mensen goed laten samenwerken	10,80	6,631	,679	,492	,838

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14,34	10,509	3,242	4

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	67	97,1
	Excluded[a]	2	2,9
	Total	69	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,753	,752	3

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3,905	3,776	4,015	,239	1,063	,015	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
28. Mijn collega's helpen om het werk gedaan te krijgen	7,79	2,047	,540	,342	,717
29. Mijn collega's hebben persoonlijke belangstelling in me	7,94	1,724	,694	,482	,530
30. Mijn collega's zijn vriendelijk	7,70	2,213	,521	,318	,736

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
11,72	3,994	1,999	3