The relationship between ambidextrous leadership and sustainable employability

The mediating role of work engagement between opening leadership behaviour and sustainable employability.

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Abstract

This present study aimed to develop knowledge about the relationship between opening leadership behaviour, as a form of ambidextrous leadership, and sustainable employability. To do so, we tested two mediation models wherein work engagement was assumed to be a mediator between opening leadership behaviour and respectively employability and health, being the hypothesised outcomes. A survey was conducted among a sample of 117 pairs of employees and their direct supervisors in a variety of Dutch organisations in different sectors. The results of the hierarchical regression analyses showed a relationship between opening leadership behaviour and vigour, being a dimension of work engagement. Furthermore, several relationships were found between work engagement and some dimensions of employability. In addition, opening leadership behaviour was found to relate positively with all employability dimensions, except with balance. Finally, we found a positive relationship between two dimensions of work engagement (i.e., vigour and dedication) and health. However, the outcomes of our analyses did not provide support for the idea of a mediation effect of work engagement in the relationship between opening leadership behaviour one the one hand and employability and health, on the other hand. The implications of our findings for different stakeholders (i.e., top management, line managers, HR professionals and employees themselves) about how they can enhance the sustainable employability of employees and directions for future research are discussed.

Keywords: opening leadership behaviour, ambidextrous leadership, work engagement, employability, health, sustainable employability

Introduction

Nowadays, employees do not only work to earn a living but also to achieve other goals and values (Van der Klink et al., 2016). For example, employees want to use and develop knowledge and skills, have meaningful contacts at work and they want to contribute to something valuable (Van der Klink et al., 2016). Also from a societal perspective it is necessary that people participate in the labour market. In the light of an ageing society and the increase in statutory retirement age, prolonged labour force participation throughout the working lives of people is needed (Van der Klink et al., 2016). This implies that employees need to work longer.

In the Netherlands, prolonged participation of employees in the labour market is visible. Arts and Otten (2013) have illustrated that there is an increase in the participation of employees in the age category of 55 till 65. In 2012, 66% of the employees in this age category participated in the labour market (Arts & Otten, 2013), whereas approximately 73% participated in 2015 (CBS, 2015). This increase illustrates the presence of prolonged participation, since there were more employees in the age category of 55 till 65 who participated in the labour market. According to the CBS (2015), the increase in participation of employees within this age category is due to the increase in retirement age. In the 80s, it was possible for workers to retire earlier due to pre-pension schemes. However, nowadays, there is a gradual increase in the statutory retirement age. This increase is based on the life expectancy of people. As a result, in 2018 the retirement age will be 66, 67 in 2021 and from 2022 and onwards the retirement age might increase further (Sociaal Economische Raad, 2017).

Regarding the need for prolonged participation in the labour market, attention for sustainable employability of employees is important. According to Van der Klink et al. (2016): “Sustainable employability means that, throughout their working lives, workers can achieve tangible opportunities in the form of a set of capabilities. They also enjoy the necessary conditions that allow them to make a valuable contribution through their work, now and in the future, while safeguarding their health and welfare. This requires, on the one hand, a work context that facilitates this for them and on the other, the attitude and motivation to exploit these opportunities” (p. 74). Three indicators of sustainable employability have been identified, namely: employability, work engagement and health (Van der Klink et al., 2010). Van der Heijde and Van der Heijden (2006) defined employability as: “the continuous fulfilling, acquiring or creating of work through the optimal use of competences” (p. 453), which can be within or outside the current organisation of the employee (Van der Heijden & Bakker, 2011). Ultimately, employability is related to maintaining employment. The second indicator is work engagement which Schaufeli, Salanova, González-Romá and Bakker (2002) defined as: “a

positive, fulfilling, work-related state of mind that is characterized by vigor, dedication and absorption" (p. 74). This definition shows that work engagement consists of three dimensions (i.e., vigour, dedication and absorption). According to Schaufeli et al. (2002), vigour can be defined as: "high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties" (p. 74). The second dimension is dedication and is characterized by strong involvement along with feelings of "significance, enthusiasm, inspiration, pride, and challenge" (Schaufeli et al., 2002, p. 74). The final dimension, absorption, referred to total immersion in work, which is characterized by time passing quickly and employees find it hard to detach themselves from their work. Besides employability and work engagement, health is an indicator of sustainable employability. Van der Klink et al. (2016) stated that health enables employees to work and is therefore necessary to be sustainable employable. According to Ware and Sherbourne (1992), health consisted of several concepts (i.e., physical functioning, role limitations because of physical health problems, bodily pain, social functioning, general mental health, role limitations because of emotional problems, vitality and general health perceptions). In this research, health is seen as general health which is related to basic human values, as for example, functioning and emotional well-being (Ware & Sherbourne, 1992). After having defined the outcome variables, we will go into the predictor.

According to Nyberg, Bernin and Theorell (2005), leadership is a process in which a leader can influence subordinates. Leaders can guide employees in the direction of goal achievement by focussing on the tasks of employees. Furthermore, leaders can focus on the relationship with their subordinates. In this case, leaders influence feelings, attitudes, values, beliefs and satisfaction of their subordinates (Camps & Rodríguez, 2011; Nyberg et al., 2005). According to Camps and Rodríguez (2011), the influence of leaders on attitudes, values and beliefs of employees is related to their employability. Besides, literature shows possible effects of leadership on work engagement and health (e.g., Nyberg et al., 2005; Van der Heijden & Bakker, 2011). This implies that leaders might influence the sustainable employability of employees.

Based on the kind of behaviour leaders show, literature makes a distinction between several kinds of leadership styles. A relatively new leadership style, constructed in relation to innovation, is ambidextrous leadership (Rosing, Frese, & Bausch, 2011). Rosing et al. (2011) defined ambidextrous leadership as: "the ability to foster both explorative and exploitative behaviors in followers by increasing or reducing variance in their behavior and flexibly switching between those behaviors" (p. 957). According to Rosing et al. (2011), ambidextrous

leadership consisted of two leadership behaviours, namely: opening and closing. One the one hand, opening leadership behaviour is related to exploration and can be defined as: “a set of leader behaviors that includes encouraging doing thing differently and experimenting, giving room for independent thinking and acting, and supporting attempts to challenge established approaches” (Rosing et al., 2011, p. 967). On the other hand, closing leadership behaviour is related to exploitation and implied: “a set of leader behaviors that includes taking corrective action, setting specific guidelines, and monitoring goal achievement” (Rosing et al., 2011, p. 967).

Since leaders can influence the sustainable employability of employees, it can be assumed that the ambidextrous leadership style and consequently the leadership behaviours (i.e., opening and closing leadership behaviour) might also be of influence on sustainable employability. However, a thorough literature study has shown that no research has been conducted to determine the relationship between ambidextrous leadership and sustainable employability. Therefore, this research aims to develop knowledge about this relationship.

Based on the characteristics and descriptions of opening and closing leadership behaviour it seems that both are opposite. For example, opening leadership behaviour encourages exploration, whereas closing leadership behaviour stimulates exploitation (Rosing et al., 2011). Exploration and exploitation are contrary to each other, since the former is aimed at increasing variance and the latter at reducing variance in the behaviour of subordinates (March, 1991). Consequently, testing the relationships between opening and closing leadership behaviour and the indicators of sustainable employability would result in contrary results. Therefore, testing the relationships between one of the two leadership behaviours (i.e., opening or closing leadership behaviour) and sustainable employability would give an idea of the relationship of the other leadership behaviour.

Furthermore, in the light of the need for prolonged participation of employees in the labour market, achieving sustainable employability is important. Therefore, based on a positive psychology approach (Bakker & Schaufeli, 2008; Seligman & Csikszentmihalyi, 2000), we search for a leadership style which fosters sustainable employability. Since no research has been conducted regarding the two leadership behaviours of ambidextrous leadership and sustainable employability we searched for comparable leadership styles. According to Rosing et al. (2011) and Zacher and Rosing (2015), opening leadership behaviour is related to transformational leadership, which is also a leadership style distinguished in literature. Several research projects have shown the positive relationships between transformational leadership and the indicators of sustainable employability (e.g., Bakker & Demerouti, 2007; Camps & Rodríguez, 2011; Van

der Heijden & Bakker, 2011). Since transformational leadership and opening leadership behaviour are related, it could be assumed that also opening leadership behaviour has a positive relationship with sustainable employability. Consequently, the present research will focus on opening leadership behaviour, which leads to the following research question:

What is the relationship between opening leadership behaviour and sustainable employability of employees?

The aim of this research is to contribute to the scholarly and societal debate about the influence of opening leadership behaviour, as a form of ambidextrous leadership, on sustainable employability. After a thorough literature study, it seems that ambidextrous leadership and consequently opening leadership behaviour, has not been studied in relation to sustainable employability. Therefore, studying this relationship results in knowledge which can complement the ambidextrous leadership theory. Furthermore, according to Van der Klink et al. (2016), there is a need to empirically research the concept sustainable employability. Most of the studies focused on only one indicator of sustainable employability, instead of measuring all three indicators together in one study. By measuring all indicators in one study, additional knowledge could be gathered about the concept sustainable employability.

Besides the contribution to the scholarly debate, this research also contributes to practice. Knowledge about the relationship between opening leadership behaviour and sustainable employability can help organisations to develop or adjust the leadership style within their organisation. Since sustainable employability is important, because of the need for prolonged participation, knowledge about how organisations can enhance the sustainable employability of their employees is valuable.

This paper is structured as follows. The following section contains the theoretical background of this research. In this part the concept of ambidextrous leadership, including the two leadership behaviours, and sustainable employability are elaborated. Regarding sustainable employability attention is given to the three indicators, namely; employability, work engagement and health. This theoretical framework results in two mediation models to be investigated. Thereafter, attention is given to the methodology of this research. In this section, the sample and procedure for data collection, the measures used in the surveys, the control variables for the analyses and the measurement model based on the method of Baron and Kenny (1986) to test both mediation models are described. At the end of the methodology part, attention is given to research ethics. The next section, results, presents the outcomes of the data

analyses. These outcomes will lead to the conclusion, which is included in the discussion part. In addition, attention is given to the limitations of this research which leads to recommendations for future research. Finally, practical implications are given.

Theoretical background

Ambidextrous leadership

The independent variable in this research is opening leadership behaviour, which is a form of ambidextrous leadership. According to Rosing et al. (2011): “ambidextrous literally means the ability to use both hands with equal ease” (p. 957). Applying this idea to organisations, ambidextrous implies balancing explorative and exploitative strategies. As a result, ambidextrous entails two types of strategies. The first strategy is explorative in nature and is aimed at increasing variance in behaviour of followers (March, 1991). This strategy, according to Zacher, Robinson and Rosing (2016) involved: “experimenting, venturing into new and unconventional directions, and taking risks” (p. 24). The second type consists of exploitative strategies. Exploitation, in contrast to exploration, is aimed at reducing variance in behaviour (March, 1991). Therefore, according to Zacher et al. (2016), exploitation involved a: “focus on goal achievement, effectiveness, and avoiding risks and errors” (p. 24).

The idea of explorative and exploitative strategies can be applied to leadership, which results in the concept ambidextrous leadership. Rosing et al. (2011) defined ambidextrous leadership as: “the ability to foster both explorative and exploitative behaviors in followers by increasing or reducing variance in their behavior and flexibly switching between those behaviors” (p. 957). This definition included the two strategies described above, which can be linked to two types of leadership behaviour which together form ambidextrous leadership (Rosing et al., 2011). The first type is *opening leadership behaviour* and can be linked to exploration (Rosing et al., 2011; Zacher & Rosing, 2015). Opening leadership behaviour is defined by Rosing et al. (2011) as: “a set of leader behaviors that includes encouraging doing thing differently and experimenting, giving room for independent thinking and acting, and supporting attempts to challenge established approaches” (p. 967). Examples of opening leadership behaviour are: allowing different ways of accomplishing a task and allowing errors (Rosing et al., 2011). The second type is *closing leadership behaviour*. Rosing et al. (2011) and Zacher and Rosing (2015) stated that closing leadership behaviour can be linked to exploitation. According to Rosing et al. (2011), closing leadership behaviour is: “a set of leader behaviors that includes taking corrective action, setting specific guidelines, and monitoring goal achievement” (p. 967). Paying attention to uniform task accomplishment and sticking to plans are examples of closing leadership behaviour (Rosing et al., 2011).

As described in the introduction, this present research will focus on opening leadership behaviour for two reasons. First, opening and closing leadership behaviour are opposite and testing the relationship between opening and closing leadership behaviour and sustainable

employability would result in contrary results. Second, there is a need to foster sustainable employability and there can be assumed that opening leadership behaviour leads to an increase of sustainable employability.

After having described the independent variable, we will describe the outcome variable sustainable employability.

Sustainable employability

Literature has shown that leaders can influence attitudes, values, beliefs, feelings and satisfaction of employees (e.g., Camps & Rodríguez, 2011; Nyberg et al., 2005), which can be linked to the sustainable employability of workers (Camps & Rodríguez, 2011; Nyberg et al., 2005; Van der Heijden & Bakker, 2011).

Nowadays, work needs to provide value to employees and the organisation and provide the opportunity to achieve goals. If employees achieve those values and goals, they are more willing and capable to continue working. This means that these employees are more sustainably employable (Van der Klink et al., 2016). To define sustainable employability, Van der Klink et al. (2016) used a capability approach. This approach stated that the sustainability of an employee's employment is dependent upon converting resources into capabilities and then into functioning to make sure values are met. Capability referred to a specific combination of functioning, in which functioning represented: "the state and activities that constitute a person's being" (Van der Klink et al., 2016, p. 73). Besides capability and functioning, freedom also pays a role in determining the sustainable employability of employees. Freedom referred to the possibility to shape your own environment and to achieve values and goals. According to Van der Klink et al. (2016), capability can be equated to freedom. This implies that capability represented the possibility and capacity of an employee to realise valued goals, where the context (i.e., being able and enabled) is taken into account. In line with these ideas, Van der Klink et al. (2016) used the following definition of sustainable employability: "Sustainable employability means that, throughout their working lives, workers can achieve tangible opportunities in the form of a set of capabilities. They also enjoy the necessary conditions that allow them to make a valuable contribution through their work, now and in the future, while safeguarding their health and welfare. This requires, on the one hand, a work context that facilitates this for them and on the other, the attitude and motivation to exploit these opportunities" (p. 74).

Van der Klink et al. (2010) stated that sustainable employability consists of three indicators, namely: employability, vitality and health. In this context, vitality concerns the

attitudes and motivation of employees. According to Schaufeli et al. (2002), work engagement is a motivational concept which is related to attitudes and motivation of employees. Therefore, in this research work engagement will be used as a proxy for vitality. As a result, in the present research the following three indicators of sustainable employability will be used: employability, work engagement and health. These indicators will be explained below.

Employability. Employability is the first indicator of sustainable employability. In the literature, there are different definitions of employability, which according to Van der Heijde and Van der Heijden (2006) all refer to employment as a result. Employability is seen as a way to secure employment in a context of changes in the careers of individuals and labour market (Forrier, Verbruggen, & De Cuyper, 2015; Van der Klink et al., 2016). According to Van der Heijde and Van der Heijden (2006), employability can be defined as: "the continuous fulfilling, acquiring or creating of work through the optimal use of competences" (p. 453), which can be done within or outside the current organisation of employees (Van der Heijden & Bakker, 2011).

Employability consists of five dimensions, identified by Van der Heijde and Van der Heijden (2006), in which one is domain specific and four general dimensions of competences. *Occupational expertise*, the first dimension, is domain specific and reflected the required knowledge and skills to perform a certain job (Bücker, Poutsma, & Monster, 2016). Besides, the general dimensions of competence are: anticipation and optimisation, personal flexibility, corporate sense and balance.

Van der Heijde and Van der Heijden (2006) defined two dimensions related to adaptation to changes and developments (i.e., anticipation and optimisation and personal flexibility). *Anticipation and optimisation* is the second dimension of employability and is related to self-initiative, proactive and creative behaviour to change (Van der Heijde & Van der Heijden, 2005; Van der Heijde & Van der Heijden, 2006). This dimension implied: "preparing for future work changes in a personal and creative manner in order to strive for the best possible job and career outcomes" (Van der Heijde & Van der Heijden, 2006, p. 454). The third dimension of employability, p*ersonal flexibility*, is also related to adapting to change but is more passive and reactive than anticipation and optimisation. It concerned adapting to uncontrollable changes in the internal and external labour market, instead of changes on the job level (Van der Heijde & Van der Heijden, 2005). Besides, personal flexibility referred to: "the capacity for smooth transitions between jobs and between organizations" (Van der Heijde & Van der Heijden, 2006, p. 455).

The fourth dimension, identified by Van der Heijde and Van der Heijden (2006), is *corporate sense*. Corporate sense implied that employees participate and perform in different work groups (e.g., organisation, teams, networks and communities) (Van der Heijde & Van der Heijden, 2005). This indicates, for example, sharing responsibilities and knowledge with a focus on social capital and skills. The fifth and final dimensions of employability is *balance*. Van der Heijde and Van der Heijden (2006) defined balance as: "compromising between opposing employers' interests as well as one's own opposing work, career, and private interests (employee) and between employers' and employees' interests" (pp. 455-456).

After having explained the five dimensions of employability, we will go into the concept of work engagement.

Work engagement. Work engagement is the second indicator of sustainable employability, which is used as a proxy for vitality as described before. According to Schaufeli et al. (2002), work engagement implied: "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication and absorption" (p. 74). Furthermore, work engagement is not focused on a specific object, occasion, person or behaviour (Schaufeli et al., 2002).

As shown by the definition of Schaufeli et al. (2002), work engagement consists of three dimensions. The first dimension is *vigour*. According to Schaufeli et al. (2002), vigour referred to: "high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties" (p. 74). *Dedication* is the second dimension and is characterized by strong involvement along with feelings of "significance, enthusiasm, inspiration, pride, and challenge" (Schaufeli et al., 2002, p. 74). It referred to the psychological identification of an employee with his or her work or job. The last dimension is *absorption*. Absorption referred to total immersion in your work as an employee, which is characterized by time passing quickly and employees find it hard to detach themselves from their work.

Besides employability and work engagement, health is the final indicator of sustainable employability. Therefore, we will go into the concept health.

Health. According to Van der Klink et al. (2016): "health has become a condition or resource that enables workers to carry out their work" (p. 73). Since work is associated with achieving values and goals, health is a mean to achieve those values and goals. Therefore, health will contribute to the sustainable employability of employees.

According to Ware and Sherbourne (1992), there are several concepts of health (i.e., physical functioning, role limitations because of physical health problems, bodily pain, social functioning, general mental health, role limitations because of emotional problems, vitality and general health perceptions). In this present research, general health perceptions will be used to determine the indicator health. General health perceptions concern the idea of people about their health in general and basic human values, as for example, functioning and emotional well-being (Ware & Sherbourne, 1992). The advantage of measuring general health is that it is possible to include the effects of different treatments and diseases in one concept (Ware & Sherbourne, 1992). Furthermore, Nyberg et al. (2005) stated that self-reported health is a valuable indicator for health.

After having explained the variables in this study, we will formulate hypotheses regarding the relationship between opening leadership behaviour and sustainable employability.

Hypotheses

After a thorough literature study, no research has been found that examined the relationship between opening leadership behaviour, as a form of ambidextrous leadership, and sustainable employability. However, research has been found that considered the relationship between transformational leadership and the indicators of sustainable employability (e.g., Camps & Rodríguez, 2011).

According to Rosing et al. (2011) and Zacher and Rosing (2015), opening leadership behaviour is comparable with transformational leadership. Rosing et al. (2011) stated that transformational leadership is related to exploration, results in variation and experimentation and stimulates employees to challenge the status quo. On the other hand, opening leadership behaviour is defined as: “a set of leader behaviors that include encouraging doing things differently and experimenting, giving room for independent thinking and acting, and supporting attempts to challenge established approaches” (Rosing et al., 2011, p. 967). By comparing the descriptions of the two leadership styles, it seems that they are both aimed at exploration, increasing variation in the behaviours of followers and encouraging experimentation. As a result, transformational leadership can be used as a proxy for opening leadership behaviour. Consequently, it can be assumed that the relationships found in the literature for transformational leadership and sustainable employability might also apply for opening leadership behaviour. Therefore, in order to formulate our research hypotheses, transformational leadership will be used as a proxy for opening leadership behaviour.

Towards a mediation model for the relationship between opening leadership behaviour and sustainable employability.

The relationship between opening leadership behaviour and work engagement. After a thorough literature study, it seems that no research has been conducted about the relationship between opening leadership behaviour and work engagement. However, there is some evidence that transformational leadership is positively related to work engagement (e.g., Hayati, Charkhabi, & Naami, 2014; Schmitt, Den Hartog, & Belschak, 2016).

Research has shown that job resources are positively associated with work engagement (e.g., Bakker & Bal, 2010; Bakker & Demerouti, 2008; Christian, Garza, & Slaughter, 2011; Hakanen, Bakker, & Demerouti, 2005; Salanova & Schaufeli, 2008; Schaufeli & Bakker, 2004; Schaufeli, Bakker, & Van Rhenen, 2009). Bakker and Demerouti (2008) stated that: "job resources refer to those physical, social, or organisational aspects of the job that may: reduce job demands and the associated physiological and psychological aspects, be functional in achieving work goals and stimulate personal growth, learning and development" (p. 211). According to Bakker and Demerouti (2007), transformational leadership is an important job resource, because leaders can influence, for example, the ability of employees to achieve work-related goals and reduce job demands.

Since transformational leadership is a job resource it is assumed to be positively related to work engagement. Hayati et al. (2014) studied the relationship between transformational leadership and the dimensions of work engagement separately. They found positive relationships for all dimensions and work engagement overall. Based on this and the relatedness of transformational leadership and opening leadership behaviour, we propose the following hypothesis:

H1 a t/m c: There is a positive relationship between opening leadership behaviour and work engagement [vigour (H1a), dedication (H1b) and absorption (H1c)].

The relationship between work engagement and employability. There is evidence that there is a positive relationship between work engagement and employability (Van der Heijden & Bakker, 2011).

Van der Heijden and Bakker (2011) studied the relationship between work-related flow, which seems to be related to work engagement, and employability. Work engagement is defined as: "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication

and absorption" (Schaufeli et al., 2002, p. 74), whereas work-related flow is defined as: "a short-term peak experience at work that is characterised by absorption, work enjoyment, and intrinsic work motivation" (Bakker, 2005, p. 27). Comparing the dimensions of work-related flow and work engagement gives the impression that these concepts are related. Both definitions included the dimension absorption, which implied total immersion in work and time passing quickly (Bakker, 2005; Schaufeli et al., 2002). Besides, vigour could be related to intrinsic work motivation, as vigour concerned among others the willingness to invest effort in one's work (Schaufeli et al., 2002). According to Bakker (2005), intrinsic motivation resulted in employees who want to continue with their work. As a result, they could be more willing to invest effort which is related to vigour. Finally, dedication could be related to work enjoyment. According to Schaufeli et al. (2002), dedication implied among others feelings of enthusiasm. On the other hand, work-related flow included work enjoyment which leads to feelings of happiness (Bakker, 2005). Both enthusiasm and happiness are positive emotions (Bono, Foldes, Vinson, & Muros, 2007). Based on this comparison, work-related flow can be used as a proxy for work engagement.

According to Van der Heijden and Bakker (2011), there is a positive relationship between work-related flow and employability. They used the "happy-productive worker thesis" and "broaden-and-build theory of positive emotions" to explain this relationship. Work-related flow and consequently also work engagement, are associated with positive emotions (Cropanzano & Wright, 2001). Employees who experience positive emotions are "more productive, successful, and sensitive to current and future opportunities at work" (Van der Heijden & Bakker, 2011, p. 235). Besides, employees with positive emotions build their personal competencies because of broader thoughts and actions (Fredrickson, 2001). Consequently, this positively influences the employability of employees (Van der Heijden & Bakker, 2011).

Based on the "happy-productive worker thesis" and "broaden-and-build theory of positive emotions" there is a positive relationship between work-related flow and employability. Since work-related flow and work engagement are related, work engagement can also be positively related to employability. Since work engagement can have a positive relationship with employability, we assume that the dimensions of work engagement have a positive relationship with the dimensions of employability. Therefore, we propose the following hypotheses:

H2 a/tm e: There is a positive relationship between vigour and employability [occupational expertise (H2a), anticipation and optimisation (H2b), personal flexibility (H2c), corporate sense (H2d) and balance (H2e)].

H3 a/tm e: There is a positive relationship between dedication and employability [occupational expertise (H3a), anticipation and optimisation (H3b), personal flexibility (H3c), corporate sense (H3d) and balance (H3e)].

H4 a t/m e: There is a positive relationship between absorption and employability [occupational expertise (H4a), anticipation and optimisation (H4b), personal flexibility (H4c), corporate sense (H4d) and balance (H4e)].

The relationship between opening leadership behaviour and employability. The hypotheses above indicate that there is a relationship between opening leadership behaviour and employability through work engagement. Although opening leadership behaviour is not studied in relation to employability, literature gives an indication that there might also be a direct relationship between opening leadership behaviour and employability. This indication is related to the study of Camps and Rodríguez (2011) who studied the relationship between transformational leadership and the five dimensions of employability.

According to Avolio, Waldman and Einstein (1999), subordinates identify with and want to match with their transformational leaders. Furthermore, employees are afraid that they may disappoint their leader because of a lack of professional competences. As a result, employees will invest more in work and training which leads to an increase in their occupational expertise (Camps & Rodríguez, 2011).

The second dimension of employability is anticipation and optimisation. Significant evidence has been found for an association between proactive work behaviour and the dimension anticipation and optimisation (e.g., Camps & Rodríguez, 2011; Van der Heijde & Van der Heijden, 2006). According to Parker, Williams and Turner (2006), individual self-efficacy is an antecedent of proactive behaviour. Research has shown that transformational leadership triggers self-efficacy of individuals (Bono & Judge, 2003; Walumbwa, Avolio, & Zhu, 2008). As a result, transformational leadership is expected to lead to an increase of anticipation and optimisation as well. Furthermore, a characteristic of transformational leaders is that they are flexible and adaptable (Felfe, Tartler, & Liepman, 2004). Because employees identify with and want to match with their leaders, Camps and Rodríguez (2011) mentioned

that flexibility and adaptability of a transformational leader will lead to an increase in the flexibility of employees. In addition, research has shown that transformational leaders enhance self-esteem of employees (Bass, Avolio, Jung, & Bernson, 2003; Shamir, House, & Arthur, 1993), which is positively related to personal flexibility (Morrison, 1977).

The fourth dimension of employability is corporate sense. Choi (2006) argued that if employees identify with their transformational leader, this will lead to corporate sense. Walumbwa et al. (2008) stated that this is because employees see themselves as part of a group. If employees accept the influence of a common leader, they are seen as members of that group. Being a member of a group could imply that employees participate in that group which leads to corporate sense. Finally, the dimension balance is positively influenced by transformational leaders (Camps & Rodríguez, 2011), because transformational leaders support employees in seeing work values and goals as in line with their own values and goals (Bono & Judge, 2003).

Because of the similarity between opening leadership behaviour and transformational leadership, it can be hypothesised that opening leadership behaviour has a positive effect on the dimensions of employability. As described before, there is also an indication that work engagement plays a mediating role. Therefore, we propose the following hypotheses:

H5 a t/m c: The relationship between opening leadership behaviour and the employability dimension occupational expertise is partially mediated by work engagement [vigour (H5a), dedication (H5b) and absorption (H5c)].

H6 a t/m c: The relationship between opening leadership behaviour and the employability dimension anticipation and optimisation is partially mediated by work engagement [vigour (H6a), dedication (H6b) and absorption (H6c)].

H7 a t/m c: The relationship between opening leadership behaviour and the employability dimension personal flexibility is partially mediated by work engagement [vigour (H7a), dedication (H7b) and absorption (H7c)].

H8 a t/m c: The relationship between opening leadership behaviour and the employability dimension corporate sense is partially mediated by work engagement [vigour (H8a), dedication (H8b) and absorption (H8c)].

H9 a t/m c: The relationship between opening leadership behaviour and the employability dimension balance is partially mediated by work engagement [vigour (H9a), dedication (H9b) and absorption (H9c)].

The hypotheses formulated up to now can be summarised in the first mediation model.

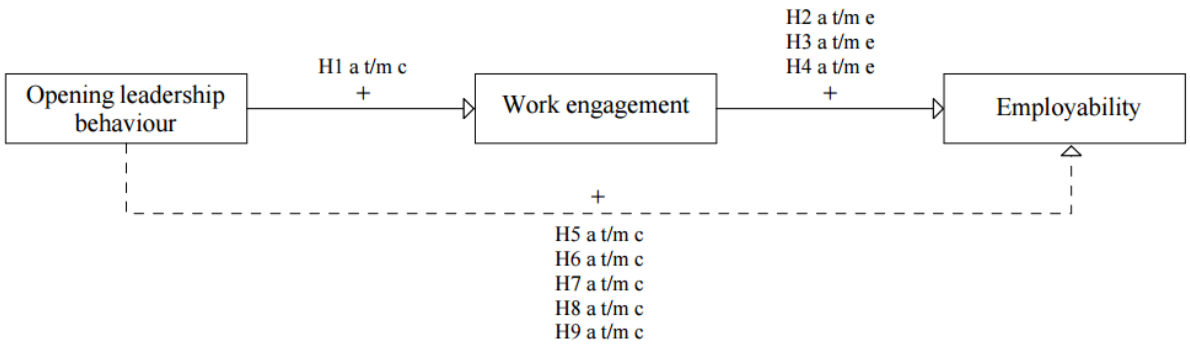

Figure 1. The mediation model where work engagement mediates the relationship between opening leadership behaviour and employability.

Towards a second mediation model for the relationship between opening leadership behaviour and sustainable employability.

The relationship between opening leadership behaviour and work engagement. The first part of the second mediation model is identical to the first part of the previously formulated mediation model. As described above there can be assumed that there is a positive relationship between opening leadership behaviour and work engagement. This was explained by the influence of job resources on work engagement and seeing transformational leadership as a job resource. Therefore, in the second mediation model we propose the following hypothesis:

H1 a t/m c: There is a positive relationship between opening leadership behaviour and work engagement [vigour (H1a), dedication (H1b) and absorption (H1c)].

The relationship between work engagement and health. To determine the relationship between work engagement and health, burnout can be used as a proxy for health (Nyberg et al., 2005).

According to Schaufeli et al. (2002), burnout is characterised by exhaustion, cynicism and a lack of professional efficacy. The core of burnout consists of exhaustion and cynicism. Hakanen, Bakker and Schaufeli (2006) stated that: "exhaustion refers to feelings of strain" (p. 498) and "cynicism refers to an indifferent or a distant attitude towards work in general and the people with whom one works, losing one's interest in work and feeling for work has lost its meaning" (p. 498).

According to Schaufeli et al. (2002), vigour and dedication are the opposite of exhaustion and cynicism (i.e., burnout). Besides, Hakanen et al. (2006) stated that burnout is negatively related to health. Because vigour and dedication, which are two dimensions of work engagement, are the opposite of burnout, vigour and dedication are posited to be positively related to health. In addition, Schaufeli and Bakker (2004) mentioned that good health is a consequence of work engagement, which is supported by Khoreva and Van Zalk (2016). Since work engagement overall is positively related to health we assume that, besides vigour and dedication, absorption is also positively related to health. Therefore, we propose the following hypotheses:

H10. There is a positive relationship between vigour and health.

H11. There is a positive relationship between dedication and health.

H12. There is a positive relationship between absorption and health.

The relationship between opening leadership behaviour and health. Also to describe the relationship between opening leadership behaviour and health, burnout is used as a proxy for health. After a literature review, it seems that quite some research has been conducted regarding the relationship between leadership and burnout (e.g., Corrigan, Diwan, Campion, & Rashid, 2002; Schulz, Greenly, & Brown, 1995; Webster & Hackett, 1999).

Hakanen et al. (2006) found that job resources are negatively related to burnout and that burnout is associated with ill health. Consequently, job resources have a positive impact on health. According to Bakker and Demerouti (2007), transformational leadership can be seen as a job resource. As a result, there can be a positive relationship between transformational

leadership and health. Based on the comparability of transformational leadership and opening leadership behaviour, opening leadership behaviour is argued to have a positive relationship with health as well.

Based on the relationships described above and the assumed positive relationship between opening leadership behaviour and health, we propose the following hypothesis:

H13 a t/m c: The relationship between opening leadership behaviour and health is partially mediated by work engagement [vigour (H13a), dedication (H13b) and absorption (H13c)].

These hypotheses, formulated above, can be summarised in the following mediation model.

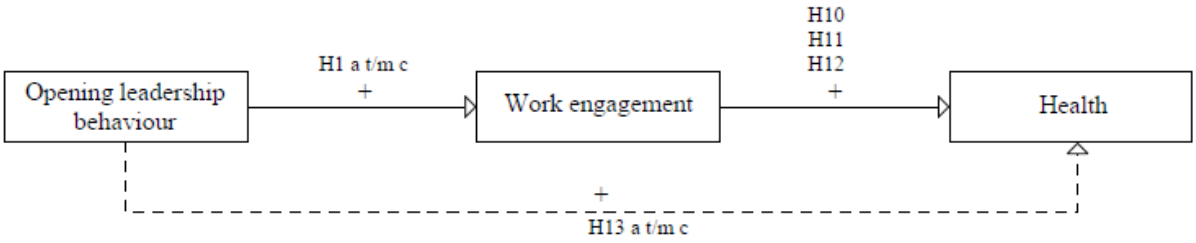

Figure 2. The mediation model where work engagement mediates the relationship between opening leadership behaviour and health.

Methodology

Sample and procedure

Data for the present research were gathered in various Dutch organisations, differing in size and sector, in May 2017. To gather the data, two surveys were used, one for the employee and one for their direct supervisor. Employees filled in a questionnaire with a fill-in time of approximately 25 minutes. The questionnaire for the supervisors did not contain all variables measured in the employee survey. Therefore, the fill-in time for supervisors was approximately ten minutes.

The use of two questionnaires implies that multi-source ratings were used (Van Hooft, Van der Flier, & Minne, 2006) for some of the measures, namely employability and opening leadership behaviour, consisting of ratings by the employees and their direct supervisors. This enabled to prevent common-method bias in one of the two mediation models (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). In addition, self-ratings of employees are more reliable when employees are aware that their supervisor also gives a rating (Mabe & West, 1982). In addition, the use of multi-source ratings could diminish the leniency effect for the employee ratings, which reflects the tendency of answering questions in such a way that they give a rosier image (Arnold & MacKenzie Daveys, 1992; Campbell & Lee, 1988; Harris & Schaubroeck, 1988; Hoffman, Nathan, & Holden, 1991; Holzbach, 1978). For opening leadership behaviour employee ratings were used, since it can be assumed that the perception of employees about their leaders' behaviour would be of influence on their work behaviour. Furthermore, also work engagement and health were measured with the self-ratings of employees. Regarding the employability measures, supervisor ratings were used. It is expected from supervisors that they rate the employability of their subordinates. Besides, it can be assumed that ratings of supervisors about the employability of employees would influence the careers of employees (Van der Heijde & Van der Heijden, 2006).

To select the respondents, convenience sampling and quota sampling were used (Baarda et al., 2012; Vennix, 2011). Both convenience and quota sampling are non-probability sampling techniques. In convenience sampling respondents are selected based on their accessibility or proximity to the researcher (Baarda et al., 2012). In our research, organisations were approached based on connections of the researchers with these organisations. In addition, quota sampling uses stratification criteria to select respondents (Vennix, 2011). For this research, quota sampling implied that employees needed to be as equally as possible divided among three age categories, namely: 20-34, 35-49 and 50 and older. Within these age categories an equal amount of men and women was tried to be achieved. The selection of employees was restricted

to employees with at least a middle educational level, since the survey was designed for this target group. Furthermore, employees needed to work for at least one year within the company, to make sure the supervisor has a good idea of the employee.

In total, 178 pairs of employees and direct supervisors were approached to participate in this research. Overall, 141 employees and 159 direct supervisors completed the questionnaire. As a result, the final research sample consisted of 117 pairs of employees and direct supervisors, implying a response rate of 65.2%. The majority of the employees were female, namely 56.4%. However, most direct supervisors were male (i.e., 65%). Both the employees and direct supervisors were highly educated, respectively 44.4% and 59%. Furthermore, the distribution of employees in the different age categories was as follows: 24.6% had an age between 20 and 34, 39.5% between 35-49 and 36.8% was 50 years and older. The respondents worked in different sectors, but mainly in the financial sector (i.e., 44.4%). The transport and telecommunication sector were underrepresented, with respectively 1.7% and 2.6%. The numbers and percentages of respondents for each sector are shown in Table 1. In addition, most organisations employed between 50 to 149 employees and more than 250 employees.

Table 1. Number and percentage of respondents for each sector

Sector	**Number of respondents**	**Percentage of respondents**
Product	15	12.8%
Transport	2	1.7%
Financial services (bank or insurance)	52	44.4%
Telecommunication, media	3	2.6%
Services (societal or care)	20	17.1%
Other	25	21.4%
Total	117	100%

Measures

The final Dutch questionnaire consisted of different variables. Some of the measurement scales for the variables were already translated into Dutch items and empirically validated. This was the case for employability, work engagement and health. The measurement scale for employability was already translated in Dutch and validated by Van der Heijde and Van der Heijden (2006). This also applied for the measurement scale of work engagement, which was

empirically validated by Schaufeli and Bakker (2004). Finally, also the items of health were already translated into Dutch items and validated within the NEXT study (Hasselhorn, Tackenberg, & Müller, 2003). The measurement scale of opening leadership behaviour was not translated yet. The translation-back-translation method (Hambleton, 1993) was used to translate these items. According to Hambleton (1993), this method makes sure that items are properly translated to the survey language, which is important for the validity.

Opening leadership behaviour, which is the independent variable, was measured with the scale of Rosing et al. (2011) based on a 5-point rating scale ranging from 1 (not at all) to 5 (frequently, if not always). Employees were asked to rate the opening leadership behaviour of their supervisor by using seven items. An example of an item measuring opening leadership behaviour is: "He/she allows different ways of accomplishing tasks". The Cronbach's alpha is 0.86.

Employability, one of the two dependent variables in this research, was measured with a shortened version of the measurement scale of Van der Heijde and Van der Heijden (2006). Supervisor ratings on five sub-scales were used to measure employability. The sub-scales represented the five dimensions of employability: occupational expertise (5 items; e.g., "During the past year, he/she was, in general, competent to perform his/her work accurately and with few mistakes", Cronbach's alpha is 0.88), anticipation and optimisation (4 items; e.g., "He/she consciously devotes attention to apply his/her new acquired knowledge and skills", Cronbach's alpha is 0.89), personal flexibility (5 items; e.g., "He/She adapts to developments within our organization", Cronbach's alpha is 0.87), corporate sense (4 items; e.g., "He/she supports the operational processes within our organization", Cronbach's alpha is 0.85) and balance (4 items; e.g., "His/her work and private life are evenly balanced", Cronbach's alpha is 0.67). All items were measured on a 6-point rating scale with different response options.

Health is the second dependent variable and was measured with the five general health items from the SF-36 health survey (Ware & Sherbourne, 1992). The first item, "In general, would you say your health is…", was scored on a 5-point rating scale ranging from 1 (poor) to 5 (excellent). The other four items (e.g., "I am as healthy as anybody I know") were measured with a 5-point rating scale ranging from 1 (definitely false) to 5 (definitely). Health was only measured in the employee survey. The Cronbach's alpha for health is 0.75.

W*ork engagement*, the mediating variable in this study, was measured with the 'Utrecht Work Engagement Scale' (UWES) of Schaufeli and Bakker (2004). The UWES consists of 15 items in total. These items were grouped into three sub-scales representing the dimensions of work engagement: vigour (5 items; e.g., "At my job, I feel bursting with energy", Cronbach's

alpha is 0.86), dedication (5 items; e.g., “I find the work I do full of meaning and purpose”, Cronbach’s alpha is 0.92) and absorption (5 items; e.g., “Time flies when I’m working”, Cronbach’s alpha is 0.75). Employees could respond using a 7-point rating scale ranging from 0 (never) to 6 (always).

Control variables. Since this study is based on a sample with a broad range of sectors and organisations differing in size, it was not necessary to include sector and organisational size as control variables. However, we accounted for some variables in the analyses of the two mediation models. In line with Van der Heijden, De Lange, Demerouti and Van der Heijde (2009), who also performed a study on employability, we included age, gender and educational level as control variables in our analyses. In addition, Ng, Eby, Soren and Feldman (2005) found that these variables were of influence in their study on employability. Although tenure is often used as control variable in employability studies (Van der Heijden et al., 2009), we only included age since there is a high correlation between tenure and age (De Cuyper, Bernhard-Oettel, Berntson, De Witte, & Alarco, 2008). We decided to include age as control variable as age might also influence work engagement and health (e.g., Schaufeli & Bakker, 2004; Sterns & Miklos, 1995).

Measurement model

Before the hypotheses were tested, some preliminary analyses were conducted after the pairs of employees and direct supervisors were determined. One of these preliminary analyses was identifying missing values. The frequency tables showed that only one single variable contained one missing value and that some values were not filled out because of routings in the survey. The missing values because of routings can be ignored, as this is the consequence of survey design (Field, 2013).

Although the validity of the scales used within the surveys were already thoroughly validated, confirmatory factor analysis was used to reconfirm the factor structure of the scales. Therefore, principal axis factoring was used and we forced SPSS to extract the number of validated factors for each scale. To improve interpretation, oblique rotation was used, because factors were allowed to correlate since they together constitute the scale (Field, 2013). Before we interpreted the factor structure, some measures were determined. First, the sampling adequacy was determined by using the Kaiser-Meyer-Olkin (KMO) measure which needed to be at least 0.5 (Kaiser, 1974). However, a higher KMO value results in more distinct and reliable factors (Field, 2013). Second, Bartlett’s test of sphericity needed to be significant ($p < .05$), which means that there is sufficient correlation between variables (Field, 2013). Finally, we

determined if there were linear relationships by looking at the correlation matrix to determine if each variable had a correlation of ≥ .3 with at least one other variable (Laerd Statistics, 2015a). However, correlations between variables that are too high result in the problem of multi-collinearity (Field, 2013). Therefore, the determinant of the R-matrix needed to be greater than .00001 (Field, 2013). Although factor analysis requires a large sample size (Field 2013) and our sample size is relatively small, we conducted the factor analyses.

All factor analyses met the assumptions of KMO, Bartlett's test of sphericity and the value of the determinant of the R-matrix. Only one variable in the factor analysis of ambidextrous leadership had no correlation greater than .3. The KMO value for the factor analysis of ambidextrous leadership was 0.796, which can be classified as middling (Kaiser, 1974). The extracted two-factor structure, in which items loaded on the factor to which they belong, explained 43.07% of the variance. The second factor analysis included employability. The KMO value was meritorious, since the value was 0.895 (Kaiser, 1974). We forced SPSS to extract five factors which explained 61.80% of the variance. However, the fifth item had an Eigenvalue smaller than 1 (i.e., 0.703) and some items loaded on a factor to which they do not belong. As the scale was already thoroughly validated we did not make any changes to maintain construct validity. Thereafter, we performed a factor analysis for health. The KMO value was 0.693, which is mediocre (Kaiser, 1974). The extracted one-factor structure explained 42.01%. Finally, the factor analysis for work engagement had a KMO value of 0.888 which is meritorious (Kaiser, 1974). The extracted three-factor structure explained 56.77% of the variance. However, the third factor had an Eigenvalue smaller than 1 (i.e., 0.979) and some items loaded on a factor to which they do not belong. Since this scale was already thoroughly validated we did not make any changes to maintain construct validity.

Main effects. To examine the main effects, as described in the hypotheses for the two mediation models, hierarchical regression analysis was used. In each hierarchical regression analysis, the control variables were entered in the first step. Thereafter, the independent variable was included in the analysis. For example, the relationship between opening leadership behaviour and work engagement was tested by several hierarchical regression analyses in which one dimension of work engagement was the dependent variable. In the first step the control variables were entered. Then, in Step 2, the independent variable opening leadership behaviour was entered. All hypotheses for the main effects were tested in a similar way.

Mediation effects. Also to test the mediation effects, as described in the two mediation models, hierarchical regression analysis was used. The use of hierarchical regression analysis is based on three conditions for mediation formulated by Baron and Kenny (1986). According to Baron and Kenny (1986), the following three conditions needed to be satisfied for mediation effects: (1) the independent variable predicts the mediator, (2) the mediator predicts the dependent variable and (3) the independent variable predicts the dependent variable. Mediation analysis can be performed when these conditions are met, using three steps. The first step shows that variations of the independent variable explain variations in the mediator (i.e., Path a). The second step shows that variations in the mediator explain variations in the dependent variable (i.e., Path b). Then, the last step implies that after controlling for Path a and b, a previously significant relationship between the independent variable and dependent variable is no longer significant or Beta becomes closer to zero (Baron & Kenny, 1986). In case the value of Path c' (i.e., the indirect effect) is close to zero, there is a partial mediation effect. Furthermore, if Path c' has a value of zero there is full mediation. The significance of Path c' can be tested with a Sobel test (Sobel, 1982). Paths a, b and c are illustrated in Figure 3.

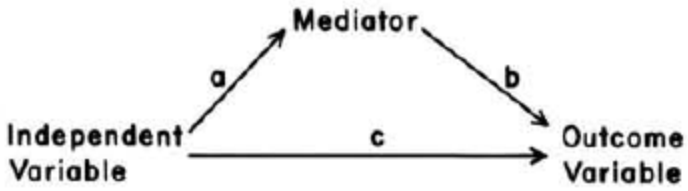

Figure 3. Mediation model (Baron & Kenny, 1986, p. 1176)

Research ethics

To make sure this research is in line with research ethics, some measures were taken. First, different organisations where approached to participate in this research. They had the autonomy to determine if they wanted to participate and which direct supervisor(s) and consequently which employee(s) would participate. Furthermore, after finishing this research the results were distributed to all supervisors who participated and they were asked to communicate the results to the employees. Second, participation of employees and direct supervisors in the research was anonymous. Only email addresses were asked to distribute the survey and to make a pair of the employee and his/her direct supervisor. Next to this, personal data and codes were anonymous and only processed by the researchers. Besides, data were

analysed on an aggregated level. Third, participating employees and direct supervisors were informed about the topic of the study, namely sustainable employability.

After describing the measures taken to ensure research ethics, attention is paid to the practical implications of the results. The results of this research could benefit practice, by providing insights in how opening leadership behaviour can influence the sustainable employability of employees. It was assumed that the results of this research would not have negative consequences for direct supervisors and employees. The results would only give insights in the influence of opening leadership behaviour on sustainable employability. Therefore, additional measures to secure research ethics were not needed.

Results

Preliminary analyses

Table 2 shows the means, standard deviations, reliabilities and correlations for the variables used within this study. Opening leadership behaviour correlated significantly positively with all dimensions of employability, with one exception namely balance. Furthermore, these correlations can be classified as small (i.e., small if $.1 < | r | < .3$), only the correlation between opening leadership behaviour and corporate sense is medium (i.e., medium if $.3 < | r | < .5$) (Cohen, 1988). In addition, the employability dimensions have medium to strong correlations (i.e., strong if $| r | > .5$) with each other (Cohen, 1988). Also, strong significant correlations were found between the dimensions of work engagement (Cohen, 1988). Furthermore, vigour and dedication correlated positively with health. Besides, only all dimensions of work engagement are significantly positively correlated with anticipation and optimisation. This implies that opening leadership behaviour leads to more employability, expect not to more balance. Besides, more vigour and dedication lead to better health. Finally, the control variables only correlated significantly with a limited number of other variables. Age correlated positively with anticipation and optimisation and with personal flexibility, gender with occupational expertise and educational level with anticipation and optimisation, personal flexibility and corporate sense.

Before running the hierarchical regression analyses, several assumptions were checked. The first two assumptions for regression analysis relate to the measurement level of variables, which needs to continuous for the dependent variable and continuous or nominal for the independent variable(s) (Field, 2013; Laerd Statistics, 2015b). Although most variables in this study, if applicable, were measured with a Likert scale which makes them ordinal variables, they were treated as interval variables. According to different researchers (e.g., Murray, 2013; Norman, 2010), Likert scale items can be treated as interval variables when composite scores are calculated. Since in this study composite scores (i.e., mean scores) were calculated for each variable, the variables can be treated as interval variables and therefore can be used in hierarchical regression analysis. Consequently, the first two assumptions were met.

The third assumption is independence of observations (Field, 2013). To meet this assumption, the Durbin-Watson value should ideally be 2 (Durbin & Watson, 1951). In all regression analyses the value of the Durbin-Watson statistics was approximately 2. The lowest value was found in the regression analysis for the relationship between vigour and balance (i.e., Durbin-Watson statistic was 1.389). However, according to Field (2013) this is not a problem. Consequently, assumption three was met.

Linearity is the fourth assumption and is checked by using plots of studentized residuals against unstandardized predicted values (Laerd Statistics, 2015b). These plots are also used to check the assumption of homoscedasticity (Laerd Statistics, 2015b). Checking these plots resulted in the conclusion that no linear relationships were found, which implies that assumption four was not met. Regarding the assumption of homoscedasticity, an approximately even distribution of homoscedasticity and heteroscedasticity was found. Therefore, assumption five was not met for all regression analyses.

The sixth assumption is no multi-collinearity, which implies that the Tolerance values needed to be greater than .1 and VIF values smaller than 10 (Field, 2013). In all regression analyses Tolerance values and VIF values were approximately one. Therefore, assumption six was met.

The seventh assumption deals with no significant outliers, leverage points and influential points. Most of the regression analyses showed one to three outliers. Since there were no leverage points and influential points found, these outliers were not deleted (Laerd Statistics, 2015b). Only in two analyses outliers and leverage points were found. Therefore, in these two regression analyses assumption seven was not met.

The last assumption concerns normality which can be checked with Normal Q-Q plots, skewness and kurtosis (Fields, 2013). Most of the analyses showed a Normal Q-Q plot, skewness and kurtosis differing from a normal distribution. Therefore, assumption eight was not met in most analyses.

Table 2. Means, standard deviations, reliabilities and correlations between the model variables (*N* = 117)

Variables	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Age	1972.30	11.76	-												
2. Gender	1.56	0.498	-0.001	-											
3. Educational level	3.47	0.996	-0.018	-0.070	-										
4. OLB	4.35	0.75	0.174	0.026	0.094	*0.857*									
5. OE	4.54	0.72	0.005	0.263**	0.164	0.271**	*0.880*								
6. AO	3.87	0.91	0.229*	0.177	0.282**	0.213*	0.547**	*0.887*							
7. PF	4.36	0.66	0.283**	0.141	0.234*	0.254**	0.496**	0.619**	*0.865*						
8. CS	4.23	0.88	0.134	0.149	0.190*	0.321**	0.525**	0.621**	0.722**	*0.848*					
9. BA	4.17	0.57	-0.54	0.025	0.026	0.054	0.405**	0.493**	0.420**	0.504**	*0.672*				
10. Health	3.80	0.66	0.141	0.022	-0,063	-0.018	0.096	0.133	0.046	-0.061	0.157	*0.750*			
11. VI	6.15	0.71	-0.141	0.155	0.096	0.156	0.209*	0.246**	0.168	0.139	0.151	0.257**	*0.864*		
12. DE	6.21	0.92	-0.013	0.122	0.059	0.146	0.051	0.273**	0.181	0.154	0.151	0.207*	0.724**	*0.918*	
13. AB	5.37	0.94	0.041	0.004	0.153	0.159	0.065	0.296**	0.302**	0.219*	0.033	0.052	0.565**	0.535**	*0.747*

*Correlation significant at $p < .05$ (2-tailed), **Correlation significant at $p < .01$ (2-tailed), ***Correlation significant at $p < .001$ (2-tailed)

Note: OLB = opening leadership behaviour, OE = occupational expertise, AO = anticipation and optimisation, PF = personal flexibility, CS = corporate sense, BA = balance, VI = vigour, DE = dedication, AB = absorption.

Hypotheses testing

First mediation model.

Opening leadership behaviour as predictor of work engagement. Table 3 shows the results of the hierarchical regression analyses regarding the relationship between opening leadership behaviour and the dimensions of work engagement.

Table 3. Results of hierarchical regression analyses for opening leadership behaviour with the dimensions of work engagement (N = 117)

Variables	**VI** β	**DE** β	**AB** β
Step 1:			
Age	-0.170*	-0.037	0.018
Gender	0.156*	0.122	0.010
Educational level	0.087	0.053	0.141
Step 2:			
OLB	0.173*	0.144	0.142
Model Summary:			
Step 1: ΔR^2	0.055*	0.020	0.025
Step 2: ΔR^2	0.029*	0.020	0.019
Full model R^2	0.084**	0.040	0.045
Overall F	2.552**	1.153	1.317

*p < .10; **p < .05; ***p < .01; ***p < .001

Note: VI = vigour, DE = dedication, AB = absorption, OLB = opening leadership behaviour

Table 3 indicates a significant influence of age (β = -0.170, p < .10) and gender (β = 0.156, p < .10) on the work engagement dimension vigour. It seems that if employees become older, vigour becomes lower. Furthermore, there is a significant positive relationship between opening leadership behaviour and vigour (β = 0.173, p < .10). For the other two dimensions of work engagement, dedication and absorption, there is not a significant positive relationship with opening leadership behaviour. Opening leadership behaviour appeared to account for a slight increase in the total variance explained of vigour (ΔR^2 = 0.029, p < .10), after having controlled for the control variables in this study (ΔR^2 = 0.055, p < .10).

To conclude, opening leadership behaviour significantly positively relates to vigour. Therefore, Hypothesis 1a is supported. No support was found in our data for Hypotheses 1b and 1c.

Employability as an outcome of work engagement. To determine the relationship between work engagement and employability several hierarchical regression analyses were performed. Table 4 shows the results of the analyses for vigour with the dimensions of employability.

Table 4. Results of hierarchical regression analyses for vigour with the dimensions of employability (N = 117)

Variables	**OE** β	**AO** β	**PF** β	**CS** β	**BA** β
Step 1:					
Age	0.031	0.267***	0.312****	0.155*	-0.034
Gender	0.250***	0.160*	0.131	0.144	0.004
Educational level	0.167*	0.276***	0.233***	0.191**	0.012
Step 2:					
Vigour	0.158*	0.232***	0.169*	0.120	0.144
Model Summary:					
Step 1: ΔR^2	0.103***	0.173****	0.163****	0.081**	0.004
Step 2: ΔR^2	0.024*	0.051***	0.027*	0.014	0.020
Full model R^2	0.126***	0.224****	0.190****	0.095**	0.024
Overall F	4.049***	8.089****	6.561****	2.941**	0.690

*p < .10; **p < .05; ***p < .01; ****p < .001

Note: OE = occupational expertise, AO = anticipation and optimisation, PF = personal flexibility, CS = corporate sense, BA = balance

The results indicate that all control variables significantly influence at least one of the employability dimensions. However, balance is not influenced by one of the control variables. The influence of age on personal flexibility stands out, because of the significant positive relationship (being the strongest one) (β = 0.312, p < .001). This means that if employees become older, personal flexibility increases. Besides, there is a significant positively relationship between vigour and three of the employability dimensions (i.e., occupational expertise: β = 0.158, p < .10; anticipation and optimisation: β = 0.232, p < .01; personal flexibility: β = 0.169, p < .10).

Furthermore, vigour appeared to account for a slight increase in the total variance explained after having controlled for the control variables (i.e., occupational expertise: ΔR^2 = 0.024, p < .10; anticipation and optimisation: ΔR^2 = 0.051, p < .01; personal flexibility: ΔR^2 = 0.027, p < .10).

The analyses have shown that vigour has a significant positive relationship with occupational expertise, anticipation and optimisation and personal flexibility. Therefore,

support has been found for Hypotheses 2a, 2b and 2c. However, no support has been found for Hypotheses 2d and 2e.

After the analyses for the relationship between vigour and employability, we performed the analyses for dedication. The results of these analyses are shown in Table 5.

Table 5. Results of hierarchical regression analyses for dedication with the dimensions of employability (N = 117)

Variables	**OE** β	**AO** β	**PF** β	**CS**	**BA** β
Step 1:					
Age	0.009	0.237***	0.290***	0.139	-0.052
Gender	0.275***	0.167**	0.139	0.147	0.008
Educational level	0.183**	0.284***	0.240***	0.195**	0.017
Step 2:					
Dedication	0.007	0.239***	0.153*	0.127	0.148
Model Summary:					
Step 1: ΔR^2	0.103***	0.173****	0.163****	0.081**	0.004
Step 2: ΔR^2	0.000	0.056***	0.023*	0.016	0.021
Full model R^2	0.103	0.229****	0.186****	0.097	0.026
Overall F	3.204**	8.326****	6.389****	3.010**	0.741

*p < .10; **p < .05; ***p < .01; ****p < .001

Note: OE = occupational expertise, AO = anticipation and optimisation, PF = personal flexibility, CS = corporate sense, BA = balance

The results indicate that dedication only significantly positively relates to anticipation and optimisation (β = 0.239, p < .01) and personal flexibility (β = 0.153, p < .10). Besides, dedication appeared to account for an increase in the total variance explained of anticipation and optimisation (ΔR^2 = 0.056, p < .01). In addition, dedication accounted for a slight increase in the total variance explained for personal flexibility (ΔR^2 = 0.023, p < .10).

This implies that dedication positively relates to anticipation and optimisation and personal flexibility, which provides support for Hypotheses 3b and 3c. Consequently, no support has been found for Hypotheses 3a, 3d and 3e.

Finally, we conducted hierarchical regression analyses for absorption and the dimensions of employability. These results are shown, on the next page, in Table 6

Table 6. Results of hierarchical regression analyses for absorption with the dimensions of employability (N = 117)

Variables	**OE** *β*	**AO** *β*	**PF** *β*	**CS** *β*	**BA** *β*
Step 1:					
Age	0.007	0.224***	0.277***	0.130	-0.055
Gender	0.275***	0.194**	0.155*	0.160*	0.026
Educational level	0.178*	0.262***	0.211**	0.175*	0.022
Step 2:					
Absorption	0.036	0.246***	0.258***	0.187**	0.032
Model Summary:					
Step 1: ΔR^2	0.103***	0.173****	0.163****	0.081**	0.004
Step 2: ΔR^2	0.001	0.059***	0.065***	0.034**	0.001
Full model R^2	0.104**	0.232****	0.227****	0.115***	0.005
Overall F	3.247**	8.461****	8.246****	3.650***	0.150

*p < .10; **p < .05; ***p < .01; ****p < .001

Note: OE = occupational expertise, AO = anticipation and optimisation, PF = personal flexibility, CS = corporate sense, BA = balance

Absorption significantly positively relates to anticipation and optimisation (β = 0.246, p < .01), personal flexibility (β = 0.258, p < .01) and corporate sense (β = 0.187, p < .05). Moreover, absorption accounted for an increase in the total variance explained of these variables (i.e., anticipation and optimisation: ΔR^2 = 0.059, p < .01; personal flexibility: ΔR^2 = 0.065, p < .01; corporate sense: ΔR^2 = 0.034, p < .05).

Since there is a significant positive relationship between absorption and anticipation and optimisation, personal flexibility and corporate sense, support has been found for Hypotheses 4b, 4c and 4d. Our data did not provide support for Hypotheses 4a and 4e.

Work engagement as a mediator in the relationship between opening leadership behaviour and employability. Before we could run the analyses to test the mediation effect of work engagement, we needed to check three conditions. Condition 1 is similar to Path a and concerns the relationship between opening leadership behaviour and work engagement. This condition was only met for the relationship between opening leadership behaviour and vigour (β = 0.173, p < .10). For dedication and absorption, it was not confirmed that they were predicted by opening leadership behaviour. Therefore, no mediation analyses could be conducted for dedication and absorption and Hypotheses 5b, 5c, 6b, 6c, 7b, 7c, 8b, 8c, 9b and 9c could not be confirmed.

Path b, the second condition, concerns the relationships between the dimensions of work engagement and the dimensions of employability. This condition was partially met. The condition was met for vigour with occupational expertise, anticipation and optimisation and personal flexibility (i.e., occupational expertise: β = 0.158, p < .10; anticipation and optimisation: β = 0.232, p < .01; personal flexibility: β = 0.169, p < .10). Consequently, Hypotheses 8a and 9a could not be tested. Besides, Condition 2 was met for dedication with anticipation and optimisation and personal flexibility (i.e., anticipation and optimisation: β = 0.239, p < .01; personal flexibility: β = 0.153, p < .10). Since there was no significant relationship in Path a for dedication, mediation hypotheses regarding the mediating role of dedication could not be conducted. Finally, Path b was confirmed for absorption with anticipation and optimisation, personal flexibility and corporate sense (i.e., anticipation and optimisation: β = 0.246, p < .01; personal flexibility: β = 0.258, p < .01; corporate sense: β = 0.187, p < .05). Also here, because no significant relationship was found in Path a for absorption, the analyses for the mediation hypotheses relating to absorption could not be performed.

The findings for Path c, concerning the relationship between opening leadership behaviour and the dimensions of employability, are shown in Table 7 on the next page. The results indicate that condition 3 was met, except for the employability dimension balance (i.e., occupational expertise: β = 0.305, p = .001; anticipation and optimisation: β = 0.271, p < .01; personal flexibility: β = 0.290, p < .01; corporate sense: β = 0.372, p < .001).

Combining the outcomes of testing the assumptions, only three mediation hypotheses could be tested. The mediation hypotheses with vigour as a mediator, between the relationship of opening leadership behaviour and occupational expertise, anticipation and optimisation and personal flexibility could be tested. Therefore, Path c' (i.e., the indirect effect) in Table 7, shows the results of these three relationships, after controlling for vigour.

A mediation effect occurs when the results of Path c' become non-significant or closer to zero (Baron & Kenny, 1986). No full mediation was discovered in this model, since the Beta weights became closer to zero but did not have a value of zero (Baron & Kenny, 1986). For the relationship between opening leadership behaviour and the three dimensions of employability (i.e., occupational expertise, anticipation and optimisation and personal flexibility), a partial mediation effect of vigour has been found. As the results in Table 7 show, Beta decreases when vigour is added in the model regarding the relationship between opening leadership behaviour and the dimensions of employability. However, the Sobel test for these partial mediation effects did not confirm partial mediation (i.e., occupation expertise: z = 1.279, n.s.; anticipation and

optimisation: z = 1.542, n.s.; personal flexibility: z = 1.343, n.s.). Therefore, Hypotheses 5a, 6a and 7a could not be confirmed.

Table 7. Beta weights for hierarchical regression analyses (N = 117)

Variables	**VI**	**DE**	**AB**	**OE**	**AO**	**PF**	**CS**	**BA**
	β	*β*	*β*	*β*	*β*	*β*	*β*	*β*
Path A	0.173*	0.144	0.142					
Path B - VI				0.158*	0.232***	0.169*	0.120	0.144
Path B - DE				0.007	0.239***	0.153*	0.127	0.148
Path B – AB				0.036	0.246***	0.258***	0.187**	0.032
Path C				0.305***	0.271***	0.290***	0.372****	0.111
Path C'				0.280***	0.240*	0.275***		

*p < .10; **p < .05; ***p < .01; ****p < .001

Note: VI = vigour, DE = dedication, AB = absorption, OE = occupational expertise, AO = anticipation and optimisation, PF = personal flexibility, CS = corporate sense, BA = balance

Second mediation model.

Opening leadership as a predictor of work engagement. This relationship is identical to the relationship tested in the first hypothesis of the first mediation model. In the data, support was found for the relationship between opening leadership behaviour and vigour (H1a), but there was no support for the relationship between opening leadership behaviour and the other two dimensions of work engagement [i.e., dedication (H1b) and absorption (H1c)].

Health as an outcome of work engagement. To determine the relationship between work engagement and health, an individual hierarchical regression analysis was performed for each dimension of work engagement. The results of these analyses are shown in Table 8, on the next page.

Table 8. Results of hierarchical regression analyses for the dimensions of work engagement with health (N = 117)

Variables	**Health** β	Variables	**Health** β	Variables	**Health** β
Step 1:		*Step 1:*		*Step 1:*	
Age	0.093	Age	0.087	Age	0.070
Gender	-0.048	Gender	-0.071	Gender	-0.073
Educational level	-0.089	Educational level	-0.066	Educational level	-0.086
Step 2:		*Step 2:*		*Step 2:*	
Vigour	0.267***	Dedication	0.207**	Absorption	0.059
Model Summary:		*Model Summary:*		*Model Summary:*	
Step 1: ΔR^2	0.018	Step 1: ΔR^2	0.018	Step 1: ΔR^2	0.018
Step 2: ΔR^2	0.069***	Step 2: ΔR^2	0.042**	Step 2: ΔR^2	0.003
Full model R^2	0.087**	Full model R^2	0.060	Full model R^2	0.021
Overall F	2.665**	Overall F	1.791	Overall F	0.610

*p < .10; **p < .05; ***p < .01; ****p < .001

Table 8 shows that none of the control variables has a significant influence on health. Vigour has a positive significant relationship with health (β = 0.267, p < .01). Furthermore, vigour appeared to account for an increase in the total variance explained of health (ΔR^2 = 0.069, p < .01), after having controlled for the control variables (ΔR^2 = 0.018, n.s.). Hence, there is a positive relationship between vigour and health. Therefore, Hypothesis 10 is supported by our data. Also, dedication has a positive significant relationship with health (β = 0.207, p < .05) and accounted for an increase in the total variance explained (ΔR^2 = 0.042, p < .05), after having controlled for the control variables (ΔR^2 = 0.018, n.s.). Therefore, we found support for Hypothesis 11. Finally, there is no significant positive relationship between absorption and health. Therefore, Hypotheses 12 is not supported.

Work engagement as a mediator in the relationship between opening leadership behaviour and health. Before we could run the analyses to test the mediation effect of work engagement, we needed to check three conditions. Condition 1 is similar to Path a and concerns the relationship between opening leadership behaviour and work engagement. As mentioned before, this condition was only met for the relationship between opening leadership behaviour and vigour (β = 0.173, p < .10). For dedication and absorption, it was not confirmed that they were predicted by opening leadership behaviour. Furthermore, Path b (i.e., the second condition) was significant for vigour (β = 0.267, p < .01) and dedication (β = 0.207, p < .05). This implies that no mediation analyses could be conducted for absorption, but also not for

dedication as Path a was not significant. Therefore, Hypotheses 13b and 13c could not be confirmed.

The findings for Path c, concerning the relationship between opening leadership behaviour and health, are shown in Table 9. Since there is no significant relationship between opening leadership behaviour and health, Condition 3 is not met. Therefore, no mediation analyses could be conducted for vigour as a mediator between opening leadership behaviour and health. Consequently, Hypothesis 13a could not be confirmed.

Table 9. Beta weights for hierarchical regression analyses (*N* = 117)

Variables	**VI**	**DE**	**AB**	**Health**
	β	*β*	*β*	*β*
Path A	0.173*	0.144	0.142	
Path B - VI				0.267***
Path B - DE				0.207**
Path B – AB				0.059
Path C				-0.035

*$p < .10$; **$p < .05$; ***$p < .01$; ****$p < .001$

Note: VI = vigour, DE = dedication, AB = absorption

Discussion

Reflection upon the results

Reflection upon opening leadership behaviour as a predictor of work engagement.

The first hypothesis stated that opening leadership behaviour was positively related to work engagement. This hypothesis was only partially confirmed. More specifically, the work engagement dimension vigour was predicted by opening leadership behaviour. However, it was not confirmed that opening leadership behaviour is a predictor of dedication and absorption. These findings are not in line with previous research, in which a positive relationship was found between leadership and work engagement, using the same three sub-scales (e.g., Babcock-Roberson & Strickland, 2010; Vincent-Höper, Muser, & Janneck, 2012).

According to Bakker and Demerouti (2007), every occupation is characterised by certain job demands and job resources. As previous research has shown, work engagement is positively associated with job resources (e.g., Bakker & Bal, 2010; Bakker & Demerouti, 2008; Christian et al., 2011; Hakanen et al., 2005; Salanova & Schaufeli, 2008; Schaufeli & Bakker, 2004; Schaufeli et al., 2009) and leadership can be seen as a job resource (Bakker & Demerouti, 2007). Although job demands can be negatively experienced by employees, this is not always the case. Bakker and Demerouti (2007) stated that job demands are negative when meeting these demands costs too much effort or if employees cannot recover. Consequently, some job demands might act as a job resource for employees. Furthermore, previous research found positive relationships between job demands and work engagement (e.g., Bakker, Van Emmerik, & Euwema, 2006; Sonnentag, 2003; Xanthopoulou, Bakker, Demerouti, & Bakker, 2007). This indicates that job demands might influence the relationship between job resources and work engagement. Therefore, future research is needed in which the possible moderation effect of job demands on the relationship between opening leadership behaviour and work engagement is considered.

Another explanation might be that there are many different job resources which could have an impact on work engagement, for example, organisational or personal resources (Schaufeli, 2012). Since no significant positive relationship has been found for opening leadership behaviour with dedication and absorption, it could be possible that these two dimensions of work engagement are influenced by other resources, like job rotation, self-efficacy or organisational support (Schaufeli, 2012). In line with this, future research could determine which resources influence dedication and absorption and which relationship exists between these resources and opening leadership behaviour.

Finally, in line with theory and previous research we hypothesised that because opening leadership behaviour is a job resource it will have a positive relationship with work engagement. However, in contrast to our expectations we found opening leadership behaviour to be only positively significantly related to vigour. This suggests that opening leadership behaviour alone is not enough to establish a relationship with all dimensions of work engagement. Therefore, it might be possible that a third variable is needed for the relationship between opening leadership behaviour and work engagement. As a result, the relationship between opening leadership behaviour and vigour might be a spurious relationship (MacCallum & Mar, 1995). An example of a variable that could influence both opening leadership behaviour and work engagement and the relationship between the two, is the leader-member exchange (LMX) (Bauer & Green, 1996). The leader-member exchange (LMX) concerns the relationship between the direct supervisor and employee (Bauer & Green, 1996). The LMX influences the behaviours of supervisors and a positive relationship might result in more freedom for employees in how to perform their job (Bauer & Green, 1996). Freedom in how to perform a job is one of the characteristics of opening leadership behaviour (Rosing et al., 2011). Consequently, the LMX might have a positive influence on opening leadership behaviour. Furthermore, research has shown that the LMX is positively related to work engagement (e.g., Agarwal, Datta, Blake-Beard, & Bhargava, 2012). As a result, future research could investigate whether a positive relationship is found between opening leadership behaviour and work engagement when the effect of the LMX is incorporated.

Reflection upon the hypothesised relationship between work engagement and employability. The relationship between work engagement and employability, was examined by three hypotheses (i.e., Hypotheses 2 to 4) in which each hypothesis focused on one dimension of work engagement. Hypothesis 2 was referring to the relationship between vigour and the dimensions of employability. This hypothesis was confirmed for occupational expertise, anticipation and optimisation and personal flexibility. Besides, Hypothesis 3 focused on the relationship between dedication and the dimensions of employability and was confirmed for anticipation and optimisation and personal flexibility. Finally, Hypothesis 4 referred to absorption. This hypothesis was confirmed for anticipation and optimisation, personal flexibility and corporate sense. These results are not in line with previous research regarding the relationship between work engagement and employability, in which all dimensions of work engagement where positively related to all employability dimensions (Van der Heijden & Bakker, 2011).

The outcomes of the hypotheses testing have shown that all dimensions of work engagement have a positive relationship with anticipation and optimisation and with personal flexibility. The positive relationship with anticipation and optimisation can be explained by the "happy-productive worker thesis". According to Cropanzano and Wright (2001), engaged people are more sensitive to current and future opportunities at work. Furthermore, it appeared that work engagement is an indicator for successful adaptation to change (Van den Heuvel, Demerouti, Bakker, & Schaufeli, 2010). This implies that engaged employees are more adaptable to change, which might be a good explanation for the positive relationship with personal flexibility.

For our research, it appeared that vigour is the only dimension of work engagement that is positively significantly related to occupational expertise. Therefore, we may conclude that persistence and the willingness to invest effort (i.e., being a proxy of vigour in our opinion) are needed to enlarge your occupational expertise. This can be explained by deliberate practice (Ericsson, Krampe, & Tesch-Römer, 1993). According to Ericsson et al. (1993), deliberate practice concerns activities that are designed to improve skills and is needed to acquire expertise. Deliberate practice requires effort, as investing all your effort results in the greatest skill improvement, and persistence as skill improvements take time and are not directly visible (Ericsson et al., 1993). Since vigour concerns persistence and the willingness to invest effort, deliberate practice might be the explanation for the relationship between vigour and occupational expertise.

In this research, we have focused on work engagement which could mean an over-focus on work (e.g., people find it hard to detach themselves from their work and are willing to invest effort in their job). Therefore, employees who experience work engagement do not necessarily experience life engagement. Because vigour means being persistent and the willingness to invest effort in work, this could result in employees focussing on their work and as a result spent more time at their job. Consequently, this could lead to tensions with their family role (Van der Heijden, Demerouti, & Bakker, 2008) which is negative for the employability dimension balance. The possibility of tensions with the family role, might also be the reason why there is no significant positive relationship between absorption and balance. If employees find it hard to detach themselves from work, it is possible that they keep thinking about work even if they are home. This could result in conflicts with their family role. In addition, balance could be influenced by numerous factors. It could be that positive significant relationships were found when these factors were included in the analysis. Therefore, future research could focus

on which factors influence the employability dimension balance and if incorporating these factors will lead to a positive significant relationship between work engagement and balance.

Reflection upon work engagement as a mediator between opening leadership behaviour and employability. Hypotheses 5 to 9 referred to the partial mediation effect of work engagement in the relationship between opening leadership behaviour and employability. For dedication and absorption no mediation analyses could be conducted, since for these variables the assumptions required for mediation analysis were not met.

Furthermore, a direct relationship was found between opening leadership behaviour and all employability dimensions, except for the dimension balance. This is not in line with previous research, which also found a direct relationship with balance (Champs & Rodríguez, 2011). Our findings could be explained by the fact that it is not necessarily the case that opening leadership behaviour supports employees in seeing work interests as in line with their own interests.

For vigour, a mediation analysis could be performance with occupational expertise, anticipation and optimisation and personal flexibility, because only for these dimensions of employability the required assumptions for mediation analysis were met. The outcomes of the mediation analyses confirmed a partial mediation effect. This implies that although vigour mediated the relationship between opening leadership behaviour and occupational expertise, anticipation and optimisation and personal flexibility, there is still a direct effect. This might be explained by the fact that leaders can influence the behaviours of employees and therefore, encourage them to develop occupational expertise and adapt to changes.

However, the partial mediation effect was not confirmed by the Sobel test. This can be explained by our small sample size and non-normal distributions, since a large sample size and normal distributions are necessary conditions for the Sobel test (Hayes, 2009; Preacher & Leonardelli, 2017). Therefore, future research based on a large sample size and with the outcomes following a normal distribution is needed to test whether vigour mediates the relationship between opening leadership behaviour and occupational expertise, anticipation and optimisation and personal flexibility.

Reflection upon of the hypothesised effect of work engagement on health. Hypotheses 10 to 12 were referring to the positive relationship between the dimensions of work engagement and health. Our data provided support for Hypotheses 10 and 11, which implies that there is a positive relationship between vigour and health, and between dedication and health. These results are in line with theories about work engagement and health. Schaufeli and

Bakker (2004) argued that vigour and dedication are the opposite of burnout and according to Hakanen et al. (2006), burnout is negatively related to health. In addition, Schaufeli and Bakker (2004) mentioned that there is a positive relationship between work engagement, including all three dimensions on the one hand, and health, on the other hand. However, our data did not confirm the positive relationship between absorption and health (i.e., Hypotheses 12). This might be explained by the fact that employees who experience absorption find it difficult to detach themselves from their work (Schaufeli & Bakker, 2004). As a result, these employees might have less time to recover from work. In line with the effort-recovery model, having enough time to recover is essential for maintaining health (Demerouti, Bakker, Geurts, & Taris, 2009). A suggestion for future research might be to examine if absorption is negatively related to health or to include recovery time as a variable.

Reflection upon work engagement as a mediator between opening leadership behaviour and health. Hypotheses 13 stated that the relationship between opening leadership behaviour and health is partially mediated by the dimensions of work engagement. For the dimensions dedication and absorption, no mediation analysis could be performed, since the required assumptions for mediation analysis were not met. Also, for vigour no mediation analysis could be performed, since no direct relationship between opening leadership behaviour and health was found. We hypothesised that because leadership is a job resources, it is positively related to health. However, this was not in line with our findings. As a result, work engagement did not appear to be a mediator between opening leadership behaviour and health.

Previous research has been done in which no direct relationship between leadership and health was found (Nyberg et al., 2005). For example, Mazur and Lynch (1989) found that behaviour of leaders was not a significant predictor of burnout, which is a proxy for health. Rather other organisational factors, like the work environment and support, appeared to predict health. It might be the case that opening leadership behaviour does not make a difference in health, but organisational factors will do. However, as we did not account for organisational factors this might be the reason why we did not found a significant positive relationship between opening leadership behaviour and health. Therefore, future research could examine whether there is a direct positive relationship between opening leadership behaviour and health when there is accounted for organisational factors. Furthermore, future research could determine which specific organisational factors influence the relationship between opening leadership behaviour and health.

Reflection upon the choice of the control variables in this study. To increase the validity of the results, three control variables were included in the analyses (i.e., age, gender and educational level). In the first mediation model, the control variables did have an effect on at least one employability dimension. However, none of the control variables had an influence on balance. In the second mediation model, almost no significant results were found for the influence of the control variables. It was remarkable that age did not have a significant influence on health, as it is commonly assumed that health decreases when people become older (Sterns & Miklos, 1995).

We decided to choose age as control variable instead of tenure, because age was expected to have an influence on work engagement and health (see the methodology section for a justification of this). Since age affected vigour only, future research could incorporate tenure to determine if this control variable has a significant influence on the independent variables and if results would be different when tenure is included in the analyses.

Limitations and recommendations for future research

This study has some limitations that should be considered. A first limitation is related to the sample size of this study. There are different thoughts about the required sample size. For example, Field (2013) advised to use at least 10 to 15 items per variable, which in this study would result in a required sample size of 70 to 105. However, Maxwell (2000) stated that approximately 650 respondents are needed when you have 7 predictors. Ultimately, it can be concluded that our sample is relatively small, which has a negative influence on the statistical power of the present research (Field, 2013). Besides, because of the small sample size we have decided to test less stringent to find statistical significant relationships. However, still this resulted in a limited number of significant relationships. Therefore, future research with a large sample size is needed to test our two mediation models to examine if relationships between variables exist and if work engagement acts as a mediator. In addition, the confirmatory factor analyses for employability and work engagement resulted in items loading of factors to which they do not belong. This could also be the result of our small sample size, as factor analysis requires a large sample (Field, 2013). Furthermore, some of the Cronbach's alphas found in our research were lower than the values found in previous research.

The small sample size could be the result of some problems that have occurred during data collection. Some organisations did not want to participate for privacy reasons. They thought this research would give competitors knowledge which would result in competitive advantage against their organisation. Besides, many organisations thought that participation

would take too much time, as both the supervisor and employee needed to participate. Furthermore, after some direct supervisors accepted to participate they withdraw their participation because of time or personal questions. Another problem that occurred was once employees started the questionnaire, they could not finish it after they had stopped in the meantime. These employees received a new invitation, but many respondents did not fill in the questionnaire. As a result, several pairs of employees and their direct supervisor needed to be excluded from the sample. Besides, there were a lot of employees who filled in the questionnaire but their direct supervisor did not or the other way around. As a result, these respondents also needed to be excluded from the sample.

A second limitation, related to the questionnaire, is that given the feedback that employees thought the survey was too long, it is possible that they have rushed to finish the questionnaire. This could influence the credibility of the data. Furthermore, all data were gathered by using questionnaires which raises the possibility of response set consistencies (Van der Heijden & Bakker, 2011). Because most of the items were positively formulated, positive response set could be present. To overcome this, future research might include more variation in positively and negatively stated questions (Vennix, 2011). On the other hand, this could also lead to mistakes because of expectations of the respondents regarding consistency in scale anchors' directions.

A third limitation is that more topics were measured with the questionnaire than used in this study. The questionnaire also contained topics like stereotyping and career insecurity, which could be perceived as sensitive or have a negative connotation. This could have influenced the answers employees have given on items related to the topics used in this study.

Another limitation has been identified regarding the use of direct supervisor ratings for the concept employability. Although supervisors have a prominent role in judging employees and the effect of their ratings on the careers of employees, there is the possibility of the hardness effect (Oosterveld & Vorst, 1996). The hardness effect implies that direct supervisors tend to place more emphasis on the negative sides of the performance and behaviour of employees (Oosterveld & Vorst, 1996). Therefore, future research could determine the extent to which the hardness effect is present and test whether the results would be different if employee ratings were used. In addition, for the other variables self-ratings of employees were used which could imply that the leniency effect was present, as people tend to give a rosier image about themselves (Arnold & MacKenzie Daveys, 1992; Campbell & Lee, 1988; Harris & Schaubroeck, 1988; Hoffman et al., 1991; Holzbach, 1978). Therefore, future research could

use both the ratings of employees and their direct supervisors to create a more accurate view which might increase the validity of the outcomes.

Related to the use of self-ratings for all variables, except for employability, is the possibility of common-method bias in the second mediation model (Podsakoff et al., 2003). Although we were aware of this problem, we deliberately choose to include only self-ratings of employees. It was possible to include the direct supervisor ratings about their opening leadership behaviour, but that would raise the possibility of the leniency effect (Arnold & MacKenzie Daveys, 1992; Campbell & Lee, 1988; Harris & Schaubroeck, 1988; Hoffman et al., 1991; Holzbach, 1978). To overcome this effect and since it can be assumed that the perceptions of employees about the behaviour of their direct supervisor will be of influence on the work behaviour of employees, we choose to use the ratings of employees.

In addition, this study is cross-sectional since all data were collected at one point in time (Vennix, 2011), which makes it difficult to test causality (Van der Heijden & Bakker, 2011). Therefore, research with a longitudinal design is needed to address causality in both mediation models (De Vos, De Hauw, & Van der Heijden, 2011; Taris & Kompier, 2003). Furthermore, by testing the relationship between opening leadership behaviour and work engagement in both mediation models there is an increased risk of capitalisation on chance (MacCallum & Mar, 1995). Therefore, future research should use structural equation modelling (SEM) in which both mediation models can be tested at the same time.

Finally, the generalisability of this study is somewhat limited. Although a broad range of sectors were used for this study, the transport and telecommunication sector were underrepresented. In addition, there was no equal distribution of men and women, since there were more female employees and more male supervisors who participated. Besides, most employees and supervisors had a high educational level and only Dutch organisations were included. To increase the generalisability, future research needs to use a sample containing more respondents in the transport and telecommunication sector. Besides, the sample should contain more respondents with lower educational levels, an equal distribution of men and women and organisations from other countries.

Theoretical contributions and practical implications

The aim of this research was to contribute to the scholarly literature on ambidextrous leadership by examining the relationship between opening leadership behaviour and sustainable employability. Opening leadership behaviour is a form of ambidextrous leadership and assumed to be contrary to closing leadership behaviour, which is also a form of ambidextrous leadership

(Rosing et al., 2011). Furthermore, we combined the three indicators of sustainable employability identified by Van der Klink et al. (2016), namely: employability, work engagement and health, in one and the same empirical study. In addition, we wanted to determine if work engagement could act as a mediator between opening leadership behaviour and the other two dimensions of sustainable employability (i.e., employability and health).

Although our research could not confirm the partial mediating role of work engagement, as we did not find a significant partial mediation effect with the Sobel test, we provided a first indication that work engagement could act as a mediator. This contributes to the literature about sustainable employability, by showing that work engagement is rather a predicator of sustainable employability than an indicator. Furthermore, we confirmed that opening leadership behaviour is positively related to vigour and the employability dimensions, except for balance. This complements the ambidextrous leadership theory by showing that opening leadership behaviour does not only lead to effective innovation processes (Rosing et al., 2011), but also enhances vigour and the employability of employees. However, opening leadership behaviour did not have a significant positive relationship with the other two dimensions of work engagement (i.e., dedication and absorption) and health.

Our research also provided empirical evidence that work engagement effects several employability dimensions. All dimensions of work engagement were positively related to anticipation and optimisation and personal flexibility. In addition, vigour was positively related to occupational expertise and absorption to corporate sense. Also, vigour and dedication were positively related to health. This complements the literature on sustainable employability, by showing that the indicator work engagement rather is a predicator than an indicator given our model outcomes.

Next to these theoretical implications, there are some practical implications. As mentioned before, empirical evidence was found for opening leadership behaviour being a predictor of employability, except for the dimension balance. This implies that managers should invest in leadership training, so that they know how to increase the employability of employees, which is an important aspect of sustainable employability. For example, leaders could stimulate training to increase occupation expertise or make sure that employees are prepared to identify and adapt to changes. Because, no significant positive relationship was found between opening leadership behaviour and balance, managers need to pay extra attention to make sure there is a balance between interests. This could be achieved by having conversations with employees about for example, work-life balance or about how possible tensions between interests could be solved.

A second practical implication is, that organisations need to pay attention to how they can enhance the work engagement of employees. Opening leadership behaviour was only related to vigour. To increase dedication and absorption managers could have a conversation with employees to determine which job resources they want to have, since job resources are assumed to be positively related to work engagement (e.g., Bakker & Bal, 2010). When managers have these conversations, it is also important that they also pay attention to job demands, since not all job demands are negatively experienced by all employees (Bakker & Demerouti, 2007). Because of a higher work engagement, employability will also increase. However, work engagement was not positively related to balance. Therefore, as mentioned before, managers need to have a conversation with their employees about work-home balance and about how possible tensions between interests could be solved. This is also important regarding the fact that no significant positive relationship was found between absorption and health.

Furthermore, opening leadership behaviour was not significantly positively related to health. To make sure employees stay healthy, organisations could offer a vitality program or try to reduce stress related to the job. In addition, it seems that organisational factors have an impact on the health of employees. Therefore, managers could determine which factors have a positive and negative impact, so that they can increase of decrease the exposure of employees to these factors, if possible.

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Appendix

Appendix I – Factor analyses

Factor analysis for ambidextrous leadership to which opening leadership belongs.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,796
Bartlett's Test of Sphericity	Approx. Chi-Square	606,323
	df	91
	Sig.	,000

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	3,937	28,119	28,119	3,421	24,435	24,435	3,362
2	3,160	22,569	50,688	2,609	18,637	43,072	2,678
3	1,195	8,536	59,225				
4	,942	6,725	65,950				
5	,857	6,118	72,068				
6	,622	4,439	76,507				
7	,576	4,117	80,624				
8	,507	3,618	84,243				
9	,490	3,502	87,745				
10	,462	3,302	91,046				
11	,401	2,863	93,909				
12	,383	2,738	96,647				
13	,255	1,824	98,471				
14	,214	1,529	100,000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Factor Correlation Matrix

Factor	1	2
1	1,000	,023
2	,023	1,000

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

Communalities

	Initial	Extraction
EAMBOPEN_EAMBOPEN_1 - Staat meerdere manieren toe om een taak te vervullen	,448	,360
EAMBOPEN_EAMBOPEN_2 - Moedigt experimenten aan met verschillende ideeën	,585	,502
EAMBOPEN_EAMBOPEN_3 - Motiveert om risico's te nemen	,598	,550
EAMBOPEN_EAMBOPEN_4 - Biedt de mogelijkheid om onafhankelijk te denken en handelen	,591	,520
EAMBOPEN_EAMBOPEN_5 - Geeft ruimte voor eigen ideeën	,588	,541
EAMBOPEN_EAMBOPEN_6 - Staat (het maken van) fouten toe	,453	,448
EAMBOPEN_EAMBOPEN_7 - Moedigt het leren van fouten aan	,422	,409
EAMBCLOSE_EAMBCLOSE_1 - Bewaakt en controleert het bereiken van doelen	,503	,520
EAMBCLOSE_EAMBCLOSE_2 - Heeft routines vastgesteld	,502	,541
EAMBCLOSE_EAMBCLOSE_3 - Treedt corrigerend op	,406	,444
EAMBCLOSE_EAMBCLOSE_4 - Controleert de naleving van regels	,463	,529
EAMBCLOSE_EAMBCLOSE_5 - Benadrukt uniforme taakvervulling	,376	,375

Pattern Matrix[a]

	Factor 1	Factor 2
EAMBOPEN_EAMBOPEN_1 - Staat meerdere manieren toe om een taak te vervullen	,593	-,109
EAMBOPEN_EAMBOPEN_2 - Moedigt experimenten aan met verschillende ideeën	,702	,082
EAMBOPEN_EAMBOPEN_3 - Motiveert om risico's te nemen	,740	,022
EAMBOPEN_EAMBOPEN_4 - Biedt de mogelijkheid om onafhankelijk te denken en handelen	,721	-,026
EAMBOPEN_EAMBOPEN_5 - Geeft ruimte voor eigen ideeën	,735	-,047
EAMBOPEN_EAMBOPEN_6 - Staat (het maken van) fouten toe	,670	-,008
EAMBOPEN_EAMBOPEN_7 - Moedigt het leren van fouten aan	,625	,124
EAMBCLOSE_EAMBCLOSE_1 - Bewaakt en controleert het bereiken van doelen	,094	,713
EAMBCLOSE_EAMBCLOSE_2 - Heeft routines vastgesteld	,161	,714
EAMBCLOSE_EAMBCLOSE_3 - Treedt corrigerend op	-,097	,662
EAMBCLOSE_EAMBCLOSE_4 - Controleert de naleving van regels	,035	,726

Factor analysis for employability.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,895
Bartlett's Test of Sphericity	Approx. Chi-Square	1585,174
	df	231
	Sig.	,000

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	9,449	42,949	42,949	9,089	41,316	41,316	6,394
2	1,947	8,849	51,797	1,610	7,320	48,636	5,385
3	1,639	7,448	59,245	1,159	5,267	53,903	1,909
4	1,351	6,140	65,385	1,033	4,697	58,600	6,236
5	1,055	4,794	70,180	,703	3,195	61,795	5,216
6	,887	4,030	74,210				
7	,622	2,828	77,038				
8	,596	2,711	79,749				
9	,565	2,569	82,318				
10	,507	2,304	84,621				
11	,469	2,130	86,751				
12	,444	2,017	88,768				
13	,392	1,781	90,549				
14	,362	1,647	92,196				
15	,307	1,396	93,592				
16	,276	1,255	94,847				
17	,234	1,065	95,912				
18	,221	1,005	96,917				
19	,205	,933	97,851				
20	,177	,803	98,654				
21	,164	,745	99,399				
22	,132	,601	100,000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Communalities

	Initial	Extraction
SOCCEXP_SOCCEXP_1 - Hij/zij was in het afgelopen jaar, over het algemeen, _____ in staat om zijn/haar werkzaamheden secuur en met weinig fouten uit te voeren.	,637	,640
SOCCEXP_SOCCEXP_2 - Hij/zij was in het afgelopen jaar, over het algemeen, _____ in staat om snel beslissingen ten aanzien van zijn/haar werkaanpak te nemen.	,692	,788
SOCCEXP_SOCCEXP_3 - Hij/zij is over het algemeen _____ in staat om hoofd- en bijzaken te onderscheiden en prioriteiten te stellen.	,610	,609
SOCCEXP_SOCCEXP_4 - Afgaande op mijn ervaring met hem/haar acht ik hem/haar _____ in staat om de 'voors en tegens' van bepaalde keuzes omtrent werkmethoden, materialen en technieken op zijn/haar gebied af te wegen en te beredeneren.	,672	,653
SOCCEXP_5_SOCCEXP_5 - Zijn/haar vaardigheden zijn kwalitatief gezien van _____ niveau.	,627	,662

SANTIC_1_SANTIC_1 - Naar mijn mening besteedt hij/zij _____ tijd aan verbetering van dié kennis en vaardigheden die zijn/haar werk ten goede komen.	,638	,627
SANTIC_2_SANTIC_2 - Hij/zij besteedt _____ bewust aandacht aan het toepassen van door hem/haar nieuw verworven kennis en vaardigheden.	,671	,690
SANTIC_2_SANTIC_3 - Hij/zij is in het afgelopen jaar _____ actief bezig geweest met het verkennen van aangrenzende gebieden om te zien waar succes geboekt zou kunnen worden.	,744	,806
SANTIC_2_SANTIC_4 - Hij/zij heeft in het afgelopen jaar _____ met zijn/haar werk aangesloten bij de nieuwste ontwikkelingen op zijn/haar werkgebied	,656	,677
SPERSFLEX_1_SPERSFLEX_1 - Hij/zij past zich _____ aan veranderingen op zijn/haar werkplek aan.	,726	,862
SPERSFLEX_2_SPERSFLEX_2 - Hij/zij past zich _____ aan ontwikkelingen binnen onze organisatie aan	,683	,674
SPERSFLEX_3_SPERSFLEX_3 - Hij/zij speelt over het algemeen _____ in op veranderingen in zijn/haar werkomgeving.	,726	,693

SPERSFLEX_4_SPERSFLEX_4 - Hij/zij streeft ernaar dat zijn/haar takenpakket _____ is	,515	,499
SPERSFLEX_5_SPERSFLEX_5 - Hij/zij staat _____ tegenover veranderingen in zijn/haar functie.	,538	,469
SCORPSENSE_SCORPSENSE_1 - Hij/zij ondersteunt _____ de bedrijfsprocessen binnen de organisatie.	,578	,523
SCORPSENSE_SCORPSENSE_2- In zijn/haar werk neemt hij/zij _____ het initiatief om verantwoordelijkheden met collega's te delen.	,699	,694
SCORPSENSE_SCORPSENSE_3 - In onze organisatie neemt hij/zij _____ deel aan het vormen van een gemeenschappelijke visie met betrekking tot waarden en doelen	,559	,538
SCORPSENSE_SCORPSENSE_4 - Hij/zij deelt zijn/haar ervaring en kennis _____ met anderen.	,719	,651
SBALANCE_SBALANCE_1 - Zijn/haar werk en privéleven zijn _____ in balans.	,450	,514

SBALANCE_SBALANCE_2 - Zijn/haar werkinspanningen zijn _____ in verhouding met wat hij/zij er voor terug krijgt (primaire en secundaire arbeidsvoorwaarden, werkplezier)	,427	,445
SBALANCE_SBALANCE_3 - De tijd die hij/zij besteedt aan zijn/haar werk en loopbaanontwikkelingen enerzijds, en zijn/haar persoonlijke ontwikkeling en ontspanning anderzijds, is _____ evenwichtig verdeeld.	,486	,384
SBALANCE_SBALANCE_4 - De mate waarin hij/zij gericht is op het bereiken van zijn/haar eigen werkdoelen is _____ in balans met de mate waarin hij/zij collega's ondersteunt.	,505	,496

Extraction Method: Principal Axis Factoring.

Pattern Matrix[a]

	Factor				
	1	2	3	4	5
SCORPSENSE_SCORPSENSE_4 - Hij/zij deelt zijn/haar ervaring en kennis _____ met anderen.	,668				
SCORPSENSE_SCORPSENSE_2- In zijn/haar werk neemt hij/zij _____ het initiatief om verantwoordelijkheden met collega's te delen.	,627				

SCORPSENSE_SCORPSENSE_3 - In onze organisatie neemt hij/zij _____ deel aan het vormen van een gemeenschappelijke visie met betrekking tot waarden en doelen	,609				
SPERSFLEX_4_SPERSFLEX_4 - Hij/zij streeft ernaar dat zijn/haar takenpakket _____ is	,580				
SCORPSENSE_SCORPSENSE_1 - Hij/zij ondersteunt _____ de bedrijfsprocessen binnen de organisatie.	,480				
SOCCEXP_SOCCEXP_2 - Hij/zij was in het afgelopen jaar, over het algemeen, _____ in staat om snel beslissingen ten aanzien van zijn/haar werkaanpak te nemen.		,883			
SOCCEXP_SOCCEXP_1 - Hij/zij was in het afgelopen jaar, over het algemeen, _____ in staat om zijn/haar werkzaamheden secuur en met weinig fouten uit te voeren.		,827			
SOCCEXP_SOCCEXP_3 - Hij/zij is over het algemeen _____ in staat om hoofd- en bijzaken te onderscheiden en prioriteiten te stellen.		,720			
SOCCEXP_5_SOCCEXP_5 - Zijn/haar vaardigheden zijn kwalitatief gezien van _____ niveau.		,579	-,329		

SOCCEXP_SOCCEXP_4 - Afgaande op mijn ervaring met hem/haar acht ik hem/haar _____ in staat om de 'voors en tegens' van bepaalde keuzes omtrent werkmethoden, materialen en technieken op zijn/haar gebied af te wegen en te beredeneren.		,575			
SBALANCE_SBALANCE_1 - Zijn/haar werk en privéleven zijn _____ in balans.			,708		
SBALANCE_SBALANCE_2 - Zijn/haar werkinspanningen zijn _____ in verhouding met wat hij/zij er voor terug krijgt (primaire en secundaire arbeidsvoorwaarden, werkplezier)			,618		
SBALANCE_SBALANCE_4 - De mate waarin hij/zij gericht is op het bereiken van zijn/haar eigen werkdoelen is _____ in balans met de mate waarin hij/zij collega's ondersteunt.			,338		
SANTIC_2_SANTIC_4 - Hij/zij heeft in het afgelopen jaar _____ met zijn/haar werk aangesloten bij de nieuwste ontwikkelingen op zijn/haar werkgebied				-,851	

SANTIC_2_SANTIC_3 - Hij/zij is in het afgelopen jaar _____ actief bezig geweest met het verkennen van aangrenzende gebieden om te zien waar succes geboekt zou kunnen worden.				-,818	
SANTIC_1_SANTIC_1 - Naar mijn mening besteedt hij/zij _____ tijd aan verbetering van dié kennis en vaardigheden die zijn/haar werk ten goede komen.				-,636	
SANTIC_2_SANTIC_2 - Hij/zij besteedt _____ bewust aandacht aan het toepassen van door hem/haar nieuw verworven kennis en vaardigheden.				-,620	
SBALANCE_SBALANCE_3 - De tijd die hij/zij besteedt aan zijn/haar werk en loopbaanontwikkelingen enerzijds, en zijn/haar persoonlijke ontwikkeling en ontspanning anderzijds, is _____ evenwichtig verdeeld.	,307			-,396	
SPERSFLEX_1_SPERSFLEX_1 - Hij/zij past zich _____ aan veranderingen op zijn/haar werkplek aan.					,897
SPERSFLEX_2_SPERSFLEX_2 - Hij/zij past zich _____ aan ontwikkelingen binnen onze organisatie aan					,703

SPERSFLEX_3_SPERSFLEX_3 - Hij/zij speelt over het algemeen _____ in op veranderingen in zijn/haar werkomgeving.					,568
SPERSFLEX_5_SPERSFLEX_5 - Hij/zij staat _____ tegenover veranderingen in zijn/haar functie.					,487

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 17 iterations.

Factor Correlation Matrix

Factor	1	2	3	4	5
1	1,000	,416	,184	-,563	,509
2	,416	1,000	,186	-,449	,323
3	,184	,186	1,000	-,193	,134
4	-,563	-,449	-,193	1,000	-,437
5	,509	,323	,134	-,437	1,000

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

Factor analysis for health.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,693
Bartlett's Test of Sphericity	Approx. Chi-Square	159,257
	df	10
	Sig.	,000

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,576	51,516	51,516	2,101	42,012	42,012
2	,849	16,983	68,499			
3	,715	14,290	82,789			
4	,597	11,943	94,732			
5	,263	5,268	100,000			

Extraction Method: Principal Axis Factoring.

Rotated Factor Matrix[a]

a. Only one factor was extracted. The solution cannot be rotated.

Communalities

	Initial	Extraction
EHEALTH_1_HEALTH_1 - Hoe vindt u uw gezondheid over het algemeen?	,430	,459
EHEALTH_EHEALTH_2 - Ik lijk wat gemakkelijker ziek te worden dan andere mensen.	,366	,363
EHEALTH_EHEALTH_3 - Ik ben even gezond als iedereen die ik ken.	,232	,179
EHEALTH_EHEALTH_4 - Ik verwacht dat mijn gezondheid slechter wordt.	,207	,239
EHEALTH_EHEALTH_5 - Mijn gezondheid is uitstekend.	,607	,860

Extraction Method: Principal Axis Factoring.

Factor analysis for work engagement.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,888
Bartlett's Test of Sphericity	Approx. Chi-Square	1211,051
	df	136
	Sig.	,000

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	7,860	46,233	46,233	7,478	43,986	43,986	6,696
2	1,647	9,689	55,922	1,195	7,030	51,016	4,130
3	1,377	8,098	64,019	,979	5,756	56,772	5,112
4	,955	5,616	69,635				
5	,852	5,009	74,644				
6	,629	3,700	78,343				
7	,588	3,459	81,803				
8	,502	2,952	84,755				
9	,440	2,588	87,343				
10	,430	2,528	89,871				
11	,388	2,283	92,154				
12	,325	1,909	94,063				
13	,309	1,820	95,883				
14	,251	1,476	97,359				
15	,190	1,116	98,475				
16	,141	,827	99,302				
17	,119	,698	100,000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Factor Correlation Matrix

Factor	1	2	3
1	1,000	,513	,603
2	,513	1,000	,416
3	,603	,416	1,000

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

Communalities

	Initial	Extraction
EVIGOR_EVITAL_1 - Op mijn werk bruis ik van energie.	,643	,604
EVIGOR_EVITAL_2 - Als ik werk, voel ik mij fit en sterk.	,741	,681
EVIGOR_EVITAL_3 - Als ik ’s morgens opsta, heb ik zin om aan het werk te gaan.	,610	,532
EVIGOR_EVITAL_4 - Als ik aan het werk ben, dan kan ik heel lang doorgaan.	,505	,452
EVIGOR_EVITAL_5 - Op mijn werk beschik ik over een grote mentale (geestelijke) toewijding.	,619	,733
EVIGOR_EVITAL_6 - Op mijn werk zet ik altijd door, ook als het tegenzit.	,542	,541
EDEDIC_EDEDIC_1 - Ik vind het werk dat ik doe nuttig en zinvol.	,595	,580
EDEDIC_EDEDIC_2 - Ik ben enthousiast over mijn baan.	,821	,863
EDEDIC_EDEDIC_3 - Mijn werk inspireert mij.	,805	,809
EDEDIC_EDEDIC_4 - Ik ben trots op het werk dat ik doe.	,712	,629
EDEDIC_EDEDIC_5 - Mijn werk is voor mij een uitdaging.	,718	,678
EABSORP_EABSORP_1 - Als ik aan het werk ben, dan vliegt de tijd voorbij.	,526	,422
EABSORP_EABSORP_2 - Als ik werk, vergeet ik alle andere dingen om me heen.	,325	,229
EABSORP_EABSORP_3 - Wanneer ik heel intensief aan het werk ben, voel ik mij gelukkig.	,443	,423
EABSORP_EABSORP_4 - Ik ga helemaal op in mijn werk.	,457	,486
EABSORP_EABSORP_5 - Mijn werk brengt mij in vervoering.	,507	,656
EABSORP_EABSORP_6 - Ik kan mij moeilijk van mijn werk losmaken.	,422	,334

Extraction Method: Principal Axis Factoring.

Pattern Matrix[a]

	Factor 1	2	3
EDEDIC_EDEDIC_2 - Ik ben enthousiast over mijn baan.	,928		
EDEDIC_EDEDIC_3 - Mijn werk inspireert mij.	,868		
EDEDIC_EDEDIC_4 - Ik ben trots op het werk dat ik doe.	,857		
EDEDIC_EDEDIC_1 - Ik vind het werk dat ik doe nuttig en zinvol.	,774		
EDEDIC_EDEDIC_5 - Mijn werk is voor mij een uitdaging.	,750		
EVIGOR_EVITAL_3 - Als ik ’s morgens opsta, heb ik zin om aan het werk te gaan.	,628		
EABSORP_EABSORP_1 - Als ik aan het werk ben, dan vliegt de tijd voorbij.	,420		
EABSORP_EABSORP_5 - Mijn werk brengt mij in vervoering.		,832	
EABSORP_EABSORP_4 - Ik ga helemaal op in mijn werk.		,639	
EABSORP_EABSORP_3 - Wanneer ik heel intensief aan het werk ben, voel ik mij gelukkig.		,612	
EABSORP_EABSORP_6 - Ik kan mij moeilijk van mijn werk losmaken.		,555	
EVIGOR_EVITAL_5 - Op mijn werk beschik ik over een grote mentale (geestelijke) toewijding.			,866
EVIGOR_EVITAL_6 - Op mijn werk zet ik altijd door, ook als het tegenzit.			,738
EVIGOR_EVITAL_4 - Als ik aan het werk ben, dan kan ik heel lang doorgaan.			,616
EVIGOR_EVITAL_2 - Als ik werk, voel ik mij fit en sterk.	,339		,545
EVIGOR_EVITAL_1 - Op mijn werk bruis ik van energie.	,316		,405
EABSORP_EABSORP_2 - Als ik werk, vergeet ik alle andere dingen om me heen.			

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Appendix II – Reliability analyses

Reliability analysis for opening leadership behavior.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,857	,860	7

Inter-Item Correlation Matrix

	EAMBOPEN_EAMBOPEN_1 - Staat meerdere manieren toe om een taak te vervullen	EAMBOPEN_EAMBOPEN_2 - Moedigt experimenten aan met verschillende ideeën	EAMBOPEN_EAMBOPEN_3 - Motiveert om risico's te nemen	EAMBOPEN_EAMBOPEN_4 - Biedt de mogelijkheid om onafhankelijk te denken en handelen	EAMBOPEN_EAMBOPEN_5 - Geeft ruimte voor eigen ideeën	EAMBOPEN_EAMBOPEN_6 - Staat (het maken van) fouten toe	EAMBOPEN_EAMBOPEN_7 - Moedigt het leren van fouten aan
EAMBOPEN_EAMBOPEN_1 - Staat meerdere manieren toe om een taak te vervullen	1,000	,545	,398	,369	,522	,366	,250
EAMBOPEN_EAMBOPEN_2 - Moedigt experimenten aan met verschillende ideeën	,545	1,000	,662	,398	,455	,404	,475
EAMBOPEN_EAMBOPEN_3 - Motiveert om risico's te nemen	,398	,662	1,000	,511	,435	,568	,472
EAMBOPEN_EAMBOPEN_4 - Biedt de mogelijkheid om onafhankelijk te denken	,369	,398	,511	1,000	,684	,464	,445

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
EAMBOPEN_EAMBOPEN_1 - Staat meerdere manieren toe om een taak te vervullen	25,64	22,370	,533	,415	,849
EAMBOPEN_EAMBOPEN_2 - Moedigt experimenten aan met verschillende ideeën	26,03	20,068	,667	,568	,830
EAMBOPEN_EAMBOPEN_3 - Motiveert om risico's te nemen	26,79	19,544	,699	,576	,825
EAMBOPEN_EAMBOPEN_4 - Biedt de mogelijkheid om onafhankelijk te denken en handelen	25,64	21,767	,635	,541	,836
EAMBOPEN_EAMBOPEN_5 - Geeft ruimte voor eigen ideeën	25,58	21,918	,654	,569	,835
EAMBOPEN_EAMBOPEN_6 - Staat (het maken van) fouten toe	26,45	20,526	,617	,435	,838
EAMBOPEN_EAMBOPEN_7 - Moedigt het leren van fouten aan	26,42	20,728	,576	,392	,844

Reliability analysis for occupational expertise.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,880	,881	5

Inter-Item Correlation Matrix

	SOCCEXP_SOCCEXP_1 - Hij/zij was in het afgelopen jaar, over het algemeen, _____ in staat om zijn/haar werkzaamheden secuur en met weinig fouten uit te voeren.	SOCCEXP_SOCCEXP_2 - Hij/zij was in het afgelopen jaar, over het algemeen, _____ in staat om snel beslissingen ten aanzien van zijn/haar werkaanpak te nemen.	SOCCEXP_SOCCEXP_3 - Hij/zij is over het algemeen _____ in staat om hoofd- en bijzaken te onderscheiden en prioriteiten te stellen.	SOCCEXP_SOCCEXP_4 - Afgaande op mijn ervaring met hem/haar acht ik hem/haar _____ in staat om de 'voors en tegens' van bepaalde keuzes omtrent werkmethoden, materialen en technieken op zijn/haar gebied af te wegen en te beredeneren.	SOCCEXP_5_SOCCEXP_5 - Zijn/haar vaardigheden zijn kwalitatief gezien van _____ niveau.
SOCCEXP_SOCCEXP_1 - Hij/zij was in het afgelopen jaar, over het algemeen, _____ in staat om zijn/haar werkzaamheden secuur en met weinig fouten uit te voeren.	1,000	,686	,557	,611	,497
SOCCEXP_SOCCEXP_2 - Hij/zij was in het afgelopen jaar, over het algemeen, _____ in staat om snel beslissingen ten aanzien van zijn/haar werkaanpak te nemen.	,686	1,000	,708	,614	,608
SOCCEXP_SOCCEXP_3 - Hij/zij is over het algemeen _____ in staat om hoofd- en bijzaken te onderscheiden en prioriteiten te stellen.	,557	,708	1,000	,577	,539
SOCCEXP_SOCCEXP_4 - Afgaande op mijn ervaring met hem/haar acht ik hem/haar _____ in staat om de 'voors en tegens' van bepaalde keuzes omtrent werkmethoden, materialen en technieken op zijn/haar gebied af te wegen en te beredeneren.	,611	,614	,577	1,000	,567
SOCCEXP_5_SOCCEXP_5 - Zijn/haar vaardigheden zijn kwalitatief gezien van _____ niveau.	,497	,608	,539	,567	1,000

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
SOCCEXP_SOCCEXP_1 - Hij/zij was in het afgelopen jaar, over het algemeen, _____ in staat om zijn/haar werkzaamheden secuur en met weinig fouten uit te voeren.	17,91	8,965	,704	,531	,857
SOCCEXP_SOCCEXP_2 - Hij/zij was in het afgelopen jaar, over het algemeen, _____ in staat om snel beslissingen ten aanzien van zijn/haar werkaanpak te nemen.	18,16	7,827	,802	,660	,832
SOCCEXP_SOCCEXP_3 - Hij/zij is over het algemeen _____ in staat om hoofd- en bijzaken te onderscheiden en prioriteiten te stellen.	18,27	8,028	,717	,543	,855
SOCCEXP_SOCCEXP_4 - Afgaande op mijn ervaring met hem/haar acht ik hem/haar _____ in staat om de 'voors en tegens' van bepaalde keuzes omtrent werkmethoden, materialen en technieken op zijn/haar gebied af te wegen en te beredeneren.	18,13	8,716	,706	,507	,856
SOCCEXP_5_SOCCEXP_5 - Zijn/haar vaardigheden zijn kwalitatief gezien van _____ niveau.	18,33	9,328	,653	,439	,868

Reliability analysis for anticipation and optimisation.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,887	,888	4

Inter-Item Correlation Matrix

	SANTIC_1_SANTIC_1 - Naar mijn mening besteedt hij/zij _____ tijd aan verbetering van dié kennis en vaardigheden die zijn/haar werk ten goede komen.	SANTIC_2_SANTIC_2 - Hij/zij besteedt _____ bewust aandacht aan het toepassen van door hem/haar nieuw verworven kennis en vaardigheden.	SANTIC_2_SANTIC_3 - Hij/zij is in het afgelopen jaar _____ actief bezig geweest met het verkennen van aangrenzende gebieden om te zien waar succes geboekt zou kunnen worden.	SANTIC_2_SANTIC_4 - Hij/zij heeft in het afgelopen jaar _____ met zijn/haar werk aangesloten bij de nieuwste ontwikkelingen op zijn/haar werkgebied
SANTIC_1_SANTIC_1 - Naar mijn mening besteedt hij/zij _____ tijd aan verbetering van dié kennis en vaardigheden die zijn/haar werk ten goede komen.	1,000	,684	,624	,575
SANTIC_2_SANTIC_2 - Hij/zij besteedt _____ bewust aandacht aan het toepassen van door hem/haar nieuw verworven kennis en vaardigheden.	,684	1,000	,703	,639
SANTIC_2_SANTIC_3 - Hij/zij is in het afgelopen jaar _____ actief bezig geweest met het verkennen van aangrenzende gebieden om te zien waar succes geboekt zou kunnen worden.	,624	,703	1,000	,766
SANTIC_2_SANTIC_4 - Hij/zij heeft in het afgelopen jaar _____ met zijn/haar werk aangesloten bij de nieuwste ontwikkelingen op zijn/haar werkgebied	,575	,639	,766	1,000

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
SANTIC_1_SANTIC_1 - Naar mijn mening besteedt hij/zij _____ tijd aan verbetering van dié kennis en vaardigheden die zijn/haar werk ten goede komen.	11,57	8,230	,698	,514	,875
SANTIC_2_SANTIC_2 - Hij/zij besteedt _____ bewust aandacht aan het toepassen van door hem/haar nieuw verworven kennis en vaardigheden.	11,41	8,003	,769	,603	,851
SANTIC_2_SANTIC_3 - Hij/zij is in het afgelopen jaar _____ actief bezig geweest met het verkennen van aangrenzende gebieden om te zien waar succes geboekt zou kunnen worden.	11,73	6,821	,805	,674	,836
SANTIC_2_SANTIC_4 - Hij/zij heeft in het afgelopen jaar _____ met zijn/haar werk aangesloten bij de nieuwste ontwikkelingen op zijn/haar werkgebied	11,70	7,642	,754	,612	,854

Reliability analysis for personal flexibility.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,865	,867	5

Inter-Item Correlation Matrix

	SPERSFLEX_1_SPERSFLEX_1 - Hij/zij past zich _____ aan veranderingen op zijn/haar werkplek aan.	SPERSFLEX_2_SPERSFLEX_2 - Hij/zij past zich _____ aan ontwikkelingen binnen onze organisatie aan	SPERSFLEX_3_SPERSFLEX_3 - Hij/zij speelt over het algemeen _____ in op veranderingen in zijn/haar werkomgeving.	SPERSFLEX_4_SPERSFLEX_4 - Hij/zij streeft ernaar dat zijn/haar takenpakket _____ is	SPERSFLEX_5_SPERSFLEX_5 - Hij/zij staat _____ tegenover veranderingen in zijn/haar functie.
SPERSFLEX_1_SPERSFLEX_1 - Hij/zij past zich _____ aan veranderingen op zijn/haar werkplek aan.	1,000	,745	,717	,440	,604
SPERSFLEX_2_SPERSFLEX_2 - Hij/zij past zich _____ aan ontwikkelingen binnen onze organisatie aan	,745	1,000	,714	,419	,533
SPERSFLEX_3_SPERSFLEX_3 - Hij/zij speelt over het algemeen _____ in op veranderingen in zijn/haar werkomgeving.	,717	,714	1,000	,459	,498
SPERSFLEX_4_SPERSFLEX_4 - Hij/zij streeft ernaar dat zijn/haar takenpakket _____ is	,440	,419	,459	1,000	,528
SPERSFLEX_5_SPERSFLEX_5 - Hij/zij staat _____ tegenover veranderingen in zijn/haar functie.	,604	,533	,498	,528	1,000

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
SPERSFLEX_1_SPERSFLEX_1 - Hij/zij past zich _____ aan veranderingen op zijn/haar werkplek aan.	17,45	6,612	,778	,663	,812
SPERSFLEX_2_SPERSFLEX_2 - Hij/zij past zich _____ aan ontwikkelingen binnen onze organisatie aan	17,34	7,537	,750	,627	,825
SPERSFLEX_3_SPERSFLEX_3 - Hij/zij speelt over het algemeen _____ in op veranderingen in zijn/haar werkomgeving.	17,60	6,760	,735	,601	,824
SPERSFLEX_4_SPERSFLEX_4 - Hij/zij streeft ernaar dat zijn/haar takenpakket _____ is	17,41	7,796	,540	,331	,872
SPERSFLEX_5_SPERSFLEX_5 - Hij/zij staat _____ tegenover veranderingen in zijn/haar functie.	17,41	7,641	,653	,457	,845

Reliability analysis for corporate sense.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,848	,851	4

Inter-Item Correlation Matrix

	SCORPSENSE_SCORPSENSE_1 - Hij/zij ondersteunt _____ de bedrijfsprocessen binnen de organisatie.	SCORPSENSE_SCORPSENSE_2- In zijn/haar werk neemt hij/zij _____ het initiatief om verantwoordelijkheden met collega's te delen.	SCORPSENSE_SCORPSENSE_3 - In onze organisatie neemt hij/zij _____ deel aan het vormen van een gemeenschappelijke visie met betrekking tot waarden en doelen	SCORPSENSE_SCORPSENSE_4 - Hij/zij deelt zijn/haar ervaring en kennis _____ met anderen.
SCORPSENSE_SCORPSENSE_1 - Hij/zij ondersteunt _____ de bedrijfsprocessen binnen de organisatie.	1,000	,640	,478	,497
SCORPSENSE_SCORPSENSE_2- In zijn/haar werk neemt hij/zij _____ het initiatief om verantwoordelijkheden met collega's te delen.	,640	1,000	,580	,716
SCORPSENSE_SCORPSENSE_3 - In onze organisatie neemt hij/zij _____ deel aan het vormen van een gemeenschappelijke visie met betrekking tot waarden en doelen	,478	,580	1,000	,618
SCORPSENSE_SCORPSENSE_4 - Hij/zij deelt zijn/haar ervaring en kennis _____ met anderen.	,497	,716	,618	1,000

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
SCORPSENSE_SCORPSENSE_1 - Hij/zij ondersteunt _____ de bedrijfsprocessen binnen de organisatie.	12,56	7,973	,617	,427	,834
SCORPSENSE_SCORPSENSE_2- In zijn/haar werk neemt hij/zij _____ het initiatief om verantwoordelijkheden met collega's te delen.	12,62	6,911	,771	,629	,769
SCORPSENSE_SCORPSENSE_3 - In onze organisatie neemt hij/zij _____ deel aan het vormen van een gemeenschappelijke visie met betrekking tot waarden en doelen	12,97	6,878	,647	,435	,830
SCORPSENSE_SCORPSENSE_4 - Hij/zij deelt zijn/haar ervaring en kennis _____ met anderen.	12,58	7,504	,728	,575	,791

Reliability analysis for balance.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,672	,677	4

Inter-Item Correlation Matrix

	SBALANCE_SBALANCE_1 - Zijn/haar werk en privéleven zijn _____ in balans.	SBALANCE_SBALANCE_2 - Zijn/haar werkinspanningen zijn _____ in verhouding met wat hij/zij er voor terug krijgt (primaire en secundaire arbeidsvoorwaarden, werkplezier)	SBALANCE_SBALANCE_3 - De tijd die hij/zij besteedt aan zijn/haar werk en loopbaanontwikkelingen enerzijds, en zijn/haar persoonlijke ontwikkeling en ontspanning anderzijds, is _____ evenwichtig verdeeld.	SBALANCE_SBALANCE_4 - De mate waarin hij/zij gericht is op het bereiken van zijn/haar eigen werkdoelen is _____ in balans met de mate waarin hij/zij collega's ondersteunt.
SBALANCE_SBALANCE_1 - Zijn/haar werk en privéleven zijn _____ in balans.	1,000	,437	,123	,324
SBALANCE_SBALANCE_2 - Zijn/haar werkinspanningen zijn _____ in verhouding met wat hij/zij er voor terug krijgt (primaire en secundaire arbeidsvoorwaarden, werkplezier)	,437	1,000	,325	,404
SBALANCE_SBALANCE_3 - De tijd die hij/zij besteedt aan zijn/haar werk en loopbaanontwikkelingen enerzijds, en zijn/haar persoonlijke ontwikkeling en ontspanning anderzijds, is _____ evenwichtig verdeeld.	,123	,325	1,000	,448
SBALANCE_SBALANCE_4 - De mate waarin hij/zij gericht is op het bereiken van zijn/haar eigen werkdoelen is _____ in balans met de mate waarin hij/zij collega's ondersteunt.	,324	,404	,448	1,000

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
SBALANCE_SBALANCE_1 - Zijn/haar werk en privéleven zijn _____ in balans.	12,40	3,484	,371	,224	,658
SBALANCE_SBALANCE_2 - Zijn/haar werkinspanningen zijn _____ in verhouding met wat hij/zij er voor terug krijgt (primaire en secundaire arbeidsvoorwaarden, werkplezier)	12,36	3,232	,529	,296	,560
SBALANCE_SBALANCE_3 - De tijd die hij/zij besteedt aan zijn/haar werk en loopbaanontwikkelingen enerzijds, en zijn/haar persoonlijke ontwikkeling en ontspanning anderzijds, is _____ evenwichtig verdeeld.	12,80	3,228	,389	,232	,653
SBALANCE_SBALANCE_4 - De mate waarin hij/zij gericht is op het bereiken van zijn/haar eigen werkdoelen is _____ in balans met de mate waarin hij/zij collega's ondersteunt.	12,51	3,028	,543	,305	,545

Reliability analysis for health.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,750	,755	5

Inter-Item Correlation Matrix

	EHEALTH_1_HEALTH_1 - Hoe vindt u uw gezondheid over het algemeen?	EHEALTH_EHEALTH_2 - Ik lijk wat gemakkelijker ziek te worden dan andere mensen.	EHEALTH_EHEALTH_3 - Ik ben even gezond als iedereen die ik ken.	EHEALTH_EHEALTH_4 - Ik verwacht dat mijn gezondheid slechter wordt.	EHEALTH_EHEALTH_5 - Mijn gezondheid is uitstekend.
EHEALTH_1_HEALTH_1 - Hoe vindt u uw gezondheid over het algemeen?	1,000	,397	,240	,372	,636
EHEALTH_EHEALTH_2 - Ik lijk wat gemakkelijker ziek te worden dan andere mensen.	,397	1,000	,177	,339	,580
EHEALTH_EHEALTH_3 - Ik ben even gezond als iedereen die ik ken.	,240	,177	1,000	,260	,449
EHEALTH_EHEALTH_4 - Ik verwacht dat mijn gezondheid slechter wordt.	,372	,339	,260	1,000	,371
EHEALTH_EHEALTH_5 - Mijn gezondheid is uitstekend.	,636	,580	,449	,371	1,000

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
EHEALTH_1_HEALTH_1 - Hoe vindt u uw gezondheid over het algemeen?	15,56	7,715	,566	,430	,691
EHEALTH_EHEALTH_2 - Ik lijk wat gemakkelijker ziek te worden dan andere mensen.	14,71	7,639	,504	,366	,710
EHEALTH_EHEALTH_3 - Ik ben even gezond als iedereen die ik ken.	15,50	7,942	,371	,232	,759
EHEALTH_EHEALTH_4 - Ik verwacht dat mijn gezondheid slechter wordt.	15,15	7,470	,446	,207	,733
EHEALTH_EHEALTH_5 - Mijn gezondheid is uitstekend.	15,03	6,577	,729	,607	,622

Reliability analysis for vigour.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,864	,867	6

Inter-Item Correlation Matrix

	EVIGOR_EVITAL_1 - Op mijn werk bruis ik van energie.	EVIGOR_EVITAL_2 - Als ik werk, voel ik mij fit en sterk.	EVIGOR_EVITAL_3 - Als ik ' s morgens opsta, heb ik zin om aan het werk te gaan.	EVIGOR_EVITAL_4 - Als ik aan het werk ben, dan kan ik heel lang doorgaan.	EVIGOR_EVITAL_5 - Op mijn werk beschik ik over een grote mentale (geestelijke) toewijding.	EVIGOR_EVITAL_6 - Op mijn werk zet ik altijd door, ook als het tegenzit.
EVIGOR_EVITAL_1 - Op mijn werk bruis ik van energie.	1,000	,713	,552	,480	,547	,442
EVIGOR_EVITAL_2 - Als ik werk, voel ik mij fit en sterk.	,713	1,000	,600	,492	,607	,547
EVIGOR_EVITAL_3 - Als ik ' s morgens opsta, heb ik zin om aan het werk te gaan.	,552	,600	1,000	,359	,365	,335
EVIGOR_EVITAL_4 - Als ik aan het werk ben, dan kan ik heel lang doorgaan.	,480	,492	,359	1,000	,589	,520
EVIGOR_EVITAL_5 - Op mijn werk beschik ik over een grote mentale (geestelijke) toewijding.	,547	,607	,365	,589	1,000	,669
EVIGOR_EVITAL_6 - Op mijn werk zet ik altijd door, ook als het tegenzit.	,442	,547	,335	,520	,669	1,000

ben trots op het werk dat

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
EVIGOR_EVITAL_1 - Op mijn werk bruis ik van energie.	30,96	12,472	,712	,561	,830
EVIGOR_EVITAL_2 - Als ik werk, voel ik mij fit en sterk.	30,87	11,475	,773	,640	,818
EVIGOR_EVITAL_3 - Als ik ' s morgens opsta, heb ik zin om aan het werk te gaan.	30,74	13,416	,562	,396	,858
EVIGOR_EVITAL_4 - Als ik aan het werk ben, dan kan ik heel lang doorgaan.	30,89	12,858	,605	,410	,851
EVIGOR_EVITAL_5 - Op mijn werk beschik ik over een grote mentale (geestelijke) toewijding.	30,56	13,508	,707	,583	,835
EVIGOR_EVITAL_6 - Op mijn werk zet ik altijd door, ook als het tegenzit.	30,60	14,139	,629	,495	,848

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
EDEDIC_EDEDIC_1 - Ik vind het werk dat ik doe nuttig en zinvol.	24,61	16,034	,702	,504	,919
EDEDIC_EDEDIC_2 - Ik ben enthousiast over mijn baan.	24,74	14,076	,866	,783	,887
EDEDIC_EDEDIC_3 - Mijn werk inspireert mij.	25,00	13,155	,861	,780	,885
EDEDIC_EDEDIC_4 - Ik ben trots op het werk dat ik doe.	24,88	13,003	,799	,644	,900
EDEDIC_EDEDIC_5 - Mijn werk is voor mij een uitdaging.	25,05	12,963	,777	,608	,906

Reliability analysis for absorption.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,747	,766	6

Inter-Item Correlation Matrix

	EABSORP_EABSORP_1 - Als ik aan het werk ben, dan vliegt de tijd voorbij.	EABSORP_EABSORP_2 - Als ik werk, vergeet ik alle andere dingen om me heen.	EABSORP_EABSORP_3 - Wanneer ik heel intensief aan het werk ben, voel ik mij gelukkig.	EABSORP_EABSORP_4 - Ik ga helemaal op in mijn werk.	EABSORP_EABSORP_5 - Mijn werk brengt mij in vervoering.	EABSORP_EABSORP_6 - Ik kan mij moeilijk van mijn werk losmaken.
EABSORP_EABSORP_1 - Als ik aan het werk ben, dan vliegt de tijd voorbij.	1,000	,368	,232	,393	,284	,269
EABSORP_EABSORP_2 - Als ik werk, vergeet ik alle andere dingen om me heen.	,368	1,000	,212	,394	,224	,206
EABSORP_EABSORP_3 - Wanneer ik heel intensief aan het werk ben, voel ik mij gelukkig.	,232	,212	1,000	,447	,533	,408
EABSORP_EABSORP_4 - Ik ga helemaal op in mijn werk.	,393	,394	,447	1,000	,553	,348
EABSORP_EABSORP_5 - Mijn werk brengt mij in vervoering.	,284	,224	,533	,553	1,000	,424
EABSORP_EABSORP_6 - Ik kan mij moeilijk van mijn werk losmaken.	,269	,206	,408	,348	,424	1,000

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
EABSORP_EABSORP_1 - Als ik aan het werk ben, dan vliegt de tijd voorbij.	25,82	27,528	,433	,225	,734
EABSORP_EABSORP_2 - Als ik werk, vergeet ik alle andere dingen om me heen.	26,61	24,568	,362	,211	,745
EABSORP_EABSORP_3 - Wanneer ik heel intensief aan het werk ben, voel ik mij gelukkig.	26,46	24,216	,554	,348	,698
EABSORP_EABSORP_4 - Ik ga helemaal op in mijn werk.	26,60	23,087	,630	,431	,678
EABSORP_EABSORP_5 - Mijn werk brengt mij in vervoering.	27,73	19,338	,593	,434	,679
EABSORP_EABSORP_6 - Ik kan mij moeilijk van mijn werk losmaken.	27,90	20,748	,476	,249	,722

Appendix III – Hierarchical regression analyses

Hypotheses 1a t/m c.

H1a – Opening leadership behaviour and vigour.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean vigor	6,1538	,71087	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean vigor	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean opeing leadership behaviour
Pearson Correlation	Mean vigor	1,000	-,141	,155	,096	,156
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,141	1,000	-,001	-,018	,174
	EGENDER - Wat is uw geslacht?	,155	-,001	1,000	-,070	,026
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,096	-,018	-,070	1,000	,094
	Mean opeing leadership behaviour	,156	,174	,026	,094	1,000
Sig. (1-tailed)	Mean vigor	.	,064	,048	,152	,046
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,064	.	,495	,424	,030
	EGENDER - Wat is uw geslacht?	,048	,495	.	,227	,392
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,152	,424	,227	.	,156
	Mean opeing leadership behaviour	,046	,030	,392	,156	.
N	Mean vigor	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,234[a]	,055	,030	,70028	,055	2,179	3	113	,094
2	,289[b]	,084	,051	,69259	,029	3,524	1	112	,063

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean opeing leadership behaviour

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,205	3	1,068	2,179	,094[b]
	Residual	55,414	113	,490		
	Total	58,620	116			
2	Regression	4,896	4	1,224	2,552	,043[c]
	Residual	53,724	112	,480		
	Total	58,620	116			

a. Dependent Variable: Mean vigor

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	22,125	10,912		2,028	,045	,507	43,743
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,008	,006	-,139	-1,522	,131	-,019	,003
	EGENDER - Wat is uw geslacht?	,231	,131	,162	1,764	,081	-,028	,490
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,075	,065	,105	1,141	,256	-,055	,204
2	(Constant)	25,106	10,908		2,302	,023	3,493	46,719
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,010	,006	-,170	-1,846	,067	-,021	,001
	EGENDER - Wat is uw geslacht?	,223	,130	,156	1,720	,088	-,034	,479
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,062	,065	,087	,958	,340	-,067	,191
	Mean opeing leadership behaviour	,163	,087	,173	1,877	,063	-,009	,336

a. Dependent Variable: Mean vigor

H1b – Opening leadership behaviour and dedication.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean dedication	6,2137	,92092	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean dedication	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean opeing leadership behaviour
Pearson Correlation	Mean dedication	1,000	-,013	,122	,059	,146
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,013	1,000	-,001	-,018	,174
	EGENDER - Wat is uw geslacht?	,122	-,001	1,000	-,070	,026
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,059	-,018	-,070	1,000	,094
	Mean opeing leadership behaviour	,146	,174	,026	,094	1,000
Sig. (1-tailed)	Mean dedication	.	,444	,095	,265	,058
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,444	.	,495	,424	,030
	EGENDER - Wat is uw geslacht?	,095	,495	.	,227	,392
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,265	,424	,227	.	,156
	Mean opeing leadership behaviour	,058	,030	,392	,156	.
N	Mean dedication	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,140[a]	,020	-,006	,92387	,020	,753	3	113	,523	
2	,199[b]	,040	,005	,91849	,020	2,328	1	112	,130	1,438

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean opeing leadership behaviour

c. Dependent Variable: Mean dedication

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,928	3	,643	,753	,523[b]
	Residual	96,450	113	,854		
	Total	98,378	116			
2	Regression	3,892	4	,973	1,153	,335[c]
	Residual	94,486	112	,844		
	Total	98,378	116			

a. Dependent Variable: Mean dedication

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	7,471	14,396		,519	,605	-21,049	35,992					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,001	,007	-,012	-,128	,898	-,015	,014	-,013	-,012	-,012	1,000	1,000
	EGENDER - Wat is uw geslacht?	,235	,173	,127	1,358	,177	-,108	,577	,122	,127	,127	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,062	,086	,067	,721	,472	-,109	,233	,059	,068	,067	,995	1,005
2	(Constant)	10,684	14,466		,739	,462	-17,978	39,347					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,003	,007	-,037	-,396	,693	-,018	,012	-,013	-,037	-,037	,968	1,033
	EGENDER - Wat is uw geslacht?	,226	,172	,122	1,315	,191	-,115	,566	,122	,123	,122	,994	1,006
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,049	,086	,053	,568	,571	-,122	,220	,059	,054	,053	,985	1,016
	Mean opeing leadership behaviour	,176	,115	,144	1,526	,130	-,053	,405	,146	,143	,141	,959	1,043

a. Dependent Variable: Mean dedication

H1c – Opening leadership behaviour and absorption.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean absorption	5,3704	,94080	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean absorption	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean opeing leadership behaviour
Pearson Correlation	Mean absorption	1,000	,041	,004	,153	,159
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,041	1,000	-,001	-,018	,174
	EGENDER - Wat is uw geslacht?	,004	-,001	1,000	-,070	,026
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,153	-,018	-,070	1,000	,094
	Mean opeing leadership behaviour	,159	,174	,026	,094	1,000
Sig. (1-tailed)	Mean absorption	.	,332	,483	,050	,043
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,332	.	,495	,424	,030
	EGENDER - Wat is uw geslacht?	,483	,495	.	,227	,392
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,050	,424	,227	.	,156
	Mean opeing leadership behaviour	,043	,030	,392	,156	.
N	Mean absorption	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,160[a]	,025	,000	,94098	,025	,986	3	113	,402	
2	,212[b]	,045	,011	,93571	,019	2,277	1	112	,134	1,922

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean opeing leadership behaviour

c. Dependent Variable: Mean absorption

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,618	3	,873	,986	,402[b]
	Residual	100,055	113	,885		
	Total	102,673	116			
2	Regression	4,611	4	1,153	1,317	,268[c]
	Residual	98,061	112	,876		
	Total	102,673	116			

a. Dependent Variable: Mean absorption

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-2,036	14,662		-,139	,890	-31,084	27,013					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,003	,007	,043	,468	,641	-,011	,018	,041	,044	,043	1,000	1,000
	EGENDER - Wat is uw geslacht?	,028	,176	,015	,161	,873	-,320	,377	,004	,015	,015	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,146	,088	,155	1,662	,099	-,028	,320	,153	,154	,154	,995	1,005
2	(Constant)	1,201	14,737		,082	,935	-27,998	30,401					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,001	,008	,018	,196	,845	-,013	,016	,041	,019	,018	,968	1,033
	EGENDER - Wat is uw geslacht?	,019	,175	,010	,111	,912	-,327	,366	,004	,011	,010	,994	1,006
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,133	,088	,141	1,511	,134	-,041	,307	,153	,141	,140	,985	1,016
	Mean opeing leadership behaviour	,177	,118	,142	1,509	,134	-,056	,410	,159	,141	,139	,959	1,043

a. Dependent Variable: Mean absorption

Hypotheses 2a t/m e.

H2a – Vigour and occupational expertise.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean occupational expertise	4,5402	,72124	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean vigor	6,1538	,71087	117

Correlations

		Mean occupational expertise	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean vigor
Pearson Correlation	Mean occupational expertise	1,000	,005	,263	,164	,209
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,005	1,000	-,001	-,018	-,141
	EGENDER - Wat is uw geslacht?	,263	-,001	1,000	-,070	,155
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,164	-,018	-,070	1,000	,096
	Mean vigor	,209	-,141	,155	,096	1,000
Sig. (1-tailed)	Mean occupational expertise	.	,479	,002	,038	,012
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,479	.	,495	,424	,064
	EGENDER - Wat is uw geslacht?	,002	,495	.	,227	,048
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,038	,424	,227	.	,152
	Mean vigor	,012	,064	,048	,152	.
N	Mean occupational expertise	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean vigor	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,320[a]	,103	,079	,69223	,103	4,308	3	113	,006	
2	,355[b]	,126	,095	,68607	,024	3,038	1	112	,084	1,798

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean vigor

c. Dependent Variable: Mean occupational expertise

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6,194	3	2,065	4,308	,006[b]
	Residual	54,148	113	,479		
	Total	60,341	116			
2	Regression	7,624	4	1,906	4,049	,004[c]
	Residual	52,717	112	,471		
	Total	60,341	116			

a. Dependent Variable: Mean occupational expertise

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean vigor

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2,417	10,786		,224	,823	-18,952	23,787					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,001	,005	,009	,096	,924	-,010	,011	,005	,009	,009	1,000	1,000
	EGENDER - Wat is uw geslacht?	,399	,129	,276	3,086	,003	,143	,656	,263	,279	,275	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,133	,065	,184	2,056	,042	,005	,261	,164	,190	,183	,995	1,005
2	(Constant)	-1,137	10,883		-,104	,917	-22,700	20,426					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,002	,005	,031	,343	,732	-,009	,013	,005	,032	,030	,980	1,021
	EGENDER - Wat is uw geslacht?	,362	,130	,250	2,786	,006	,105	,620	,263	,255	,246	,968	1,033
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,121	,064	,167	1,876	,063	-,007	,249	,164	,175	,166	,983	1,017
	Mean vigor	,161	,092	,158	1,743	,084	-,022	,343	,209	,163	,154	,945	1,058

a. Dependent Variable: Mean occupational expertise

H2b – Vigour and anticipation and optimisation.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean anticipation and optimization	3,8675	,90650	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean vigor	6,1538	,71087	117

Correlations

		Mean anticipation and optimization	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean vigor
Pearson Correlation	Mean anticipation and optimization	1,000	,229	,177	,282	,246
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,229	1,000	-,001	-,018	-,141
	EGENDER - Wat is uw geslacht?	,177	-,001	1,000	-,070	,155
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,282	-,018	-,070	1,000	,096
	Mean vigor	,246	-,141	,155	,096	1,000
Sig. (1-tailed)	Mean anticipation and optimization	.	,007	,028	,001	,004
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,007	.	,495	,424	,064
	EGENDER - Wat is uw geslacht?	,028	,495	.	,227	,048
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,001	,424	,227	.	,152
	Mean vigor	,004	,064	,048	,152	.
N	Mean anticipation and optimization	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean vigor	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,416[a]	,173	,151	,83521	,173	7,882	3	113	,000	
2	,473[b]	,224	,196	,81261	,051	7,374	1	112	,008	1,806

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean vigor

c. Dependent Variable: Mean anticipation and optimization

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16,496	3	5,499	7,882	,000[b]
	Residual	78,826	113	,698		
	Total	95,322	116			
2	Regression	21,365	4	5,341	8,089	,000[c]
	Residual	73,957	112	,660		
	Total	95,322	116			

a. Dependent Variable: Mean anticipation and optimization

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean vigor

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-33,248	13,014		-2,555	,012	-59,031	-7,465					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,018	,007	,234	2,738	,007	,005	,031	,229	,249	,234	1,000	1,000
	EGENDER - Wat is uw geslacht?	,360	,156	,198	2,306	,023	,051	,669	,177	,212	,197	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,273	,078	,300	3,497	,001	,118	,428	,282	,313	,299	,995	1,005
2	(Constant)	-39,806	12,890		-3,088	,003	-65,347	-14,266					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,021	,006	,267	3,171	,002	,008	,033	,229	,287	,264	,980	1,021
	EGENDER - Wat is uw geslacht?	,292	,154	,160	1,894	,061	-,013	,597	,177	,176	,158	,968	1,033
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,251	,076	,276	3,284	,001	,100	,402	,282	,296	,273	,983	1,017
	Mean vigor	,296	,109	,232	2,715	,008	,080	,513	,246	,249	,226	,945	1,058

a. Dependent Variable: Mean anticipation and optimization

H2c – Vigour and personal flexibility.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean personal flexibility	4,3607	,66293	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean vigor	6,1538	,71087	117

Correlations

		Mean personal flexibility	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean vigor
Pearson Correlation	Mean personal flexibility	1,000	,283	,141	,234	,168
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,283	1,000	-,001	-,018	-,141
	EGENDER - Wat is uw geslacht?	,141	-,001	1,000	-,070	,155
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,234	-,018	-,070	1,000	,096
	Mean vigor	,168	-,141	,155	,096	1,000
Sig. (1-tailed)	Mean personal flexibility	.	,001	,065	,005	,035
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,001	.	,495	,424	,064
	EGENDER - Wat is uw geslacht?	,065	,495	.	,227	,048
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,005	,424	,227	.	,152
	Mean vigor	,035	,064	,048	,152	.
N	Mean personal flexibility	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean vigor	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,403[a]	,163	,141	,61458	,163	7,323	3	113	,000	
2	,436[b]	,190	,161	,60725	,027	3,742	1	112	,056	1,546

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean vigor

c. Dependent Variable: Mean personal flexibility

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,298	3	2,766	7,323	,000[b]
	Residual	42,681	113	,378		
	Total	50,979	116			
2	Regression	9,678	4	2,420	6,561	,000[c]
	Residual	41,301	112	,369		
	Total	50,979	116			

a. Dependent Variable: Mean personal flexibility

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean vigor

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-28,565	9,576		-2,983	,003	-47,537	-9,593					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,016	,005	,288	3,346	,001	,007	,026	,283	,300	,288	1,000	1,000
	EGENDER - Wat is uw geslacht?	,211	,115	,159	1,839	,068	-,016	,439	,141	,171	,158	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,167	,057	,251	2,905	,004	,053	,281	,234	,264	,250	,995	1,005
2	(Constant)	-32,057	9,633		-3,328	,001	-51,143	-12,971					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,018	,005	,312	3,627	,000	,008	,027	,283	,324	,308	,980	1,021
	EGENDER - Wat is uw geslacht?	,175	,115	,131	1,520	,131	-,053	,403	,141	,142	,129	,968	1,033
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,155	,057	,233	2,717	,008	,042	,268	,234	,249	,231	,983	1,017
	Mean vigor	,158	,082	,169	1,935	,056	-,004	,319	,168	,180	,165	,945	1,058

a. Dependent Variable: Mean personal flexibility

H2d – Vigour and corporate sense.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean corporate sense	4,2265	,87960	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean vigor	6,1538	,71087	117

Correlations

		Mean corporate sense	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean vigor
Pearson Correlation	Mean corporate sense	1,000	,134	,149	,190	,139
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,134	1,000	-,001	-,018	-,141
	EGENDER - Wat is uw geslacht?	,149	-,001	1,000	-,070	,155
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,190	-,018	-,070	1,000	,096
	Mean vigor	,139	-,141	,155	,096	1,000
Sig. (1-tailed)	Mean corporate sense	.	,075	,055	,020	,067
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,075	.	,495	,424	,064
	EGENDER - Wat is uw geslacht?	,055	,495	.	,227	,048
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,020	,424	,227	.	,152
	Mean vigor	,067	,064	,048	,152	.
N	Mean corporate sense	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean vigor	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,285[a]	,081	,057	,85418	,081	3,335	3	113	,022	
2	,308[b]	,095	,063	,85156	,014	1,698	1	112	,195	2,357

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean vigor

c. Dependent Variable: Mean corporate sense

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7,300	3	2,433	3,335	,022[b]
	Residual	82,448	113	,730		
	Total	89,748	116			
2	Regression	8,531	4	2,133	2,941	,024[c]
	Residual	81,217	112	,725		
	Total	89,748	116			

a. Dependent Variable: Mean corporate sense

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean vigor

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-17,171	13,310		-1,290	,200	-43,540	9,198					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,010	,007	,138	1,528	,129	-,003	,024	,134	,142	,138	1,000	1,000
	EGENDER - Wat is uw geslacht?	,288	,160	,163	1,803	,074	-,028	,604	,149	,167	,163	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,180	,080	,204	2,253	,026	,022	,338	,190	,207	,203	,995	1,005
2	(Constant)	-20,469	13,508		-1,515	,133	-47,233	6,295					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,012	,007	,155	1,702	,091	-,002	,025	,134	,159	,153	,980	1,021
	EGENDER - Wat is uw geslacht?	,254	,161	,144	1,571	,119	-,066	,573	,149	,147	,141	,968	1,033
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,169	,080	,191	2,108	,037	,010	,327	,190	,195	,189	,983	1,017
	Mean vigor	,149	,114	,120	1,303	,195	-,078	,376	,139	,122	,117	,945	1,058

a. Dependent Variable: Mean corporate sense

H2e – Vigour and balance.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean balance	4,1731	,56996	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean vigor	6,1538	,71087	117

Correlations

		Mean balance	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean vigor
Pearson Correlation	Mean balance	1,000	-,054	,025	,026	,151
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,054	1,000	-,001	-,018	-,141
	EGENDER - Wat is uw geslacht?	,025	-,001	1,000	-,070	,155
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,026	-,018	-,070	1,000	,096
	Mean vigor	,151	-,141	,155	,096	1,000
Sig. (1-tailed)	Mean balance	.	,280	,394	,389	,052
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,280	.	,495	,424	,064
	EGENDER - Wat is uw geslacht?	,394	,495	.	,227	,048
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,389	,424	,227	.	,152
	Mean vigor	,052	,064	,048	,152	.
N	Mean balance	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean vigor	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,066[a]	,004	-,022	,57622	,004	,164	3	113	,921	
2	,155[b]	,024	-,011	,57303	,020	2,263	1	112	,135	1,389

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean vigor

c. Dependent Variable: Mean balance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,163	3	,054	,164	,921[b]
	Residual	37,520	113	,332		
	Total	37,683	116			
2	Regression	,906	4	,226	,690	,601[c]
	Residual	36,777	112	,328		
	Total	37,683	116			

a. Dependent Variable: Mean balance

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean vigor

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	9,219	8,979		1,027	,307	-8,569	27,007					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,003	,005	-,054	-,574	,567	-,012	,006	-,054	-,054	-,054	1,000	1,000
	EGENDER - Wat is uw geslacht?	,031	,108	,027	,286	,775	-,183	,244	,025	,027	,027	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,016	,054	,027	,289	,773	-,091	,122	,026	,027	,027	,995	1,005
2	(Constant)	6,657	9,090		,732	,466	-11,354	24,667					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,002	,005	-,034	-,358	,721	-,011	,007	-,054	-,034	-,033	,980	1,021
	EGENDER - Wat is uw geslacht?	,004	,109	,004	,038	,970	-,211	,219	,025	,004	,004	,968	1,033
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,007	,054	,012	,128	,898	-,100	,114	,026	,012	,012	,983	1,017
	Mean vigor	,116	,077	,144	1,504	,135	-,037	,268	,151	,141	,140	,945	1,058

a. Dependent Variable: Mean balance

Hypotheses 3a t/m e.

H3a – Dedication and occupational expertise.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean occupational expertise	4,5402	,72124	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean dedication	6,2137	,92092	117

Correlations

		Mean occupational expertise	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean dedication
Pearson Correlation	Mean occupational expertise	1,000	,005	,263	,164	,051
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,005	1,000	-,001	-,018	-,013
	EGENDER - Wat is uw geslacht?	,263	-,001	1,000	-,070	,122
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,164	-,018	-,070	1,000	,059
	Mean dedication	,051	-,013	,122	,059	1,000
Sig. (1-tailed)	Mean occupational expertise	.	,479	,002	,038	,292
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,479	.	,495	,424	,444
	EGENDER - Wat is uw geslacht?	,002	,495	.	,227	,095
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,038	,424	,227	.	,265
	Mean dedication	,292	,444	,095	,265	.
N	Mean occupational expertise	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean dedication	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,320[a]	,103	,079	,69223	,103	4,308	3	113	,006	
2	,320[b]	,103	,071	,69530	,000	,006	1	112	,939	1,764

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean dedication

c. Dependent Variable: Mean occupational expertise

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6,194	3	2,065	4,308	,006[b]
	Residual	54,148	113	,479		
	Total	60,341	116			
2	Regression	6,196	4	1,549	3,204	,016[c]
	Residual	54,145	112	,483		
	Total	60,341	116			

a. Dependent Variable: Mean occupational expertise

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean dedication

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2,417	10,786		,224	,823	-18,952	23,787					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,001	,005	,009	,096	,924	-,010	,011	,005	,009	,009	1,000	1,000
	EGENDER - Wat is uw geslacht?	,399	,129	,276	3,086	,003	,143	,656	,263	,279	,275	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,133	,065	,184	2,056	,042	,005	,261	,164	,190	,183	,995	1,005
2	(Constant)	2,377	10,847		,219	,827	-19,115	23,869					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,001	,005	,009	,097	,923	-,010	,011	,005	,009	,009	1,000	1,000
	EGENDER - Wat is uw geslacht?	,398	,131	,275	3,037	,003	,138	,657	,263	,276	,272	,979	1,021
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,133	,065	,183	2,037	,044	,004	,262	,164	,189	,182	,990	1,010
	Mean dedication	,005	,071	,007	,076	,939	-,135	,146	,051	,007	,007	,980	1,020

a. Dependent Variable: Mean occupational expertise

H3b – Dedication and anticipation and optimisation.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean anticipation and optimization	3,8675	,90650	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean dedication	6,2137	,92092	117

Correlations

		Mean anticipation and optimization	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean dedication
Pearson Correlation	Mean anticipation and optimization	1,000	,229	,177	,282	,273
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,229	1,000	-,001	-,018	-,013
	EGENDER - Wat is uw geslacht?	,177	-,001	1,000	-,070	,122
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,282	-,018	-,070	1,000	,059
	Mean dedication	,273	-,013	,122	,059	1,000
Sig. (1-tailed)	Mean anticipation and optimization	.	,007	,028	,001	,001
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,007	.	,495	,424	,444
	EGENDER - Wat is uw geslacht?	,028	,495	.	,227	,095
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,001	,424	,227	.	,265
	Mean dedication	,001	,444	,095	,265	.
N	Mean anticipation and optimization	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean dedication	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,416[a]	,173	,151	,83521	,173	7,882	3	113	,000	
2	,479[b]	,229	,202	,80995	,056	8,158	1	112	,005	2,099

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean dedication

c. Dependent Variable: Mean anticipation and optimization

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16,496	3	5,499	7,882	,000[b]
	Residual	78,826	113	,698		
	Total	95,322	116			
2	Regression	21,847	4	5,462	8,326	,000[c]
	Residual	73,474	112	,656		
	Total	95,322	116			

a. Dependent Variable: Mean anticipation and optimization

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean dedication

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-33,248	13,014		-2,555	,012	-59,031	-7,465					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,018	,007	,234	2,738	,007	,005	,031	,229	,249	,234	1,000	1,000
	EGENDER - Wat is uw geslacht?	,360	,156	,198	2,306	,023	,051	,669	,177	,212	,197	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,273	,078	,300	3,497	,001	,118	,428	,282	,313	,299	,995	1,005
2	(Constant)	-35,008	12,636		-2,771	,007	-60,044	-9,972					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,018	,006	,237	2,858	,005	,006	,031	,229	,261	,237	1,000	1,000
	EGENDER - Wat is uw geslacht?	,305	,153	,167	1,997	,048	,002	,607	,177	,185	,166	,979	1,021
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,258	,076	,284	3,405	,001	,108	,409	,282	,306	,282	,990	1,010
	Mean dedication	,236	,082	,239	2,856	,005	,072	,399	,273	,261	,237	,980	1,020

a. Dependent Variable: Mean anticipation and optimization

H3c – Dedication and personal flexibility.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean personal flexibility	4,3607	,66293	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean dedication	6,2137	,92092	117

Correlations

		Mean personal flexibility	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean dedication
Pearson Correlation	Mean personal flexibility	1,000	,283	,141	,234	,181
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,283	1,000	-,001	-,018	-,013
	EGENDER - Wat is uw geslacht?	,141	-,001	1,000	-,070	,122
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,234	-,018	-,070	1,000	,059
	Mean dedication	,181	-,013	,122	,059	1,000
Sig. (1-tailed)	Mean personal flexibility	.	,001	,065	,005	,026
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,001	.	,495	,424	,444
	EGENDER - Wat is uw geslacht?	,065	,495	.	,227	,095
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,005	,424	,227	.	,265
	Mean dedication	,026	,444	,095	,265	.
N	Mean personal flexibility	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean dedication	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,403[a]	,163	,141	,61458	,163	7,323	3	113	,000	
2	,431[b]	,186	,157	,60877	,023	3,166	1	112	,078	2,058

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean dedication

c. Dependent Variable: Mean personal flexibility

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,298	3	2,766	7,323	,000[b]
	Residual	42,681	113	,378		
	Total	50,979	116			
2	Regression	9,472	4	2,368	6,389	,000[c]
	Residual	41,507	112	,371		
	Total	50,979	116			

a. Dependent Variable: Mean personal flexibility

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean dedication

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-28,565	9,576		-2,983	,003	-47,537	-9,593					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,016	,005	,288	3,346	,001	,007	,026	,283	,300	,288	1,000	1,000
	EGENDER - Wat is uw geslacht?	,211	,115	,159	1,839	,068	-,016	,439	,141	,171	,158	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,167	,057	,251	2,905	,004	,053	,281	,234	,264	,250	,995	1,005
2	(Constant)	-29,389	9,497		-3,095	,002	-48,206	-10,572					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,016	,005	,290	3,399	,001	,007	,026	,283	,306	,290	1,000	1,000
	EGENDER - Wat is uw geslacht?	,185	,115	,139	1,617	,109	-,042	,413	,141	,151	,138	,979	1,021
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,160	,057	,240	2,806	,006	,047	,273	,234	,256	,239	,990	1,010
	Mean dedication	,110	,062	,153	1,779	,078	-,013	,233	,181	,166	,152	,980	1,020

a. Dependent Variable: Mean personal flexibility

H3d – Dedication and corporate sense.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean corporate sense	4,2265	,87960	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean dedication	6,2137	,92092	117

Correlations

		Mean corporate sense	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean dedication
Pearson Correlation	Mean corporate sense	1,000	,134	,149	,190	,154
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,134	1,000	-,001	-,018	-,013
	EGENDER - Wat is uw geslacht?	,149	-,001	1,000	-,070	,122
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,190	-,018	-,070	1,000	,059
	Mean dedication	,154	-,013	,122	,059	1,000
Sig. (1-tailed)	Mean corporate sense	.	,075	,055	,020	,048
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,075	.	,495	,424	,444
	EGENDER - Wat is uw geslacht?	,055	,495	.	,227	,095
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,020	,424	,227	.	,265
	Mean dedication	,048	,444	,095	,265	.
N	Mean corporate sense	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean dedication	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,285[a]	,081	,057	,85418	,081	3,335	3	113	,022	
2	,312[b]	,097	,065	,85061	,016	1,950	1	112	,165	2,056

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean dedication

c. Dependent Variable: Mean corporate sense

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7,300	3	2,433	3,335	,022[b]
	Residual	82,448	113	,730		
	Total	89,748	116			
2	Regression	8,711	4	2,178	3,010	,021[c]
	Residual	81,037	112	,724		
	Total	89,748	116			

a. Dependent Variable: Mean corporate sense

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean dedication

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-17,171	13,310		-1,290	,200	-43,540	9,198					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,010	,007	,138	1,528	,129	-,003	,024	,134	,142	,138	1,000	1,000
	EGENDER - Wat is uw geslacht?	,288	,160	,163	1,803	,074	-,028	,604	,149	,167	,163	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,180	,080	,204	2,253	,026	,022	,338	,190	,207	,203	,995	1,005
2	(Constant)	-18,075	13,270		-1,362	,176	-44,367	8,218					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,010	,007	,139	1,551	,124	-,003	,024	,134	,145	,139	1,000	1,000
	EGENDER - Wat is uw geslacht?	,260	,160	,147	1,619	,108	-,058	,577	,149	,151	,145	,979	1,021
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,172	,080	,195	2,163	,033	,014	,330	,190	,200	,194	,990	1,010
	Mean dedication	,121	,087	,127	1,396	,165	-,051	,293	,154	,131	,125	,980	1,020

a. Dependent Variable: Mean corporate sense

H3e – Dedication and balance.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean balance	4,1731	,56996	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean dedication	6,2137	,92092	117

Correlations

		Mean balance	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean dedication
Pearson Correlation	Mean balance	1,000	-,054	,025	,026	,151
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,054	1,000	-,001	-,018	-,013
	EGENDER - Wat is uw geslacht?	,025	-,001	1,000	-,070	,122
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,026	-,018	-,070	1,000	,059
	Mean dedication	,151	-,013	,122	,059	1,000
Sig. (1-tailed)	Mean balance	.	,280	,394	,389	,052
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,280	.	,495	,424	,444
	EGENDER - Wat is uw geslacht?	,394	,495	.	,227	,095
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,389	,424	,227	.	,265
	Mean dedication	,052	,444	,095	,265	.
N	Mean balance	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean dedication	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,066[a]	,004	-,022	,57622	,004	,164	3	113	,921	
2	,161[b]	,026	-,009	,57252	,021	2,467	1	112	,119	1,975

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean dedication

c. Dependent Variable: Mean balance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,163	3	,054	,164	,921[b]
	Residual	37,520	113	,332		
	Total	37,683	116			
2	Regression	,972	4	,243	,741	,566[c]
	Residual	36,711	112	,328		
	Total	37,683	116			

a. Dependent Variable: Mean balance

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean dedication

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	9,219	8,979		1,027	,307	-8,569	27,007					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,003	,005	-,054	-,574	,567	-,012	,006	-,054	-,054	-,054	1,000	1,000
	EGENDER - Wat is uw geslacht?	,031	,108	,027	,286	,775	-,183	,244	,025	,027	,027	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,016	,054	,027	,289	,773	-,091	,122	,026	,027	,027	,995	1,005
2	(Constant)	8,535	8,932		,956	,341	-9,162	26,231					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,003	,005	-,052	-,559	,578	-,011	,006	-,054	-,053	-,052	1,000	1,000
	EGENDER - Wat is uw geslacht?	,009	,108	,008	,087	,931	-,204	,223	,025	,008	,008	,979	1,021
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,010	,054	,017	,184	,855	-,096	,116	,026	,017	,017	,990	1,010
	Mean dedication	,092	,058	,148	1,571	,119	-,024	,207	,151	,147	,146	,980	1,020

a. Dependent Variable: Mean balance

Hypotheses 4 a t/m e.

H4a – Absorption and occupational expertise.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean occupational expertise	4,5402	,72124	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean absorption	5,3704	,94080	117

Correlations

		Mean occupational expertise	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean absorption
Pearson Correlation	Mean occupational expertise	1,000	,005	,263	,164	,065
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,005	1,000	-,001	-,018	,041
	EGENDER - Wat is uw geslacht?	,263	-,001	1,000	-,070	,004
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,164	-,018	-,070	1,000	,153
	Mean absorption	,065	,041	,004	,153	1,000
Sig. (1-tailed)	Mean occupational expertise	.	,479	,002	,038	,244
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,479	.	,495	,424	,332
	EGENDER - Wat is uw geslacht?	,002	,495	.	,227	,483
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,038	,424	,227	.	,050
	Mean absorption	,244	,332	,483	,050	.
N	Mean occupational expertise	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean absorption	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,320[a]	,103	,079	,69223	,103	4,308	3	113	,006	
2	,322[b]	,104	,072	,69482	,001	,158	1	112	,691	1,646

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean absorption

c. Dependent Variable: Mean occupational expertise

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6,194	3	2,065	4,308	,006[b]
	Residual	54,148	113	,479		
	Total	60,341	116			
2	Regression	6,270	4	1,568	3,247	,015[c]
	Residual	54,071	112	,483		
	Total	60,341	116			

a. Dependent Variable: Mean occupational expertise

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean absorption

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2,417	10,786		,224	,823	-18,952	23,787					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,001	,005	,009	,096	,924	-,010	,011	,005	,009	,009	1,000	1,000
	EGENDER - Wat is uw geslacht?	,399	,129	,276	3,086	,003	,143	,656	,263	,279	,275	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,133	,065	,184	2,056	,042	,005	,261	,164	,190	,183	,995	1,005
2	(Constant)	2,474	10,828		,228	,820	-18,980	23,927					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,000	,005	,007	,078	,938	-,010	,011	,005	,007	,007	,998	1,002
	EGENDER - Wat is uw geslacht?	,398	,130	,275	3,068	,003	,141	,656	,263	,278	,274	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,129	,066	,178	1,962	,052	-,001	,259	,164	,182	,176	,971	1,030
	Mean absorption	,028	,069	,036	,398	,691	-,110	,165	,065	,038	,036	,975	1,026

a. Dependent Variable: Mean occupational expertise

H4b – Absorption and anticipation and optimisation.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean anticipation and optimization	3,8675	,90650	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean absorption	5,3704	,94080	117

Correlations

		Mean anticipation and optimization	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean absorption
Pearson Correlation	Mean anticipation and optimization	1,000	,229	,177	,282	,296
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,229	1,000	-,001	-,018	,041
	EGENDER - Wat is uw geslacht?	,177	-,001	1,000	-,070	,004
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,282	-,018	-,070	1,000	,153
	Mean absorption	,296	,041	,004	,153	1,000
Sig. (1-tailed)	Mean anticipation and optimization	.	,007	,028	,001	,001
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,007	.	,495	,424	,332
	EGENDER - Wat is uw geslacht?	,028	,495	.	,227	,483
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,001	,424	,227	.	,050
	Mean absorption	,001	,332	,483	,050	.
N	Mean anticipation and optimization	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean absorption	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,416[a]	,173	,151	,83521	,173	7,882	3	113	,000	
2	,482[b]	,232	,205	,80845	,059	8,605	1	112	,004	1,880

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean absorption

c. Dependent Variable: Mean anticipation and optimization

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16,496	3	5,499	7,882	,000[b]
	Residual	78,826	113	,698		
	Total	95,322	116			
2	Regression	22,119	4	5,530	8,461	,000[c]
	Residual	73,202	112	,654		
	Total	95,322	116			

a. Dependent Variable: Mean anticipation and optimization

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean absorption

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-33,248	13,014		-2,555	,012	-59,031	-7,465					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,018	,007	,234	2,738	,007	,005	,031	,229	,249	,234	1,000	1,000
	EGENDER - Wat is uw geslacht?	,360	,156	,198	2,306	,023	,051	,669	,177	,212	,197	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,273	,078	,300	3,497	,001	,118	,428	,282	,313	,299	,995	1,005
2	(Constant)	-32,765	12,598		-2,601	,011	-57,727	-7,804					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,017	,006	,224	2,697	,008	,005	,030	,229	,247	,223	,998	1,002
	EGENDER - Wat is uw geslacht?	,353	,151	,194	2,338	,021	,054	,653	,177	,216	,194	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,238	,076	,262	3,117	,002	,087	,390	,282	,282	,258	,971	1,030
	Mean absorption	,237	,081	,246	2,933	,004	,077	,397	,296	,267	,243	,975	1,026

a. Dependent Variable: Mean anticipation and optimization

H4c – Absorption and personal flexibility.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean personal flexibility	4,3607	,66293	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean absorption	5,3704	,94080	117

Correlations

		Mean personal flexibility	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean absorption
Pearson Correlation	Mean personal flexibility	1,000	,283	,141	,234	,302
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,283	1,000	-,001	-,018	,041
	EGENDER - Wat is uw geslacht?	,141	-,001	1,000	-,070	,004
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,234	-,018	-,070	1,000	,153
	Mean absorption	,302	,041	,004	,153	1,000
Sig. (1-tailed)	Mean personal flexibility	.	,001	,065	,005	,000
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,001	.	,495	,424	,332
	EGENDER - Wat is uw geslacht?	,065	,495	.	,227	,483
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,005	,424	,227	.	,050
	Mean absorption	,000	,332	,483	,050	.
N	Mean personal flexibility	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean absorption	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,403[a]	,163	,141	,61458	,163	7,323	3	113	,000	
2	,477[b]	,227	,200	,59298	,065	9,382	1	112	,003	2,015

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean absorption

c. Dependent Variable: Mean personal flexibility

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,298	3	2,766	7,323	,000[b]
	Residual	42,681	113	,378		
	Total	50,979	116			
2	Regression	11,597	4	2,899	8,246	,000[c]
	Residual	39,382	112	,352		
	Total	50,979	116			

a. Dependent Variable: Mean personal flexibility

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean absorption

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-28,565	9,576		-2,983	,003	-47,537	-9,593					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,016	,005	,288	3,346	,001	,007	,026	,283	,300	,288	1,000	1,000
	EGENDER - Wat is uw geslacht?	,211	,115	,159	1,839	,068	-,016	,439	,141	,171	,158	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,167	,057	,251	2,905	,004	,053	,281	,234	,264	,250	,995	1,005
2	(Constant)	-28,195	9,240		-3,051	,003	-46,504	-9,887					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,016	,005	,277	3,330	,001	,006	,025	,283	,300	,277	,998	1,002
	EGENDER - Wat is uw geslacht?	,206	,111	,155	1,860	,066	-,013	,426	,141	,173	,154	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,140	,056	,211	2,502	,014	,029	,251	,234	,230	,208	,971	1,030
	Mean absorption	,182	,059	,258	3,063	,003	,064	,299	,302	,278	,254	,975	1,026

a. Dependent Variable: Mean personal flexibility

H4d – Absorption and corporate sense.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean corporate sense	4,2265	,87960	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean absorption	5,3704	,94080	117

Correlations

		Mean corporate sense	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean absorption
Pearson Correlation	Mean corporate sense	1,000	,134	,149	,190	,219
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,134	1,000	-,001	-,018	,041
	EGENDER - Wat is uw geslacht?	,149	-,001	1,000	-,070	,004
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,190	-,018	-,070	1,000	,153
	Mean absorption	,219	,041	,004	,153	1,000
Sig. (1-tailed)	Mean corporate sense	.	,075	,055	,020	,009
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,075	.	,495	,424	,332
	EGENDER - Wat is uw geslacht?	,055	,495	.	,227	,483
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,020	,424	,227	.	,050
	Mean absorption	,009	,332	,483	,050	.
N	Mean corporate sense	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean absorption	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,285[a]	,081	,057	,85418	,081	3,335	3	113	,022	
2	,340[b]	,115	,084	,84197	,034	4,302	1	112	,040	2,130

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean absorption

c. Dependent Variable: Mean corporate sense

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7,300	3	2,433	3,335	,022[b]
	Residual	82,448	113	,730		
	Total	89,748	116			
2	Regression	10,350	4	2,587	3,650	,008[c]
	Residual	79,398	112	,709		
	Total	89,748	116			

a. Dependent Variable: Mean corporate sense

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean absorption

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-17,171	13,310		-1,290	,200	-43,540	9,198					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,010	,007	,138	1,528	,129	-,003	,024	,134	,142	,138	1,000	1,000
	EGENDER - Wat is uw geslacht?	,288	,160	,163	1,803	,074	-,028	,604	,149	,167	,163	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,180	,080	,204	2,253	,026	,022	,338	,190	,207	,203	,995	1,005
2	(Constant)	-16,816	13,121		-1,282	,203	-42,812	9,181					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,010	,007	,130	1,458	,148	-,003	,023	,134	,136	,130	,998	1,002
	EGENDER - Wat is uw geslacht?	,283	,157	,160	1,798	,075	-,029	,595	,149	,167	,160	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,154	,080	,175	1,938	,055	-,003	,312	,190	,180	,172	,971	1,030
	Mean absorption	,175	,084	,187	2,074	,040	,008	,341	,219	,192	,184	,975	1,026

a. Dependent Variable: Mean corporate sense

H4e – Absorption and balance.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean balance	4,1731	,56996	117
EBIRTH - Wat is uw geboortejaar? (jjjj)	1972,30	11,764	117
EGENDER - Wat is uw geslacht?	1,56	,498	117
EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,47	,996	117
Mean absorption	5,3704	,94080	117

Correlations

		Mean balance	EBIRTH - Wat is uw geboortejaar? (jjjj)	EGENDER - Wat is uw geslacht?	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean absorption
Pearson Correlation	Mean balance	1,000	-,054	,025	,026	,033
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,054	1,000	-,001	-,018	,041
	EGENDER - Wat is uw geslacht?	,025	-,001	1,000	-,070	,004
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,026	-,018	-,070	1,000	,153
	Mean absorption	,033	,041	,004	,153	1,000
Sig. (1-tailed)	Mean balance	.	,280	,394	,389	,360
	EBIRTH - Wat is uw geboortejaar? (jjjj)	,280	.	,495	,424	,332
	EGENDER - Wat is uw geslacht?	,394	,495	.	,227	,483
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,389	,424	,227	.	,050
	Mean absorption	,360	,332	,483	,050	.
N	Mean balance	117	117	117	117	117
	EBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	EGENDER - Wat is uw geslacht?	117	117	117	117	117
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean absorption	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,066[a]	,004	-,022	,57622	,004	,164	3	113	,921	
2	,073[b]	,005	-,030	,57850	,001	,114	1	112	,736	2,126

a. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean absorption

c. Dependent Variable: Mean balance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,163	3	,054	,164	,921[b]
	Residual	37,520	113	,332		
	Total	37,683	116			
2	Regression	,201	4	,050	,150	,963[c]
	Residual	37,482	112	,335		
	Total	37,683	116			

a. Dependent Variable: Mean balance

b. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?

c. Predictors: (Constant), EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, EBIRTH - Wat is uw geboortejaar? (jjjj), EGENDER - Wat is uw geslacht?, Mean absorption

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	9,219	8,979		1,027	,307	-8,569	27,007					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,003	,005	-,054	-,574	,567	-,012	,006	-,054	-,054	-,054	1,000	1,000
	EGENDER - Wat is uw geslacht?	,031	,108	,027	,286	,775	-,183	,244	,025	,027	,027	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,016	,054	,027	,289	,773	-,091	,122	,026	,027	,027	,995	1,005
2	(Constant)	9,259	9,015		1,027	,307	-8,603	27,120					
	EBIRTH - Wat is uw geboortejaar? (jjjj)	-,003	,005	-,055	-,586	,559	-,012	,006	-,054	-,055	-,055	,998	1,002
	EGENDER - Wat is uw geslacht?	,030	,108	,026	,280	,780	-,184	,245	,025	,026	,026	,995	1,005
	EEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,013	,055	,022	,232	,817	-,096	,121	,026	,022	,022	,971	1,030
	Mean absorption	,020	,058	,032	,338	,736	-,095	,134	,033	,032	,032	,975	1,026

a. Dependent Variable: Mean balance

Mediation hypotheses model 1.

Relationship between opening leadership behaviour and occupational expertise.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean occupational expertise	4,5402	,72124	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean occupational expertise	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean opeing leadership behaviour
Pearson Correlation	Mean occupational expertise	1,000	-,137	,011	,115	,271
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,137	1,000	,223	-,263	,128
	SGENDER - Wat is uw geslacht?	,011	,223	1,000	,007	-,138
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,115	-,263	,007	1,000	,057
	Mean opeing leadership behaviour	,271	,128	-,138	,057	1,000
Sig. (1-tailed)	Mean occupational expertise	.	,071	,452	,108	,002
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,071	.	,008	,002	,085
	SGENDER - Wat is uw geslacht?	,452	,008	.	,469	,069
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,108	,002	,469	.	,270
	Mean opeing leadership behaviour	,002	,085	,069	,270	.
N	Mean occupational expertise	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,164[a]	,027	,001	,72090	,027	1,036	3	113	,380	
2	,338[b]	,114	,083	,69077	,088	11,072	1	112	,001	2,214

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

c. Dependent Variable: Mean occupational expertise

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,615	3	,538	1,036	,380[b]
	Residual	58,726	113	,520		
	Total	60,341	116			
2	Regression	6,898	4	1,725	3,614	,008[c]
	Residual	53,443	112	,477		
	Total	60,341	116			

a. Dependent Variable: Mean occupational expertise

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	22,460	14,692		1,529	,129	-6,648	51,568					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,009	,007	-,123	-1,248	,215	-,024	,005	-,137	-,117	-,116	,880	1,137
	SGENDER - Wat is uw geslacht?	,058	,144	,038	,401	,689	-,227	,342	,011	,038	,037	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,069	,080	,082	,854	,395	-,091	,228	,115	,080	,079	,926	1,080
2	(Constant)	30,104	14,264		2,110	,037	1,841	58,367					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,014	,007	-,184	-1,903	,060	-,028	,001	-,137	-,177	-,169	,849	1,178
	SGENDER - Wat is uw geslacht?	,142	,140	,094	1,011	,314	-,136	,419	,011	,095	,090	,915	1,093
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,040	,077	,049	,523	,602	-,113	,194	,115	,049	,046	,915	1,093
	Mean opeing leadership behaviour	,291	,088	,305	3,327	,001	,118	,465	,271	,300	,296	,943	1,060

a. Dependent Variable: Mean occupational expertise

Relationship between opening leadership behaviour and anticipation and optimisation.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean anticipation and optimization	3,8675	,90650	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean anticipation and optimization	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean opeing leadership behaviour
Pearson Correlation	Mean anticipation and optimization	1,000	-,211	,004	,001	,213
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,211	1,000	,223	-,263	,128
	SGENDER - Wat is uw geslacht?	,004	,223	1,000	,007	-,138
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,001	-,263	,007	1,000	,057
	Mean opeing leadership behaviour	,213	,128	-,138	,057	1,000
Sig. (1-tailed)	Mean anticipation and optimization	.	,011	,485	,494	,011
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,011	.	,008	,002	,085
	SGENDER - Wat is uw geslacht?	,485	,008	.	,469	,069
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,494	,002	,469	.	,270
	Mean opeing leadership behaviour	,011	,085	,069	,270	.
N	Mean anticipation and optimization	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,226[a]	,051	,026	,89475	,051	2,022	3	113	,115	
2	,347[b]	,120	,089	,86538	,069	8,800	1	112	,004	2,188

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

c. Dependent Variable: Mean anticipation and optimization

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,856	3	1,619	2,022	,115[b]
	Residual	90,465	113	,801		
	Total	95,322	116			
2	Regression	11,446	4	2,862	3,821	,006[c]
	Residual	83,875	112	,749		
	Total	95,322	116			

a. Dependent Variable: Mean anticipation and optimization

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	48,744	18,235		2,673	,009	12,617	84,872					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,023	,009	-,241	-2,463	,015	-,041	-,004	-,211	-,226	-,226	,880	1,137
	SGENDER - Wat is uw geslacht?	,109	,178	,058	,613	,541	-,244	,463	,004	,058	,056	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,065	,100	-,062	-,656	,513	-,263	,132	,001	-,062	-,060	,926	1,080
2	(Constant)	57,282	17,870		3,205	,002	21,875	92,689					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,028	,009	-,294	-3,057	,003	-,046	-,010	-,211	-,278	-,271	,849	1,178
	SGENDER - Wat is uw geslacht?	,203	,175	,107	1,158	,249	-,144	,550	,004	,109	,103	,915	1,093
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,097	,097	-,092	-,998	,320	-,289	,095	,001	-,094	-,088	,915	1,093
	Mean opeing leadership behaviour	,325	,110	,271	2,967	,004	,108	,542	,213	,270	,263	,943	1,060

a. Dependent Variable: Mean anticipation and optimization

Relationship between opening leadership behaviour and personal flexibility.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean personal flexibility	4,3607	,66293	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean personal flexibility	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean opeing leadership behaviour
Pearson Correlation	Mean personal flexibility	1,000	-,189	-,108	-,022	,254
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,189	1,000	,223	-,263	,128
	SGENDER - Wat is uw geslacht?	-,108	,223	1,000	,007	-,138
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,022	-,263	,007	1,000	,057
	Mean opeing leadership behaviour	,254	,128	-,138	,057	1,000
Sig. (1-tailed)	Mean personal flexibility	.	,021	,123	,409	,003
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,021	.	,008	,002	,085
	SGENDER - Wat is uw geslacht?	,123	,008	.	,469	,069
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,409	,002	,469	.	,270
	Mean opeing leadership behaviour	,003	,085	,069	,270	.
N	Mean personal flexibility	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,213[a]	,045	,020	,65633	,045	1,782	3	113	,155	
2	,353[b]	,125	,093	,63119	,080	10,180	1	112	,002	2,014

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

c. Dependent Variable: Mean personal flexibility

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,303	3	,768	1,782	,155[b]
	Residual	48,677	113	,431		
	Total	50,979	116			
2	Regression	6,358	4	1,590	3,990	,005[c]
	Residual	44,621	112	,398		
	Total	50,979	116			

a. Dependent Variable: Mean personal flexibility

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	31,060	13,376		2,322	,022	4,560	57,561					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,013	,007	-,194	-1,977	,050	-,027	,000	-,189	-,183	-,182	,880	1,137
	SGENDER - Wat is uw geslacht?	-,089	,131	-,064	-,681	,497	-,348	,170	-,108	-,064	-,063	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,055	,073	-,072	-,755	,452	-,200	,090	-,022	-,071	-,069	,926	1,080
2	(Constant)	37,758	13,034		2,897	,005	11,933	63,583					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,017	,007	-,251	-2,617	,010	-,030	-,004	-,189	-,240	-,231	,849	1,178
	SGENDER - Wat is uw geslacht?	-,016	,128	-,011	-,122	,903	-,269	,238	-,108	-,012	-,011	,915	1,093
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,080	,071	-,104	-1,129	,261	-,220	,060	-,022	-,106	-,100	,915	1,093
	Mean opeing leadership behaviour	,255	,080	,290	3,191	,002	,097	,414	,254	,289	,282	,943	1,060

a. Dependent Variable: Mean personal flexibility

Relationship between opening leadership behaviour and corporate sense.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean corporate sense	4,2265	,87960	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean corporate sense	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean opeing leadership behaviour
Pearson Correlation	Mean corporate sense	1,000	-,145	,009	,005	,321
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,145	1,000	,223	-,263	,128
	SGENDER - Wat is uw geslacht?	,009	,223	1,000	,007	-,138
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,005	-,263	,007	1,000	,057
	Mean opeing leadership behaviour	,321	,128	-,138	,057	1,000
Sig. (1-tailed)	Mean corporate sense	.	,059	,460	,477	,000
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,059	.	,008	,002	,085
	SGENDER - Wat is uw geslacht?	,460	,008	.	,469	,069
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,477	,002	,469	.	,270
	Mean opeing leadership behaviour	,000	,085	,069	,270	.
N	Mean corporate sense	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,156[a]	,024	-,002	,88028	,024	,940	3	113	,424	
2	,394[b]	,155	,125	,82282	,131	17,331	1	112	,000	1,994

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

c. Dependent Variable: Mean corporate sense

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,186	3	,729	,940	,424[b]
	Residual	87,562	113	,775		
	Total	89,748	116			
2	Regression	13,920	4	3,480	5,140	,001[c]
	Residual	75,828	112	,677		
	Total	89,748	116			

a. Dependent Variable: Mean corporate sense

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	34,231	17,940		1,908	,059	-1,312	69,774					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,015	,009	-,166	-1,675	,097	-,033	,003	-,145	-,156	-,156	,880	1,137
	SGENDER - Wat is uw geslacht?	,086	,175	,047	,490	,625	-,262	,434	,009	,046	,046	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,039	,098	-,039	-,400	,690	-,234	,155	,005	-,038	-,037	,926	1,080
2	(Constant)	45,623	16,991		2,685	,008	11,957	79,289					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,022	,009	-,240	-2,541	,012	-,039	-,005	-,145	-,233	-,221	,849	1,178
	SGENDER - Wat is uw geslacht?	,211	,167	,115	1,266	,208	-,119	,541	,009	,119	,110	,915	1,093
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,081	,092	-,080	-,880	,381	-,264	,102	,005	-,083	-,076	,915	1,093
	Mean opeing leadership behaviour	,434	,104	,372	4,163	,000	,227	,641	,321	,366	,362	,943	1,060

a. Dependent Variable: Mean corporate sense

Relationship between opening leadership behaviour and balance.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean balance	4,1731	,56996	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean balance	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean opeing leadership behaviour
Pearson Correlation	Mean balance	1,000	-,275	-,066	-,080	,054
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,275	1,000	,223	-,263	,128
	SGENDER - Wat is uw geslacht?	-,066	,223	1,000	,007	-,138
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,080	-,263	,007	1,000	,057
	Mean opeing leadership behaviour	,054	,128	-,138	,057	1,000
Sig. (1-tailed)	Mean balance	.	,001	,239	,196	,282
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,001	.	,008	,002	,085
	SGENDER - Wat is uw geslacht?	,239	,008	.	,469	,069
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,196	,002	,469	.	,270
	Mean opeing leadership behaviour	,282	,085	,069	,270	.
N	Mean balance	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,317[a]	,100	,076	,54772	,100	4,203	3	113	,007	
2	,335[b]	,112	,080	,54658	,012	1,474	1	112	,227	1,970

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

c. Dependent Variable: Mean balance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,783	3	1,261	4,203	,007[b]
	Residual	33,900	113	,300		
	Total	37,683	116			
2	Regression	4,223	4	1,056	3,534	,009[c]
	Residual	33,460	112	,299		
	Total	37,683	116			

a. Dependent Variable: Mean balance

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	41,943	11,163		3,757	,000	19,828	64,059					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,019	,006	-,319	-3,356	,001	-,030	-,008	-,275	-,301	-,299	,880	1,137
	SGENDER - Wat is uw geslacht?	,008	,109	,006	,069	,945	-,209	,224	-,066	,007	,006	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,108	,061	-,164	-1,770	,080	-,229	,013	-,080	-,164	-,158	,926	1,080
2	(Constant)	44,150	11,287		3,912	,000	21,786	66,513					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,020	,006	-,341	-3,531	,001	-,032	-,009	-,275	-,317	-,314	,849	1,178
	SGENDER - Wat is uw geslacht?	,032	,111	,027	,287	,775	-,188	,251	-,066	,027	,026	,915	1,093
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,116	,061	-,176	-1,895	,061	-,237	,005	-,080	-,176	-,169	,915	1,093
	Mean opeing leadership behaviour	,084	,069	,111	1,214	,227	-,053	,221	,054	,114	,108	,943	1,060

a. Dependent Variable: Mean balance

Mediation testing for hypothesis H5a.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean occupational expertise	4,5402	,72124	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean vigor	6,1538	,71087	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean occupational expertise	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean vigor	Mean opeing leadership behaviour
Pearson Correlation	Mean occupational expertise	1,000	-,137	,011	,115	,209	,271
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,137	1,000	,223	-,263	-,137	,128
	SGENDER - Wat is uw geslacht?	,011	,223	1,000	,007	-,147	-,138
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,115	-,263	,007	1,000	,054	,057
	Mean vigor	,209	-,137	-,147	,054	1,000	,156
	Mean opeing leadership behaviour	,271	,128	-,138	,057	,156	1,000
Sig. (1-tailed)	Mean occupational expertise	.	,071	,452	,108	,012	,002
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,071	.	,008	,002	,071	,085
	SGENDER - Wat is uw geslacht?	,452	,008	.	,469	,057	,069
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,108	,002	,469	.	,283	,270
	Mean vigor	,012	,071	,057	,283	.	,046
	Mean opeing leadership behaviour	,002	,085	,069	,270	,046	.
N	Mean occupational expertise	117	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117	117
	Mean vigor	117	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117	117

Model Summary[d]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,164[a]	,027	,001	,72090	,027	1,036	3	113	,380	
2	,256[b]	,065	,032	,70963	,039	4,619	1	112	,034	
3	,371[c]	,137	,098	,68481	,072	9,265	1	111	,003	2,079

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor, Mean opeing leadership behaviour

d. Dependent Variable: Mean occupational expertise

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,615	3	,538	1,036	,380[b]
	Residual	58,726	113	,520		
	Total	60,341	116			
2	Regression	3,941	4	,985	1,956	,106[c]
	Residual	56,400	112	,504		
	Total	60,341	116			
3	Regression	8,286	5	1,657	3,534	,005[d]
	Residual	52,055	111	,469		
	Total	60,341	116			

a. Dependent Variable: Mean occupational expertise

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor

d. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor, Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	22,460	14,692		1,529	,129	-6,648	51,568					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,009	,007	-,123	-1,248	,215	-,024	,005	-,137	-,117	-,116	,880	1,137
	SGENDER - Wat is uw geslacht?	,058	,144	,038	,401	,689	-,227	,342	,011	,038	,037	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,069	,080	,082	,854	,395	-,091	,228	,115	,080	,079	,926	1,080
2	(Constant)	18,171	14,600		1,245	,216	-10,756	47,098					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,008	,007	-,103	-1,054	,294	-,022	,007	-,137	-,099	-,096	,872	1,147
	SGENDER - Wat is uw geslacht?	,095	,142	,063	,667	,506	-,187	,377	,011	,063	,061	,931	1,074
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,064	,079	,077	,809	,420	-,093	,221	,115	,076	,074	,925	1,081
	Mean vigor	,203	,094	,200	2,149	,034	,016	,389	,209	,199	,196	,966	1,035
3	(Constant)	26,125	14,329		1,823	,071	-2,269	54,520					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,012	,007	-,163	-1,688	,094	-,027	,002	-,137	-,158	-,149	,836	1,197
	SGENDER - Wat is uw geslacht?	,164	,139	,109	1,176	,242	-,112	,440	,011	,111	,104	,907	1,103
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,039	,077	,047	,510	,611	-,113	,191	,115	,048	,045	,915	1,093
	Mean vigor	,158	,092	,156	1,720	,088	-,024	,341	,209	,161	,152	,942	1,061
	Mean opeing leadership behaviour	,267	,088	,280	3,044	,003	,093	,442	,271	,278	,268	,920	1,087

a. Dependent Variable: Mean occupational expertise

Mediation testing for hypothesis H6a.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean anticipation and optimization	3,8675	,90650	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean vigor	6,1538	,71087	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean anticipation and optimization	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean vigor	Mean opeing leadership behaviour
Pearson Correlation	Mean anticipation and optimization	1,000	-,211	,004	,001	,246	,213
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,211	1,000	,223	-,263	-,137	,128
	SGENDER - Wat is uw geslacht?	,004	,223	1,000	,007	-,147	-,138
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,001	-,263	,007	1,000	,054	,057
	Mean vigor	,246	-,137	-,147	,054	1,000	,156
	Mean opeing leadership behaviour	,213	,128	-,138	,057	,156	1,000
Sig. (1-tailed)	Mean anticipation and optimization	.	,011	,485	,494	,004	,011
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,011	.	,008	,002	,071	,085
	SGENDER - Wat is uw geslacht?	,485	,008	.	,469	,057	,069
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,494	,002	,469	.	,283	,270
	Mean vigor	,004	,071	,057	,283	.	,046
	Mean opeing leadership behaviour	,011	,085	,069	,270	,046	.
N	Mean anticipation and optimization	117	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117	117
	Mean vigor	117	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117	117

Model Summary[d]

					Change Statistics					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	,226[a]	,051	,026	,89475	,051	2,022	3	113	,115	
2	,321[b]	,103	,071	,87361	,052	6,535	1	112	,012	
3	,395[c]	,156	,118	,85131	,053	6,946	1	111	,010	1,780

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor, Mean opeing leadership behaviour

d. Dependent Variable: Mean anticipation and optimization

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,856	3	1,619	2,022	,115[b]
	Residual	90,465	113	,801		
	Total	95,322	116			
2	Regression	9,844	4	2,461	3,225	,015[c]
	Residual	85,478	112	,763		
	Total	95,322	116			
3	Regression	14,877	5	2,975	4,106	,002[d]
	Residual	80,444	111	,725		
	Total	95,322	116			

a. Dependent Variable: Mean anticipation and optimization

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor

d. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor, Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	48,744	18,235		2,673	,009	12,617	84,872					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,023	,009	-,241	-2,463	,015	-,041	-,004	-,211	-,226	-,226	,880	1,137
	SGENDER - Wat is uw geslacht?	,109	,178	,058	,613	,541	-,244	,463	,004	,058	,056	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,065	,100	-,062	-,656	,513	-,263	,132	,001	-,062	-,060	,926	1,080
2	(Constant)	42,464	17,973		2,363	,020	6,853	78,076					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,021	,009	-,217	-2,263	,026	-,038	-,003	-,211	-,209	-,203	,872	1,147
	SGENDER - Wat is uw geslacht?	,164	,175	,087	,936	,351	-,183	,512	,004	,088	,084	,931	1,074
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,072	,097	-,069	-,741	,460	-,265	,121	,001	-,070	-,066	,925	1,081
	Mean vigor	,297	,116	,233	2,556	,012	,067	,527	,246	,235	,229	,966	1,035
3	(Constant)	51,025	17,813		2,864	,005	15,728	86,323					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,025	,009	-,268	-2,810	,006	-,043	-,007	-,211	-,258	-,245	,836	1,197
	SGENDER - Wat is uw geslacht?	,238	,173	,126	1,376	,172	-,105	,582	,004	,129	,120	,907	1,103
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,099	,095	-,094	-1,036	,303	-,288	,090	,001	-,098	-,090	,915	1,093
	Mean vigor	,249	,115	,195	2,176	,032	,022	,476	,246	,202	,190	,942	1,061
	Mean opeing leadership behaviour	,288	,109	,240	2,635	,010	,071	,504	,213	,243	,230	,920	1,087

a. Dependent Variable: Mean anticipation and optimization

Mediation testing for hypothesis H7a.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean personal flexibility	4,3607	,66293	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean vigor	6,1538	,71087	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean personal flexibility	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean vigor	Mean opeing leadership behaviour
Pearson Correlation	Mean personal flexibility	1,000	-,189	-,108	-,022	,168	,254
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,189	1,000	,223	-,263	-,137	,128
	SGENDER - Wat is uw geslacht?	-,108	,223	1,000	,007	-,147	-,138
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,022	-,263	,007	1,000	,054	,057
	Mean vigor	,168	-,137	-,147	,054	1,000	,156
	Mean opeing leadership behaviour	,254	,128	-,138	,057	,156	1,000
Sig. (1-tailed)	Mean personal flexibility	.	,021	,123	,409	,035	,003
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,021	.	,008	,002	,071	,085
	SGENDER - Wat is uw geslacht?	,123	,008	.	,469	,057	,069
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,409	,002	,469	.	,283	,270
	Mean vigor	,035	,071	,057	,283	.	,046
	Mean opeing leadership behaviour	,003	,085	,069	,270	,046	.
N	Mean personal flexibility	117	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117	117
	Mean vigor	117	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117	117

Model Summary[d]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,213[a]	,045	,020	,65633	,045	1,782	3	113	,155	
2	,253[b]	,064	,031	,65264	,019	2,281	1	112	,134	
3	,366[c]	,134	,095	,63076	,069	8,904	1	111	,003	2,111

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor, Mean opeing leadership behaviour

d. Dependent Variable: Mean personal flexibility

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,303	3	,768	1,782	,155[b]
	Residual	48,677	113	,431		
	Total	50,979	116			
2	Regression	3,274	4	,819	1,922	,112[c]
	Residual	47,705	112	,426		
	Total	50,979	116			
3	Regression	6,817	5	1,363	3,427	,006[d]
	Residual	44,162	111	,398		
	Total	50,979	116			

a. Dependent Variable: Mean personal flexibility

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor

d. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor, Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	31,060	13,376		2,322	,022	4,560	57,561					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,013	,007	-,194	-1,977	,050	-,027	,000	-,189	-,183	-,182	,880	1,137
	SGENDER - Wat is uw geslacht?	-,089	,131	-,064	-,681	,497	-,348	,170	-,108	-,064	-,063	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,055	,073	-,072	-,755	,452	-,200	,090	-,022	-,071	-,069	,926	1,080
2	(Constant)	28,288	13,427		2,107	,037	1,685	54,892					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,012	,007	-,179	-1,833	,070	-,026	,001	-,189	-,171	-,168	,872	1,147
	SGENDER - Wat is uw geslacht?	-,065	,131	-,047	-,496	,621	-,325	,195	-,108	-,047	-,045	,931	1,074
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,058	,073	-,076	-,800	,425	-,202	,086	-,022	-,075	-,073	,925	1,081
	Mean vigor	,131	,087	,140	1,510	,134	-,041	,303	,168	,141	,138	,966	1,035
3	(Constant)	35,471	13,198		2,688	,008	9,318	61,624					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	-,016	,007	-,238	-2,464	,015	-,030	-,003	-,189	-,228	-,218	,836	1,197
	SGENDER - Wat is uw geslacht?	-,003	,128	-,002	-,021	,983	-,257	,252	-,108	-,002	-,002	,907	1,103
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,081	,071	-,105	-1,140	,257	-,221	,059	-,022	-,108	-,101	,915	1,093
	Mean vigor	,091	,085	,098	1,073	,285	-,077	,259	,168	,101	,095	,942	1,061
	Mean opeing leadership behaviour	,241	,081	,275	2,984	,003	,081	,402	,254	,273	,264	,920	1,087

a. Dependent Variable: Mean personal flexibility

Hypothesis 10.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean health	3,7966	,66280	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean vigor	6,1538	,71087	117

Correlations

		Mean health	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean vigor
Pearson Correlation	Mean health	1,000	,069	-,067	-,099	,257
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,069	1,000	,223	-,263	-,137
	SGENDER - Wat is uw geslacht?	-,067	,223	1,000	,007	-,147
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,099	-,263	,007	1,000	,054
	Mean vigor	,257	-,137	-,147	,054	1,000
Sig. (1-tailed)	Mean health	.	,231	,237	,144	,003
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,231	.	,008	,002	,071
	SGENDER - Wat is uw geslacht?	,237	,008	.	,469	,057
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,144	,002	,469	.	,283
	Mean vigor	,003	,071	,057	,283	.
N	Mean health	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean vigor	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,134[a]	,018	-,008	,66548	,018	,689	3	113	,561	
2	,295[b]	,087	,054	,64455	,069	8,456	1	112	,004	2,144

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor

c. Dependent Variable: Mean health

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,915	3	,305	,689	,561[b]
	Residual	50,043	113	,443		
	Total	50,959	116			
2	Regression	4,428	4	1,107	2,665	,036[c]
	Residual	46,530	112	,415		
	Total	50,959	116			

a. Dependent Variable: Mean health

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean vigor

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-4,702	13,563		-,347	,729	-31,572	22,169					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,005	,007	,065	,658	,512	-,009	,018	,069	,062	,061	,880	1,137
	SGENDER - Wat is uw geslacht?	-,112	,133	-,081	-,843	,401	-,375	,151	-,067	-,079	-,079	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,062	,074	-,081	-,840	,403	-,209	,085	-,099	-,079	-,078	,926	1,080
2	(Constant)	-9,972	13,261		-,752	,454	-36,247	16,302					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,006	,007	,093	,957	,340	-,007	,020	,069	,090	,086	,872	1,147
	SGENDER - Wat is uw geslacht?	-,066	,129	-,048	-,508	,612	-,322	,191	-,067	-,048	-,046	,931	1,074
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,068	,072	-,089	-,945	,346	-,210	,074	-,099	-,089	-,085	,925	1,081
	Mean vigor	,249	,086	,267	2,908	,004	,079	,419	,257	,265	,263	,966	1,035

a. Dependent Variable: Mean health

Hypothesis 11.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean health	3,7966	,66280	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean dedication	6,2137	,92092	117

Correlations

		Mean health	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean dedication
Pearson Correlation	Mean health	1,000	,069	-,067	-,099	,207
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,069	1,000	,223	-,263	-,097
	SGENDER - Wat is uw geslacht?	-,067	,223	1,000	,007	-,073
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,099	-,263	,007	1,000	-,045
	Mean dedication	,207	-,097	-,073	-,045	1,000
Sig. (1-tailed)	Mean health	.	,231	,237	,144	,013
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,231	.	,008	,002	,149
	SGENDER - Wat is uw geslacht?	,237	,008	.	,469	,216
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,144	,002	,469	.	,314
	Mean dedication	,013	,149	,216	,314	.
N	Mean health	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean dedication	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,134[a]	,018	-,008	,66548	,018	,689	3	113	,561	
2	,245[b]	,060	,027	,65393	,042	5,025	1	112	,027	2,070

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean dedication

c. Dependent Variable: Mean health

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,915	3	,305	,689	,561[b]
	Residual	50,043	113	,443		
	Total	50,959	116			
2	Regression	3,064	4	,766	1,791	,136[c]
	Residual	47,895	112	,428		
	Total	50,959	116			

a. Dependent Variable: Mean health

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean dedication

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-4,702	13,563		-,347	,729	-31,572	22,169					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,005	,007	,065	,658	,512	-,009	,018	,069	,062	,061	,880	1,137
	SGENDER - Wat is uw geslacht?	-,112	,133	-,081	-,843	,401	-,375	,151	-,067	-,079	-,079	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,062	,074	-,081	-,840	,403	-,209	,085	-,099	-,079	-,078	,926	1,080
2	(Constant)	-8,656	13,444		-,644	,521	-35,293	17,981					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,006	,007	,087	,888	,376	-,007	,019	,069	,084	,081	,871	1,148
	SGENDER - Wat is uw geslacht?	-,098	,130	-,071	-,748	,456	-,356	,161	-,067	-,070	-,069	,943	1,060
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,051	,073	-,066	-,695	,488	-,195	,094	-,099	-,066	-,064	,921	1,085
	Mean dedication	,149	,067	,207	2,242	,027	,017	,281	,207	,207	,205	,983	1,017

a. Dependent Variable: Mean health

Hypothesis 12.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean health	3,7966	,66280	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean absorption	5,3704	,94080	117

Correlations

		Mean health	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean absorption
Pearson Correlation	Mean health	1,000	,069	-,067	-,099	,052
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,069	1,000	,223	-,263	-,135
	SGENDER - Wat is uw geslacht?	-,067	,223	1,000	,007	-,157
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,099	-,263	,007	1,000	,101
	Mean absorption	,052	-,135	-,157	,101	1,000
Sig. (1-tailed)	Mean health	.	,231	,237	,144	,288
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,231	.	,008	,002	,073
	SGENDER - Wat is uw geslacht?	,237	,008	.	,469	,046
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,144	,002	,469	.	,139
	Mean absorption	,288	,073	,046	,139	.
N	Mean health	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean absorption	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,134[a]	,018	-,008	,66548	,018	,689	3	113	,561	
2	,146[b]	,021	-,014	,66730	,003	,384	1	112	,537	2,041

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean absorption

c. Dependent Variable: Mean health

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,915	3	,305	,689	,561[b]
	Residual	50,043	113	,443		
	Total	50,959	116			
2	Regression	1,086	4	,272	,610	,656[c]
	Residual	49,872	112	,445		
	Total	50,959	116			

a. Dependent Variable: Mean health

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean absorption

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-4,702	13,563		-,347	,729	-31,572	22,169					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,005	,007	,065	,658	,512	-,009	,018	,069	,062	,061	,880	1,137
	SGENDER - Wat is uw geslacht?	-,112	,133	-,081	-,843	,401	-,375	,151	-,067	-,079	-,079	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,062	,074	-,081	-,840	,403	-,209	,085	-,099	-,079	-,078	,926	1,080
2	(Constant)	-5,597	13,677		-,409	,683	-32,696	21,501					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,005	,007	,070	,704	,483	-,009	,019	,069	,066	,066	,874	1,144
	SGENDER - Wat is uw geslacht?	-,100	,134	-,073	-,748	,456	-,366	,166	-,067	-,071	-,070	,928	1,078
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,066	,075	-,086	-,884	,379	-,214	,082	-,099	-,083	-,083	,920	1,087
	Mean absorption	,042	,067	,059	,619	,537	-,092	,175	,052	,058	,058	,959	1,043

a. Dependent Variable: Mean health

Mediation testing for hypothesis.

Relationship between opening leadership behaviour and health.

Descriptive Statistics

	Mean	Std. Deviation	N
Mean health	3,7966	,66280	117
SBIRTH - Wat is uw geboortejaar? (jjjj)	1968,29	9,590	117
SGENDER - Wat is uw geslacht?	1,35	,479	117
SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	3,99	,866	117
Mean opeing leadership behaviour	4,3468	,75460	117

Correlations

		Mean health	SBIRTH - Wat is uw geboortejaar? (jjjj)	SGENDER - Wat is uw geslacht?	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	Mean opeing leadership behaviour
Pearson Correlation	Mean health	1,000	,069	-,067	-,099	-,018
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,069	1,000	,223	-,263	,128
	SGENDER - Wat is uw geslacht?	-,067	,223	1,000	,007	-,138
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,099	-,263	,007	1,000	,057
	Mean opeing leadership behaviour	-,018	,128	-,138	,057	1,000
Sig. (1-tailed)	Mean health	.	,231	,237	,144	,424
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,231	.	,008	,002	,085
	SGENDER - Wat is uw geslacht?	,237	,008	.	,469	,069
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	,144	,002	,469	.	,270
	Mean opeing leadership behaviour	,424	,085	,069	,270	.
N	Mean health	117	117	117	117	117
	SBIRTH - Wat is uw geboortejaar? (jjjj)	117	117	117	117	117
	SGENDER - Wat is uw geslacht?	117	117	117	117	117
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	117	117	117	117	117
	Mean opeing leadership behaviour	117	117	117	117	117

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,134[a]	,018	-,008	,66548	,018	,689	3	113	,561	
2	,138[b]	,019	-,016	,66806	,001	,129	1	112	,720	1,882

a. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

c. Dependent Variable: Mean health

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,915	3	,305	,689	,561[b]
	Residual	50,043	113	,443		
	Total	50,959	116			
2	Regression	,973	4	,243	,545	,703[c]
	Residual	49,986	112	,446		
	Total	50,959	116			

a. Dependent Variable: Mean health

b. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj)

c. Predictors: (Constant), SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice, SGENDER - Wat is uw geslacht?, SBIRTH - Wat is uw geboortejaar? (jjjj), Mean opeing leadership behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-4,702	13,563		-,347	,729	-31,572	22,169					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,005	,007	,065	,658	,512	-,009	,018	,069	,062	,061	,880	1,137
	SGENDER - Wat is uw geslacht?	-,112	,133	-,081	-,843	,401	-,375	,151	-,067	-,079	-,079	,945	1,058
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,062	,074	-,081	-,840	,403	-,209	,085	-,099	-,079	-,078	,926	1,080
2	(Constant)	-5,499	13,795		-,399	,691	-32,833	21,835					
	SBIRTH - Wat is uw geboortejaar? (jjjj)	,005	,007	,072	,711	,478	-,009	,019	,069	,067	,067	,849	1,178
	SGENDER - Wat is uw geslacht?	-,121	,135	-,087	-,890	,375	-,389	,148	-,067	-,084	-,083	,915	1,093
	SEDU - Wat is de hoogste opleiding die u heeft afgerond? - Selected Choice	-,059	,075	-,078	-,793	,430	-,208	,089	-,099	-,075	-,074	,915	1,093
	Mean opeing leadership behaviour	-,030	,085	-,035	-,359	,720	-,198	,137	-,018	-,034	-,034	,943	1,060

a. Dependent Variable: Mean health