LEAP LEDELSESADFÆRD OG PERFORMANCE
LEADERSHIP AND PERFORMANCE

[Employee Pre-Treatment Survey]

Welcome to the questionnaire!

In the questionnaire you will be asked a series of questions regarding your leader's leadership style. With your leader we mean [closest leader].

If you are in doubt about your reply, please reply as well as you can rather than skip the question.

To get the best screen picture please maximize this window. When you have filled out the answers on one page you can move on to the next page by pressing the button 'Næste' (next) in the bottom of the page. Your answers will be saved as you progress through the questionnaire. If you are interrupted, or if any problems occur, you can always log on and proceed from where you ended.

You can continuously see how far you progress through the survey, but please be aware that you are not exposed to the full survey, so you will see some large skips in the counter. Furthermore, the last questions are factual and therefore quicker to answer.

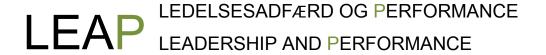When you have finished the questionnaire you can print out your reply.

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The questions in the following pages are about your leader's leadership style. With your leader we mean: [closest leader]

[Performance Expectations]

The purpose of these questions is to get an overall picture of how your leader exerts his leadership, so even though you may find the statements very general, please reply as well as you can.

The first questions are about your leader's focus on employee performance.

My leader...

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1.	Insists on only the best performance	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
2.	Does not expect much from employees in terms of performance	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
3.	Will not settle for second best	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
4.	Shows that he/she expect a lot from the employees	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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[Transformational leadership]

The next questions are about your leader's focus on clarifying the unit's goals and future for the employees. By vision we mean a concrete description of the shared goals for all employees in the unit. Some leaders prioritize to use visions, whereas others prioritize other tasks higher. We are interested in hearing to which degree your leader does the former.

My leader...

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
5.	Concretizes a clear vision for the [ORGANIZATION TYPES] future	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
6.	Communicates a vision of the [ORGANIZATION TYPES] future	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
7.	Has a clear sense of where he/she believes our [ORGANIZATION TYPE] should be in 5 years	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
8.	Makes a continuous effort to generate enthusiasm for the [ORGANIZATION TYPES] vision	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
9.	Seeks to make employees accept common goals for the [ORGANIZATION TYPE]	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
10.	Strives to get the [ORGANIZATION TYPE] to work together in the direction of the vision	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
11.	Strives to clarify for the employees how they can contribute to achieve the [ORGANIZATION TYPES] goals	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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[Transactional leadership – contingent non-pecuniary]

The next questions are about your leader's focus on the use of recognition.

My leader...

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
12.	Gives individual employees positive feedback when they perform well	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
13.	Actively shows his/her appreciation of employees who do their jobs better than expected	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
14.	Generally does not acknowledge individual employees even though they perform as required	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
15.	Personally compliments employees when they do outstanding work	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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[Transactional leadership – contingent pecuniary rewards]

The next questions are about your leader's focus on the use of rewards.

With rewards we mean for example wage bonuses, education, fringe benefits, and promotions. Later you will be asked about how your leader uses different types of rewards.

My leader...

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
16.	Rewards the employees' performance, when they live up to the leader's requirements	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
17.	Rewards the employees dependent on how well they perform their jobs	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
18.	Points out what employees will receive if they do what is required	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
19.	Lets employees' effort determine received rewards	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Transactional leadership – Contingent sanctions]

The next questions are about your leader's use of consequences for individual employees if they do not live up to expectations and agreements. With consequences we mean for example informal and formal reprimands and dismissals. Later you will be asked about how your leader uses different types of consequences.

My leader...

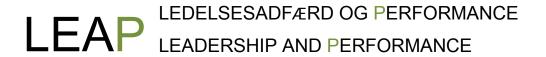|		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
20.	Gives negative consequences to the employees if they perform worse than their colleagues	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
21.	Makes sure that it has consequences for the employees, if they do not consistently perform as required	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
22.	Takes steps to deal with poor performers who do not improve	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
23.	Gives negative consequences to his/her employees if they do not perform as the leader requires	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Leadership intention]

The two questions below are about your leader's use of two strategies: 1) making it beneficial for the individual employee to contribute to the achievement of the unit's goals through the use of either rewards or sanctions, 2) sharing the unit's goals with the employees so that employees endorse them as their own goals.

My leader...

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
24.	Seeks to make sure that it has consequences for individual employees whether they work towards achieving the [ORGANIZATION TYPES] goals	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
25.	Seeks to make it a goal in itself for the employees to work towards achieving the [ORGANIZATION TYPES] goals	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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[Contingent tools to reward employees' good results]

Please declare to which degree your leader uses the following tools to reward the employees' good results and following up on bad results. I.e. we ask you to declare whether your leader uses these tools *contingent* on performance and behavior.

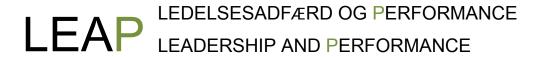|		Not at all	To lesser extent	To some extent	To a high extent	To a very high extent
26.	General wage supplements	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
27.	One-time bonuses	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
28.	Promotions	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
29.	Courses and education	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
30.	Degree of self-determination	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
31.	Assignment of attractive work tasks	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
32.	Fringes (e.g. work phone, tablet, newspapers)	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
33.	Informal reprimands	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
34.	Formal reprimands	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
35.	Dismissal	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[The ethical identity-dilemma]

36. On a scale from 0-10 how do you perceive your leader as a [profession]-oriented leader (0) or a general leader (10)?

(0) ❑ 0 I perceive my leader as an exclusively [profession]-oriented leader
(1) ❑ 1
(2) ❑ 2
(3) ❑ 3
(4) ❑ 4
(5) ❑ 5 I perceive my leader as a [profession]-oriented leader just as much as a general leader
(6) ❑ 6
(7) ❑ 7
(8) ❑ 8
(9) ❑ 9
(10) ❑ 10 I perceive my leaders as an exclusively general leader

[The moral identity-dilemma]

37. On a scale from 0-10 how do you perceive your leader as unit leader (0) or as a leader in the [area] (10)

(0) ❑ 0 I perceive my leader as exclusively unit leader
(1) ❑ 1
(2) ❑ 2
(3) ❑ 3
(4) ❑ 4
(5) ❑ 5 I perceive my leader as unit leader just as much as leader in the [area]
(6) ❑ 6
(7) ❑ 7
(8) ❑ 8
(9) ❑ 9
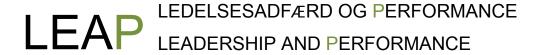(10) ❑10 I perceive my leader as exclusively leader in the [area]

[The logical identity-dilemma]

38. On a scale from 0-10 how do you perceive your leader as a colleague (0) or boss (10)

(0) ❏ 0 I perceive my leader exclusively as a colleague
(1) ❏ 1
(2) ❏ 2
(3) ❏ 3
(4) ❏ 4
(5) ❏ 5 I perceive my leader just as much as a colleague as my boss
(6) ❏ 6
(7) ❏ 7
(8) ❏ 8
(9) ❏ 9
(10) ❏ 10 I perceive my leader exclusively as my boss

[Job description]

[Only the secondary education area]

39. Which of the three following statements best fit you?

(1) ❏ I usually don't teach (e.g. secretary, janitor or administrative leader)
(2) ❏ I am a teacher and usually teach at least once a week
(3) ❏ I have a different background (than teacher) and usually teach at least once a week

[Only the primary education area]

40. Which of the four following statements best fit you?

(1) ❏ I usually don't teach (e.g. secretary, janitor or administrative leader)
(2) ❏ I am a teacher and usually teach at least once a week
(3) ❏ I am a pedagogue and usually teach at least once a week
(4) ❏ I have a different background (than teacher or pedagogue) and usually teach at least once a
     week

[Only day care centers]

41. Which of the following statements best fit you?

(1) ❑ I am the leader of a day care center, department, or similar
(2) ❑ I am a pedagogue and look after the children at least once a week
(3) ❑ I am an assistant pedagogue and look after the children at least once a week
(4) ❑ I have a different position and look after the children at least once a week
(5) ❑ I have a different, practical function, where I don't directly look after the children (e.g. kitchen worker, janitor, etc.)

42. Which of the following statements best fit you?

(1) ❑ I am a pedagogue and look after the children at least once a week
(2) ❑ I am an assistant pedagogue and look after the children at least once a week
(3) ❑ I have a different position and look after the children at least once a week
(4) ❑ I have a different, practical function, where I don't directly look after the children (e.g. kitchen worker, janitor, etc.)

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[MLQ]

Questions are copyright protected and will not be reported.

[Public service motivation – Self-sacrifice]

The next questions are about your motivation. Please do not consider what could be interpreted as politically correct answers and try answer as honestly as possible.

Please declare how much you agree/disagree with the following statements.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
43.	Making a difference in society means more to me than personal achievements	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
44.	I feel people should give more back to society than they get from it	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
45.	I am willing to risk personal loss to help society	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
46.	I am prepared to make sacrifices for the good of society	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
47.	I believe in putting duty before self	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
48.	I am not afraid to go to bat for the rights of others even if it means I will be ridiculed	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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[Public service motivation – Compassion]

Please declare how much you agree/disagree with the following statements.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
49.	It is difficult for me to contain my feelings when I see people in distress	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
50.	For me, considering the welfare of others is one of the most important values	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
51.	I get very upset when I see other people being treated unfairly	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
52.	I feel sympathetic to the plight of the underprivileged	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
53.	I am often reminded by daily events about how dependent we are on one another	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Public service motivation – Attraction to public policy]

Please declare how much you agree/disagree with the following statements.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
54.	I generally associate politics with something positive	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
55.	The give and take of public policy making doesn't appeal to me	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
56.	I do not care much for politicians	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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[Public service motivation – Commitment to the public interest]

Please declare how much you agree/disagree with the following statements.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
57.	It is important for me that public services contribute to the common good	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
58.	Meaningful public service is very important to me	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
59.	I would prefer seeing public officials do what is best for the whole community, even if it harmed my interests	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
60.	It is important for me to contribute to the common good	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
61.	I consider public service my civic duty	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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[User orientation (only the day care area received item 65)]

Please declare how much you agree/disagree with the following statements.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
62.	The individual client is more important than formal rules	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
63.	It gives me energy to know that I helped the client	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
64.	If the client is satisfied, the job is done	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
65.	If the parents are satisfied, the job is done	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Intrinsic motivation]

Please declare how much you agree/disagree with the following statements.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
66.	I very much enjoy my daily work	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
67.	A rather large part of my tasks at work are boring	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
68.	My work is very exciting	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
69.	I like performing most of my work processes	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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[Basic needs satisfaction (only the day care, primary education, and secondary education areas received items 70-72)]

The following questions are about your relationship to your work within the past year (or the time you have been in the job, if you have arrived in this job within the past year).

Please declare how much you agree/disagree with the following statements.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
70.	I really like the [students/children] I [teach/look after]	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
71.	The [students/children] I [teach/look after] seem to like me	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
72.	I feel connected to the [students/children] I [teach/look after]	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
73.	I feel like I can make a lot of inputs to deciding how my job gets done	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
74.	I am free to express my ideas and opinions on the job	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
75.	There are good opportunities for me to decide for myself how to go about my work	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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Please declare how much you agree/disagree with the following statements.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
76.	I really like the people I work with	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
77.	The people I work with seem to like me	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
78.	I feel connected to the people I work with	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
79.	I feel very competent when I am at work	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
80.	People at work tell me I am good at what I do	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
81.	Most days, I feel a sense of accomplishment from working	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Person-environment fit – Person-organization fit]

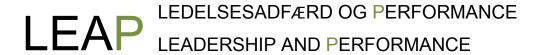**Please declare how much you agree/disagree with the following statements.**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
82. My values are very similar to the values of the organization	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
83. What this organization stands for is important to me	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
84. I feel a strong sense of 'belonging' to my organization	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
85. I am not very comfortable within the values of my organization	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

[Person-environment fit – Person-job fit]

Please declare how much you agree/disagree with the following statements

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
86. My job fulfills the attributes that I look for in a job	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
87. My job does not enable me to do the work I would like to do	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
88. My job is a good match for me	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
89. My job fulfills my demands for what a good job should be	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

[Prosocial impact of the job (90 + 91) & vision valence (92-94)]

Please declare how much you agree/disagree with the following statements

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
90. My job is useful to society	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
91. In my job I can help other people	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
92. The vision of this [organization] is of personal importance to me	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
93. This [organization] provides valuable public service	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
94. I believe that the priorities of this [organization] are quite important	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Goal prioritization – secondary education]

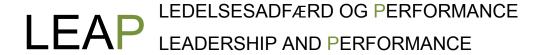**The following questions regard how you prioritize different goals.**

How would you prioritize the following goals?

95. *Assign priority to the goals on a scale from 1-7. 1 is given to the highest prioritized goal and 7 given to the lowest prioritized goal. Each number can only be assigned once.*

General education	_____
Preparation for higher education	_____
High academic level	_____
High retention rate	_____
Avoiding a budget deficit	_____
Teacher welfare	_____
Student welfare	_____

[Goal prioritization – primary education]

The following questions regard how you prioritize different goals.

How would you prioritize the following goals?

96.   *Assign priority to the goals on a scale from 1-7. 1 is given to the highest prioritized goal and 7 given to the lowest prioritized goal. Each number can only be assigned once.*

Student academic learning	_____
Preparing students for upper secondary education	_____
Parent satisfaction	_____
Students' social skills	_____
Employee welfare	_____
Students' personal development	_____
Student welfare	_____

[Value conflict (only day care centers)]

The following questions regard how you prioritize different goals.

How would you prioritize the following goals?

97.   *Assign priority to the goals on a scale from 1-5 1 is given to the highest prioritized goal and 5 given to the lowest prioritized goal. Each number can only be assigned once.*

Fulfillment of individual parent desires	_____
Using the available resources to their fullest	_____
Fulfillment of a general societal responsibility	_____
Fulfillment of professional standards	_____
Creating a close connection with the county's other offers, e.g. schools and after school clubs	_____

[Performance information experiment (only public primary schools)]

There is often talked about the quality in the Danish public schools. For example there has been a lot of focus on measuring the educational quality of the Danish public schools.

[With regard to this, the ministry of educations review of grade averages from public schools show, that [the employee's school] over the last 3 years overall have been in the [lowest/middle/upper] third among the country's public schools, when the social background of the students is taken into account.]

98. *Assign priority to the goals on a scale from 1-7. 1 is given to the highest prioritized goal and 7 given to the lowest prioritized goal. Each number can only be assigned once.*

Student academic learning _____

Preparing students for upper secondary education _____

Parent satisfaction _____

Students' social skills _____

Employee welfare _____

Students' personal development _____

Student welfare _____

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[Acceptance of leadership – only primary schools]

School principals can fill out their role in different ways. The next questions regard your opinion of the degree of influence the school principal should have.

Please declare how much you agree/disagree with the following statements

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
99.	The school principal should not be able to decide the teachers' teaching methods	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
100.	The school principal should be able to decide on the organization of how teachers cooperate.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
101.	As a teacher you should accept that the school principal has the final say regarding the organization of your work.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
102.	As a teacher you should accept that the school principal decides on the school's personnel policy.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[School teachers' working hour rules (only primary school teachers)]

The following questions regard what you think about the new work hour rules. These questions regard the way the work hour rules have been designed on a national level. On the next pages, you will be asked about your opinion of both your municipality and your school principals' implementation of the work hour rules.

Please declare how much you agree/disagree with the following statements

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
103. The new working hour rules signal mistrust in the work I perform	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
104. The new working hour rules will help teachers use their work time in an optimal way	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
105. The new working hour rules are about controlling the employees' work time	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
106. The new working hour rules will enable the teachers to deliver good education	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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The following questions regard the implementation of the new work hour rules on the municipal level.

Please declare how much you agree/disagree with the following statements

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
107. The way in which the municipality implements the new working hour rules signal mistrust in the work I perform	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
108. The municipality's use of the new working hour rules will help teachers use their work time in an optimal way	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
109. The municipality uses the new working hour rules to control the employees' work time	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
110. The way in which the municipality has implemented the new working hour rules allows the teachers to deliver good education	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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The Following questions regard your school principal's implementation of the work hour rules in your school.

Please declare how much you agree/disagree with the following statements

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
111. The way in which my school principal implements the new working hour rules signal mistrust in the work I perform	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
112. The school principal's use of the new working hour rules will help teachers use their work time in an optimal way	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
113. My school principal uses the new working hour rules to control the employees' work time	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
114. The way in which my school principal has implemented the new working hour rules allows the teachers to deliver good education	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Job satisfaction]

115. Overall, on a scale from 0 to 10, how satisfied or unsatisfied are you with your current job?

(0) ❏ 0 Very unsatisfied
(1) ❏ 1
(2) ❏ 2
(3) ❏ 3
(4) ❏ 4
(5) ❏ 5
(6) ❏ 6
(7) ❏ 7
(8) ❏ 8
(9) ❏ 9
(10) ❏ 10 Very satisfied

[Affectivity]

This scale consists of a series of words, which describe various feelings. Read each word carefully and declare the answer that best fits how it relates to you. Please declare how you generally feel in a given way, i.e. how you feel on average.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
116. Enthusiastic	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
117. Excited	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
118. Inspired	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
119. Joyful	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
120. Dejected	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
121. Depressed	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
122. Despondent	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
123. Hopeless	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

[Bullying in the work place]

The following are often seen as examples of negative behavior at the workplace.

How often have you been exposed to following actions within the past six months?

	Never	Sometimes	Monthly	Weekly	Daily
124. Someone withholding information which affects your performance	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
125. Spreading of gossip and rumors about you	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
126. Being ignored, excluded or being "sent to Coventry" (being ostracized)	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
127. Having insulting or offensive remarks made about your person (i.e. habits and background), your attitudes or your private life	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
128. Being shouted at or being the target of spontaneous anger (or rage)	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
129. Repeated reminders of your errors or mistakes	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
130. Being ignored or facing a hostile reaction when you approach	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
131. Persistent criticism of your work and effort	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
132. Practical jokes carried out by people you don't get on with	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Subjective measures of bullying]

Bullying occurs when one or more individuals repeatedly and over time are exposed to negative actions or behavior, which is difficult to defend oneself against, at the workplace.

How often within the past six months, have you at your workplace:

	Never	Now and then	Monthly	Weekly	Daily
133. Been exposed to bullying	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
134. Witnessed a person being bullied	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
135. Bullied another person (alone or joined with others)	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

[Who bullied you? (if not "never" to item 125)]

136. Who bullied you? (You're welcome to mark more than one)

(1) ❏ Nearest leader
(2) ❏ Top Management
(3) ❏ Colleagues
(4) ❏ Subordinates
(5) ❏ Customers/clients
(6) ❏ Pupils/students
(7) ❏ Relatives
(8) ❏ Others, who _____

[Previous exposure to bullying]

137. Have you previously been exposed to bullying? (You're welcome to mark more than one)

- (1) ❏ No
- (2) ❏ Yes, during elementary, secondary or high school
- (3) ❏ Yes, in a previous workplace
- (4) ❏ Yes, in my current workplace
- (5) ❏ Yes, during my further education
- (6) ❏ Yes in my leisure time/at sports/privately
- (8) ❏ Yes, other _____

[Work load]

The following question is about your workload. Please choose the answers to each question, which best apply to you.

	Never	Rarely	Sometimes	Often	Always
138. My work requires me to working very hard	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
139. I have a lot of work to do	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏
140. I have to work extra hard to finish something	(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

[Social support]

The following question is about your collaboration with your colleagues. Please choose the answers to each question, which best apply to you.

	Never	Rarely	Sometimes	Often	Always
141. If necessary, can you ask your colleagues for help?	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
142. Can you count on your colleagues to support you if difficulties arise in your work?	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
143. In your work, do you feel valued by your colleagues?	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Work engagement]

The following question is about your relationship with your job. Please choose the answers to each question, which best apply to you.

	Never	Almost never	Someti mes	Freque ntly	Often	Almost always	Always
144. At my work, I feel bursting with energy	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
145. At my job, I feel strong and vigorous	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
146. When I get up in the morning, I feel like going to work	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
147. I am enthusiastic about my job	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
148. My job inspires me	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
149. I am proud of the work that I do	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
150. I feel happy when I am working intensely	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
151. I am immersed in my work	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
152. I get carried away when I'm working	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑

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[Cynicism]

The following question is also about your relationship with your job. Please choose the answers to each question, which best apply to you.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
153. I have become less interested in my work since I started this job	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
154. I have become less enthusiastic about my work	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
155. I have become more cynical about whether my work contributes anything	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
156. I doubt the significance of my work	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑

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[Organizational culture]

The following questions are about the culture in your organization.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
157. My department is a very dynamic and entrepreneurial place	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
158. People are willing to stick their necks out and take risks	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
159. The glue that holds my department together is a commitment to innovation and development	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
160. There is an emphasis on being best	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
161. Readiness to meet new challenges is important	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Internal communication performance]

The following questions are about communication in your organization.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
162. Downward communication of task performance directives and instructions is adequate	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
163. Downward communication about the agency's strategic direction is adequate	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
164. Downward communication about feedback on work performance is adequate	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
165. Upward communication about problems that need attention is adequate	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
166. Lateral communication giving emotional support to peers is adequate	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Sickness absence]

167. How many work days have you been absent from work due to illness within the past four work weeks? (Excluding holidays)

_____

[Presenteeism]

168. How many work days have you come to work despite illness or disease within the past four work weeks? (Excluding holidays)

_____

[Subjective performance I: Contextual performance]

The statements on this page are about how you do your job. How often (within the recent three work months) would you say the statements characterize you as an employee?

	Never	Rarely	Sometimes	Often	Always
169. I took on extra responsibilities	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
170. I started new tasks myself, when my old ones were finished	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
171. I took on challenging work tasks, when available	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
172. I came up with creative solutions to new problems	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
173. I kept looking for new challenges in my job	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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[Subjective performance II: Task-based job performance]

To what degree do you agree that the following statements characterize you as an employee?

	Strongly disagree	Disagree	Some-what disagree	Neither agree nor disagree	Some-what agree	Agree	Strong-ly agree
174. I achieve the objectives of the job	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
175. I meet the criteria for performance	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
176. I fulfill all the requirements of the job	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
177. I perform well in the overall job	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑
178. I carry out tasks as expected	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑

[Stated preferences (leadership style)]

Which type of leader is your leader with regard to the four following leader characteristics?

		Never	Sometimes	Always
179.	Expresses a clear vision for the organization	(1) ❑	(2) ❑	(3) ❑
180.	Rewards employees who perform as required	(1) ❑	(2) ❑	(3) ❑
181.	Retains the employees' focus on joined goals	(1) ❑	(2) ❑	(3) ❑
182.	Addresses employees who do not perform as required	(1) ❑	(2) ❑	(3) ❑

[Stated preferences: Preamble and example]

How should your leader be?

In the next questions you are going to choose if your own leader should have other leader styles with regard to the four leader attributes that you just have answered questions about. You will be introduced to three leader styles, which all represent your own leader, except that the leader styles will vary with regard to the four leader attributes. We call them Leader A, Leader B and Own Leader. The leader attributes can have the three levels "Always", "Sometimes" and "Never".

There are no "correct" or "wrong" answers. If you find that Leader A or Leader B have a better leader style, you shall choose which of Leader A or B you prefer. On the other hand, if Leader A or Leader B do not have a better leader style across the four leader attributes, you should choose your Own Leader. Please notice that your choice of leader style is not about replacing your leader with a new person, but about which leader style you prefer that your own leader should have in relation to the four leader attributes. You are going to choose your preferred leader style four times from a set of different leader styles

Below is an example of a leader style preference question. Take a good look on the question and the leader attributes for the for three leader styles. Consider which of the leader styles you would prefer your own leader to have. In the example, Leader B is marked as the most preferred. Just as in this example, in the following questions, you should only choose one leader style per question.
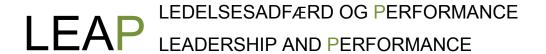
Question X: Which leader type do you prefer your own leader to be?
(Choose between Leader A, Leader B, or your own leader by marking the bottom row)

	Leader A	Leader B	Own Leader
Expresses a clear the vision of the organization and maintains continuous attention on the shared goal	Sometimes	Never	
Rewards employees, who perform as required	Always	Sometimes	
Retains the employees' focus on joined goals	Always	Always	
Apply high standards of employees' performance	Sometimes	Never	
I prefer the leader style of (mark only one leader)		*X*	

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[Stated preferences (Each respondent in the relevant sample had to choose between leaders four times, and so, received four different combinations)]

Now it is your turn to choose your preferred leader style

Question X: Which leader type do you prefer your own leader to be?
(Choose between Leader A, Leader B, or your own leader by marking the bottom row)

	Leader A	**Leader B**	**Own Leader**
Expresses a clear the vision of the organization and maintains continuous attention on the shared goal	[Always/Sometimes/Never]	[Always/Sometimes/Never]	
Rewards employees, who perform as required	[Always/Sometimes/Never]	[Always/Sometimes/Never]	
Retains the employees' focus on joined goals	[Always/Sometimes/Never]	[Always/Sometimes/Never]	
Apply high standards of employees' performance	[Always/Sometimes/Never]	[Always/Sometimes/Never]	

183. I prefer my leader as… (Mark one)

(1) ❑ Leader A
(2) ❑ Leader B
(3) ❑ Own leader

[New employee performance review initiative]

Imagine that your workplace is preparing implementation of a new initiative for assessing individual employee performance. This entails that before a formal meeting with each employee the leader must assess the employee's performance on a 0-10 scale. [Group text here, see below]

Control group: []
Education treatment: [The initiative can be used to ensure a good training program at the workplace.]
Knowledge treatment: [The initiative can be used for research, which can provide knowledge about the interplay between employees and leader.]
Economy treatment: [The initiative can be used to ensure a more cost efficient allocation of time.]
Justice treatment: [The initiative can be used to ensure a fair and equal treatment of employees.]
Governance treatment: [The initiative can provide information for leaders, which can be used to ensure that new initiatives are implemented as planned.]

184. All in all, I think it is a good idea to implement such an initiative
(1) ❑ Strongly disagree
(2) ❑ Disagree
(3) ❑ Neither agree nor disagree
(4) ❑ Agree
(5) ❑ Strongly agree

[External management initiative]

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Imagine that your school wants to implement a new initiative for testing the student's academic progression. [Group text here, see below] (Primary and secondary schools)

Control group: []
Education treatment: [It can help teachers to help students by giving information about where the students need additional support.]
Knowledge treatment: [It can be used in research to study how teaching works.]
Economy treatment: [It can be used for marketing and thereby attract more students to the school.]
Justice treatment: [It can ensure that all students get the teaching that fits best with their needs.]
Governance treatment: [It can give information to leaders, which can be used to ensure that new initiatives are implemented as planned.]

Please declare how much you agree/disagree with the following statements

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
185. All in all, I think it is a good idea to implement the new initiative.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
186. It will help the students to improve	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
187. It will give better knowledge about the effect of different teaching methods.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
188. It will improve the school's economy	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
189. It will ensure that everyone get the services they are entitled to	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
190. It will improve the possibilities for managing the school according to the leadership's intentions	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

Imagine that your bank wants to implement a new initiative for assessing credit worthiness. [Group text here, see below] (Banks)

Control group: []
Education treatment: [It can help clients to learn about their economy, in relation to both income and expenditures.]
Knowledge treatment: [It can be used in research to gain knowledge about the effect of different types of loans.]
Economy treatment: [It can be used ensure larger earnings for the bank.]
Justice treatment: [It can help ensure an equal treatment of all clients so they are being offered the loans they can expect in terms of their economic situation.]
Governance treatment: [It can give information to leadership to ensure that the employees are using the different loan types optimally.]

Please declare how much you agree/disagree with the following statements

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
191. All in all, I think it is a good idea to implement the new initiative.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
192. It will help the clients understand their economic conditions	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
193. It will give better knowledge about the effect of different loan types.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
194. It will improve the bank's earnings	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
195. It will ensure that all clients get the treatment they are entitled to	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
196. It will improve the possibilities for managing the bank according to the leaderships' intentions	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

Imagine that your Tax Denmark wants to implement a new initiative for assessing the citizens' tax obligations. [Group text here, see below] (Tax)

Control group: []
Education treatment: [It can be help citizens to learn about their tax obligations and deductibles.]
Knowledge treatment: [It can be used in research to gain knowledge about the effect of various tax assessments.]
Economy treatment: [It can be used to ensure higher tax collection.]
Justice treatment: [It can help ensure that everyone to a higher degree pay correct taxes.]
Governance treatment: [It can give information to leaders to ensure that tax assessments are made correctly.]

Please declare how much you agree/disagree with the following statements

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
197. All in all, I think it is a good idea to implement the new initiative.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
198. It will help the citizens understand their tax conditions	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
199. It will give better knowledge about how tax can best be collected	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
200. It will improve the economy of Tax Denmark	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
201. It will ensure that everyone get the treatment they are entitled to	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
202. It will improve the possibilities for managing the organization according to the leadership's intentions	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

Imagine that your childcare center wants to implement a new initiative for testing the children's progression. [Group text here, see below] (Daycare)

Control group: []
Education treatment: [It can help the staff to help the children with their development by giving information about where the children need additional support.]
Knowledge treatment: [It can be used in research to study the effects of various pedagogical approaches.]
Economy treatment: [It can be used for marketing and thereby attract more children to the childcare center.]
Justice treatment: [It can ensure that all children get the pedagogical services that fit best with their needs.]
Governance treatment: [It can give information to leaders, which can be used to ensure that new initiatives are implemented as planned.]

Please declare how much you agree/disagree with the following statements

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
203. All in all, I think it is a good idea to implement the new initiative.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
204. It will help the children in their development	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
205. It will give better knowledge about the effect of different pedagogical methods.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
206. It will improve the organization's economy	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
207. It will ensure that everyone get the services they are entitled to	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
208. It will improve the possibilities for managing the childcare according to the leadership's intentions	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

LEAP

LEDELSESADFÆRD OG PERFORMANCE

LEADERSHIP AND PERFORMANCE

[Leadership questions (Only middle leaders in the day care area)]

[Performance expectations – Middle leaders in the day care area]

The previous questions regarding leadership all concerned your leader. The next questions concern *your own* leadership style. The point of the questions is to get an idea of how you exercise leadership. Do not worry about what is seen as politically correct leadership, but answer based on what you actually do.

As a leader, I…

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
209. Insist on only the best performance	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
210. Do not expect much from employees in terms of performance	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
211. Will not settle for second best	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
212. Show that I expect a lot from the employees	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

LEAP

LEDELSESADFÆRD OG PERFORMANCE

LEADERSHIP AND PERFORMANCE

[Transformational leadership– Middle leaders in the day care area]

The next questions are about your focus on clarifying the unit's goals and future for the employees.

By vision we mean a concrete description of the shared goals for all employees in the unit. Some leaders prioritize to use visions, whereas others prioritize other tasks higher. We are interested in hearing to which degree you do the former.

As a leader, I…

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
213.	Concretize a clear vision for the [ORGANIZATION TYPES] future	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
214.	Communicate my vision of the [ORGANIZATION TYPES] future	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
215.	Have a clear sense of where I believe our [ORGANIZATION TYPE] should be in 5 years	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
216.	Make a continuous effort to generate enthusiasm for the [ORGANIZATION TYPES] vision	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
217.	Seek to make employees accept common goals for the [ORGANIZATION TYPE]	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
218.	Strive to get the [ORGANIZATION TYPE] to work together in the direction of the vision	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
219.	Strive to clarify for the employees how they can contribute to achieve the [ORGANIZATION TYPES] goals	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Transactional leadership – Contingent non-pecuniary rewards– Middle leaders in the day care area]

The next questions are about your focus on the use of recognition.

As a leader, I…

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
220. Give individual employees positive feedback when they perform well	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
221. Actively show my appreciation of employees who do their jobs better than expected	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
222. Generally do not acknowledge individual employees even though they perform as required	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
223. Personally compliment employees when they do outstanding work	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

LEAP

LEDELSESADFÆRD OG PERFORMANCE

LEADERSHIP AND PERFORMANCE

[Transactional leadership – Contingent pecuniary rewards– Middle leaders in the day care area]

The next questions are about your focus on the use of rewards. With rewards we mean for example wage bonuses, education, fringe benefits, and promotions.

As a leader, I…

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
224. Reward the employees' performance, when they live up to my requirements	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
225. Reward the employees dependent on how well they perform their jobs	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
226. Point out what employees will receive if they do what is required	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
227. Let employees' effort determine received rewards	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

LEAP

[Transactional leadership – Contingent sanctions – Middle leaders in the day care area]

The next questions are about your use of consequences for individual employees if they do not live up to expectations and agreements. With consequences we mean for example informal and formal reprimands and dismissals.
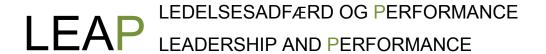
As a leader, I…

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
228. Give negative consequences to the employees if they perform worse than their colleagues	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
229. Make sure that it has consequences for the employees, if they do not consistently perform as required	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
230. Take steps to deal with poor performers who do not improve	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
231. Give negative consequences to my employees if they do not perform as I require	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[Leadership intention – Middle leaders in the day care area]

The two questions below are about your use of two strategies: 1) making it beneficial for the individual employee to contribute to the achievement of the unit's goals through the use of either rewards or sanctions, 2) sharing the unit's goals with the employees so that employees endorse them as their own goals.

As a leader, I…

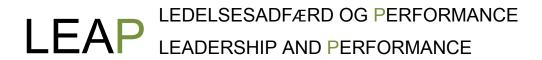|	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
232. Seeks to make sure that it has consequences for individual employees whether they work towards achieving the [ORGANIZATION TYPES] goals	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
233. Seek to make it a goal in itself for the employees to work towards achieving the [ORGANIZATION TYPES] goals	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

[CPR-request – all except banks]

As mentioned in the invitational mail, we statistically control for a series of factors, which we know affects your work situation. Examples are age, education, and the number of stay at home children. This type of information we would like to draw from existing registers via your CPR-number, as this causes the least inconvenience to you, while we will be able to follow your organization continuously.

We are never presented with the register information, but simply draw on them anonymously from Statistics Denmark. The Danish Data Protection Agency has approved our use of the data, and you are welcome to retrieve this permission from [contact mail].

It is important to underline, that we as scientist never have direct access to any register data about you, as the data is accessed anonymously via keys we don't have access to.

234. Can we anonymously connect your answers from this survey to the relevant register information?

(1) ❑ Yes
(2) ❑ No (If you choose this option, we will ask you some additional factual questions)

[Background questions]

The following questions are about your background.

235. Which year were you born?

_____

236. Gender
(1) ❑ Male
(2) ❑ Female

[Only the secondary education area]

237. How many subjects are you trained in? *(Mark one)*

(1) ❑ One subject (for example a bachelor or master's degree in one subject)
(2) ❑ Two subjects (For example a major and a minor)
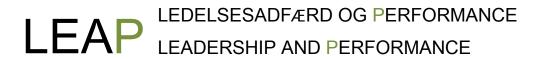(3) ❑ Three or more subjects (For example a major and several minors)

238. Which main area(s) are you trained in? *(You're welcome to mark more than one)*

(1) ❑ Social science
(2) ❑ Natural science
(3) ❑ Health science
(4) ❑ Liberal arts

[Only primary schools]

239. What are your teaching qualifications? *(You're welcome to mark more than one)*

(1) ❑ Regular teacher education
(2) ❑ Merit teaching education
(3) ❑ Other type of teaching education
(4) ❑ Currently being educated as teacher
(5) ❑ Not educated as teacher, but other education
(6) ❑ Not educated teacher, nor any other finished education

[All except primary schools and day care centers]

240. What is your highest degree of education? [Tax did not receive the first option]

(8) ❑ Primary school
(1) ❑ Vocational education
(2) ❑ High school education
(3) ❑ Higher education (up to 3 years)
(4) ❑ Higher education (more than 3 years, but less than 5 years)
(5) ❑ Higher education (more than 3 years, but less than 5 years)
(6) ❑ None
(7) ❑ Will not answer

[Only the day care area]

241. Which child care education have you received?

(1) ❑ The standard child care education
(2) ❑ The child care assistant education
(3) ❑ Other type of child care education
(4) ❑ Being trained as a child care worker
(5) ❑ No child care education, but other education
(6) ❑ No finished education

[All]

242. Which year did you finish your education?

_____

243. What is your status of employment?
(1) ❑ Full time (37 hours per week)
(2) ❑ Part time (Less than 37 hours per week)

244. A Please declare the number of hours you are employed for, if you work part time

_____

Number of children living at home

	0	1	2	3	4	5	6	7	8	9	10
245. 0-3 years	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑	(8) ❑	(9) ❑	(10) ❑	(11) ❑
246. 4-6 years	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑	(8) ❑	(9) ❑	(10) ❑	(11) ❑
247. 7 years and above	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑	(8) ❑	(9) ❑	(10) ❑	(11) ❑

248. Marital status
(1) ❑ Married
(2) ❑ Cohabiting
(3) ❑ Single

249. Do you have any other employment than your main employment?
(1) ❑ Yes
(2) ❑ No

250. If yes, which other employment do you have?

_____
_____
_____
_____
_____
_____

251. How many years have you been employed at your current work place?

_____

252. How many years have you been employed in your current position?

_____

253. If you have any comments, you can write them here:

_____
_____
_____
_____
_____
_____

Thank you very much for replying to the questionnaire!

Your reply is saved and you can close this browser window.

You can print your reply by pressing the printer icon below.