

[Leader Post-Treatment Survey]

Welcome to the questionnaire!

In the questionnaire you will be asked a series of questions regarding your leader's leadership style. If you are in doubt about your reply, please reply as well as you can rather than skip the question.

The survey is directed towards [leaders] (or the person with top leadership responsibility) in [area]. 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.

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

[Performance expectations]

The following questions concern your 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
1. Insist on only the best performance	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
2. Do not expect much from employees in terms of performance	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
3. Will not settle for second best	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
4. Show that I expect a lot from the employees	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Transformational leadership]

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
5. Concretize a clear vision for the [ORGANIZATION TYPES] future	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
6. Communicate a vision of the [ORGANIZATION TYPES] future	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
7. Have a clear sense of where I believe our [ORGANIZATION TYPE] should be in 5 years	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
8. Make a continuous effort to generate enthusiasm for the [ORGANIZATION TYPES] vision	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
9. Seek to make employees accept the [ORGANIZATION TYPES] common goals	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
10. Strive to get the [ORGANIZATION TYPE] to work together in the direction of the vision	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
11. Strive to clarify for the employees how they can contribute to achieve the [ORGANIZATION TYPES] goals	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Transactional leadership – Contingent non-pecuniary rewards]

The next questions regard your focus on the use of recognition.

As a leader, I...

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
12. Give individual employees positive feedback when they perform well	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
13. Actively show my appreciation of employees who do their jobs better than expected	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
14. Generally do not acknowledge individual employees even though they perform as required	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
15. Personally compliment employees when they do outstanding work	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Transactional leadership – Contingent pecuniary rewards]

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
16. Reward the employees' performance, when they live up to my requirements	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
17. Reward the employees dependent on how well they perform their jobs	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
18. Point out what employees will receive if they do what is required	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
19. Let employees' effort determine received rewards	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Transactional leadership – Contingent sanctions]

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
20. Give negative consequences to the employees if they perform worse than their colleagues	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
21. Make sure that it has consequences for the employees, if they do not consistently perform as required	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
22. Take steps to deal with poor performers who do not improve	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
23. Give negative consequences to my employees if they do not perform as I require	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Leadership intention]

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
<p>24. Seek to make sure that it has consequences for individual employees whether they work towards achieving the goals of the [ORGANIZATION TYPE]</p>	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<p>25. Seek to make it a goal in itself for the employees to work towards achieving the goals of the [ORGANIZATION TYPE]</p>	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Contingent tools to reward employees' good results]

How often do you use the following tools to *reward employees' good results and follow up on employees' bad results*? Please disregard times you've used the tools independently of the employees' effort.

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

[Goal prioritization (only primary schools)]

36. If you had to prioritize the school's effort between the following 7 areas, how would you rank them? (The areas can overlap, but try to rank them as well as you can).

- 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)]

37. Assign each of the following values a number between 1 and 5, where 1 represents the value you think is most important to strive for in your work place. You have to assign each value a number between 1 and 5, and you can only use each number once:

- Needs of individual users _____
- Optimal resource allocation _____
- General societal responsibility _____
- Compliance with professional norms _____
- Cooperation with related organizations _____

[The ethical identity-dilemma]

38. On a scale from 0-10, how would you assess your [trade-profession name]* identity in relation to your identity as a general leader?

- (1) 0 My [trade-profession name] is clearly most important
- (2) 1
- (3) 2
- (4) 3
- (5) 4
- (6) 5 My [trade-profession name] identity and my leader as a general leader are equally important
- (7) 6
- (8) 7
- (9) 8
- (10) 9
- (11) 10 My identity as a general leader is clearly most important

[The logical identity-dilemma]

39. On a scale from 0-10, how would you assess your identity as a colleague in relation to your identity as boss? (by colleague we mean employees in the organization – not leaders at the same management level as you)

- (1) 0 My identity as a colleague is clearly most important
- (2) 1
- (3) 2
- (4) 3
- (5) 4
- (6) 5 My identity as a colleague and as a boss are equally important
- (7) 6
- (8) 7
- (9) 8
- (10) 9
- (11) 10 My identity as a boss is clearly most important

[Chain-of-command cross-pressure – focus]

40. Even though we know that leadership depends on specific situations, we ask you to describe, on a scale from 0-10, how you typically react in situations where you have to handle irreconcilable interests from your employees and your superiors.

- (1) 0 I primarily focus on handling my employees' interests
- (2) 1
- (3) 2
- (4) 3
- (5) 4
- (6) 5 I focus equally on handling the interests of my employees and the interests of my superiors
- (7) 6
- (8) 7
- (9) 8
- (10) 9
- (11) 10 I primarily focus on handling the my superiors' interests

[Job satisfaction]

41. All in all, on a scale from 0 to 10, how satisfied are you with your current job?

- (1) 0 Very unsatisfied
- (2) 1
- (3) 2
- (4) 3
- (5) 4
- (6) 5
- (7) 6
- (8) 7
- (9) 8
- (10) 9
- (11) 10 Very satisfied

[Formal performance management systems]

The following questions regard the use of Formal systems to follow up on the results in your [organization]. With the word results we mean the substantial goals, that [organization] has to reach, meaning [examples].

To what degree do you agree with the following statements?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
42. In my [organization] we have defined precise, written goals for our particular [organization's] results.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
43. Written evaluations are conducted of my [organizations] achieved results	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
44. My superiors have defined clear goals regarding the results my [organization] has to achieve	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
45. My [organization] is instructed to from above make written evaluations of our goal achievement	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Performance information use]

Many managers [in the public sector] receive information about their organization's results.

To what extent do you use this information to...

	Not at all	To lesser degree	Sometimes	To a high extent	To a very high extent
46. Make personnel decisions?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
47. Make decisions about ressource allocation	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
48. Learn how to improve our work?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Autonomy]

To what degree do you agree with the following statements?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
49. As a manager I have considerable freedom to decide on which employees to hire	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
50. As a manager I have considerable freedom to decide on which employees to fire	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
51. As a manager I have considerable freedom to allocate our resources within our [organization]	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
52. My organization is free to decide how we organize our work	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Leadership domain identification]

The following questions are about you as a leader and how important you believe leadership is. Please declare to what degree you agree with the following statements.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
53. I am a leadership-oriented person	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
54. I am a good leader	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
55. Leadership is important to me	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
56. Leadership skills will be important for my career	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>

[Strategy focus]

The questions on the following pages are about the use of strategy in your [organization type]. By strategy we mean the way [organization type] chooses it's long-term goals, actions and allocation of resources to achieve the goals.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
57. We seek to be first to identify new modes of delivery	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
58. Searching for new opportunities is a major part of our overall strategy	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
59. We often change our focus to new areas of service provision	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
60. We seek to maintain stable service priorities	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
61. We only focus on our core activities	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
62. We change provision only when under pressure from external agencies	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
63. We pay little attention to new opportunities for service delivery	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
64. The service explores new opportunities only when under pressure from external agencies	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Organizational self-esteem]

Think of the signals you receive as a consequence of your opinions and behavior. Please declare to what degree you agree with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
65. I count around here	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
66. I am taken seriously	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
67. I am important	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
68. I am trusted	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
69. There is faith in me	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
70. I can make a difference	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
71. I am valuable	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
72. I am helpful	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
73. I am efficient	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
74. I am cooperative	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Work engagement]

The following questions are 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
75. At my work, I feel bursting with energy	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
76. At my job, I feel strong and vigorous	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
77. When I get up in the morning, I feel like going to work	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
78. I am enthusiastic about my job	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
79. My job inspires me	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
80. I am proud of the work that I do	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
81. I feel happy when I am working intensely	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
82. I am immersed in my work	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
83. I get carried away when I'm working	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>

[Self-efficacy]

The following statements are about your thoughts and feelings in different situations. Please choose the answers to each question, which best apply to you. Read each question carefully before answering and answer as honest as possible.

	Does not fit	Fits a little bit	Fits fairly well	Fits completely
84. I am confident that I could deal efficiently with unexpected events	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
85. Thanks to my resourcefulness, I can handle unforeseen situations	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
86. If I am in trouble, I can usually think of a good solution	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
87. I can handle whatever comes my way	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>

[Subjective performance I]

The statements on this page are about how you do your job.

Please choose the answers to each question, which best apply to you

In the last three months...

	Never	Rarely	Sometim es	Often	Always
88. I took on extra responsibilities	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
89. I started new tasks myself, when my old ones were finished	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
90. I took on challenging work tasks, when available	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
91. I came up with creative solutions to new problems	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
92. I kept looking for new challenges in my job	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Subjective performance II]

Please declare to what degree you agree in the following statements.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
93. I achieve the objectives of the job	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
94. I meet the criteria for performance	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
95. I fulfill all the requirements of the job	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
96. I perform well in the overall job by carrying out tasks as expected	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
97. I carry out tasks as expected	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>

[Perceived organizational changes]

To what extent have following changes been implemented at your workplace within the past year?

	No changes	Smaller changes	Larger changes	very extensive changes
98. Changes in your own job (e.g. in terms of tasks and/or processes)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
99. Changes in the organization of the workplace (e.g. re-organization, merger and/or de-merger)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
100. Changes in overall strategy (e.g. goals and priorities)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>

[Perceived performance – Parents’ satisfaction] (Primary schools & daycare)

In the following questions we would like you to give your assessment of, how your [school/daycare] is doing in terms of parents’ satisfaction

	Somewhat worse	A little worse	About the same	A little better	Somewhat better
<p>101. How do you assess your [school’s/daycare’s] performance in terms of parents’ satisfaction compared to other [schools/day care centers] in the municipality?</p>	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<p>102. How do you assess your [school’s/daycare’s] performance in terms of parents’ satisfaction compared to other [schools/day care centers] in the municipality with similar [student/child] socio-demographic background?</p>	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<p>103. How do you assess your [school’s/day care’s] performance in terms of parents’ satisfaction compared to last year?</p>	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Perceived performance - users' well-being] (Primary schools & daycare)

In the following questions we would like you to give your assessment of, how your [school/daycare] is doing in terms of the user's well-being

Noget Lidt Cirka lige Lidt bedre Noget
dårligere dårligere så godt Lidt bedre bedre

104. How do you assess your [school's/day care's] performance in terms of [students'/children's] well-being compared to other [schools/day care centers] in the municipality?

(1) (2) (3) (4) (5)

105. How do you assess your [school's/day care's] performance in terms of [students'/children's] well-being compared to other [schools/day care centers] in the municipality with similar [student/child] socio-demographic background?

(1) (2) (3) (4) (5)

106. How do you assess your [school's/day care's] performance in terms of [students'/children's] well-being compared to last year?

(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
107. Someone withholding information which affects your performance	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
108. Spreading of gossip and rumours about you	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
109. Being ignored, excluded or being “sent to Coventry” (being ostracised)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
110. Having insulting or offensive remarks made about your person (i.e. habits and background), your attitudes or your private life	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
111. Being shouted at or being the target of spontaneous anger (or rage)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
112. Repeated reminders of your errors or mistakes	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
113. Being ignored or facing a hostile reaction when you approach	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
114. Persistent criticism of your work and effort	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
115. Practical jokes carried out by people you don’t get on with	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[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
116.	Been exposed to bullying	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
117.	Witnessed a person being bullied	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
118.	Bullied another person (alone or joined with others)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Who bullied you? (if not "never" to item 23)]

119. 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 _____

120. 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.

