

**[Employee Post-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

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...

		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
1.	Insists 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.	Does 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.	Shows that he/she 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 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...*

		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>5.</b>	Concretizes 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"/>
<b>6.</b>	Communicates 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"/>
<b>7.</b>	Has a clear sense of where he/she believes 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"/>
<b>8.</b>	Makes 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"/>
<b>9.</b>	Seeks to make employees accept common goals for the [ORGANIZATION TYPE]	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>10.</b>	Strives 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"/>
<b>11.</b>	Strives 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]

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

*My leader...*

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
12. Gives 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 shows his/her 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 does 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 compliments 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 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...*

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
16. Rewards the employees’ performance, when they live up to the leader's requirements	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
17. Rewards 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. Points 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. Lets 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 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...*

		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>20.</b>	Gives 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"/>
<b>21.</b>	Makes 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"/>
<b>22.</b>	Takes 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"/>
<b>23.</b>	Gives negative consequences to his/her employees if they do not perform as the leader requires	(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]

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
24. General wage supplements	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
25. One-time bonuses	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
26. Promotions	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
27. Courses and education	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
28. Degree of self-determination	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
29. 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"/>
30. 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"/>
31. Informal reprimands	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
32. Formal reprimands	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
33. Dismissal	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Verbal rewards]

34. Do you and your colleagues receive praise if you perform your tasks really well?

- (1)  Yes  
(2)  No

**[Verbal rewards, supportive or controlling]**

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>35.</b> Even my leader's praising comments on my work feel controlling	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>36.</b> My leader's praise of my effort contributes to my development	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>37.</b> Regular, positive feedback helps support my interest in my work	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[Verbal rewards, visibility]**

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>38.</b> My leader praises his/her employees publicly	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>39.</b> My leader normally expresses his/her recognition of a job well done one-on-one	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>40.</b> My leader makes it very visible (e.g. through newsletters, boards) which employees, who are doing a good job	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>



[Perceived organizational changes]

The following questions are on whether your leader have changed behavior in past year.

*My leader ...*

	<b>Much more than previous years</b>	<b>A little more</b>	<b>No notable change</b>	<b>A little less</b>	<b>Much less than previous years</b>
41. Gives concrete praise in relation to employee effort	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
42. Gives concrete praise in relation to employee results	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
43. Gives pecuniary rewards to employees who make a great effort	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
44. Gives pecuniary rewards to employees who deliver certain results	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
45. Gives negative consequences for employees whose effort is not satisfactory	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
46. Communicates the [organization type's] direction to the employees"	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
47. Works towards a common understanding of [the organization type's] contribution	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
48. Sustains focus on [the organization's] direction	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[The ethical identity-dilemma]**

**49. 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 logical identity-dilemma]**

**50. 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

**[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.**

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>51.</b> Making a difference in society means more to me than personal achievements	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>52.</b> I feel people should give more back to society than they get from it	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>53.</b> I am willing to risk personal loss to help society	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>54.</b> I am prepared to make sacrifices for the good of society	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>55.</b> I believe in putting duty before self	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>56.</b> I am not afraid to go to bat for the rights of others even if it means I will be ridiculed	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[Public service motivation – Compassion]**

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
57. It is difficult for me to contain my feelings when I see people in distress	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
58. For me, considering the welfare of others is one of the most important values	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
59. I get very upset when I see other people being treated unfairly	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
60. I feel sympathetic to the plight of the underprivileged	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
61. I am often reminded by daily events about how dependent we are on one another	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[Public service motivation – Attraction to public policy]**

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
62. I generally associate politics with something positive	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
63. The give and take of public policy making doesn't appeal to me	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
64. I do not care much for politicians	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[Public service motivation – Commitment to the public interest]**

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>65.</b> It is important for me that public services contribute to the common good	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>66.</b> Meaningful public service is very important to me	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>67.</b> I would prefer seeing public officials do what is best for the whole community, even if it harmed my interests	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>68.</b> It is important for me to contribute to the common good	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>69.</b> I consider public service my civic duty	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[User orientation (only the day care area received item 73)]

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
70. The individual client is more important than formal rules	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
71. It gives me energy to know that I helped the client	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
72. If the client is satisfied, the job is done	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
73. If the parents are satisfied, the job is done	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Intrinsic motivation]

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
74. I very much enjoy my daily work	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
75. A rather large part of my tasks at work are boring	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
76. My work is very exciting	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
77. I like performing most of my work processes	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[Person-environment fit – Person-organization fit]**

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>78.</b> My values are very similar to the values of the organization	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>79.</b> What this organization stands for is important to me	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>80.</b> I feel a strong sense of 'belonging' to my organization	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>81.</b> I am not very comfortable within the values of my organization	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[Person-environment fit – Person-job fit]**

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>82.</b> My job fulfills the attributes that I look for in a job	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>83.</b> My job does not enable me to do the work I would like to do	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>84.</b> My job is a good match for me	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>85.</b> My job fulfills my demands for what a good job should be	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[Prosocial impact of the job (76 + 87) & vision valence (88-90)]**

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>86.</b> My job is useful to society	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>87.</b> In my job I can help other people	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>88.</b> The vision of this [organization] is of personal importance to me	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>89.</b> This [organization] provides valuable public service	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>90.</b> I believe that the priorities of this [organization] are quite important	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[[Goal prioritization – secondary education]**

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

**How would you prioritize the following goals?**

**91. 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 \_\_\_\_\_



[Value conflict (only day care centers)]

The following questions regard how you prioritize different goals.

How would you prioritize the following goals?

92. *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 \_\_\_\_\_

[Goal prioritization – primary education]

The following questions regard how you prioritize different goals.

How would you prioritize the following goals?

93. *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 \_\_\_\_\_

[Responsibility attribution] (only primary schools)

The following questions are on your assessment of how great importance different actors have for how well your school is doing

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>94.</b> My principals effort is decisive for how our students' academic performance	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>95.</b> The size of the municipality's school budget has little effect on my school's performance (only public schools)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>96.</b> Decisions made by the municipal council are decisive for our students' academic performance (only public schools)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>97.</b> My principal has little influence on my school's performance	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>98.</b> The municipal council has little influence on my school's performance (only public schools)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>99.</b> The teachers at my school are decisive for our students' academic performance	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[Job satisfaction]**

**100. 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	Moderat ely	Quite a bit	Extremel y
<b>101.</b> Enthusiastic	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>102.</b> Excited	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>103.</b> Inspired	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>104.</b> Joyful	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>105.</b> Dejected	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>106.</b> Depressed	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>107.</b> Despondent	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>108.</b> Hopeless	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[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?**

	<b>Never</b>	<b>Sometimes</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
<b>109.</b> 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"/>
<b>110.</b> 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"/>
<b>111.</b> 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"/>
<b>112.</b> 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"/>
<b>113.</b> 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"/>
<b>114.</b> 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"/>
<b>115.</b> 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"/>
<b>116.</b> 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"/>
<b>117.</b> 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:**

	<b>Never</b>	<b>Now and then</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
<b>118.</b> Been exposed to bullying	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>119.</b> 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"/>
<b>120.</b> 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 118)]

**121. 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]**

**122. 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/private
- (7)  Yes, other \_\_\_\_\_

**[Work load]**

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

	<b>Never</b>	<b>Rarely</b>	<b>Sometim es</b>	<b>Often</b>	<b>Always</b>
<b>123.</b> My work requires me to working very hard	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>124.</b> I have a lot of work to do	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>125.</b> I have to work extra hard to finish something	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[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
126. 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"/>
127. 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"/>
128. 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"/>
129. 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"/>
130. 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"/>
131. 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"/>
132. 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"/>
133. 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"/>
134. 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"/>

[Cynicism]

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

	<b>Strong ly disagre e</b>	<b>Disagr ee</b>	<b>Somew hat disagre e</b>	<b>Neithe r agree nor disagre e</b>	<b>Somew hat agree</b>	<b>Agree</b>	<b>Strong ly agree</b>
<b>135.</b> I have become less interested in my work since I started this 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"/>
<b>136.</b> I have become less enthusiastic about 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"/>
<b>137.</b> I have become more cynical about whether my work contributes anything	(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"/>
<b>138.</b> I doubt the significance of 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"/>



[Organizational culture]

The following questions are about the culture in your organization.

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>139.</b> My department is a very dynamic and entrepreneurial place	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>140.</b> People are willing to stick their necks out and take risks	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>141.</b> The glue that holds my department together is a commitment to innovation and development	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>142.</b> There is an emphasis on being best	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>143.</b> Readiness to meet new challenges is important	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Internal communication performance]

The following questions are about communication in your organization.

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>144.</b> Downward communication of task performance directives and instructions is adequate	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>145.</b> Downward communication about the agency's strategic direction is adequate	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>146.</b> Downward communication about feedback on work performance is adequate	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>147.</b> Upward communication about problems that need attention is adequate	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>148.</b> Lateral communication giving emotional support to peers is adequate	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

[Sickness absence]

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

\_\_\_\_\_

[Presenteeism]

**150. 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	Sometim es	Often	Always
<b>151.</b> 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"/>
<b>152.</b> 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"/>
<b>153.</b> 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"/>
<b>154.</b> 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"/>
<b>155.</b> 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: Task-based job performance]

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

	<b>Strong ly disagr ee</b>	<b>Disagr ee</b>	<b>Somew hat disagr ee</b>	<b>Neithe r agree nor disagr ee</b>	<b>Somew hat agree</b>	<b>Agree</b>	<b>Strong ly agree</b>
<b>156.</b> 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"/>
<b>157.</b> 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"/>
<b>158.</b> 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"/>
<b>159.</b> I perform well in the overall 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"/>
<b>160.</b> 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"/>

**[Intention to quit]**

**The following questions are about your intention to quit your job. Please choose the answer that fits you the best.**

	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>161.</b> How often do you consider to leave your job but remain in the organization?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>162.</b> How often do you consider leaving your organization?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
<b>163.</b> How often do you consider leaving your industry?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

**[Experienced organizational change]**

**164. To which degree have you experienced change in your organization within the past year?**

- (1)  0 No change
- (2)  1
- (3)  2
- (4)  3
- (5)  4
- (6)  5
- (7)  6
- (8)  7
- (9)  8
- (10)  9
- (11)  10 Very extensive change

**[Change management]**

**In connection with the change...**

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Somewhat disagree</b>	<b>Neither agree nor disagree</b>	<b>Somewhat agree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>165.</b> I felt that my leader knew what he/she was doing	(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"/>
<b>166.</b> I could trust my 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"/>
<b>167.</b> My leader was good at substantiating the change	(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"/>

**[Stated preferences (leadership style)]**

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

	<b>Never</b>	<b>Sometimes</b>	<b>Always</b>
<b>168.</b> Expresses a clear vision for the organization	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>
<b>169.</b> Rewards employees who perform as required	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>
<b>170.</b> Retains the employees' focus on joined goals	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>
<b>171.</b> Addresses employees who do not perform as required	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>

**[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)*

	<b>Leader A</b>	<b>Leader B</b>	<b>Own Leader</b>
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, recieved 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]	

**172. I prefer my leader as... (Mark one)**

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



[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.**

**173. 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]**

**174. Which year were you born?**

- (1)  1930
- (2)  1931
- (3)  1932
- (4)  1933
- (5)  1934
- (6)  1935
- (7)  1936
- (8)  1937
- (9)  1938
- (10)  1939
- (11)  1940
- (12)  1941
- (13)  1942
- (14)  1943
- (15)  1944
- (16)  1945
- (17)  1946
- (18)  1947
- (19)  1948
- (20)  1949
- (21)  1950
- (22)  1951
- (23)  1952
- (24)  1953
- (25)  1954
- (26)  1955
- (27)  1956
- (28)  1957
- (29)  1958
- (30)  1959
- (31)  1960
- (32)  1961
- (33)  1962
- (34)  1963
- (35)  1964
- (36)  1965
- (37)  1966
- (38)  1967
- (39)  1968

- (40)  1969
- (41)  1970
- (42)  1971
- (43)  1972
- (44)  1973
- (45)  1974
- (46)  1975
- (47)  1976
- (48)  1977
- (49)  1978
- (50)  1979
- (51)  1980
- (52)  1981
- (53)  1982
- (54)  1983
- (55)  1984
- (56)  1985
- (57)  1986
- (58)  1987
- (59)  1988
- (60)  1989
- (61)  1990
- (62)  1991
- (63)  1992
- (64)  1993
- (65)  1994
- (66)  1995
- (67)  1996
- (68)  1997
- (69)  1998
- (70)  1999
- (71)  2000

**175. Gender**

- (1)  Mand
- (2)  Kvinde

**[Only the secondary education area]**

**176. 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)

**177. 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]**

**178. 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]**

**179. 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]

**180. 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

**181. Which year did you finish your education?**

- (1)  1945
- (2)  1946
- (3)  1947
- (4)  1948
- (5)  1949
- (6)  1950
- (7)  1951
- (8)  1952
- (9)  1953
- (10)  1954
- (11)  1955
- (12)  1956
- (13)  1957
- (14)  1958
- (15)  1959
- (16)  1960
- (17)  1961
- (18)  1962
- (19)  1963
- (20)  1964
- (21)  1965
- (22)  1966
- (23)  1967
- (24)  1968
- (25)  1969
- (26)  1970
- (27)  1971
- (28)  1972
- (29)  1973

- (30)  1974
- (31)  1975
- (32)  1976
- (33)  1977
- (34)  1978
- (35)  1979
- (36)  1980
- (37)  1981
- (38)  1982
- (39)  1983
- (40)  1984
- (41)  1985
- (42)  1986
- (43)  1987
- (44)  1988
- (45)  1989
- (46)  1990
- (47)  1991
- (48)  1992
- (49)  1993
- (50)  1994
- (51)  1995
- (52)  1996
- (53)  1997
- (54)  1998
- (55)  1999
- (56)  2000
- (57)  2001
- (58)  2002
- (59)  2003
- (60)  2004
- (61)  2005
- (62)  2006
- (63)  2007
- (64)  2008
- (65)  2009
- (66)  2010
- (67)  2011
- (68)  2012
- (69)  2013
- (70)  2014
- (71)  2015

**182. What is your status of employment?**

- (1)  Full time (37 hours per week)
- (2)  Part time (Less than 37 hours per week)

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

- (1)  1 timer
- (2)  2 timer
- (3)  3 timer
- (4)  4 timer
- (5)  5 timer
- (6)  6 timer
- (7)  7 timer
- (8)  8 timer
- (9)  9 timer
- (10)  10 timer
- (11)  11 timer
- (12)  12 timer
- (13)  13 timer
- (14)  14 timer
- (15)  15 timer
- (16)  16 timer
- (17)  17 timer
- (18)  18 timer
- (19)  19 timer
- (20)  20 timer
- (21)  21 timer
- (22)  22 timer
- (23)  23 timer
- (24)  24 timer
- (25)  25 timer
- (26)  26 timer
- (27)  27 timer
- (28)  28 timer
- (29)  29 timer
- (30)  30 timer
- (31)  31 timer
- (32)  32 timer
- (33)  33 timer
- (34)  34 timer

- (35)  35 timer  
(36)  36 timer  
(37)  37 timer

**184. What country are you born in?**

- (1)  Danmark  
(2)  Andet land

**185. How many year have been living in Denmark?**

- (1)  0 år  
(2)  1 år  
(3)  2 år  
(4)  3 år  
(5)  4 år  
(6)  5 år  
(7)  6 år  
(8)  7 år  
(9)  8 år  
(10)  9 år  
(11)  10 år  
(12)  11 år  
(13)  12 år  
(14)  13 år  
(15)  14 år  
(16)  15 år  
(17)  16 år  
(18)  17 år  
(19)  18 år  
(20)  19 år  
(21)  20 år  
(22)  21 år  
(23)  22 år  
(24)  23 år  
(25)  24 år  
(26)  25 år  
(27)  26 år  
(28)  27 år  
(29)  28 år  
(30)  29 år  
(31)  30 år  
(32)  31 år  
(33)  32 år



- (34)  33 år
- (35)  34 år
- (36)  35 år
- (37)  36 år
- (38)  37 år
- (39)  38 år
- (40)  39 år
- (41)  40 år
- (42)  41 år
- (43)  42 år
- (44)  43 år
- (45)  44 år
- (46)  45 år
- (47)  46 år
- (48)  47 år
- (49)  48 år
- (50)  49 år
- (51)  50 år
- (52)  51 år
- (53)  52 år
- (54)  53 år
- (55)  54 år
- (56)  55 år
- (57)  56 år
- (58)  57 år
- (59)  58 år
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- (61)  60 år
- (62)  61 år
- (63)  62 år
- (64)  63 år
- (65)  64 år
- (66)  65 år
- (67)  66 år
- (68)  67 år
- (69)  68 år
- (70)  69 år
- (71)  70 år
- (72)  71 år
- (73)  72 år
- (74)  73 år
- (75)  74 år

- (76)  75 år  
(77)  76 år  
(78)  77 år  
(79)  78 år  
(80)  79 år  
(81)  80 år  
(82)  81 år  
(83)  82 år  
(84)  83 år  
(85)  84 år  
(86)  85 år

**Number of children living at home**

	0	1	2	3	4	5	6	7	8	9	10
<b>186.</b> 0-3 years	(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"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(10) <input type="checkbox"/>	(11) <input type="checkbox"/>
<b>187.</b> 4-6 years	(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"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(10) <input type="checkbox"/>	(11) <input type="checkbox"/>
<b>188.</b> 7 years and above	(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"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(10) <input type="checkbox"/>	(11) <input type="checkbox"/>

**189. Marital status**

- (1)  Married  
(2)  Cohabiting  
(3)  Single

**190. Do you have any other employment than your main employment?**

- (1)  Yes  
(2)  No

**191. Hvilken anden beskæftigelse har du?**

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

- (1)  0 år
- (2)  1 år
- (3)  2 år
- (4)  3 år
- (5)  4 år
- (6)  5 år
- (7)  6 år
- (8)  7 år
- (9)  8 år
- (10)  9 år
- (11)  10 år
- (12)  11 år
- (13)  12 år
- (14)  13 år
- (15)  14 år
- (16)  15 år
- (17)  16 år
- (18)  17 år
- (19)  18 år
- (20)  19 år
- (21)  20 år
- (22)  21 år
- (23)  22 år
- (24)  23 år
- (25)  24 år
- (26)  25 år
- (27)  26 år
- (28)  27 år
- (29)  28 år
- (30)  29 år
- (31)  30 år
- (32)  31 år
- (33)  32 år
- (34)  33 år
- (35)  34 år
- (36)  35 år
- (37)  36 år
- (38)  37 år
- (39)  38 år
- (40)  39 år
- (41)  40 år

- (42)  41 år
- (43)  42 år
- (44)  43 år
- (45)  44 år
- (46)  45 år
- (47)  46 år
- (48)  47 år
- (49)  48 år
- (50)  49 år
- (51)  50 år
- (52)  51 år
- (53)  52 år
- (54)  53 år
- (55)  54 år
- (56)  55 år
- (57)  56 år
- (58)  57 år
- (59)  58 år
- (60)  59 år
- (61)  60 år

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

- (1)  0 år
- (2)  1 år
- (3)  2 år
- (4)  3 år
- (5)  4 år
- (6)  5 år
- (7)  6 år
- (8)  7 år
- (9)  8 år
- (10)  9 år
- (11)  10 år
- (12)  11 år
- (13)  12 år
- (14)  13 år
- (15)  14 år
- (16)  15 år
- (17)  16 år
- (18)  17 år
- (19)  18 år
- (20)  19 år

- (21)  20 år
- (22)  21 år
- (23)  22 år
- (24)  23 år
- (25)  24 år
- (26)  25 år
- (27)  26 år
- (28)  27 år
- (29)  28 år
- (30)  29 år
- (31)  30 år
- (32)  31 år
- (33)  32 år
- (34)  33 år
- (35)  34 år
- (36)  35 år
- (37)  36 år
- (38)  37 år
- (39)  38 år
- (40)  39 år
- (41)  40 år
- (42)  41 år
- (43)  42 år
- (44)  43 år
- (45)  44 år
- (46)  45 år
- (47)  46 år
- (48)  47 år
- (49)  48 år
- (50)  49 år
- (51)  50 år
- (52)  51 år
- (53)  52 år
- (54)  53 år
- (55)  54 år
- (56)  55 år
- (57)  56 år
- (58)  57 år
- (59)  58 år
- (60)  59 år
- (61)  60 år

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

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**Thank you very much for replying to the questionnaire!**

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