

# DAVI

DATAINFORMERET  
VISIONSLEDELSE

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DATA-INFORMED VISIONARY LEADERSHIP

## Technical report

Surveys of leaders and employees, pre-treatment, post-treatment

2018-2019

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## Introduction to the report

The purpose of this technical report is to introduce the DAVI project and its objectives and processes. This report details the technical aspects of the project including the theoretical model and hypotheses, the research design and the data collection process. Furthermore, it presents the concepts used in the project, including the specific questions for each item in the questionnaire. For each concept, descriptive statistics and histograms are shown to illustrate the data collected. The report also describes the content of the interventions in the project, while supplementary information regarding the interventions and questionnaires are available in the appendixes, along with a practical guide to the dataset.

Parts 1 and 2 are based on a conference paper (Andersen et al. 2019), which was presented at the 2019 PMRC pre-conference workshop on Methods Innovation in Public Administration and Management (The University of North Carolina at Chapel Hill, 11-14 June 2019).

The project was a collaboration between Aarhus Municipality (Department of Health and Care) and Crown Prince Frederik Center for Public Leadership. The shared main objective was to improve value creation for the citizens in Aarhus Municipality. Additionally, the leadership center aimed at generating and sharing generic knowledge about the investigated leadership training programs on behavior and performance, while the municipality also aimed at improving their own internal ability to offer relevant training and feedback to managers at all levels. The municipality financed the internal trainers and the time used to fill out questionnaires and generate the register data (e.g. managers' use of data). The leadership center financed the surveys and the training of the internal trainers.

The report is organized in the following way. Part 1 describes the project and the motivation for leadership training in public administration. Then the DAVI project is introduced. After an introduction to the key theoretical concepts, the theoretical model and hypotheses are presented before part 1 concludes with a description of the recruitment process and the content of the development intervention. Part 2 elaborates on the experiments' research design and methods and details the trial design and randomizations process, the participants and sample size, and the most important dependent variables. Part 3 presents the measured concepts and items used in the questionnaires in order to give a quick overview of the studied variables. Lastly, for the main concepts in the project, the theoretical definitions, factor loadings and distributions are shown in part 4.

# **1. Description of the project**

This section discusses the motivation for leadership training in public organizations and introduces the DAVI project. Subsequently, this part explains the general reasons for expecting the leadership training to affect the followers' perceptions of these leadership behaviors and presents our reasons for expecting increased follower motivation and better services for the citizens.

## **1.1. Motivating leadership training**

The effect of leadership on performance is one of the most challenging associations to study in public administration. One reason is that leadership and employee behavior is an endogenous process in which employees react to leaders' behavior and leaders in return respond to employees' reactions. This endogenous process makes it difficult to identify the effect of leadership, and it has spurred an increasing use of experimental designs that through leader training attempt to generate exogenous variation in leadership behavior (see e.g. Andersen et al., 2017). However, the effect of specific forms of leadership behavior such as transactional leadership or distributed leadership may depend on the general leader capacity within an organization. Enhancing these types of leadership behavior may be less effective in an organization that has no clear vision of its goals and no data-informed practice to assess its progress towards such goals. Experimental studies that target one specific leadership behavior without taking into account the organization environment in which this behavior is supposed to be implemented may therefore systematically underestimate the full potential of this targeted behavior.

## **1.2. Introduction of the DAVI project**

To meet these opposing needs – on the one hand using experimental design to identify the causal effect of specific leadership behaviors and on the other hand developing the organizational environment to be able to take full advantage of such targeted behavior – this study proposes a research design that combines the development of a large organization with two randomized interventions.

Building on existing leadership training studies (Andersen et al., 2017), we randomize leaders at lower hierarchical levels into two groups (distributed leadership and the verbal version of transactional leadership) and survey employees and leaders at all levels before and after a year of our leadership training. Besides these randomly assigned components, all leaders receive training in transformational data-informed leadership, mainly focusing on value creation for the citizens. We will use baseline and end-line data to estimate the general development of the organization, which at least partly may be explained by the general intervention. We will compare the two treatment groups to test the relative causal effect of distributed and transactional leadership training.

To accomplish this dual purpose of developing the whole organization and testing two specific leadership interventions, we trained all levels of leaders. The training consisted of several training sessions. Both the leaders of leaders and the leaders of employees received training based on Holten et al.'s (2015) principles. Leaders of leaders received training in both distributed and verbal transactional leadership, while leadership of employees were trained in one of them. All leaders were trained in data-informed transformational leadership. This training of the whole organization was expected to increase alignment through the hierarchy and heighten the leaders' commitment to the training. The employees were aware that the managers participated in the leadership development training, but were not aware of which of the two types of training their leader was assigned to (Kjeldsen & Andersen

2021). The content of the training course is shown in Appendix 2. The training sessions contained theoretical insights based on existing research, the development of a personal leadership statement, practical exercises and dialogue with manager colleagues. However, compared to a formalized education program, for example, a master's degree, the training program was less resource demanding, meaning that the effect of this specific program ought to be lower compared to a formalized training program.

We trained trainers within the organization to perform coaching and training of the leaders of employees to increase the long-term effects and make knowledge and skills to develop leadership a part of the organization itself. Other studies have shown problems with maintaining the benefits after external trainers have left (Fryer, 2017).

The employees were partially included in the training. Employee representatives thus took part in a selected element, the last of five sessions, and we urged the leaders to involve the employees in the implementation.

We evaluate the effect of the intervention in two ways. First, the relative effect of two randomized interventions (transactional and distributed leadership) on the leaders' behavior as perceived by the employees is important. Second, we assess the development of the organization by comparing baseline measures to outcome measures of employees' motivation and, not least, the effects experienced by the service users.

The experimental part of the project proceeded from August 2018 to October 2019. It consisted of two conferences (with active workshops) for all leaders, a conference for leaders and employee representatives and five training and coaching sessions directed by internal consultants (who were trained by a team of researchers and organizational practitioners). The pre-treatment survey was sent to 4954 employees, 135 direct leaders and 28 leaders of leaders. The post-survey was sent to 5050 employees, 140 direct leaders and 22 leaders of leaders (the four questionnaires are shown in Appendix 5).

### **1.3. Conceptual definitions and key theoretical arguments**

This section clarifies the theoretical concepts (transformational, transactional, distributed and data-informed leadership), explains the general reasons for expecting the leadership training to affect the followers' perception of these leadership behaviors, and presents our reasons for expecting increased follower motivation and better services for the citizens.

#### **1.3.1. Common elements in leadership training**

In public organizations, the elected politicians set the overall direction, often formulated as a desirable future that the organization should try to reach. For administrative (that is, not elected) leaders at all levels, it is a key task to translate and implement this political vision. There are different elements in this translation process. First, the administrative leaders must develop the vision to fit their part of the organization. For a municipality, the vision of a specific department must be more concrete than the vision for the whole municipality. Second, a vision can only be expected to change things if others share it. This behavior is often linked to the development aspect, because many leaders involve middle managers and employees in developing the vision, enabling them to share the vision at the same time. Finally, the last step is to sustain the vision in the long run. Otherwise, it is not credible and cannot be expected to have long-term effects. For these reasons, we define transformational leadership as behaviors that seek to develop, share, and sustain a vision with the intention to encourage employees to transcend their own self-interest and achieve organizational goals (see also Jensen et al., 2019).

We are not alone in seeing transformational leadership as important: It is one of the most researched concepts in public leadership (Vogel & Masal, 2015: 1175), and it is positively associated with job satisfaction, organizational commitment, motivation and performance, while it is negatively associated with absenteeism and turnover (Vogel & Masal, 2015: 1176). Still, there is no longer consensus about its definition and conceptualization. Van Knippenberg & Sitkin (2013) recently questioned the theoretical and empirical foundations of transformational leadership, and the criticism especially concerns the multiple dimensions of transformational leadership in earlier studies and the conceptual overlap between dimensions. This is one of our reasons for focusing on the visionary element in transformational leadership as stated in our definition (see also Wright et al., 2012; Caillier, 2014).

The idea in the literature is that transformational leaders develop, share and sustain the vision with the intent of addressing higher-order needs in order to make organizational goals meaningful and valuable to employees, so they internalize these goals as their own (Wright & Pandey, 2010; Wright, Moynihan, & Pandey, 2012). The three components in the definition – translating/formulating, sharing and sustaining the vision – are seen as equally important. First, transformational leaders must clarify the desirable future of their organization and translate the overall purpose of the organization into meaningful terms for their followers. This is done by developing and clarifying the vision. In the vision development process, leaders will often involve important organizational actors, such as the employees, in order to gain insight and increase the legitimacy of the vision, but the vision must be accepted and carried forward by the leader. Second, when the vision has been developed, the next step is to share it within the organization. This is about communication, where the leader attempts to make the employees accept or even embrace the vision. Third, leaders must sustain the vision in the longer run, when questions and dilemmas arise. All three behavioral components are difficult to use if the leader does not have information about both what the employees do and the results of these efforts. Data-informed leadership can therefore be seen a basic leadership component that is linked to transformational leadership.

Data-informed leadership includes decision-making, follow-up, learning and improvements, based on and informed by data, that is, shared knowledge generated systematically about what is done and achieved in the organization. In the terminology used by Holm (2018: 305), "...performance information use in strategic decision-making concerns the relationship between performance levels across organizational goals and a manager's willingness to make certain goals a priority." If leadership is – very broadly – seen as setting direction and creating results via and through others, data-informed leadership can be seen as the behavior that binds the two parts of the definition together. Using information about both what the organization does to go in the desirable direction and how far it is in reaching the goals, improves the leaders' abilities to create results together with their followers. Still, data-informed transformational leadership is not necessarily enough to motivate employees and make them do their best to achieve the organizational goals. More specific leadership behaviors can be relevant there, and we test two alternatives to find out which one of them works best in combination with transformational, data-informed leadership.

### **1.3.2. Concepts with variation in the experiment**

Half of the leaders are trained in transactional leadership while the other half are trained in distributed leadership. Transactional leadership is relevant in public organizations, but it is especially pertinent in terms of verbal rewards, because it is difficult to use material rewards in the public sector (Perry et al., 2009). The use of pecuniary rewards is limited in public organizations and often substituted with softer

forms of transactions. Wright and Pandey (2010) argue that structural features such as weak communication across hierarchical levels decreases the use of transformational leadership in public organizations, and this makes it very relevant to include both transactional leadership and a less leader-centric behavior such as distributed leadership. We investigate the use of contingent verbal rewards as the leader's verbal recognition of the employees' efforts and results. Hence, verbal rewards is a transactional approach, which can both clarify the leader's expectations to the employees and create motivation among the employees to live up to those agreements (Nielsen et al., 2019). Verbal rewards are robust in creating motivation, because they can both strengthen autonomous motivation due to increased satisfaction of the employees' need for competence (Jacobsen & Andersen, 2017) and address the employees' extrinsic motivation, because there is an external component tied to the leader's potential use of rewards. Thus, if employees value praise from their leader, which studies show that most people do (Andersen et al., 2018), the potential rewards can have an instrumental value and affect the amount of energy and effort the employees devote to their work. The use of verbal rewards can therefore be an important leadership behavior, which can enhance and direct employee effort towards reaching organizational goals.

Distributed leadership is (similar to employee-centric leadership in general) a relatively new topic in leadership research (Bolden, 2011; Jönsson et al., 2016; Kjeldsen et al. 2020). Recent studies (Jakobsen, Kjeldsen and Pallesen, 2016; Harris, 2011; Hulpia and Devos, 2009) do, however, indicate that it can be important for performance, job satisfaction and motivation in public organizations. The key argument is that leadership is not solely an individual activity tied to an organizational position (something a formal leader does), but rather something that emerges when multiple actors participate in leadership tasks (Gronn, 2000, 2002; Bolden, 2011). Distributed leadership occurs when leaders and followers share leadership tasks to influence resource availability, decision-making and goal setting (Jönsson et al., 2016). This does not imply that formal leaders are unnecessary. Leaders are still ultimately responsible for achieving organizational goals, and it is an active choice for the leader to distribute leadership and ensure that it is taken on by the employees (Günzel-Jensen, Jain and Kjeldsen, 2018; Gronn, 2008). Distributed leadership is expected to be especially suitable and pronounced in a public sector context. Public organizations are responsible for delivering very complex services requiring specialized knowledge, discretion and extensive coordination. Therefore, rank-and-file employees will often participate in many leadership tasks (Jakobsen, Kjeldsen and Pallesen, 2016). When employees are involved and share responsibility for decisions influencing their daily work and the organization, they become more committed and motivated due to an increased sense of psychological ownership and empowerment. Distributed leadership can therefore be beneficial in ensuring employee motivation, commitment and satisfaction as well as implementing organizational changes and improving performance (for an overview, see Harris, 2011, 2013). This has a performance-improving potential. Still, distributed leadership can pose a challenge in public service organizations as the public sector context also implies a bureaucratic structure and external accountability for decisions (Currie and Lockett, 2011; Van Wart, 2013).

In sum, we do not know which combination (distributed or verbal transactional leadership combined with transformational, data-informed leadership) will work best in terms of motivating employees and increasing organizational goal attainment, but the literature suggests that both treatments can have positive effects. The next section discusses the outcome variables in more detail and presents our theoretical model.

## 1.4. Theoretical model and hypotheses

This section builds on the concepts and theoretical arguments presented earlier and explains the project's theoretical model. Additionally, the two key expectations for the experimental conditions, and thus the project, are summarized in two hypotheses.

### 1.4.1. Theoretical model and expected relationships

Investigating complex combinations of leadership behaviors is a demanding task. To be able to use the experimental design to identify the causal effect of specific leadership behaviors and to develop the organizational environment to take full advantage of such targeted behavior, we differentiate between relationships that can be experimentally tested and relationships where we obtain some knowledge by observing changes over time.

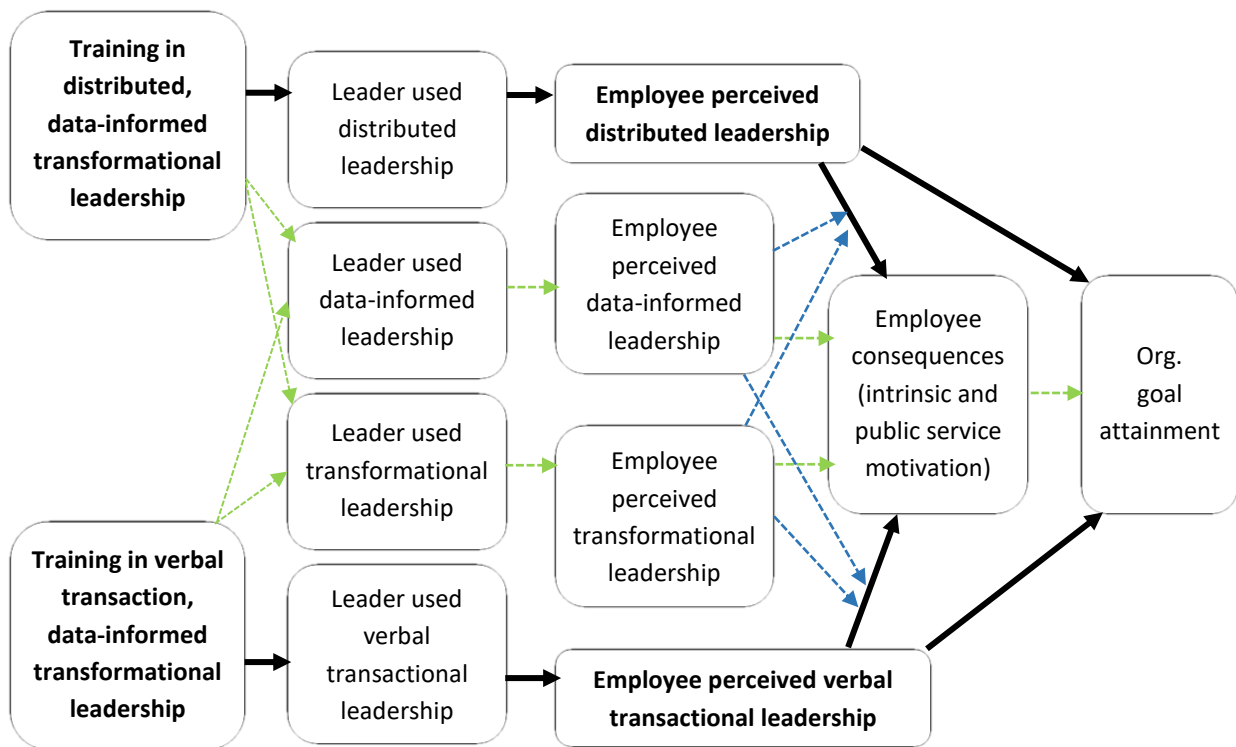
The theoretical logic in Figure 1 is that leadership training affects what the leaders do, which then affects the employee-perceived leadership, which affects employee motivation and ultimately organizational goal attainment. This is the horizontal development in the figure from left to right (black arrows in Figure 1). This is complicated by the facts that we expect four leadership behaviors (shown vertically) to be relevant and that we know that there is a big difference between reports from the leaders themselves about their leadership behavior compared to reports about the same behavior from their employees. Given that it is not enough that the leaders themselves think that they use the relevant leadership behaviors more actively, our main focus is on employee perceived leadership. To affect employee motivation and organizational goal attainment, the employees need to perceive the active leadership as well (Jacobsen & Andersen, 2015). Our key expectations for the two experimental conditions are the following:

**Hypothesis 1:** Leadership training in distributed, data-informed transformational leadership makes employees see leaders use more distributed leadership.

**Hypothesis 2:** Leadership training in verbal transactional data-informed transformational leadership makes employees see leaders use more verbal transactional leadership.



**Figure 1.** Model for differences between experimental treatments. Dotted lines are not tested experimentally



We do not have prior expectations on the relative effect of the two combinations (with either distributed leadership or verbal transactional leadership). Existing theory suggests that both treatments will increase the levels of transformational and data-informed leadership over time and that this will increase employee motivation and ultimately organizational goal attainment (dotted green arrows in Figure 1). Our own explorative argument suggests positive interaction both between distributed leadership/data-informed leadership/transformational leadership and between verbal transactional leadership/data-informed leadership/transformational leadership (dotted blue arrows in Figure 1). None of the dotted arrows is tested experimentally, but we plan to explore how the different leadership combinations are associated with employee motivation and different types of goal attainment for the citizens.

The general reasons for expecting the training to affect leadership behavior is presented in Holten et al. (2015), while the specific reasons for expecting our treatments to change how the investigated health and care leaders in Aarhus behave are described in the next section. Most importantly, the training combines knowledge, reflection and actions, and it contains both transfer activities and feedback. These elements are vital in order to ensure that the leaders will actually behave differently.

Different context factors and personal characteristics can be important for the effect of the leadership training treatments. We are able to explore many of them, but the statistical power in the project limits our opportunities to contribute with robust moderation analyses. Examples of these variables include

- Gender (see for example Bass, Avolio & Atwater 1996; Eagly & Johnson, 1990)
- Span of control (see, for example, Meier & Bohte, 2003)

- Tenure as a leader (see, for example, Chan & Mak, 2014)
- Existing leadership education (see, for example, Chan & Mak, 2014).

We investigate two types of motivation, namely public service motivation (PSM) and intrinsic motivation. We define PSM as “an individual’s orientation to delivering service to people with the purpose of doing good for others and society” (Hondeghe & Perry, 2009: 6), while intrinsic motivation is linked to the activity itself: whether it is seen as inherently interesting or enjoyable (see also Jensen & Bro, 2018: 537). We expect transformational leadership to affect public service motivation and intrinsic motivation, because existing studies have identified these associations (Wright et al., 2012; Jensen & Bro, 2018) at least for organizations such as the Department of Health and Care in Aarhus Municipality where there is no major value conflict (Jensen, Andersen & Jacobsen 2019). Recent research has also identified a positive association between the verbal version of transactional leadership and intrinsic motivation (Andersen, Boye and Laursen 2018). Similarly, Jakobsen, Kjeldsen and Pallesen (2016) find a positive association between distributed leadership, intrinsic motivation and PSM. Our key reason for investigating these two types of motivation is that we see them as relevant for organizational goal attainment in the Department of Health and Care in Aarhus Municipality. The next section describes this department and its goals and furthermore how this department were recruited.

## 1.5. Recruitment

Participation in the leadership training was mandatory for all managers with formal leadership responsibilities. The following initiatives were taken to motivate the managers

### 1.5.1. Department of Health and Care, Aarhus Municipality: Context and goals

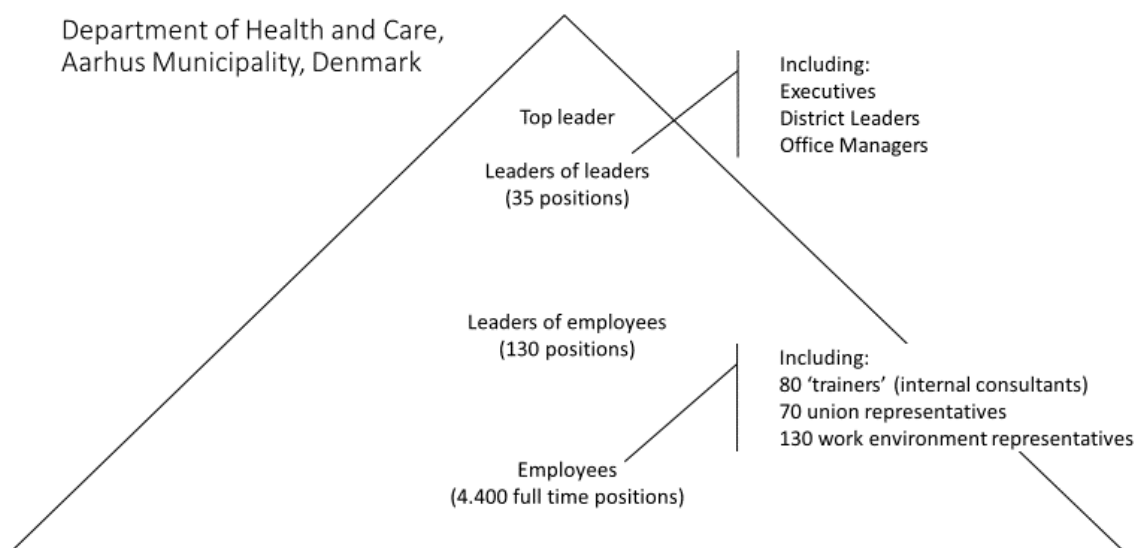
The Department of Health and Care in Aarhus Municipality is responsible for all public training and rehabilitation services, focusing on elderly people and on people coming home from the hospital. Furthermore, the department is responsible for the operation of nursing homes and activity centers and offering of health promotion and preventive efforts to all citizens in Aarhus Municipality.

The department has several goals, including performance criteria set at the national, municipal and department level plus more local performance criteria. The most important *outcome-focused* performance criteria include citizen satisfaction and their health and ability to function in everyday situations. These goals have been translated into five “clues” [Lederetråde in Danish] (see Appendix 1). These clues can be seen as the vision at the departmental level. They have also been used as the transformational elements in the training programs.

The department’s yearly budget amounts to 645 million dollars and it has 4400 full-time personnel. In addition, the department cooperates with approximately 2000 volunteers. In sum, this makes the Department of Health and Care one of the largest departments in the Danish public sector.

Hierarchically, the department consists of three levels of formal leaders, as illustrated in Figure 2. On a yearly basis, the attrition rate is about 15 % among both leaders and employees.

**Figure 2.** Overview of the Department of Health and Care



To understand the organizational context in which the training experiment takes place, a few characteristics of the Department of Health and Care are of great relevance:

First, the context for exerting transformational leadership training is quite good. For the last ten years the Department of Health and Care has strived to have a stable set of visions and goals, and there has been a strong tradition of putting effort into translating, sharing and sustaining the vision across all hierarchical levels.

Second, data-informed leadership training might be more difficult. At the strategic level, the leaders of leaders are more or less used to follow up and take decisions based on different kinds of long-term progression data (for example, aggregated citizens' satisfaction, life expectancy data, data on sick leave and economic data etc.). Leaders of employees are also quite used to follow up on their local data regarding budget compliance and sick leave among employees (quarterly) and on citizens' satisfaction (yearly) but until now they have not been used to follow up on short-term progression data concerning their local service users. Furthermore, the quality of these new short-term progression data is still fluctuating. It is also worth mentioning that at all hierarchical levels, leaders are also most likely to look at *one* (typically quantitative) data source at a time. They are not so used to looking across different data sources when following up and taking new decisions.

Third, the organization has a tradition developing leaders individually. It is quite a new thing for leaders in the Department of Health and Care to develop their leadership competencies in the setting of an internal professional learning community — that is, together with their leader colleagues.

## **1.6. The content of the interventions**

Leaders at all levels in the Department of Health and Care (top-level, leaders of leaders and leaders of employees) received training in transformational leadership and data-informed leadership, because we believe that transactional and distributed leadership interventions will have a stronger effect if they are supported by these general leadership practices. Besides this basic leadership training, the leaders of employees received training in one of the two leadership behaviors.

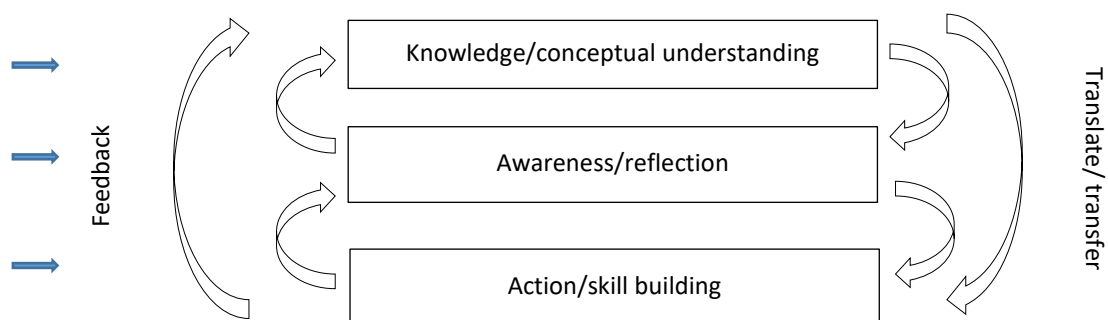
Transactional leadership in our study is conditional, positive verbal feedback. In this intervention, we train leaders of employees in giving positive feedback to employees based on their performance and effort.

In the distributed leadership intervention, leaders are trained in sharing their leadership tasks with their employees. This is not the same as delegating tasks, because the leaders maintain the responsibility for the tasks, but they involve their employees in the managerial decisions and in the implementation of the decisions.

In both treatment groups, we treat leaders by a “train the trainer” principle. The Department of Health and Care has a number of internal consultants who support both leaders of employees and leaders of leaders in their daily work. Eighty of these consultants were the main trainers in our trial. Forty of them were trained to support the leaders of leaders and the other 40 were trained to support the leaders of employees. In the beginning of the trial, we organized workshops for those two groups of consultants to teach them the principles of transformational and data-informed leadership plus transactional and distributed leadership, thereby enabling them to train the leaders themselves (the 40 consultants, who were trained to support the leaders of employees, were randomized to one of the two treatments). Shortly after these workshops, both consultants and leaders at all levels were gathered in a large-scale leadership conference and small-scale local kick-off meetings to start the whole leadership training experiment. Then, the consultants trained the leaders in five meetings that took place over the course of a year. Each meeting had a number of exercises, which trained the leaders in the two general leadership behaviors (transformative leadership and data-informed leadership), combined with either distributed leadership or verbal transactional leadership. At the first four meetings only leaders and consultants participated. At the fifth meeting the local union representatives and work environment representatives were also invited.

The underlying principle for the training was to target both conceptual learning, reflections and actions. To do this, we relied on the model developed by Holten et al. (2015), which consists of three overall levels of learning and three main processes. This is illustrated in Figure 3 and described further below and in Appendix 2, which contains specific manuals for the five meetings.

**Figure 3.** The leadership training model used in the experiment (Holten et al. 2015)



The three levels of learning in Figure 3 are:

1. Knowledge/conceptual understanding: focuses on gaining knowledge and developing participants' conceptual understanding of leadership, leadership behaviors and translation of visions/goals.

2. Awareness/reflections of own situation/behavior: focuses on enhancing awareness and reflection related to the specific situation and behavior of each participant.
3. Actions/skill building (key competencies): focuses on the enactment of leadership, that is, specific behaviors and skills.

These levels of learning are combined with three processes. In the input process, different teaching and learning inputs were introduced particularly to increase the leaders' knowledge. Key inputs were different activities and materials (see Appendix 2). In the transfer process, leaders (assisted by the consultants) transform knowledge and conceptual understanding into awareness/reflection and action/skill building in their daily work (especially between the five meetings). It also transforms general awareness/reflection into action and skill building. Transfer of learning is intended to support the leaders in adapting and transferring knowledge and awareness to their specific organizations, situations and actions. In the feedback process, learning is linked to action and feeds up to more general awareness and knowledge. For example, skills learned through action will feed back to the participants' awareness and reflection, which again can lead to deeper knowledge/conceptual understanding. The leaders in the groups give each other feedback, and the consultants contribute to this process.

## **2. Research design and methods**

The units of analysis are the 134 leadership of employees-positions in Health and Care, Aarhus Municipality. As discussed in more detail in section 2.1, half of these positions are randomized to receive verbal transactional leadership, while the other half receive distributed leadership. Everybody receives training in transformational and data-informed leadership.

### **2.1. Trial design and randomization**

As mentioned, a general issue in estimating the effect of transactional and distributed leadership is endogeneity. One part of the problem is that managers with certain traits and leadership behaviors are likely to choose jobs in organizations with specific characteristics (e.g. performance, culture and types of employees), which makes it difficult to obtain an unbiased estimate of the leadership effect. In addition, the relationship between leadership behavior and organizational outcomes might suffer from reversed causality, as leadership behavior could change in response to how an organization performs. To address these problems, the design of the study is a field experiment.

The trial does not involve a treatment-as-usual group. Therefore, the trial is not designed to test the effect of transactional and distributed leadership compared to treatment as usual, but to test whether the two interventions enhance the targeted leadership behavior relative to the other. While this is the main objective, we also would like to evaluate whether the intervention changes the Department of Health and Care as a whole by making simple comparisons between outcomes pre- and post-treatment. Obviously, these differences cannot be interpreted causally, because non-intervention factors may have affected the organization during the trial. We stratify the sample on the district level and on the type of leaders of employees. The reason for this strategy is that our leadership training is organized in teams, and within a district, and we would like to create as diverse a training team (in terms of job assignment) as possible. Organizational units are randomly assigned to either transactional or distributed leadership. Leaders of employees and all employees and service users (elderly residents) employed in or attached to the organizational unit are thereby assigned to the same treatment arm. We use an intention-to-treat design in the sense that the treatment status of the organizational units is maintained regardless of whether the leaders move to another job during the intervention. On one hand, our inclusion of all units (regardless of leader attrition) makes the estimates of effect more conservative. On the other hand, it is more realistic for future calculations of treatments effects (in similar organizations) to include the fact that leaders change positions regularly (the annual attrition rate in this organization is, as mentioned earlier, 15%). To assess how much attrition lowers the treatment effect, we will analyze the subgroup of organizational units in which leaders did not move during the intervention, and we will analyze whether the treatment affected turnover.

Leaders of leaders (district-level leaders and top-level leaders) receive training in both leadership behaviors in order to support the implementation and use of the leadership behaviors at the lower levels of the organization. In the next section, the participants in the experiment are introduced along with the sample size and response rate for both surveys.

### **2.2. Participants and sample size**

The participants in the experiment are leaders of employees in the Department of Health and Care, Aarhus Municipality. As of October 2018, when we did the randomization of the leaders into one of the two treatment groups, the Department of Health and Care employed 130 leaders of employees.

The 130 leaders of employees were randomized after the collection of baseline data. Four leadership positions were established shortly after this randomization. The leaders in these positions were also randomly assigned to one of the two treatment arms, making the total number of leaders of employees in the trial 134.

For the 134 we have strata indicators (i.e. district indicators and a variable that indicates the type of leader), the outcome variable at baseline and relevant covariates (for the prediction of our outcome) at baseline.

In addition to the quantitative data, we will also collect qualitative, process-oriented data on the use of “My plan” (which is an online tool that leaders use to work with data-informed leadership) and the logs where consultants note down their observations. This data can show how well we succeeded in implementing the treatments and contribute to learning about the difficulties that the leaders met during the leadership training sessions.

### **3. Overview of the measured concepts and items**

The purpose of this section is to give an overview over the different concepts used in the two survey rounds. Table 1 shows the number of items that make up each concept. Additionally, the table also indicates which concepts and questions the participants were asked about in the four different questionnaires, that is leader pre-survey, leader post-survey, employee pre-survey and employee post-survey. The next section introduces the theoretical definitions, factor loadings and distributions for the different concepts.<sup>1</sup>

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<sup>1</sup> It is only the concepts of main interest that will be introduced in the next section. Less essential concepts i.e. *other concepts* will be presented in appendix 3. Furthermore, the four different surveys, including the different possible answer categories are shown in appendix 5.

**Table 1. Overview of the measured concepts**

Dimension	# items	Leader pre	Leader post	Employee pre	Employee post
Leadership					
Transformational	4	X	X	X	X
Transactional	4	X	X	X	X
Identity	1	X	X	X	X
Distributed*	3 (4)	X	X	X	X
Alignment	3	X	X	X	X
Influence	3			X	X
Distributed – overall perception	1				X
Distributed – the leaders own leader	3	X	X		
Distributed – colleagues	3	X	X		
Distributed – performance information	3	X	X		
Departmental leadership	4	X			
Motivation					
PSM	6	X	X	X	X
Intrinsic	4	X	X	X	X
Performance information					
Performance information orientation	3	X	X	X	X
Data-informed leadership	12	X	X		
Information about other public organizations	1	X	X	X	X
Employee perception of data-informed leadership	4				X
Other concepts					
Job satisfaction	1	X	X	X	X
Experience	1	X	X	X	X
Framework conditions*	8 (4)	X	X	X	X
Organizational focus	4	X	X		
Dilemma	9	X			
Development course and learning outcome	13		X		
Attention	4			X	X
Task performance	4			X	X
Leader type and occupation	3	X	X		
Personal Leadership Foundation	2		X		
Shift type	1				X
Employee representative	1				X

\*There is a different number of questions for employees. The numbers in parentheses represents the number of questions the employee was asked to answer.



## **4. Theoretical definitions, factor loadings and distributions**

This section introduces the theoretical definitions for the main concepts, how each item for the concepts loads in a factor analysis and the distribution of respondents for each concept. For each concept, the wording of the individual items is introduced along with the source for the specific question and the name of the specific item in the dataset. Afterwards, this part presents preliminary descriptive statistics for a few of the key concepts in order to investigate if it is possible to detect any change in the key variables due to the intervention.

### **4.1. Measured concepts and items**

As mentioned before, all the leaders receive training. However, both the leaders and employees are asked about the different concepts, since the employees' perception of leadership is important in regards to their behavior as shown in the theoretical model. The specific wording of the questions, which can be seen in the following subsections, differs to some degree for leaders and employees.

For each item in a given concept, the factor scores are calculated with the principal factor method and afterwards additive indexes are made for the different concepts. In cases where respondents did not answer all the items for a given concept, the indexes are based on the respondents' own answers on the other items for that concept. In these cases, the indexes for a given respondent are based on the average of  $n-1$  of the items, as long as  $n$  (the number of items) is above 3. To provide information about these indexes, simple descriptive statistics are presented along with the distribution of the indexes. Lastly, to test reliability, the value of Cronbach's alpha is presented for each index.

#### **4.1.1. Visionary/transformational leadership**

Transformational leadership is a behavior that strives towards the development and sharing of a vision within the organization. The aim is to sustain the vision by encouraging employees to look beyond their own self-interest and achieve the goals of the organization (Jensen et al., 2019).

**Table 2. Items measuring transformational leadership**

	Leaders: As a leader I ... / <i>Som leder...</i>	Source
transformation_L1	Concretize a clear vision for the [ORGANIZATION TYPE'S] future  ... sætter jeg konkrete ord på visionen for min arbejdsplads over de kommende år	Jensen et al. 2019
transformation_L2	Seek to make employees accept common goals for the [ORGANIZATION TYPE]  ... forsøger jeg at få mine medarbejdere til at acceptere fælles mål for enheden	Jensen et al. 2019
transformation_L3	Strive to get the [ORGANIZATION TYPE] to work together towards the vision.  ... gør jeg en løbende indsats for at få mine medarbejdere til at arbejde sammen i retning af visionen	Jensen et al. 2019
transformation_L4	Strive to clarify to the employees how they can contribute to achieving the [ORGANIZATION TYPE'S] goals  ... bestræber jeg mig på at gøre det klar for mine medarbejdere, hvordan de kan bidrage til at opnå arbejdspladsens mål	Jensen et al. 2019
	Employees: My leader ... / <i>Min leder...</i>	Source
transformation_1	Concretizes a clear vision for the [ORGANIZATION TYPE'S] future  ... sætter konkrete ord på hvad der er visionen for arbejdspladsen over de kommende år	Jensen et al. 2019
transformation_2	Seeks to make employees accept common goals for the [ORGANIZATION TYPE]  ... forsøger at få medarbejderne til at acceptere fælles mål for arbejdspladsen	Jensen et al. 2019
transformation_3	Strives to get the [ORGANIZATION TYPE] employees to work together in the direction of the vision  ... gør en løbende indsats for at få arbejdspladsens medarbejdere til at arbejde sammen i retning af visionen	Jensen et al. 2019
transformation_4	Strives to clarify to the employees how they can contribute to achieving the [ORGANIZATION TYPE'S] goals  ... bestræber sig på at gøre det klart for medarbejderne, hvordan de kan bidrage til at opnå arbejdspladsens mål	Jensen et al. 2019

**Table 3.** Factor loadings: Transformational leadership reported by leaders

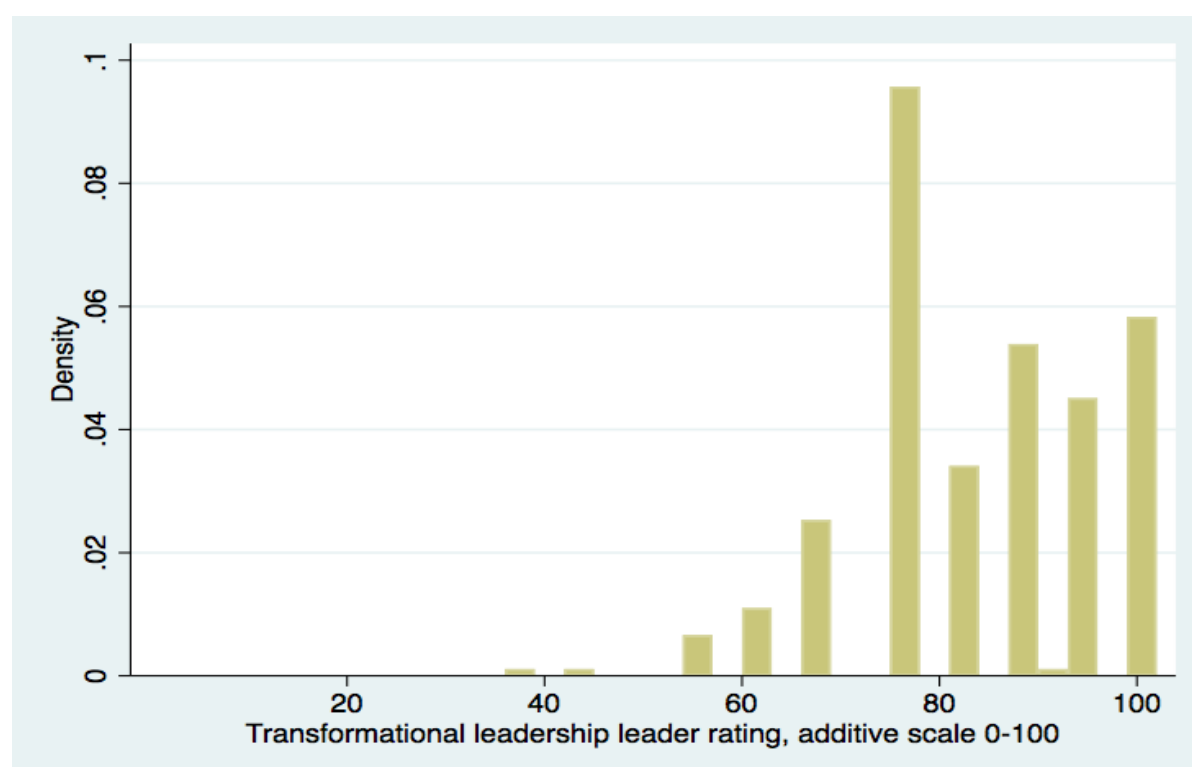
Pretext: As a leader I ...	Loadings
Concretize a clear vision for the organizational unit's future	0.5882
Make an effort to make employees accept common goals for the unit.	0.6906
Make a continuous effort to make employees work together towards the vision.	0.7511
Strive to concretize for the employees how they can contribute to achieving the goals of the unit.	0.6678

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 300. Cronbach's alpha = 0.7841

**Table 4.** Factor loadings: Transformational leadership reported by employees

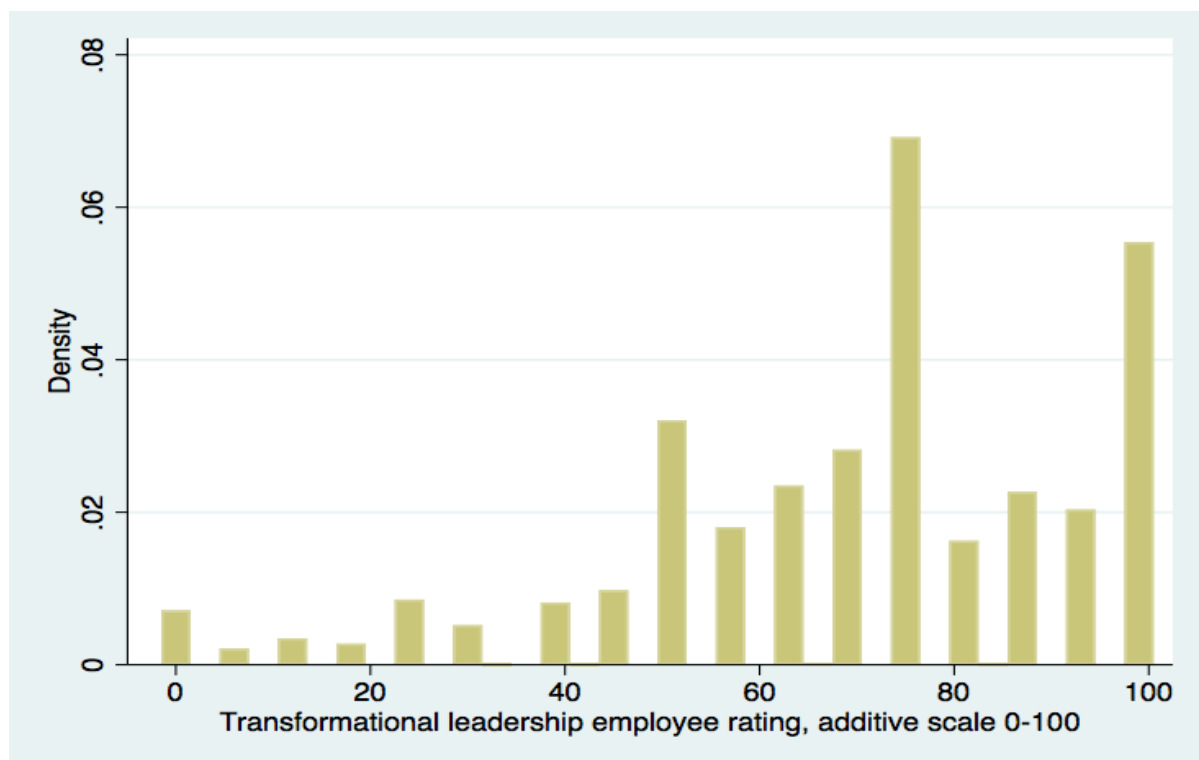
Pretext: My leader ...	Loadings
Concretizes a clear vision for the organizational unit's future	0.8310
Seeks to make employees accept common goals for the unit	0.8803
Makes a continuous effort to make employees work together towards the vision.	0.9128
Strives to clarify to the employees how they can contribute to achieving the goals of the unit	0.8991

Note: Extraction method: Principal factor analysis. The factor showed zero factors with an Eigenvalue higher than 1. N = 5172 Cronbach's alpha = 0.9367

**Figure 4.** Transformational leadership reported by leaders, distribution

Note: N = 303. Mean = 83.15. Std.dev. = 12.01. Min = 37.5. Max = 100. Skewness = -0.33. Kurtosis = 2.86. The distribution is considered slightly left-skewed, indicating that in general, leaders perceive that they enact transformational leadership behaviors to very large degree.

**Figure 5. Transformational leadership reported by employees, distribution**



Note: N = 5189. Mean = 69.66. Std.dev. = 24.04. Min = 0. Max = 100. Skewness = -0.81. Kurtosis = 3.40. The distribution is considered slightly left-skewed, indicating that in general, employees perceive that their leaders enact transformational leadership behaviors to very large degree.

#### **4.1.2. Transactional Leadership**

Verbal rewards are a form of transactional leadership in which the leader clarifies his or her expectation and motivates employees by verbally recognizing when they meet these expectations (Nielsen et al., 2019). Thus, verbal rewards can create extrinsic motivation (Jacobsen & Andersen, 2017). When employees receive praise from their leader for their efforts and results, the potential rewards may have instrumental value and affect both the energy devoted to work and the direction of the employees (Andersen et al., 2018).

We use the three items from Jensen et al. (2019: 20) measuring “Transactional leadership: Nonpecuniary rewards” combined with a new item that asks about the use of performance information as a basis for the verbal rewards (Transaktion\_4 for employees and Transaktion\_L4 for the leaders). The loadings suggest that this should only be used as part of the transactional leadership measure if it is very important to include this aspect.

**Table 5. Items measuring transactional leadership**

	Leaders: As a leader I ... / <i>Som leder...</i>	Source
transaktion_L1	give individual employees positive feedback when they perform well  ... giver jeg individuelle medarbejdere positiv feedback hvis de præsterer godt	Jensen et al. 2019
transaktion_L2	actively show my appreciation of employees who do their jobs better than expected  ... viser jeg aktivt min påskønnelse af medarbejdere der gør deres arbejde bedre end forventet	Jensen et al. 2019
transaktion_L3	personally compliment employees when they do outstanding work  ... roser jeg personligt medarbejdere, når de gør deres arbejde særlig godt	Jensen et al. 2019
transaktion_L4	Base my appreciation on performance information  ... baserer jeg min anerkendelse på resultatinformation	Own
	Employees: My leader ... / <i>Min leder...</i>	Source
transaktion_1	gives individual employees positive feedback when they perform well  ... giver de individuelle medarbejdere positiv feedback hvis de præsterer godt	Jensen et al. 2019
transaktion_2	actively shows appreciation of employees who do their jobs better than expected  ... viser aktivt sin påskønnelse af medarbejdere, der gør deres arbejde bedre end forventet	Jensen et al. 2019
transaktion_3	personally compliments employees when they do outstanding work  ... roser personligt medarbejdere, når de gør deres arbejde særlig godt	Jensen et al. 2019
transaktion_4	Bases their appreciation on performance information  ... baserer sin anerkendelse på resultatinformation	Own

**Table 6. Factor loadings: Transactional leadership reported by leaders**

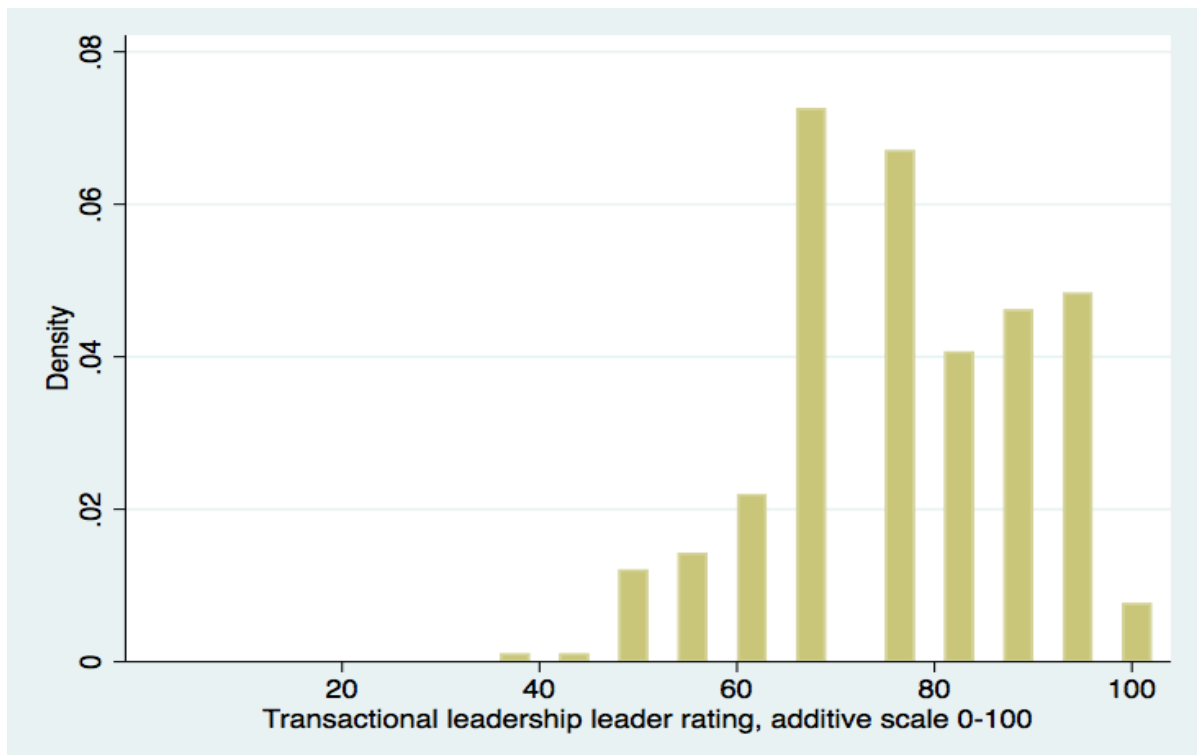
Pretext: As a leader I ...	Loadings
Give individual employees positive feedback if they perform well	0.7290
Show my appreciation for employees who perform better than expected	0.7440
Personally praise employees who perform particularly well	0.7512
Base my appreciation on performance information	0.2924

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 303. Cronbach's alpha = 0.6916

**Table 7. Factor loadings: Transformational leadership reported by employees**

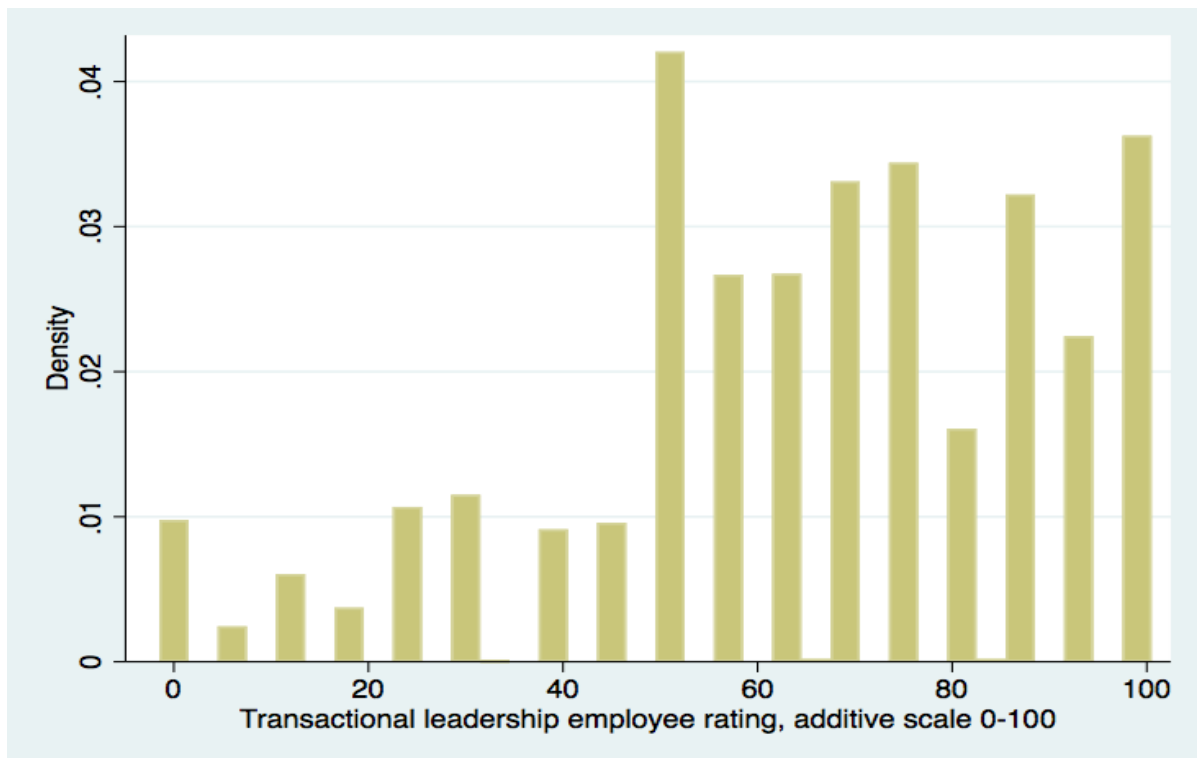
Pretext: My leader ...	Loadings
Gives individual employees positive feedback if they perform well	0.9112
Shows appreciation for employees who perform better than expected	0.9258
Personally praises employees who perform particularly well	0.9281
Bases their appreciation on performance information	0.6097

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 5152 Cronbach's alpha = 0.9431

**Figure 6. Transactional leadership reported by leaders, distribution**

Note: N = 303. Mean = 76.67. Std.dev. = 12.41. Min = 37.5. Max = 100. Skewness = -0.24. Kurtosis = 2.63. The distribution is considered slightly left-skewed, indicating that in general, leaders perceive that they enact transactional leadership behaviors to very large degree.

**Figure 7. Transactional leadership reported by employees, distribution**



Note: N = 5184. Mean = 64.70. Std.dev. = 25.40. Min = 0. Max = 100. Skewness = -0.59. Kurtosis = 2.84. The distribution is considered slightly left-skewed, indicating that in general, employees perceive that their leaders enact transactional leadership behaviors.

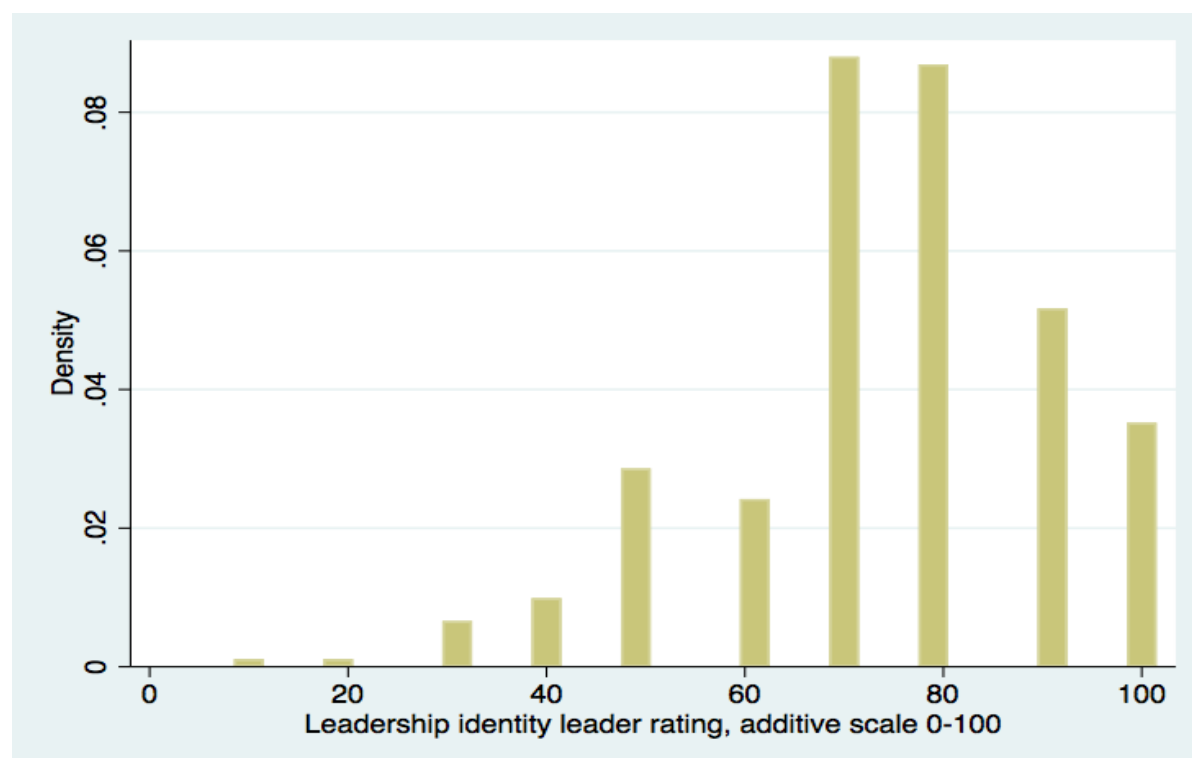
#### **4.1.3. Leadership identity**

Studies in leadership identity have shown that leadership identity increases leadership effectiveness (Day & Sin, 2011). In the public sector, occupations are very important, which highlight the importance of discussing leadership identity, since public managers are already influenced by a substantial occupational identity (Grøn, Bro & Andersen, 2019). Hence, it may require a considerable change in the view of the public managers' own view of themselves in order to balance leadership identity and occupational identity, given these strong public sector occupations. Public leaders may perceive themselves as leaders to a maximum degree due to social desirability bias. Consequently, in the measure for leadership identity used in this survey, the respondents must prioritize between leadership identity and occupational identity as recommended by (Grøn et al., 2019).

**Table 8. Items measuring leadership identity**

	Leaders	Source
lederidentitet_L	On a scale from 0 to 10, how would you assess your professional identity compared with your identity as a leader?  På en skala fra 0 til 10, hvordan vil du da vurderer din faglige identitet i forhold til din identitet som leder?	Grøn et. at 2019 (based on the 2017 survey of the Danish Leadership and Management Commission)
	Employees	Source
lederidentitet	Assess your leader's identity on a scale from 1-10. 0 means that you evaluate your leader's professional identity as paramount to him/her. 10 means that you evaluate your leader's leadership identity is paramount to him/her. 5 means that you evaluate your leader's professional identity and leadership identity as equally important to him/her.  Vurder din leders identitet på en skala fra 0-10. 0 svarer til, at du vurderer at din leders faglige identitet er klart vigtigst for ham/hende. 10 svarer til at du vurderer at din leders lederidentitet er klart vigtigst for ham/hende. 5 svarer til at du vurderer, at din leders faglige identitet og lederidentitet er lige vigtige for ham/hende	Inspired by Grøn et. at 2019

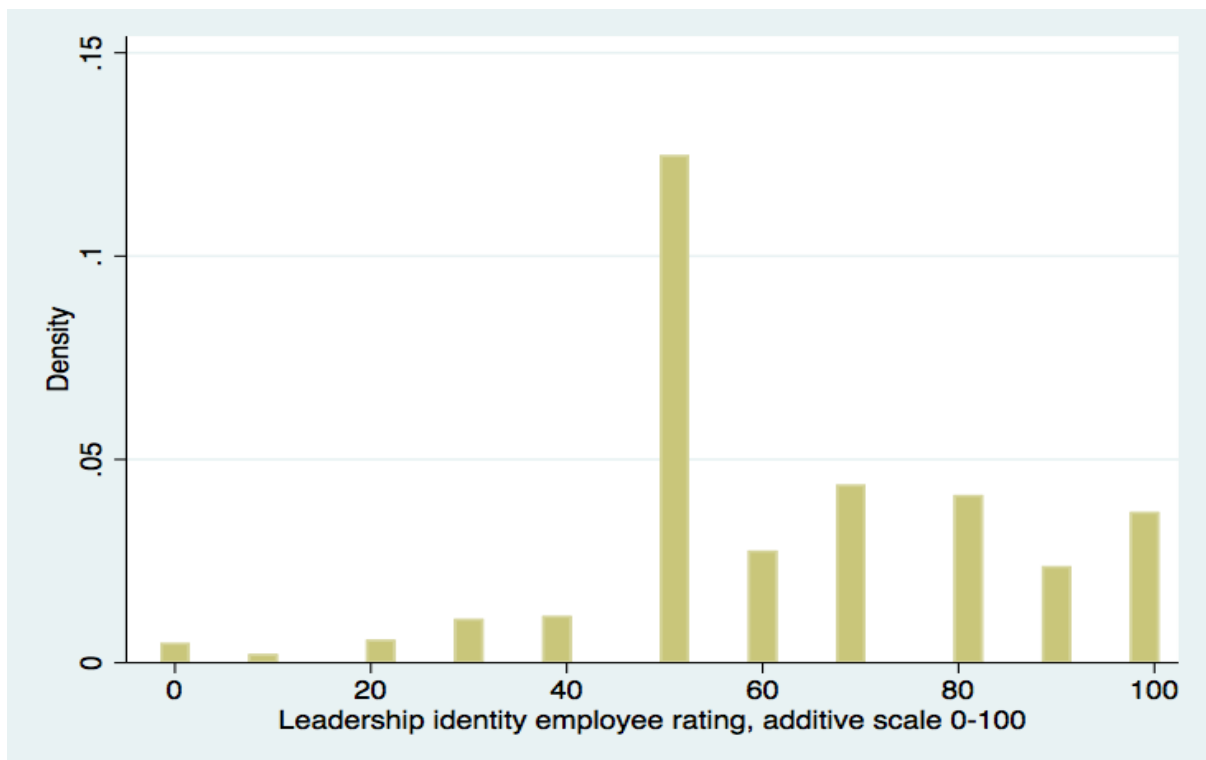
**Figure 8. Leadership identity reported by leaders, distribution**



Note: N = 303. Mean = 74.39. Std.dev. = 16.88. Min = 10. Max = 100. Skewness = -0.72. Kurtosis = 3.63. The distribution is considered left-skewed, indicating that in general, leaders perceive their leadership identity to be high.



**Figure 9. Leadership identity reported by employees, distribution**



Note: N = 5122. Mean = 63.09. Std.dev. = 21.72. Min = 0. Max = 100. Skewness = -0.08. Kurtosis = 2.95. The distribution is considered left-skewed, indicating that in general, employees perceive that their leaders have a high level of leadership identity.

#### **4.1.4. Distributed leadership**

Distributed leadership was measured among respondents with formal leadership roles with a three-item scale constructed as a short version of the distributed leadership measurement developed by Jönsson et al. (2016). This scale asks about the extent to which leaders cooperate with the employees about organizing work tasks, ensuring development of the employees, and leading change in the organization. Likewise, the employees were asked about the extent to which they were actively involved in these leadership tasks.

For the employees, we also asked them about active use of performance information when they are involved in mentioned activities (DI\_agens\_4), but the factor loadings suggest that this should only be included when it is important to capture this aspect.

**Table 9. Items measuring distributional leadership between leader and employee**

	Leaders: to what extent do you cooperate with your employees about ... / <i>I hvor høj grad samarbejder du med dine medarbejdere om ...</i>	Source
dl_med_L1	Management of change in the organization  ... ledelse af forandring i organisationen	Jönsson et al. (2016)
dl_med_L2	Ensuring that the job assignments are optimally organized  ... at sikre at arbejdsopgaverne er optimalt organiserede	Jönsson et al. (2016)
dl_med_L3	Ensuring decent conditions for employee development  ... at sikre, at der er gode vilkår for medarbejdernes udvikling	Jönsson et al. (2016)
	Employees	Source
dl_agens_1	I participate actively in ensuring that the job assignments are organized optimally  Jeg deltager aktivt i at sikre, at arbejdspladsens arbejdsopgaver bliver organiseret optimalt	Jönsson et al. (2016)
dl_agens_2	I am dedicated to ensuring decent conditions for every employee's development at my work place  Jeg er engageret i at sikre, at der er gode vilkår for alle medarbejderes udvikling på min arbejdsplads	Jönsson et al. (2016)
dl_agens_3	I am actively involved in ensuring the necessary changes at my work place  Jeg er aktivt involveret i at sikre, at der sker de nødvendige organisatoriske forandringer på min arbejdsplads	Jönsson et al. (2016)
dl_agens_4	I actively use performance information when I involve myself in above-mentioned activities  Jeg bruger aktivt resultatinformation, når jeg involverer mig i ovennævnte aktiviteter	Own

**Table 10. Factor loadings: Distributional leadership reported by leaders**

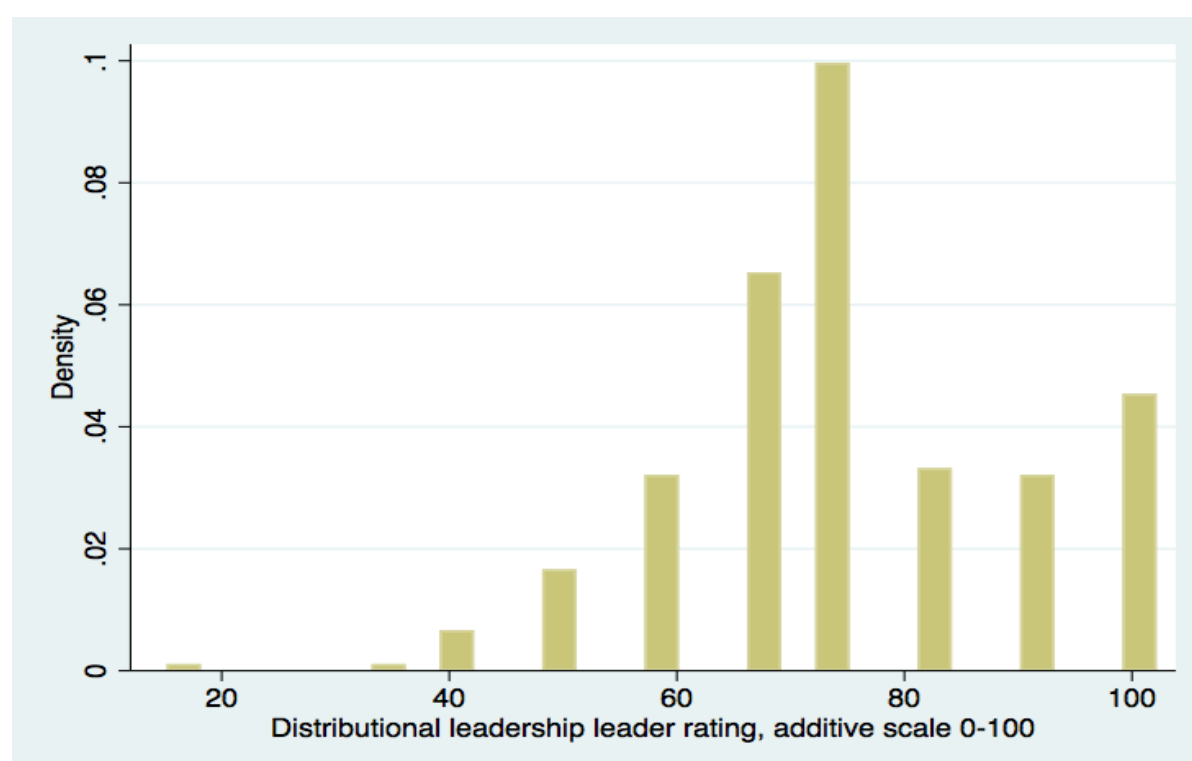
Pretext: to what extent do you cooperate with your employees about ...	Loadings
Management of change in the organization	0.6409
Ensuring that the job assignments are optimally organized	0.7573
Ensuring decent conditions for employee development	0.7687

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 301. Cronbach's alpha = 0.7928

**Table 11. Factor loadings: Distributional leadership reported by employees**

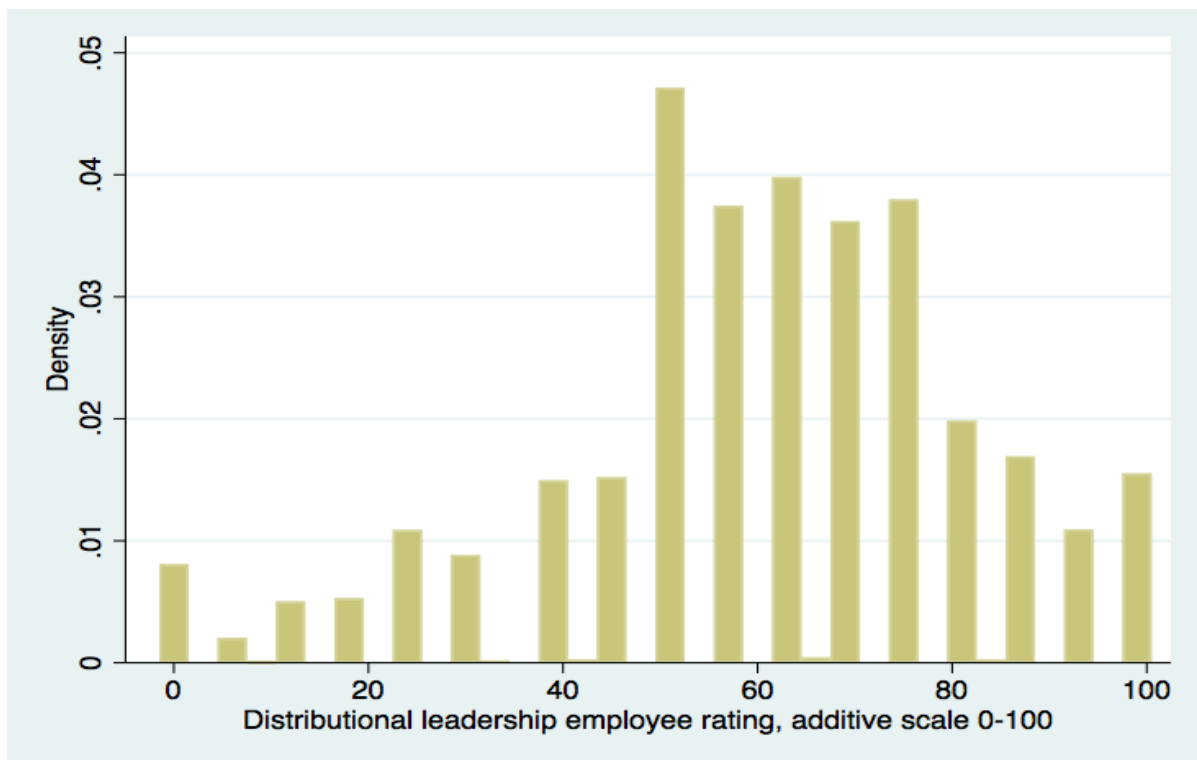
	Loadings
I participate actively in ensuring that the job assignments are organized optimally	0.6829
I am dedicated to ensuring decent conditions for every employee's development at my work place	0.7582
I am actively involved in ensuring the necessary changes at my work place	0.8050
I actively use performance information when I involve myself in above-mentioned activities	0.6862

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 5200. Cronbach's alpha = 0.8335

**Figure 10. Distributional leadership reported by leaders, distribution**

Note: N = 301. Mean = 73.36. Std.dev. = 15.17. Min = 16.67. Max = 100. Skewness = -0.17. Kurtosis = 3.09. The distribution is considered slightly left-skewed, indicating that in general, leaders perceive that they enact distributional leadership behaviors to somewhat large degree.

**Figure 11. Distributional leadership reported by employees, distribution**



Note: N = 5240. Mean = 59.94. Std.dev. = 22.17. Min = 0. Max = 100. Skewness = -0.50. Kurtosis = 3.23. The distribution is considered slightly left-skewed, indicating that in general, employees perceive that their leaders enact distributional leadership behaviors to somewhat large degree.

#### **4.1.5. Alignment**

Alignment in distributed leadership (and more generally) is measured with three item scales asking about the extent to which for leaders and employees in the unit agree about on organizational goals, have shared understandings of organizational priorities, and are able to align their decisions among co-workers. This is inspired by parallel (but not similar) questions used by Gregersen et al. 2021 that asks about alignment of perceptions in relation to work organization in general (roles, resources, results etc.)

**Table 12. Items measuring alignment between leader and employee**

	Leaders	Source
dl_afstemt_L1	<p>At my workplace we all steer based on a common understanding about what is most important</p> <p>På min arbejdsplads styrer vi alle ud fra en fælles forståelse for, hvad der er vigtigst</p>	Own
dl_afstemt_L2	<p>My employees make their own decisions, which are in agreement with common goals.</p> <p>Mine medarbejdere træffer selv beslutninger der er i overensstemmelse med fælles, overordnede mål</p>	Own
dl_afstemt_L3	<p>My employees are good at harmonizing their own decisions with each other</p> <p>Mine medarbejdere er gode til at afstemme egne beslutninger med hinanden</p>	Own
	Employees	Source
dl_afstemt_1	<p>At my workplace we all steer from a common understanding about what is most important</p> <p>På min arbejdsplads styrer vi alle ud fra en fælles forståelse for, hvad der er vigtigst</p>	Own
dl_afstemt_2	<p>We the employees make our own decisions, which are in agreement with common goals.</p> <p>Vi medarbejdere træffer selv beslutninger der er i overensstemmelse med fælles, overordnede mål</p>	Own
dl_afstemt_3	<p>We the employees are good at harmonizing their own decisions with each other</p> <p>Vi medarbejdere er gode til at afstemme egne beslutninger med hinanden</p>	Own

**Table 13. Factor loadings: Alignment reported by leaders**

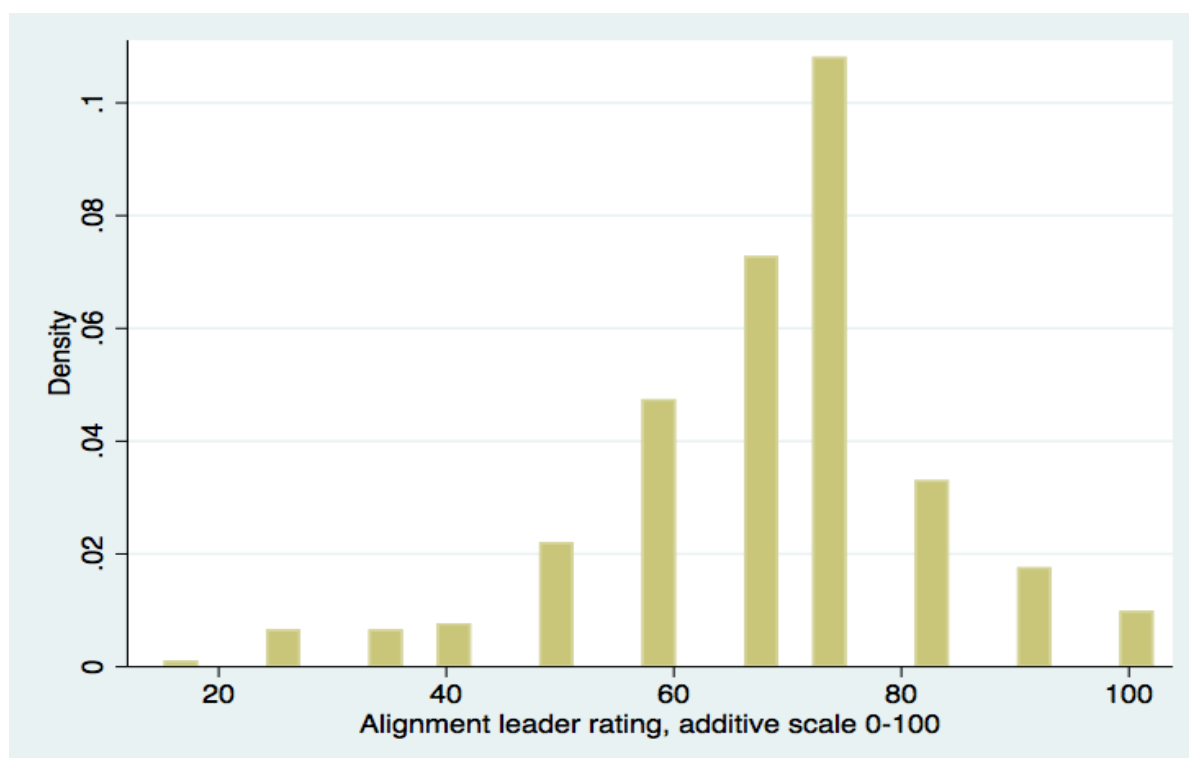
	Loadings
At my workplace we all steer based on a common understanding about what is most important	0.5330
My employees make their own decisions, which are in agreement with common goals	0.6234
My employees are good at harmonizing their own decisions with each other	0.6157

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 302. Cronbach's alpha = 0.6686

**Table 14. Factor loadings: Alignment reported by employees**

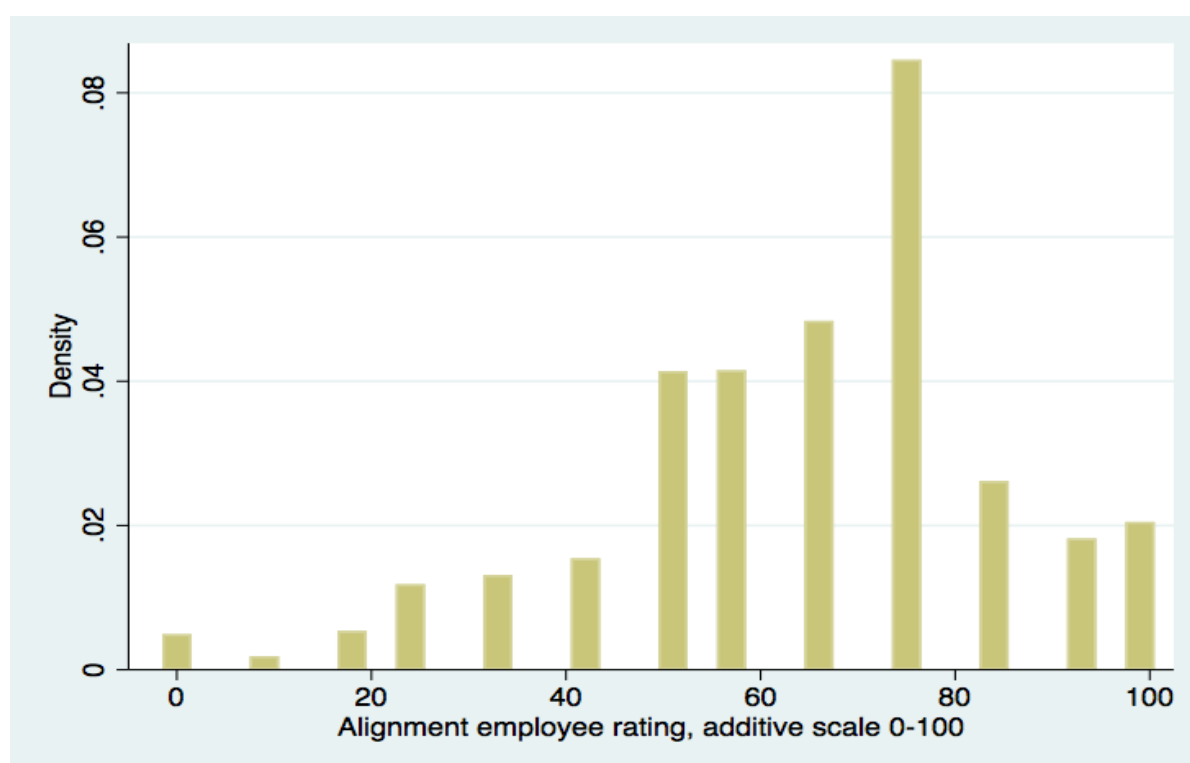
	Loadings
At my workplace we all steer based on a common understanding about what is most important	0.7616
We the employees make our own decisions, which are in agreement with common goals	0.7852
We the employees are good at harmonizing their own decisions with each other	0.7208

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 5202. Cronbach's alpha = 0.8293

**Figure 12. Alignment reported by leaders, distribution**

Note: N = 302. Mean = 68.82. Std.dev. = 14.83. Min = 16.67. Max = 100. Skewness = -0.67. Kurtosis = 4.14. The distribution is considered slightly left-skewed, indicating that in general, leaders perceive alignment in the distributional leadership to a somewhat large degree.

**Figure 13. Alignment reported by employees, distribution**



Note: N = 5202. Mean = 64.32. Std.dev. = 20.95. Min = 0. Max = 100. Skewness = -0.67. Kurtosis = 3.50. The distribution is considered left-skewed, indicating that in general, employees perceive alignment in the distributional leadership to a large degree.

#### 4.1.6. Influence

The concept measured in the items below is whether employees experience that they have influence at their work place.

**Table 15. Items measuring workplace influence at work place reported by employees**

	Employees	Source
dl_indflydelse_1	<p>I have large influence on how job assignments are organized optimally</p> <p>Jeg har stor indflydelse på, at arbejdspladsens arbejdsopgaver organiseres optimalt</p>	Own
dl_indflydelse_2	<p>I have large influence on whether there are good conditions for all employees' development at my work place</p> <p>Jeg har stor indflydelse på, at der er gode vilkår for alle medarbejderes udvikling på min arbejdsplads</p>	Own

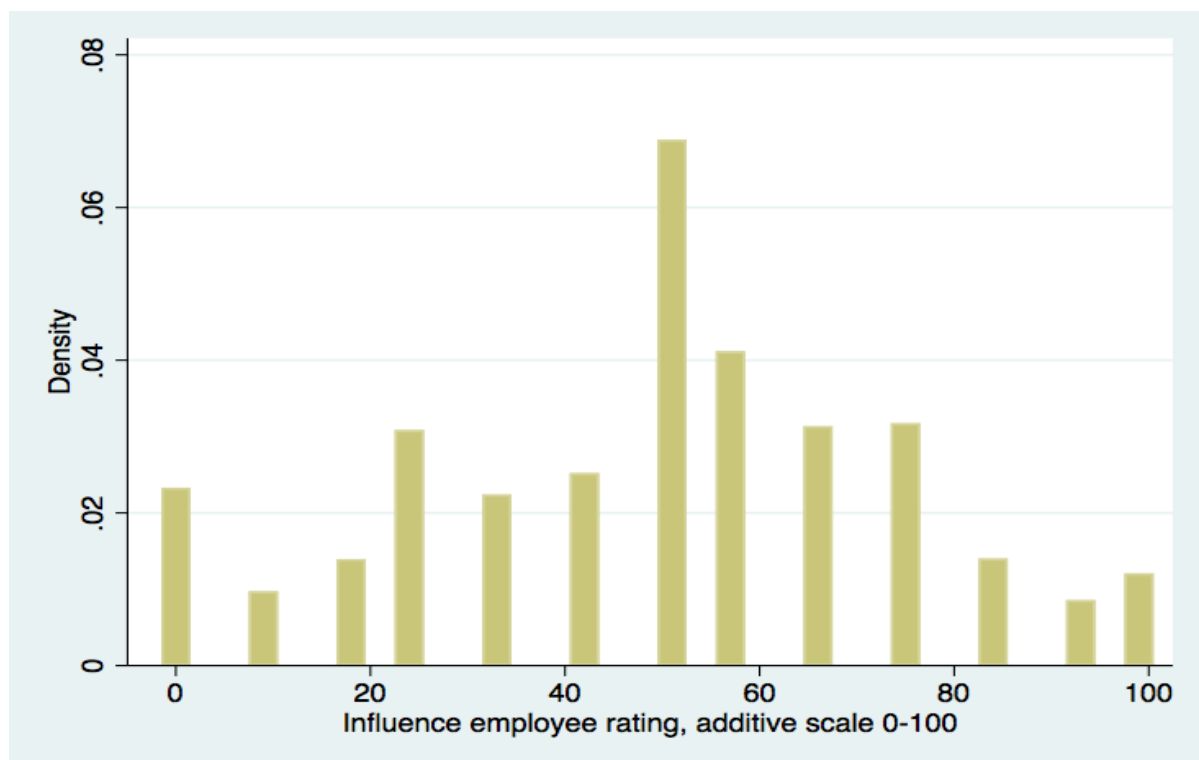
dl_indflydelse_3	I have large influence on the organizational changes at my work place  Jeg har stor indflydelse på organisatoriske forandringer på min arbejdsplads	Own
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**Table 16. Factor loadings: The workplace influence reported by the employees**

	Loadings
I have large influence on how job assignments are organized optimally	0.7060
I have large influence on whether there are good conditions for all employees' development at my work place	0.8462
I have large influence on the organizational changes at my work place	0.7719

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 5207. Cronbach's alpha = 0.8388

**Figure 14. Influence reported by employees, distribution**



Note: N = 5202. Mean = 49.10., Std.dev. = 25.01. Min = 0. Max = 100. Skewness = -0.16. Kurtosis = 2.54. The distribution is slightly left-skewed, however a large mass of the observations is centered around the mean.

#### **4.1.7. Distributed leadership (overall perception)**

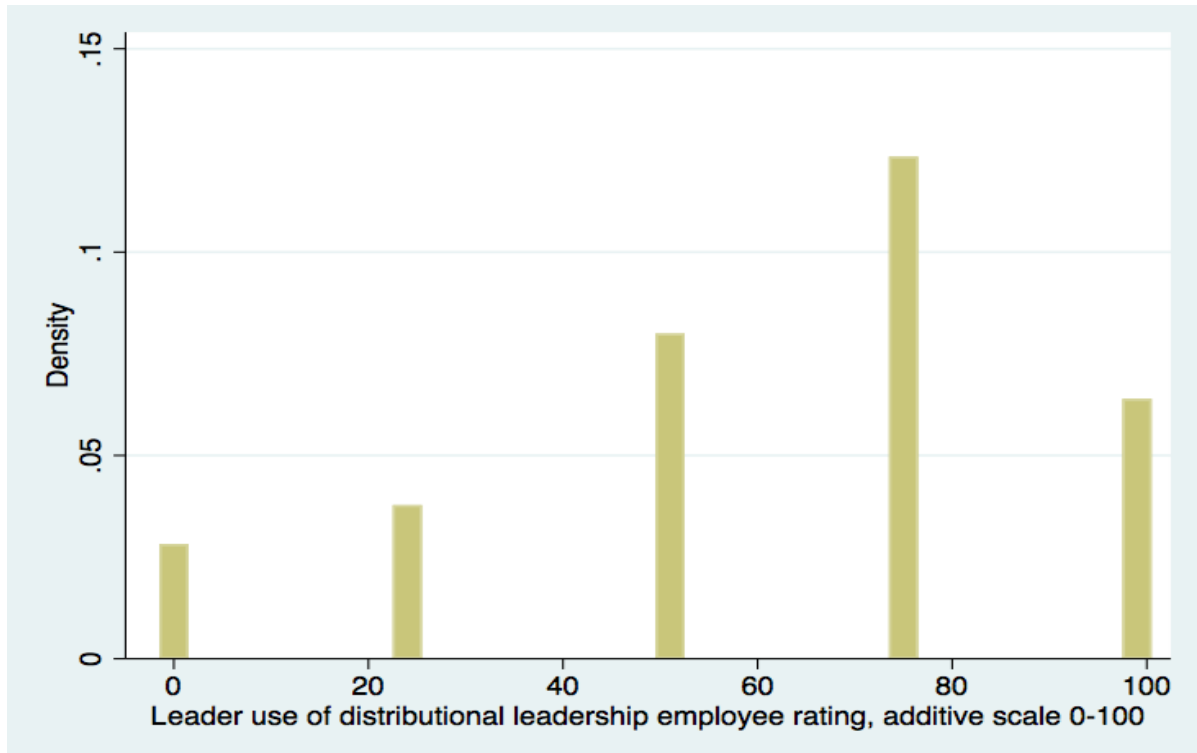
We asked the employees to give their overall perception of how much their leader actively created the opportunity to share leadership tasks.



**Table 17. Items measuring leader use of distributional leadership reported by employees**

	Employees	Source
dl_adfærd	<p>My leader gives me and my colleagues the opportunity to participate in the solution of leadership tasks</p> <p>Min leder giver mig og mine kollegaer mulighed for at tage del i løsningen af ledelsesopgaver</p>	Own

**Figure 15. Leader use of distributional leadership reported by employees, distribution**



Note: N = 2743. Mean = 61.78. Std.dev. = 29.23. Min = 0. Max = 100. Skewness = -0.58. Kurtosis = 2.56. The distribution is considered left-skewed, indicating that in general, employees perceive that their leaders use distributional leadership to a large degree.

#### **4.1.8. Distributed leadership of own leader**

Distributed leadership not only happens between formal leaders and employees. Leadership tasks can also be distributed between different formal leaders. The questions below concern this type of distributed leadership and have accordingly only been answered by respondents with formal leadership roles. This section addresses vertical distributed leadership. The next section addresses horizontal distributed leadership.

**Table 18. Items measuring distribution of tasks and management responsibility**

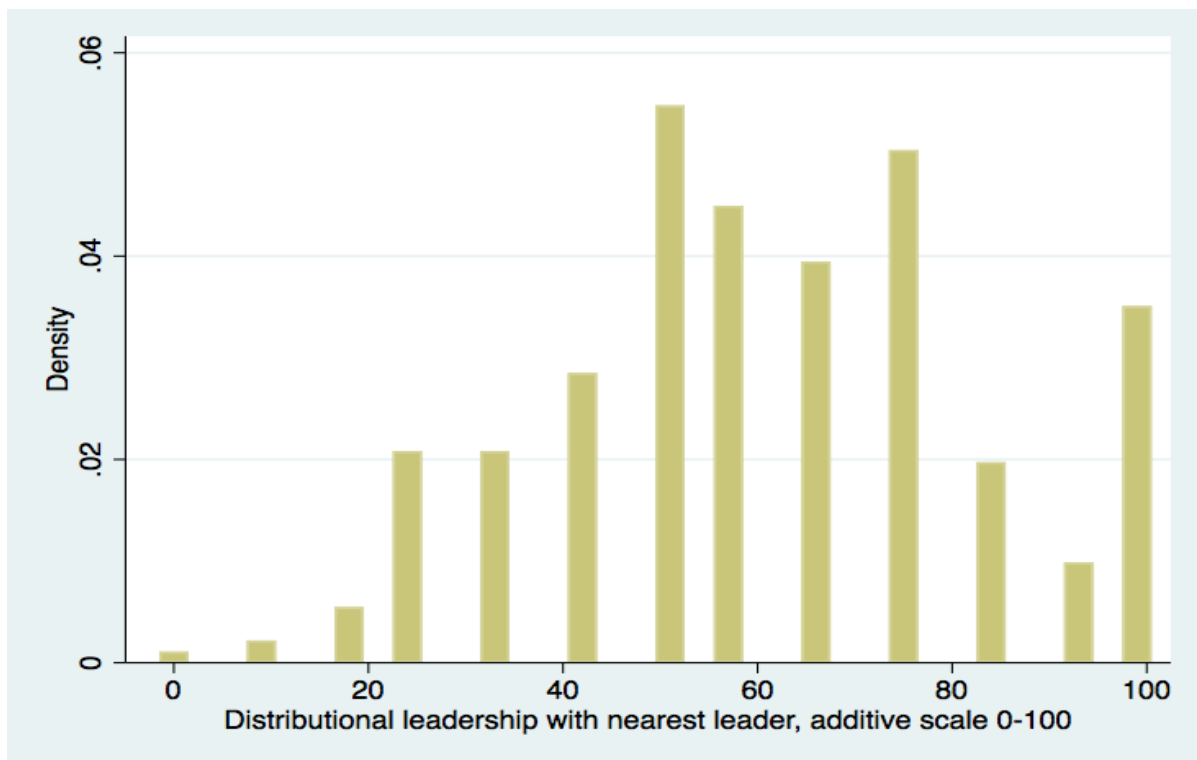
	Leaders: to what extent do you cooperate with your own leader about ... / <i>I hvor høj grad samarbejder du med din nærmeste leder om ...</i>	Source
dl_overleder_L1	...leading change in the organization ... ledelse af forandring i organisationen	Own
dl_overleder_L2	...ensuring that job assignments are optimally organized ... at sikre at arbejdsopgaverne er optimalt organiserede	Own
dl_overleder_L3	...ensuring decent conditions for employee development ... at sikre, at der er gode vilkår for medarbejdernes udvikling	Own

**Table 19. Factor loadings: Distributional leadership between leader and his/her own leader**

Pretext: to what extent do you cooperate with your own leader about ...	Loadings
Leading change in the organization	0.6876
Ensuring that job assignments are optimally organized	0.8403
Ensuring decent conditions for employee development	0.8305

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 304. Cronbach's alpha = 0.8507.

**Figure 16. Distributional leadership between leader and own leader, distribution**



Note: N = 304. Mean = 61.05. Std.dev. = 22.29. Min = 0. Max = 100. Skewness = -0.01. Kurtosis = 2.47. The distribution is considered normal distributed; however, a large share reported the highest value.

#### **4.1.9. Distributed – colleagues**

Distributed leadership not only happens between formal leaders and employees. Leadership tasks can also be distributed between different formal leaders. The questions below concern this type of distributed leadership and have accordingly only been answered by respondents with formal leadership roles. This section addresses horizontal distributed leadership. The section above addressed vertical distributed leadership.

**Table 20. Items measuring distribution of tasks and management responsibility between leader colleagues**

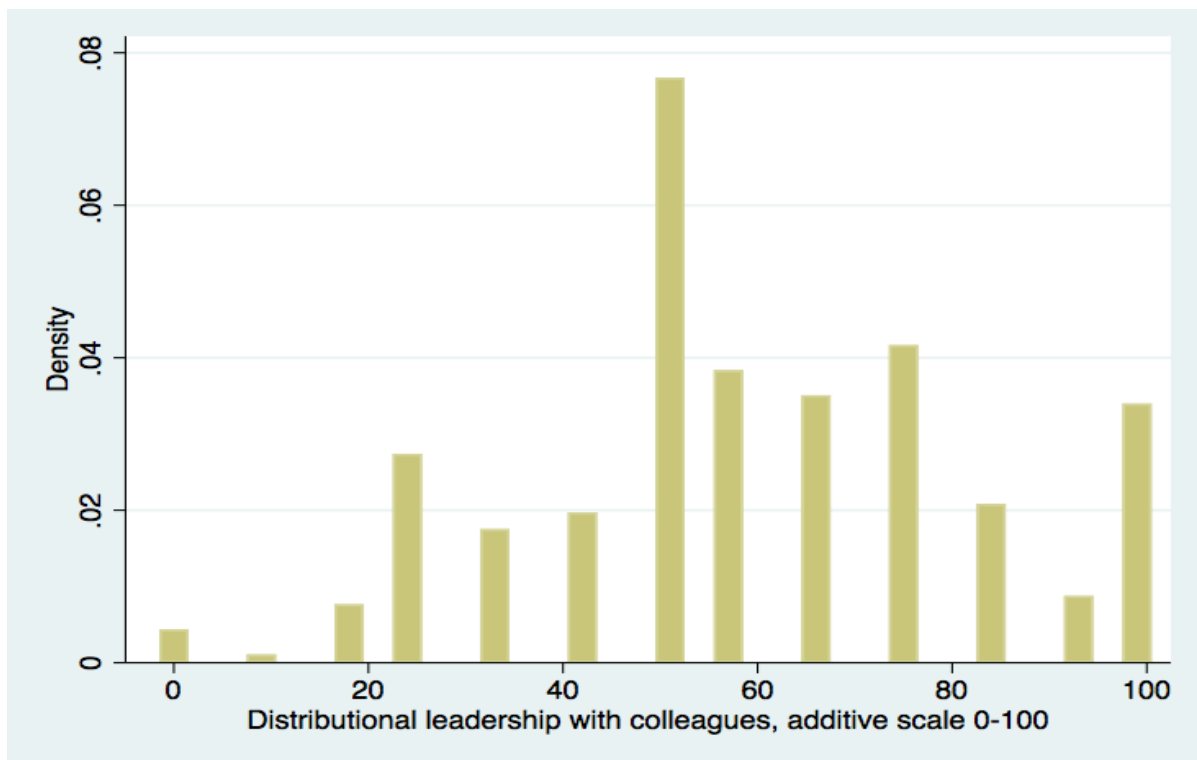
	Leaders: to what extent do you cooperate with your equal-ranking managerial colleagues about ... / I hvor høj grad samarbejder du med dine sideordnede lederkollegaer om ...	Source
dl_kolleger_L1	Leading change in the organization ... ledelse af forandring i organisationen	Own
dl_kolleger_L2	Ensuring that job assignments are optimally organized ... at sikre at arbejdsopgaverne er optimalt organiserede	Own
dl_kolleger_L3	Ensuring decent conditions for employee development ... at sikre, at der er gode vilkår for medarbejdernes udvikling	Own

**Table 21. Factor loadings: Distributional leadership between leader and leader colleagues**

Pretext: to what extent do you cooperate with your equal-ranking managerial colleagues about ...	Loadings
Leading change in the organization	0.8442
Ensuring that job assignments are optimally organized	0.8833
Ensuring decent conditions for employee development	0.8376

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 304. Cronbach's alpha = 0.9063

**Figure 17. Distributional leadership between leader and colleagues, distribution**



Note: N = 304. Mean = 59.13. Std.dev. = 23.20. Min = 0. Max = 100. Skewness = -0.02. Kurtosis = 2.58. The distribution is considered normally distributed with many observations close to the mean.

#### **4.1.10 Performance information use in distributional leadership**

Performance information use in distributional leadership concerns a manager's use of data in the cooperation with the employees. Following the literature on performance management which emphasizes employee-relations (e.g. Moynihan et al. 2012), we focus on three aspects where data could have a role in relation to cooperation, namely (i) organizational change, (ii) job assignments, and (iii) employee development.

**Table 22. Items measuring the use of performance information in distributional leadership**

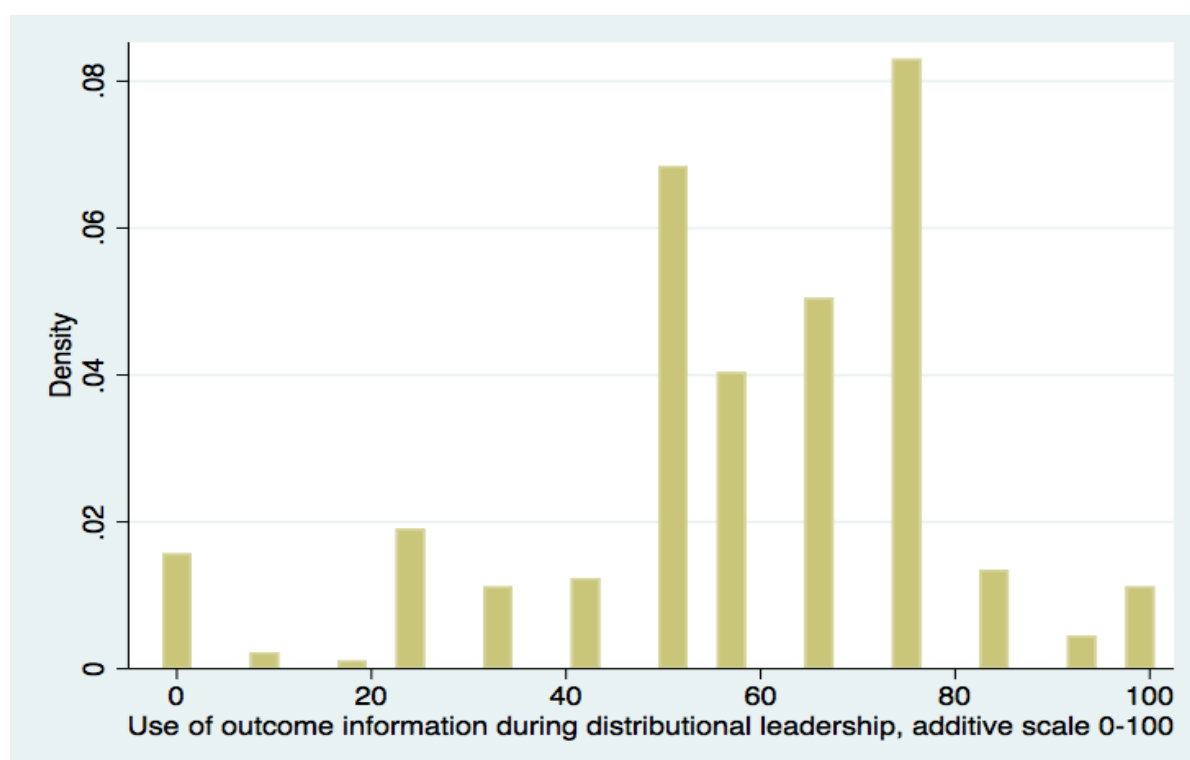
	Leaders: I am actively using performance information when cooperating with my employees about ... / <i>Jeg bruger aktivt resultatinformation, når jeg samarbejder med mine medarbejdere om...</i>	Source
dl_res_L1	..... leading change the organization ... ledelse af forandring i organisationen	Inspired by the literature on performance management (e.g. Moynihan et al. 2012)
dl_res_L2	Ensuring that job assignments are optimally organized ... at sikre at arbejdsopgaverne er optimalt organiserede	
dl_res_L3	Ensuring decent conditions for employee development ... at sikre, at der er gode vilkår for medarbejdernes udvikling	

**Table 23. Factor loadings: The use of performance information during distributional leadership**

Pretext: I am actively using performance information when cooperating with my employees about ...	Loadings
Leading change in the organization	0.7744
Ensuring that job assignments are optimally organized	0.8616
Ensuring decent conditions for employee development	0.8312

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 297. Cronbach's alpha = 0.8814

**Figure 18. The use of performance information during distributional leadership, distribution**



Note: N = 297. Mean = 58.31. Std.dev. = 21.73. Min = 0. Max = 100. Skewness = -0.84. Kurtosis = 3.79. The distribution is considered left-skewed, indicating that in general, leaders perceive that they use performance information during distributional leadership to a large degree.

#### **4.1.11. Departmental leadership**

The leaders were asked questions regarding departmental leadership in order to develop leadership culture more generally in the organization. All these questions were chosen by the Department of Health and Care, inspired by the results from the Danish Leadership Commission (Ledelseskommissionen 2018) and by popular research on high performing management teams (Trillingsgaard, 2015)

**Table 24. Items measuring departmental leadership**

	Leader: To what extent ... / i hvor høj grad ...	Source
ledelse_L1	Do you thrive in your leadership in the Department of Health and Care ... trives du i dit lederskab i Sundhed og Omsorg	Own
ledelse_L2	Do you experience followership from your employees ... oplever du følgeskab fra dine medarbejdere	Own
ledelse_L3	Is it difficult to translate FOCUS'18 in to your leadership ... er det svært at oversætte FOKUS'18 ind i dit lederskab	Own
ledelse_L4	Is it difficult to lead employees you rarely see ... er det svært at lede medarbejdere du sjældent ser	Own

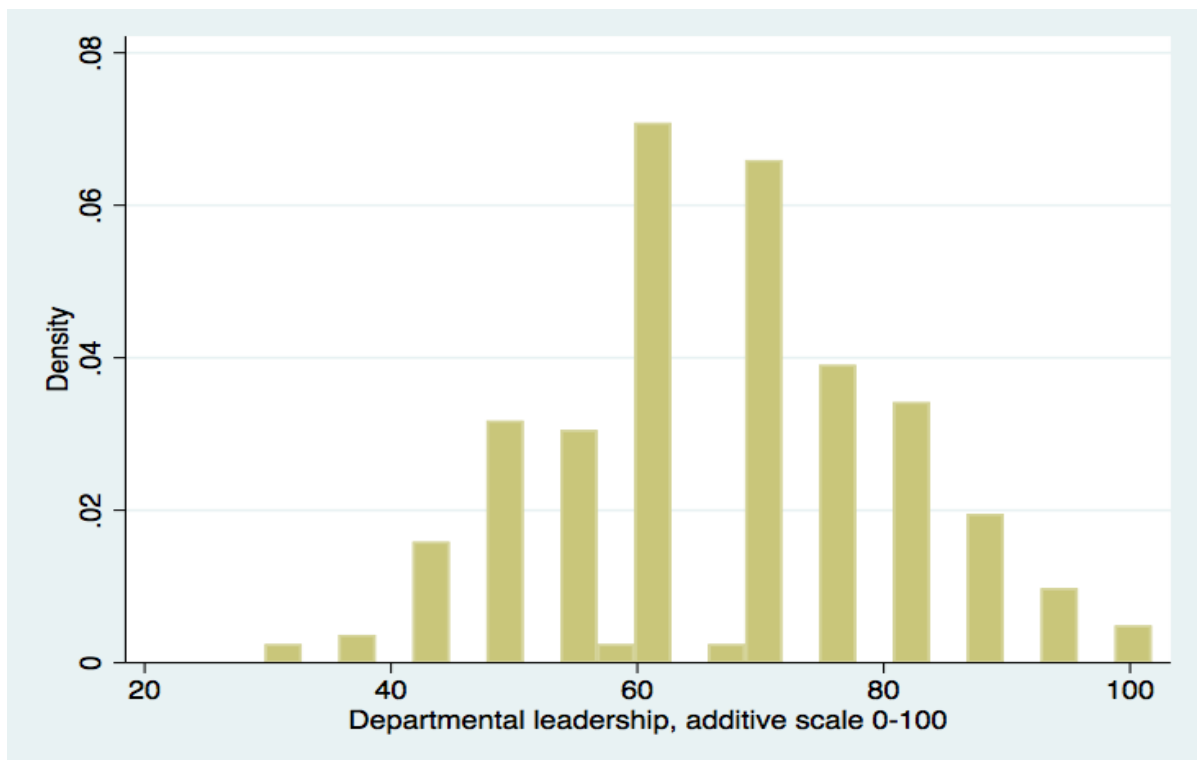
**Table 25. Factor loadings: Departmental leadership reported by leaders**

Pretext: To what extent ...	Loadings
Do you thrive in your leadership in the Department of Health and Care	0.4603
Do you experience followership from your employees	0.5906
Is it difficult to translate FOCUS'18 into your leadership	0.4835
Is it difficult to lead employees you rarely see	0.3696

Note: Extraction method: Principal factor analysis. The factor showed zero factors with an Eigenvalue higher than 1. N = 264. Cronbach's alpha = 0.5402



**Figure 19. Departmental leadership, distribution**



Note: N = 273. Mean = 66.91. Std.dev. = 13.39. Min = 31.25. Max = 100. Skewness = 0.09. Kurtosis = 2.86. The distribution is considered normally distributed with a large mass around the mean.

#### **4.1.12. Public service motivation**

The concept public service motivation (PSM) is defined as “the desire to help others and society through delivering public service” (Perry and Hondeghem 2008). PSM consists of four dimensions: attraction to public policy, self-sacrifice, compassion, and commitment to the public interest and have been studied both internationally and in Denmark (Andersen et al. 2020; Kim 2011; Perry 1996). Research shows that a short scale performs as well as a multi-dimensional measure as far as constructing a valid measure of PSM that taps into all four dimensions (Wright, Christensen, & Pandey 2013). This short scale, along with one additional item from Kim et al. (2013) is used to measure PSM in the DAVI project.

**Table 26. Items measuring public service motivation**

	Both leaders and employees	Source
psm_1	Helping improve the task performance in the public sector motivates me  Det motiverer mig at hjælpe med at forbedre den offentlige opgaveløsning	(Kim et al. 2013)
psm_2	It is very important for me that task performance in the public sector is satisfactory  Det er meget vigtigt for mig at den offentlige opgaveløsning er i orden	(Wright, Christensen & Pandey 2013)
psm_3	I am personally affected when I see people in distress  Jeg bliver personligt berørt når jeg ser mennesker i nød	(Wright, Christensen & Pandey 2013)
psm_4	It is my civic duty to do something that serves the good of society  Det er min borgerpligt at gøre noget der tjener samfundets bedste	(Wright, Christensen & Pandey 2013)
psm_5	I put societal obligations above my self-interest  Jeg sætter samfundsmæssige forpligtelser over hensynet til mig selv	(Wright, Christensen & Pandey 2013)
psm_6	I am ready to make great sacrifices for the sake of society  Jeg er klar til at yde store ofre for samfundets skyld	(Wright, Christensen & Pandey 2013)

**Table 27. Factor loadings: Public service motivation reported by leaders**

	Loadings
Helping improve task performance in the public sector motivates me	0.4252
It is very important to me that task performance in the public sector is in order	0.4282
I am personally affected when I see people in distress	0.4134
It is my civic duty to do something that serves the good of society	0.6983
I put societal obligations above my self-interest	0.7939
I am ready to make great sacrifices for the sake of society	0.7419

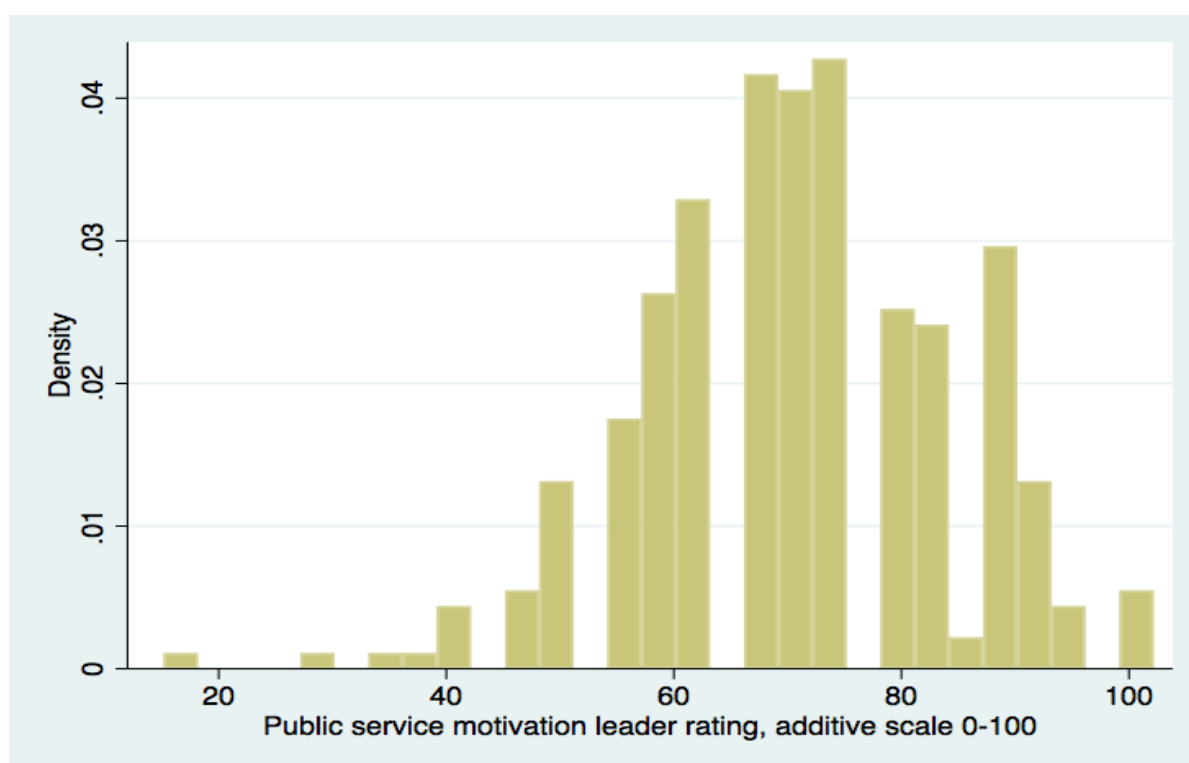
Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 300. Cronbach's alpha = 0.7583

**Table 28. Factor loadings: Public service motivation reported by employees**

	Loadings
Helping improve task performance in the public sector motivates me	0.5016
It is very important to me that task performance in the public sector is in order	0.5085
I am personally affected when I see people in distress	0.5332
It is my civic duty to do something that serves the good of society	0.7186
I put societal obligations above my self-interest	0.7037
I am ready to make great sacrifices for the sake of society	0.7267

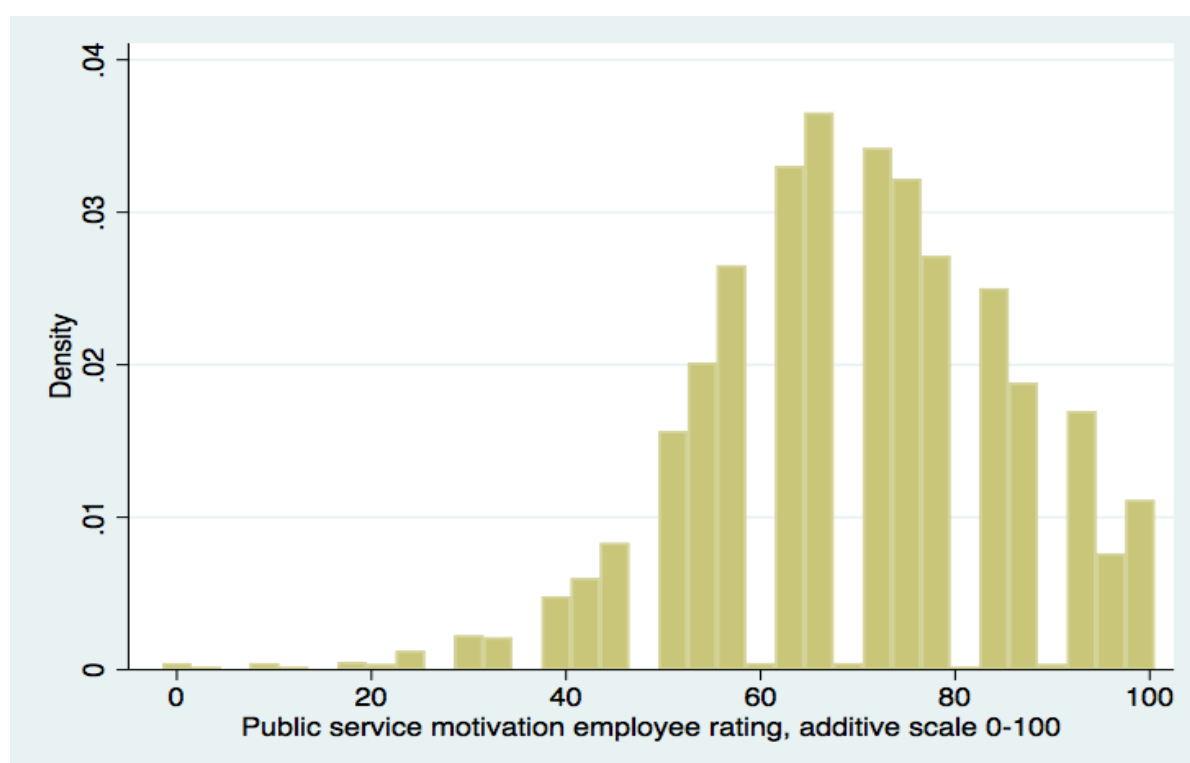
Note: Extraction method: Principal factor analysis. The factor showed one factors with an Eigenvalue higher than 1. N = 5269. Cronbach's alpha = 0.7832

**Figure 20. Public service motivation reported by leaders, distribution**



Note: N = 304. Mean = 70.74. Std.dev. = 13.52. Min = 16.67. Max = 100. Skewness = -0.33. Kurtosis = 3.38. The distribution is considered left-skewed, indicating a high degree of public service motivation among the leaders.

**Figure 21. Public service motivation reported by employees, distribution**



Note: N = 5343. Mean = 69.46. Std.dev. = 16.00. Min = 0. Max = 100. Skewness = -0.43. Kurtosis = 3.57. The distribution is considered left-skewed, indicating a high degree of public service motivation among employees.

#### 4.1.13. Intrinsic motivation

The concept of intrinsic motivation refers to doing an activity because one finds the activity enjoyable or interesting in itself (Ryan and Deci 2000). Intrinsic motivation has previously been studied in a Danish context and measured by a four-item reflexive index (Jacobsen et al. 2014). The items are measured on a Likert scale ranging from totally disagree to totally agree.

**Table 29. Items measuring intrinsic motivation**

	Both leaders and employees	Source
intr_motivation_1	I very much enjoy my daily work Jeg nyder i høj grad mit daglige arbejde	Jacobsen et al. (2014)
intr_motivation_2	A fairly large part of my work tasks are boring En ret stor del af mine arbejdsopgaver er kedelige	Jacobsen et al. (2014)
intr_motivation_3	My work is very exciting Mit arbejde er meget spændende	Jacobsen et al. (2014)
intr_motivation_4	I like performing most of my work processes Jeg kan godt lide at udføre de fleste af mine arbejdsopgaver	Jacobsen et al. (2014)

**Table 30. Factor loadings: Intrinsic motivation reported by leaders**

	Loadings
I enjoy my daily work to a high extent	0.7007
A large share of my work tasks are boring	0.5542
My job is very exciting	0.7705
I like performing most of my work tasks	0.6955

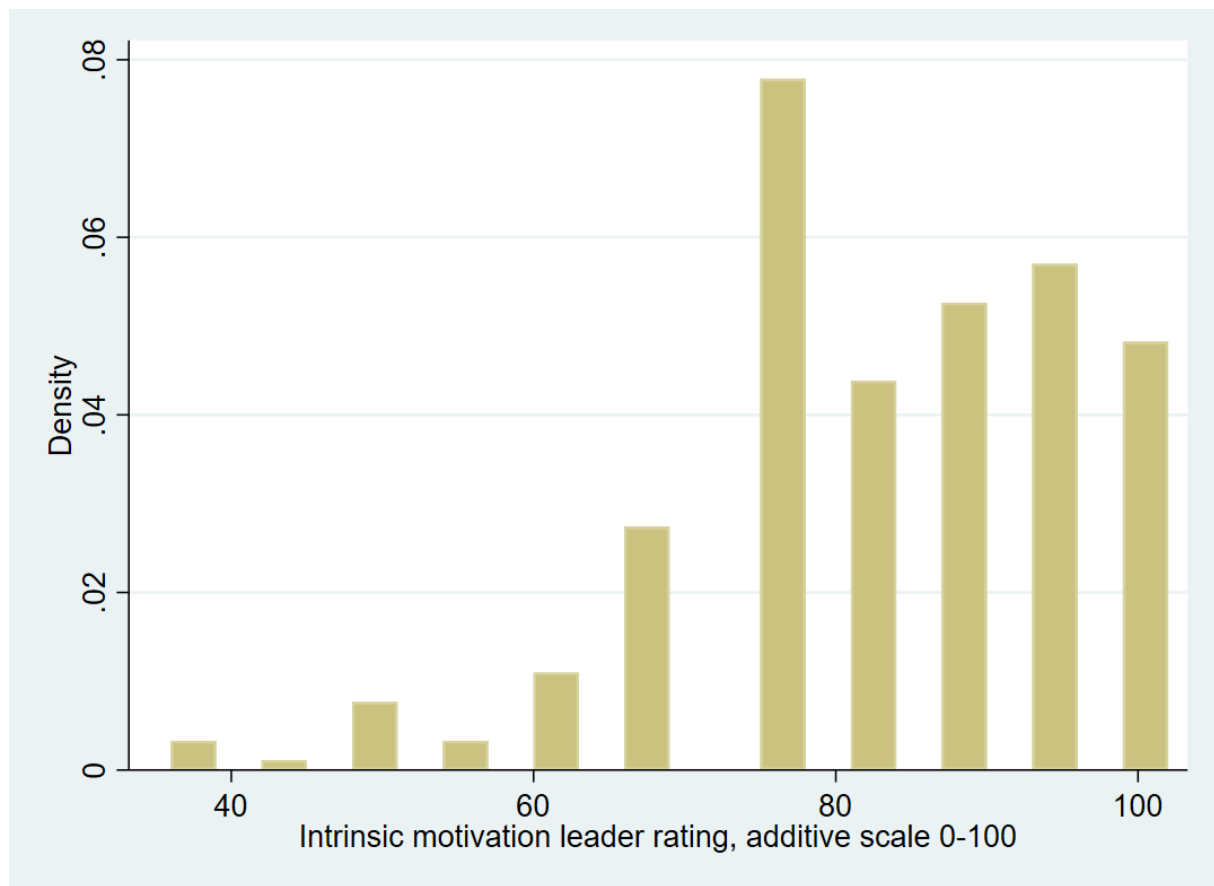
Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 304. Cronbach's alpha = 0.7843. In item two, the question is reversed, but to the best of our knowledge, this has been recoded in the dataset.

**Table 31. Factor loadings: Intrinsic motivation reported by employees**

	Loadings
I enjoy my daily work to a high extent	0.6820
A large part of my work tasks are boring	0.5295
My job is very exciting	0.7973
I like performing most of my work tasks	0.7570

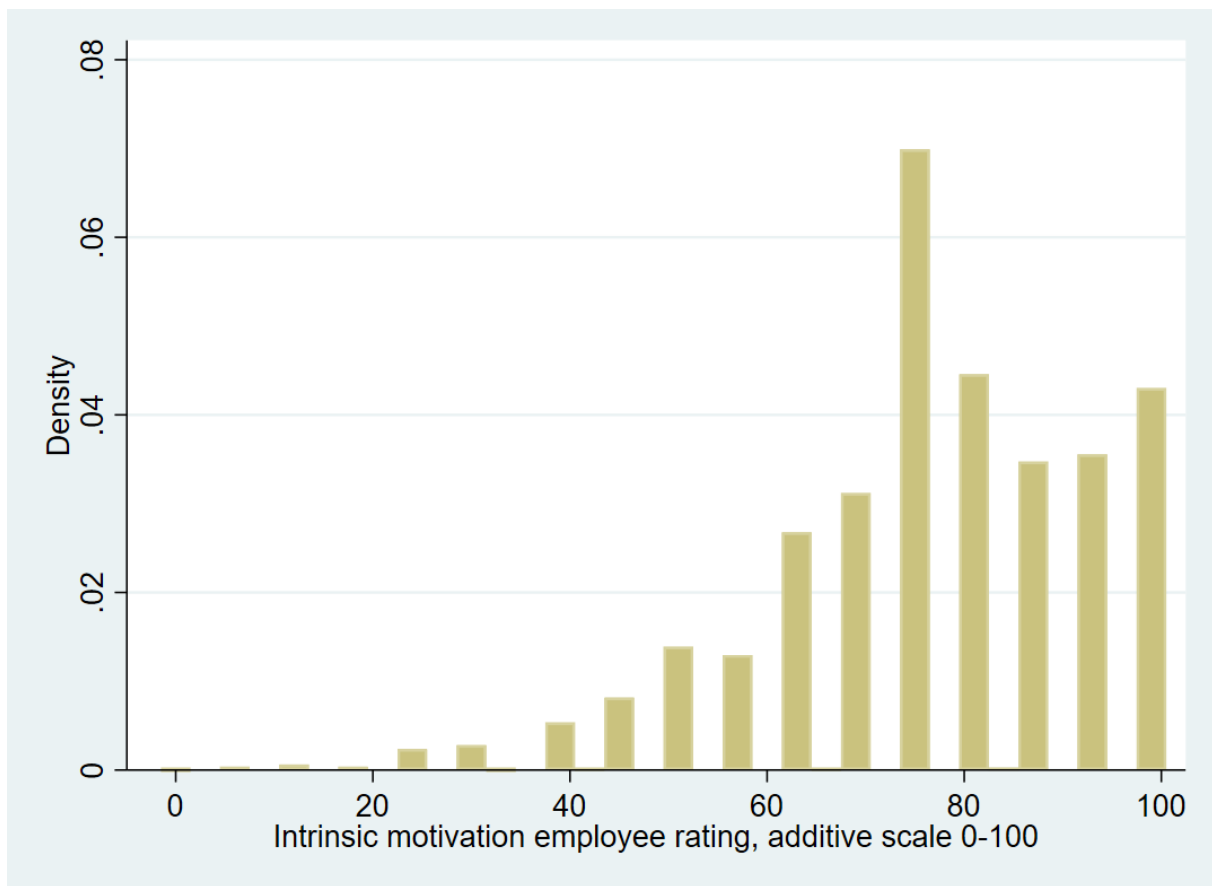
Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 5325. Cronbach's alpha = 0.7958. In item two, the question is reversed, but to the best of our knowledge, this has been recoded in the dataset.

**Figure 22. Intrinsic motivation reported by leaders, distribution**



Note: N = 304. Mean = 82.46. Std.dev. = 12.98. Min = 37.5. Max = 100. Skewness = -0.72. Kurtosis = 3.66. This distribution is relatively normal-distributed with a large mass of observations around the mean.

**Figure 23. Intrinsic motivation reported by employees, distribution**



Note: N = 5355. Mean = 76.62. Std.dev. = 17.07. Min = 0. Max = 100. Skewness = -0.78. Kurtosis = 3.68. The distribution is considered left-skewed indicating a high degree of intrinsic motivation among the employees.

#### **4.1.14. Performance information orientation**

Performance information orientation concerns managers and employees opinion on whether data is relevant for various parts of their work life. We focus on three domains where data could have a relevance, namely to support (i) performance evaluation, (ii) job interest and (iii) culture.

**Table 32. Items measuring performance information use by employees**

	Leaders and employees	Source
res_kontrol_1	Performance information is a good tool for continuous follow-up action regarding the citizens' benefit of our effort.  Resultatinformation er et godt redskab til løbende at følge op på borgernes udbytte af vores indsats	Inspired by the literature on performance management (e.g. Lavertu & Moynihan 2013)
res_kontrol_2	Performance information helps strengthen my interest in the work  Resultatinformation er med til at styrke min interesse i arbejdet	
res_kontrol_3	Performance information gives a great overview of how the quality of my work place is evolving  Resultatinformation giver et godt overblik over hvordan kvaliteten på min arbejdsplads udvikler sig	

**Table 33. Factor loadings: Performance information reported by leaders**

	Loadings
Performance information is a good tool for continuous follow-up action regarding the citizens' benefit of our effort.	0.7727
Performance information helps strengthen my interest in the work	0.7319
Performance information gives a great overview of how the quality of my work place is evolving	0.7955

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 300. Cronbach's alpha = 0.8374

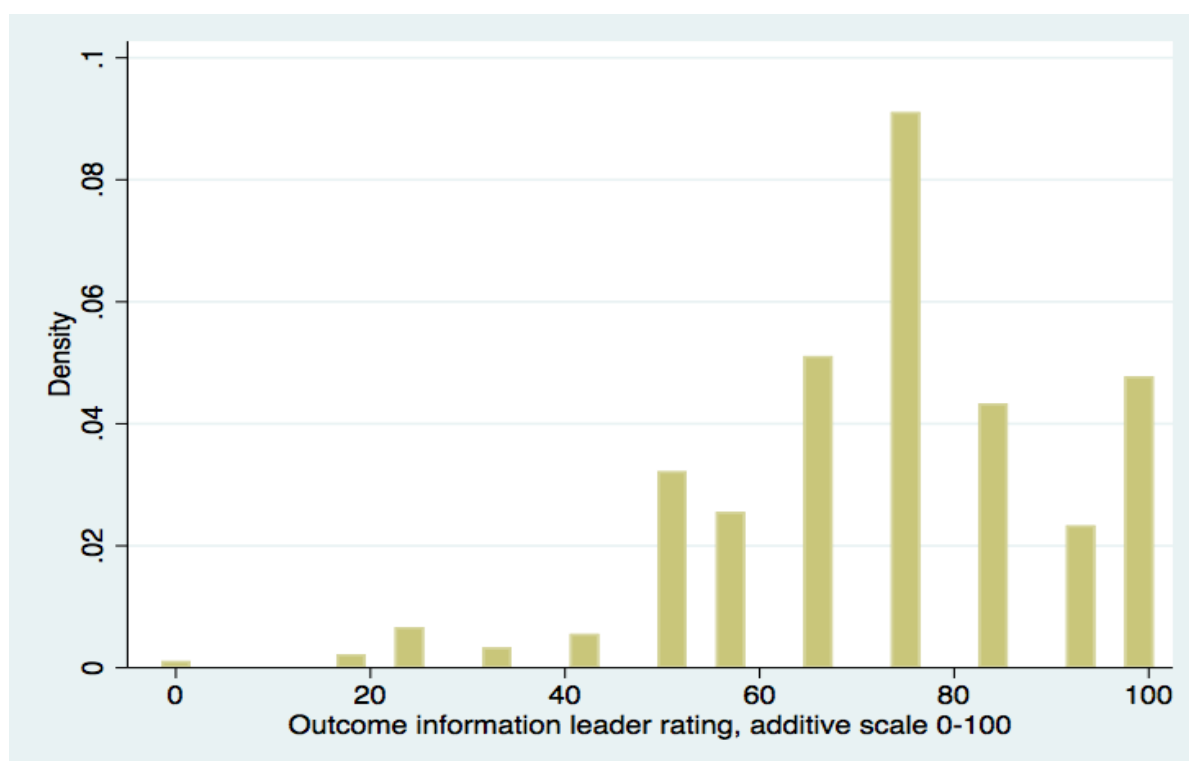
**Table 34. Factor loadings: Performance information reported by employees**

	Loadings
Performance information is a good tool for continuous follow-up action regarding the citizens' benefit of our effort.	0.8308
Performance information helps strengthen my interest in the work	0.8506
Performance information gives a great overview of how the quality of my work place is evolving	0.8444

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 5247. Cronbach's alpha = 0.8971

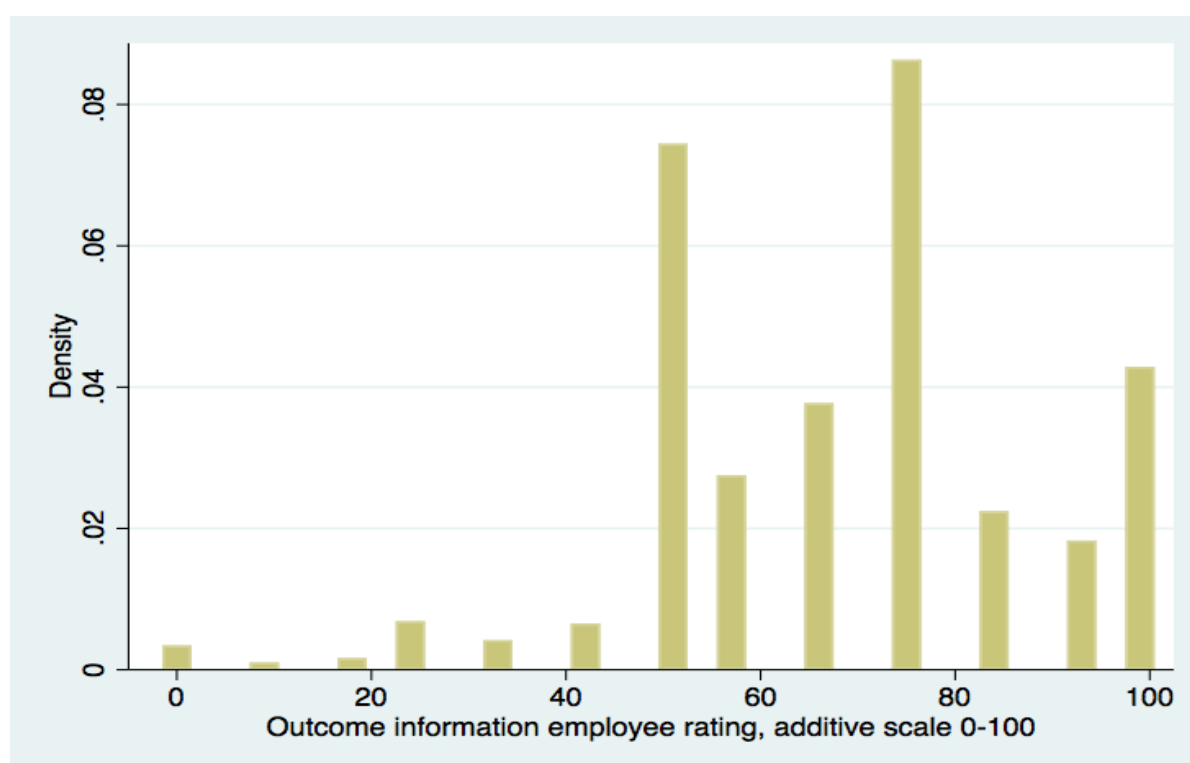


**Figure 24. Performance information orientation reported by leaders, distribution**



Note: N = 300. Mean = 73.21. Std.dev. = 18.32. Min = 0. Max = 100. Skewness = -0.67. Kurtosis = 3.84. The distribution is considered left-skewed indicating that leaders perceive performance information as a good thing to a large extent.

**Figure 25. Performance information orientation reported by employees, distribution**



Note: N = 5247. Mean = 68.32. Std.dev. = 20.24. Min = 0. Max = 100. Skewness = -0.43. Kurtosis = 3.44. The distribution is considered left-skewed, indicating that employees perceive performance information as a good thing to a large extent.

#### 4.1.15. Data-informed leadership

Data-informed leadership is a manager's use of data to support decision-making. We measure data-informed leadership in relation to four different types of data, namely (i) outcome data, (ii) employee data, (iii) activity productivity data, and (iv) economy data. In addition, we asked two contextual questions for data-informed leadership. The first is the degree to which managers have access to the different data types. The second is their reasons for not using the data.

**Table 35. Items measuring access and usage of performance information**

	Leaders: As a leader I receive or am presented with leadership information about... / <i>Som leder modtager eller præsenteres jeg for ledelsinformation om ...</i>	Source
data_adgang_L1	Results/effects and other quality measures ... resultater/effekter og andre kvalitetsmål	Own
data_adgang_L2	Staff ... personale	Own
data_adgang_L3	Activity and productivity ... aktivitet og produktivitet	Own

data_adgang_L4	Economy ... økonomi	Own
	Leaders: As a leader I make decisions based on my leadership information about... / <i>Som leder træffer jeg beslutninger på baggrund af min ledelsinformation om ...</i>	Source
data_beslutning_L1	Results/effects and other quality measures ... resultater/effekter og andre kvalitetsmål	Own
data_beslutning_L2	Staff ... personale	Own
data_beslutning_L3	Activity and productivity ... aktivitet og produktivitet	Own
data_beslutning_L4	Economy ... økonomi	Own
	Leaders: Why aren't you using these types of leadership information to make decisions / <i>Hvorfor anvender du ikke disse typer af ledelsesinformation til at træffe beslutninger</i>	Source
data_anvendelse_L1	Results/effects and other quality measures Resultater/effekter og andre kvalitetsmål	Own
data_anvendelse_L2	Staff Personale	Own
data_anvendelse_L3	Activity and productivity Aktivitet og produktivitet	Own
data_anvendelse_L4	Economy Økonomi	Own

**Table 36. Percentage of leaders who report access to performance information**

Pretext: As a leader, I receive or am presented to leadership information about...	Percent
Results/effects and other quality measures	73.72
Staff	88.14
Activity and productivity	54.17
Economy	86.22

**Table 37. Percentage of leaders who report using performance information in their decision making**

Pretext: As a leader I make decisions based on my leadership information about...	Percent
Results/effects and other quality measures	67.63
Staff	89.42
Activity and productivity	42.95
Economy	88.14

**Table 38. Percentage of leaders reporting the reason for not using performance information (percent)**

Pretext: Why aren't you using these types of leadership information to make decisions	Not relevant for my management	The quality of the data is not satisfactory	The presentation does not provide an oversight and is difficult to understand	Other reason	n
Results/effects and other quality measures	7.92	20.79	5.94	12.87	101
Staff	9.09	15.15	3.03	24.24	33
Activity and productivity	7.30	8.43	5.62	12.36	178
Economy	5.40	13.51	2.70	16.22	37

Note: This question is only presented to leaders who do not use information in the table above. Hence n varies.

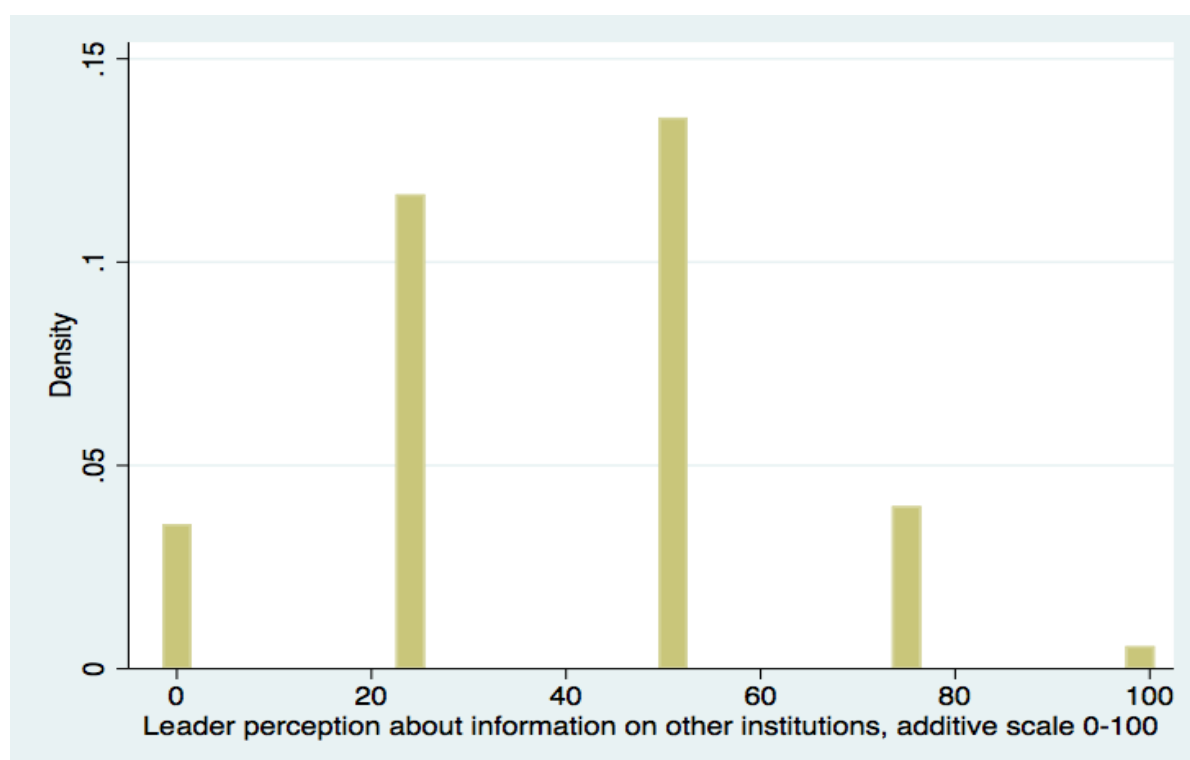
#### **4.1.16. Information about other public organizations**

Both leaders and employees was asked to answer whether they have sufficient information about the activity of other public organizations that are of important in regards to the solution of their key tasks.

**Table 39. Question regarding information about other public organizations**

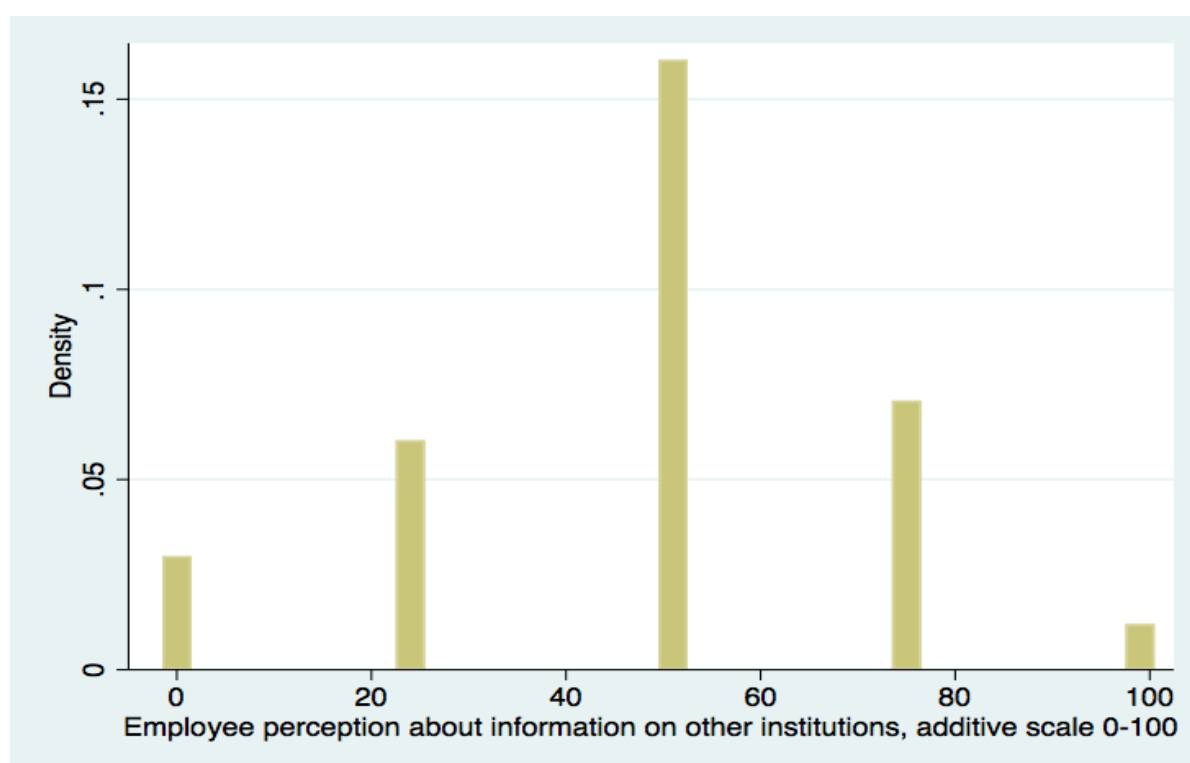
	Leaders and employees	Source
andre_org	<p>To what extent do you have sufficient information about the activity of other public organizations that are relevant for the solution of your key task</p> <p>I hvilken grad har du tilstrækkelig information om andre offentlige institutions aktiviteter, der har betydning for løsningen af din kerneopgave</p>	Own

**Figure 26. Information about other public organizations reported by leaders, distribution**



Note: N = 300. Mean = 39.75. Std.dev. = 22.33. Min = 0. Max = 100. Skewness = 0.14. Kurtosis = 2.80. The distribution is considered left-skewed, indicating that leaders perceive that they receive information about other organizations to a small degree.

**Figure 27. Information about other public organizations reported by employees, distribution**



Note: N = 5051. Mean = 48.10. Std.dev. = 23.59. Min = 0. Max = 100. Skewness = -0.23. Kurtosis = 2.92. The distribution is considered slightly right-skewed, indicating that employees perceive that they receive information about other organizations to a high degree.

#### 4.1.17. Employee perception of data-informed leadership

We measure employee perception of data-informed leadership by focusing on the phases of a performance management process where a manager could reach out to the employees, thereby making data use apparent. These dimensions are; (i) problem identification, (ii) causal understanding, (iii) initiative creation, and (iv) initiative evaluation.

**Table 40. items measuring the employees perception about the leaders use of data**

	To what extent do you experience that your leader is using data to ... / I hvilken grad oplever du, at din leder bruger data til at ...	Source
data_ledelse _1	Identify problems that need to be handled ... identificere problemer, der skal håndteres	Own
data_ledelse _2	Understand causes for good results or problems ... forstå årsager til gode resultater eller problemer	Own
data_ledelse _3	Prioritize new initiatives ... prioritere nye indsatser	Own

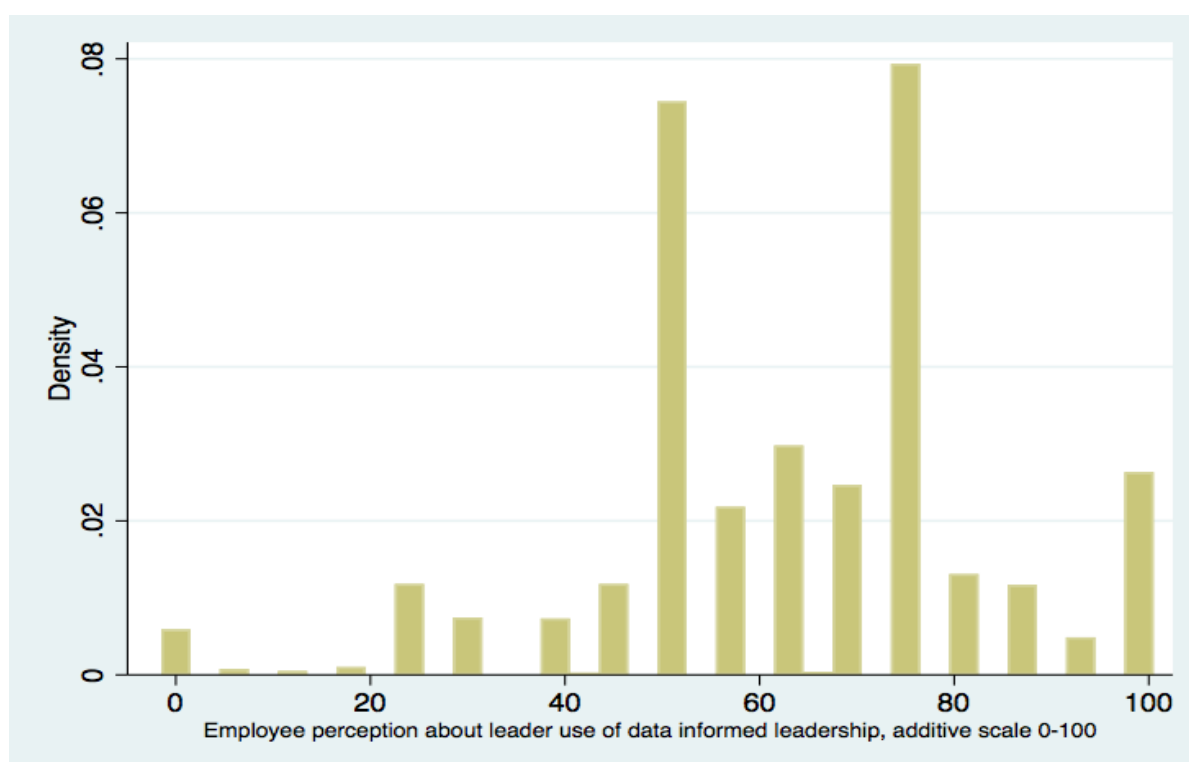
data_ledelse _4	Follow up on whether initiatives are working as intended ... følge om indsatser fungerer som ønsket	Own
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**Table 41. Factor loadings: Data-informed leadership reported by employees**

Pretext: To what extent do you experience that your leader is using data to ...	Loadings
Identify problems that need to be handled	0.8570
Understand causes for good results or problems	0.9011
Prioritize new initiatives	0.8559
Follow up on whether initiatives are working as intended	0.8790

Note: Extraction method: Principal factor analysis. The factor showed one factor with an Eigenvalue higher than 1. N = 2573. Cronbach's alpha = 0.9330

**Figure 28. Data-informed leadership reported by employees, distribution**



Note: N = 2596. Mean = 63.07. Std.dev. = 20.56. Min = 0. Max = 100. Skewness = -0.41. Kurtosis = 3.51. The distribution is considered left-skewed, indicating that employees perceive that their leaders use data-informed leadership to a large degree.

## 4.2. Descriptives on key variables

The four main concepts in this project are transformational leadership, distributed leadership, transactional leadership and data-informed leadership. While the first three are more established in the literature, the latter is a newer concept and important for further work. Below we present some results from the pre-treatment survey for the key variables. However, before going into the brief descriptive

statistics regarding these variables, table 42 presents the number of leaders at each level that responded in survey. This is done since the following descriptive statistics are categorized by respondent type, i.e. employees, leaders of employees and leaders of leaders.

**Table 42. Type of leader in pre and post period**

Pretext: Are you a leader of employees or a leader of leaders	Pre	Post
Leader of employees	112	118
Leader of leader	13	10
Both a leader of employees and leaders	31	27
Total	156	155



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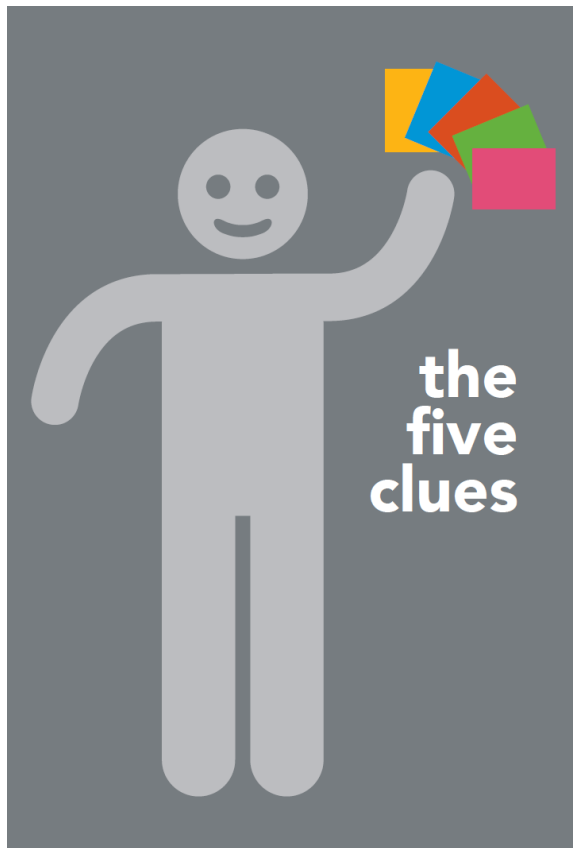
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## Appendix 1: Health and Care (HAC): Vision illustrated through five clues



### The five cards are Health and Care's strategy in a pocket edition

#### Use the cards to ...

- Create a better life
- Make yourself, your colleagues and your leader better
- Do a fantastic job and make citizens as independent as possible

*Use them as a mirror, at meetings, talks and discussions.*

*Use them creatively and with a smile.*



## **We keep citizens away**

*because they want to manage on their own*

### **Therefore ...**

- Always work with self-care and rehabilitation
- Create health through joy of life
- Strengthen health options close to citizens
- Introduce technology and techniques that increase self-reliance
- Educate citizens and their families/network

### **The goal:**

- A life independent of help from the municipality
- Help that increases well-being and security



## **Power to the citizens**

*because they are the ones we are here for*

### **Therefore...**

- Allow full participation and ensure transparency
- Work by the citizens' rhythm of life and assist them in planning help and goals
- Enhance resident democracy and citizen participation
- Make it easy to understand. Make it personal

### **The goal:**

- Citizens always decide, whatever the situation



## **We are together with the citizens**

*because together with the citizens we create good care*

### **Therefore...**

- Create good experiences every day
- Create homeliness
- Create relations between residents
- Make family and networks responsible
- Involve volunteers and neighbours

### **The goal:**

- Living life and enjoying it
- Good cooperation, more love
- More communities, fewer lonely citizens



## **Set the employees free**

*because job satisfaction and innovation require professionalism and freedom*

### **Therefore...**

- Celebrate successes - even the small ones
- Explore other disciplines, competency development and interdisciplinary approaches
- Document only what you need
- Take and give responsibility
- Offer something of yourself

### **The goal:**

- Job satisfaction
- Cooperation, trust and fairness



## **Management with intent**

*because success depends on good leadership*

### **Therefore...**

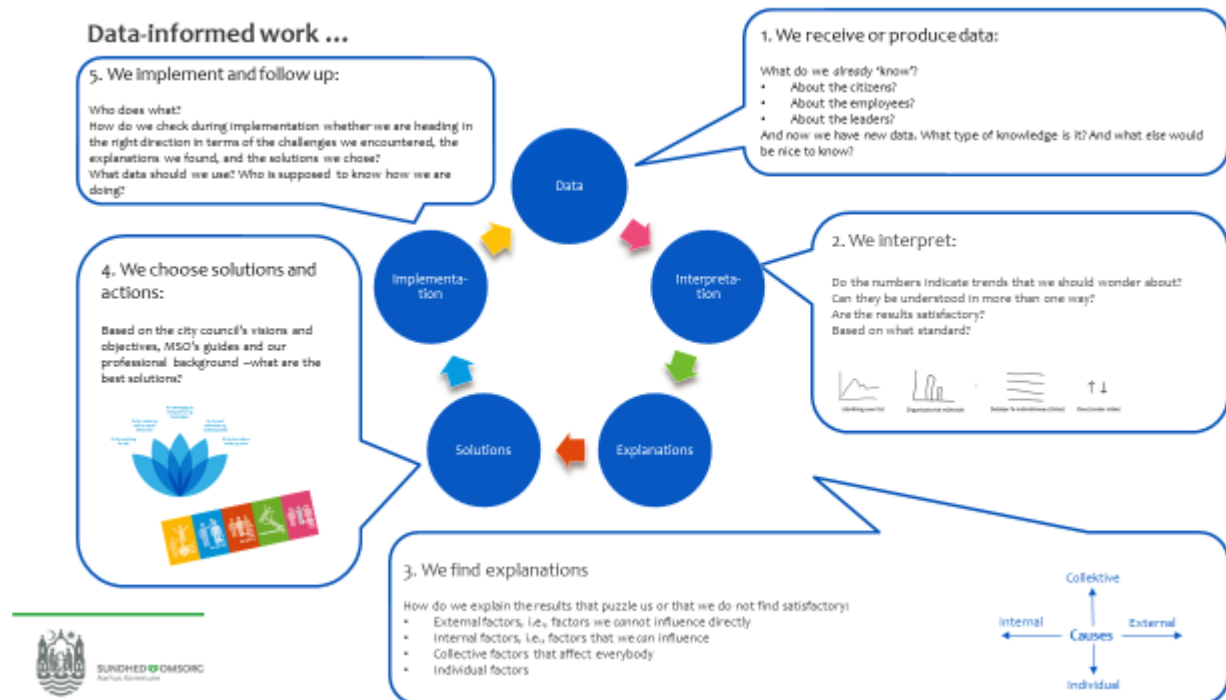
- Expect clear direction and big demands
- Make the clues come alive. Both in speech and action
- Experiment us smarter
- Have the courage to dare together

### **The goal:**

- Making each other succeed using the clues
- Leaders who create success and beauty
- Attractive management jobs



## Appendix 2: Material used in the training



## SCRIPT FOR 1ST SPARRING SESSION

Focus: The citizens we are here for – how they feel and get along, and their user satisfaction

Duration	Topic	Content	Material	In charge
15 min	Check-in, today's program and setting	<p>10 min: Welcome and introductions</p> <ul style="list-style-type: none"> <li>– <b>Welcome</b> to the first of four sparring sessions we will share in the first six months of 2019. We have been looking forward to it. This sparring group is important because it is a learning community for you as leaders. However, what is most important is what happens when you go 'home' and with your employees ...</li> <li>• Cooperate even more on the shared visions (direction based on guides)</li> <li>• Work in an even more data-informed way (common follow-up on results based on a structured process: data – interpretation – explanations – solutions – implementation)</li> <li>• Intensify the effective leadership style that each of you has been randomly assigned to train in this learning process:</li> <li>• Positive conditioned feedback: concrete feedback to the individual employee or a group of employees based on their <i>effort</i> or based on <i>the result</i> of their effort</li> <li>• Distributed management: leadership tasks that are shared in a balanced way with one or more employees</li> <li>– Some of you in this group have already become good at vision management, data-informed leadership and/or the leadership style [distributed/positive conditioned], and others need training. Some are good at it, but the employees do not notice it. Some do not know that they are doing it, but the employees feel it. What we all have in common is that it is the first time we do it <i>together</i>, so everyone can draw on each other – both in terms of what is easy and what is difficult.</li> <li>– We encourage you to see this group as a confidential learning community where we can trust each other.</li> </ul>	<p>Slides and material:</p> <ul style="list-style-type: none"> <li>– Welcome</li> <li>– Introductions and questions</li> <li>– Practical info</li> <li>– Check-in</li> <li>– Flip-over + marker</li> </ul>	Consultant - [insert name]

		<ul style="list-style-type: none"> <li>– Introductions: Who is who around the table? <ul style="list-style-type: none"> <li>• Host/hostess starts: “Name, place of work + currently most focused on”</li> </ul> </li> <li>– Practical info <ul style="list-style-type: none"> <li>• Strict time control. The consultants have prepared together to facilitate the first sparring session.</li> </ul> </li> <li>– Any questions before we start?</li> <li>– Specific questions that can be answered now are answered right away</li> <li>– Any other questions are written on a flip-over. Revisited at round-off: <ul style="list-style-type: none"> <li>• What have we found answers to in common?</li> <li>• Is there something we need to follow up on?</li> <li>• Who finds the answers (the consultants)?</li> <li>• When can the leaders expect to hear more?</li> </ul> </li> </ul>		
10 min		<p>10 min: Intro to 1st sparring session and overall process</p> <ul style="list-style-type: none"> <li>– Purpose of sparring sessions Focus on shared learning, dialogue and development of leadership practice – and on preparing you for practicing this with your employees before next sparring session. The objective is increased employee well-being and ultimately even better task solution with the citizen (effect for the citizen)</li> <li>– Review of today’s program <ol style="list-style-type: none"> <li>1. First check-in and setting (going on right now)</li> <li>2. Intro to <u>data-informed leadership</u> – becoming curious about the citizens (today: user satisfaction), pick a focus area and make a plan for how we will practice vision management, data-informed leadership and of course our leadership style: <ul style="list-style-type: none"> <li>○ Distributed management</li> <li>○ Positive conditioned feedback</li> </ul> </li> </ol> </li> <li>– Exercises today – and assignments after today We will practice together today – and I can give leadership feedback to each other. You will also make a plan for how you will take the outcome of today’s sparring session home with you in your practice. So it is in between your sparring sessions in this group</li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Process plan</li> <li>– Purpose of sparring sessions</li> <li>– Intended vs perceived leadership</li> <li>– Today’s program</li> </ul>	<p>Consultant [insert name]</p>

		that you will practice with your employees. During sparring sessions, we help each other with the difficult things so it becomes easier in the practice stage with your employees.		
10 min	Intro to data-informed leadership	<p>5 min: Setting</p> <ul style="list-style-type: none"> <li>– Model for data-informed approach (“the game board”) <ul style="list-style-type: none"> <li>• We will look at data today and help each other figure out what you will discuss with your employees.</li> <li>• Brief repetition of the five stages on the game board: What is important in each stage?</li> </ul> </li> <li>– Program for exercises in data-informed approach to user satisfaction</li> </ul> <p>Today you will</p> <ul style="list-style-type: none"> <li>• look at <u>data</u> and be curious about <u>interpretations</u>: <ul style="list-style-type: none"> <li>○ What do I see – and what catches your eye?</li> <li>○ What do we see jointly? Are there new interpretations that we all discover?</li> <li>○ How can we be source-critical? (E.g., can a demented person answer? Are the questions formulated correctly so that we can trust the answer, etc.) → We can ALWAYS have a dialogue about data</li> </ul> </li> <li>• Make a plan for how you together with the employees can do the same (look at data and be curious about the interpretation), but also how you move on to explanations and solutions together with the employees – and perhaps implementation</li> </ul>	<p>Slides and material:</p> <ul style="list-style-type: none"> <li>– Game board</li> <li>– Intro to exercises</li> </ul>	Consultant [insert name]
		<p>5 min: Management portal</p> <ul style="list-style-type: none"> <li>– Guide to view in Management portal <ol style="list-style-type: none"> <li>1. Start in “Management dashboard”</li> <li>2. Click “home care survey” in the lower right corner. There are different tabs depending on what you want to look at. The answers are, for instance, distributed in areas, year, theme, public/private.</li> <li>3. Click on the tab “Positive answers all questions”. You can now pick the area or team you want to examine</li> </ol> </li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Management portal</li> <li>– Guides to management portal</li> </ul>	

		REMEMBER: You can't do anything wrong in the Management portal. If you get lost, simply go back to the intro screen.		
40 min	Data-informed management: Exercises	<p>25 min: Exercise 1 – Data curiosity and interpretation</p> <ul style="list-style-type: none"> <li>– <b>Individual start-up (5 min)</b> Find the survey in the Management portal that is relevant for you (home care/nursing home/relatives of nursing home residents) – and give yourself time to just be curious: <ul style="list-style-type: none"> <li>• What makes you curious/catches your attention?</li> <li>• What do you notice?</li> <li>• Do you find it good/bad/strange/surprising that these things catch your attention?</li> </ul> </li> <li>– Two and two with consultant (15 min) <ol style="list-style-type: none"> <li>1. Leader A explains which survey they have looked at: <ul style="list-style-type: none"> <li>• What caught my attention? (4 min)</li> </ul> Leader B and consultant listen and then ask questions (3-4 min) <ul style="list-style-type: none"> <li>• Why did you become curious about exactly that?</li> <li>• Are you surprised?</li> <li>• Do you need for information/data?</li> <li>• What help can you find in the guides?</li> </ul> </li> </ol> <p>REMEMBER to contribute to both of you staying curious together – don't jump to explanations and solutions!</p> <ol style="list-style-type: none"> <li>2. Leader B explains which survey they have looked at: <ul style="list-style-type: none"> <li>• What caught my attention? (4 min)</li> </ul> Leader B and consultant listen and then ask questions (3-4 min) <ul style="list-style-type: none"> <li>• Why did you become curious about exactly that?</li> <li>• Are you surprised?</li> <li>• Do you need for information/data?</li> <li>• What help can you find in the guides?</li> </ul> </li> </ol> </li> </ul>	<p>Slides and material:</p> <ul style="list-style-type: none"> <li>– Intro to exercises</li> <li>– Helpsheet (without leadership style)</li> </ul>	Consultant [insert name]

		<p>REMEMBER to contribute to both of you staying curious together – don't jump to explanations and solutions!</p> <ul style="list-style-type: none"> <li>– Plenary recap in the collective sparring group (5 min) Consultants sum up: <ul style="list-style-type: none"> <li>• What was the most important thing you noticed in your dialogue with each other?</li> <li>• What did your leader colleagues inspire you most to want to do more/less of?</li> <li>• Where do you see that you have a good leadership practice – and where do you see something you want to change?</li> </ul> </li> </ul>		
		<p>10 min: Exercise 2 – Choice of focus</p> <ul style="list-style-type: none"> <li>– <b>Intro to exercise (2 min)</b> We have talked about what catches our eye. You will now try <u>to zoom in on something that could be especially interesting to work more with</u> when you get home. It should be something about how the local citizens 'you are there for' are doing. The user satisfaction survey <i>may</i> be your occasion, but you are free to pick another data source about the citizens as point of departure. REMEMBER: Don't go into 'planning mode' yet. That comes later.</li> <li>– Individual start-up (8 min) Write down a few reflections on post-its: <ul style="list-style-type: none"> <li>• What will I focus on together with my employees when I go home? Is it the same thing that caught my attention in the previous exercise – or is it something else?</li> <li>• Why do I pick that focus? (what we will succeed in/what we will not succeed in)</li> <li>• What do I want out of that focus?</li> <li>• Which factors affect the citizens' responses? (internal/external factors – individual/collective factors)</li> <li>• What do I want the employees to do differently when they face the citizens?</li> <li>• Does my focus match the vision in the guides?</li> </ul> </li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Intro to exercise</li> <li>– Matrix (internal/external factors – individual/ collective factors)</li> <li>– Helpsheet (without leadership style)</li> </ul>	<p>Consultant [insert name]</p>

		<ul style="list-style-type: none"> <li>– Plenary recap (5 min) Sharing of reflections in plenary: The leaders take turns. The consultants interrupt, e.g., in relation to focus on the vision: <ul style="list-style-type: none"> <li>• How can you link your choice of focus to the guides?</li> <li>• What do you use as comparison when you determine whether the results you have chosen to focus on are an expression of whether your success with the vision is satisfactory or less satisfactory?</li> </ul> </li> </ul> <p>Write points on flip-over.</p>		
35 min	Employee involvement and leadership style: Exercise	<p>35 min: Exercise 3 – Planning of employee involvement and use of leadership style</p> <ul style="list-style-type: none"> <li>– Intro to exercise (2 min) We are now ready to being planning the process with own employees. <ul style="list-style-type: none"> <li>• Brief intro to ‘My Plan’: How to use ‘My Plan’ in this exercise</li> </ul> </li> <li>– Individual start-up (10 min) Focus on your learning <ul style="list-style-type: none"> <li>• What do you take with you from exercise 1 and 2? Enter it in ‘My Plan’</li> </ul> <p>Your plan for employee involvement when you go home:</p> <ol style="list-style-type: none"> <li>1. <b>Who:</b> Who will participate? Who will present data?</li> <li>2. <b>Where:</b> Which forum?</li> <li>3. <b>When:</b> When and how much time will you reserve?</li> <li>4. <b>How:</b> How will data be presented? What is best for your employees?</li> <li>5. <b>Leadership style:</b> How does the leadership style you practice play out? How can I make sure that my employees notice the leadership style directly or indirectly (that they are being recognized conditionally or that they feel shared and balanced leadership)? How can I link it to the vision?</li> </ol> </li> <li>– Two and two with consultant (18 min) Leader A shares their ideas with leader B and the consultant (5 min)</li> </ul>	<p>Slides and materials:</p> <ul style="list-style-type: none"> <li>– Intro to exercise</li> <li>– Intro to ‘My Plan’</li> <li>– Sheet with ‘My Plan’ (to type in later if log-on is a problem)</li> <li>– Helpsheet (with leadership style)</li> <li>– Guide to exercise</li> </ul>	Consultant [insert name]

		<p>Leader B and consultant ask curious sparring questions (3 min)</p> <p>Leader B shares their ideas with leader A and the consultant (5 min)</p> <p>Leader A and consultant ask curious sparring questions (3 min)</p> <p>Adjust in 'My Plan' if necessary (2 min)</p> <p>– Plenary recap (5 min)</p> <p>Good ideas from the groups are shared. Somebody wants to share?</p>		
10 min	Reflection	<p>10 min: Exercise 4 – Agreements after today</p> <p>– Intro to exercise (2 min)</p> <p>– Two and two with consultant (7 min)</p> <p>Group discussion (5 min):</p> <ul style="list-style-type: none"> <li>• What do I go home and do now? The first thing I do is ... The second thing I do is ...</li> <li>• Whom do I need help from?</li> </ul> <p>Enter in 'My Plan' (2 min)</p> <p>– Round-off (1 min)</p> <p>Consultants say: Next time, we'll start out by interviewing each other briefly:</p> <ul style="list-style-type: none"> <li>• What did you get done after 1st sparring session?</li> <li>• What worked? What didn't work?</li> <li>• What would I try again?</li> <li>• How did the leadership style you practice come into play?</li> </ul>	<p>Slides and materials:</p> <ul style="list-style-type: none"> <li>– Intro to exercise</li> <li>– Intro to 'My Plan' (last part)</li> </ul>	<p>Consultant [insert name]</p>



10 min	Round-off/check-out	<p>10 min: Round-off and check-out</p> <ul style="list-style-type: none"> <li>– Revisit questions at start-up (8 min) The introductory questions are revisited at round-off: <ul style="list-style-type: none"> <li>• What have we jointly found answers to?</li> <li>• Is there something we need to follow up on?</li> <li>• Who finds the answers (the consultants?)?</li> <li>• When can the leaders expect to hear more?</li> </ul> </li> <li>– Thanks for now (2 min) We will meet three more times: <ul style="list-style-type: none"> <li>• Is there something you/we think should be different at the next sparring sessions?</li> <li>• How can we help each other between sparring sessions if something suddenly feels difficult?</li> </ul> </li> </ul> <p>If you think of something after the meeting, please write or call us.</p> <p>Thanks for now!</p>		
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**ROUND-OFF OF 1ST LEADER SPARRING SESSION: WHAT DO I SPECIFICALLY GO HOME AND DO NOW? MOTIVATION OF EMPLOYEES BY POSITIVE CONDITIONED FEEDBACK**

Why:

Which challenges among the citizens have I chosen to focus on when I go home after the 1st sparring session with the other leaders? What would I like to get out of it when I go home and involve my employees in the discussion of these challenges?

Would I, for instance, like to ...

- use my employees as a source of more **data/knowledge** about how the citizens are feeling and doing? My employees' observations are an important supplement to the data I as leader can bring into play. I will remember to appreciate my employees' contributions so that they will be motivated to contribute their knowledge also in the future.
- involve my employees in **interpreting** data with my employees? I will ask them to share with me which results (challenges or successes) they think are most important for us to focus on. I will remember to appreciate my employees for the success I interpret based on data. I will also remember to recognize them for their participation in the interpretation so that they will be motivated to participate again in the future.
- involve my employees in finding the most important **explanations** of the challenges I we have chosen to focus on? I will ask them to share with me what they see as the *cause* of the challenges or successes I have chosen to focus on. I will remember to recognize their contribution to finding explanations so that they are motivated to participate again in the future.
- involve my employees' input in my choice of **solutions**? I will ask them to share with me what they see as the most effective/innovative/best solutions locally with us. This will qualify my choice of the best solutions. I will remember to recognize their contribution to my choice of solutions so that they are motivated to participate again in the future.
- involve my employees' input when I plan **implementation** of the chosen solutions? I will ask them to share with me how they think I can plan the best implementation process. How can the chosen solutions, in their opinion, best be converted into actions, and how can we follow up on whether the actions create the desired results? I will remember to recognize their contribution to my choice of implementation process so that they are motivated to participate again in the future.

<p>Who:</p> <p>Which employees are going to the meeting?</p> <p>Should these employees receive special recognition for something before the meeting? For instance some of the results we will look at together? Their effort in contributing to these results? Or their involvement during the meeting?</p>
<p>When:</p> <p>Which date and how much time will you reserve for the discussion with your employees?</p>
<p>Where:</p> <p>On what occasion/in which forum (e.g., already planned meetings?)</p>
<p>How:</p> <p>In what way should my employees specifically feel that I am practicing positive conditioned feedback as a method to motivate them further? When we are going to meet and discuss how the citizens are feeling and doing, should my employees also experience, for instance, concrete recognition?</p> <ul style="list-style-type: none"> <li>• Of their efforts</li> <li>• Of their results</li> <li>• Of their development/development potential</li> </ul> <p>And how will I show my recognition?</p> <ul style="list-style-type: none"> <li>• In writing or verbally?</li> <li>• Formally or informally?</li> <li>• Publicly/in front of colleagues or one on one?</li> <li>• Group or individual recognition?</li> </ul> <p>How will I use the guides in that connection?</p> <p>What does it take in terms of my leadership if my employees have to feel the value of recognition? How would I specifically phrase it?</p> <p>What does it require from my employees?</p> <p>How will I ensure that I am so in tune with my employees that my positive feedback is “conditioned” (linked to the specific task solution – either the process or the result)?</p>
<p>My next step:</p> <p>When I come home from the 1st sparring session, the first thing I do is to ... The second thing I do is ... I may get help from ... to plan and implement my next discussion with my employees about how the citizens are doing.</p>
<p><b>If I get stuck:</b> What is my emergency plan? Could I use the other leaders in my sparring group, my own boss, one of the consultants or a trusted employee to help me move on?</p>

**ROUND-OFF OF 1ST LEADER SPARRING SESSION: WHAT DO I SPECIFICALLY GO HOME AND DO NOW? MOTIVATION OF EMPLOYEES BY **DISTRIBUTED LEADERSHIP****

Why:

Which challenges among the citizens have I chosen to focus on when I go home after 1<sup>st</sup> sparring session with the other leaders? What would I like to get out of it when I go home and involve my employees in the discussion of these challenges?

Would I, for instance, like to ...

- share the task of collecting **data/knowledge** with my employees? I think my employees are important participants in data-informed leadership and can contribute with key observations and experiences. What do we collectively know about how the citizens are feeling and doing?
- share the task of **interpreting** data with my employees? I want to share responsibility with my employees for *interpreting* which results (challenges or successes) are most important for us to focus on.
- share the task of finding the most important **explanations** of the challenges I/we have chosen to focus on? My employees' perspectives on what *causes* the challenges or successes I/we have chosen to focus on are important. We will work together to figure out which of the causes we can and will do something about
- involve my employees in choosing **solutions**? My employees have important perspectives on what would be the most effective/innovative/best solutions locally in our area, and I would like to share the leadership task with them in terms of choosing the best solutions
- involve my employees in planning **implementation** of the chosen solutions? My employees have important input to how the chosen solutions can best be converted into actions and how we can follow up on whether the actions create the desired results. I would like to share the leadership task with them in terms of planning the best implementation process

Who:

Which employees are going to the meeting?

Should some employees have special co-responsibility for preparing or directing the meeting? Or for following up on our decisions afterwards? How do we share the leadership tasks in the best possible way so that we collectively head in the right direction?

When:

Which date and how much time will you reserve for the discussion with your employees?

Where:

On what occasion/in which forum (e.g., already planned meetings?)

How:

In what way should my employees specifically feel that I am practicing distributed leadership as a method to motivate them further? When we are going to meet and discuss how the citizens are feeling and doing, should my employees also experience, for instance, that we are sharing leadership tasks in terms of

- **Tasks**, e.g., that we share responsibility for defining and clarifying the objectives of the solutions we choose? Or that we share responsibility for planning, coordinating and following up on implementation of the chosen solutions?
- **Relations**, e.g., that we share responsibility for developing good relations among the employees who will share knowledge with each other or who will implement the chosen solutions together?

- **Changes**, e.g., that we share responsibility for encouraging the employees who will contribute to the new practice?

How will I use the guides in that connection?

What does it take in terms of my leadership if I have to distribute leadership tasks in a balanced way with my employees?

What does it require from my employees?

How will I ensure that my employees take leadership responsibility – and how will we collectively follow up?

My next step:

When I come home from 1<sup>st</sup> sparring session, the first thing I do is to ... The second thing I do is ... I may get help from ... to plan and implement my next discussion with my employees about how the citizens are doing.

**If I get stuck:** What is my emergency plan? Could I use the other leaders in my sparring group, my own boss, one of the consultants or a trusted employee to help me move on?

## SCRIPT FOR 2nd SPARRING SESSION (DRAFT FOR POSSIBLE LOCAL ADJUSTMENT)

Focus: Vision leadership and leadership style. How we as leaders define an even clear-cut direction and become even better at motivating others to follow.

Duration	Topic	Content	Material	In charge
10 min	Check-in, today's program and setting	<p>10 min: Welcome and setting</p> <ul style="list-style-type: none"> <li>– Welcome (by board member?)</li> <li>– Revisit WHY (by board member?) <ul style="list-style-type: none"> <li>• Why is all of MSO involved in this process? The Leadership Commission's recommendations + natural next step on MSO's journey ...</li> <li>• What is the expected outcome? Better match between intended and perceived leadership, cf. 1st LDS ...</li> <li>• And what is the role of sparring in that context? Learning community for leaders on some of the more important techniques to ensure better match between intended and perceived leadership (common direction, higher motivation, better follow-up) ...</li> </ul> </li> <li>– Revisit the overall process: <ul style="list-style-type: none"> <li>• We have come this far ... and this is in front of us</li> <li>• Briefly on content adjustments made in relation to sparring sessions 2, 3 and 4 based on experiences from sparring session 1</li> <li>• Briefly on learning objectives and learning loops over the four sparring sessions (NB on adjustments!) – not least about what happens at home in own practice 'in between'</li> </ul> </li> <li>– Zoom in on learning objective specifically for sparring session 2 <ul style="list-style-type: none"> <li>• Becoming even better at defining a direction (i.e., exercise vision leadership using guides)</li> <li>• Becoming even better at motivating others to follow (i.e., use your leadership style to create even better results via and with others)</li> </ul> </li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Welcome and introductions (if new participants)</li> <li>– The common 'why'</li> <li>– Intended vs. perceived leadership</li> <li>– The Leadership Commission's recommendations</li> <li>– This is why MSO is training these competences</li> <li>– Purpose of sparring</li> <li>– Overall process plan</li> <li>– Learning objectives for all sparring sessions, especially 'in between'</li> <li>– Learning loops</li> <li>– Today's learning objectives</li> <li>– Today's program</li> <li>– Role assignment</li> </ul>	Consultant - perhaps along with board member [insert names]

		<ul style="list-style-type: none"> <li>– <b>Today's program</b> – and agreements on role assignment among participating leaders and consultants</li> </ul>		
20 min	Learning since last time – reciprocal mini-interviews	<p>20 min: Exercise 1 – Learning since last time</p> <ul style="list-style-type: none"> <li>– Brief intro to exercise: learning loop back to sparring session 1 and time between sparring sessions 1 and 2 <ul style="list-style-type: none"> <li>• At sparring session 1, you trained especially <b>data-informed leadership</b> with focus on data about citizens, and you reflected on how you could go back home and use your <b>leadership style</b> when you had to involve your staff in discussion about how citizens are feeling and doing (either interpretation, explanations, choice of solutions or implementation)</li> </ul> </li> <li>– Reciprocal mini-interviews: leaders in pairs; no consultant (2 x 5 min) <ul style="list-style-type: none"> <li>• Leader A interviews Leader B (5 min):</li> <li>• Have you after sparring session 1 discovered something that it would be beneficial to pay more attention to leadership-wise?</li> <li>• What has been your biggest success so far in terms of using the tools from sparring session 1 and the process as a whole? Why?</li> <li>• What has been your biggest challenge so far in terms of using the tools from sparring session 1 and the process as a whole. Why?</li> </ul> <p>Leader B continues; Leader A writes down keywords</p> <p>Next, they switch roles. Leader B interviews Leader A (5 min., same questions).</p> <p>Leader B writes down keywords.</p> </li> <li>– 'Popcorn' in plenary – any particularly important points from mini-interviews to be shared? (5 min)</li> </ul> <p>Consultant summarizes, perhaps on flip-over.</p>		
60 min	My leadership style combined with vision leadership	<p>60 min: Exercise 2 – Training of leadership style combined with vision leadership</p> <ul style="list-style-type: none"> <li>– Revisit my leadership style: What was the essence? (25 min) <ul style="list-style-type: none"> <li>• Slide from start-up process with main points concerning leadership style are briefly revisited</li> </ul> </li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Short film about leadership style</li> <li>– Main points about leadership style</li> </ul>	Consultant [insert name]

	<p>Structured dialogue between leaders</p> <p>Trip-up from consultants</p>	<ul style="list-style-type: none"> <li>• We watch 2 short films from AU, one about vision leadership, one about the group's leadership style</li> <li>• Individual reflection and perhaps brief notes in 'My Plan' – what's in it for me? What did my own 1st LEADERSHIP DEVELOPMENT SURVEY-report show that I especially want to improve?</li> </ul> <p>– Intro to exercise + rules (5 min)</p> <ul style="list-style-type: none"> <li>• Exercise for structured dialogue: 'It is spring 2019. Revitalized guides on the way – and we know from 1st LDS (all of MSO) and from Lone's qualitative field study that far from all employees today are quite sure how to use the guides in their daily work to contribute to achieving the vision. What do you do to make the direction more clear and motivate them even more? What positive experiences can you draw on – and what will you change specifically in your own behavior?'</li> <li>• The leaders could sit in mini groups (min 3/max 5) to get more speaking time</li> <li>• Helpsheet to the leaders: guides + keywords concerning leadership style</li> <li>• Helpsheet to consultants: cards with 'trip-ups' that can be played during the process – help the leaders maintain their progress as a group from theoretical understanding to thoughts about specific personal behavioral changes</li> </ul> <p>– Structured dialogue between leaders (30 min)</p> <ul style="list-style-type: none"> <li>• Consultants facilitate and interrupt with intervals with some of the small 'trip-ups' that can be played along the way; it is the consultants' task to help the leaders maintain their progress as a group theoretical understanding to thoughts about specific personal behavioral changes</li> </ul>	<p>– Intro to group discussion</p> <p>Material:</p> <ul style="list-style-type: none"> <li>– Helpsheet to leaders for exercise 2 (what is the task + keywords re vision leadership and leadership style)</li> <li>– Helpsheet to consultants for exercise 2 – trip-ups for the dialogue/'Make it specific ...'</li> <li>– Sheet with 'My Plan' (for notes that can be typed in later if log-in is a problem)</li> </ul> <p>The leaders can bring their own report from 1st LDS (optional, but we recommend it ...)</p> <p>Leaders check that they have access to 'My Plan'</p>	
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25 min	Employee involvement and leadership style  Reflection exercise	25 min: Exercise 3– Planning the next step (employee involvement/use of leadership style and vision leadership)  – Individual reflection (5 min) – Sparring/sharing with leader colleague (5 min) – Entries in ‘My Plan’ (10 min)	Slides:  – Intro to exercise – Access to ‘My Plan’ – Sheet with ‘My Plan’ (for notes that can be typed in later if log-in is a problem)	Consultant [insert name]
5 min	Round-off/check out	5 min: Round-off/check out  – Revisit learning objective for sparring session 2 <ul style="list-style-type: none"> <li>• What have we found answers to as a group?</li> <li>• Is there something we need to follow up on?</li> <li>• Who finds the answers (the consultants?)?</li> <li>• When can the leaders expect to hear more?</li> </ul> – Look-ahead to sparring session 3 and 4 – any wishes regarding adjustments? <ul style="list-style-type: none"> <li>• Is there something you/we think should be different in the upcoming sparring sessions?</li> <li>• How can we help each other between sparring sessions if something feels difficult?</li> </ul> – Thanks for now!		

**ROUND-OFF OF 2ND LEADER SPARRING SESSION: WHAT DO I SPECIFICALLY GO HOME AND DO NOW? MOTIVATION OF EMPLOYEES BY POSITIVE CONDITIONED FEEDBACK**

<p>Why:</p> <p>The guides will help both me and my employees define a clearer direction – and my task is to motivate my employees to follow. It is just not always that easy. Which specific challenges in relation to my own and my employees' use of guides have I chosen to focus on when I go home after the 2nd sparring session with the other leaders? What would I like to get out of it when I go home and involve my employees in the discussion of these challenges?</p>
<p>Who:</p> <p>Which employees are going to be involved?</p> <p>Is there anything specific these employees should be recognized for in that connection? It could be ...</p> <ul style="list-style-type: none"> <li>• Specific occasions where I have noticed their effort in understanding and using the guides actively</li> <li>• My employees' willingness to share with me how they use the guides in practice today and what challenges them</li> <li>• Their willingness to share with me how they think that I in the future can help them to a better understanding of the vision and the direction</li> </ul>
<p>When:</p> <p>Which date and how much time will I reserve for the discussion with my employees?</p>
<p>Where:</p> <p>On what occasion/in which forum (e.g., already planned meetings?)</p>
<p>How:</p> <p>In what way should my employees specifically feel that I am practicing positive conditioned feedback as a method to motivate them further? When we are going to meet and discuss how both I and they can become even better at using the guides, should my employees also experience, for instance, specific recognition ...</p> <ul style="list-style-type: none"> <li>• of their efforts?</li> <li>• of their results?</li> <li>• of their development/development potential?</li> </ul> <p>And how will I show my recognition?</p> <ul style="list-style-type: none"> <li>• In writing or verbally?</li> <li>• Formally or informally?</li> <li>• Publicly/in front of colleagues or one on one?</li> <li>• Group or individual recognition?</li> </ul> <p>What does it take in terms of my leadership if my employees have to feel the value of recognition? How would I specifically phrase it?</p> <p>What does it require from my employees?</p>

How will I ensure that I am so in tune with my employees that my positive feedback is “conditioned” (linked to the specific task solution – either the process or the result)?

My next step:

When I come home from the 2nd sparring session, the first thing I do is to ... The second thing I do is ... I may get help from ... to plan and implement my next discussion with my employees about how we can use the guides.

**If I get stuck:** What is my emergency plan? Could I use the other leaders in my sparring group, my own boss, one of the consultants or a trusted employee to help me move on?

**ROUND-OFF OF 2ND LEADER SPARRING SESSION: WHAT DO I SPECIFICALLY GO HOME AND DO NOW? MOTIVATION OF EMPLOYEES BY **DISTRIBUTED LEADERSHIP****

<p>Why:</p> <p>The guides will help both me and my employees define a clearer direction – and my task is to motivate my employees to follow. It is just not always that easy. Which specific challenges in relation to my own and my employees' use of guides have I chosen to focus on when I go home after the 2nd sparring session? What would I like to get out of it when I go home and involve my employees in the discussion of these challenges?</p>
<p>Who:</p> <p>Which employees are going to the meeting?</p> <p>Should some employees have special co-responsibility for preparing or directing the meeting? Or for following up on our decisions afterwards? How do we share the leadership tasks in relation to the guides in the best possible way so that we collectively head in the right direction?</p>
<p>When:</p> <p>Which date and how much time will I reserve for the discussion my employees?</p>
<p>Where:</p> <p>On what occasion/in which forum (e.g., already planned meetings?)</p>
<p>How:</p> <p>In what way should my employees specifically feel that I am practicing distributed leadership as a method to motivate them further? When we are going to meet and discuss how both I and they can become even better at using the guides, should my employees also experience, for instance, that we are sharing leadership tasks in terms of</p> <ul style="list-style-type: none"> <li>• <b>Tasks</b>, e.g., that we share responsibility for defining and clarifying the objectives of the solutions we choose? Or that we share responsibility for planning, coordinating and following up on implementation of the chosen solutions?</li> <li>• <b>Relations</b>, e.g., that we share responsibility for developing good relations among the employees who will share knowledge with each other or who will implement the chosen solutions together?</li> <li>• <b>Changes</b>, e.g., that we share responsibility for encouraging the employees who will contribute to the new practice?</li> </ul> <p>What does it take in terms of my leadership if I have to distribute leadership tasks in a balanced way with my employees?</p> <p>What does it require from my employees?</p> <p>How will I ensure that my employees take leadership responsibility – and how will we collectively follow up?</p>
<p>My next step:</p> <p>When I come home from the 2nd sparring session, the first thing I do is to ... The second thing I do is ... I may get help from ... to plan and implement my next discussion with my employees about how we use the guides.</p>

If I get stuck:

What is my emergency plan? Could I use the other leaders in my sparring group, my own boss, one of the consultants or a trusted employee to help me move on?

### SCRIPT FOR 3RD SPARRING SESSION (DRAFT FOR POSSIBLE LOCAL ADJUSTMENT)

Focus: Data-informed leadership and vision leadership. How we as leaders become even better at following up on the organization's success in relation to the vision

Duration	Topic	Content	Material	In charge
10 min	Check-in, today's program and setting	<p>10 min: Welcome and setting</p> <ul style="list-style-type: none"> <li>– Welcome (by board member?)</li> <li>– Revisit WHY (by board member?) <ul style="list-style-type: none"> <li>• Why is all of MSO involved in this process? The Leadership Commission's recommendations + natural next step on MSO's journey ...</li> <li>• What is the expected outcome? Better match between intended and perceived leadership, cf. 1st LDS ...</li> <li>• And what is the role of sparring in that context? Learning community for leaders on some of the more important techniques to ensure better match between intended and perceived leadership (common direction, higher motivation, better follow-up) ...</li> </ul> </li> <li>– Revisit the overall process: <ul style="list-style-type: none"> <li>• We have come this far ... and this is in front of us</li> <li>• Briefly on any content adjustments made in relation to sparring sessions 3 and 4 based on experiences from sparring sessions 1 and 2: a simpler script and enhanced consultant role/role assignment</li> <li>• Briefly on learning objectives and learning loops over the four sparring sessions – not least about what happens at home in own practice 'in between'</li> </ul> </li> <li>– Zoom in on learning objective specifically for sparring session 2 <ul style="list-style-type: none"> <li>• Becoming even better at following up (i.e., exercise data-informed leadership) – based on the vision (i.e., exercise vision leadership) – both in terms of assessing our current success, and in terms of which solutions would be prudent to choose to enhance our success)</li> </ul> </li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Welcome and introductions (if new participants)</li> <li>– The common 'why'</li> <li>– Intended vs. perceived leadership</li> <li>– The Leadership Commission's recommendations</li> <li>– This is why MSO is training these competences</li> <li>– Purpose of sparring</li> <li>– Overall process plan</li> <li>– Learning objectives for all sparring sessions, especially 'in between'</li> <li>– Learning loops</li> <li>– Today's learning objectives</li> <li>– Today's program</li> <li>– Role assignment</li> </ul>	Consultant - perhaps along with board member [insert names]

		<ul style="list-style-type: none"> <li>• And of course: becoming even better at motivating others to follow (i.e., use your leadership style to create even better results via and with others)</li> </ul> <p>– <b>Today's program</b> – and agreements on role assignment among participating leaders and consultants</p>	– Perhaps flip-over	
20 min	Learning since last time – reciprocal mini-interviews	<p>20 min: Exercise 1 – Learning since last time</p> <p>– Brief intro to exercise: learning loop back to sparring session 2 and time between sparring sessions 2 and 3</p> <ul style="list-style-type: none"> <li>• At sparring session 2, you trained <b>leadership style</b> in combination with vision leadership, and you reflected on how you could go back home and use your <b>leadership style</b> when you had to involve your staff</li> </ul> <p>– Reciprocal mini-interviews: leaders in pairs; no consultant (2 x 5 min)</p> <ul style="list-style-type: none"> <li>• Leader A interviews Leader B (5 min):</li> <li>• Have you after sparring session 2 discovered something that it would be beneficial to pay more attention to leadership-wise?</li> <li>• What has been your biggest success so far in terms of using the tools from sparring session 2 and the process as a whole? Why?</li> <li>• What has been your biggest challenge so far in terms of using the tools from sparring session 2 and the process as a whole. Why?</li> </ul> <p>Leader B continues; Leader A writes down keywords</p> <p>Next, they switch roles. Leader B interviews Leader A (5 min., same questions). Leader B writes down keywords.</p> <p>– 'Popcorn' in plenary – any particularly important points from mini-interviews to be shared? (5 min)</p> <p>Consultant summarizes, perhaps on flip-over.</p>		
60 min	My leadership style combined with vision leadership	<p>60 min: Exercise 2 – Training of leadership style combined with data-informed leadership</p> <p>– Revisit data-informed leadership: What was the essence? (10 min)</p> <ul style="list-style-type: none"> <li>• Slide from start-up process with main points concerning data-informed leadership are briefly revisited</li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Short film</li> <li>– Main points about data-informed leadership</li> </ul>	Consultant [insert name]

	<p>Structured dialogue between leaders</p> <p>Trip-up from consultants</p>	<ul style="list-style-type: none"> <li>• Refer to short films from AU – the one about data-informed leadership and the one about vision leadership</li> <li>• Perhaps individual reflection and brief notes in ‘My Plan’ – what’s in it for me?</li> </ul> <p>– Intro to exercise + rules (15 min)</p> <ul style="list-style-type: none"> <li>• Exercise for structured dialogue <ul style="list-style-type: none"> <li>○ <b>Home assignment for this sparring session:</b> At sparring session 1, you narrowed down an area where it is especially important to do even better vis-à-vis the citizens (based on user satisfaction or other data about how the citizens are feeling and doing). Which challenge did you pick? What explanations and possible solutions did you reach during sparring session 1? <b>Have you given it more thought since the last sparring session?</b> For example, based on your report from the latest satisfaction measurement, your report from 1st leader development survey, your data on sick leave and economy in the Management Portal – or dialogue with your employees or others? <b>Recap:</b> What are your current hypotheses about the most important focus area if you want to become even better locally at helping the citizens live good lives?</li> <li>○ <b>We will now introduce new input:</b> We will give you a different overview of the underlying data ... Please take a few minutes to introduce the data sheet ‘Complex comparison of background data’. We expect that all these factors affect how easy it is for you to help citizens live good lives. In other words, they may partially explain your success in relation to the citizens and may therefore also be part of the solution. We also expect that by focusing on the areas where you under-perform can raise the quality relatively most. ‘Low-hanging fruits’ 😊</li> <li>○ <b>Today’s exercise:</b> Does this data/this presentation of data change your hypothesis about the most important focus area in terms of improving your service to citizens? Are there any leader colleagues from whom you would like to learn? E.g., units that are as successful as you in financial management but completely different on social capital or sick leave? Is there any other data (in a broad sense) that you need to qualify your leadership decision about which solutions are best to focus on in your unit?</li> </ul> </li> </ul>	<p>– Intro to group discussion</p> <p>Material:</p> <ul style="list-style-type: none"> <li>– Data sheet ‘Complex comparison of background data’</li> <li>– Helpsheet to leaders for exercise 2 (game board)</li> <li>– Helpsheet to consultants for exercise 2 (game board + trip-ups for the dialogue/’Make it specific ...’)</li> <li>– Sheet with ‘My Plan’ (for notes that can be typed in later if log-in is a problem)</li> </ul> <p>The leaders can bring their own report from 1st LDS (optional, but we recommend it ...)</p> <p>Leaders check that they have access to ‘My Plan’</p>	
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		<ul style="list-style-type: none"> <li>Game rules: <ul style="list-style-type: none"> <li>The leaders can sit in mini groups (min 3/max 5) to get more speaking time</li> <li>Help sheet to leaders and consultants: game board regarding data-informed leadership</li> <li>Help sheet to consultants: cards with trip-ups that can be played along the way – help the leaders maintain that they are advancing collectively from the theoretical understanding to thoughts about personal concrete behavioral changes in terms of data-informed leadership in combination with vision leadership</li> </ul> </li> <li>Structured dialogue between leaders (30-40 min) <ul style="list-style-type: none"> <li>Consultants facilitate and interrupt with intervals with some of the small ‘trip-ups’ that can be played along the way; it is the consultants’ task to help the leaders maintain their progress as a group theoretical understanding to thoughts about specific personal behavioral changes in terms of data-informed leadership in combination with vision leadership – and that they discover what they can go home and involve own employees in.</li> </ul> </li> </ul>		
25 min	Employee involvement and leadership style  Reflection exercise	25 min: Exercise 3– Planning the next step (employee involvement/use of leadership style) <ul style="list-style-type: none"> <li>Individual reflection (5 min)</li> <li>Sparring/sharing with leader colleague (5 min)</li> <li>Entries in ‘My Plan’ (10 min)</li> </ul>	Slides: <ul style="list-style-type: none"> <li>Intro to exercise</li> <li>Access to ‘My Plan’</li> <li>Sheet with ‘My Plan’ (for notes that can be typed in later if log-in is a problem)</li> </ul>	Consultant [insert name]
5 min	Round-off/check out	5 min: Round-off/check out <ul style="list-style-type: none"> <li>Revisit learning objective for sparring session 3 <ul style="list-style-type: none"> <li>What have we found answers to as a group?</li> <li>Is there something we need to follow up on?</li> <li>Who finds the answers (the consultants?)?</li> <li>When can the leaders expect to hear more?</li> </ul> </li> </ul>		

		<ul style="list-style-type: none"> <li>– Look-ahead to sparring session 4 – any wishes regarding adjustments? <ul style="list-style-type: none"> <li>• Is there something you/we think should be different in the upcoming sparring sessions?</li> <li>• How can we help each other between sparring sessions if something feels difficult?</li> </ul> </li> <li>– Thanks for now!</li> </ul>		
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**ROUND-OFF OF 3RD LEADER SPARRING SESSION: WHAT DO I SPECIFICALLY GO HOME AND DO NOW? MOTIVATION OF EMPLOYEES BY POSITIVE CONDITIONED FEEDBACK**

<p>Why:</p> <p>An even more data-informed approach will help both me and my employees do better follow-up on our success in relation to the vision – and my task is to motivate my employees to follow. Which specific challenges in relation to enhancing our success with the citizens have I chosen as the most important – and what explanations and solutions will I focus on when I go home after the 3rd sparring session? What would I like to get out of it when I go home and involve my employees in the discussion of these challenges and solutions?</p>
<p>Who:</p> <p>Which employees are going to be involved?</p> <p>Is there anything specific these employees should be recognized for in that connection? It could be ...</p> <ul style="list-style-type: none"> <li>• Specific actions or results I have noticed my employees have created and that contribute considerably to the vision?</li> <li>• My employees' willingness to share their knowledge/experience with me – their knowledge and experience as common data?</li> <li>• Their willingness to share with me how they think that I in the future can help them to better cooperation based on data?</li> </ul>
<p>When:</p> <p>Which date and how much time will I reserve for the discussion with my employees?</p>
<p>Where:</p> <p>On what occasion/in which forum (e.g., already planned meetings?)</p>
<p>How:</p> <p>In what way should my employees specifically feel that I am practicing positive conditioned feedback as a method to motivate them further? When we are going to meet and discuss how both I and they can become even better at using the guides, should my employees also experience, for instance, specific recognition ...</p> <ul style="list-style-type: none"> <li>• of their efforts/actions?</li> <li>• of their results?</li> <li>• of their development/development potential?</li> </ul> <p>And how will I show my recognition?</p> <ul style="list-style-type: none"> <li>• In writing or verbally?</li> <li>• Formally or informally?</li> <li>• Publicly/in front of colleagues or one on one?</li> <li>• Group or individual recognition?</li> </ul> <p>What does it take in terms of my leadership if my employees have to feel the value of recognition? How would I specifically phrase it?</p> <p>What does it require from my employees?</p>

How will I ensure that I am so in tune with my employees that my positive feedback is “conditioned” (linked to the specific task solution – either the process, action or result)?

My next step:

When I come home from the 3rd sparring session, the first thing I do is to ... The second thing I do is ... I may get help from ... to plan and implement my next discussion with my employees about how we can use the guides.

**If I get stuck:** What is my emergency plan? Could I use the other leaders in my sparring group, my own boss, one of the consultants or a trusted employee to help me move on?

### ROUND-OFF OF 3RD LEADER SPARRING SESSION: WHAT DO I SPECIFICALLY GO HOME AND DO NOW? MOTIVATION OF EMPLOYEES BY **DISTRIBUTED LEADERSHIP**

Why:

An even more data-informed approach will help both me and my employees do better follow-up on our success in terms of achieving the vision – and my task is to motivate my employees to follow. Which specific challenges in relation to enhancing our success with the citizens have I chosen to focus on when I go home after the 3rd sparring session? What would I like to get out of it when I go home and involve my employees in the discussion of these challenges and solutions?

Who:

Which employees are going to the meeting?

Should some employees have special co-responsibility for preparing or directing the meeting? Or for following up on our decisions afterwards? How do we share the leadership tasks in relation to follow-up the best possible way so that we collectively head in the right direction?

When:

Which date and how much time will I reserve for the discussion my employees?

Where:

On what occasion/in which forum (e.g., already planned meetings?)

How:

In what way should my employees specifically feel that I am practicing distributed leadership as a method to motivate them further? When we are going to meet and discuss how both I and they can become even better at using a data-informed approach in relation to our visions, should my employees also experience, for instance, that we are sharing leadership tasks in terms of

- **Tasks**, e.g., that we share responsibility for defining and clarifying the objectives of the solutions we choose? Or that we share responsibility for planning, coordinating and following up on implementation of the chosen solutions?
- **Relations**, e.g., that we share responsibility for developing good relations among the employees who will share knowledge with each other or who will implement the chosen solutions together?

- **Changes**, e.g., that we share responsibility for encouraging the employees who will contribute to the new practice?

What does it take in terms of my leadership if I have to distribute leadership tasks in a balanced way with my employees?

What does it require from my employees?

How will I ensure that my employees take leadership responsibility – and how will we collectively follow up?

My next step:

When I come home from the 3rd sparring session, the first thing I do is to ... The second thing I do is ... I may get help from ... to plan and implement my next discussion with my employees about how we use the guides.

If I get stuck:

What is my emergency plan? Could I use the other leaders in my sparring group, my own boss, one of the consultants or a trusted employee to help me move on?

## SCRIPT FOR 4TH SPARRING SESSION (DRAFT FOR POSSIBLE LOCAL ADJUSTMENT)

Focus: Vision leadership and data-informed leadership with focus on effect/value for citizens. How we as leaders become even better defining a direction, motivating others and following up

Duration	Topic	Content	Material	In charge
5 min	Check-in and today's program	<p>5 min: Welcome and setting</p> <ul style="list-style-type: none"> <li>– Welcome (by board member?)</li> <li>– Revisit WHY (by board member?) <ul style="list-style-type: none"> <li>• Why is all of MSO involved in this process? The Leadership Commission's recommendations + natural next step on MSO's journey ...</li> <li>• What is the expected outcome? Better match between intended and perceived leadership, cf. 1st LDS ...</li> <li>• And what is the role of sparring in that context? Learning community for leaders on some of the more important techniques to ensure better match between intended and perceived leadership (common direction, higher motivation, better follow-up) ...</li> </ul> </li> <li>– Revisit the overall process: <ul style="list-style-type: none"> <li>• We have come this far ... and this is in front of us (5th sparring session with participation by TR/AMR – either the whole area together or in the local TRIOS)</li> <li>• Briefly on learning objectives and learning loops over the four sparring sessions – not least about what happens at home in own practice 'in between'</li> </ul> </li> <li>– Zoom in on learning objective specifically for sparring session 2 <ul style="list-style-type: none"> <li>• Becoming even better at defining a direction (i.e. exercise vision leadership) by talking about synergy between the three citizen-oriented guides</li> </ul> </li> <li>• Becoming even better at following up (i.e., exercise data-informed leadership) – based on data about the citizens – both in terms of assessing our current success, and in terms of assessing which solutions would be prudent to enhance our success) <ul style="list-style-type: none"> <li>• And of course: becoming even better at motivating others to follow (i.e., use your leadership style to create even better results via and with others)</li> </ul> </li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Welcome and introductions (if new participants)</li> <li>– The common 'why'</li> <li>– Intended vs. perceived leadership</li> <li>– The Leadership Commission's recommendations</li> <li>– This is why MSO is training these competences</li> <li>– Purpose of sparring</li> <li>– Overall process plan</li> <li>– Learning objectives for all sparring sessions, especially 'in between'</li> <li>– Learning loops</li> <li>– Today's learning objectives</li> <li>– Today's program</li> <li>– Role assignment</li> </ul>	Consultant - perhaps along with board member [insert names]

		<ul style="list-style-type: none"> <li>– <b>Today's program</b> – and agreements on role assignment among participating leaders and consultants</li> </ul>		
10 min	Learning since last time – reciprocal mini-interviews	<p>10 min: Exercise 1 – Learning since last time</p> <ul style="list-style-type: none"> <li>– Brief intro to exercise: learning loop back to sparring session 2 and time between sparring sessions 3 and 4 <ul style="list-style-type: none"> <li>• At sparring session 3, you trained <b>leadership style</b> in combination with data-informed leadership, and you reflected on how you could go back home and use your <b>leadership style</b> when you had to involve your staff</li> </ul> </li> <li>– Reciprocal mini-interviews: leaders in pairs; no consultant (2 x 5 min) <ul style="list-style-type: none"> <li>• Leader A interviews Leader B (5 min):</li> <li>• Have you after sparring session 3 discovered something that it would be beneficial to pay more attention to leadership-wise?</li> <li>• What has been your biggest success so far in terms of using the tools from sparring session 3 and the process as a whole? Why?</li> <li>• What has been your biggest challenge so far in terms of using the tools from sparring session 3 and the process as a whole. Why?</li> </ul> <p>Leader B continues; Leader A writes down keywords</p> <p>Next, they switch roles. Leader B interviews Leader A (5 min., same questions).</p> <p>Leader B writes down keywords.</p> </li> </ul>		
30 min	<p>Vision leadership</p> <p>Structured dialogue between leaders</p> <p>Consultants bring reflection cards</p>	<p>30 min: Exercise 2 – Training of vision leadership with focus on value/effect for citizens</p> <ul style="list-style-type: none"> <li>– Possible revisit of vision leadership: What was the essence again? (2 min) <ul style="list-style-type: none"> <li>• Slide from start-up process with main points concerning vision leadership briefly revisited</li> <li>• Refer to short films and article from AU if relevant– the one about vision leadership</li> </ul> </li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Main points about vision leadership</li> <li>– Intro to group discussion</li> </ul>	Consultant [insert name]

		<ul style="list-style-type: none"> <li>– Intro to exercise (3 min) <ul style="list-style-type: none"> <li>• Exercise for structured dialogue: Reflection and inspiration exercise to make the guides more active in practice <ul style="list-style-type: none"> <li>○ The guides should, to a greater extent than today, be <i>converted to the actual practice</i>. The analysis indicates that the guides should be linked more directly to the actual practice and that the leaders should push the conversion.</li> <li>○ We should also increase our attention to <i>synergies</i> between the cards.</li> </ul> </li> <li>• Game rules: <ul style="list-style-type: none"> <li>○ Cut out the cards so that groups of 4 persons have a pile of cards</li> <li>○ The participants take turns drawing a card and the group reflects on the card collectively</li> <li>○ 4 rounds of max 3 minutes each</li> <li>○ <b>A</b> draws a card and the whole group reflects on it</li> <li>○ <b>B</b> draws a card – same procedure as first round</li> <li>○ Recap – after two rounds, the group recaps the most important points and inspiration – use sheet so that each person in the group takes inspiration home with them</li> <li>○ <b>C</b> draws a card and the whole group reflects on it</li> <li>○ <b>D</b> draws a card ...</li> <li>○ The group recaps again – all leaders take home inspiration</li> </ul> </li> </ul> </li> <li>– Structured dialogue between leaders (25 min total) <ul style="list-style-type: none"> <li>• Consultants facilitate and interrupt with intervals; it is the consultants' task to help the leaders maintain their progress as a group theoretical understanding to thoughts about specific personal behavioral changes in terms of vision leadership – and that they discover what they can go home and involve own employees in.</li> </ul> </li> </ul>	<p>Material:</p> <ul style="list-style-type: none"> <li>– Guides (current version)</li> <li>– Reflection cards re guides</li> </ul> <p>The leaders can bring their own report from 1st LDS (optional, but we recommend it ...)</p>	
30-40 min	Data-informed leadership	<p>30-40 min: Exercise 3 – Training of data-informed leadership with focus on value/effect for citizens</p> <ul style="list-style-type: none"> <li>– Revisit data-informed leadership if relevant – what was the essence again? (2 min) <ul style="list-style-type: none"> <li>• Slides from start-up process with main points re data-informed leadership briefly revisited</li> </ul> </li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Main points re data-informed leadership</li> <li>– Intro to exercise</li> </ul>	Consultant [insert name]



		<ul style="list-style-type: none"> <li>• Refer to short film and article from AU if relevant – the one about data-informed leadership</li> </ul> <ul style="list-style-type: none"> <li>– <b>Brief joint intro</b> to new professional data in Management Portal (process and self-sufficient) and/or on data sheet (functionality) <ul style="list-style-type: none"> <li>• NB: It is a huge advantage if the leaders have time to look at the data BEFORE the sparring session</li> </ul> </li> <li>– <b>Individual time</b> for curiosity on own data (leaders examine own numbers; note focus areas and curiosities)</li> <li>– Group or plenary discussion based on the following questions: <ul style="list-style-type: none"> <li>• What do these numbers say something about (regarding effect for citizens/how well we are doing on visions/guides)</li> <li>• and what do they not say anything about?</li> <li>• How do we obtain supplementary knowledge/data so that we can paint a more nuanced picture of how citizens are feeling and doing? Not only in relation to ‘We are keeping the citizens away’/the yellow card – but also in relation to the two other citizen-oriented guides?</li> <li>• Do we have other data sources locally?</li> <li>• Can the employees/TR and AMR contribute with knowledge?</li> </ul> </li> </ul>	<p>Material:</p> <ul style="list-style-type: none"> <li>– Management portal and/or data sheet</li> </ul> <p>Leaders may bring their own report from 1st LDS (optional, but we recommend it)</p>	
20-30 min	<p>Employee and TRIO involvement – use of leadership style</p> <p>Reflection exercise</p>	<p>20-30 min: Exercise 4– Planning of TRIO and employee involvement in the follow-up on how well we are doing (data-informed cooperation + use of leadership style)</p> <ul style="list-style-type: none"> <li>– Intro to exercise (3 min) <ul style="list-style-type: none"> <li>• How will I prepare the involvement of TR/AMR at 5th sparring session? Strengthened TRIO cooperation ...</li> <li>• What would I particularly like to emphasize/get out of involving TR and AMR?</li> <li>• What data would I particularly like to discuss with TR and AMR? Data on the citizens – on the employees – other?</li> <li>• What qualitative knowledge from the daily work can TR and AMR offer?</li> <li>• How do we help each other in generalizing this knowledge so that it can be included on equal terms with other types of data?</li> </ul> </li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Intro to exercise</li> </ul>	Consultant [insert name]

		<ul style="list-style-type: none"> <li>• How will I involve them in contributing to the new understanding of the citizen-oriented guides?</li> <li>• How will I more generally involve my employees in the follow-up?</li> <li>• How do we actually maintain the collective focus on the citizens?</li> <li>• How will I use my personal leadership foundation and my leadership style to motivate and involve?</li> </ul> <ul style="list-style-type: none"> <li>– Individual reflection (5 min)</li> <li>– Sparring/sharing with leader colleague (17-20 min)</li> </ul>		
15 min	Round-off/check out and 'My Plan'	<p>15 min: Planning the next step and entries in 'My Plan' + check-out</p> <ul style="list-style-type: none"> <li>– Revisit learning objective for sparring session 4 <ul style="list-style-type: none"> <li>• What have we found answers to as a group?</li> <li>• Is there something we need to follow up on?</li> <li>• Who finds the answers (the consultants?)?</li> <li>• When can the leaders expect to hear more?</li> </ul> </li> <li>– Look-ahead to sparring session 5 <ul style="list-style-type: none"> <li>• Specific need for help in terms of preparing TR and AMR's participation</li> <li>• Entries in 'My Plan'</li> </ul> </li> <li>– Thanks for now!</li> </ul>	<p>Slides:</p> <ul style="list-style-type: none"> <li>– Next time: What is planned?</li> <li>– Access to 'My Plan'</li> <li>– Sheet with 'My Plan' (for notes that can be typed in later if log-in is a problem)</li> </ul>	Consultant [insert name]

**ROUND-OFF OF 4TH LEADER SPARRING SESSION: WHAT DO I SPECIFICALLY GO HOME AND DO NOW? MOTIVATION OF EMPLOYEES BY POSITIVE CONDITIONED FEEDBACK**

<p>Why:</p> <p>An even clearer narrative on the guides and an even more data-informed approach will help both me and my employees succeed – and my task is to motivate my employees to follow. Which specific challenges in relation to enhancing our success with the citizens have I chosen as the most important – and what explanations and solutions will I focus on when I go home after the 4th sparring session? What would I like to get out of it when I go home and involve my employees in the discussion of these challenges and solutions?</p>
<p>Who:</p> <p>Which employees are going to be involved?</p> <p>Is there anything specific these employees should be recognized for in that connection? It could be ...</p> <ul style="list-style-type: none"> <li>• Specific actions or results I have noticed my employees have created and that contribute considerably to the vision?</li> <li>• My employees' willingness to share their knowledge/experience with me – their knowledge and experience as common data?</li> <li>• Their willingness to share with me how they think that I in the future can help them to better cooperation based on data?</li> </ul> <p>How can TR and AMR/my local TRIO contribute?</p>
<p>When:</p> <p>Which date and how much time will I reserve for the discussion with my employees?</p>
<p>Where:</p> <p>On what occasion/in which forum (e.g., already planned meetings?)</p>
<p>How:</p> <p>In what way should my employees specifically feel that I am practicing positive conditioned feedback as a method to motivate them further? When we are going to meet and discuss how both I and they can become even better at working with guides and data, should my employees also experience, for instance, specific recognition ...</p> <ul style="list-style-type: none"> <li>• of their efforts/actions?</li> <li>• of their results?</li> <li>• of their development/development potential?</li> </ul> <p>And how will I show my recognition?</p> <ul style="list-style-type: none"> <li>• In writing or verbally?</li> <li>• Formally or informally?</li> <li>• Publicly/in front of colleagues or one on one?</li> <li>• Group or individual recognition?</li> </ul>

<p>What does it take in terms of my leadership if my employees have to feel the value of recognition? How would I specifically phrase it?</p> <p>What does it require from my employees?</p> <p>How will I ensure that I am so in tune with my employees that my positive feedback is “conditioned” (linked to the specific task solution – either the process, action or result)?</p> <p>How can TR and AMR/my local TRIO contribute?</p>
<p>My next step:</p> <p>When I come home from the 4th sparring session, the first thing I do is to ... The second thing I do is ... I may get help from ... to plan and implement my next discussion with my employees (and TRIO) about how we can use the guides and work in a data-informed way.</p>
<p><b>If I get stuck:</b> What is my emergency plan? Could I use the other leaders in my sparring group, my own boss, one of the consultants, my TRIO or a trusted employee to help me move on?</p>

**ROUND-OFF OF 4TH LEADER SPARRING SESSION: WHAT DO I SPECIFICALLY GO HOME AND DO NOW? MOTIVATION OF EMPLOYEES BY **DISTRIBUTED LEADERSHIP****

<p>Why:</p> <p>An even clearer narrative about the guides and an even more data-informed approach will help both me and my employees succeed – and my task is to motivate my employees to follow. Which specific challenges in relation to enhancing our success with the citizens have I chosen to focus on when I go home after the 3rd sparring session? What would I like to get out of it when I go home and involve my employees in the discussion of these challenges and solutions?</p>
<p>Who:</p> <p>Which employees will be involved?</p> <p>Should some employees have special co-responsibility for preparing or directing the process? Or for following up on our decisions afterwards? How do we share the leadership tasks in relation to follow-up the best possible way so that we collectively head in the right direction?</p> <p>How can TR and AMR/my local TRIO contribute?</p>
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- **Tasks**, e.g., that we share responsibility for defining and clarifying the objectives of the solutions we choose? Or that we share responsibility for planning, coordinating and following up on implementation of the chosen solutions?
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- **Changes**, e.g., that we share responsibility for encouraging the employees who will contribute to the new practice?

What does it take in terms of my leadership if I have to distribute leadership tasks in a balanced way with my employees?

What does it require from my employees?

How will I ensure that my employees take leadership responsibility – and how will we collectively follow up?

How can TR and AMR/my local TRIO contribute?

My next step:

When I come home from the 4th sparring session, the first thing I do is to ... The second thing I do is ... I may get help from ... to plan and implement my next discussion with my employees about how we use the guides and work with a data-informed approach.

If I get stuck:

What is my emergency plan? Could I use the other leaders in my sparring group, my own boss, one of the consultants, my TRIO or a trusted employee to help me move on?

## Session 5

Session 5 repeated the most important points from session 4, thus aiming for deeper learning. The same materials were used. The form was also more flexible than the first four sessions with some groups doing joint discussions in larger groups and other prioritizing coaching and feedback in smaller groups.

**ROUND-OFF OF 5TH LEADER SPARRING SESSION: WHAT DO I SPECIFICALLY GO HOME AND DO NOW? MOTIVATION OF EMPLOYEES BY POSITIVE CONDITIONED FEEDBACK**

<p>Why:</p> <p>An even clearer narrative on the guides and an even more data-informed approach will help both me and my employees succeed – and my task is to motivate my employees to follow. Which specific challenges in relation to enhancing our success with the citizens have I chosen as the most important – and what explanations and solutions will I focus on when I go home after the 5th sparring session? What would I like to get out of it when I go home and involve my employees in the discussion of these challenges and solutions?</p>
<p>Who:</p> <p>Which employees are going to be involved?</p> <p>Is there anything specific these employees should be recognized for in that connection? It could be ...</p> <ul style="list-style-type: none"> <li>• Specific actions or results I have noticed my employees have created and that contribute considerably to the vision?</li> <li>• My employees' willingness to share their knowledge/experience with me – their knowledge and experience as common data?</li> <li>• Their willingness to share with me how they think that I in the future can help them to better cooperation based on data?</li> </ul> <p>How can TR and AMR/my local TRIO contribute?</p>
<p>When:</p> <p>Which date and how much time will I reserve for the discussion with my employees?</p>
<p>Where:</p> <p>On what occasion/in which forum (e.g., already planned meetings?)</p>
<p>How:</p> <p>In what way should my employees specifically feel that I am practicing positive conditioned feedback as a method to motivate them further? When we are going to meet and discuss how both I and they can become even better at working with guides and data, should my employees also experience, for instance, specific recognition ...</p> <ul style="list-style-type: none"> <li>• of their efforts/actions?</li> <li>• of their results?</li> <li>• of their development/development potential?</li> </ul> <p>And how will I show my recognition?</p> <ul style="list-style-type: none"> <li>• In writing or verbally?</li> <li>• Formally or informally?</li> <li>• Publicly/in front of colleagues or one on one?</li> <li>• Group or individual recognition?</li> </ul>

<p>What does it take in terms of my leadership if my employees have to feel the value of recognition? How would I specifically phrase it?</p> <p>What does it require from my employees?</p> <p>How will I ensure that I am so in tune with my employees that my positive feedback is “conditioned” (linked to the specific task solution – either the process, action or result)?</p> <p>How can TR and AMR/my local TRIO contribute?</p>
<p>My next step:</p> <p>When I come home from the 5th sparring session, the first thing I do is to ... The second thing I do is ... I may get help from ... to plan and implement my next discussion with my employees (and TRIO) about how we can use the guides and work in a data-informed way.</p>
<p><b>If I get stuck:</b> What is my emergency plan? Could I use the other leaders in my sparring group, my own boss, one of the consultants, my TRIO or a trusted employee to help me move on?</p>

**ROUND-OFF OF 5TH LEADER SPARRING SESSION: WHAT DO I SPECIFICALLY GO HOME AND DO NOW? MOTIVATION OF EMPLOYEES BY **DISTRIBUTED LEADERSHIP****

<p>Why:</p> <p>An even clearer narrative about the guides and an even more data-informed approach will help both me and my employees succeed – and my task is to motivate my employees to follow. Which specific challenges in relation to enhancing our success with the citizens have I chosen to focus on when I go home after the 3rd sparring session? What would I like to get out of it when I go home and involve my employees in the discussion of these challenges and solutions?</p>
<p>Who:</p> <p>Which employees will be involved?</p> <p>Should some employees have special co-responsibility for preparing or directing the process? Or for following up on our decisions afterwards? How do we share the leadership tasks in relation to follow-up the best possible way so that we collectively head in the right direction?</p> <p>How can TR and AMR/my local TRIO contribute?</p>
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If I get stuck:

What is my emergency plan? Could I use the other leaders in my sparring group, my own boss, one of the consultants, my TRIO or a trusted employee to help me move on?



## Appendix 3: Other concepts in the survey

Section 4 in the report introduces the most important concepts from the survey. Descriptive statistics and histograms for the remaining concept used in the survey are introduced below.

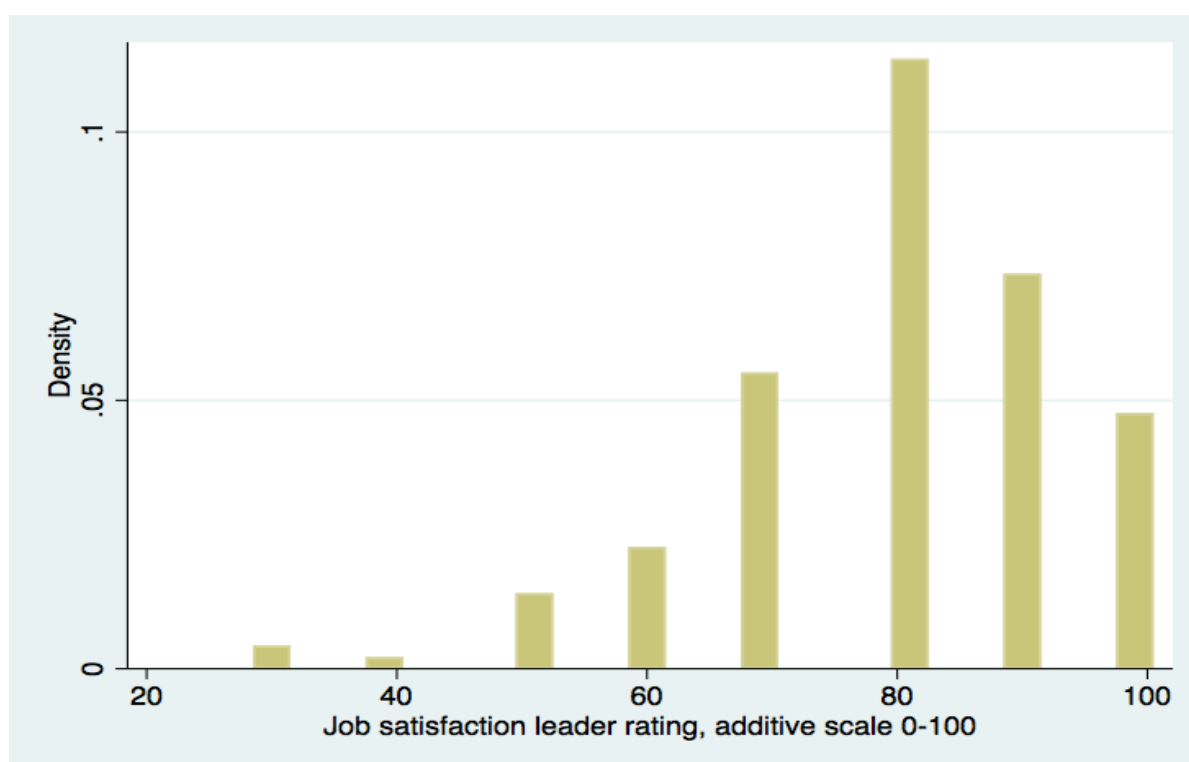
### Job satisfaction

Job satisfaction refers to how satisfied individuals are with their job and its characteristics. It is defined as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke (1976) cited in Vandenabeele, 2009: 14). The main interest is the general aspect of job satisfaction, and we therefore use a single item measure.

**Table A3.1. Question about job satisfaction**

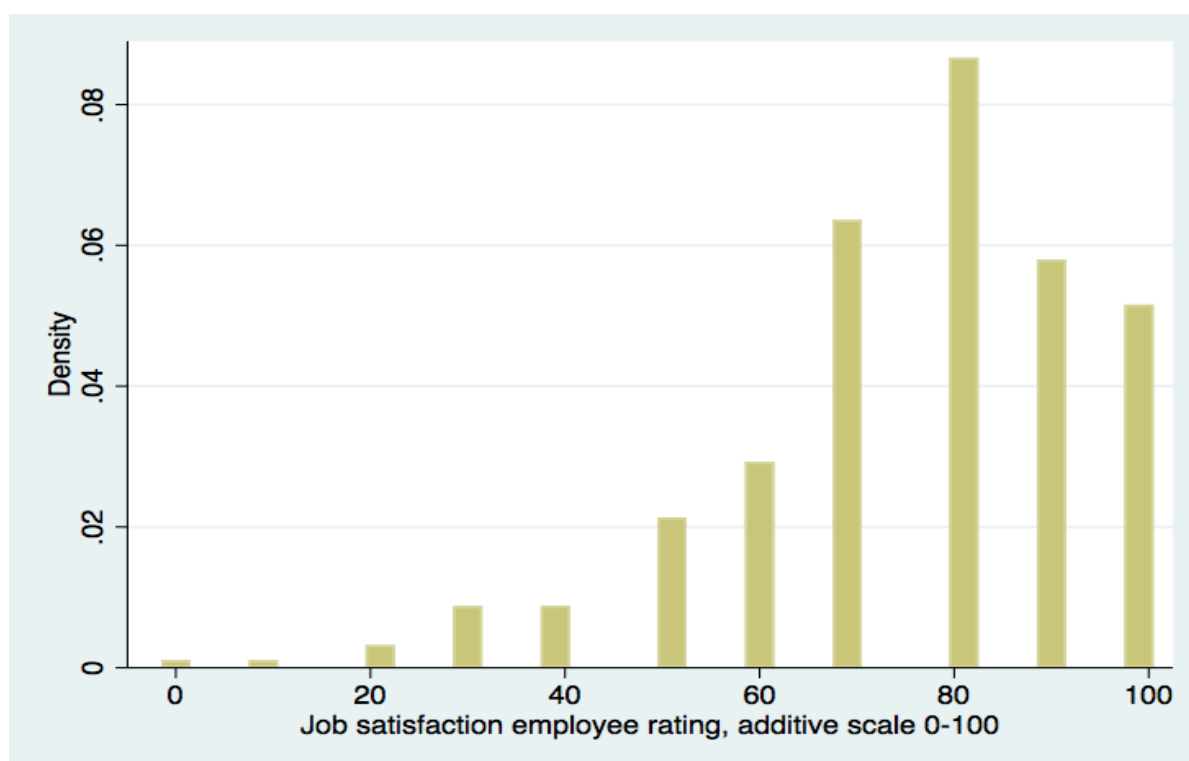
	Leader and employee	Source
jobtilfreds	All in all, on a scale from 0 to 10, how satisfied are you with your current job?  Samlet set, på en skala fra 0-10, hvor tilfreds er du med dit nuværende job?	Boye et al. 2015

**Figure A3.1. Job satisfaction reported by leaders, distribution**



Note: N = 308. Mean = 79.87. Std.dev. = 14.30. Min = 30. Max = 100. Skewness = -0.84. Kurtosis = 4.05

**Figure A3.2. Job satisfaction reported by employees, distribution**



Note: N = 5370. Mean = 75.82. Std.dev. = 18.77. Min = 0. Max = 100. Skewness = -0.98. Kurtosis = 4.12

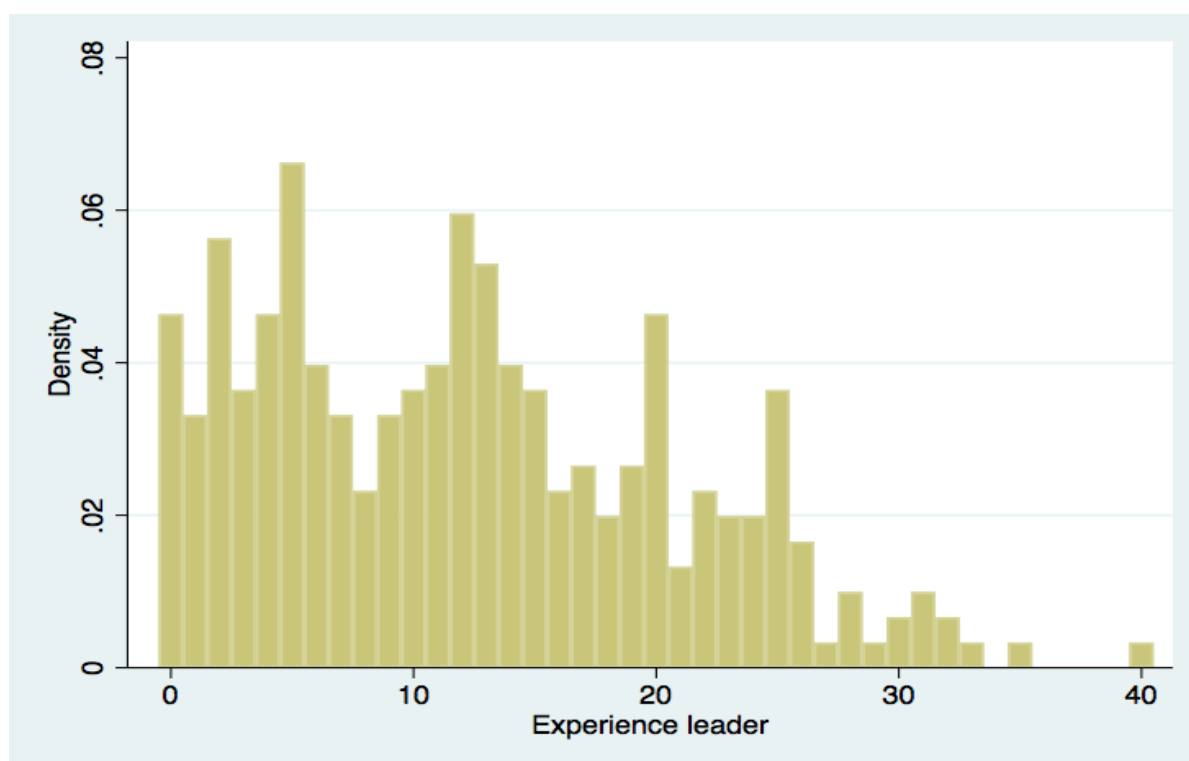
## Experience

Both the leaders and employees were asked about their experience; the latter only regarding their current job.

**Table A3.2. Question about experience**

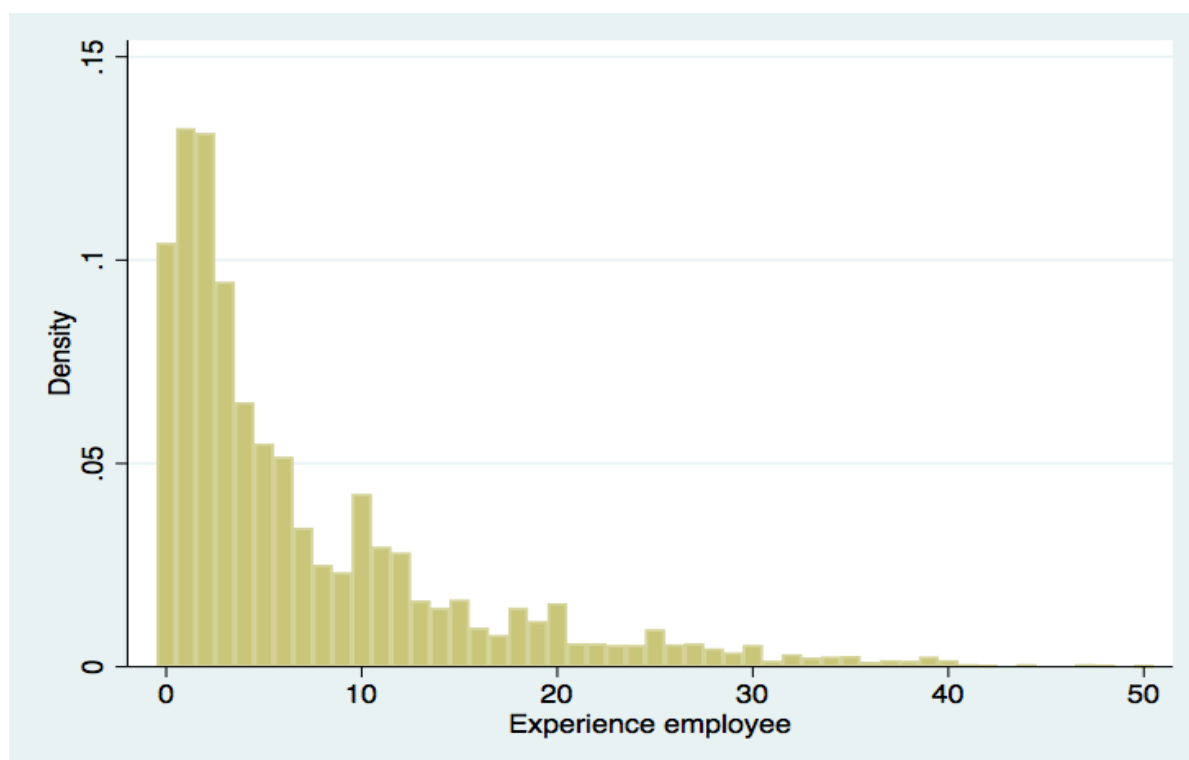
	Leader:	Source
erfaring_leder	How many years have you worked as a leader  ... hvor mange år har du i alt arbejdet som leder	Boye et al. 2015
	Employees:	Source
erfaring_medarbejder	How many years have you worked at your current work place  ... hvor mange år har du arbejdet på din nuværende arbejdsplads	Boye et al. 2015

**Figure A3.3. Experience reported by leaders, distribution**



Note: N = 302. Mean = 12.25. Std.dev. = 18.77. Min = 0. Max = 40. Skewness = 0.52. Kurtosis = 2.56

**Figure A3.4. Experience reported by employees, distribution**



Note: N = 4924. Mean = 7.22. Std.dev. = 8.14. Min = 0. Max = 50. Skewness = 1.78. Kurtosis = 6.25

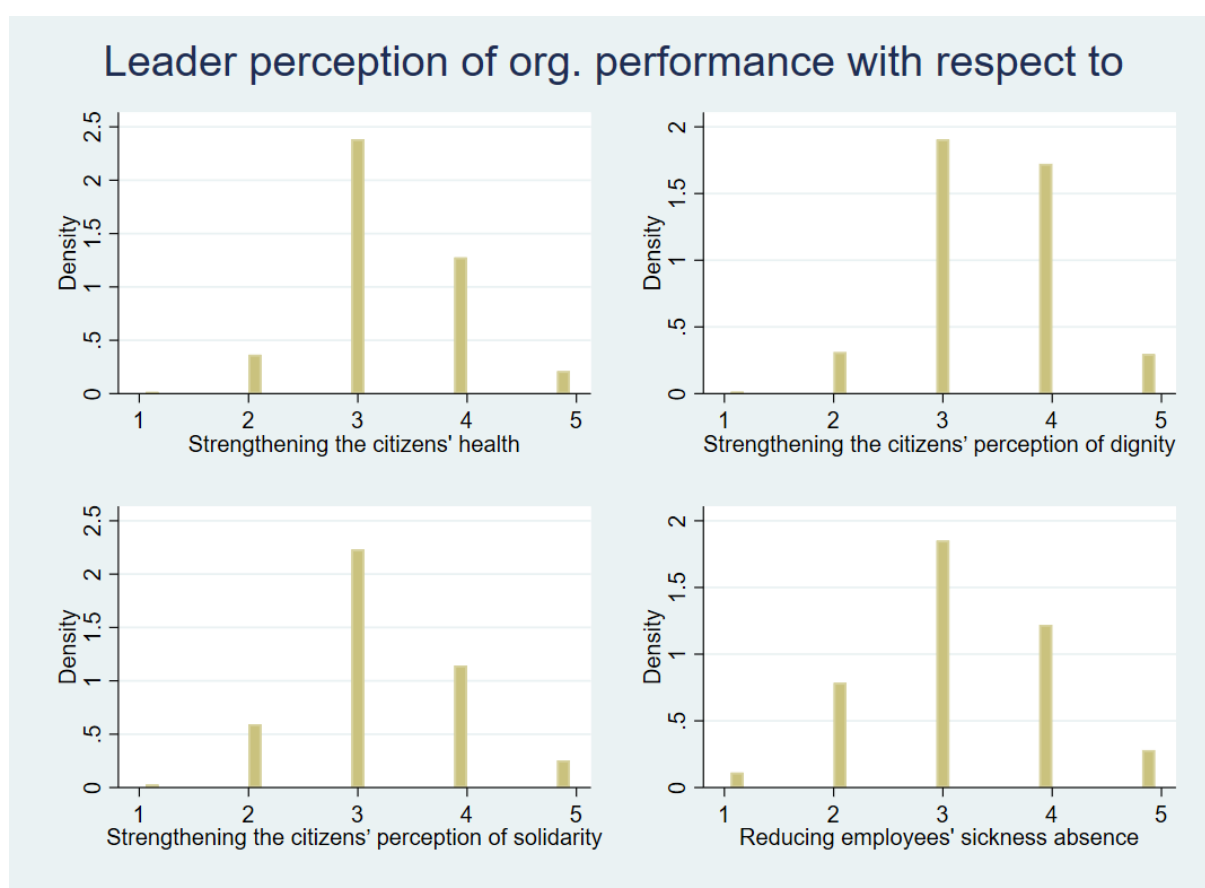
## Framework conditions

Both leaders and employees were asked about the performance of their workplace regarding four categories. Subsequently, they were asked how their workplace could deliver better results and which of the four areas the organizational units will focus on in the coming year.

**Table A3.3. items measuring framework conditions**

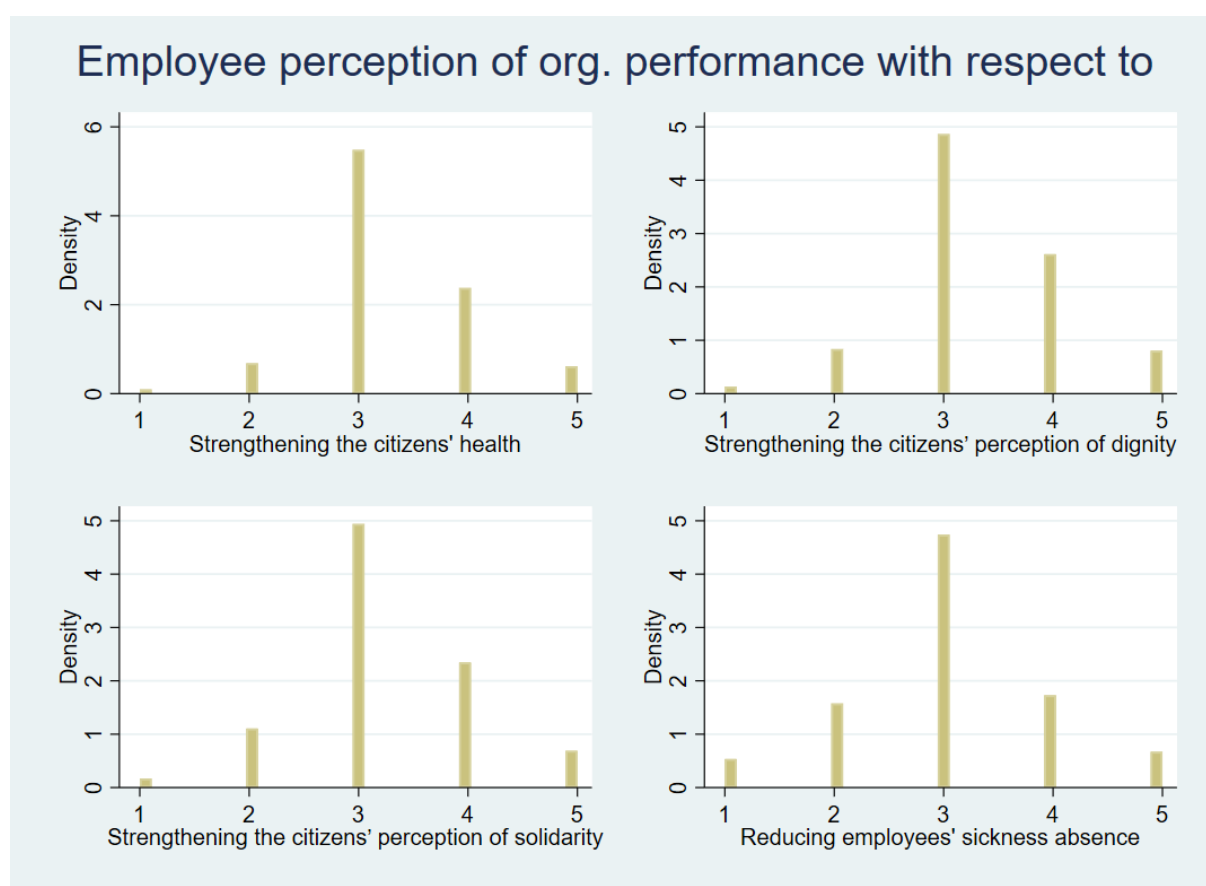
	Leaders and employees: how well do you believe your workplace is doing in terms of / <i>hvor godt mener du at arbejdspladsen klarer sig i forhold til ...</i>	Source
rammebetingelser_A_1	Strengthening the citizens' health ... at styrke borgernes sundhed	Own (developed together with Aarhus Municipality)
rammebetingelser_A_2	Strengthening the citizens' perception of dignity ... at styrke borgernes oplevelse af værdighed	Own (developed together with Aarhus Municipality)
rammebetingelser_A_3	Strengthening the citizens' perception of solidarity ... at styrke borgernes oplevelse af fællesskab	Own (developed together with Aarhus Municipality)
rammebetingelser_A_4	Reducing employees' sickness absence ... at mindske medarbejdernes sygefravær	Own (developed together with Aarhus Municipality)
	Leaders: Which of the following conditions prevents your workplace from delivering better results / <i>Hvilke af nedenstående forhold forhindrer din arbejdsplads i at lavere et endnu bedre resultat</i>	Source
rammebetingelser_B_1	Strengthening the citizens' health At styrke borgernes sundhed	Own (developed together with Aarhus Municipality)
rammebetingelser_B_2	Strengthening the citizens' perception of dignity At styrke borgernes oplevelse af værdighed	Own (developed together with Aarhus Municipality)
rammebetingelser_B_3	Strengthening the citizens' perception of solidarity At styrke borgernes oplevelse af fællesskab	Own (developed together with Aarhus Municipality)
rammebetingelser_B_4	Reducing employees' sickness absence At mindske medarbejdernes sygefravær	Own (developed together with Aarhus Municipality)

**Figure A3.5. Perception about organizational performance reported by leaders, distribution**



Note: the values indicate (1 = a lot worse than expected with respect to framework conditions) (2 = worse than expected with respect to framework conditions) (3 = as expected with respect to framework conditions) (4 = better than expected with respect to framework conditions) (5 = a lot better than expected with respect to framework conditions)

**Figure A3.6. Perception about organizational performance reported by employees, distribution**



Note: the values indicate (1 = a lot worse than expected with respect to framework conditions) (2 = worse than expected with respect to framework conditions) (3 = as expected with respect to framework conditions) (4 = better than expected with respect to framework conditions) (5 = a lot better than expected with respect to framework conditions)

**Table A3.4. Percentage of leaders reporting which conditions prevents the organization from performing optimally (percent)**

Pretext: Which of the following conditions prevents your workplace in delivering better results	The size of the budget	Our use of the economic means	The citizens' qualifications and resources	The quality of the service we provide	The external conditions for a good working environment	The working environment we have created
Strengthening the citizens' health	43.91	23.72	41.99	21.79	7.69	5.45%
Strengthening the citizens' perception of dignity	36.54	17.63	27.88	33.33	12.82	8.33
Strengthening the citizens' perception of solidarity	28.21	21.15	47.44	15.71	8.33	5.45

Reducing employees' sickness absence	31.73	16.99	7.37	9.62	45.19	32.37
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Note: Variables rammebetingelse\_B\_1-4

### Organizational focus

The leaders were asked about which areas the organization will have as focus for the close future.

**Table A3.5. Question measuring the focus of the organization for the leaders**

	<b>Which of these areas will you focus on in the coming year / Hvilket/hvilke af disse områder vil du først og fremmest fokusere på i det kommende år</b>	Source
kommende_fokus_1	Strengthening the citizens' health At styrke borgernes sundhed	Own (developed together with Aarhus Municipality)
kommende_fokus_2	Strengthening the citizens' perception of dignity At styrke borgernes oplevelse af værdighed	Own (developed together with Aarhus Municipality)
kommende_fokus_3	Strengthening the citizens' perception of solidarity At styrke borgernes oplevelse af fællesskab	Own (developed together with Aarhus Municipality)
kommende_fokus_4	Reducing employees' sickness absence At mindske medarbejdernes sygefravær	Own (developed together with Aarhus Municipality)

**Table A3.6. Percentage of leaders reporting to prioritize the following performance indicators in the future**

Pretext: Which of these areas will you prioritize in the following year	Percent
Strengthening the citizens' health	52.56
Strengthening the citizens' perception of dignity	51.28
Strengthening the citizens' perception of solidarity	36.86
Reducing employees' sickness absence	70.83

## **Dilemma**

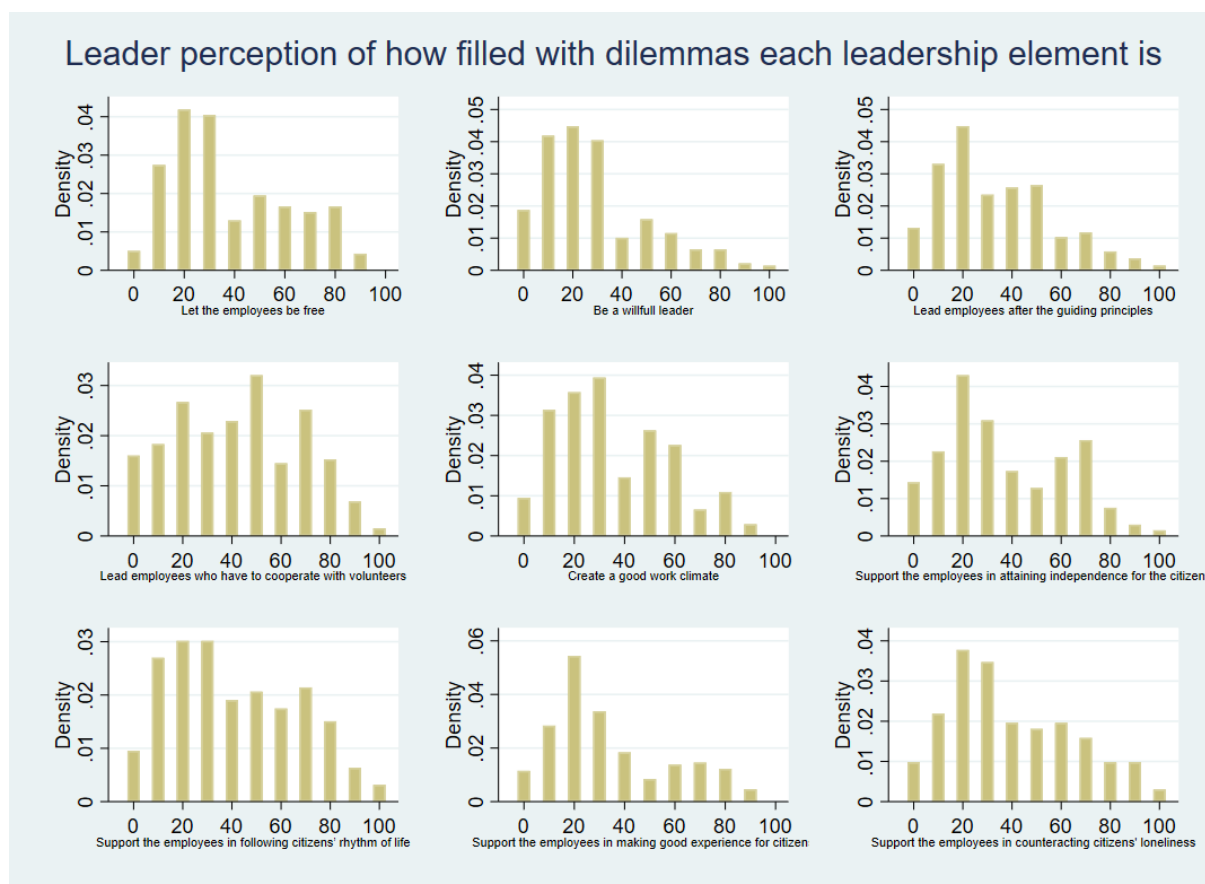
The leaders were asked questions about different dilemmas in order to investigate, to what extent the leaders experienced different elements of the Department's current strategy (<https://www.aarhus.dk/om-kommunen/sundhed-og-omsorg/opgaver-og-noegletal/strategi/>) as complex or hard to handle.



**Table A3.7. Items measuring how much each leadership element is filled with dilemmas**

	Leader: How much of a dilemma is it for you to ... / <i>Hvor dilemmafyldt oplever du, at det er ...</i>	Source
dilemma_L1	“Let the employees be free”  ... ”at slippe medarbejderne fri”	Own (developed together with Aarhus Municipality)
dilemma_L2	Be a willful leader  ... at være ”leder med vilje”	Own (developed together with Aarhus Municipality)
dilemma_L3	Lead employees after the guiding principles  ... at lede medarbejderne efter ledetrådene	Own (developed together with Aarhus Municipality)
dilemma_L4	Lead employees who have to cooperate with volunteers  ... at lede medarbejderes som skal samarbejde med frivillige	Own (developed together with Aarhus Municipality)
dilemma_L5	Create a good work climate  ... at skabe trivsel	Own (developed together with Aarhus Municipality)
dilemma_L6	Support the employees in getting the citizens to care for themselves  ... at understøtte medarbejderne i at få borgerne til at klare sig selv	Own (developed together with Aarhus Municipality)
dilemma_L7	Support the employees in working according to citizens’ rhythm of life  ... at understøtte medarbejderne i at arbejde efter borgerens livsrytme	Own (developed together with Aarhus Municipality)
dilemma_L8	Support the employees in creating good experience for citizens every day  ... at understøtte medarbejderne i at skabe gode oplevelser hver dag hos borgerne	Own (developed together with Aarhus Municipality)
dilemma_L9	Support the employees in counteracting citizens’ loneliness  ... at understøtte medarbejderne i at modvirke borgernes ensomhed	Own (developed together with Aarhus Municipality)

**Figure A3.7. Perception about dilemmas for each leadership element reported by leaders, distribution**



## Development course and learning outcome

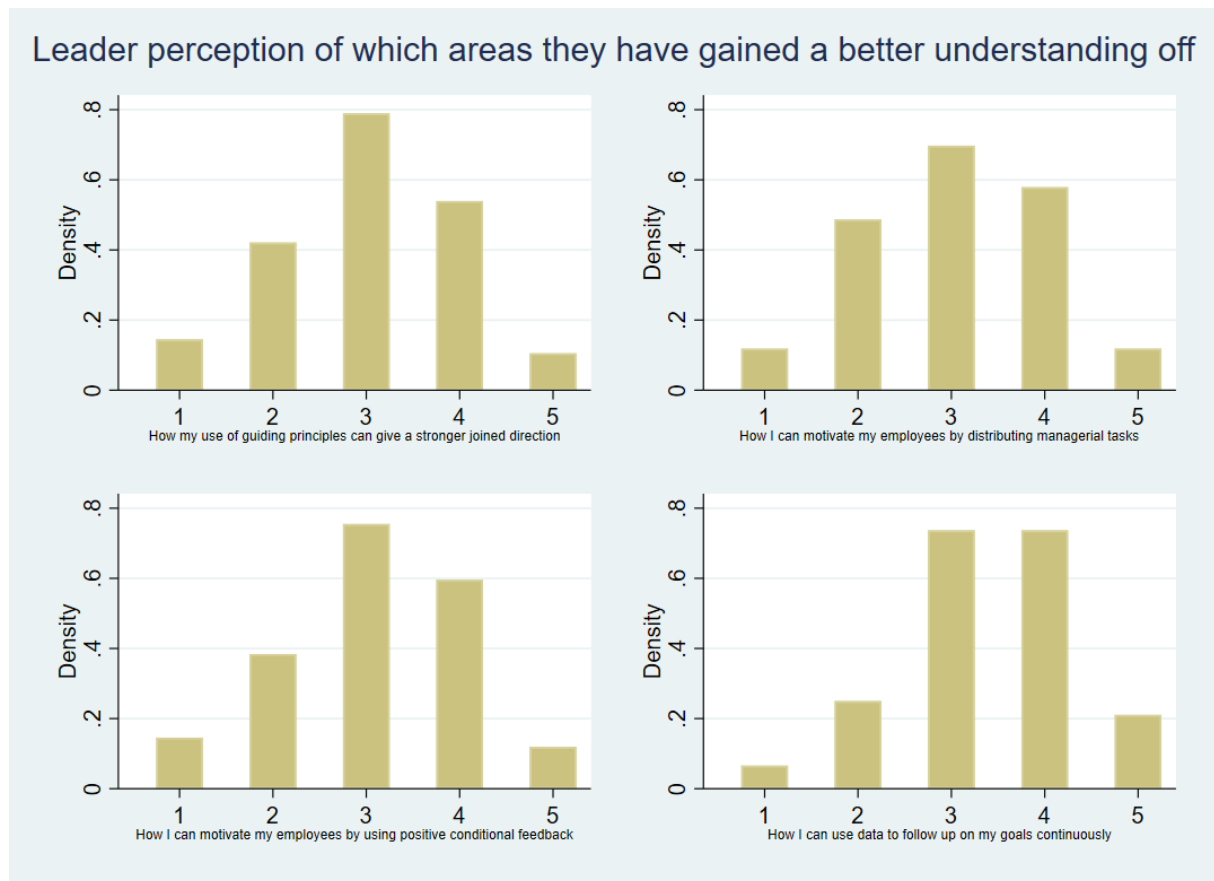
The questions regarding leaning outcome serve as an evaluation of the leadership training received by the leaders.

**Table A3.8. Questions about the leadership development course**

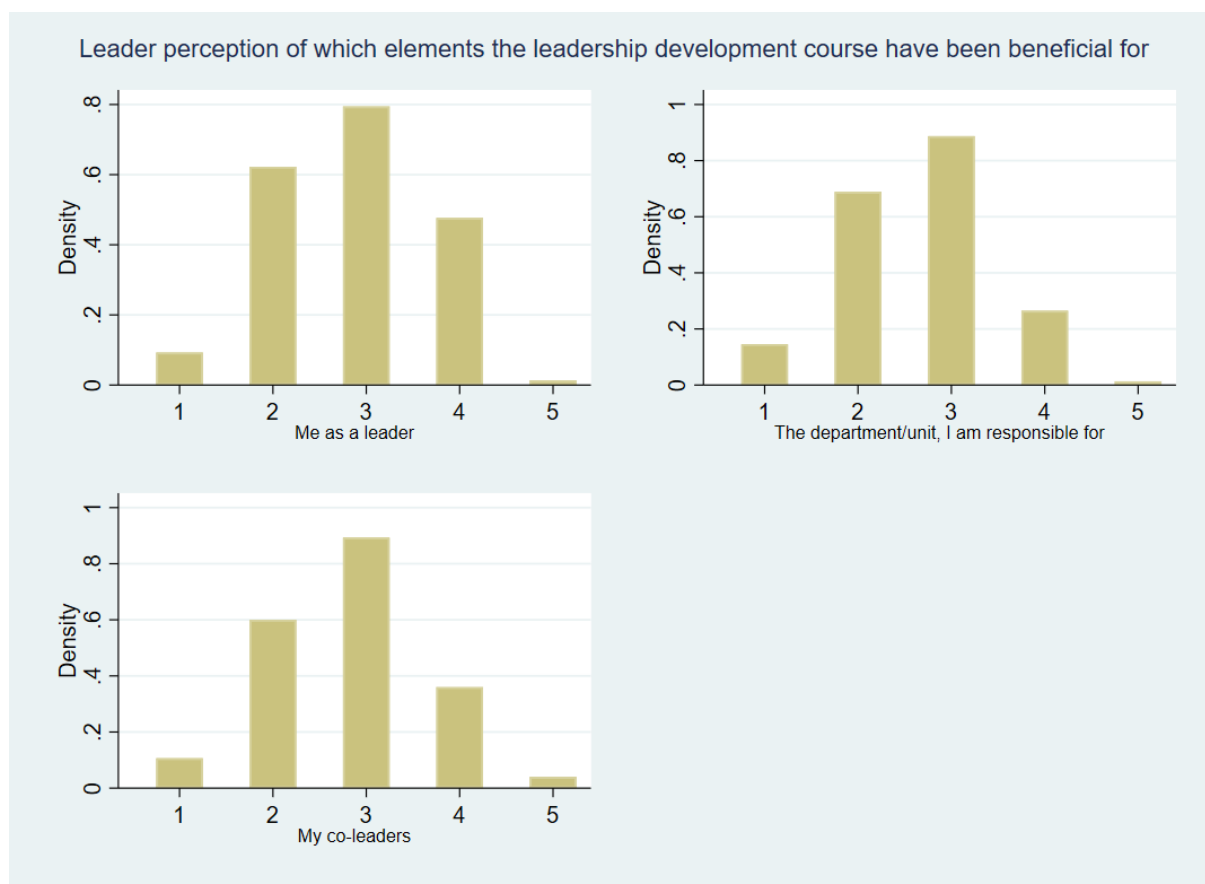
	Leader: in the last year's sparring I have gained a better understanding of ... / i løbet af det sidste års sparring har jeg fået større forståelse for	Source
læring_1	How my use of guiding principles can give a stronger joined direction ... hvordan min brug af ledetrådene kan give stærkere fælles retning	Own
læring_2	How I can motivate my employees by distributing managerial tasks ... hvordan jeg kan motivere mine medarbejdere ved at distribuere ledelsesopgaver	Own
læring_3	How I can motivate my employees by using positive conditional feedback ... hvordan jeg kan motivere mine medarbejdere ved at bruge positive betinget feedback	Own
læring_4	How I can use data to follow up on my goals continuously ... hvordan jeg kan bruge data til løbende opfølgning på mine mål	Own
	Leader: all in all, the leadership development course has been beneficial for... / Alt i alt har Ledelsesudviklingsforløbet været udbytterigt for ...	Source
udbytte_samlet_1	Me as a leader ... mig som leder	Own
udbytte_samlet_2	The department/unit I am responsible for ... den afdeling/enhed jeg har ledelsesansvar for	Own
udbytte_samlet_3	My co-leaders ... dem jeg bedriver ledelse i samarbejde med	Own
	Leader: How have these specific traits of the leadership development process worked / <i>Hvordan har disse særlige træk ved lederudviklingsforløbet fungeret</i>	Source
form_1	The entire organization at once Hele organisationen på en gang	Own

form_2	The use of own consultants Brug af egne konsulenter	Own
form_3	Repeated sparring over an entire year Gentagende sparring over et helt år	Own
form_4	Randomly assigning leaders in two groups Lodtrækning af ledere i to grupper	Own
form_5	Related follow-up research Tilknyttet følgeforskning	Own
	Leader	Source
antal_sparringer	How many sparrings have you participated in during the leadership development process Sundhed og Omsorg has completed this last year Hvor mange sparring har du deltaget i under det ledelsesudviklingsforløb Sundhed og Omsorg har gennemført i løbet af det seneste år	Own

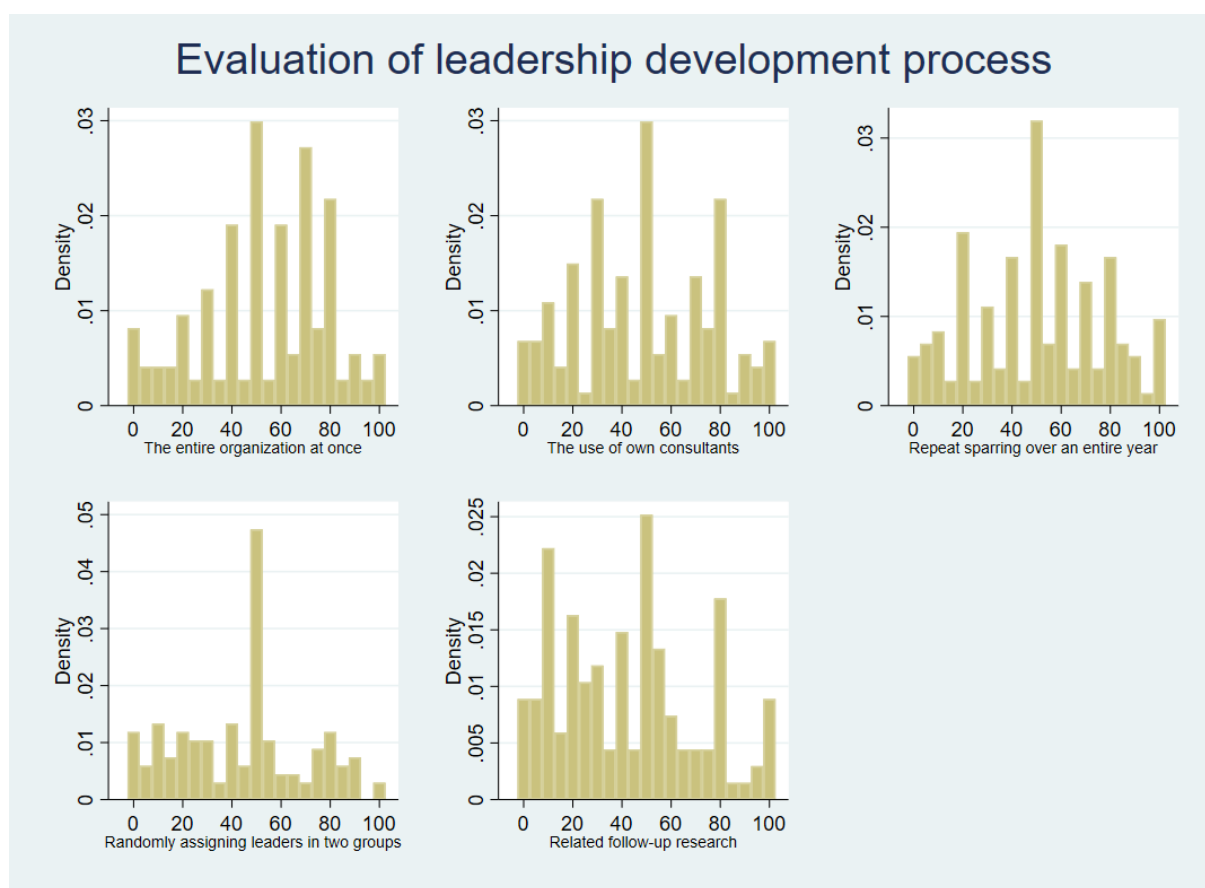
**Figure A3.8. Perception of which areas have gained a higher understanding reported by leaders, distribution**



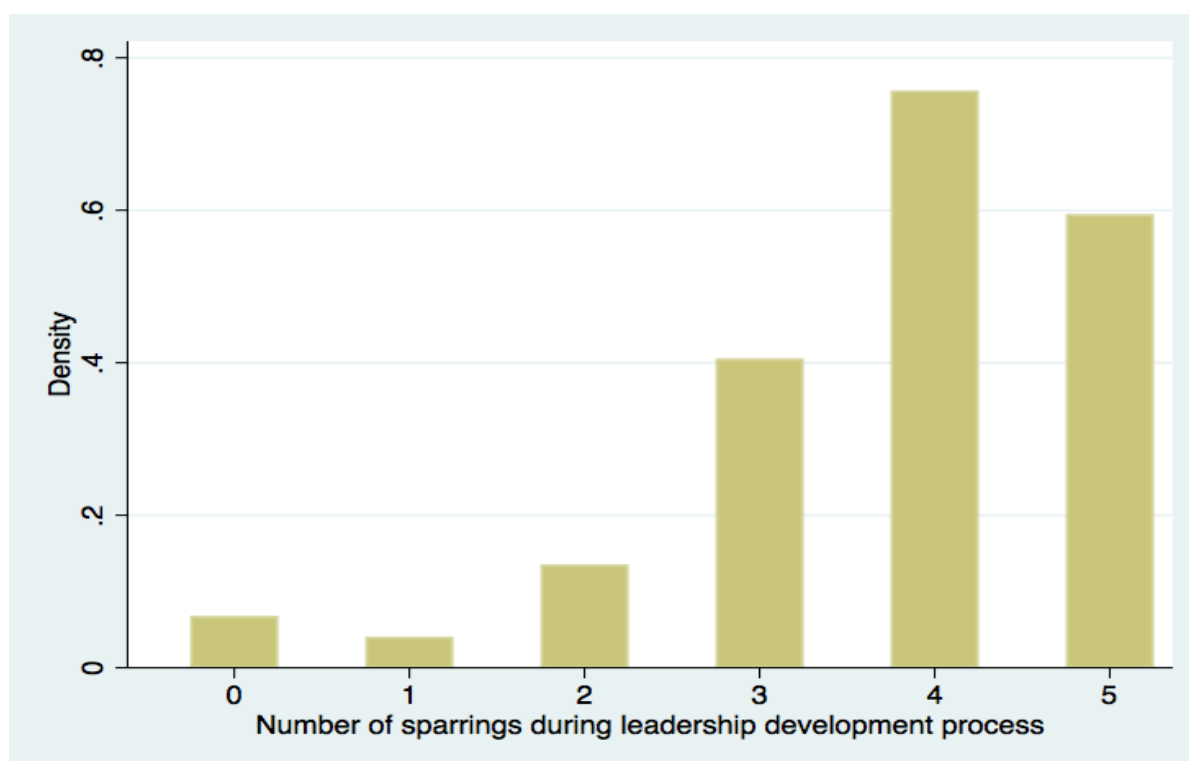
**Figure A3.9. Perception about which element have been beneficial during leadership development course reported by leaders, distribution**



**Figure A3.10. Evaluation of leadership development process reported by leaders, distribution**



**Figure A3.11. Number of sparrings during leadership development process reported by leaders, distribution**



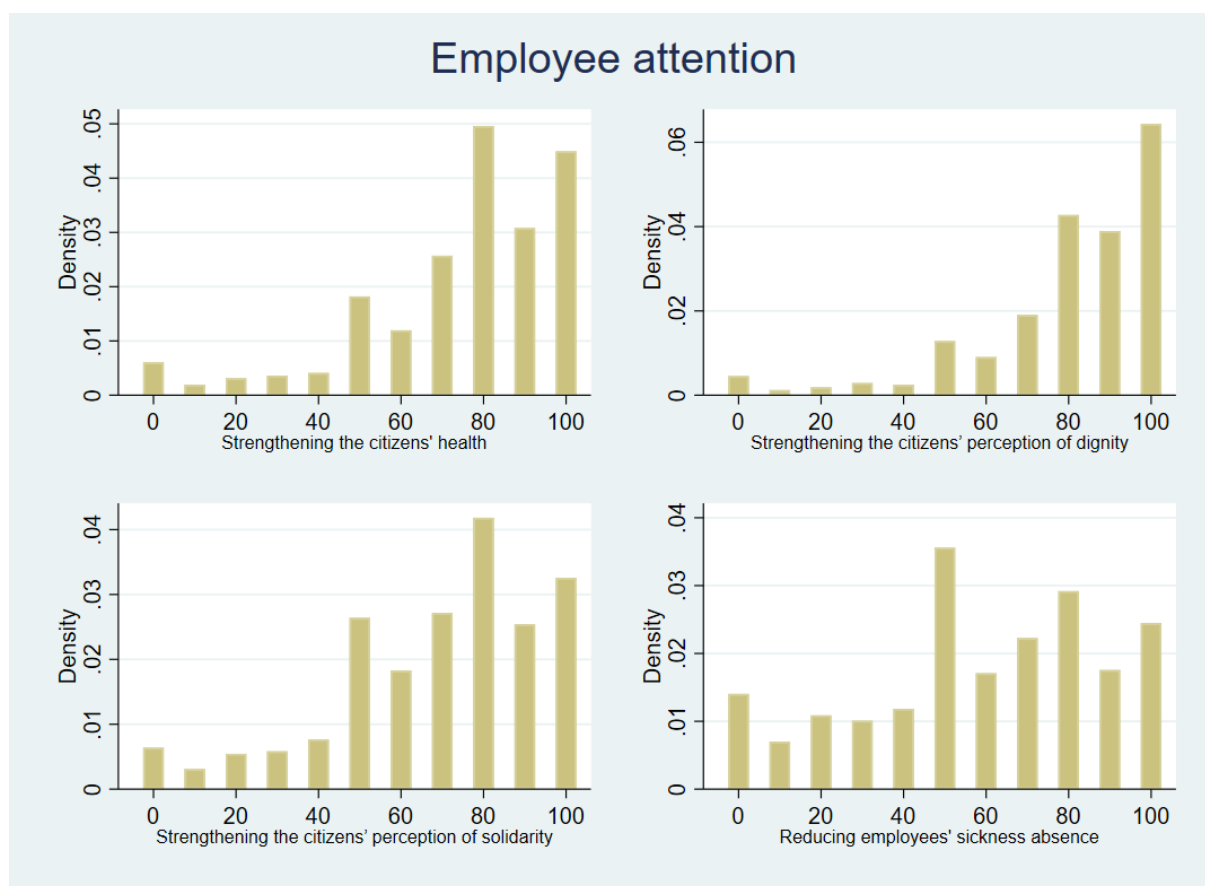
## Attention for employees

The employees were asked to state how much attention they devote to four areas in their daily work.

**Table A3.9. items measuring the attention of the employees**

	How much attention do you devote to following areas in your daily work / Hvor meget opmærksomhed har du på de nedenstående områder i dit daglige arbejde	
opmærksomhed_1	Strengthening the citizens' health At styrke borgernes sundhed	Own
opmærksomhed_2	Strengthening the citizens' perception of dignity At styrke borgernes oplevelse af værdighed	Own
opmærksomhed_3	Strengthening the citizens' perception of solidarity At styrke borgernes oplevelse af fællesskab	Own
opmærksomhed_4	Reducing employees' sickness absence At sænke medarbejdernes sygefravær	Own

**Figure A3.12. Attention reported by employees, distribution**



## Task performance

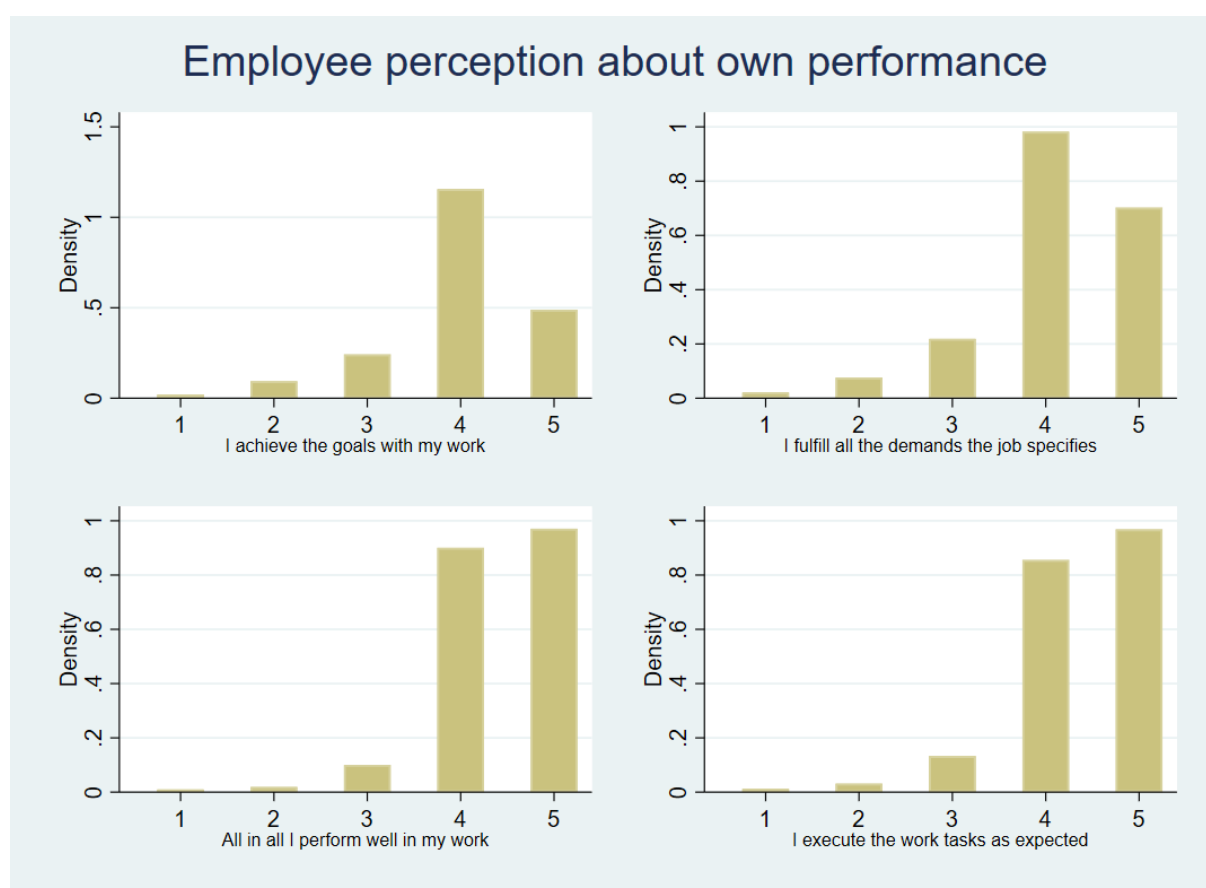
Task-based job performance is similar to in-role behavior and thus aimed at the individual task (see also van Loon et al. 2017). It was measured by the measure developed by Goodman and Svyantek, (1999). Similar to the LEAP project (see Boye et al. 2015), we apply a shorter measure than the original nine-item measure.

**Table A3.10. Items measuring task performance by the employee**

	Employee	Source
task_performance_1	I achieve the goals with my work Jeg opnår målene med mit arbejde	Boye et al. 2015 based on- Goodman and Svyantek (1999)
task_performance_2	I fulfill all the demands the job specifies Jeg opfylder alle de krav jobbet stiller	Boye et al. 2015 based on- Goodman and Svyantek (1999)
task_performance_3	All in all I perform well in my work Jeg præsterer samlet set godt i mit arbejde	Boye et al. 2015 based on- Goodman and Svyantek (1999)
task_performance_4	I execute the work tasks as expected Jeg udfører arbejdsopgaverne som det forventes	Boye et al. 2015 based on- Goodman and Svyantek (1999)



**Figure A3.13. Task performance reported by employees, distribution**



### Leader type and occupation

The leaders were asked to state which leader type they are and what their specific occupation is.

**Table A3.11. Questions about occupation for the leaders**

	Leader:	Source
ledertype	Are you a leader of employees or a leader of leaders  Er du leder af medarbejdere eller leder af ledere	Own
stilling_1 [if ledertype is of employee and both leaders and employees]	What is your occupation ... hvad er din stilling	Own
stilling_2 [if ledertype is of leaders]	What is your occupation ... hvad er din stilling	Own

**Table A3.12. Type of leader in percentage**

Pretext: Are you a leader of employees or a leader of leaders	Percent
Leader of employees	73.95

Leader of leader	7.40
Both a leader of employees and leaders	18.65

**Table A3.13. Occupation of leaders**

Pretext: What is your occupation	Percent
Leader	48.20
Principal	29.50
Vice principal	5.04
Other	12.59

Note: if the leader is leader of employees or leader of both leaders and employees

**Table A3.14. Occupation of leaders**

Pretext: What is your occupation	Percent
Head of department	40.91
Vice head of department	31.82
Administrative manager	13.64
Head of office	0
Leader	0
Other	13.64

Note: if the leader is leader of leaders

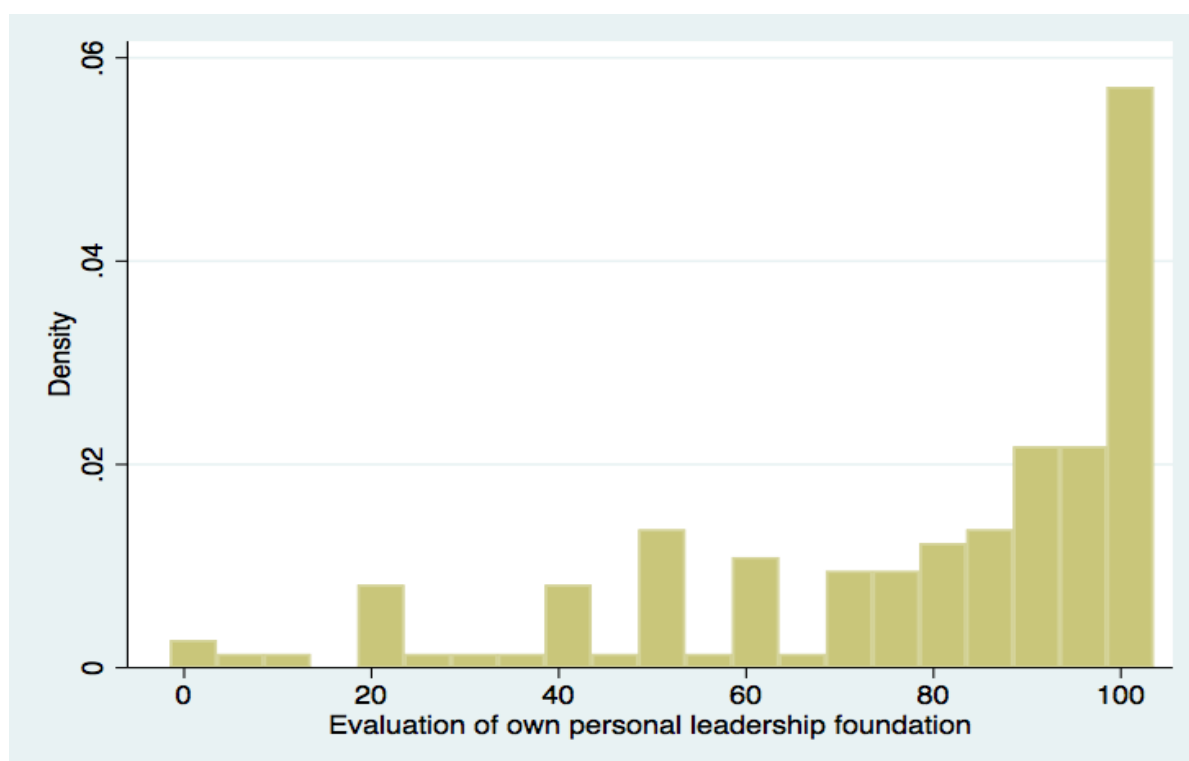
### Personal leadership foundation

The Danish Leadership and Management Commission recommended that leaders develop their own personal leadership foundation. This was a part of the leadership training and was investigated by two questions.

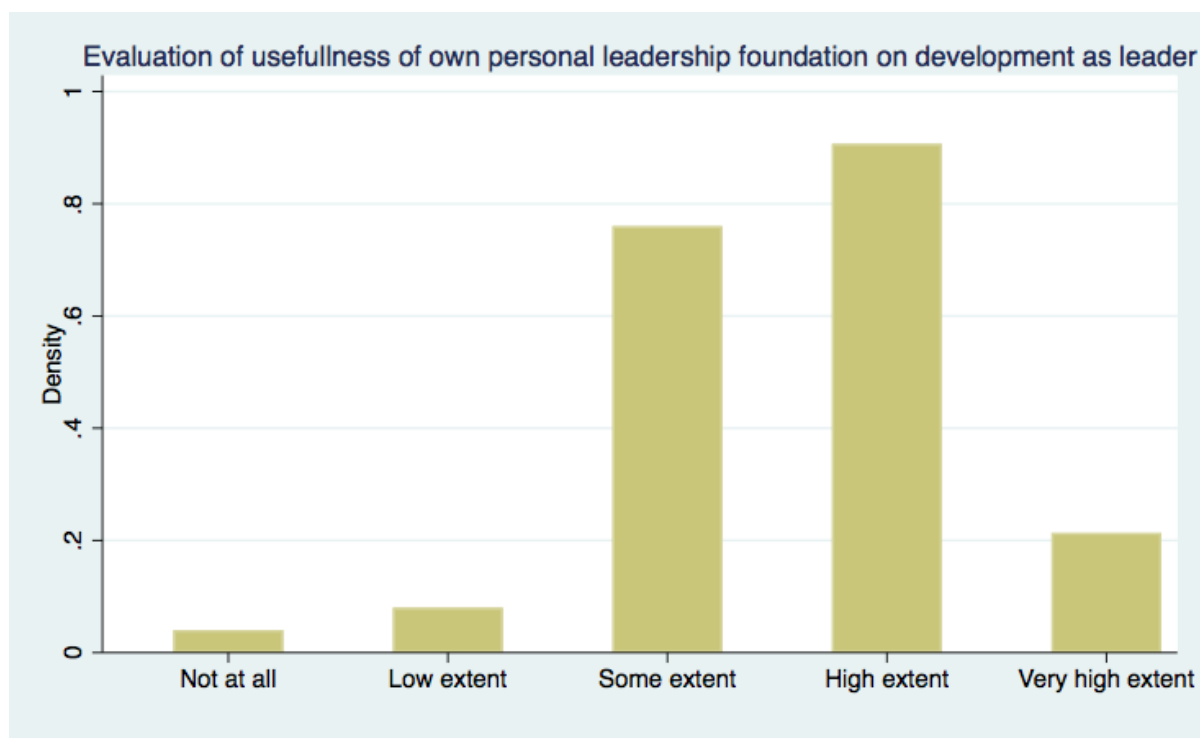
**Table A3.15. Questions about the leader's personal leadership foundation**

	Leader	Source
ledgrundlag	How far are you in your personal leadership foundation  Hvor langt er du kommet med dit personlige ledelsesgrundlag	Own
ledgrundlag_nytte	To what extent do you experience that your work with your personal leadership foundation is useful for your development as a leader  I hvilken grad oplever du, at arbejdet med dit personlige ledelsesgrundlag er nyttigt for din udvikling som leder	Own

**Figure A3.14. Evaluation of own personal leadership foundation reported by leaders, distribution**



**Figure A3.15. Evaluation of usefulness of own personal leadership foundation reported by leaders, distribution**



## Type of shift

The employees were asked to state which type of shift is most common for them.

**Table A3.16. Question about shift type for the employees**

	Employee	Source
vagttype	When are most of your shifts  Angiv hvornår de fleste af dine vagter ligger	Own

**Table A3.17. Distribution of shift types for the employees**

Pretext: When are most of your shifts	Percent
I primarily work in the day	84.17
I primarily work in the evening	11.56
I primarily work at night	3.28
I have a reasonably equal distribution between the three shift types	0.99

## Employee representatives

The employees were asked to indicate whether they currently hold a role as employee representative at their work place.

**Table A3.18. Question about employee representatives**

	Employee	Source
tr_amr	Are you currently employee representative at your work place  Har du på nuværende tidspunkt en rolle som arbejdsmiljørepræsentant eller til- lidsrepræsentant på din arbejdsplads	Own

**Table A3.19. Distribution of employees working as employee representatives**

	Percent
I am work environment representative	3.74
I am employee representative	3.18
I am substitute for the work environment representative	0.13
I am substitute for the employee representative	0.55
I have none of the above-mentioned roles at my work place	81.59

N = 2890

## Appendix 4: Practical guide to the dataset

Below, we briefly introduce the most important variables in the data. In order to navigate in the dataset, it is useful to take into consideration the following variables (see the below table):

Name	Description
tid	Variable indicating pre or post data (0 = pre, 1 = post)
d_leder	Variable indicating leader or employee (0 = employee, 1 = leader)
ledertype	Variable indicating which type of leader the respondent is (1 = leader of employees, 2 = leader of leaders, 3 = leader of employees and leaders)
personID	Unique id for each respondent
treatment_num	Variable indicating which kind of treatment the respondent/the respondent's unit has been exposed to
lederID	Unit id
m_leder_id	Unit id, which is only available for employees
l_leder_id	Unit id, which is only available for leaders
Enhedstype	Variable indicating which type of unit the respondent works for
omraade0	Variable indicating which geographical area the unit is in
type	Variable for leaders in period 0, indicating which field they work in
leder_af_medarbejdere_ledere	Variable indicating whether the leader is a leader of leaders or a leader of employees. Compared to the variable ledertype, this only divides leaders into two groups.

## Appendix 5: Questionnaires

### Spørgeskema leder 2018

#### Introduktion

##### Samtykkeerklæring og anvendelse af personoplysninger

Ved at besvare spørgeskemaet giver du samtykke til, at Aarhus Kommune (Sundhed og Omsorg) samt Aarhus Universitet behandler personoplysninger om dig. [Læs mere ved at klikke her](#).

[Klikker du her](#), kan du læse, hvordan personoplysningerne behandles, og hvordan du trækker dit samtykke tilbage.

**Velkommen til Ledelsesudviklingsundersøgelsen** og tak fordi du tager dig tid til at give dette vigtige bidrag til udviklingen af Sundhed og Omsorg.

Spørgsmålene i dette spørgeskema kredser om ledelse. Det tager ca. 15-20 minutter at besvare alle spørgsmålene. Bemærk: Når vi henviser til 'din arbejdsplads', mener vi den organisatoriske enhed i Sundhed og Omsorg, som du har det ledelsesmæssige ansvar for.

Når du har besvaret en sides spørgsmål, skal du selv klikke dig videre til næste side ved hjælp af knappen 'Næste' nederst på siden. Øverst på siden kan du løbende følge med i, hvor langt du er i spørgeskemaet.

Dine svar bliver gemt, efterhånden som du bladrer frem til næste spørgsmål. Hvis du må afbryde din besvarelse, kan du derfor altid logge på igen med det tilsendte link i din mail og færdiggøre din besvarelse. Sidste frist for at afslutte din besvarelse er d. 30/9 2018.

Hvis du har brug for assistance vedr. spørgeskemaerne, er du meget velkommen til at ringe eller skrive til:

- Aarhus Universitet: Aske Halling, 28 77 60 47, [aske@ps.au.dk](mailto:aske@ps.au.dk)

Klik på 'Næste' for at starte med at svare på spørgsmålene.

Vi glæder os til at modtage din besvarelse af spørgeskemaet.

God fornøjelse og igen mange tak for din tid!

Mange venlige hilsner,

Hosea Dutschke

Direktør

Sundhed og Omsorg

Aarhus Kommune

Lotte Bøgh Andersen

Professor

Kronprins Frederiks Center for Offentlig Ledelse

Aarhus Universitet

## Motivation

### Ledertype (ledertype)

*Er du leder af medarbejdere eller leder af ledere?*

- ☐ Leder af medarbejdere (1)
- ☐ Leder af ledere (2)
- ☐ Både leder af medarbejdere og ledere (3)

### Intrinsisk motivation (intr\_motivation)

De første spørgsmål handler om din motivation. Tag dig ikke så meget af, hvad der kan opfattes som det korrekte svar, men prøv at svare så ærligt som muligt.

*Angiv venligst hvor enig/uenig, du er i følgende udsagn.*

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Jeg nyder i høj grad mit daglige arbejde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. En ret stor del af mine arbejdsopgaver er kedelige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mit arbejde er meget spændende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Jeg kan godt lide at udføre de fleste af mine arbejdsopgaver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Public service motivation (psm)

Angiv venligst hvor enig/uenig, du er i følgende udsagn.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Det motive- rer mig at hjælpe med at forbedre den offentlige op- gaveløsning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Det er meget vigtigt for mig, at den offent- lige opgaveløs- ning er i orden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Jeg bliver personligt be- rørt, når jeg ser mennesker i nød	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Det er min borgerpligt at gøre noget, der tjener samfun- dets bedste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Jeg sætter samfundsmæs- sige forpligtel- ser over hensy- net til mig selv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Jeg er klar til at yde store ofre for sam- fundets skyld	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Jobtilfredshed** (jobtilfreds)

*Samlet set, på en skala fra 0-10, hvor tilfreds er du med dit nuværende job?*

- ☐ Meget utilfreds 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ Meget tilfreds 10 (10)

## Leadership

### Rammebetingelser (rammebetingelser\_A)

Forskellige enheder har forskellige rammebetingelser - eksempelvis med hensyn til personalesammensætning, hjælpemidler, bygninger, borger- og brugersammensætning.

*I forhold til de rammebetingelser, som din arbejdsplads er underlagt, hvor godt mener du så, at arbejdspladsen klarer sig i forhold til...*

	Meget dårligere end forventet ift. rammebetingelserne (1)	Dårligere end forventet ift. rammebetingelserne (2)	Som forventet ift. rammebetingelserne (3)	Bedre end forventet ift. rammebetingelserne (4)	Meget bedre end forventet ift. rammebetingelserne (5)
1. ... at styrke borgernes sundhed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at styrke borgernes oplevelse af værdighed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at styrke borgernes oplevelse af fællesskab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ... at mindske medarbejdernes sygefravær	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Rammebetingelser (rammebetingelser\_B)

Hvilke af nedenstående forhold forhindrer din arbejdsplads i at levere et endnu bedre resultat?

	Budgettets størrelse (1)	Vores anvendelse af de økonomiske midler (2)	Borgernes forudsætninger og ressourcer (3)	Kvaliteten i den service, vi leverer (4)	De ydre betingelser for et godt arbejdsmiljø (5)	Det arbejdsmiljø vi har skabt (6)
1. At styrke borgernes sundhed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. At styrke borgernes oplevelse af værdighed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. At styrke borgernes oplevelse af fællesskab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. At mindske medarbejdernes sygefravær	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Kommende fokus (kommende\_fokus)

Hvilket/hvilke af disse områder vil du først og fremmest fokusere på i det kommende år?

Sæt ét eller flere krydser.

	Vil prioritere (1)
1. At styrke borgernes sundhed	<input type="radio"/>
2. At styrke borgernes oplevelse af værdighed	<input type="radio"/>
3. At styrke borgernes oplevelse af fællesskab	<input type="radio"/>
4. At mindske medarbejdernes sygefravær	<input type="radio"/>

### Resultatinformation, kontrol (res\_kontrol)

De næste spørgsmål handler om din holdning til det, man kalder 'resultatinformation'.

Resultatinformation er én blandt flere typer ledelsesinformation. Men hvor ledelsesinformation omfatter oplysninger om organisationens udvikling i bred forstand (fx økonomi, sygefravær, medarbejdertrivsel, ledelsesspænd, varetagelse af kerneopgaven, mv.), så handler resultatinformation helt specifikt om, hvordan borgerne har det og klarer sig. Med andre ord handler **resultatinformation** om, hvor godt din arbejdsplads lykkes med målsætningerne i forhold til de borgere, I 'er til for'. Det kan fx handle om borgernes funktionsevne, deres tilfredshed samt andre typer viden baseret på dialog med borgerne.

Angiv venligst, hvor enig/uenig du er i følgende udsagn.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Resultatinformation er et godt redskab til løbende at følge op på borgernes udbytte af vores indsats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Resultatinformation er med til at styrke min interesse i arbejdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Resultatinformation giver et godt overblik over, hvordan kvaliteten på min arbejdsplads udvikler sig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Distribueret ledelse, overleder (dl\_overleder)**

De følgende spørgsmål handler om, hvordan ledelsesansvar og –opgaver fordeles mellem din egen nærmeste leder, dine sideordnede lederkollegaer, dine egne medarbejdere og dig selv.

*I hvor høj grad samarbejder du med din nærmeste leder om...*

	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... ledelse af forandringer i organisationen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at sikre, at arbejdsopgaverne er optimalt organiserede	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at sikre, at der er gode vilkår for medarbejdernes udvikling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Distribueret ledelse, kollegaer (dl\_kolleger)**

*I hvor høj grad samarbejder du med dine sideordnede lederkollegaer (dvs. ledere på samme organisatoriske niveau som dig selv) om...*

	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... ledelse af forandringer i organisationen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at sikre, at arbejdsopgaverne er optimalt organiserede	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at sikre, at der er gode vilkår for medarbejdernes udvikling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Distribueret ledelse, medarbejdere (dl\_med)

I hvor høj grad samarbejder du med dine [medarbejdertype] om...

	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... ledelse af forandringer i organisationen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at sikre, at arbejdsopgaverne er optimalt organiserede	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at sikre, at der er gode vilkår for medarbejdernes udvikling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Distribueret ledelse, resultatinformation (dl\_res)

Som tidligere forklaret, så handler resultatinformation specifikt om, hvordan borgerne har det og klarer sig. Med andre ord handler resultatinformation om, hvor godt din arbejdsplads lykkes med målsætningerne i forhold til de borgere, I 'er til for'. Det kan fx handle om borgernes funktionsevne, deres tilfredshed samt andre typer viden baseret på dialog med borgerne.

Angiv venligst, hvor enig eller uenig du er i følgende udsagn:

Jeg bruger aktivt resultatinformation, når jeg samarbejder med mine [medarbejdertype] om...

	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... ledelse af forandringer i organisationen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at sikre, at arbejdsopgaverne er optimalt organiserede	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at sikre, at der er gode vilkår for medarbejdernes udvikling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Transaktionsledelse (transaktion)

*De følgende spørgsmål handler om din brug af anerkendelse på arbejdspladsen*

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Som leder giver jeg individuelle [medarbejdertype] positiv feedback, hvis de præsterer godt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Som leder viser jeg aktivt min påskønnelse af [medarbejdertype], der gør deres arbejde bedre end forventet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Som leder roser jeg personligt [medarbejdertype], når de gør deres arbejde særlig godt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Som leder baserer jeg min anerkendelse på resultatinformation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Data, adgang** (data\_adgang)

Som tidligere forklaret, er resultatinformation blot én blandt flere slags ledelsesinformation. Hvilke typer af ledelsesinformation har du adgang til, og hvilke bruger du til at understøtte din ledelse?

*Sæt op til to krydser i hver række afhængig af, om du hhv. modtager informationen og træffer beslutninger på baggrund heraf*

	Som leder modtager eller præsenteres jeg for ledelsesinformation om... (1)	Som leder træffer jeg beslutninger på baggrund af min ledelsesinformation om... (2)
1. Resultater/effekter og andre kvalitetsmål (f.eks. brugertilfredshed og oplysninger om, hvordan brugerne/borgerne har det og klarer sig)	<input type="radio"/>	<input type="radio"/>
2. Personale (f.eks. sygefraværstal, personaleomsætning, medarbejdertrivsel)	<input type="radio"/>	<input type="radio"/>
3. Aktivitet og produktivitet (f.eks. antal modtagere af en indsats, antal besøg, antal genoptræningsplaner, direkte brugertid)	<input type="radio"/>	<input type="radio"/>
4. Økonomi (f.eks. forbrug, budget og prognoser, enhedsomkostninger)	<input type="radio"/>	<input type="radio"/>



## Data-informed leadership

### Data, anvendelse (data\_anvendelse)

Hvorfor anvender du ikke disse typer af ledelsesinformation til at træffe beslutninger?

Sæt op til fire krydser i hver række.

	Ikke relevant for min le- delse (1)	Datakvaliteten er ikke tilfredsstillende (2)	Præsentationen gi- ver ikke overblik og er svær at forstå (3)	Anden årsag (4)
1. Resultater/effekter og andre kvalitetsmål (f.eks. brugertil- fredshed og oplysninger om, hvordan brugerne/borgerne har det og klarer sig) <sup>2</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Personale (f.eks. sygefra- værstal, personaleomsætning, medarbejdertrivsel) <sup>3</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Aktivitet og produktivitet (f.eks. antal modtagere af en indsats, antal besøg, antal gen- optræningsplaner, direkte bru- gertid) <sup>4</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Økonomi (f.eks. forbrug, budget og prognoser, enheds- omkostninger) <sup>5</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<sup>2</sup> The question is available if the respondent has marked data\_adgang\_1 as "3" and has not marked data\_adgang\_2 as "3"

<sup>3</sup> The question is available if the respondent has marked data\_adgang\_1 as "1" and has not marked data\_adgang\_2 as "1"

<sup>4</sup> The question is available if the respondent has marked data\_adgang\_1 as "2" and has not marked data\_adgang\_2 as "2"

<sup>5</sup> The question is available if the respondent has marked data\_adgang\_1 as "4" and has not marked data\_adgang\_2 as "4"

## Leadership

### Andre organisationer (andre\_org)

*I hvilken grad har du tilstrækkelig information om andre offentlige institutioners aktiviteter, der har betydning for løsningen af din kerneopgave [Her fremgår et feltspecifikt eksempel].*

- ☐ Slet ikke (1)
- ☐ I lav grad (2)
- ☐ I nogen grad (3)
- ☐ I høj grad (4)
- ☐ I meget høj grad (5)

### Transformationsledelse (transformation)

De næste spørgsmål handler om dit fokus på at sætte retningen for din arbejdsplads.

Med 'vision' mener vi et konkret billede af, hvad medarbejderne samlet skal arbejde hen imod. I Sundhed og Omsorg handler det altså om, hvordan vi med ledetrådene i hånden, arbejder for at lykkes med de politiske visioner og mål, byrådet har vedtaget.

*Angiv venligst, hvor enig eller uenig du er i følgende udsagn:*

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Som leder sætter jeg konkrete ord på visionen for min arbejdsplads over de kommende år	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Som leder forsøger jeg at få mine [medarbejdertype] til at acceptere fælles mål for enheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Som leder gør jeg en løbende indsats for at få mine [medarbejdertype] til at arbejde sammen i retning af visionen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Som leder bestræber jeg mig på at gøre det klart for mine [medarbejdertype], hvordan de kan bidrage til at opnå arbejdspladsens mål	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Lederidentitet (lederidentitet)**

*Man kan både have en stærk fag-faglighed og en stærk identitet som leder. På en skala fra 0 til 10 hvordan vil du da vurdere din faglige identitet i forhold til din identitet som leder?*

Du skal se 0 som udtryk for, at din faglige identitet er klart vigtigst. 5 udtrykker, at din faglige identitet og din identitet som leder er lige vigtige. 10 er udtryk for, at din identitet som leder er klart vigtigst.

- ☐ Faglig idenitet er vigtigst 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ Leder- identitet er vigtigst 10 (10)

### Distribueret ledelse, afstemthed (dl\_afstemt)

Det næste handler om fælles forståelser.

Angiv venligst hvor enig/uenig, du er i følgende udsagn.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. På min arbejdsplads styrer vi alle ud fra en fælles forståelse for, hvad der er vigtigst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Mine [medarbejdertype] træffer selv beslutninger, der er i overensstemmelse med fælles, overordnede mål	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mine [medarbejdertype] er gode til at afstemme egne beslutninger med hinanden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Data

Spørgsmålene på de følgende sider skal bruges til at informere vores fælles drøftelser på Lederdagen d. 23. oktober. De er formuleret internt i MSO og bliver alene brugt til at gøre Lederdagen endnu mere koblet til din dagligdag. Inden du svarer på de følgende spørgsmål, skal du være opmærksom på dilemmaets kendetegn:

- Man står i en beslutningssituation, hvor der er en række alternative handlemuligheder
- Alle disse er forbundet med både fordele og ulemper
- Der er ikke noget oplagt (= bedste) valg, idet de forskellige alternativer er lige gode eller lige dårlige, og dermed er de indbyrdes konkurrerende
- Dilemma er ikke det samme som problem, idet der til de fleste problemer kan findes løsninger. Et dilemma kan ikke som sådant løses, men man kan lære at håndtere et dilemma
- Begreberne dilemma og paradoks ligger meget tæt op ad hinanden, men i et paradoks strider mulighederne mod hinanden.

### Dilemma (dilemma)

Angiv for hvert ledelseselement, hvor dilemmafyldt du oplever det. 0 betyder, at det slet ikke er dilemmafyldt, mens 10 betyder, at det er meget dilemmafyldt.

*Hvor dilemmafyldt oplever du, at det er...*

	0	1	2	3	4	5	6	7	8	9	10
1. ... "at slippe medarbejderne fri"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at være "leder med vilje"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at lede medarbejderne efter ledetrådene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ... at lede medarbejdere, som skal samarbejde med frivillige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ... at skabe trivsel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ... at understøtte medarbejderne i at få borgerne til at klare sig selv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ... at understøtte medarbejderne i at arbejde efter borgerens livsrytme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ... at understøtte medarbejderne i at skabe gode oplevelser hver dag hos borgerne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. ... at understøtte medarbejderne i at modvirke borgernes ensomhed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Ledelse (ledelse)

*I hvor høj grad...*

	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... trives du i dit lederskab i Sundhed og Omsorg?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... oplever du følgeskab fra dine [medarbejdertype]?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... er det svært at oversætte FOKUS '18 ind i dit lederskab?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ... er det svært at lede [medarbejdertype], du sjældent ser?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOKUS '18 omfatter de 6 prioriterede temaer og 5 særlige udfordringer, som rådmanden og chefteamet har udpeget til ekstraordinært stort fokus i 2018. De 6 prioriterede temaer er: Hjemmeplejen, Demens, Det nære sundhedsvæsen, Besjæling, Lighed i sundhed samt Træning og rehabilitering. De 5 særlige udfordringer er: Rekruttering, Ventetider, CURA, Faglige mål og Forløbsmodel.

## Dilemma, tekst (dilemma\_tekst)

*Oplever du andre dilemmaer i din ledelsesrolle?*

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**Erfaring** (erfaring\_leder)

Til slut har vi blot brug for nogle ganske få baggrundsoplysninger.

*Hvor mange år har du i alt arbejdet som leder?*

▼ 0 (0) ... 40 eller mere (40)

**Stilling** (stilling\_1)<sup>6</sup>

*Hvad er din stilling?*

- ☐ Leder (1)
- ☐ Forstander (2)
- ☐ Viceforstander (3)
- ☐ Andet (4)

**Stilling** (stilling\_2)<sup>7</sup>

*Hvad er din stilling?*

- ☐ Områdechef (1)
- ☐ Viceområdechef (2)
- ☐ Forvaltningschef (3)
- ☐ Kontorchef (4)
- ☐ Leder (5)
- ☐ Andet (6)

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<sup>6</sup> The question is available if the respondent has marked its leader type as either “1” or “3” in the question *ledertype*

<sup>7</sup> The question is available if the respondent has marked its leader type as “2” in the question *ledertype*



## Spørgeskema medarbejder 2018

### Introduktion

Velkommen til Ledelsesudviklingsundersøgelsen, og tak fordi du tager dig tid til at give dette vigtige bidrag til udviklingen af Sundhed og Omsorg.

Spørgsmålene i dette spørgeskema kredser om ledelse. Det tager ca. 10-12 minutter at besvare alle spørgsmålene. Bemærk: Når vi henviser til 'din arbejdsplads', mener vi fx det plejehjem, den hjemmehjælpsenhed, den sundhedsenhed, det akut- eller rehabiliteringstilbud, den afdeling under Demens- og Hjernecentrum Aarhus, eller det kontor i forvaltningen, hvor du er ansat.

Når du har besvaret en sides spørgsmål, skal du selv klikke dig videre til næste side ved hjælp af knappen 'Næste' nederst på siden. Øverst på siden kan du følge med i, hvor langt du er i spørgeskemaet. Dine svar bliver gemt, efterhånden som du bladrer frem til næste spørgsmål. Hvis du må afbryde din besvarelse, kan du derfor altid logge på igen med det tilsendte link i din mail og færdiggøre din besvarelse. Sidste frist for at afslutte din besvarelse er d. 3/10 2018.

Hvis du har brug for hjælp vedr. spørgeskemaerne, kan du kontakte: Aske Halling, 28 77 60 47, [aske@ps.au.dk](mailto:aske@ps.au.dk)

Klik på 'Næste' for at starte med at svare på spørgsmålene.

Vi glæder os til at modtage din besvarelse af spørgeskemaet. God fornøjelse og igen mange tak for din tid!

Mange venlige hilsner,

Hosea Dutschke	Lotte Bøgh Andersen
Direktør	Professor
Sundhed og Omsorg	Kronprins Frederiks Center for Offentlig Ledelse
Aarhus Kommune	Aarhus Universitet

*Ved at besvare spørgeskemaet giver du samtykke til, at Aarhus Kommune (Sundhed og Omsorg) samt Aarhus Universitet behandler personoplysninger om dig. [Læs mere ved at klikke her.](#) [Klikker du her](#), kan du læse, hvordan personoplysningerne behandles, og hvordan du trækker dit samtykke tilbage.*

## Motivation

### Intrinsisk motivation (intr\_motivation)

De første spørgsmål handler om din motivation. Tag dig ikke så meget af, hvad der kan opfattes som det 'korrekte' svar, men prøv at svare så ærligt som muligt.

Angiv venligst hvor enig/uenig du er i følgende udsagn.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Jeg nyder i høj grad mit daglige arbejde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. En ret stor del af mine arbejdsopgaver er kedelige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mit arbejde er meget spændende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Jeg kan godt lide at udføre de fleste af mine arbejdsopgaver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Public service motivation (psm)

Angiv venligst hvor enig/uenig du er i følgende udsagn.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Det motiverer mig at hjælpe med at forbedre den offentlige opgaveløsning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Det er meget vigtigt for mig, at de offentlige ydelser er i orden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Jeg bliver personligt berørt, når jeg ser mennesker i nød	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Det er min borgerpligt at gøre noget, der tjener samfundets bedste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Jeg sætter samfundsmæssige forpligtelser over hensynet til mig selv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Jeg er klar til at yde store ofre for samfundets skyld	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Jobtilfredshed** (jobtilfreds)

*Samlet set, på en skala fra 0-10, hvor tilfreds er du med dit nuværende job?*

- ☐ Meget utilfreds 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ Meget tilfreds 10 (10)

**Resultatinformation, kontrol (res\_kontrol)**

De næste spørgsmål handler om det, man kalder 'resultatinformation'.

Resultatinformation er viden om, hvordan *borgerne* har det og klarer sig – fx borgernes tilfredshed, funktionsevne, sundhed, trivsel eller anden viden, som bygger på dialog med borgerne.

*Angiv venligst hvor enig/uenig du er i følgende udsagn.*

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Resultatinformation er et godt redskab til løbende at følge op på borgernes udbytte af vores indsats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Resultatinformation er med til at styrke min interesse i arbejdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Resultatinformation giver et godt overblik over, hvordan kvaliteten på min arbejdsplads udvikler sig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Ledelse

### Distribueret ledelse, engagement (dl\_agens)

De næste spørgsmål handler om, hvor aktivt du er involveret i ledelses- og styringsopgaver på din arbejdsplads.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Jeg deltager aktivt i at sikre, at arbejdspladsens arbejdsopgaver bliver organiseret optimalt (fx vedr. vagtplanlægning og ferie)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Jeg er engageret i at sikre, at der er gode vilkår for alle medarbejderes udvikling på min arbejdsplads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Jeg er aktivt involveret i at sikre, at der sker de nødvendige organisatoriske forandringer på min arbejdsplads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Jeg bruger aktivt resultatinformation, når jeg involverer mig i ovennævnte aktiviteter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Distribueret ledelse, indflydelse (dl\_indflydelse)**

De næste spørgsmål handler om din oplevelse af indflydelse på arbejdspladsen.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Jeg har stor indflydelse på, at arbejdspladsens arbejdsopgaver organiseres optimalt (fx vedr. vagtplanlægning og ferie)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Jeg har stor indflydelse på, at der er gode vilkår for alle medarbejderes udvikling på min arbejdsplads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Jeg har stor indflydelse på organisatoriske forandringer på min arbejdsplads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Distribueret ledelse, afstemthed (dl\_afstemt)**

Det næste handler om fælles forståelser.

*Angiv venligst hvor enig/uenig du er i følgende udsagn.*

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. På min arbejds- plads styrer vi alle ud fra en fælles for- ståelse for, hvad der er vigtigst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Vi medarbejdere træffer selv beslut- ninger, der er i overensstemmelse med fælles, over- ordnede mål	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Vi medarbejdere er gode til at af- stemme egne be- slutninger med vo- res kolleger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Spørgsmålene på de følgende sider drejer sig om din leders ledelsesstil. Med din nærmeste leder mener vi den person, du holder MUS (MedarbejderUdviklingsSamtaler) med.

### Transformationsledelse (transformation)

Disse spørgsmål handler om din leders fokus på at sætte retningen for arbejdspladsen. Når vi bruger ordet 'vision' mener vi et konkret billede af, hvad medarbejderne skal arbejde hen imod. I Sundhed og Omsorg handler det altså om ledetrådene.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Min leder sætter konkrete ord på, hvad der er visionen for arbejdspladsen over de kommende år	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Min leder forsøger at få medarbejderne til at acceptere fælles mål for arbejdspladsen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Min leder gør en løbende indsats for at få arbejdspladsens medarbejdere til at arbejde sammen i retning af visionen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Min leder bestræber sig på at gøre det klart for medarbejderne, hvordan de kan bidrage til at opnå arbejdspladsens mål	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Transaktionsledelse (transaktion)

De næste spørgsmål handler om din leders brug af anerkendelse på arbejdspladsen.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Min leder giver de enkelte medarbejdere positiv feedback, hvis de præsterer godt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Min leder viser aktivt sin påskønnelse af medarbejdere, der gør deres arbejde bedre end forventet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Min leder roser personligt medarbejdere, når de gør deres arbejde særlig godt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Min leder baserer sin anerkendelse på resultatinformation <sup>8</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<sup>8</sup> Resultatinformation er viden om, hvordan borgerne har det og klarer sig – fx borgernes tilfredshed, funktionsevne, sundhed, trivsel eller anden viden, som bygger på dialog med borgerne

**Lederidentitet (lederidentitet)**

*Man kan både have en stærk fag-faglighed og en stærk identitet som leder. Vurdér din leders identitet på en skala fra 0-10. 0 svarer til, at du vurderer, at din leders faglige identitet er klart vigtigst for ham/hende 10 svarer til, at du vurderer, at din leders lederidentitet er klart vigtigst for ham/hende 5 svarer til, at du vurderer, at din leders faglige identitet og lederidentitet er lige vigtige for ham/hende*

- ☐ Faglig identitet er vigtigst 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ Leder- identitet er vigtigst 10 (10)

## Data

### Rammebetingelser (rammebetingelser\_A)

Forskellige arbejdspladser har forskellige rammer – fx med hensyn til økonomi, personale, velfærds-teknologi, hjælpemidler, bygninger, afstande, borgere og brugere.

*I forhold til de rammer som din arbejdsplads har, hvor godt mener du så, at arbejdspladsen klarer sig i forhold til...*

	Meget dårli- gere end for- ventet ift. ram- merne (1)	Dårligere end forventet ift. rammerne (2)	Som forventet ift. rammerne (3)	Bedre end for- ventet ift. ram- merne (4)	Meget bedre end forventet ift. rammerne (5)
1. ... at styrke borgernes sundhed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at styrke borgernes op- levelse af vær- dighed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at styrke borgernes op- levelse af fæl- lesskab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ... at mind- ske medarbej- dernes sygefra- vær	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Opmærksomhed (opmærksomhed)

Som medarbejder kan man ikke hele tiden have maksimal opmærksomhed på alting i sit arbejde.

*Hvor meget opmærksomhed har du på de nedenstående områder i dit daglige arbejde? 0 betyder, at du ingen opmærksomhed har på området, mens 10 betyder, at du har maksimal opmærksomhed på det.*

	0	1	2	3	4	5	6	7	8	9	10
1. At styrke borgernes sundhed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. At styrke borgernes oplevelse af værdighed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. At styrke borgernes oplevelse af fællesskab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. At sænke medarbejdernes sygefravær	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Andre organisationer (andre\_org)

*I hvilken grad har du tilstrækkelig information om andre offentlige institutioners aktiviteter, der har betydning for løsningen af din kerneopgave (f.eks. udskrivelser, psykiatri, overgang fra sygehus til ældrepleje)?*

- ☐ Slet ikke (1)
- ☐ I lav grad (2)
- ☐ I nogen grad (3)
- ☐ I høj grad (4)
- ☐ I meget høj grad (5)

**Task performance** (task\_performance)

Angiv venligst hvor enig/uenig du er i følgende udsagn.

Husk at din besvarelse er fortrolig.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Jeg opnår målene med mit arbejde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Jeg opfylder alle de krav, jobbet stiller	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Jeg præsterer samlet set godt i mit arbejde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Jeg udfører arbejdsopgaverne, som det forventes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Erfaring** (erfaring\_medarbejder)

Til allersidst vil vi gerne vide, hvor mange år har du arbejdet på din nuværende arbejdsplads?

▼0 (0) ... 50 år eller mere (50)

## Spørgeskema leder 2019

### Introduktion

**Velkommen til Ledelsesudviklingsundersøgelsen**, og tak fordi du tager dig tid til at give dette vigtige bidrag til udviklingen af Sundhed og Omsorg.

Spørgsmålene i dette spørgeskema kredser om ledelse. Det tager ca. 15-20 minutter at besvare alle spørgsmålene. Bemærk: Når vi henviser til 'din arbejdsplads', mener vi fx det plejehjem, den hjemmehjælpsenhed, den sundhedsenhed, det akut- eller rehabiliteringstilbud, den afdeling under Demens- og Hjernecentrum Aarhus, eller det kontor i forvaltningen, hvor du er ansat.

Når du har besvaret et spørgsmål, skal du selv klikke dig videre til næste side ved hjælp af knappen 'Næste' nederst på siden. Øverst på siden kan du følge med i, hvor langt du er i spørgeskemaet. Dine svar bliver gemt, efterhånden som du bladrer frem til næste side. Hvis du må afbryde din besvarelse, kan du derfor altid logge på igen med det tilsendte link i din mail og færdiggøre din besvarelse.

Hvis du har brug for hjælp vedr. spørgeskemaerne, kan du kontakte Nanna Thomsen ved at skrive til [nanna@ps.au.dk](mailto:nanna@ps.au.dk)

Vi glæder os til at modtage din besvarelse af spørgeskemaet. God fornøjelse og igen mange tak for din tid!

Mange venlige hilsner,

Hosea Dutschke

Direktør

Sundhed og Omsorg

Aarhus Kommune

Lotte Bøgh Andersen

Professor

Kronprins Frederiks Center for Offentlig Ledelse

Aarhus Universitet

### Samtykke og personoplysninger

Ved at klikke på 'Accepter' i feltet nedenfor giver du samtykke til, at Aarhus Universitet behandler personoplysninger om dig. Du kan læse om, hvordan personoplysningerne behandles, og hvordan du trækker dit samtykke tilbage, ved at [klikke her](#).

#### Samtykke (samtykke)

***Jeg accepterer behandling af mine personoplysninger i forbindelse med Ledelsesudviklingsundersøgelsen***

☐ Accepter (1)

## Motivation

### Ledertype (ledertype)

Er du leder af medarbejdere eller leder af ledere?

- ☐ Leder af medarbejdere (1)
- ☐ Leder af ledere (2)
- ☐ Både leder af medarbejdere og ledere (3)

### Intrinsisk motivation (intr\_motivation)

De første spørgsmål handler om din motivation. Tag dig ikke så meget af, hvad der kan opfattes som det korrekte svar, men prøv at svare så ærligt som muligt.

Angiv venligst hvor enig/uenig, du er i følgende udsagn.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Jeg nyder i høj grad mit daglige arbejde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. En ret stor del af mine arbejdsopgaver er kedelige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mit arbejde er meget spændende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Jeg kan godt lide at udføre de fleste af mine arbejdsopgaver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Public service motivation (psm)

Angiv venligst hvor enig/uenig, du er i følgende udsagn.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Det motive- rer mig at hjælpe med at forbedre den offentlige op- gaveløsning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Det er meget vigtigt for mig, at den offent- lige opgaveløs- ning er i orden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Jeg bliver personligt be- rørt, når jeg ser mennesker i nød	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Det er min borgerpligt at gøre noget, der tjener samfun- dets bedste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Jeg sætter samfundsmæs- sige forpligtel- ser over hensy- net til mig selv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Jeg er klar til at yde store ofre for sam- fundets skyld	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Jobtilfredshed** (jobtilfreds)

*Samlet set, på en skala fra 0-10, hvor tilfreds er du med dit nuværende job?*

- ☐ Meget utilfreds 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ Meget tilfreds 10 (10)

## Ledelse

### Rammebetingelser (rammebetingelser\_A)

Forskellige enheder har forskellige rammebetingelser - eksempelvis med hensyn til personalesammensætning, hjælpemidler, bygninger, borger- og brugersammensætning.

*I forhold til de rammebetingelser, som din arbejdsplads er underlagt, hvor godt mener du så, at arbejdspladsen klarer sig i forhold til...*

	Meget dårligere end forventet ift. rammebetingelserne (1)	Dårligere end forventet ift. rammebetingelserne (2)	Som forventet ift. rammebetingelserne (3)	Bedre end forventet ift. rammebetingelserne (4)	Meget bedre end forventet ift. rammebetingelserne (5)
1. ... at styrke borgernes sundhed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at styrke borgernes oplevelse af værdighed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at styrke borgernes oplevelse af fællesskab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ... at mindske medarbejdernes sygefravær	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Rammebetingelser (rammebetingelser\_B)

Hvilke af nedenstående forhold forhindrer din arbejdsplads i at levere et endnu bedre resultat på følgende områder?

	Budgettets størrelse (1)	Vores anvendelse af de økonomiske midler (2)	Borgernes forudsætninger og ressourcer (3)	Kvaliteten i den service, vi leverer (4)	De ydre betingelser for et godt arbejdsmiljø (5)	Det arbejdsmiljø vi har skabt (6)
1. At styrke borgernes sundhed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. At styrke borgernes oplevelse af værdighed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. At styrke borgernes oplevelse af fællesskab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. At mindske medarbejdernes sygefravær	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Kommende fokus** (kommende\_fokus)

*Hvilket/hvilke af disse områder vil du først og fremmest fokusere på i det kommende år?*

*Sæt ét eller flere krydser.*

	Vil prioritere (1)
1. At styrke borgernes sundhed	<input type="radio"/>
2. At styrke borgernes oplevelse af værdighed	<input type="radio"/>
3. At styrke borgernes oplevelse af fællesskab	<input type="radio"/>
4. At mindske medarbejdernes sygefravær	<input type="radio"/>

### Resultatinformation, kontrol (res\_kontrol)

De næste spørgsmål handler om din holdning til det, man kalder 'resultatinformation'.

Resultatinformation er én blandt flere typer ledelsesinformation. Men hvor ledelsesinformation omfatter oplysninger om organisationens udvikling i bred forstand (fx økonomi, sygefravær, medarbejdertrivsel, ledelsesspænd, varetagelse af kerneopgaven, mv.), så handler resultatinformation helt specifikt om, hvordan borgerne har det og klarer sig.

Med andre ord handler resultatinformation om, hvor godt din arbejdsplads lykkes med målsætningerne i forhold til de borgere, I 'er til for'. Det kan fx handle om borgernes funktionsevne, deres tilfredshed samt andre typer viden baseret på dialog med borgerne.

Angiv venligst, hvor enig/uenig du er i følgende udsagn.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Resultatinformation er et godt redskab til løbende at følge op på borgernes udbytte af vores indsats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Resultatinformation er med til at styrke min interesse i arbejdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Resultatinformation giver et godt overblik over, hvordan kvaliteten på min arbejdsplads udvikler sig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Distribueret ledelse, overleder (dl\_overleder)**

De følgende spørgsmål handler om, hvordan ledelsesansvar og –opgaver fordeles mellem din egen nærmeste leder, dine sideordnede lederkollegaer, dine egne medarbejdere og dig selv.

*I hvor høj grad samarbejder du med din nærmeste leder om...*

	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... ledelse af forandringer i organisationen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at sikre, at arbejdsopgaverne er optimalt organiserede	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at sikre, at der er gode vilkår for medarbejdernes udvikling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Distribueret ledelse, kollegaer (dl\_kolleger)**

*I hvor høj grad samarbejder du med dine sideordnede lederkollegaer (dvs. ledere på samme organisatoriske niveau som dig selv) om...*

	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... ledelse af forandringer i organisationen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at sikre, at arbejdsopgaverne er optimalt organiserede	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at sikre, at der er gode vilkår for medarbejdernes udvikling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Distribueret ledelse, medarbejdere (dl\_med)**

*I hvor høj grad samarbejder du med dine [medarbejdertype] om...*

	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... ledelse af forandringer i organisationen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at sikre, at arbejdsopgaverne er optimalt organiserede	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at sikre, at der er gode vilkår for medarbejdernes udvikling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Distribueret ledelse, resultatinformation (dl\_res)

Som tidligere forklaret, så handler resultatinformation specifikt om, hvordan borgerne har det og klarer sig. Med andre ord handler resultatinformation om, hvor godt din arbejdsplads lykkes med målsætningerne i forhold til de borgere, I 'er til for'. Det kan fx handle om borgernes funktionsevne, deres tilfredshed samt andre typer viden baseret på dialog med borgerne.

*Angiv venligst, hvor enig eller uenig du er i følgende udsagn:*

*Jeg bruger aktivt resultatinformation, når jeg samarbejder med mine [medarbejdertype] om...*

	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... ledelse af forandringer i organisationen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at sikre, at arbejdsopgaverne er optimalt organiserede	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at sikre, at der er gode vilkår for medarbejdernes udvikling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Transaktionsledelse (transaktion)

*De følgende spørgsmål handler om din brug af anerkendelse på arbejdspladsen*

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Som leder giver jeg individuelle [medarbejdertype] positiv feedback, hvis de præsterer godt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Som leder viser jeg aktivt min påskønnelse af [medarbejdertype], der gør deres arbejde bedre end forventet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Som leder roser jeg personligt [medarbejdertype], når de gør deres arbejde særlig godt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Som leder baserer jeg min anerkendelse på resultatinformation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Data, adgang** (data\_adgang)

Som tidligere forklaret, er resultatinformation blot én blandt flere slags ledelsesinformation.

*Hvilke typer af ledelsesinformation har du adgang til?*

	Som leder modtager eller præsenteres jeg for ledelsesinformation om... (1)
1. Resultater/effekter og andre kvalitetsmål (f.eks. brugertilfredshed og oplysninger om, hvordan brugere/borgerne har det og klarer sig)	<input type="radio"/>
2. Personale (f.eks. sygefraværstal, personaleomsætning, medarbejdertrivsel)	<input type="radio"/>
3. Aktivitet og produktivitet (f.eks. antal modtagere af en indsats, antal besøg, antal genoptræningsplaner, direkte brugertid)	<input type="radio"/>
4. Økonomi (f.eks. forbrug, budget og prognoser, enhedsomkostninger)	<input type="radio"/>

## Performance information

### Data, beslutning (data\_beslutning)<sup>9</sup>

Hvilke typer af ledelsesinformation bruger du til at understøtte din ledelse og træffe ledelsesmæssige beslutninger?

	Som leder træffer jeg beslutninger på baggrund af min ledelsesinformation om... (2)
1. Resultater/effekter og andre kvalitetsmål (f.eks. brugertilfredshed og oplysninger om, hvordan brugere/borgerne har det og klarer sig) <sup>10</sup>	<input type="radio"/>
2. Personale (f.eks. sygefraværstal, personaleomsætning, medarbejdertrivsel) <sup>11</sup>	<input type="radio"/>
3. Aktivitet og produktivitet (f.eks. antal modtagere af en indsats, antal besøg, antal genoptræningsplaner, direkte brugertid) <sup>12</sup>	<input type="radio"/>
4. Økonomi (f.eks. forbrug, budget og prognoser, enhedsomkostninger) <sup>13</sup>	<input type="radio"/>

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<sup>9</sup> This question is available if the respondent has marked either sub-question "1", "2", "3" or "4" in the question *data\_adgang*

<sup>10</sup> This question is available if the respondent has marked sub-question "3" in the question *data\_adgang*

<sup>11</sup> This question is available if the respondent has marked sub-question "1" in the question *data\_adgang*

<sup>12</sup> This question is available if the respondent has marked sub-question "2" in the question *data\_adgang*

<sup>13</sup> This question is available if the respondent has marked sub-question "4" in the question *data\_adgang*

**Data, anvendelse (data\_anvendelse)<sup>14</sup>**

Hvorfor anvender du ikke denne/disse typer af ledelsesinformation til at træffe beslutninger?

Sæt op til fire krydser i hver række.

	Ikke relevant for min ledelse (1)	Datakvaliteten er ikke tilfredsstillende (2)	Præsentationen gi- ver ikke overblik og er svær at forstå (3)	Anden årsag (4)
1. Resultater/effekter og andre kvalitetsmål (f.eks. brugertilfredshed og oplysninger om, hvordan brugerne/borgerne har det og klarer sig) <sup>15</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Personale (f.eks. sygefraværstal, personaleomsætning, medarbejdertrivsel) <sup>16</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Aktivitet og produktivitet (f.eks. antal modtagere af en indsats, antal besøg, antal genoptræningsplaner, direkte brugertid) <sup>17</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Økonomi (f.eks. forbrug, budget og prognoser, enhedsomkostninger) <sup>18</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>14</sup> This question is available if the respondent has marked sub-question“1” in the question *data\_adgang* and has not marked sub-question“1” in the question *data\_beslutning* OR if the respondent has marked sub-question“2” in the question *data\_adgang* and has not marked sub-question“2” in the question *data\_beslutning* OR if the respondent has marked sub-question“3” in the question *data\_adgang* and has not marked sub-question“3” in the question *data\_beslutning* OR if the respondent has marked sub-question“4” in the question *data\_adgang* and has not marked sub-question“4” in the question *data\_beslutning*

<sup>15</sup> This question is available if the respondent has marked sub-question“3” in the question *data\_adgang* and has not marked sub-question“3” in the question *data\_beslutning*

<sup>16</sup> This question is available if the respondent has marked sub-question“1” in the question *data\_adgang* and has not marked sub-question“1” in the question *data\_beslutning*

<sup>17</sup> This question is available if the respondent has marked sub-question“2” in the question *data\_adgang* and has not marked sub-question“2” in the question *data\_beslutning*

## Leadership

### Andre organisationer (andre\_org)

*I hvilken grad har du tilstrækkelig information om andre offentlige institutioners aktiviteter, der har betydning for løsningen af din kerneopgave [Her fremgår et feltspecifikt eksempel].*

- ☐ Slet ikke (1)
- ☐ I lav grad (2)
- ☐ I nogen grad (3)
- ☐ I høj grad (4)
- ☐ I meget høj grad (5)

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<sup>18</sup> This question is available if the respondent has marked sub-question "4" in the question *data\_adgang* and has not marked sub-question "4" in the question *data\_beslutning*

### Transformationsledelse (transformation)

De næste spørgsmål handler om dit fokus på at sætte retningen for din arbejdsplads.

Med 'vision' mener vi et konkret billede af, hvad medarbejderne samlet skal arbejde hen imod. I Sundhed og Omsorg handler det altså om, hvordan vi med ledetrådene i hånden, arbejder for at lykkes med de politiske visioner og mål, byrådet har vedtaget.

*Angiv venligst, hvor enig/uenig du er i følgende udsagn.*

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Som leder sætter jeg konkrete ord på visionen for min arbejdsplads over de kommende år	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Som leder forsøger jeg at få mine [medarbejdertype] til at acceptere fælles mål for enheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Som leder gør jeg en løbende indsats for at få mine [medarbejdertype] til at arbejde sammen i retning af visionen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Som leder bestræber jeg mig på at gøre det klart for mine [medarbejdertype], hvordan de kan bidrage til at opnå arbejdspladsens mål	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Lederidentitet** (lederidentitet)

*Man kan både have en stærk fag-faglighed og en stærk identitet som leder. På en skala fra 0 til 10 hvordan vil du da vurdere din faglige identitet i forhold til din identitet som leder? Du skal se 0 som udtryk for, at din faglige identitet er klart vigtigst. 5 udtrykker, at din faglige identitet og din identitet som leder er lige vigtige. 10 er udtryk for, at din identitet som leder er klart vigtigst.*

- ☐ Faglig idenitet er vigtigst 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ Leder- identitet er vigtigst 10 (10)



**Distribueret ledelse, afstemthed (dl\_afstemt)**

Det næste handler om fælles forståelser.

*Angiv venligst hvor enig/uenig, du er i følgende udsagn.*

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. På min arbejds- plads styrer vi alle ud fra en fælles forstå- else for, hvad der er vigtigst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Mine [medarbej- dertype] træffer selv beslutninger, der er i overensstemmelse med fælles, overord- nede mål	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mine [medarbej- dertype] er gode til at afstemme egne beslutninger med hinanden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Development course and learning outcome

### Læring (læring)

De følgende spørgsmål handler om Ledelsesudviklingsforløbet og de sparringer, du har været igennem i løbet af det seneste år.

Angiv i hvilken grad, du har opnået læring om følgende temaer:

I løbet af det sidste års sparringer har jeg fået større forståelse for...

	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... hvordan min brug af ledetrådene kan give stærkere fælles retning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... hvordan jeg kan motivere mine medarbejdere ved at distribuere ledelsesopgaver.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... hvordan jeg kan motivere mine medarbejdere ved at bruge positiv betinget feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ... hvordan jeg kan bruge data til løbende opfølgning på mine mål.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Samlet udbytte** (udbytte\_samlet)*Alt i alt har Ledelsesudviklingsforløbet været udbytterigt for...*

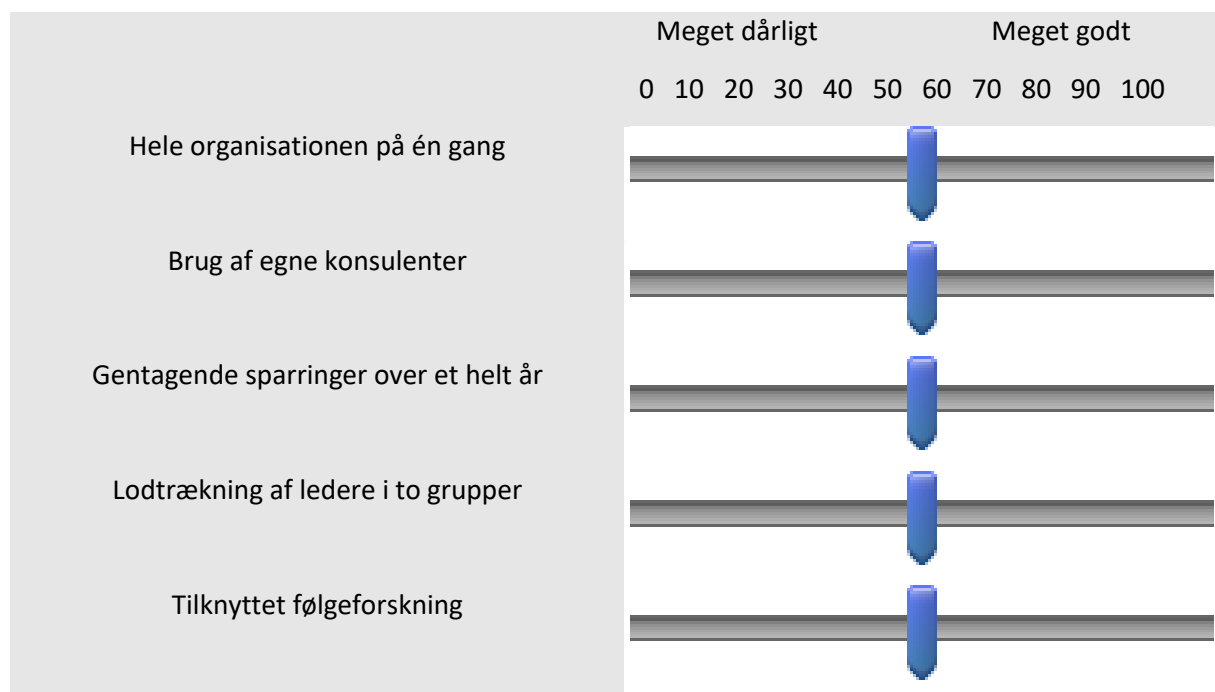
	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... mig som leder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... den afdeling/enhed jeg har ledelsesansvar for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... dem jeg bedriver ledelse i samarbejde med	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Forløbet (form)

Det lederudviklingsforløb Sundhed og Omsorg har gennemført i løbet af det seneste år har set anderledes ud end tidligere. De særlige kendetegn har været:

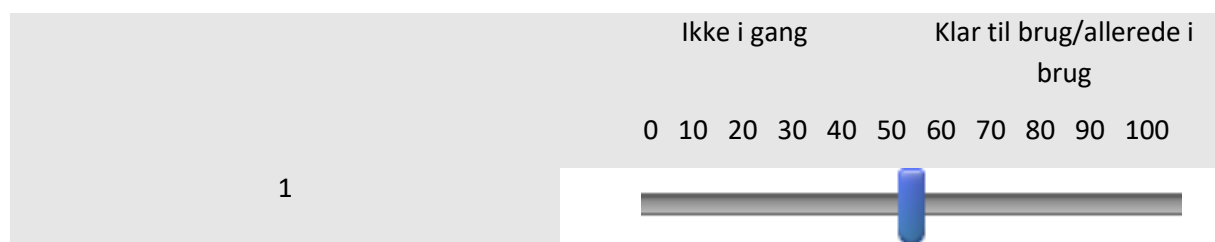
- Hele organisationen er inddraget og lærer sammen på én gang
- Brug af Sundhed og Omsorgs egne konsulenter til sparringerne
- Gentagende sparringer over et helt år (5 i alt)
- Lodtrækning af ledere i to grupper, som har modtaget forskellige forløb
- Tilknyttet følgeforskning fra Aarhus Universitet, som følger op via spørgeskemaer

*Hvordan har disse særlige træk ved lederudviklingsforløbet fungeret? 0 angiver, at det pågældende tiltag har fungeret meget dårligt. 100 angiver, at det pågældende tiltag har fungeret meget godt.*



### Ledelsesgrundlag (ledgrundlag)

*Hvor langt er du kommet med dit personlige ledelsesgrundlag? Angiv dit svar nedenfor. 0 angiver, at du ikke er begyndt at arbejde på dit personlige ledelsesgrundlag endnu. 100 angiver, at du har en version af dit personlige ledelsesgrundlag, som er klar til brug eller allerede er i brug.*



**Ledelsesgrundlag, nytte** (ledgrundlag\_nytte)

*I hvilken grad oplever du, at arbejdet med dit personlige ledelsesgrundlag er nyttigt for din udvikling som leder?*

- ☐ Slet ikke (1)
- ☐ I lav grad (2)
- ☐ I nogen grad (3)
- ☐ I høj grad (4)
- ☐ I meget høj grad (5)

**Baggrundsoplysninger****Erfaring** (erfaring\_leder)

Til slut har vi blot brug for nogle ganske få baggrundsoplysninger.

*Hvor mange år har du i alt arbejdet som leder?*

▼0 (0) ... 40 eller mere (40)

**Sparring** (antal\_sparringer)

*Hvor mange sparring har du deltaget i under det lederudviklingsforløb Sundhed og Omsorg har gennemført i løbet af det seneste år?*

▼0 (0) ... 5 (5)

**Stilling** (stilling\_1)<sup>19</sup>

*Hvad er din stilling?*

- ☐ Leder (1)
- ☐ Forstander (2)
- ☐ Viceforstander (3)
- ☐ Andet (4)

**Stilling** (stilling\_2)<sup>20</sup>

*Hvad er din stilling?*

- ☐ Områdechef (1)
- ☐ Viceområdechef (2)
- ☐ Forvaltningschef (3)
- ☐ Kontorchef (4)
- ☐ Leder (5)
- ☐ Andet (6)

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<sup>19</sup> The question is available if the respondent has marked its leader type as either “1” or “3” in the question *ledertype*

<sup>20</sup> The question is available if the respondent has marked its leader type as “2” in the question *ledertype*

## Spørgeskema medarbejder 2019

### Introduktion

Velkommen til Ledelsesudviklingsundersøgelsen, og tak fordi du tager dig tid til at give dette vigtige bidrag til udviklingen af Sundhed og Omsorg.

Spørgsmålene i dette spørgeskema kredser om ledelse. Det tager ca. 12-15 minutter at besvare alle spørgsmålene. Bemærk: Når vi henviser til 'din arbejdsplads', mener vi fx det plejehjem, den hjemmehjælp, den sundhedsenhed, det akut- eller rehabiliteringstilbud, den afdeling under Demens- og Hjernecentrum Aarhus, eller det kontor i forvaltningen, hvor du er ansat.

Når du har besvaret et spørgsmål, skal du selv klikke dig videre til næste side ved hjælp af knappen 'Næste' nederst på siden. Øverst på siden kan du følge med i, hvor langt du er i spørgeskemaet. Dine svar bliver gemt, efterhånden som du bladrer frem til næste side. Hvis du må afbryde din besvarelse, kan du derfor altid logge på igen med det tilsendte link i din mail og færdiggøre din besvarelse.

Hvis du har brug for hjælp vedr. spørgeskemaerne, kan du kontakte Nanna Thomsen ved at skrive til [nanna@ps.au.dk](mailto:nanna@ps.au.dk)

Vi glæder os til at modtage din besvarelse af spørgeskemaet. God fornøjelse og igen mange tak for din tid!

Mange venlige hilsner,

Hosea Dutschke

Direktør

Sundhed og Omsorg

Aarhus Kommune

Lotte Bøgh Andersen

Professor

Kronprins Frederiks Center for Offentlig Ledelse

Aarhus Universitet

### Samtykke og personoplysninger

Ved at klikke på 'Accepter' i feltet nedenfor giver du samtykke til, at Aarhus Universitet behandler personoplysninger om dig. Du kan læse om, hvordan personoplysningerne behandles, og hvordan du trækker dit samtykke tilbage, ved at [klikke her](#).

#### Samtykke (samtykke)

***Jeg accepterer behandling af mine personoplysninger i forbindelse med Ledelsesudviklingsundersøgelsen***

☐ Accepter (1)

## Motivation

### Intrinsisk motivation (intr\_motivation)

De første spørgsmål handler om din motivation. Tag dig ikke så meget af, hvad der kan opfattes som det 'korrekte' svar, men prøv at svare så ærligt som muligt.

Angiv venligst hvor enig/uenig du er i følgende udsagn.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Jeg nyder i høj grad mit daglige arbejde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. En ret stor del af mine arbejdsopgaver er kedelige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mit arbejde er meget spændende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Jeg kan godt lide at udføre de fleste af mine arbejdsopgaver)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Public service motivation (psm)

Angiv venligst hvor enig/uenig du er i følgende udsagn.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Det motiverer mig at hjælpe med at forbedre den offentlige opgaveløsning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Det er meget vigtigt for mig, at de offentlige ydelser er i orden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Jeg bliver personligt berørt, når jeg ser mennesker i nød	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Det er min borgerpligt at gøre noget, der tjener samfundets bedste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Jeg sætter samfundsmæssige forpligtelser over hensynet til mig selv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Jeg er klar til at yde store ofre for samfundets skyld	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Jobtilfredshed** (jobtilfreds)

*Samlet set, på en skala fra 0-10, hvor tilfreds er du med dit nuværende job?*

- ☐ Meget utilfreds 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ Meget tilfreds 10 (10)

**Resultatinformation, kontrol (res\_kontrol)**

De næste spørgsmål handler om det, man kalder 'resultatinformation'.

Resultatinformation er viden om, hvordan *borgerne* har det og klarer sig – fx borgernes tilfredshed, funktionsevne, sundhed, trivsel eller anden viden, som bygger på dialog med borgerne.

*Angiv venligst hvor enig/uenig du er i følgende udsagn.*

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Resultatinformation er et godt redskab til løbende at følge op på borgernes udbytte af vores indsats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Resultatinformation er med til at styrke min interesse i arbejdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Resultatinformation giver et godt overblik over, hvordan kvaliteten på min arbejdsplads udvikler sig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Ledelse

### Distribueret ledelse, leder adfærd (dl\_adfærd)

Dette spørgsmål handler om, hvorvidt din leder giver dig og dine kollegaer muligheder for at tage del i løsningen af ledelsesopgaver.

Ledelsesopgaver skal forstås som opgaver, din leder normalvis varetager. Det kan fx være:

- At sætte og kommunikere mål for teamets arbejde
- At organisere og planlægge arbejdets udførsel (fx vagt og ferieplanlægning)
- At udvikle teamets samarbejde
- At bidrage til teamets løbende kompetenceudvikling

*Angiv venligst hvor enig/uenig du er i følgende udsagn:*

*Min leder giver mig og min kollegaer mulighed for at tage del i løsningen af ledelsesopgaver.*

- ☐ Helt uenig (1)
- ☐ Overvejende uenig (2)
- ☐ Hverken enig eller uenig (3)
- ☐ Overvejende enig (4)
- ☐ Helt enig (5)

**Distribueret ledelse, engagement (dl\_agens)**

De næste spørgsmål handler om, hvor aktivt du er involveret i ledelses- og styringsopgaver på din arbejdsplads.

Angiv venligst hvor enig/uenig du er i følgende udsagn.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Jeg deltager aktivt i at sikre, at arbejdspladsens arbejdsopgaver bliver organiseret optimalt (fx vedr. vagtplanlægning og ferie)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Jeg er engageret i at sikre, at der er gode vilkår for alle medarbejderes udvikling på min arbejdsplads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Jeg er aktivt involveret i at sikre, at der sker de nødvendige organisatoriske forandringer på min arbejdsplads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Jeg bruger aktivt resultatinformation, når jeg involverer mig i ovennævnte aktiviteter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Distribueret ledelse, indflydelse (dl\_indflydelse)**

De næste spørgsmål handler om din oplevelse af indflydelse på arbejdspladsen.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Jeg har stor indflydelse på, at arbejdspladsens arbejdsopgaver organiseres optimalt (fx vedr. vagtplanlægning og ferie)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Jeg har stor indflydelse på, at der er gode vilkår for alle medarbejderes udvikling på min arbejdsplads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Jeg har stor indflydelse på organisatoriske forandringer på min arbejdsplads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Distribueret ledelse, afstemthed (dl\_afstemt)**

Det næste handler om fælles forståelser.

*Angiv venligst hvor enig/uenig du er i følgende udsagn.*

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. På min arbejds- plads styrer vi alle ud fra en fælles forstå- else for, hvad der er vigtigst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Vi medarbejdere træffer selv beslut- ninger, der er i over- ensstemmelse med fælles, overordnede mål	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Vi medarbejdere er gode til at af- stemme egne beslut- ninger med vores kolleger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Spørgsmålene på de følgende sider drejer sig om din leders ledelsesstil. Med din nærmeste leder mener vi den person, du holder MUS (MedarbejderUdviklingsSamtaler) med

### Transformationsledelse (transformation)

Disse spørgsmål handler om din leders fokus på at sætte retningen for arbejdspladsen. Når vi bruger ordet 'vision' mener vi et konkret billede af, hvad medarbejderne skal arbejde hen imod. I Sundhed og Omsorg handler det altså om ledetrådene.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Min leder sætter konkrete ord på, hvad der er visionen for arbejdspladsen over de kommende år	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Min leder forsøger at få medarbejderne til at acceptere fælles mål for arbejdspladsen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Min leder gør en løbende indsats for at få arbejdspladsens medarbejdere til at arbejde sammen i retning af visionen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Min leder bestræber sig på at gøre det klart for medarbejderne, hvordan de kan bidrage til at opnå arbejdspladsens mål	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Transaktionsledelse (transaktion)

De næste spørgsmål handler om din leders brug af anerkendelse på arbejdspladsen.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Min leder giver de enkelte medarbejdere positiv feedback, hvis de præsterer godt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Min leder viser aktivt sin påskønnelse af medarbejdere, der gør deres arbejde bedre end forventet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Min leder roser personligt medarbejdere, når de gør deres arbejde særlig godt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Min leder baserer sin anerkendelse på resultatinformation <sup>21</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **Lederidentitet (lederidentitet)**

Man kan både have en stærk fag-faglighed og en stærk identitet som leder.

*Vurdér din leders identitet på en skala fra 0-10. 0 svarer til, at du vurderer, at din leders faglige identitet er klart vigtigst for ham/hende 10 svarer til, at du vurderer, at din leders lederidentitet er klart vigtigst for ham/hende 5 svarer til, at du vurderer, at din leders faglige identitet og lederidentitet er lige vigtige for ham/hende*

- ☐ Faglig identitet er vigtigst 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ Leder- identitet er vigtigst 10 (10)

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<sup>21</sup> Resultatinformation er viden om, hvordan borgerne har det og klarer sig – fx borgernes tilfredshed, funktions-  
evne, sundhed, trivsel eller anden viden, som bygger på dialog med borgerne

## Data

### Rammebetingelser (rammebetingelser\_A)

Forskellige arbejdspladser har forskellige rammer – fx med hensyn til økonomi, personale, velfærds-teknologi, hjælpemidler, bygninger, afstande, borgere og brugere.

*I forhold til de rammer som din arbejdsplads har, hvor godt mener du så, at arbejdspladsen klarer sig i forhold til...*

	Meget dårligere end forventet ift. rammerne (1)	Dårligere end forventet ift. rammerne (2)	Som forventet ift. rammerne (3)	Bedre end forventet ift. rammerne (4)	Meget bedre end forventet ift. rammerne (5)
1. ... at styrke borgernes sundhed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... at styrke borgernes oplevelse af værdighed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... at styrke borgernes oplevelse af fællesskab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ... at mindske medarbejdernes sygefravær	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Opmærksomhed (opmærksomhed)

Som medarbejder kan man ikke hele tiden have maksimal opmærksomhed på alting i sit arbejde.

*Hvor meget opmærksomhed har du på de nedenstående områder i dit daglige arbejde? 0 betyder, at du ingen opmærksomhed har på området, mens 10 betyder, at du har maksimal opmærksomhed på det.*

	0	1	2	3	4	5	6	7	8	9	10
1. At styrke borgernes sundhed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. At styrke borgernes oplevelse af værdighed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. At styrke borgernes oplevelse af fællesskab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. At sænke medarbejdernes sygefravær	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Andre organisationer (andre\_org)

*I hvilken grad har du tilstrækkelig information om andre offentlige institutioners aktiviteter, der har betydning for løsningen af din kerneopgave (f.eks. udskrivelser, psykiatri, overgang fra sygehus til ældrepleje)?*

- ☐ Slet ikke (1)
- ☐ I lav grad (2)
- ☐ I nogen grad (3)
- ☐ I høj grad (4)
- ☐ I meget høj grad (5)

**Task performance** (task\_performance)

Angiv venligst hvor enig/uenig du er i følgende udsagn.

Husk at din besvarelse er fortrolig.

	Helt uenig (1)	Overvejende uenig (2)	Hverken enig eller uenig (3)	Overvejende enig (4)	Helt enig (5)
1. Jeg opnår målene med mit arbejde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Jeg opfylder alle de krav, jobbet stiller	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Jeg præsterer samlet set godt i mit arbejde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Jeg udfører arbejdsopgaverne, som det forventes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Leders brug af data (data\_ledelse)

Disse spørgsmål handler om din leders brug af data som grundlag for sin ledelse. Vi bruger ordet 'data' i bred forstand således, at det udover tal fra forvaltningen også dækker over systematiske observationer og feedback fra medarbejderne.

*I hvilken grad oplever du, at din leder bruger data til at...*

	Slet ikke (1)	I lav grad (2)	I nogen grad (3)	I høj grad (4)	I meget høj grad (5)
1. ... identificere problemer, der skal håndteres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... forstå årsager til gode resultater eller problemer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ... prioritere nye indsatser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ... følge op om indsatser fungerer som ønsket	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Erfaring** (erfaring\_medarbejder)

Her til allersidst mangler vi blot tre oplysninger om dit arbejde.

*Hvor mange år har du arbejdet på din nuværende arbejdsplads?*

▼0 (0) ... 50 år eller mere (50)

**Vagttype** (vagttype)

*Angiv hvornår de fleste af dine vagter ligger?*

- ☐ Jeg arbejder primært i dagvagt (1)
- ☐ Jeg arbejder primært i aftenvagt (2)
- ☐ Jeg arbejder primært i nattevagt (3)
- ☐ Jeg har en nogenlunde ligelig fordeling mellem de tre vagttyper (4)

**Tillidsrepræsentant** (tr\_amr)

*Har du på nuværende tidspunkt en rolle som arbejdsmiljørepræsentant eller tillidsrepræsentant på din arbejdsplads?*

- ☐ Jeg er arbejdsmiljørepræsentant (1)
- ☐ Jeg er tillidsrepræsentant (2)
- ☐ Jeg er suppleant til posten som arbejdsmiljørepræsentant (3)
- ☐ Jeg er suppleant til posten som tillidsrepræsentant (4)
- ☐ Jeg har ingen af ovenstående roller på min arbejdsplads (0)