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ABSTRACT

This study examines the extent of middle managers' experience of role stress and the factors associated with this type of job stress. The research aim of the study is divided into two parts. The first part explores how widespread role stress is among Norwegian middle managers. The second part builds on the first one. In the second part, we investigate which psychosocial factors trigger role stress. Five hypotheses and a research model are utilized to illuminate the interconnections. A quantitative methodological approach is applied. The basis for the project is a national representative survey conducted in 2011 by AFF at the Norwegian School of Management, to which we were granted access.

We have applied stress theory to illuminate our dependent variable role stress. Role conflict constitutes an essential part of the role stress concept. Furthermore, leadership orientations were linked to role stress. We picked two classical ones to connect with stress: people-oriented and task-oriented management, alongside the management theory LMX (leader-member exchange leadership). Finally, we assessed the importance of loneliness and social support connected to role stress.

Our results show that some work factors may have a more substantial impact on role stress than other work qualities from the perspective of a middle manager. In particular, we found that the dyadic relationship between the middle managers and their followers, as mapped in LMX leadership, may play a crucial part in role stress. Loneliness may also influence the level of role stress, but this interconnection seems to be more complex. The loneliness measure reflects that role stress can reduce the middle managers' level of well-being, even if they feel professionally and socially supported by management and employees.

The study should be considered a valuable research effort to gather knowledge about middle managers and their job situations, at least in a Norwegian context. The empirical findings shed light on factors that may affect a middle manager's experience of role stress. Role stress that exceeds one's control can cause a mental breakdown in a long-term perspective, such as burnout or lowered mental well-being.

Keywords: LMX, loneliness, role stress, stress, role conflict, social support, leadership, people-oriented leadership, task-oriented leadership, leadership orientations, middle manager, AFF, Leadership Survey

SAMMENDRAG

Denne studien undersøker omfanget av mellomleders opplevelse av rollestress og faktorene knyttet til denne typen jobbstress. Forskningsmålet for studien er delt i to deler. Den første delen utforsker hvor utbredt rollestress er blant norske mellomledere. Den andre delen bygger på den første delen og undersøker hvilke psykososiale faktorer som utløser rollestress. Problemstillingen vil bli undersøkt og analysert ved hjelp av fem hypoteser og en forskningsmodell. For å besvare forskningsspørsmålet har vi brukt en kvantitativ metodisk tilnærming. Grunnlaget for prosjektet er en nasjonal representativ undersøkelse gjennomført i 2011 av AFF ved Norges Handelshøyskole, som vi fikk tilgang til.

Vi har brukt stressteori for å belyse vår avhengige variable rollestress. Rollekonflikt, sammen med rolleklarhet, utgjør en vesentlig del av rollestressbegrepet. Videre ble lederorienteringer knyttet til rollestress, hvor vi valgte de to klassiske: relasjonsorientert og oppgaveorientert ledelse, sammen med ledelsesteorien LMX (leader-member exchange leadership). Til slutt har vi viktigheten av ensomhet og sosial støtte knyttet til rollestress da våre funn viser at alle disse er relatert til opplevd rollestress.

Våre funn underbygger at noen faktorer kan ha en mer betydelig innvirkning på rollestress enn andre egenskaper sett fra en mellomleders perspektiv. Spesielt fant vi at det dyadiske forholdet mellom mellomlederne og deres følgere, slik det er kartlagt i LMX-ledelse, kan spille en avgjørende rolle knyttet til rollestress. Ensomhet kan også påvirke nivået av rollestress, men denne sammenkoblingen ser ut til å være mer kompleks. Videre fant vi at rollestress kan redusere den enkeltes mellomleders trivsel, selv om de føler seg faglig og sosialt støttet av ledelse og ansatte.

Studien bør betraktes som en verdifull forskningsinnsats for å samle kunnskap om mellomledere og deres jobbsituasjon. De empiriske funnene belyser faktorer som kan påvirke en mellomleders opplevelse av rollestress. Rollestress som overskrider ens kontroll kan gi et psykisk sammenbrudd i et langsiktig perspektiv, som utbrenthet eller nedsatt psykisk velvære. Denne negative påvirkningen kan være ødeleggende både på individ- og organisasjonsnivå, og vi har med denne studien presentert et bidrag til teorien blant norske mellomledere.

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INTRODUCTION

This present thesis covers the topic of middle managers and their work situation. A Nationally representative study comprises the basis for the project. The many scientific journal articles and books about leadership show great interest within the management field. With an ever-increasing amount of literature dealing with middle managers' importance in the organization, many different descriptions of the middle manager's role, position, and areas of responsibility can be found. The study should gain some interest, as very little empirical research has been carried out that has paid particular interest in the middle leader position in general.

The "middle manager" is a widely understood and broadly defined term in the literature. Through our master's degree, we have gained insight into the management subject that has been developing over many years. Our interest in investigating the middle manager role has been challenging due to the lack of previous research in this field in the Norwegian context, however, we see that it is described as a complex role (Hope, 2015). Previous studies have underlined that the middle manager is the link between top management and the employees in the organization, where they should have an overview combined with their daily operations. According to the literature, the "middle manager" position has significantly increased in status in recent years. Moreover, the middle manager has traditionally been seen as an administrative leader and has not consistently been recognized in the literature as a vital role in an organization's strategy (Van Rensburg et al., 2014). However, this has changed, and the middle manager has gained greater recognition for their significant strategic role as a mediator between top management and the operational levels of the organization. To understand the complexity, we want to look closely at middle managers' roles in this study.

Role stress is the other central topic of this thesis. Such strain can be linked to the leadership role, not the least among middle managers. Top management's requirements and expectations of the middle manager can vary from the wishes and expectations of the other operational levels (Floyd & Lane, 2000). Conflicting expectations from surrounding groups can cause the middle manager to experience role stress. However, we are uncertain about the factors that have the most prominent connection with perceived role stress for middle managers, at least within a Norwegian context, and the extent to which middle managers experience role stress. We know, as aforementioned, that middle managers are essential for strategy and operations. In addition, middle managers are everywhere, they perform crucial work in small and large companies but also public and private organizations. This study aims

to contribute with increased knowledge about middle managers' everyday work and identify which factors impact middle managers' experience of role stress.

What is leadership?

As the first step, we will present the leadership topic more in general. Leadership and leader-and employee relations have gained widespread interest in recent decades. Donald Trump became president of the US in 2016, Elon Musk achieved tremendous success as the CEO of companies like Tesla and SpaceX, and Vladimir Putin instigated a terrible war against Ukraine. The examples Trump, Putin, and Musk, have in common are that these leaders have triggered an expanded interest in the leadership domain. Leaders within an organization impact individuals' behavior across work positions and hierarchical levels. The leadership level within a company strongly influences the organizational culture with its norms and values.

According to Huczynski & Buchanan (2019), *leadership* can be defined as “the process of influencing the activities of an organized group in its effort toward goal setting and goal achievement” (p. 695). Arnulf (2012) also defines leadership and clarifies it as: “leadership is to create support for targeted cooperation by making it meaningful” (p. 13). As we can see, Arnulf (2012) underlines the social process that embeds leadership. Within an organization, Arnulf claims, the purpose of management is to settle that employees collaborate to achieve specific goals. A leader should, therefore, enhance motivation among the subordinates, ensure that the employees perform as well as possible, and create job satisfaction among the followers. Leaders aim to influence others, whereas the concept of leadership is about building support from people. This support separates leadership from the ideas of governance, power, and authority, and with such an approach, leadership will provide a basis for a significant degree of goal achievement (Jacobsen & Thorsvik, 2013).

Leadership is linked to at least two parties and the relationship between these, most typically leaders and followers. Therefore, one can assume that a leader is dependent on followers and their connections. Furthermore, a manager's role expectation will depend on how the environment views the role and expectations from, among others, superiors, managers at the same level, and the employees. Other requirements concerning tasks and feedback on one's behavior also affect a leader's perception of his role. These expectations, needs, and feedback will affect a leader's behavior and how the individual leader copes with

them, which again affects the leader's choices. Burns (1978) pointed out that the connection between two parties constitutes one of the biggest problems in leadership research because one point of view examines leaders/managers, and the other looks at those who follow, the employees. Hence, leadership does not occur in a vacuum but results from an interconnection between at least two parties. In other words, leadership should be regarded as a process. It is also important not to separate management from administration but to consider managers as administrators and administrators as managers (Mintzberg, 2013).

According to Hiller, DeChurch, Murase, & Doty (2011), we can distinguish five types of orientations within leadership theories. The five theoretical orientations can be split into leadership traits, Leader Membership Exchange Theory (LMX), strategic leadership, leadership behavior, and transformational leadership. Avolio, Walumbwa, & Weber (2009) states that LMX and transformational leadership, established in the late 1970s and early 1980s, are two essential theories in modern research. Both of these perspectives have gathered a lot of attention from research scholars. LMX and transformational leadership are based on how the manager can promote change in business or among the employees (Northouse, 2010). Therefore, both LMX leadership and transformational leadership can potentially be transformative.

From the very beginning of studies concerning leadership, research has been conducted on the qualities and abilities of leaders. Research has addressed whether one is born with qualities that give greater opportunities to become a leader and, in addition, whether someone has qualities that give them better conditions for success as a leader (Hassan et al., 2013). In research and theory of leadership behavior, the starting point was two main qualities that stood in opposition to each other, where one was about caring for their employees and the other about structuring the work. However, developing good leaders is important for the success of a business. Hence, the goal is to create a culture that promotes leadership where one tries to build and value strong leadership.

Norwegian leaders and culture

Globalization has led to many leaders working across national borders. Norwegian culture that has previously been "taken for granted" in the workplace may no longer be unique. Employees with different backgrounds and nationalities bring different norms and cultures to the workplace (Rønning, Brochs-Haukedal, Glasø & Matthiesen (2013). The Norwegian

leaders and culture differ significantly from other national cultures with its feminine traits and collective society.

Hofstede, Hofstede, and Minkov (2010) define culture as a “collective programming of the mind that distinguishes the members of one group or category of people from others” (p. 6). Hofstede’s research on cultural differences has been applied to comprehend specific organizational behaviors. Moreover, the Global Leadership and Organizational Behavior Effectiveness program (GLOBE) includes further research on Hofstede’s dimensions of culture. It may be complementary to Hofstede’s seminal research (Thomas & Peterson, 2018). Norway was not part of the latest research effort looking into culturally adapted leadership in different countries in the GLOBE program. However, several studies of other Nordic countries have been carried out. The Hofstede and the GLOBE study revealed a cluster of Nordic countries, implying similarities between the cultures and leadership behavior. However, Sund (2016), conducting a study on Norwegian leadership, argues that there are essential cultural differences between the Scandinavian countries. One example of a cultural difference is that leaders in Denmark tend to delegate more to subordinates, requiring employees to be more independent. Whereas Norwegian leaders often focus more on well-being and job satisfaction. Besides, Swedish leadership tends to focus even more on coaching (Vangrud, 2019). Hence, the Danish administration is often seen as “targeted leadership”. On the other hand, Norwegian leadership is often linked more closely to “democratic leadership”.

Given the lack of empirically-based knowledge of leadership within the Norwegian cultural context, especially among middle managers, the present study aims to offer empirical findings that may contribute to the overall general understanding of Norwegian leadership characteristics. It should be mentioned that Hofstede, Hofstede, and Minkov (2010), who have conducted extensive cultural research globally, find some prominent features in Norwegian culture and leadership. Looking at, for example, masculinity versus femininity, individualism versus collectivism, and the power distance dimensions of Hofstede’s study, we can find apparent features of Norwegian culture and leadership (Hofstede, 1980; Hofstede, 2001). Norwegian culture scores low on power distance. The flat Norwegian leadership hierarchy with a small distance between the levels means that many have direct access to top management and that the flow of direct contact often goes across leadership levels (Colbjørnsen, 2004). Hence, Hofstede’s research discovered that Norwegian culture is characterized by a significant degree of equality and a low degree of hierarchical space due to

the low power distance between managers and employees (Thomas & Peterson, 2018). The Norwegian society is also considered highly feminine, meaning that softer aspects of culture are valued. An effective leader in a feminine community is supportive, and decision-making is reached through involvement (Hofstede, 2001). Norway is also considered an individualistic society, meaning that the individual is highly essential and that personal opinions are valued.

Sund and Lines (2014) argue that Norwegian leadership is expected to be colored by the Norwegian culture due to experiential learning and institutional and leader acculturation processes. Sund and Lines also state the Norwegian leadership style is typically described as soft, with little focus on hierarchy and more focus on democracy and participation. The ideal Norwegian leader can be seen as the prototype of the group they are to lead. Prototypical leaders are usually perceived as attractive and socially attractive - almost charismatic - to others. They are often trusted and thus are given leeway (Barreto & Hogg, 2017). A prototypical leader can symbolize and realize the professional values and identity of the employee group they lead. However, a manager's everyday work is not just about realizing the employees' professional ambitions. Administration, conflict management, meetings, helping employees in difficult situations, creating motivation among employees, following up on sick leave, and providing positive future images during change and adjustment are just some of the actual management tasks that await managers.

Now that we have looked at leadership in general, it will be necessary for our research aim to look at research and theory related to middle management and middle managers' role.

Middle managers

In an organization, one will rarely find people with the "middle manager" job title, although the term is well established and known in the literature (Van Rensburg et al., 2014). However, a broad interpretation of the term middle manager exists as they have a central role in the link between the strategic and the operational level in organizations. Moreover, according to recent research, the middle manager is considered one of the organization's most influential leaders with their complex role (Hope, 2015). The complexity is linked to the different organizational stakeholders expected to get assistance or be led by a middle manager.

A *middle manager* can be defined based on the employee's job descriptions, while others describe a middle manager based on the manager's position in the organization chart (Floyd & Lane, 2000; Van Rensburg et al., 2014). Wooldridge et al. (2008) argue that a

middle manager is any manager positioned below the top leaders and above the lowest level of managers in the organization. As the top management's "top hand," the middle manager is a critical player in the implementation and design of, among others, strategy (Hope, 2015). Furthermore, middle managers are often between those who make the decisions and those who implement them (Mintzberg, 2013). With that said, one may argue that the management is dependent on the middle managers' competence to keep the business going. With their knowledge of the processes, they have a unique power. The middle manager is an essential resource when changes and organizational strategies are implemented (Hope, 2015).

The middle manager's role has been the subject of research over decades but has recently gained a more nuanced perspective. This function is emphasized to a greater extent today concerning the flow in the organization. In addition, as organizations have become more knowledge-based, they will require different functions and qualities from a middle manager. In addition, it has previously emerged that the middle manager is under pressure, has a stressful position, and exercises a different type of management than other managers. The middle manager's role is crucial in, among others, change processes, where the middle manager's communication often can be needed to make adjustments along the way. In addition, middle managers' knowledge and familiarity with employees and their situations can be essential in decision-making and change processes.

Furthermore, responsibility can be connected to information sharing and communication between levels (Floyd & Wooldridge, 1992). Based on this, the middle manager develops a deep and broad network over time, where they more easily get information (Huy, 2001). However, many middle managers are skilled professionals and need training in good communication, as they are an essential part of the communication channel. For the middle manager as a link, it is central to what extent the flow of information and the clarity of this goes within the organization to be able to put this into practice. Kaufman & Kaufman (2009) emphasize that a middle manager must manage to communicate upwards, downwards, and horizontally in the organization.

Being a manager requires skills and knowledge. As the immediate manager in the daily work, many middle managers also have personnel responsibilities, which can be demanding and stressful. In addition, more organizations today are organizing more *in* and *around* groups and teams, hence, a different way to approach and lead organizations. Moreover, a middle manager can be the closest to the day-to-day operations (Huy, 2001).

Furthermore, a prerequisite for implementing changes is that middle managers actively participate in the processes. This participation depends on a clear division of roles, as middle managers must navigate between different and partly competing roles in a change process.

According to Olsen & Stensaker (2013), middle managers often experience uncertainty when they have to learn new skills in connection with changes in work tasks and leadership roles. Lack of leadership support deals with such as the experience of loneliness, stress, and insecurity, as well as the opportunity to obtain support in difficult situations. That being said, focusing on middle management can strengthen the organization, and a more nuanced view of middle management versus top management can result in a healthier organizational structure (Hope, 2015). However, a middle manager is not always a straightforward or protected title. Depending on the organization's size, structure, and business area, the content of a middle manager's job will vary.

In the next section, we will look closely at several conditions that can be predictive factors in middle managers' experience of role stress.

Psychosocial factors linked to leadership

In the next section, we will address the issues that we will link to middle manager leadership. First, we will elaborate on the dependent variable, role stress, in addition to role conflict and general job stress. Furthermore, we will look at the leadership orientations, people and task-oriented leadership, and further the LMX management theory. And finally, in the last part of the result section of the thesis, we will take a closer look at social support and loneliness. Both these psychosocial conditions may be important for leaders in their daily lives.

Stress

Stress can be defined as “any kind of stimulation, internal or external, that triggers the physiological stress response” (Selye, 1956). Stress, psychological or in the form of workload, can be experienced differently from person to person, and there can be multiple causal triggers of stress. For example, stress can be caused by a single event that resolves quickly or a single extreme event that affects a violent mental strain and chronic stress that lingers for a long time (Rønning et al., 2013). Some researchers suggest that stress plays an essential part in motivating employees, while others argue that stress in organizations leads to various problems (McGowan, Gardner & Fletcher, 2006; Ongori & Agolla, 2008).

Job stress. Job stress is a type of stress that can be caused by any workplace conditions that negatively affect an individual's performance, overall well-being, and in turn, productivity. According to the National Institute of Safety and Health (NIOSH), *job stress* can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker, which leads to poor health and even injury (NIOSH, 1999; Rehman, 2008). Work-related stress is often the result of a conflict between the role and needs of an individual employee and the demands of the workplace. It is widespread that nearly everyone agrees that job stress results from the interaction of the worker and work conditions. However, one can distinguish between the *worker characteristics* versus *working conditions* as the primary cause of job stress. Whether it is worker characteristics, or working conditions causing the stress, it will require different ways to prevent job stress.

Vulnerable workers, e.g., due to lack of competency, or the work environment being distressing, may require various intervention techniques. Different events can provoke job stress. For example, middle managers might feel pressure due to the demands of their role, such as tasks or responsibilities that exceed what they comfortably can manage. Further, these demands can result from middle managers' roles becoming increasingly essential and changing. Today, middle managers are sometimes asked to take on extra functions, such as a coaching role or a role model and a talent developer. Thus, the middle management role is more versatile than before.

Role stress. Role stress is based on the assumption that all people play a particular role in an organization and that this role is shaped by expectations from different quarters (Kahn, Wolfe, Quinn, Snoek & Rosenthal, 1964; Rizzo, House & Lirtzman, 1970). Kahn et al. (1964) defined *role stress* as the pressure individuals face when they cannot learn or understand the relevant rights and obligations related to their work and perform their roles well. Subsequently, Hardy & Conway (1988) believed that role stress is an imbalance of status caused by some external factors. With that as a basis, Lambert & Lambert (2001) described role stress as a consequence of deviant or conflicting expectations assigned to a role compared to the actions performed in the position. In other words, role stress arises when expectations for a role do not correspond to the fundamental work requirements.

Furthermore, individuals who do not experience mastering the role or struggle to meet the environment's demands for efficiency, punctuality, or profitability can get stressed and burnt out due to the burden, which can reinforce the feeling of loneliness (Rønning et al., 2013). Thus, role stress can be triggered by role uncertainty, role conflict with oneself or with others, conflict with others' roles, or conflict with one's own role. As leaders encounter difficulties, such as the performance of their jobs, they can experience role stress. Leaders and employees may experience this type of stress regardless of their position in the organization. The leader's implicit leadership theories, i.e., the (partially unconscious) thoughts about what leadership should look like, can also influence leaders' increased role stress. However, the level of role stress can depend on the perception of situations, opportunities, threats, or constraints an individual encounters while trying to fulfill their responsibilities and tasks (Sinha & Subramanian, 2012). That being said, the stress can stem from, among others, overload of work, responsibility, inadequate authority, non-cooperation from subordinates, hostile bosses, poor working conditions, and other conflicts in the organization (Khetarpal & Kochar, 2006). The conditions that cause stress are called *stressors*.

Particular attention has been paid to the idea that middle managers may be extra exposed to stressors (Sinha & Subramanian, 2012). This exposure can be connected to the fact that middle managers are often met by different demands and expectations from different directions within the organization. Further, the different expectations of the middle manager, which can often be conflicting, require great complexity in the flow of information and cooperation between the management levels to avoid adverse outcomes of stress. Moreover, it is stated that a significant amount of stress can place constraints on people, lowering their performance levels. Further, a moderate level of high stress and pressure can also negatively affect performance in the long run, as it can wear down the individuals and drain their energy, according to Sinha & Subramanian. Therefore, developing a supportive, encouraging, and helpful management style can be essential in alleviating middle managers' stress and, ultimately, ensuring the well-being of the individual and the entire organization.

Role conflict and role ambiguity. There are two primary perspectives on the dimension of role stress. One view holds that role stress can be classified into two dimensions; role conflict and role ambiguity (Rizzo, House & Lirtzman, 1970). Further, through an in-depth study of role stress, another view deems that role stress can be divided into three dimensions where role overload is included (Kahn et al., 1964). However, as role

overload is not studied as frequently as the first two, we will mainly focus on the two dimensions; role conflict and role ambiguity.

Role conflict can be described as “incompatibility in requirements and perceived lack of resources” (Rizzo, House, & Lirtzman, 1970; Ashill & Rod, 2011; Wilberg & Matthiesen, 2017). According to Jacobsen & Thorsvik (2013), role conflict arises when a manager’s performance of his or her work does not correspond to the expectations others in the organization have of the manager’s behavior. As a middle manager, there will sometimes be conflicting wishes and interests from the top and bottom of the organization. Therefore, it can be assumed that middle managers have a higher risk of experiencing role conflict than the other organizational management levels (Floyd & Lane, 2000). Role ambiguity, on the other hand, refers to employees’ feelings when they are unclear or lack a proper understanding of their role and cannot obtain clear role expectations at work (House & Rizzo, 1972). Thus when managers are faced with tasks and information conveyed by several role requirements, it is difficult to predict how they can balance the requirements for different roles, which might cause role conflict.

Regardless of the context or situation, the top and operational managers will each have their expectations of the middle manager role (Floyd & Lane, 2000; Mintzberg, 1973). Expectations can be conflicting, which will require great complexity in the flow of information and cooperation (Floyd & Lane, 2000). Such conflicts can arise, among other things, from middle managers receiving ambiguous signals or being exposed to ethical dilemmas.

An organization should seek to minimize role conflicts as several studies show that role conflicts are closely linked to job satisfaction (Keller, 1975; McConville, 2006). Floyd and Lane (2000) state that role conflicts are an inevitable consequence of change and cannot be avoided. However, by being aware of them, it can be minimized. To do so, Mantere (2008) believes that it is essential for top managers to make the middle manager feel respected, experience trust and responsibility, and feel included and recognized. Furthermore, Mantere believes that if all these factors are present in the organization, it will give the middle manager an optimal room for maneuver and minimize the risk of role conflict.

Leadership orientations

The starting point in research and theory of leadership behavior determines two main factors in this field. One is about taking care of their employees, and the other is about structuring the work. The main difference between relationship-oriented and task-oriented leadership was identified through the Ohio and Michigan studies in the 1950s and 1960s (Bass & Bass, 2008). Furthermore, the Ohio- and Michigan studies have created great interest and engagement among experts in the field of leadership behavior.

Furthermore, Blake and Mouton's Leadership Grid consists of a study in leadership behavior, describing the two main categories: relationship-oriented and task-oriented leadership (Garg & Jain, 2013). Oh & Berry's (2009) study also supports that effective leadership involves these two main aspects. We find it interesting to link them to the middle managers' role stress. Burke et al. (2006) argue that task-oriented behaviors facilitate understanding task requirements, information, and operating procedures. Further, task-oriented management behavior is about structure, which involves organizing the work, developing systems and creating effective communication channels, and rewarding targeted work (Garg & Jain, 2013). On the other hand, people-oriented behavior focuses on employees' inclusion, support, and development, and the leaders often trust two-way communication, relying on the employees. Burke et al. (2006) state that people-oriented behaviors are "those that facilitate the behavioral interactions, cognitive structures, and attitudes that must be developed before members can work effectively as a team" (p. 291).

Examining leadership orientation in more detail is relevant as effective leadership can make organizations more successful. One can assume that middle managers either appear to be internally oriented and concerned with the relationships between themselves and employees or have a more external focus and look at the role from a more general perspective, emphasizing achieving results. However, Blake and Mouton's (1962) "managerial grid" refers to the fact that effective managers should focus on both taking care of employees and structuring work. Although there was previously a shift away from research on leadership traits and to research on leadership behavior, it turns out that they are closely related. In other words, the leader's behavior will be influenced by both the situation the leader is in and also the leader's personality.

LMX (Leader-Member Exchange Theory)

Leader-Member Exchange Theory, also referred to as LMX theory, prescribes leadership and conceptualizes leadership as “a process that is centered on the interactions between leaders and followers” (Northouse, 2019, p. 230). According to Graen & Uhl-Bien (1995), the essence of LMX leadership is that “effective management processes take place when managers and employees have the opportunity to develop mature leadership relationships (partnerships) and through these gain access to many benefits such as these relationships entails” (p. 225). The leader-member exchange theory is widely discussed and proven to be one of leadership psychology’s most tenable management theories (Ilies, Nahrgang, & Morgeson, 2007). It is widely discussed because the conditions in the workplace, and relationships with employees and superiors, in particular, are essential in all organizations.

LMX theory stands out because it is based on the fact that the manager does not treat all employees equally. Over time, the leaders may develop different relationships with their followers. The quality of the association may vary. The theory presents what is called in-group and out-group. Early research of exchange studies (LMX), called vertical dyad linkage theory (VDL), focuses on the nature of vertical relations and two different types of relationships. The first group is founded on expanded and negotiated role responsibilities called in-group. This group is characterized by high trust, respect, and commitment beyond the job descriptions. The second group is based on the formal employment contract, called the out-group (Northouse, 2019), characterized by low trust, respect, and little commitment. Followers become part of one of these groups, depending on how sufficiently they work with the leader, and the other way around (Graen & Uhl-Bien, 1995). Thus, the establishment is based on their involvement in expanding their role and responsibilities.

Further development of the LMX theory changed the focus from in-group and out-group to developing effective leadership relationships between manager and employee. Thus, the purpose was to work with and create a partnership with each employee more sufficiently. Doing so makes it possible to evolve high-quality interactions with all followers rather than just a few. Understanding the relationship between leaders and their employees is seen as most important in management theory. By doing so, the management theory becomes fairer for employees and more appealing in terms of principles of justice, and the potential for partnerships with a high exchange rate increases (Graen & Uhl-Bien, 1995).

Several aspects characterize the Norwegian leader. We find the Norwegian leader to be inclusive, trusting, democratic, and informal. In addition, in line with their low power distance, Norwegian leaders are concerned with having short distances to create good relations with their employees. We believe these are unique qualities Norwegian leaders possess and provide a good starting point for exercising good leadership and achieving a high degree of LMX.

Social support

Social support can be defined as “supportive interactions or exchanges of resources between people in formal and informal relationships” (House, 1981). Further, social support can be described as the experience of support or the feeling that someone is taking care of you. However, in the workplace, it can be referred to as a working condition that reduces the negative impacts of job-related stress (Karasek & Theorell, 1992). There is a widespread agreement within the scientific field of social support that deep and meaningful relationships play an essential role in human flourishing (Feeney et al., 2015). Social support has been defined and measured in numerous ways. Thus, one criticism of research connected to social support is often linked to the lack of consensus on a clear definition and how to measure it correctly/adequately (Uchino, 2004).

Social and professional support does not always appear clear-cut. Employees can periodically experience a lack of control and high demands on the job. Most people do not get sick when such an experience occurs, but the risk of illness may increase if it persists over time. Employees who experience social support at work are likely to have a lower risk of illness than those who do not (Ozbay et al., 2007). This assumption is supported by studies connected to social support in the workplace, which show that people who experience more supportive and rewarding relationships with other employees are more socially integrated, experience higher levels of subjective well-being, score lower on morbidity rates and have better mental health (Feeney et al., 2015). Therefore, it is likely to believe that social support at work protects the individual employee against adverse health effects. Social support can be given by colleagues by, for example, sharing common challenges or providing each other feedback and recognition.

Social support is considered extra important in challenging situations with high-stress levels. It is likely to believe that middle managers, who are to influence strategic choices at a higher level, need a great degree of social support in their everyday life. This assumption is,

among others, because social support can help reduce, for example, role conflict and role ambiguity (Stamper & Johlke, 2003). Further, it is likely that organizations that promote employees' well-being focus more on social and professional support. Research indicates that being part of a genuine social system leads to a better identification with the group or organization, and eventually, this increases the work's meaningfulness (Rodin & Salovey, 1989). Moreover, as social support may contribute to employees feeling more socially integrated and experiencing higher levels of well-being, leaders, middle managers, and employees should experience social support in the workplace, as it leads to positive relationships.

Loneliness

A leader may experience loneliness, for instance, when they experience a lack of social support and at the same time are expected to make critical decisions. Further, loneliness can occur when experiencing a discrepancy between desired and actual social involvement. Perlman and Peplau (1981) define loneliness as “the unpleasant experience that occurs when a person's network of social relations is deficient in some important way” (p. 31). De Jong-Gierveld (1987) also argues that loneliness is “a situation experienced by the individual as one where there is an unpleasant or inadmissible lack of (quality of) certain relationships” (De Jong Gierveld, 1987, p. 120). Hence, both definitions agree that loneliness can result from deficiencies in one's social relationships and illustrate that loneliness involves unpleasant and distressing feelings (De Jong Gierveld, 1987; Perlman & Peplau, 1981).

Loneliness can be classified into emotional loneliness and social loneliness. Emotional loneliness happens when one lacks relationships with a confidential figure or an essential close person, for example, a partner or best friend. On the other hand, social loneliness stems from the absence of interactions with broader groups or social networks such as groups of friends, colleagues, volunteer clubs, or other clubs (Weiss, 1973). Lack of belonging and experience being on the outside of the organizational environment can lead to loneliness. However, working in teams and having close contact with customers and colleagues counteract loneliness. On the other hand, this close contact does not always guarantee positive relationships, and the risk of experiencing loneliness may be present as many experience conflict-filled work environments with internal competition and social stress (Burt, 2002). Further, research shows that negative social relationships directly threaten the need for belonging.

International research shows that as many as two-thirds of leaders report that the most challenging thing about the leadership role is the feeling of being on the side of the community in the organization (Rønning et al., 2013). A leader's experience of loneliness can be linked to organizational and individual conditions. Further, a leader's loneliness can affect their decisions, relational behavior, and leadership style. The feeling of loneliness can also create stress, negatively affecting the work environment and the interaction with their subordinates (Rønning et al., 2013).

Lonely leaders may be considered bad for the employees because they have a leadership style characterized by emotional, cognitive, and behavioral consequences, lack of belonging, and community representation (Rønning et al., 2013). Being a leader can sometimes lead to feeling lonely or unpopular because one has to make decisions that the subordinates can perceive as challenging to follow. As a middle manager, it can also be challenging to find the balance to follow the subordinates and the top management simultaneously, where one can sometimes feel stuck in between. Furthermore, Rønning et al. (2013) conclude that some leaders may be mistakenly considered not to care, while in reality, they are lonely people who potentially lack adequate communicative relational skills. Rønning and associates further point to loneliness as why a leader can be perceived as having passive leadership behavior.

Middle managers are often described in theory as a lonely role, and McConville (2006) explains how many middle managers often tend to miss their colleagues. The middle managers also report a lack of experience in co-understanding with surrounding managers and employees. That said, loneliness can be a negative factor affecting decreases of, among others, well-being, depression, and sleeping problems (De Jong Gierveld, 1998). The experience of loneliness among leaders can impact the leader's ability to make decisions, relational behavior, and leadership style. At the organizational level, this can also have consequences for their employees. Therefore, it has been essential for us to investigate which underlying factors may be related to perceived loneliness among Norwegian middle managers and to what extent this affects management and employee relations.

Research aim

This master's thesis focuses on role stress among Norwegian leaders. We have had the opportunity to investigate this research focus through obtained data from AFF's Leadership Survey 2011. This comprehensive 25-page leadership survey contains inventories that map the different topics related to role stress, as well as other factors that we want to see the theory in connection to. The sample is nationally representative, and the group selected are middle managers (n = 876).

Middle managers are traditionally known for meeting expectations and pressures from both leaders and followers, hence, different teams or parties (Sinha & Subramanian, 2012; Wilberg & Matthiesen, 2017). Therefore, we find it particularly interesting to focus on role stress in our study of middle managers. To gain a better and more in-depth understanding of the concept, we have divided our research focus into two parts. The first part deals with the extent of role stress, while the second looks at the specific origin of perceived role stress. Part 2 will be investigated more closely with five hypotheses, in addition to a research model. Thus, the following research focuses will form the basis for our master's degree:

Part 1: How widespread is role stress among Norwegian middle managers?

Organizational stressors can negatively impact the employee in the long run, and we assume that role stress does have organizational and administrative consequences that may negatively influence, among others, the relationship between manager and employee. That said, we find it decisive to investigate the extent of perceived role stress within middle managers in our data set. Several demographic variables will be of interest and be analysed to examine the scope of role stress among Norwegian middle managers. Further, to test if there are differences in the sample, two of the demographic variables, age, and gender, will be used as our control variables. The analysis from part 1 will contribute to part 2 to better understand the origin of role stress.

Part 2: What psychosocial conditions predict role stress?

The present survey will investigate factors that we assume predict role stress. In this part, the problem will be investigated and analysed using the following hypotheses:

1. The classical leadership dimensions of the person and task orientation are related to role stress. Hypothesis 1: *We assume that person orientation leadership is negatively related to role stress and conversely that task-orientation leadership is positively associated (direct effect).*
2. An important form of leadership style in person-oriented management is LMX leadership, which deals with the dyadic connection between the manager and each employee. In these relationships, the manager is primarily responsible for obtaining high-quality relationships. Hypothesis 2: *We assume that LMX leadership is negatively associated with leadership role stress (direct effect).*
3. Lack of social support may be an essential part of experiencing role stress. Hypothesis 3: *We therefore assume that perceived social support among the middle management leaders is negatively associated with role stress (direct effect).*
4. Loneliness may constitute a complicating and stress-enhancing issue in the life of a middle manager. Felt loneliness can disturb the leaders in their jobs. Hypothesis 4: *We assume that loneliness among leaders is positively associated with role stress (direct effect).*
5. It is well-known that psychosocial factors also can interact, that is, the combined effect of two conditions can add something to the prediction of a third dependent variable, in addition to the original direct effect of each of the independent variables. Thus, in line with this, we predict an interaction between social support, LMX management, and loneliness related to role stress among middle managers (Hypothesis no. 5). *We will test the interaction between social support and LMX management, between social support and loneliness, and between LMX management and loneliness (two-way interaction effects). Finally, we will investigate whether the overall interaction between social support, LMX, and loneliness contribute significantly to role stress prediction (three-way interaction effects).*

In Figure 1, we have created a visual overview of all the five hypotheses addressed and how they are linked to the dependent variable of role stress. As can be seen in the figure, all the arrows are numbered in accordance with the hypotheses that we propose.

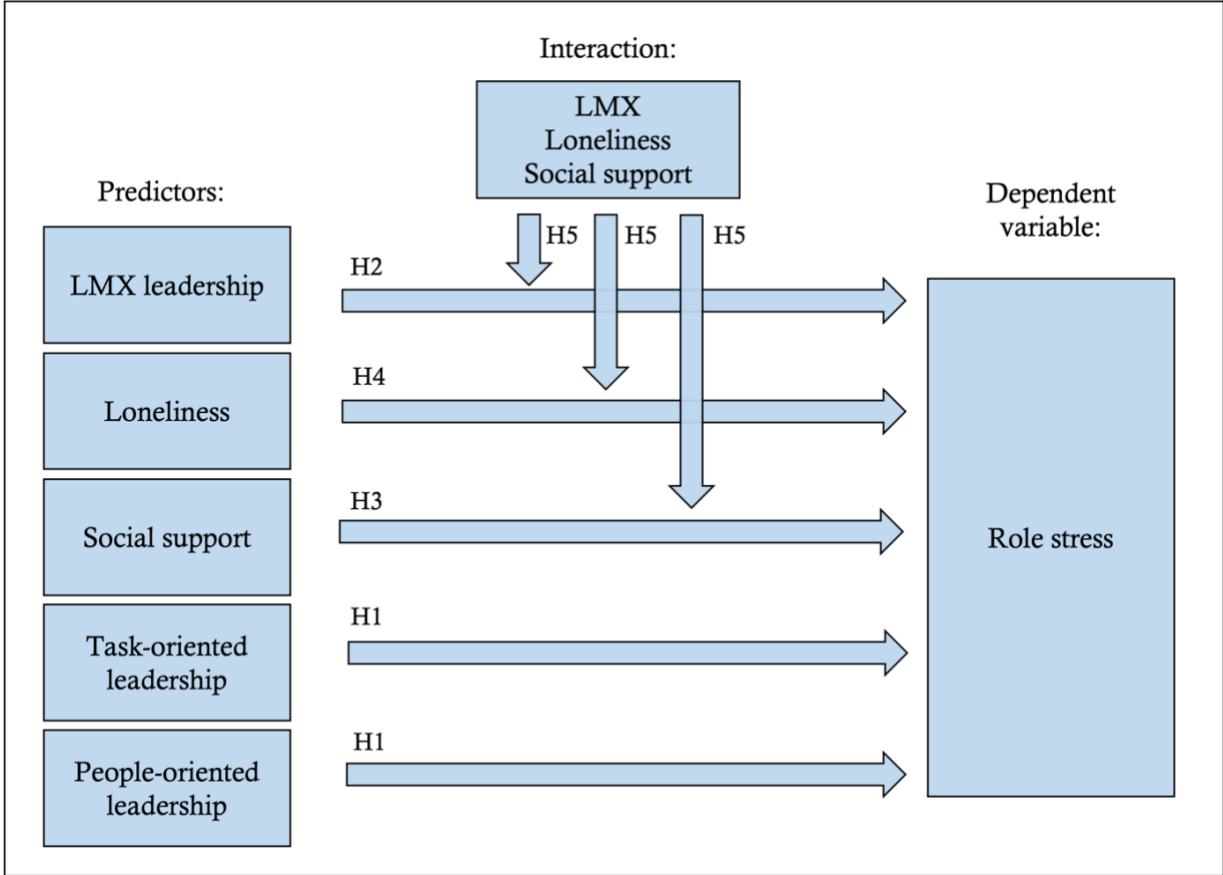


Figure 1. Research model

METHOD

In this section, we will describe the method we have used to answer the research aim. We will explain the choice of research design, sample, and representation of the study and the data collection.

Research design

This thesis is based on data material from the “AFF Leadership Survey 2011” and consists of responses to questionnaires from Norwegian leaders. As the research aim in this thesis focuses on middle managers, our collected data from the AFF Leadership survey is based on the focus group of 876 middle managers who responded to the study. The data material is

collected and organized by Synovate under the auspices of AFF, which owns the data on which we base our thesis and analysis.

The AFF Leadership survey conducted in 2011 had 2,910 respondents, representing a unique contribution to Norwegian management studies. Moreover, this survey has also shown improvements since the previous AFF surveys carried out in 1999 and 2002 using established inventories or scales, which measure critical conditions around managerial themes and constructs.

Sample

The AFF Leadership Survey 2011 is a nationally representative sample of Norwegian leaders (N = 2910). In the sample, 1994 (68,5 %) of the respondents are men, and 916 (31.5 %) are women. The average age is 48,8 years, with the youngest respondents being 22 years old and the oldest respondents being 90 years old. Furthermore, 18.7 % of the respondents were between 22 and 40 years old, 72.3 % were between 41 and 60 years old, and 9.0 % were between 61 and 90 years old. As the response rate to the survey is 70.8 %, it can be classified as an excellent rate in such a survey.

Narrowing the data to middle managers, 876 respondents, the sample indicated that 550 (62.8 %) of the respondents are men, and 326 (37.2 %) are women. Furthermore, a more in-depth analysis of middle managers has been done to understand the study's dataset better. A complete overview of the demographic variables of interest is presented in Table 1.

Table 1: Demographic characteristics of participants (N= 876)

Characteristic	n	%
Gender		
Male	550	62.8
Female	326	37.2
Age		
22-40 yrs	185	21.1
41-60 yrs	620	70.8
61 or more	71	8,1
Marital status		
Partner/Married	757	86.4
Other	113	12.9
Education		
High school or less	318	36.3
1-4 higher education	304	34.7
More than 4 years higher ed	251	28.7
Yrs as leader in current co.		
Up to one yrs	105	12
2-3 yrs	155	17.7
4-5 yrs	146	16.7
6-10 yrs	174	19.9
11-19 yrs	192	21.9
20 or higher	96	11
Yrs as leader in previous co.		
Up to one yrs	275	31.4
2-3 yrs	69	7.9
4-5 yrs	64	7.3
6-10 yrs	105	12
11-19 yrs	75	8.6
20 or higher	47	5.4

Note. Totals of percentages are not 100 for every characteristics because of rounding

Representation

The AFF's management survey sample consists of a national representative across industries, genders, and sectors. The sample in the survey consists of extensive data collection and should, with its selection criteria, be representative of the Norwegian population. The sample is collected randomly in each company, and it is desirable that one of three middle managers, at least one in each company, have participated.

Data collection

The data collection took place between the 30th of March 2011 and the 11th of November 2011 and was collected by Synovate through the survey feedback method. The sample consists of companies from previous similar surveys and recruitment of new ones. Of the total respondents, 28 % participated in the AFF study in 2002 and 20 % both in 1999 and 2002.

The survey was conducted by sending a paper version of the questionnaire to each respondent, then answered and returned. Measures were also introduced to increase the number of responses. These measures included that respondents who spent a long time were first contacted by email before they were called. The questionnaire is 25 pages long and contains 75 main questions, where each main question includes several sub-questions. For example, the main question that maps three types of leadership consists of 36 items. The sheer length makes the survey very comprehensive, and the respondents were encouraged to take breaks or only answer parts of the study at a time.

Research ethics and GDPR

Respondents, demographic data, and identification are anonymized in the AFF survey. In other words, the privacy considerations of the individual respondent are taken care of carefully. Furthermore, the respondents were informed about the purpose behind the survey and were aware that the study would be analysed and reported in book form. In addition, all the participants received a summary of the survey's main results before completion.

Analysis

In our analysis, we used the statistics program IBM SPSS Statistics and the additional program JASP. We started by getting the file from our supervisor, Stig, made by Synovate, and loaded it directly into SPSS and later in JASP. The raw data got named and systematized when analysing the data, and we re-created all the index variables with full reliability inquiry. We used correlation analysis and hierarchical multiple regression analyses to perform our analysis. The choice and implementation of analysis in SPSS were mainly justified by Pallant (2010).

Measures

This section will present the questionnaire used in the survey, i.e., the inventories and questions used. Under each measured variable, we will refer to references on the inventory and the number of paragraphs/statements and response categories used. The full questionnaire is attached to the Appendix for the sake of clarity.

Role stress. The survey maps stress in the form of role stress. In literature, it is common to distinguish between role conflict and role ambiguity when it comes to role stress (Rizzo, House & Lirtzman, 1970). It is also possible to add role conflict and role ambiguity to create an operationalized measure of role stress. This procedure was followed by Rønning and associates in their previous AFF report (Rønning et al., 2013). To measure role stress was, for example, the question, “How often do you find that the job places demands on you that go beyond your ability to nurture friendships?”, see also question number 53 in the questionnaire attached in Appendix 1. The answer categories related to the questions go from 1 (“never”) to 5 (“all the time”). In addition, there is a “not applicable” category. We found Cronbach Alpha for the role stress scale to be 0.80.

Demographic variables. The first eleven questions in the survey are about demographics. We checked for demographic variables, such as gender, age, marital status, how many years one has been a leader, and the number of years the manager had worked in the current company. These demographic variables can be seen as control variables. Gender was measured with the question “Are you male or female?” and had the answer options 1, male, and 2, female. In addition, age was measured with the question “How old are you?” and we sorted the answers into categories “22-40 years”, “41-60 years”, and “60 or more years”. A complete overview of the demographic variables applied is presented in Table 1, and the questionnaires are attached in Appendix 1 (questions 1 and 2).

People and task-oriented leadership. Perspectives for assessing people and task-oriented management go back to the classic Ohio and Michigan studies in the United States in the 50s and 60s (Bass & Bass, 2008). In our research, the classic leadership dimensions have been mapped by Stogdill’s (1963) inventory “Leadership Questionnaire” (task orientation) and using a measure of “empowerment”, developed by Ahearne and co-workers (Ahearne, Mathieu, & Rapp, 2005), which maps people-oriented management (Rønning et al., 2013).

Stogdill's inventory, which maps task-oriented leadership, consists of six statements. Examples are "I decide what to do and how it is done" and "I assign certain tasks to the group members". On the other hand, people-oriented management was measured by applying the inventory of Ahearne and employees through four claims. Examples of items in this part are "I help the employees to understand how their goals and purposes relate to the company" and "I express great faith that the employees can perform demanding tasks".

In both inventories that measure task-oriented and people-oriented management, the response categories range from 1 (Strongly disagree) to 5 (Strongly agree). In addition, there was a "can not answer" category, see also question number 67 and 68 in the questionnaire attached in Appendix 1. The Cronbach Alphas for the two measures mapping classical leadership dimensions were 0.74 for task-oriented and 0.66 for people-oriented leadership.

LMX. LMX management was assessed using Graen and Uhl-Bien's (1995) scale "LMX7", also presented in the Northouse (2010) textbook about leadership. Examples of questions measuring LMX-leadership are "The trust in my employees is so great that I would have defended and justified their decisions in their absence" (1 "strongly agree" to 5 "strongly disagree") and "How would you describe your working relationship with your employees?" (1 "very bad" to 5 "very good"), see also questions number 35-41 in the questionnaire attached in Appendix 1. Furthermore, the response alternatives followed the Likert scale build-up and had five numbered options, but also covered a sixth one ("can not answer"). The Cronbach Alpha was found to be 0.78.

Social support. The variable consists of two simple questions or statements that map the leaders' perceived degree of social support. The links included in the inventory are inspired by general literature on social support by, among others, Cohen & Syme (1985). The only two statements included in the inventory are "I have colleagues who can come up with dangerous advice when I need it" and "I know the resource persons outside the company who can give me new and fruitful professional approaches", see also question number 50 in the questionnaire attached in Appendix 1. The response categories range from 1 (Strongly disagree) to 5 (Strongly agree). In addition, there is a "can not answer" category. Furthermore, the vulnerability of only having two questions in this variable is considered.

Loneliness. Loneliness was assessed through the loneliness scale developed by Kraft & Loebe (1997). In the study, Norwegian leaders were asked to what extent they experience

loneliness based on six questions included in the scale. The loneliness scale is based on the UCLA Loneliness Scale and has earlier been reported as the most widely used international measure of loneliness (Russell, Pelau & Cutrona, 1980).

It is vital to isolate situations that trigger loneliness in work-related cases since factors that lead to and affect loneliness in individuals are individually and empirically conditioned (Rønning et al., 2013). Examples of questions measuring loneliness are “I often feel lonely”, “I think I have enough contact with people who care about me”, “I find it difficult to talk to people that I have never met before”, and “I feel lonely even when they are with others”. The answer options went from “Completely Agree” (value 5) to “Completely Disagree” (value 1). In addition, a “can not answer”-option was included, see also question number 58 in the questionnaire attached in Appendix 1. We found the Cronbach Alpha to be 0.70 on the Loneliness scale.

Preliminary analysis and descriptive statistics. The first step in the preliminary analysis and descriptive statistics was to review the data material for errors and omissions according to the guidelines in Pallant (2010). We discovered that some of the questions included in the indices we would use had some “missing’s.” Furthermore, we read the questions thoroughly. It did not seem unnatural regarding more missing on the questions than others, as some of the questions with a lot of missing may seem somewhat more personal or poorly adapted to Norwegian cultural conditions. However, Tabachnick & Fidell (2007) explain that missing > 5 % of N can be considered too much. Therefore, we used MEAN substitution to create the sum score variables on LMX, loneliness, people-oriented, task-oriented, role stress, and social support. In the aftermath, descriptive analysis of these variables shows that missing, after MEAN substitution for up to 20 % of the joints, ends up within 5 % and can therefore be considered acceptable.

All negative formulated terms were reversed using the recode command during further analysis. We instantly saw the importance of all variables with high scores showing an equal degree of frequency, quantity, or agreement with the statement. This was especially necessary for the questions of loneliness, as high responses needed to correspond to a high degree of perceived loneliness.

Correlation coefficient analysis

Correlation analysis is the first step in an analysis setup where multivariate analyses follow. Ideally, the correlations between the variables included in the regression analysis should be between $r = 0.30$ and $r = 0.70$. The problem with too strong intercorrelations between constructs that overlap too much is that they may be measuring the same, which is a methodological flaw. In a hierarchical multiple regression analysis, it is impossible to determine which of the two correlated variables is the main predictor related to the dependent variable. Pallant (2010) pinpoints that correlations above $r = 0.90$ indicate multicollinearity. Multicollinearity can increase the variance of the coefficient estimates and affect the statistical significance of independent variables. In other words, the coefficient estimates become unstable and sensitive to minor changes in the model (Pallant, 2016). That said, VIF and Tolerance values in the data were checked and are within values Pallant (2010) states are unproblematic (tolerance values of 0.8 are acceptable).

Furthermore, multicollinearity likely exists if VIF values are above 10 (Pallant, 2016). In our research, VIF values are below 10, and tolerance values are above 8. Therefore, we can conclude that no multicollinearity exists in our data set (see Appendix 1).

RESULTS

In this section, we have summarized the main findings from each research question. The analysis results will follow the build-up consistent with parts 1 and 2. We will start with part 1, which addresses an analysis of the demographic variables to answer the main problem about role stress. We will briefly discuss these variables in terms of normality, average, and percentage distribution to understand whether role stress is widespread among middle managers. Part 2 will follow the layout of the five hypotheses in the same order. Further, we will explain the correlation and regression analysis performed to respond to the initial hypotheses.

Part 1: How widespread is role stress among Norwegian middle managers?

Descriptive analysis

Using descriptive analyses, we can better clarify how widespread role stress is among Norwegian middle managers. Descriptive statistics is helpful to get an overview of what the data material looks like, how different groups are distributed, what level we have on the

dependent variable, and how it is spread. To test the general variables of role stress within descriptive statistics, we used both SPSS and JAPS as a tool.

The 12 sub-questions (items) related to role stress are tested to see which variables stand out. Looking at the 12 questions in Table 2, two variables particularly stand out, revealing high levels of role stress. The question “superiors and subordinates make different demands of you” indicates an exceptionally high level of role stress compared with the other items (Mean 3.19, scale range 1-5). A high mean value on this item was expected as middle managers are positioned between top-management and organizational operation.

The question “daily chores lead to long-term tasks not getting enough attention” indicates the highest level of role stress in this study (Mean 3.54, scale 1-5). Because middle managers work under the top manager’s strategic goals, daily work content can be affected by more sporadic tasks, which will impact long-term task priority. With that being said, the findings were expected in context to present theory within the middle managers’ position in organizations. Furthermore, the descriptive statistics show that Norwegian leaders acknowledge stress related to demands and long-term chores and tasks.

Table 2: Descriptive statistics, role stress

	Valid	Missing	Mean	Std. Deviation
Item 1	865	11	3.193	1.026
Item 2	848	28	2.551	0.915
Item 3	827	49	2.339	0.991
Item 4	841	35	1.996	0.995
Item 5	862	14	3.544	0.985
Item 6	853	23	2.272	0.970
Item 7	813	63	2.387	1.053
Item 8	859	17	2.496	0.927
Item 9	861	15	1.816	0.870
Item 10	864	12	1.855	0.966
Item 11	832	44	2.748	1.248
Item 12	861	15	2.761	1.173

The histogram of role stress among Norwegian middle managers (Figure 2) shows normally distributed data. However, we see some reported low values and some reported high values. As can be seen, the Mean value of the summarized scale of role stress is 2.50 (SD = 0.58).

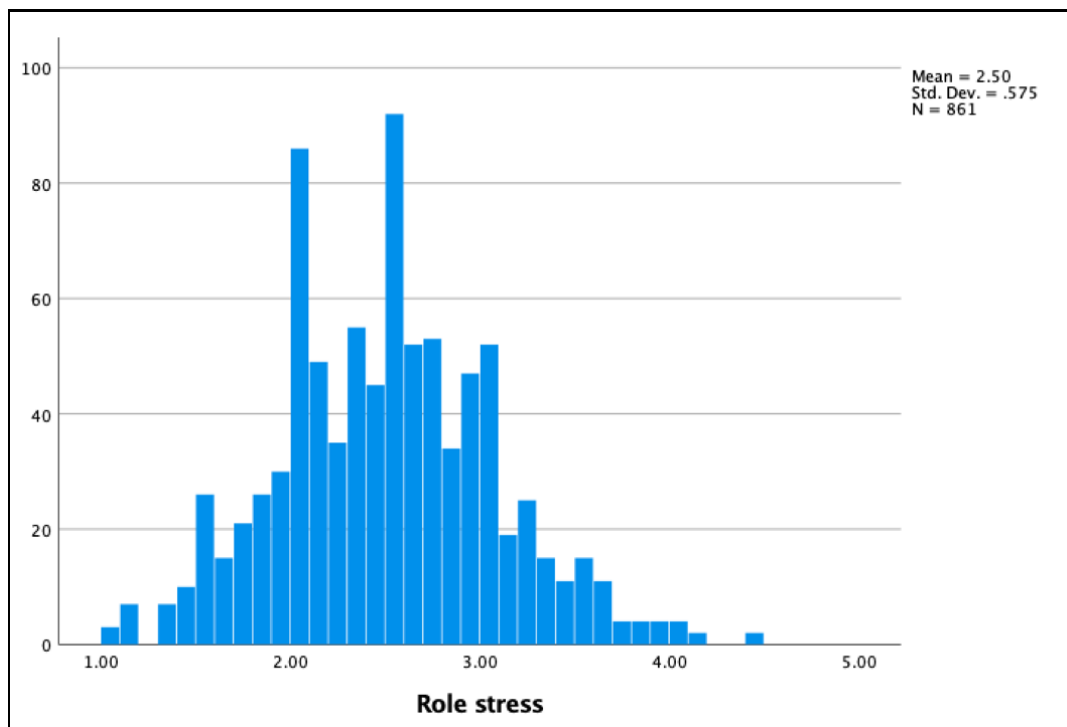


Figure 2: Histogram of role stress

Relationship between role stress and age

Role stress is significantly associated with age. First, since the age range goes from 19 to 90 years in the dataset (there are some middle manager outliers exceeding the normal retirement age of 70), we started by categorizing and systematizing the age range. According to Table 3, several variables stand out concerning age, where several of the variables are significant. The first variable of particular interest is related to “requirements for you that go beyond your marriage/relationship”, $p < .001$. This variable also stands out, and we see that the young group, 35-44 years, experiences role stress the most, Mean = 3.24, while the oldest group experiences it the least, Mean = 3.03. These are expected results because the younger group may be in a different family situation than the older generation, who often have a more established family life. However, the finding of this study is interesting.

Furthermore, another variable of importance and interest relates to whether “superiors and subordinates make different demands on you” (Mean = .019). Again, Table 4 shows that the oldest group experiences a lower level of stress (Mean = 3.03), while the youngest group (under 35 years) experiences role stresses the most (Mean = 3.41). This was also an expected result in advance because “generational achievement” has become a familiar concept when we talk about today’s young generation. Today, “generational achievement” has become a general term for legitimizing a somewhat unhealthy young culture (Bakken, Sletten & Eriksen, 2018). The youngest generation in today’s society rebels against themselves in many ways, where they put enormous pressure on themselves to be perfect and consistently perform at the top. With that being said, the youngest group (under 35 years) confirms this by showing that this age group experiences the most significant demands for the environment in this study.

Finally, the question “you should go to work even when you feel sick” is also significantly associated with age, $p = .004$, and again shows that the youngest group (under 35 years) experiences this the most, Mean = 3.16, while if the oldest group (55 or higher) experiences this the least, Mean = 2.76. Again, this was somehow expected because the youngest group is allegedly exposed to pressure in so many areas that it becomes difficult to handle and master the totality of the demands and expectations they meet. Therefore, it is likely that the younger generation feels that they have to go to work despite illness, compared to the older group who reports otherwise.

Table 3: Relationship between role stress and age

Age categorized		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12
Under 35 yrs	Mean	3,41	2,79	2,36	2,21	3,57	2,25	2,32	2,46	2,05	1,97	3,05	3,16
	N	59	58	58	56	58	59	57	59	57	58	56	58
	Std. Deviation	0,967	1,022	0,986	1,004	1,011	0,975	1,003	0,916	0,934	1,025	1,285	1,197
35-44	Mean	3,24	2,52	2,35	2,12	3,58	2,28	2,3	2,46	1,8	1,91	2,56	2,87
	N	246	243	236	239	241	239	229	244	245	246	236	248
	Std. Deviation	1,024	0,883	0,98	0,997	0,928	0,909	1,072	0,895	0,828	0,996	1,228	1,16
45-54	Mean	3,24	2,59	2,43	2,04	3,63	2,32	2,47	2,54	1,85	1,93	2,81	2,72
	N	327	318	313	315	330	326	309	325	328	329	317	325
	Std. Deviation	0,987	0,927	0,972	1,049	0,976	0,972	1,024	0,937	0,876	0,991	1,198	1,17
55 yrs or older	Mean	3,03	2,46	2,19	1,76	3,39	2,19	2,38	2,47	1,72	1,67	2,78	2,6
	N	233	229	220	231	233	229	218	231	231	231	223	230
	Std. Deviation	1,078	0,896	1,019	0,87	1,036	1,025	1,085	0,95	0,88	0,857	1,311	1,158
Total	Mean	3,19	2,55	2,34	2,00	3,54	2,27	2,39	2,5	1,82	1,86	2,75	2,76
	N	865	848	827	841	862	853	813	859	861	864	832	861
	Std. Deviation	1,026	0,915	0,991	0,995	0,985	0,97	1,053	0,927	0,87	0,966	1,248	1,173

Relationship between role stress and gender

Role stress has also been shown to be significant concerning gender. Table 4 shows that some role stress items stand out concerning gender. Two of the gender associations are significant. Firstly, the variable related to “that daily chores leads to long-term tasks not receiving enough attention” shows a significant value of $p = .010$. In addition, we see that 19 % of women report that they experience this “all the time” (Mean = 3.66), while only 13 % of men share the same “all the time” (Mean = 3.48). Thus, there is a clear difference between gender when it comes to the item mapping “daily chores that have an impact on long-term tasks”.

Furthermore, the variable related to “that you should go to work even when you feel sick” shows a significance level of $<.001$, thus, there is a difference between gender within this. As shown in Table 5, women report that they, to a more significant degree, feel they should go to work despite illness (Mean = 2.93), while men with a minor degree feel like they have to (Mean = 2.66). According to Appendix 2, we also see that there are more women (8 %) than men (4 %) who feel that they have to go to work even though they are ill “all the time”. This gender difference may be related to women going sick at work to a greater degree than men because they are afraid to make their immediate leader angry or disappointed. In addition, we can assume that female workers pay more attention to their colleagues by going to work a little sick rather than disappointing their colleagues. Other than these group differences, there were no other significant findings related to role stress and gender.

Table 4: Relationship between role stress and gender

Are you male or female?		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12
Male	Mean	3,14	2,57	2,38	2,04	3,48	2,27	2,33	2,47	1,77	1,84	2,71	2,66
	N	543	531	522	533	539	537	513	537	539	542	522	536
	Std. Deviation	1,051	0,905	0,99	1,001	0,984	0,967	1,04	0,908	0,833	0,932	1,256	1,159
Female	Mean	3,28	2,51	2,27	1,92	3,66	2,28	2,48	2,54	1,89	1,89	2,8	2,93
	N	322	317	305	308	323	316	300	322	322	322	310	325
	Std. Deviation	0,977	0,933	0,991	0,98	0,979	0,976	1,071	0,957	0,926	1,020	1,235	1,179
Total	Mean	3,19	2,55	2,34	2,00	3,54	2,27	2,39	2,5	1,82	1,86	2,75	2,76
	N	865	848	827	841	862	853	813	859	861	864	832	861
	Std. Deviation	1,026	0,915	0,991	0,995	0,985	0,97	1,053	0,927	0,87	0,966	1,248	1,173

Part 2: What psychosocial conditions predict role stress?

Correlations coefficient analysis

The correlation coefficient analysis is a helpful tool to measure the strength of the bivariate relationship between variables separately. It is also a convention to present bivariate interconnections before conducting multivariate statistics. Our research is based on Pearson's *r*, which concerns both magnitude-strength and an aspect of either positive or negative linear relationship results between two variables (Pallant, 2016). Furthermore, Pearson's *r* statistics are among the most widely used statistics to measure bivariate correlation coefficients (Tabachnick & Fidell, 2007). Our analysis may provide insightful information that can be seen as a supplement to the multivariate presentation of the research model outlined in Figure 1, of which role stress comprises the dependent variable.

*Table 5: Correlations between the variables in the study (Pearson's *r*)*

The dependent variable <i>Role stress</i> is listed in the first line.										
Variable	Mean	SD	1	2	3	4	5	6	7	8
1-Role stress	2.50	.57	1							
2-Gender	1.37	.484	.058	1						
3-Age	47.97	8.999	-.081*	-.186**	1					
4-Task oriented	3.5566	.60506	.001	-.026	.003	1				
5-People oriented	4.1750	.51112	-.044	.164**	.068*	.135**	1			
6-LMX	3.9925	.54216	-.229**	.087*	.167**	.064	.398**	1		
7-Social support	4.2296	.79588	-.057	.035	.000	.017	.212**	.221**	1	
8-Loneliness	4.3129	.65163	-.168**	.056	.018	-.146**	-.117*	.065	.048	1

Note. * $p < .05$ ** $p < .01$. *** $p < .001$.

As can be seen, the correlation table presents all possible combinations of bivariate correlation between the research variables in the present project. Mean values and standard deviation are also part of the table. Some specific associations stood out as interesting. One of the most interesting findings between the independent variables is the strong link between LMX leadership and whether the leaders report experiencing themselves to be people-oriented ($r = 0.40$, $p < 0.001$). We can also see that LMX is associated with age ($r = 0.17$, $p < 0.01$) and that social support correlates substantially with people-oriented leadership ($r = 0.21$, $p < 0.01$). Correspondingly, there is a link between social support and LMX ($r = 0.22$, $p < 0.01$).

It should be noted that the correlation model (shown in Table 3) is based on the correlations found in the multiple regression output statistics. Due to many missing data in

terms of loneliness (it was a blunder of the original AFF researchers to allow the respondents to report the response category “not relevant” on each of the loneliness items), we created a variable to split between the entire middle-manager sample. The subsample contains leaders that also reported their level of loneliness. We inspected the correlation matrix for the loneliness sample, compared it with the whole sample of middle managers, and found that the correlations were approximately identical.

Regression analysis

The final exploration of the research model and its hypotheses are conducted using a series of multiple regression analyses. The analysis results are shown in number format in Table 6. Multiple regression, blockwise designs, were performed in SPSS. By doing so, it is possible to enter the variables into the regression equations in a specific order, or in other words, to follow a rational build-up. After the control variables in block 1 (gender, age) have been entered and block 2 (task-oriented, people-oriented leadership), the regression equation explains 0.3 % (adjusted R square = .003, p not significant) of the variance in role stress. After block 3 variable (LMX) has been included, the model explains 5,6 % of the variance (adjusted R square = .056, p <0.001). When the regression equation adds social support and loneliness, the block 4 model explains 9,1 % of the variance (adjusted R square = .091, p <0.001).

Lastly, after the final block, block 5, when one sole interaction term is included (the interaction between social support and loneliness), the entire model with role stress as the criterion variable is predicted with 10,8 % explained variance (adjusted R square = .108, p <0.001). This bivariate interaction was the only one that significantly contributed to the regression of role stress (the other interaction terms, various combinations of loneliness, social support, and LMX leadership, did not contribute, nor did the three-wave interaction term between the predictor variables). Next, we will investigate the regression equations to clarify the proposed hypotheses.

Table 6: Results of regression analyses, five blocks of predicting Role Stress.

Beta weights					
Measure	block 1	block 2	block 3	block 4	block 5
Gender	.041	0.33	0.37	.044	.049
Age	-.074	-.078	-.059	-.059	-.058
Task oriented		.078	.072	.060	.050
People oriented		.028	.130**	.102	.091
LMX			-.256***	-.225***	-.207***
Social support				-.042	-.040
Loneliness				-.196***	-.183**
Int Soc Supp x Loneliness					.143**
Adjusted R^2	.002	.003	.056	.091	.108
ΔR^2	.009	.007	.055	.040	.020
F	1.373	1.278	4.813***	5.578***	5.859***
ΔF	1.373	1.181	18.669***	7.030***	7.070***

Note: Standardized regression coefficients are shown. * $p < .05$. ** $p < .01$. *** $p < .001$.

Hypothesis testing results

The first hypothesis predicted that person-oriented leadership is negatively related to role stress and that task orientation is positively associated. We conducted multiple regression analyses to clarify this hypothesis (Table 6). As shown in the table (step 5), the two leadership dimensions only corresponded with standardized betas of 0.05 and 0.09 related to the criterion variable. Both were non-significant contributions to the explained variance of role stress. Thus, hypothesis 1 should be rejected.

The second hypothesis addresses whether a high degree of LMX leadership directly affects leadership stress. When LMX was included in the block 3 regression equation, with control for demographic variables and the two leadership variables respective people-oriented leadership and task-oriented leadership, a beta weight of 0.26 was obtained. In the final model (block 5), LMX was found with a beta of 0.21 ($p < 0.001$). The beta weight is negative, indicating that a high level of role stress is connected with a lower level of LMX. Hence, hypothesis 2 is confirmed.

The third hypothesis proposed that social support among leaders is negatively associated with role stress (cf. Table 6). Social support is added to the regression models as part of block number 4, along with loneliness. As can be seen, the direct effect of social support was modest regarding the prediction of role stress (beta = -0.04, both in blocks 4 and 5, p not significant). Thus, the hypothesis that social support predicts role stress directly can be rejected.

The fourth hypothesis addressed that loneliness is positively associated with role stress. This predictor was also added as part of block 4 among the regression models. As Table 3 demonstrates, the link between loneliness and role stress is significant when controlled for the other predictor variables. Beta was found to be -0.20 in block 4, decreasing to -0.18 in block 5, with both beta weights being significant ($p < 0.001$). The minus sign of the coefficient signals a somewhat surprising result: the least lonely leaders report the highest level of role stress. Although the strength of the interconnection is significant, the direction is opposite of what we predicted. Thus, the hypothesis must be rejected.

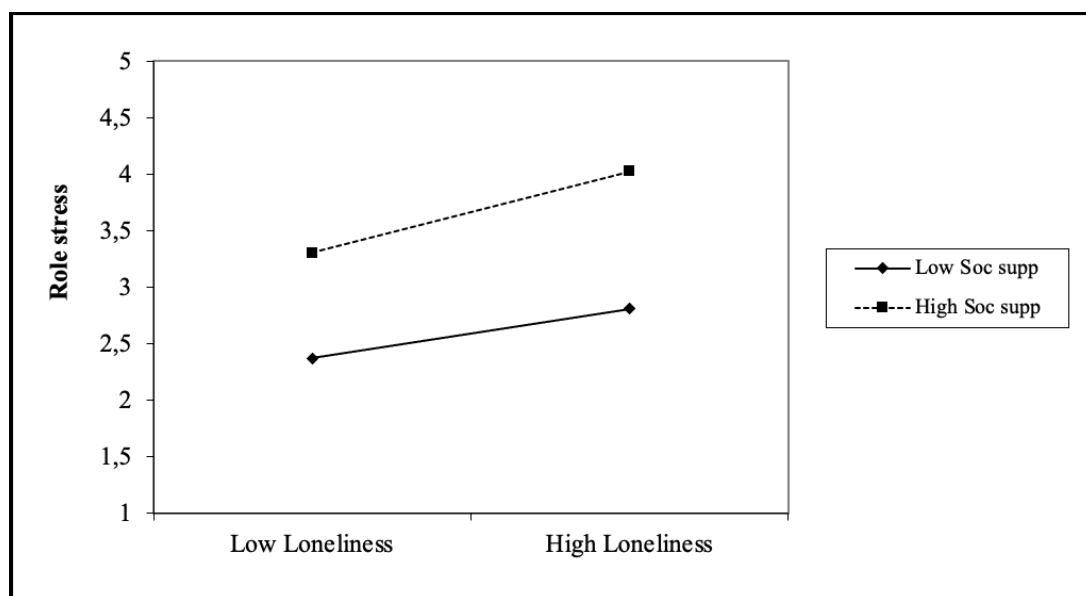


Figure 3. The interaction between loneliness and social support, with role stress as the dependent variable.

Various interaction terms were established to verify hypothesis five, stating that significant interactions exist between social support, loneliness, and LMX. The regression equations revealed that only one of these interaction terms significantly contributed to the prediction of role stress when controlled for the different direct effects of the variables. The significant term is included in block 5 among the regression models. The combination of loneliness and social support increased the amount of explained variance from 9,1 % to 10,8 %. The interaction is significant ($p < 0.01$). In Figure 3, we can inspect the interaction more thoroughly. The expected direction in the interaction calculations was that the most lonely leaders would simultaneously report the lowest level of social support. This prediction was, however, not found. Instead, the figure shows that middle managers with a high level of loneliness but access to higher support levels report the most elevated level of role stress.

DISCUSSION

Main findings

We could use the AFF Leadership Survey 2011 to highlight several exciting questions that instigated our study. We primarily wanted to investigate the influencing factors for role stress among Norwegian middle managers, as no similar studies have been performed studying this group, as we know. Even though the data was collected over ten years ago, the data is perceived as highly relevant as it is such a comprehensive survey that was carried out.

Relationship between leadership theory and leadership orientations

We made two hypotheses concerning leadership orientations and LMX theory based on the present studies and empirical data. In hypothesis 1, we assumed that people-oriented leadership is negatively related to role stress and conversely that task-oriented leadership is positively associated with role stress. Furthermore, in hypothesis 2, we thought LMX leadership is negatively associated with leadership stress. Based on theory, we have presumed a direction of the connections, where we believe that the manager's orientation and relationship with the employees impact role stress. Our study found that only the manager's relationship with employees positively correlates with perceived role stress.

The two leadership orientations, people- and task orientation, and LMX leadership, can be said to explain parts of the managers' experience of role stress. There is, however, a difference between the two leadership dimensions concerning to which extent they affect the

role stress of managers. According to our research, LMX leadership affects role stress more than leadership orientations. While leadership orientations explain 0.3 % of the degree of role stress variance, LMX management explains 5.6 % of the variance. In other words, the leader's social exchange relationship with the employees seems to have a more significant effect on role stress than different types of leadership behavior. Several arguments can shed light on why there is such a difference. For example, leaders might involve their employees more through LMX relationships. Thus, the contact between manager and employee seems to be central in whether role stress can be found.

Furthermore, our findings show that leadership orientation affects role stress, whether people-orientation or task-orientation. Both leadership orientations yielded non-significant contributions to the explained variance of role stress. The results were surprising as we expected task-oriented managers to experience more role stress in tasks, results, and achievements in everyday work. Moreover, people-oriented management is concerned about communicating and actively listening to understand what others are experiencing. We assumed together with LMX that people-orientation management would reduce the amount of role stress because people-oriented management, together with LMX, likely promotes good relations in the workplace. This assumption was rejected. Our findings explain that leaders who hold a task or a people-oriented focus in statistical terms will experience an equal amount of role stress regardless of their orientation focus. Therefore, our studies show that it does not matter the leader's orientation, as no orientation affects role stress more than the other.

It has previously been explained how LMX management describes the manager's impact on its employees and how LMX management is more about forming a partnership between manager and employee (Graen & Uhl-Bien, 1995). Hypothesis 2 assumes that LMX leadership is negatively associated with leadership stress, which results in a significant outcome. The findings align with the theory that role stress can lead to harmful consequences that are less obvious and can be devastating both for the leader personally and for the organization as a whole. In addition, the findings support the theoretical notion that a high degree of role stress could lead to a lower quality of the leader-employee relationship (Davis & Gardner, 2004, cited in Sonnentag & Pundt, 2016). However, most studies have been based on the fact that LMX leadership has a negative impact on various stress factors, but one can not ignore that the effect can also happen the other way around; thus, it can simply also be stress factors affecting manager-employee relationships (Sonnentag & Pundt, 2016). Our research, therefore, supports this assumption.

Managers who experience a high degree of role stress may be less motivated and less able to build social relationships with their employees. Sinha & Subramanian (2012) found in their study that a significant amount of stress can place limitations on people and that high stress can have an adverse effect on performance in the long run. Leader-employee relationships are characterized by long-term reciprocity and feelings of mutual commitment, trust, and respect (Martin et al., 2010). Role stress among leaders can contribute to causing the employees to doubt the reciprocity of the manager. Thus, the quality of the relationship will be reduced. With that being said, our study is in line with previous empirical findings and confirms the notion that a high degree of LMX leadership may reduce role stress within middle managers. In this case, this may support the idea that leaders who feel a sense of belonging to their followers and nurture relationships exercise better leadership and feel better about themselves.

The connection between leadership orientations and LMX leadership has also been investigated more closely in our study. The demographic variable, gender and age, were used as control variables. In general, our findings show no significant effect of task-oriented leadership style on the self-oriented dimension of LMX. On the other hand, we found a significant impact of people-oriented leadership style on the self-oriented dimension of LMX. Thus, We can conclude that middle managers should examine each leadership style's effects thoroughly if they intend to get their employees to work more effectively.

Furthermore, our study shows a significant positive correlation between people-oriented leadership and gender, where the increasing value indicates women (Appendix 4). We can not use the research in this study to conclude within this area. However, it may show a slight indication of some truth in previous stereotypes of management orientations, i.e., that women are more people-oriented than men.

Our studies also show that female middle managers score higher on LMX leadership than men (Appendix 5). There might be several reasons for a potential difference within this area. One possible explanation may be that female leaders often have a desire to know their employees and establish relationships with them. Such a desire can lead to the manager forming personal relationships with each one of their employees. According to the LMX theory, this is a characteristic of high-quality dyads. However, it is essential to point out that this does not mean that male managers lack a desire to establish relationships with their employees.

The ability to see the individual can also be a potential reason for the difference in scores between female and male leaders in the leadership orientation and LMX leadership. As female managers are considered to have a higher degree of holistic understanding, this may cause them to be good at seeing the individual employee - the ability to see the individual might come as a result of their caring role in life. On the other hand, one can see from the results that male leaders are perceived to be not as good at socializing as women (Appendix 6). Finally, our study and studies on other populations seem to have a relatively good agreement.

Relationship between social support and loneliness for perceived role stress

Entrenched in our study, we find two hypotheses about social support and loneliness among Norwegian middle managers. In hypothesis 3, we assumed that social support among leaders is negatively associated with role stress. Further, in hypothesis 4, we assumed that loneliness among leaders is positively associated with role stress in our research question. Moreover, when testing hypothesis 3, we found that the direct effect of social support was modest regarding the prediction of role stress, indicating that social support does not directly predict role stress among middle managers. Based on our assumptions in hypothesis 4, we have presumed a direction of the connections, where we believe that loneliness is an essential buffer concerning role stress. Our study found that the least lonely leaders report the highest level of role stress.

Based on theory, we find that social support reduces the negative impacts of job-related stress (Karasek & Theorell, 1992). However, our study found a weak direct effect of social support in predicting role stress among Norwegian middle managers. Therefore, the findings show that role stress can affect middle managers regardless of the degree to which they experience support. We believe that the middle manager's role highly influences the experience and, in turn, the influence of social context and various disturbances.

As the study reflects that middle managers who experience a higher degree of social support may experience role stress, we believe this may be related to the fact that middle managers usually act as a link between top management and employees. As a result, they have to balance living up to the expectations of their employees and managers, which can sometimes be demanding (Wilson, 2011, cited in Kras, Rudes & Taxman, 2017). Moreover, middle managers must sometimes make unpopular decisions, such as dismissal and changes, resolve staff conflicts, and justify different organizational guidelines for employees or the

public. When balancing the expectations of their employees and managers, middle managers' decision-making can be complex, regardless of their degree of social support.

Furthermore, theory and research reflect that social support may contribute to employees feeling more socially integrated and experiencing higher levels of well-being. Thus, leaders, middle managers, and employees must experience social support in the workplace, which leads to positive relationships. As middle managers have a highly socially integrated role between managers and employees, we believe our study's findings can be affected by this. Thus, middle managers have employees who report to them and must report to managers at a higher level. We believe that the information sharing and communication flow between management and organizational levels affect middle managers' role stress. Their position is in the center of communication. We believe that the two-way communication channel leads to a higher possibility of different stress moments and disturbances than if they were only reported to one level.

Hypothesis 4 addresses whether loneliness among managers is positively associated with role stress, that is, loneliness is a buffer for role stress. We found the link between role stress and loneliness based on previous research. That is, loneliness may act as a buffer for role stress. However, our study surprisingly shows that the least lonely leaders report the highest level of role stress, which signals the opposite of what we predicted. Again, we believe this relates to the middle manager's position between the top level and their subordinates. A greater degree of social interaction may lead to more demands and expectations.

In the fourth hypothesis, we assumed that the most lonely middle managers would report the highest level of role stress, as loneliness can be connected to a lack of professional and personal support, leading to loneliness. Our assumption is also related to the fact that loneliness can create stress and, in turn, negatively affect the work environment and interactions (Rønning et al., 2013). Moreover, the middle manager's position between the management and subordinates can also lead to a lack of attachment, as a lack of belonging within one of the groups can occur. We assumed that middle managers would feel less belonging due to their position, however, the results showed the opposite.

Further, feeling lonely can be affected by the unpleasant experience when a person's network of social relations is not present. The network of social relations indicates that the

middle manager's position can make them less lonely, as the interaction between the various links makes it necessary to communicate across levels to a greater extent. We, therefore, believe that the result is related to the fact that a middle manager acts as a link and, therefore, is at the center of various communication channels. Being a leader means being on the front line, making middle managers vulnerable in the leadership position.

Furthermore, we believe that a middle manager's intention can sometimes be misunderstood. By that, we mean that a leader who has good intentions to be an inclusive and supportive leader through social relationships may experience being misinterpreted and thereby feel lonely. Even though middle managers report somewhat low levels of loneliness in our study, the results may indicate that middle managers become extra vulnerable when demands and expectations from different organizational levels arise. Thus, role stress can occur and be experienced despite a low sense of perceived loneliness within the workplace. That said, even though the middle manager is often part of a large section with many employees, one can still perceive role stress because they often have to adapt to a leadership style and behavior based on who they relate to at work.

Being a middle manager may imply making changes that can affect the employees. Further, in the event of top-down organizational change, management may encounter employee disagreements, creating conflicts. Therefore, the middle manager can be exposed to problematic situations where the administration has decided to put through a change. The middle manager's job is to implement the change. However, they can struggle to meet the employees' demands or involvement, and middle managers tend to be exposed to conflicting demands from management and employees' expectations. Thus, role stress can occur even though the middle manager seems to have supportive management and employees.

Hypothesis 5 examines two-way and three-way interactions. The results were surprising as the interaction analyses found a significant association between loneliness and social support, but not in an expected direction. The regression statistics showed that the most lonely leaders reported the most role stress, but it was not the group with the least social support that yielded the highest level of distress. Thus, middle managers with a high degree of loneliness with access to a higher level of support reported the highest role stress. One possible explanation can be that highly role-stressed middle managers can feel a bit lonely due to the pressure. Still, they do not feel very strongly that they lack social support, as they have much social contact with their surroundings as middle managers are more socially

exposed than other leaders. The association should be regarded as complex, a link that should be investigated further.

Other findings

Finally, we find it interesting to highlight differences between gender and loneliness, as we see some interesting findings in the AFF's Leadership Survey when comparing women and men within this field. In detail, our results show that male leaders report higher loneliness than female leaders (Appendix 6). There may be several reasons for this, which may be connected to the fact that women in our study score higher than men on both people-oriented and LMX management (Appendix 4 and Appendix 5). Women seem to be more concerned about relationships with others.

Further, our study shows that the younger group of men report higher loneliness, i.e., they perceive more loneliness than the older respondents of men. We think this can be related to demanding family situations, for example, having small children at home, and thus, an inability to balance leadership requirements and consideration for their private life/privacy. Furthermore, we find that managers who experience that they have a good relationship with their employees experience a lower degree of loneliness. And in turn, the managers reporting a higher degree of loneliness have an experience that role stress as a trigger to loneliness (Rønning et al., 2013). However, leaders are often expected to be distant from their subordinates, and long working days do not create much room for nurturing their social networks (Wright, 2013). With that being said, we believe this may sometimes cause middle managers to feel lonely and alone in the leadership role.

Theoretical contribution

The findings from this study can be argued to have valuable theoretical contributions, at least in a Norwegian context. The study should be regarded as a national representative. The findings shed light on the relationship between leaders and middle managers and middle managers and their employees in Norwegian organizations that have not been studied in the academic literature earlier, as far as we know. The study is supported by statistical and quantitative data collected by several researchers within leadership and organizational psychology (Rønning et al., 2013). The findings, thus, contribute to filling a gap in the study on leadership and middle managers literature in Norwegian organizations.

The study found a significant positive relationship between role stress and LMX and role stress and loneliness. Middle managers are a binding link between top managers and their employees. Hence, they play an essential role in organizations. Furthermore, the research contributes to a whim from the middle managers' perspective and factors affecting their leadership. However, countless factors and variables can affect the relationship between middle managers and leaders/followers.

The findings from our research, in this conjunction, can arguably be relevant for leaders, the public, Norwegian organizations, and researchers that might want to examine and explore this issue further. Hence, conclusively, this research forms a springboard for further study in the scientific field of leadership, middle managers, and organizational psychology.

Methodological issues

There are methodological strengths and weaknesses in all studies, and there are also in this study. Several limitations can be found in this research and need to be addressed. This section will go through some of the main elements that we think may be critical concerning the study.

Firstly, as the survey is done as a self-completion interview and reflects how the leader himself looks at his achievements, it will be able to influence the answers given. Therefore, it is likely to believe that, for example, the answers would have been somewhat different if the employees had reported how the dam's manager performed. The same can apply to communication between managers and employees; when a manager feels that they have good two-way communication with his employees, the employees feel that they do not get through with what they want. One factor that comes into play in this study is the difference in the leaders' self-awareness, which could affect the survey. However, a large selection is possible to counteract this effect (Atwater & Yammarino, 1992). One of the strengths of this study is that it contains a large sample of 2,910 Norwegian managers, which should be seen as representative of all Norwegian managers across industries and management levels (cf. Rønning et al., 2013). The robust sample enhances the likelihood that the study reflects some essential issues about Norwegian leaders.

Secondly, to investigate role stress, the inventory is taken from previous AFF surveys (Rønning et al., 2013). It may be argued that a more well-known inventory could have been used, such as the inventory of Rizzo et al. (1970). Doing so could have contributed to greater

generalization and increased accuracy compared to other studies. The inventory used is also stated to measure role conflict basically. Elements that are part of role stress but, however, not part of role conflict, will not be measured. Although a strong correlation can be assumed with a complete measurement of role stress, this must nevertheless be regarded as a source of inaccuracy.

Thirdly, when loneliness was measured, the response alternatives went from “Strongly agree” (value 5) to “Strongly disagree” (value 1). In addition, “Can not answer” (value 6) was added, which may have caused some issues for the dataset and further analyses. By adding a value of 6 (“Can not answer”), we found that respondents who have selected this option were categorized as “missing” in the dataset. Thus, there are 529 missing respondents within the variable “loneliness,” and our analysis only takes 347 of the total 876 respondents into account. The missing loneliness data was a limitation we were aware of and considered when analysing the data. However, the inspection of the correlation matrix with the loneliness sample compared with the whole sample was found to be almost identical. It was therefore considered not decisive in this specific context but should be kept in mind.

Lastly, reliability and validity are essential in proving and ensuring that the data material obtained has been as valid and reliable as possible (Askheim & Grenness, 2018). To ensure a high degree of validity, we have coded our data material to ensure that the data obtained is consistent. Reliability is also considered critical for a test to be valid, and high reliability does not guarantee validity. However, a test can be regarded as reliable and inaccurate; hence, it cannot be considered valid without being reliable. During our data research, both reliability and validity have been taken into account and carefully considered.

Conclusion

For our master’s thesis with data from AFF Leadership Survey 2011, we had several elements of the survey we wanted to shed light on. The work on this thesis has been based on the research aim of middle managers’ experience of role stress, as perceived role stress tends to be an obstacle for Norwegian managers in their everyday work life. This gave us a twofold purpose. The first part of this goal deals with whether role stress is widespread among Norwegian leaders. In context, the second part deals with the specific psychosocial conditions that may contribute to predicting role stress. One should remember that both parts are seen from the leader’s point of view.

Our findings support our assumption that role stress has both organizational and administrative - and individual - consequences that can negatively affect. Our results show that some factors cause role stress more than others among Norwegian middle managers.

We found that role stress can, among others, reduce individuals' well-being and occur even if they feel professionally and socially supported by management and employees. Furthermore, our findings support the theory that a high degree of role stress could lead to a lower quality of the leader-employee relationship. The critical leadership style in LMX leadership, dealing with the dyadic connection between the manager and employee, is significant. We can see that those middle managers who experience a high degree of role stress may be less motivated and less able to build social relationships with their employees. Hence, there is a connection between role stress and the quality of LMX within the workplace. On the other hand, our findings show that neither of the two leadership orientations affects role stress, as both leadership orientations were non-significant contributions to the explained variance of role stress. In addition, our findings surprisingly showed that the least lonely leaders report the highest level of role stress.

Nevertheless, we see that Norwegian leadership is expected to be colored by the Norwegian culture due to institutional and leader acculturation processes. The low power distance affects, among other things, how leaders behave and how subordinates treat their superiors. Further, it is interesting to look deeper into, for example, if there is more significant pressure on Norwegian middle managers than in other cultures due to the low power distance. On the other hand, as Norway is a relationship-oriented society, some might think that middle managers' role can be less demanding due to the population being more educated, thus, having a greater understanding of why managers must act and behave the way they do.

This study has revealed several interesting aspects and nuances of the middle managers' challenging position, characterized by the experience of role stress among Norwegian middle managers. Because of this, we can say that this study contributes to a whim from the perspective of Norwegian middle managers and factors that affect their leadership role and everyday work. In addition, their role makes the study extra attractive, as they act as a link between two organizational levels. There are several topics within the field of middle managers we find little research on; however, we believe our findings could be exciting and valuable to investigate further.

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APPENDICES

Appendix 1: AFF Survey

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AFFs Lederundersøkelse 2011

Prosjekt	88241
Skjemanummer	

Undersøkelsen omfatter et representativt utvalg av ledere i offentlige eller private virksomheter med 10 eller flere ansatte, som har underordnede som rapporterer til seg.

Dette spørreskjemaet bruker benevnelsen virksomhet som fellesbetegnelse på bedrifter, etater og organisasjoner i offentlig såvel som i privat sektor. Når det i spørsmålene refereres til virksomheten, menes altså den bedriften, etaten eller organisasjonen som du er ansatt som leder i.

Besvar samtlige spørsmål ved å sette et kryss i ruten som står ut til høyre eller rett under svaralternativene som passer best for deg. Følg ellers instruksjonene i skjemaet.

Skjemaet har fire hoveddeler, og vi anbefaler at du tar en pause i utfyllingen mellom hver av disse.

DEL I: Om deg som leder

1	Er du mann eller kvinne?	Mann <input type="checkbox"/> 1 Kvinne <input type="checkbox"/> 2
2	Hva er din alder?	<input type="text"/> SKRIV ANTALL ÅR <input type="text"/>
3	Sivilstand	<input type="text"/> ETT SVAR Samboende/ gift/ registrert partner <input type="checkbox"/> 1 Annet <input type="checkbox"/> 2
4	Når stillingsnivå skal angis må det av og til tas i betraktning at en virksomhet er en del av et større konsern eller offentlig etat. Eksempelvis er Hydro Karmøy en selvstendig virksomhet innenfor konsernet Hydro, og lokale NAV-kontorer er selvstendige virksomheter innenfor Arbeids- og velferdsetaten. Vi vil at du skal oppgi din stilling med utgangspunkt i den selvstendige virksomheten, og ikke eventuelt hele konsernet eller etaten. For at en virksomhet skal regnes som en selvstendig enhet, bør den som en tommelfingerregel ha egen henvisning i telefonkatalogen. Dersom du eksempelvis hadde jobbet i Hydro Karmøy og vært øverste leder der, skulle du krysset av for toppleder, selv om du ikke var toppleder for hele Hydro-konsernet. Tilsvarende skulle du krysset av for toppleder dersom du ledet et selvstendig NAV-kontor, selv om du ikke var leder for hele etaten. Sett kryss ved det alternativet som passer best for din stilling i virksomheten. Kryss av for det eller de svaralternativ(er) som er <u>MEST DEKKENDE</u> for din lederjobb.	<input type="text"/> FLERE SVAR MULIG Toppleder/ daglig leder i virksomheten <input type="checkbox"/> 1. Rapporterer direkte til virksomhetens toppleder/ daglige leder <input type="checkbox"/> 2. Leder for stab/ rådgivningsenhet <input type="checkbox"/> 3. Prosjektleder <input type="checkbox"/> 4. Mellomleder <input type="checkbox"/> 5. Førstelinjeleder/ operativ leder <input type="checkbox"/> 6.

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5 Hvis virksomheten du er ansatt som leder i er en del av et større konsern, en større offentlig forvaltningsenhet/ etat e.l., hva slags stilling har du i HELE konsernet/ den offentlige enheten/ etaten e.l.?

FLERE SVAR MULIG

- Toppleder/ daglig leder i virksomheten 1,
Rapporterer direkte til virksomhetens toppleder/ daglige leder 2,
Leder for stab/ rådgivningsenhet 3,
Prosjektleder 4,
Mellomleder 5,
Det er flere enn én leder mellom meg og øverste leder 6,
Ikke aktuelt/ er ikke leder i en del av et større konsern e.l. . 7.

6 Hva slags organisasjonsform har den virksomheten du er leder i?

ETT SVAR

- Statlig forvaltningsenhet/ etat 01
Fylkeskommunal/ kommunal forvaltningsenhet/ etat 02
Stiftelse 03
Statlig selskap med begrenset ansvar 04
Heleid statlig aksjeselskap 05
Heleid kommunalt/ fylkeskommunalt aksjeselskap 06
Aksjeselskap heleid av private eierinteresser 07
Aksjeselskap med både private og offentlige eiere 08
Annen privateid virksomhet 09
Samvirkeorganisasjon 10
Forening/ interesseorganisasjon 11
Annet 12

7 Hvilken bransje jobber du innenfor?

FLERE SVAR MULIG

- Primærnæring og relatert industri 01,
Olje, utvinning, energi 02,
Industri 03,
Bygg/anlegg, renovasjon 04,
Handel, hotell/restaurant 05,
Transport, post, tele 06,
Finansielle tjenester 07,
Annen tjenesteyting 08,
Offentlig adm., undervisning 09,
Helse og sosiale tjenester 10.

8 Hvor mange år har du vært leder - dvs. hatt underordnede som rapporterer til deg?

SKRIV ANTALL ÅR, INGEN=0

- Antall år som leder i nåværende virksomhet? 1
• Antall år som leder i annen virksomhet? 2

9 Hva er den høyeste fullførte utdannelsen din?

ETT SVAR

- Folkeskole, 9-årig skole eller tilsvarende 1
Videregående skole 2
Fagutdanning, yrkesskole eller lignende 3
Opp til og med 4 års utdanning ved høyskole, universitet e.l. 4
Lengre enn 4 årig utdanning ved høyskole og/ eller universitet 5

10 Hva er det **MEST** sentrale fagområdet i utdannelsen din? ETT SVAR

Ingeniørfag eller andre teknologiske fag 01
Håndverksfag 02
Juss 03
Naturvitenskap 04
Realfag 05
Helse-, sosial- og omsorgsfag 06
Økonomi og administrasjon 07
Psykologi 08
Samfunnsvitenskap 09
Kultur 10
Humaniora 11
Sikkerhetsfag (militær utdanning, politi o.l.) 12
Ingen spesiell fagorientering 13
Annet 14

11 Hvor har du din utdanning fra? GJERNE FLERE SVAR

Norge 01,
Andre nordiske land (Sverige, Danmark, Finland, Island) .. 02,
Andre nord-europeiske land 03,
Øst-europeiske land 04,
Sør-europeiske land 05,
Nord-Amerika 06,
Sør-Amerika 07,
Asia 08,
Afrika 09,
Oceania/ Australia 10.

12 Nedenfor følger endel påstander om dine verdier i jobbsammenheng. Vi ber om at du tar stilling til hver av påstandene ved å angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.

ETT SVAR I HVER LINJE	1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
• Det er viktig at jobbkrav og jobbforventninger er detaljerte og klare slik at ansatte alltid vet hva de skal gjøre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	1
• Regler er viktige fordi de viser ansatte hva virksomheten forventer av dem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
• Rutiner er nyttige fordi de letter arbeidet til de ansatte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
• Detaljerte instruksjoner er viktige for de ansatte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
• Jeg forventer at ansatte følger instruksjoner og prosedyrer nøyaktig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
• Velferden til arbeidsgruppen er viktigere enn individuell belønning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
• Arbeidsgruppens suksess er viktigere enn individuell suksess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
• Det er viktig å bli akseptert som medlem av arbeidsgruppen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8

ETT SVAR I HVER LINJE		1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
•	Ansatte burde bare forfølge individuelle mål etter at gruppens velferd er tatt hensyn til	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
•	Ledere bør oppmuntre til lojalitet til gruppen selv om oppnåelse av individuelle mål blir vanskeligere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
•	Individuelle medarbeidere forventes å gi opp egne mål for å fremme gruppens suksess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
•	Ledere bør ta de fleste avgjørelser uten å rådføre seg med underordnede	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12
•	Ledere må ofte bruke autoritet og makt overfor underordnede	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
•	Ledere bør sjelden be om underordnedes synspunkter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
•	Ledere bør unngå å ha kontakt med underordnede utenfor jobben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
•	Ansatte bør ikke være uenige i ledelsens beslutninger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16
•	Ledere bør ikke delegere viktige oppgaver til ansatte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17
•	Møter blir som oftest effektive når en mann leder dem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18
•	Det er viktigere for menn enn for kvinner å ha en yrkeskarriere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19
•	For å løse organisatoriske problemer kreves det vanligvis en handlekraftig tilnærming som er typisk for menn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20
•	Menn løser som regel problemer gjennom logisk analyse, mens kvinner ofte bruker intuisjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21
•	Menn er å foretrekke fremfor kvinner i ledelsesposisjoner på høyt nivå	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22
13	Nedenfor følger noen påstander om ledere og ledelse. Vennligst angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.							
ETT SVAR I HVER LINJE		1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
•	En god leder kan lede alt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
•	Ledere er bedriftens viktigste ressurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
•	Fag- og bransjekunnskap er helt nødvendig for ledere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
•	Effektiv ledelse er et resultat av personlige egenskaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
•	Situasjonen bestemmer hva som er effektiv ledelse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5

14	Hvor enig er du i at de følgende beskrivelsene kjennetegner din måte å være på? Vennligst angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.							
	ETT SVAR I HVER LINJE	1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
	• Jeg er reservert	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	1
	• Jeg er tillitsfull	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	• Jeg er lat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
	• Jeg er avslappet og takler stress godt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	• Jeg har få kunstneriske interesser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
	• Jeg er utadvendt og sosial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
	• Jeg har en tendens til å finne feil ved andre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
	• Jeg utfører en krevende jobb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
	• Jeg blir fort nervøs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
	• Jeg har en frodig forestillingsevne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
15	Har du en lønnsavtale som innebærer årlig resultatbonus eller aksjeopsjoner som en del av din avlønning?							
		FLERE SVAR MULIG						
	Ja, årlig resultatbonus	<input type="checkbox"/>						1.
	Ja, aksjeopsjoner	<input type="checkbox"/>						2.
	Nei	<input type="checkbox"/>						3.
16	Eier du aksjer i det selskapet du arbeider i?							
		ETT SVAR						
	Ja	<input type="checkbox"/>						1
	Nei	<input type="checkbox"/>						2
	Ikke aktuelt (arbeider ikke i privat aksjeselskap)	<input type="checkbox"/>						3
17	Har du en avtale om økonomisk kompensasjon dersom du må fratrukke din stilling med øyeblikkelig virkning?							
		ETT SVAR						
	Ja	<input type="checkbox"/>						1
	Nei	<input type="checkbox"/>						2

18		Nedenfor følger endel utsagn som omhandler motivasjonsfaktorer man kan tenkes å ha i sitt arbeid. Vi ønsker at du skal ta stilling til hvert av utsagnene ved å angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.						
ETT SVAR I HVER LINJE		1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
		1	2	3	4	5	6	
•	Jeg har glede av arbeidet i seg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
•	Jeg synes arbeidet mitt er gøy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
•	Jeg synes arbeidet mitt er engasjerende	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
•	Jeg liker arbeidet mitt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
•	Dersom jeg skal legge inn en ekstrainsats i jobben min skal jeg ha betalt for det	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
•	For meg er det viktig å ha en "gulrot" å strekke meg etter for å gjøre en god jobb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
•	Økonomiske ekstragoder som bonus og provisjon er viktig for hvordan jeg utfører jobben min	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
•	Dersom jeg hadde blitt tilbudt bedre økonomiske betingelser hadde jeg gjort en mye bedre jobb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
<i>Jeg er motivert til jobben som leder...</i>								
•	fordi jeg ønsker å være til nytte for andre gjennom arbeidet mitt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
•	fordi jeg ønsker å hjelpe andre gjennom arbeidet mitt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
•	fordi jeg ønsker å ha en positiv innvirkning på andre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
•	fordi det er viktig for meg å gjøre det bedre for andre gjennom arbeidet mitt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12

Du er nå ferdig med del I. Del II starter på neste side. Ta gjerne en pause i utfyllingen.

DEL II: Om lederens omgivelser og arbeidssituasjon

19	Vennligst ta stilling til påstandene nedenfor ved å angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.									
	ETT SVAR I HVER LINJE	1=helt uenig	2	3	4	5=Helt enig	Kan ikke svare			
	• Omgivelsene til <i>virksomheten</i> jeg er ansatt i er preget av uforutsigbarhet	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		1	
	• Omgivelsene til <i>enheten / gruppen</i> jeg leder er preget av uforutsigbarhet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2	
20	En virksomhet kan i større eller mindre grad bli utsatt for ulike hendelser som berører de ansattes hverdag og arbeidssituasjon. I hvilken grad har følgende hendelser preget din virksomhet i løpet av de siste 12 månedene?									
		1=Ikke i det hele tatt	2	3	4	5=I meget stor grad	Kan ikke svare			
	• Permitteringer	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		1	
	• Budsjettnedskjæringer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2	
	• Teknologiske endringer (f.eks. endringer i utstyr, verktøy eller metoder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3	
	• Endringer med hensyn til hvem som utfører hvilke arbeidsoppgaver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4	
	• Innføring av nye systemer for lønn og belønninger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5	
	• Endringer i ledelsen (dvs. nye personer i viktige stillinger)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6	
	• Endringer på eiersiden (dvs. nye eiere, oppkjøp av eierandeler mv.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		7	
	• Omstrukturering (sammenslåing/oppsplitting av avdelinger og divisjoner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		8	
	• Sammenslåing med andre virksomheter (fusjon) eller oppsplitting i flere virksomheter (fisjon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		9	
	• Omlegging av overordnede mål og strategier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		10	
	• Lønnskutt eller lønnsstopp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		11	
	• Endringer i sammensetning av arbeidstokken (flere deltidsansatte, flere innleide etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		12	
21	Benytter din virksomhet noe av det følgende?									
		MERK AV FOR DE SOM BENYTTES I DIN VIRKSOMHET								
	• Budsjettssystem (budsjetter, prognoser og avviksanalyser)	<input type="checkbox"/>						1.		
	• Rullerende budsjetter	<input type="checkbox"/>						2.		
	• System for prestasjonsmåling (finansielle og ikke-finansielle)	<input type="checkbox"/>						3.		
	• Benytter ikke noe av dette	<input type="checkbox"/>						4.		

22		Nedenfor følger noen påstander om beslutninger, regler og rutiner i virksomheten. Vennligst ta stilling til hver av påstandene ved å angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.							
ETT SVAR I HVER LINJE		1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare		
• Lite skjer i denne virksomheten uten at en leder har godkjent det	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	
• Personer oppmuntres ikke til å ta egne beslutninger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	
• Selv små saker må henvises til ledere høyere opp i virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	
• Medarbeidere må spørre sjefen før de gjør noe som helst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	
• Enhver beslutning medarbeidere tar må ha sjefens godkjenning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	
• Virksomheten har et stort antall skrevne regler og retningslinjer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	
• En "regel og prosedyre" manual finnes og er lett tilgjengelig i virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	
• Der finnes en komplett stillingsbeskrivelse for de fleste jobber i virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	
• Virksomheten har en skriftlig oversikt over nesten alle medarbeideres prestasjoner i jobben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	
• Det finnes et formelt introduksjonsprogram for nye medarbeidere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	
23		Hvor stor andel av virksomheten er lokalisert utenfor Norge?							
		SVAR I PROSENT, INGEN=0, VET IKKE=BLANK						<input type="text"/>	1
24		Er virksomheten du er leder i 100% utenlandskeid?							
		ETT SVAR							
		Ja						<input type="checkbox"/>	1
		Nei						<input type="checkbox"/>	2
25		Hvordan vil du karakterisere ditt forhold til din nærmeste overordnede?							
		ETT SVAR							
		1=Meget dårlig						<input type="checkbox"/>	1
		2						<input type="checkbox"/>	2
		3						<input type="checkbox"/>	3
		4						<input type="checkbox"/>	4
		5=Meget godt						<input type="checkbox"/>	5
		Kan ikke svare						<input type="checkbox"/>	6

26	Nedenfor følger en del påstander om hvordan man kan få tilbakemeldinger på hvor godt man gjør jobben sin. Vennligst ta stilling til hver av påstandene når det gjelder de tilbakemeldinger <u>DU</u> får. Angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.							
ETT SVAR I HVER LINJE		1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
	• Når jeg lykkes godt i jobben min blir dette verdsatt av mine overordnede	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	1
	• Når jeg ikke lykkes med noe i jobben tar mine overordnede initiativ til å ta tak i problemene ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	• Dersom jeg ikke møter mine overordnedes forventninger risikerer jeg ganske raskt å bli satt på sidelinjen - i verste fall miste jobben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
27	Rapporterer du til flere enn én overordnet i følgende situasjoner?		Ja	Nei	Ikke aktuelt			
ETT SVAR I HVER LINJE								
	• I din faste stilling?	1 <input type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>		1
	• Når du deltar i prosjekter i egen virksomhet?	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		2
	• Når du deltar i felles prosjekter med andre virksomheter?	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		3
Hvis du har svart nei eller ikke aktuelt på alt i spørsmål 27 , gå til spørsmål 29								

28	I hvilken grad fører slik rapportering til motstridende og konfliktfylte forventninger fra dine overordnede?	
		ETT SVAR
	1=Ikke i det hele tatt	<input type="checkbox"/> 1
	2	<input type="checkbox"/> 2
	3	<input type="checkbox"/> 3
	4	<input type="checkbox"/> 4
	5=I meget stor grad	<input type="checkbox"/> 5
	Kan ikke svare	<input type="checkbox"/> 6

TIL ALLE

29	Hvor mange underordnede rapporterer <u>DIREKTE</u> til <u>DEG</u> ?	
		NOTÉR ANTALL <input type="text"/>
30	Omtrent hvor mange prosent av de som rapporterer til deg er kvinner?	
		SVAR I PROSENT, INGEN=0. <input type="text"/>
31	Vennligst angi omtrent hvor stor andel av de du er leder for som har høyere, akademisk utdanning fra høyskole eller universitet.	
		SVAR I PROSENT. INGEN=0, VET IKKE=BLANK <input type="text"/>

32 Hvilken opprinnelig nasjonalitet har de største gruppene blant dine underordnede? FLERE SVAR MULIG

Norge	<input type="checkbox"/> 01,
Andre nordiske land (Sverige, Danmark, Finland, Island) ..	<input type="checkbox"/> 02,
Andre nord-europeiske land	<input type="checkbox"/> 03,
Øst-europeiske land	<input type="checkbox"/> 04,
Sør-europeiske land	<input type="checkbox"/> 05,
Nord-Amerika	<input type="checkbox"/> 06,
Sør-Amerika	<input type="checkbox"/> 07,
Asia	<input type="checkbox"/> 08,
Afrika	<input type="checkbox"/> 09,
Oceania/ Australia	<input type="checkbox"/> 10.

33 Vennligst angi omtrentlig fordeling med hensyn til alder på dine underordnede: SVAR I PROSENT PR. ALDERSGRUPPE. INGEN=0.

Under 25 år	<input type="text"/>	1
25-35 år	<input type="text"/>	2
36-45 år	<input type="text"/>	3
46-55 år	<input type="text"/>	4
56-65 år	<input type="text"/>	5
65 år og eldre	<input type="text"/>	6

SUM = 100

34 Har du observert noen av dine underordnede bli utsatt for mobbing i løpet av de siste 6 månedene? ETT SVAR

Nei	<input type="checkbox"/> 1
En sjelden gang	<input type="checkbox"/> 2
Av og til	<input type="checkbox"/> 3
Omtrent en gang i uken	<input type="checkbox"/> 4
Flere ganger i uken	<input type="checkbox"/> 5
Vil ikke svare	<input type="checkbox"/> 6

35 Hvor ofte er dine medarbeidere fornøyd med hva du gjør på jobb? ETT SVAR

1=Nesten aldri	<input type="checkbox"/> 1
2	<input type="checkbox"/> 2
3	<input type="checkbox"/> 3
4	<input type="checkbox"/> 4
5=Svært ofte	<input type="checkbox"/> 5
Kan ikke svare	<input type="checkbox"/> 6

36 Hvor godt synes du dine medarbeidere forstår dine problemer og behov knyttet til dine arbeidsoppgaver og din arbeidssituasjon? ETT SVAR

1=Forstår ikke	<input type="checkbox"/> 1
2	<input type="checkbox"/> 2
3	<input type="checkbox"/> 3
4	<input type="checkbox"/> 4
5=Forstår fullt ut	<input type="checkbox"/> 5
Kan ikke svare	<input type="checkbox"/> 6

37	I hvor stor grad ser dine medarbeidere hva du er god for, det vil si ditt potensiale?	ETT SVAR
	1=Ikke i det hele tatt <input type="checkbox"/> 1 2 <input type="checkbox"/> 2 3 <input type="checkbox"/> 3 4 <input type="checkbox"/> 4 5=I meget stor grad <input type="checkbox"/> 5 Kan ikke svare <input type="checkbox"/> 6	
38	Uavhengig av hvor mye makt og innflytelse medarbeiderne dine har: Hvor sannsynlig er det at dine medarbeidere vil benytte seg av sin innflytelse for å hjelpe deg med å løse dine problemer i ditt arbeid?	ETT SVAR
	1=Ikke sannsynlig <input type="checkbox"/> 1 2 <input type="checkbox"/> 2 3 <input type="checkbox"/> 3 4 <input type="checkbox"/> 4 5=Meget sannsynlig <input type="checkbox"/> 5 Kan ikke svare <input type="checkbox"/> 6	
39	Uavhengig av makt og innflytelse: Hvor sannsynlig er det at dine medarbeidere vil ta "støyten" for deg hvis du er i en "knipe"?	ETT SVAR
	1=Ikke sannsynlig <input type="checkbox"/> 1 2 <input type="checkbox"/> 2 3 <input type="checkbox"/> 3 4 <input type="checkbox"/> 4 5=Meget sannsynlig <input type="checkbox"/> 5 Kan ikke svare <input type="checkbox"/> 6	
40	Tiltroen til mine medarbeidere er så stor at jeg ville ha forsvart og rettfærdiggjort deres beslutninger i deres fravær.	ETT SVAR
	1=Helt uenig <input type="checkbox"/> 1 2 <input type="checkbox"/> 2 3 <input type="checkbox"/> 3 4 <input type="checkbox"/> 4 5=Helt enig <input type="checkbox"/> 5 Kan ikke svare <input type="checkbox"/> 6	
41	Hvordan vil du beskrive ditt samarbeidsforhold til dine medarbeidere?	ETT SVAR
	1=Meget dårlig <input type="checkbox"/> 1 2 <input type="checkbox"/> 2 3 <input type="checkbox"/> 3 4 <input type="checkbox"/> 4 5=Meget godt <input type="checkbox"/> 5 Kan ikke svare <input type="checkbox"/> 6	
42	I hvilken grad har <u>DINE UNDERORDNEDE</u> uttrykt tydelige forventninger <u>TIL DEG</u> om hva som skal til for at du skal være en god leder?	ETT SVAR
	1=Ikke i det hele tatt <input type="checkbox"/> 1 2 <input type="checkbox"/> 2 3 <input type="checkbox"/> 3 4 <input type="checkbox"/> 4 5=I meget stor grad <input type="checkbox"/> 5 Kan ikke svare <input type="checkbox"/> 6	

43	Rapporterer dine underordnede til flere ledere enn deg i følgende situasjoner?				
	ETT SVAR I HVER LINJE				
		Ja	Nei	Ikke aktuelt	
		1	2	3	
	• I sin faste stilling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
	• Når de deltar i prosjekter i egen virksomhet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	• Når de deltar i felles prosjekter med andre virksomheter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
Hvis du har svart nei eller ikke aktuelt på alt i spørsmål 43 , gå til spørsmål 45					

44	I hvilken grad fører slik rapportering til at din myndighet svekkes?	
	ETT SVAR	
	1=Ikke i det hele tatt	<input type="checkbox"/> 1
	2	<input type="checkbox"/> 2
	3	<input type="checkbox"/> 3
	4	<input type="checkbox"/> 4
	5=I meget stor grad	<input type="checkbox"/> 5
	Kan ikke svare	<input type="checkbox"/> 6

45	Nedenfor følger endel påstander om dine underordnede. Vi ber om at du tar stilling til hver av påstandene ved å angi ditt svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.						
	ETT SVAR I HVER LINJE	1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare
	<i>Mine underordnede...</i>						
	• fremmer ideer overfor andre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
	• viser kreativitet på jobben når anledningen byr seg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• utvikler gode planer for gjennomføring av nye ideer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• har ofte nye og innovative ideer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• foreslår nye måter jobbene kan utføres på	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46	Påstandene nedenfor omhandler kjennetegn ved din del av virksomheten. Vi ber deg ta stilling til påstandene ved å angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.		
ETT SVAR I HVER LINJE		1=Helt uenig	2
		3	4
		5=Helt enig	Kan ikke svare
<i>I min del av virksomheten...</i>			
	• tar vi oss ofte tid til å tenke ut hvordan vi kan forbedre arbeidsprosessene våre	1	2
		3	4
		5	6
	• går vi ut og skaffer all tilgjengelig informasjon fra andre, slik som kunder eller andre deler av virksomheten		
	• søker vi ofte fram informasjon som gjør at vi gjennomfører viktige forandringer		
	• får alltid noen oss til å stoppe opp og reflektere over våre arbeidsprosesser		
	• tar ofte noen ordet for å etterprøve antakelsene som ligger under temaene som drøftes		
	• inviterer vi ofte folk utenfra til å presentere informasjon eller diskutere med oss		
47	Nedenfor finner du noen påstander om dine medarbeidere. Vennligst angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.		
ETT SVAR I HVER LINJE		1=Helt uenig	2
		3	4
		5=Helt enig	Kan ikke svare
<i>Mine medarbeidere...</i>			
	• gir av sin egen tid for å hjelpe andre som har problemer på jobben	1	2
		3	4
		5	6
	• er villige til å gi av sin tid til å rekruttere eller lære opp nyansatte		
	• informerer berørte godt før de tar initiativ som påvirker andre		
	• tar grep for å unngå at det skapes problemer for andre		
	• oppmuntrer andre når de er nedfor		
	• megler mellom andre som er uenige		
	• er en stabiliserende kraft når konflikter oppstår		
48	Omtrent hvor mange timer arbeider du i gjennomsnitt per uke?		
		SKRIV ANTALL TIMER	
49	Omtrent hvor mange timer av din arbeidstid går med til møter per uke?		
		SKRIV ANTALL TIMER	

50		Påstandene nedenfor omhandler tilgang på ressurser som kan være viktige for en leder. Vennligst ta stilling til hver av påstandene ved å angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.						
ETT SVAR I HVER LINJE		1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
•	Jeg har kollegaer som er i stand til å stille opp med faglige råd når jeg trenger det	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	1
•	Jeg kjenner ressurspersoner utenfor virksomheten som kan gi meg nye og fruktbare faglige innfallsvinkler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
51		Nedenfor følger en del påstander om kjennetegn som kan tenkes å beskrive din lederjobb. Med utgangspunkt i DIN lederjobb/ arbeidssituasjon ønsker vi at du skal ta stilling til hver av påstandene. Vennligst angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.						
ETT SVAR I HVER LINJE		1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
•	I min jobb kan en selv velge oppgavene som skal gjøres	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	1
•	I min jobb kan måten jeg utfører oppgavene på velges uavhengig av andre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
•	I min jobb har en selv stor frihet til å tenke og handle uavhengig av andre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
•	Min jobb inneholder mange varierte arbeidsoppgaver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
•	Min jobb preges lite av gjentakelser i arbeidsoppgavene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
•	Min jobb gir muligheter for å gjøre mange forskjellige ting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
•	I min jobb er det lett å finne ut av hvor bra arbeidet er utført	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
•	For meg er det enkelt å finne ut hvor bra jeg gjør det på jobben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
•	Jeg føler at jeg vet når jeg har gjort en god jobb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
•	I min jobb har jeg gode muligheter for å gjøre en oppgave fra begynnelse til slutt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
•	I min jobb er det gode muligheter for å ferdigstille arbeidsoppgavene som påbegynnes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
•	I min jobb er det lett å se sluttresultatet av arbeid jeg er involvert i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12
•	Generelt sett er jobben min både betydningsfull og viktig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
•	Mange andre personer blir påvirket av hvor godt min jobb blir utført	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
•	Min jobb er svært viktig, sett i en større sammenheng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15

52		Disse spørsmålene angår også din arbeidssituasjon, og vi ber deg ta stilling til hvor ofte du opplever følgende i ditt arbeid.						
ETT SVAR I HVER LINJE		1=Aldri	2	3	4	5=Hele tiden	Kan ikke svare	
<i>Hvor ofte...</i>								
• må du arbeide ekstra hardt for å bli ferdig med dine oppgaver?	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
• arbeider du under tidspress?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
• må du skynde deg når du arbeider?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
• er arbeidet ditt belastende ut ifra et følelsesmessig synspunkt?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
• stilles du i arbeidet ditt overfor forhold som påvirker deg personlig?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
• fører arbeidet ditt til følelseladde situasjoner? .		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
53		Nedenfor har vi listet opp en rekke konfliktsituasjoner ledere kan komme opp i. Hvor ofte opplever du <u>DU</u> følgende konfliktsituasjoner i <u>DIN</u> arbeidssituasjon?						
ETT SVAR I HVER LINJE		1=Aldri	2	3	4	5=Hele tiden	Ikke aktuelt	
• At dine overordnede og underordnede stiller ulike krav til deg	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
• At kunder og brukere har ønsker og krav som dine medarbeidere er lite villige til å imøtekomme		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
• At eierne stiller krav til driften som dine underordnede motsetter seg		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
• At jobben stiller krav til deg som går utover ditt ekteskap/ parforhold		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
• At daglige gjøremål fører til at langsiktige oppgaver ikke får nok oppmerksomhet		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
• At ulik faglig spisskompetanse blant dine underordnede gjør det vanskelig å få dem til å jobbe som et team		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
• At du må forsvare virksomheten mot kritikk fra kunder, media o.l., også når du er enig i kritikken		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
• At du må være med å gjennomføre beslutninger som strider mot dine egne faglige synspunkter		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
• At du tidvis må foreta disposisjoner som strider mot din etikk og dine verdier		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
• At jobben stiller krav til deg som går utover din mulighet til å ta vare på vennskap		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
• At politikerne tar beslutninger som gjør det vanskeligere for virksomheten å arbeide effektivt		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
• At du bør gå på jobb selv når du føler deg syk .		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12

Du er nå ferdig med del II. Del III starter på neste side. Ta gjerne en pause i utfyllingen.

DEL III: Opplevelse av arbeidssituasjonen

54		Så noen påstander som omhandler prestasjonsmål. Med dette mener vi fastsatte mål når det gjelder resultater, omsetning, arbeidsinnsats e.l. som du blir vurdert etter. Vennligst ta stilling til hver av påstandene ved å angi ditt svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.						
ETT SVAR I HVER LINJE		1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
• Prestasjonsmål hjelper meg til å forstå virksomhetens visjon og strategi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
• Prestasjonsmål gir meg konkrete mål å arbeide mot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
• På grunn av prestasjonsmål ser jeg en klarere sammenheng mellom eget arbeid og avdelingens/ kontorets resultater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
• Prestasjonsmål hjelper meg til å forstå hva som forventes av meg for at virksomheten skal nå sine mål	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
• Prestasjonsmål hjelper meg til å prioritere mitt daglige arbeid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
• Prestasjonsmål gir meg informasjon om virksomhetens mål	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
• Gjennom å oppnå mine prestasjonsmål får jeg anerkjennelse når jeg gjør noe bra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
• Prestasjonsmål gir meg informasjon om hvor jeg står i forhold til avdelingens/kontorets mål .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
• Jeg føler at de tilbakemeldingene jeg får via prestasjonsmål stemmer godt overens med hva jeg faktisk har prestert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
55		Påstandene nedenfor omhandler hvor sterk tilhørighet du føler til virksomheten din, og vi ber deg ta stilling til disse. Angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.						
ETT SVAR I HVER LINJE		1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
• Jeg tilbringer veldig gjerne resten av karrieren min i denne virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
• Jeg føler virkelig at denne virksomhetens problemer er mine egne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
• Jeg føler meg ikke som en "del av familien" i denne virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
• Jeg er ikke "følelsesmessig knyttet" til denne virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
• Denne virksomheten betyr mye for meg rent personlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
• Jeg har ingen sterk følelse av tilhørighet til denne virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6

56	Nedenfor finner du noen påstander om deg selv som vi ønsker at du skal ta stilling til. Angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.							
	ETT SVAR I HVER LINJE	1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
	• Jeg er sikker på at jeg får den suksessen jeg fortjener her i livet	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	1
	• Noen ganger føler jeg at jeg har liten kontroll over mitt arbeide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	• Jeg bestemmer hva som skjer i mitt liv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
	• Jeg føler at jeg har liten kontroll over hvorvidt jeg lykkes i min karriere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
57	Nedenfor finner du endel ord som beskriver ulike følelser og tilstander. Vi ber deg ta stilling til disse relatert til hvordan du har hatt det på jobben de siste to ukene. Angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.							
	ETT SVAR I HVER LINJE	1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
	<i>På jobben har jeg i løpet av de siste to ukene hatt en opplevelse av å være..</i>							
	• oppskaket	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	1
	• fiendtlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	• årvåken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
	• skamfull	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	• inspirert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
	• nervøs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
	• besluttsom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
	• oppmerksom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
	• redd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
	• aktiv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
58	Vi ber deg ta stilling til påstandene nedenfor ved å angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig. Ta utgangspunkt i hvordan du vanligvis har det.							
	ETT SVAR I HVER LINJE	1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
	• Jeg synes jeg har nok kontakt med mennesker som bryr seg om meg	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	1
	• Jeg føler meg ofte ensom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	• Jeg synes det er vanskelig å snakke med mennesker jeg ikke har møtt før	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
	• Jeg føler meg ensom selv når jeg er sammen med andre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	• Jeg føler ofte at andre ikke forstår meg eller min situasjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
	• Jeg føler at andre bryr seg om meg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6

59 Omtrent hvor mange dager har du vært borte fra jobb siste 12 måneder på grunn av stress og belastninger i arbeidet?

SKRIV ANTALL DAGER. INGEN=0, HUSKER IKKE=BLANK

Du er nå ferdig med del III. Ta gjerne en pause i utfyllingen før du starter på del IV.

DEL IV: Hva gjør ledere?

60 Hvilke av de følgende deloppgavene i lederrollen bruker du mest tid på?

FLERE SVAR MULIG

- Sette i gang nye ting 01,
- Håndtere forstyrrelser og avvik 02,
- Fordele ressurser 03,
- Forhandle med ulike interessenter, som for eksempel kunder, leverandører etc. 04,
- Skaffe til veie informasjon 05,
- Spre informasjon 06,
- Være talsmann for egen enhet 07,
- Stille opp som gallionsfigur 08,
- Være forbindelsesledd 09,
- Være anfører for andre 10,
- Andre oppgaver 11.

61 Det er mange hensyn å ta i lederrollen. Hvor enig er du i at du tar hensyn til følgende i DITT daglige arbeid som leder? Angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.

ETT SVAR I HVER LINJE

1=Helt uenig 2 3 4 5=Helt enig Kan ikke svare

I mitt daglige arbeid tar jeg hensyn til...

	1	2	3	4	5	6	
• global konkurranse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
• hendelser i det politiske miljøet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
• kunder/ brukere/ publikum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
• konkurrenter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
• det jeg vil oppnå i forhold til mål og strategier ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
• virksomhetens samarbeidspartnere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
• eiernes krav til virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
• mine overordnede	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8

ETT SVAR I HVER LINJE		1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
<i>I mitt daglige arbeid tar jeg hensyn til...</i>								
• virksomhetens økonomiske situasjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
• arbeidsmiljøet i virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
• virksomhetens omdømme i media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
• uskrevede regler for hvordan man gjør tingene i virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12
• andre avdelinger i virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
• formelle arbeidsinstruksjoner og prosedyrer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
• innspill fra egne underordnede	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
• trivselen til mine medarbeidere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16
• tillitsvalgte og fagforeninger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17
• konsulenter og virksomhetsrådgivere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18
• mitt ekteskap/ parforhold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19
• min framtidige karriere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20
• mitt faglige omdømme i bransjen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21
• mitt personlige omdømme i media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22
62	De følgende påstandene handler om hvordan du balanserer ulike hensyn. Vi ønsker at du skal ta stilling til påstandene ved å angi ditt svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.							
ETT SVAR I HVER LINJE		1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
<i>Når jeg utfører lederskap så forsøker jeg alltid å balansere:</i>								
• interessene til eierne og de jeg leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
• kortsiktige mot langsiktige konsekvenser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
• bedriftens interesser mot samfunnsinteresser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
• hva som er godt for meg personlig mot hva som er godt for andre interessenter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
• bedriftsøkonomiske hensyn mot menneskelige hensyn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
• Når jeg utfører lederskap forsøker jeg alltid å finne løsninger som balanserer interesseforskjeller mellom grupper av medarbeidere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6

63		Nedenfor har vi listet opp en rekke strategier man kan følge for å håndtere konfliktsituasjoner. Hvor ofte følger du som leder følgende strategier?						
ETT SVAR I HVER LINJE		1=Aldri	2	3	4	5=Hele tiden	Kan ikke svare	
•	Når du er uenig med dine underordnede, foreslår du at dere jobber sammen for å finne løsninger?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
•	Når du er uenig med dine underordnede, forsøker du å ta hensyn til begge parter anliggende for å finne en felles løsning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
•	I situasjoner hvor du er uenig med dine underordnede, insisterer du på at ditt standpunkt aksepteres?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
•	I situasjoner hvor du er uenig med dine underordnede, holder du fast ved dine egne synspunkter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
•	Unngår du diskusjoner med dine underordnede når konfrontrasjoner er sannsynlig?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
•	Når du er uenig med dine underordnede, holder du dine synspunkter for deg selv?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
•	Når du er uenig med dine underordnede, foreslår du kompromisser for å nå en løsning på middeelveien?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
•	Når du er uenig med underordnede, inngår du et kompromiss for å nå en akseptabel løsning? ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
•	Når du er uenig med dine underordnede, tilpasser du deg deres ønsker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
•	Når du er uenig med dine underordnede, gir du etter for deres forslag?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
64		De samme strategiene for konflikthåndtering kan også følges av andre i virksomheten. Hvor ofte oppfatter du at dine underordnede følger følgende strategier?						
ETT SVAR I HVER LINJE		1=Aldri	2	3	4	5=Hele tiden	Kan ikke svare	
•	Når dine underordnede er uenig med deg, foreslår de at dere jobber sammen for å finne løsninger?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
•	Når dine underordnede er uenig med deg, forsøker de å ta hensyn til begge parter anliggende for å finne en felles løsning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
•	I situasjoner hvor dine underordnede er uenig med deg, insisterer de på at deres standpunkt aksepteres?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
•	I situasjoner hvor dine underordnede er uenig med deg, holder de fast ved sine egne synspunkter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
•	Unngår dine underordnede diskusjoner med deg når konfrontrasjoner er sannsynlig?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5

ETT SVAR I HVER LINJE		1=Aldri	2	3	4	5=Hele tiden	Kan ikke svare	
•	Når dine underordnede er uenig med deg, holder de sine synspunkter for seg selv?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
•	Når dine underordnede er uenig med deg, foreslår de kompromisser for å nå en løsning på middelveien?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
•	Når dine underordnede er uenig med deg, inngår de et kompromiss for å nå en akseptabel løsning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
•	Når dine underordnede er uenig med deg, tilpasser de seg dine ønsker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
•	Når dine underordnede er uenig med deg, gir de etter for dine forslag?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
65	Hvordan oppfatter du din egen lederstil? Nedenfor har vi listet opp endel utsagn, og vi ber deg ta stilling til hvor ofte du gjør hver enkelt av disse.							
ETT SVAR I HVER LINJE		Ikke i det hele tatt	En sjelden gang	Av og til	Ganske ofte	Svært ofte, om ikke alltid	Kan ikke svare	
•	Jeg stiller opp for dem som gjør en innsats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
•	Jeg revurderer kritiske forutsetninger for å se om de er hensiktsmessige.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
•	Jeg unnlater å gripe inn før problemene blir alvorlige.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
•	Jeg fokuserer på uregelmessigheter, feil, unntak og avvik fra standarder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
•	Jeg unngår å involvere meg når viktige saker kommer opp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
•	Jeg snakker om mine viktigste verdier og overbevisninger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
•	Jeg er ikke til stede når det er behov for meg ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
•	Jeg prøver å få fram forskjellige perspektiver når problemer skal løses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
•	Jeg snakker optimistisk om fremtiden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
•	Jeg gjør andre stolte over å være forbundet med meg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
•	Jeg diskuterer hvem som er ansvarlige for å oppnå ulike resultater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
•	Jeg venter med å gripe inn til jeg ser at det går galt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12
•	Jeg snakker entusiastisk om hva som må oppnås	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
•	Jeg understreker betydningen av å være målbevisst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
•	Jeg bruker tid på opplæring og veiledning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
•	Jeg gir tydelig uttrykk for hva man kan forvente å få igjen når prestasjonsmål er oppnådd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16

ETT SVAR I HVER LINJE	Ikke i det hele tatt	En sjelden gang	Av og til	Ganske ofte	Svært ofte, om ikke alltid	Kan ikke svare	
• Jeg viser at jeg tror fast på at det ikke er vits i å endre på noe som fungerer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17
• Jeg lar gruppens beste gå foran egne interesser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18
• Jeg behandler andre som mennesker og ikke bare som medlemmer av en gruppe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19
• Jeg viser at problemer må bli varige før jeg griper inn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20
• Jeg handler på en måte som gjør at andre respekterer meg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21
• Jeg vier all min oppmerksomhet til å ta meg av feil, klager og svikt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22
• Jeg vurderer moralske og etiske konsekvenser av beslutninger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23
• Jeg holder rede på alle feil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24
• Jeg utstråler en slags myndighet og selvsikkerhet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
• Jeg uttrykker en inspirerende fremtidsvisjon. ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26
• Jeg retter oppmerksomheten mot manglende innfrielse av standarder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27
• Jeg unngår å ta beslutninger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28
• Jeg anser enkeltmennesker for å ha behov, ferdigheter og mål som skiller dem fra andre. ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29
• Jeg får andre til å se problemer fra mange forskjellige synsvinkler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30
• Jeg hjelper andre til å utvikle sine sterke sider. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
• Jeg foreslår nye måter å løse oppdrag på.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32
• Jeg utsetter å svare på spørsmål som haster. ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33
• Jeg legger vekt på betydningen av å ha en felles målsetning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34
• Jeg gir uttrykk for tilfredshet når andre innfrir forventninger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
• Jeg uttrykker tillit til at målsetninger blir nådd. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36
• Jeg er åpen for andres behov i forbindelse med arbeidet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37

66	De følgende påstandene omhandler din måte å lede på. Vi ber deg om å ta stilling til påstandene ved å angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.							
	ETT SVAR I HVER LINJE	1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
	• Jeg uttrykker klare fremtidsvisjoner for mitt ansvarsområde	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	1
	• Jeg sørger for at målsetningene vi skal nå, er tydelige for medarbeiderne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	• Jeg bidrar til at medarbeiderne mine kan utvikle seg i den retning de ønsker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
	• Jeg viser mot i beslutningssituasjoner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	• Jeg markerer tydelig at det er jeg som er sjefen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
	• Jeg setter min egen karriereutvikling fremfor virksomhetens behov	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
67	Så noen påstander om ditt forhold til arbeidsgruppen du leder. Angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig. Dersom du har din egen ledergruppe, ønsker vi at du skal svare relatert til denne gruppen.							
	ETT SVAR I HVER LINJE	1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
	• Jeg oppmuntrer til bruk av standardiserte prosedyrer	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	1
	• Jeg bestemmer hva som skal gjøres, og hvordan det blir gjort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	• Jeg tildeler gruppens medlemmer bestemte oppgaver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
	• Jeg planlegger når arbeidet skal være ferdig ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	• Jeg opprettholder definerte standarder for ytelse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
	• Jeg forventer at gruppens medlemmer følger gjeldende regler og reguleringer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
68	Vennligst ta stilling til påstandene nedenfor ved å angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.							
	ETT SVAR I HVER LINJE	1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare	
	• Jeg hjelper de ansatte til å forstå hvordan deres mål og formål relaterer seg til selskapet	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	1
	• Jeg tar mange beslutninger sammen med de ansatte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	• Jeg uttrykker stor tro på at de ansatte kan utføre krevende oppgaver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
	• Jeg tillater ansatte å gjøre jobben på sin måte ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4

69	Vennligst ta stilling til påstandene nedenfor ved å angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.						
	ETT SVAR I HVER LINJE	1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare
	• Jeg forsøker å jobbe så hardt som overhodet mulig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Arbeidet mitt er av ypperste kvalitet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Jeg er svært opptatt av å gjøre en god innsats i jobben min	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Jeg legger ofte inn ekstra innsats i jobben min .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Jeg yter nesten bestandig mer enn hva som kan betegnes som et akseptabelt innsatsnivå	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Jeg presterer bedre enn hva som kan forventes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70	Nedenfor finner du noen påstander om hvordan du vanligvis forholder deg til dine følelser i samhandlingen med dine medarbeidere. Vi ønsker at du skal ta stilling til påstandene ved å angi dine svar på en skala fra 1-5, hvor 1=helt uenig og 5=helt enig.						
	ETT SVAR I HVER LINJE	1=Helt uenig	2	3	4	5=Helt enig	Kan ikke svare
	• Jeg uttrykker mine følelser på en åpen måte (f.eks. når jeg blir irritert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Jeg skjuler eller undertrykker noen av mine følelser (f.eks. sinne eller utålmodighet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Jeg later jeg som om jeg har følelser jeg egentlig ikke har der og da (f.eks. at jeg er glad, takknemlig eller tålmodig)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71	Stadige endringer og nye utfordringer gjør at mange ledere føler behov for å videreutvikle sine kunnskaper og ferdigheter. Hvor viktig mener du at det er for <u>DEG</u> å styrke <u>DINE</u> kunnskaper og ferdigheter på følgende områder?						
	ETT SVAR I HVER LINJE	1=Ikke viktig	2	3	4	5=Meget viktig	Kan ikke svare
	• Skaffe deg mer innsikt i andre lands kulturer ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Skaffe deg mer internasjonal erfaring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Øke din kjennskap til hvordan du kan lede endringsprosesser i virksomheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Ta videreutdanning innen ditt eget fagområde ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Bedre din kjennskap til hvordan din væremåte virker på andre mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Bedre din innsikt i hvordan konflikter kan håndteres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72	Har du deltatt på lederutviklingsprogram i løpet av din karriere som leder?						
						FLERE SVAR MULIG	
		AFFs Solstrandprogram	<input type="checkbox"/>				1,
		AFFs program for Yngre Ledere	<input type="checkbox"/>				2,
		Andre lederutviklingsprogram	<input type="checkbox"/>				3,
		Nei, har ikke deltatt på noe lederutviklingsprogram	<input type="checkbox"/>				4.

73	Når du tar alle forhold i betraktning - synes du at det er så mange goder forbundet med å være leder at det er verdt innsatsen?	ETT SVAR
	Ja <input type="checkbox"/> 1 Nei <input type="checkbox"/> 2 Usikker/ vet ikke <input type="checkbox"/> 3	
74	Det kan bli aktuelt å gjenta denne undersøkelsen om 3-5 år for å måle om det har funnet sted endringer i arbeidssituasjonen til norske ledere i perioden. I denne forbindelse vil det være ønskelig å intervju flest mulig av dem som er med i årets undersøkelse.	
	Tillater du at vi forsøker å kontakte deg for deltagelse i en eventuell ny undersøkelse om 3-5 år?	
	Ja <input type="checkbox"/> 1 Nei <input type="checkbox"/> 2	
75	For å øke forståelsen av hvordan ledere virker inn på medarbeidere og virksomhetens resultater er det viktig å ha tilgang på informasjon fra medarbeidere.	
	Tillater du at vi kontakter deg med hensyn på å innhente slik informasjon på et senere tidspunkt?	
	Ja <input type="checkbox"/> 1 Nei <input type="checkbox"/> 2	

TAKK FOR HJELPEN!

VENNLIGST SEND UTFYLT SPØRRESKJEMA I SVARKONVOLUTTEN TIL SYNOVATE
SNAREST. IKKE SETT NAVNET DITT PÅ SKJEMAET.

Appendix 2: Questions – Role stress (middle managers)

		Mann		Kvinne		TOTAL	
		%	(n)	%	(n)	%	(n)
1. At overordnede og underordnede stiller ulike krav til deg	1=Aldri	6	(35)	4	(12)	5	(47)
	2	22	(120)	17	(54)	20	(174)
	3	30	(161)	37	(120)	32	(281)
	4	34	(186)	33	(105)	34	(291)
	5=Hele tiden	8	(41)	10	(31)	8	(72)
2. At kunder og brukere har ønsker og krav som dine medarbeidere er lite villige til å imøtekomme	1=Aldri	9	(49)	11	(36)	10	(85)
	2	42	(224)	44	(140)	43	(364)
	3	32	(171)	27	(87)	30	(258)
	4	15	(79)	16	(50)	15	(129)
	5=Hele tiden	2	(8)	1	(4)	1	(12)
3. At eierne stiller krav til driften som dine underordnede motsetter seg	1=Aldri	19	(100)	24	(73)	21	(173)
	2	40	(211)	39	(120)	40	(331)
	3	25	(133)	23	(70)	25	(203)
	4	13	(70)	13	(40)	13	(110)
	5=Hele tiden	2	(8)	1	(2)	1	(10)
4. At jobben stiller krav til deg som går utover ditt ekteskap/parforhold	1=Aldri	36	(191)	43	(131)	38	(322)
	2	36	(191)	32	(99)	34	(290)
	3	17	(92)	17	(52)	17	(144)
	4	11	(56)	8	(24)	10	(80)
	5=Hele tiden	1	(3)	1	(2)	1	(5)
5. At daglige gjøremål fører til at langsiktige oppgaver ikke får nok oppmerksomhet	1=Aldri	3	(15)	3	(9)	3	(24)
	2	14	(76)	9	(30)	12	(106)
	3	29	(157)	26	(85)	28	(242)
	4	41	(219)	43	(138)	41	(357)
	5=Hele tiden	13	(72)	19	(61)	15	(133)
6. At ulik faglig spisskompetanse blant dine underordnede gjør det vanskelig å få dem til å jobbe som et team	1=Aldri	22	(116)	22	(69)	22	(185)
	2	44	(238)	42	(133)	43	(371)
	3	21	(113)	24	(75)	22	(188)
	4	12	(64)	11	(34)	11	(98)
	5=Hele tiden	1	(6)	2	(5)	1	(11)

7. At du må forsvare virksomheten mot kritikk fra kunder, media, o.l., også når du er enig i kritikken	1=Aldri	24 (123)	20 (61)	23 (184)
	2	36 (184)	33 (100)	35 (284)
	3	25 (127)	27 (80)	25 (207)
	4	14 (70)	17 (52)	15 (122)
	5=Hele tiden	2 (9)	2 (7)	2 (16)
8. At du må være med å gjennomføre beslutninger som strider mot dine egne faglige synspunkter	1=Aldri	13 (72)	11 (37)	13 (109)
	2	41 (219)	42 (135)	41 (354)
	3	32 (174)	30 (96)	31 (270)
	4	12 (67)	14 (46)	13 (113)
	5=Hele tiden	1 (5)	2 (8)	2 (13)
9. At du må tidvis foreta disposisjoner som strider mot din etikk og dine verdier	1=Aldri	43 (233)	40 (130)	42 (363)
	2	41 (222)	38 (123)	40 (345)
	3	11 (61)	14 (44)	12 (105)
	4	4 (20)	7 (24)	5 (44)
	5=Hele tiden	1 (3)	0 (1)	0 (4)
10. At jobben stiller krav til deg som går utover din mulighet til å ta vare på vennskap	1=Aldri	45 (243)	45 (146)	45 (389)
	2	34 (184)	32 (103)	33 (287)
	3	15 (81)	12 (40)	14 (121)
	4	5 (29)	9 (29)	7 (58)
	5=Hele tiden	1 (5)	1 (4)	1 (9)
11. At politikerne tar beslutninger som gjør det vanskeligere for virksomheten å arbeide effektivt	1=Aldri	21 (110)	17 (52)	19 (162)
	2	25 (131)	27 (84)	26 (215)
	3	24 (125)	25 (79)	25 (204)
	4	21 (110)	20 (63)	21 (173)
	5=Hele tiden	9 (46)	10 (32)	9 (78)
12. At du bør gå på jobb selv når du føler deg syk	1=Aldri	19 (100)	13 (43)	17 (143)
	2	30 (159)	25 (82)	28 (241)
	3	23 (122)	26 (83)	24 (205)
	4	25 (133)	28 (90)	26 (223)
	5=Hele tiden	4 (22)	8 (27)	6 (49)

Appendix 3: Coefficients table with Tolerance and VIF values (Dependent variable: Role Stress)

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.839	.201		14.136	<.001		
	Er du mann eller kvinne?	.046	.065	.041	.710	.478	.946	1.057
	Hva er din alder?	-.004	.003	-.074	-1.293	.197	.946	1.057
2	(Constant)	2.465	.339		7.275	<.001		
	Er du mann eller kvinne?	.037	.067	.033	.562	.574	.910	1.099
	Hva er din alder?	-.005	.003	-.078	-1.350	.178	.940	1.064
	OpppgSUM	.077	.056	.078	1.386	.167	.984	1.016
	PerSUM	.030	.061	.028	.490	.624	.946	1.058
3	(Constant)	2.980	.351		8.499	<.001		
	Er du mann eller kvinne?	.042	.065	.037	.649	.517	.909	1.100
	Hva er din alder?	-.003	.003	-.059	-1.059	.291	.935	1.070
	OpppgSUM	.072	.054	.072	1.318	.188	.984	1.017
	PerSUM	.139	.065	.130	2.147	.033	.802	1.247
	LMXSUM	-.259	.060	-.256	-4.321	<.001	.835	1.198
4	(Constant)	3.961	.433		9.137	<.001		
	Er du mann eller kvinne?	.050	.064	.044	.787	.432	.908	1.101
	Hva er din alder?	-.003	.003	-.059	-1.065	.288	.934	1.070
	OpppgSUM	.059	.053	.060	1.110	.268	.978	1.022
	PerSUM	.109	.065	.102	1.682	.094	.769	1.301
	LMXSUM	-.227	.060	-.225	-3.808	<.001	.814	1.229
	SosStSUM	-.030	.039	-.042	-.766	.444	.950	1.053
	EnsSUM	-.191	.053	-.196	-3.608	<.001	.959	1.043

a. Dependent Variable: RolStSUM

Appendix 4: Relationship between people-oriented and gender

Group Statistics					
	Er du mann eller kvinne?	N	Mean	Std. Deviation	Std. Error Mean
Jeg hjelper de ansatte til å forstå hvordan deres mål og formål relaterer seg til selskapet	Mann	523	3.83	.774	.034
	Kvinne	305	4.00	.827	.047
Jeg tar mange beslutninger sammen med de ansatte	Mann	541	4.06	.747	.032
	Kvinne	320	4.31	.704	.039
Jeg uttrykker stor tro på at de ansatte kan utføre krevende oppgaver	Mann	543	4.42	.611	.026
	Kvinne	322	4.57	.566	.032
Jeg tillater ansatte å gjøre jobben på sin måte	Mann	542	4.11	.745	.032
	Kvinne	322	4.24	.758	.042

Appendix 5: Relationship between LMX and gender

Group Statistics					
	Er du mann eller kvinne?	N	Mean	Std. Deviation	Std. Error Mean
Hvor ofte er dine medarbeidere fornøyd med hva du gjør på jobb?	Mann	512	4.03	.704	.031
	Kvinne	302	4.20	.684	.039
Hvor godt synes du dine medarbeidere forstår dine problemer og behov knyttet til dine arbeidsoppgaver og din arbeidssituasjon?	Mann	534	3.74	.806	.035
	Kvinne	310	3.83	.851	.048
I hvor stor grad ser dine medarbeidere hva du er god for, det vil si ditt potensiale?	Mann	516	3.88	.709	.031
	Kvinne	305	3.98	.725	.042
Uavhengig av hvor mye makt og innflytelse medarbeiderne dine har: Hvor sannsynlig er det at dine medarbeidere vil benytte seg av sin innflytelse for å hjelpe deg med å løse dine problemer i ditt arbeid?	Mann	536	4.11	.865	.037
	Kvinne	316	4.23	.901	.051
Uavhengig av makt og innflytelse: Hvor sannsynlig er det at dine medarbeidere vil ta "støyten" for deg hvis du er i en "knipe"?	Mann	518	3.07	1.109	.049
	Kvinne	307	3.18	1.154	.066
Tiltroen til mine medarbeidere er så stor at jeg ville ha forsvart og rettferdiggjort deres beslutninger i deres fravær.	Mann	539	4.23	.788	.034
	Kvinne	321	4.33	.772	.043
Hvordan vil du beskrive ditt samarbeidsforhold til dine medarbeidere?	Mann	545	4.54	.554	.024
	Kvinne	320	4.57	.599	.033
I hvilken grad har dine underordnede uttrykt tydelige forventninger til deg om hva som skal til for at du skal være en god leder?	Mann	532	3.43	.969	.042
	Kvinne	316	3.63	1.045	.059

Appendix 6: Relationship between loneliness and gender

Group Statistics					
	Er du mann eller kvinne?	N	Mean	Std. Deviation	Std. Error Mean
Jeg synes jeg har nok kontakt med mennesker som bryr seg om meg	Mann	542	2.24	1.026	.044
	Kvinne	324	1.94	1.012	.056
Jeg føler meg ofte ensom	Mann	272	4.28	.922	.056
	Kvinne	134	4.28	.888	.077
Jeg synes det er vanskelig å snakke med mennesker jeg ikke har møtt før	Mann	303	4.24	.945	.054
	Kvinne	160	4.26	.928	.073
Jeg føler meg ensom selv når jeg er sammen med andre	Mann	224	4.41	.923	.062
	Kvinne	117	4.49	.784	.072
Jeg føler ofte at andre ikke forstår meg eller min situasjon	Mann	344	4.36	.927	.050
	Kvinne	170	4.50	.732	.056
Jeg føler at andre bryr seg om meg	Mann	544	1.96	.855	.037
	Kvinne	324	1.64	.926	.051