

Answer options: A: Strongly disagree – Strongly agree
 B: To a very low degree - To a very high degree
 C: Very rarely - Very often

KIWEST 3.0

| Headline slide | Headlines in the report and explanation of scales | Question text | Answer option |
|----------------------------|---|--|---------------|
| The individual and the job | Job autonomy , Maps the extent of autonomy and influence over how the work is carried out (Näswall et al., 2010). Also in KIWEST 2.0. | <p><i>“I have a sufficient degree of influence in my work”</i></p> <p><i>“I can make my own decisions on how to organize my work”</i></p> <p><i>“There is room for me to take my own initiatives at work”</i></p> <p><i>“I manage the working situation in the direction I want”</i></p> | A |
| | Meaning of work , Maps the respondents experience of having a meaningful work (Pejtersen et al., 2010). Also in KIWEST 2.0. | <p><i>“My work tasks are meaningful”</i></p> <p><i>“I feel that the work I do is important”</i></p> <p><i>“I feel motivated and involved in my work”</i></p> | B |
| | Intrinsic motivation , Maps whether the employees experience intrinsic job motivation. I.e. that they experience pleasure, interest and enjoyment in their jobs (Kuvaas, 2008; Kuvaas & Dysvik, 2016). | <p><i>“My work tasks are in themselves an important driving force in my job”</i></p> <p><i>“My work tasks are fun”</i></p> <p><i>“My job is so interesting that it alone strongly motivates me”</i></p> <p><i>“Now and then I am so inspired by my job that I almost forget things around me”</i></p> | A |
| | Role Ambiguity , Maps whether employees have a clear picture of responsibilities, tasks and what is expected of them in their jobs (King, King & Appelbaum, 1990). | <p><i>“I have a clear understanding of the goals and objectives of my work”</i></p> <p><i>“I know which tasks to prioritize if I don’t have enough time”</i></p> <p><i>“I know what my responsibilities are”</i></p> | A |
| | Opportunities for professional development , reworked from Statistics Norway (Killengreen & Bye, 2017). | <p><i>“My job offers good opportunities for professional development”</i></p> | B |
| | Openness to initiatives , reworked from Sørensen & Seierstad (2002). | <p><i>“Initiatives are appreciated, so that one feels encouraged to take on new challenges”</i></p> | B |
| | Opportunities to use knowledge and skills , reworked from Sørensen & Seierstad (2002). | <p><i>“My work allows me to make use of my knowledge and skills”</i></p> | B |
| The individual and the job | Absence of role conflicts , Maps whether employees experience that there is conflicts between own roles, that different people expect different from them, or that it is conflict between you’re their own and others expectations (Dallner et al., 2000). Also in KIWEST 2.0. | <p><i>“I must often do things that I feel should have been done in a different way”</i></p> <p><i>“I am given assignments without adequate resources to complete them”</i></p> <p><i>“I receive incompatible requests from two or more people”</i></p> <p><i>“My job involves tasks that are in conflict with my personal values”</i></p> <p>«Jobben min inneholder oppgaver som er i strid med mine personlige verdier»</p> | C |

Answer options: A: Strongly disagree – Strongly agree
 B: To a very low degree - To a very high degree
 C: Very rarely - Very often

| | | | |
|---|---|--|---|
| | Absence of stress , The scale intends to map experiences of stress and excessive workload. This is a scale that has been used at BI, it is not published. | <i>"I have too much work and too little time to do it"</i> <i>"I feel as if I am never off work"</i> <i>"I have a bad feeling when I think about my job"</i> | C |
| | Balance efforts / demands , single question (Sørensen & Seierstad, 2002) | <i>"There is a well-balanced relationship between the performance demands of my job and my ability of meeting them"</i> | C |
| | Absence of work-home-conflict , A high score indicate that the respondents not experience that there is a work-home-conflict (Innstrand, Langballe, Falkum, Espnes & Aasland, 2009; Wayne, Musisca & Fleeson, 2004). Also in KIWEST 2.0. | <i>"Stress at work makes me irritable at home"</i> <i>"My job makes me feel too tired to do the things that need attention at home"</i> <i>"Job worries or problems distract me when I am at home"</i> | C |
| Interaction Leaders and Colleagues | Relational orientation in leadership , Maps the employees' perception of the leader's relational orientation and facilitation, Øyvind Lund Martinsen, BI | <i>"The unit management expresses confidence in my skills"</i> <i>"The unit management facilitates the development of my autonomy"</i> <i>"The unit management facilitates the development of my competence"</i> <i>"The unit management makes me feel competent"</i> <i>"The unit management spends time listening to me"</i> | B |
| | Recognition from the leadership , The scale capture to what extent the employees experience to be recognized (Pejtersen, Kristensen, Borg & Bjorner, 2010). Also in KIWEST 2.0. | <i>"My work is recognized and appreciated by the unit management"</i> <i>"I am respected by the unit management"</i> <i>"I am treated fairly by the unit management"</i> | B |
| | Clarity of expectations , The items measures to which purpose of one`s work tasks is clear (Näswall et al., 2010). Also in KIWEST 2.0. | «Det er klart og tydelig uttalt hva som forventes av meg i mitt arbeid» «Jeg har en klar oppfatning om hvilke arbeidsoppgaver som inngår i mitt arbeidsområde» «Jeg synes at målene for mitt arbeid er diffuse og uklare» [®] | A |
| | Feedback from employee to leader , Single question from Sørensen & Seierstad (2002) | <i>"I talk with the unit management about how s/he can help me perform well at work"</i> | B |

Answer options: A: Strongly disagree – Strongly agree
 B: To a very low degree - To a very high degree
 C: Very rarely - Very often

| | | | |
|--|---|--|---|
| Communication and participation | Influence and participation , Maps whether employees feel encouraged to, or have the opportunity to participate in decision-making processes. Reworked from "Centralization" (Näswall et al., 2010). | <i>"We are encouraged to participate when important decisions are made"</i> <i>"We are encouraged to express our views on planned decisions that affect our work"</i> <i>"Only people in the management are involved in decisions that affect the unit's work" (R)</i> | A |
| | Routines for information flow , self-developed single question | <i>"We have efficient routines for the flow of information"</i> | A |
| | Channels for influencing decisions , self-developed single question | <i>"I know what channels to use to influence decisions"</i> | A |
| | Information availability , parts of the scale «Information» used by BI, not published | <i>"It is easy to acquire the information I need to do a good job"</i> | A |
| | Information about decisions , parts of the scale «Information» used by BI, not published | <i>"I keep informed about important decisions that affect my work"</i> | A |
| Collaboration and Cooperation | Social community at work , Maps weather the respondents experience that there is a good social community at their unit (Pejtersen et al., 2010). Also in KIWEST 2.0. | <i>"There a good atmosphere between my colleagues and myself"</i> <i>"There is a good sense of fellowship at my unit"</i> <i>"I feel that I am a part of a community at my unit"</i> | C |
| | Sharing of thoughts and ideas , Reworked from parts of "Mastery climate " (Nerstad, Roberts & Richardsen, 2013) | <i>"At my unit, we share thoughts and ideas"</i> | C |
| | Sharing of knowledge and experience , Reworked from parts of "Mastery climate " (Nerstad, Roberts & Richardsen, 2013) | <i>"At my unit, we share knowledge and experience"</i> | C |
| | Initiative and responsibility among colleagues , The scale intends to map weather the employees experience to be part of the organization by taking responsibility for something beyond themselves (Kuvaas & Dysvik, 2016; Lepine, 1998) | <i>"I take on tasks without being asked"</i> <i>"I help others in my unit with tasks that are actually their own responsibility"</i> <i>"I assist my colleagues, even when it strictly speaking is not part of my job"</i> | C |
| | Helping colleagues , Single question from Sørensen & Seierstad (2002) | <i>"I help my colleagues succeed in their work"</i> | C |
| | Listening colleagues , Single question from Sørensen & Seierstad (2002) | <i>"My colleagues are willing to listen when I face problems in my work"</i> | C |
| | Help and support from colleagues , Single question from Sørensen & Seierstad (2002) | <i>"I get the help and support I need from my colleagues"</i> | C |

Answer options: A: Strongly disagree – Strongly agree
 B: To a very low degree - To a very high degree
 C: Very rarely - Very often

| | | | |
|---|--|--|---|
| Collaboration and Cooperation | Absence of inappropriate behaviour , The scale maps whether employees experience civility in the workplace, based on the assumption that this contributes to mutual respect, based on CNQ-B (Walsh et al., 2012). | <i>“Rude behavior is not accepted at the unit” “Angry outbursts are not tolerated at the unit” “Generally, we have a respectful social atmosphere”</i> | A |
| | Absence of distrust and suspicion , Parts of the scale «Social climate» (Dallner et al., 2000). | <i>“The working climate at my unit is distrustful and suspicious”</i> | A |
| | Fravær av stivbeinhet og rigiditet , Parts of the scale «Social climate» (Dallner et al., 2000). | <i>“The working climate at my unit is rigid and inflexible”</i> | A |
| | Absence of interpersonal conflicts , Map whether the employees experience being affected by interpersonal conflicts between colleagues (Näswall et al., 2010). Also in KIWEST 2.0. | <i>“My work is hampered by power struggles at the unit” “In my unit, intrigues impair the work climate” “In my unit, there is a great deal of tension due to prestige and interpersonal conflicts”</i> | A |
| Håndtering av uheldige hendelser | Handling of irregularities , Reworked parts of the scale «Task orientation», used at BI, Øyvind Lund Martinsen | <i>“In case of irregularities, we address the problem directly with the person involved”</i> | A |
| | Quick handling of difficult issues , Reworked parts of the scale «Task orientation», used at BI, Øyvind Lund Martinsen | <i>“In our unit, we address difficult issues as soon as possible”</i> | A |
| | Knowledge of routines in case of unacceptable behavior , single question from Ingrid Lund, UiA. | <i>“I know what to do if I or a colleague is subjected to bullying, harassment or other unacceptable behavior”</i> | A |
| | Guidelines for handling unacceptable behavior , , single question from Ingrid Lund, UiA. | <i>“We have clear guidelines on how to proceed if someone is subjected to bullying or harassment”</i> | A |

Answer options: A: Strongly disagree – Strongly agree
 B: To a very low degree - To a very high degree
 C: Very rarely - Very often

| | | | |
|--|--|--|----------|
| Support, social interaction and culture | Training in new technology or new systems , Reworked from SSB (Killengreen & Bye, 2017) | <i>"I get the training I need when new technology or new administrative systems are introduced"</i> | B |
| | Technical support , Reworked single question from KIWEST 2.0 (Undebakke, Innstrand, Anthun & Christensen, 2014) | <i>"I get the technical support I need in my daily work"</i> | C |
| | Administrative support , Reworked single question from KIWEST 2.0 (Undebakke et al., 2014) | <i>"I get the administrative support I need in my daily work"</i> | C |
| | Cooperation technical and academic personnel , Reworked single question from KIWEST 2.0 (Undebakke et al., 2014) | <i>"Cooperation between technical and academic personnel works well at our unit"</i> | C |
| | Cooperation administrative and academic personnel , Reworked single question from KIWEST 2.0 (Undebakke et al., 2014) | <i>"Cooperation between administrative and academic personnel works well at our unit"</i> | C |
| | Culture for continuous Development , Maps whether employees experience that there is a culture for continuous development in their unit (Mellor, Mathieu & Swim, 1994; Undebakke et al., 2014). Also in KIWEST 2.0. | <i>"In my unit, no one listens to new suggestions and ideas"®</i> <i>"My unit is flexible and constantly adapts to new ideas"</i> <i>"My unit is open-minded and adapts to changes"</i> | A |
| | Commitment to the workplace , A high score indicate that the respondents have a positive commitment to their workplace (Christensen et al., 2012; Dallner et al., 2000). Also in KIWEST 2.0. | <i>"I gladly tell others about my workplace"</i> <i>"I would recommend a close friend to apply for a position at my workplace"</i> <i>"My workplace is of great personal significance to me"</i> | B |