Your Employeeship Questionnaire Manual: A survey of the relationships at your workplace (version 1.3)

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Your Employeeship Questionnaire Manual

A survey of the relationships at your workplace

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Lund University, Department of Psychology, Lund, Sweden

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Your Employeeship Questionnaire (YEQ) Manual
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This manual describes how the Your Employeeship Questionnaire (YEQ) was developed as well as the administration and scoring procedures. It also provides a brief description, taken from the conceptual paper written by Bertlett, Johansson, and Arvidsson (2010), of the Employeeship-Leadership-Relationship (ELR) Model, the employeeship concept, and how a leadership theory is integrated into the ELR Model. For detailed presentation, please see Bertlett, et al. and Jönsson, Johansson, and Arvidsson (2009).

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PART I: Presentation of the Employeeship-Leadership-Relationship Model

Background

The Your Employeeship Questionnaire (YEQ) measures specified aspects of employee behavior in terms of the Employeeship-Leadership-Relationship Model (ELR). The purpose of this report is to present the technical characteristics of the scale with available normative information. This report also includes a short discussion of the ELR Model, a presentation of the scale, and administration and scoring procedures.

The ELR Model is based on the employeeship concept and focuses on employee behavior governed by the employees' task and social abilities. Social ability refers to the individual's psychological ability to handle social interactions, for example, social skills. Task ability refers to the knowledge and skills that are needed for given assignments. This means that co-workers need to have the required knowledge and skills to contribute to the given situations as well as be responsible, loyal, committed, and able to take the initiative in order to communicate the knowledge, or teach, coach, and lead if necessary.

Work- and person-oriented employeeship represents two aspects of employee behavior. Person-oriented employeeship is when co-workers are able to feel, understand, and act with empathy toward fellow workers. Work-oriented employeeship is individual in nature, with a high focus on the specific relationship between the co-worker and the assignment. Employeeship is defined as "the behavior that constitutes the dynamic process of mutual work relationships between two or more employees based on task and social abilities" (Bertlett, et al., 2010, p. 11).

The ELR Model comprises both a horizontal perspective between co-workers and a reciprocal, vertical perspective between formal leaders and subordinates. This setup makes it possible to study vertical leadership behavior and horizontal peer employee behavior as well as reciprocal leader-follower behavior. To differentiate between horizontal and vertical behaviors in the presentation of the model, the term 'peer employee' is used to describe the horizontal perspective whereas 'leadership and follower employee behaviors' are used to describe the vertical relationships between formal leaders and followers. This does not mean that leadership is placed outside of employeeship, but is considered rather as an indication of its importance. Nor does it mean that peer and follower employee behaviors are two different phenomena, it is merely a means to clarify the direction of the behavior (e.g., towards a co-worker or towards a leader).

The Employeeship-Leadership-Relationship Model (ELR)

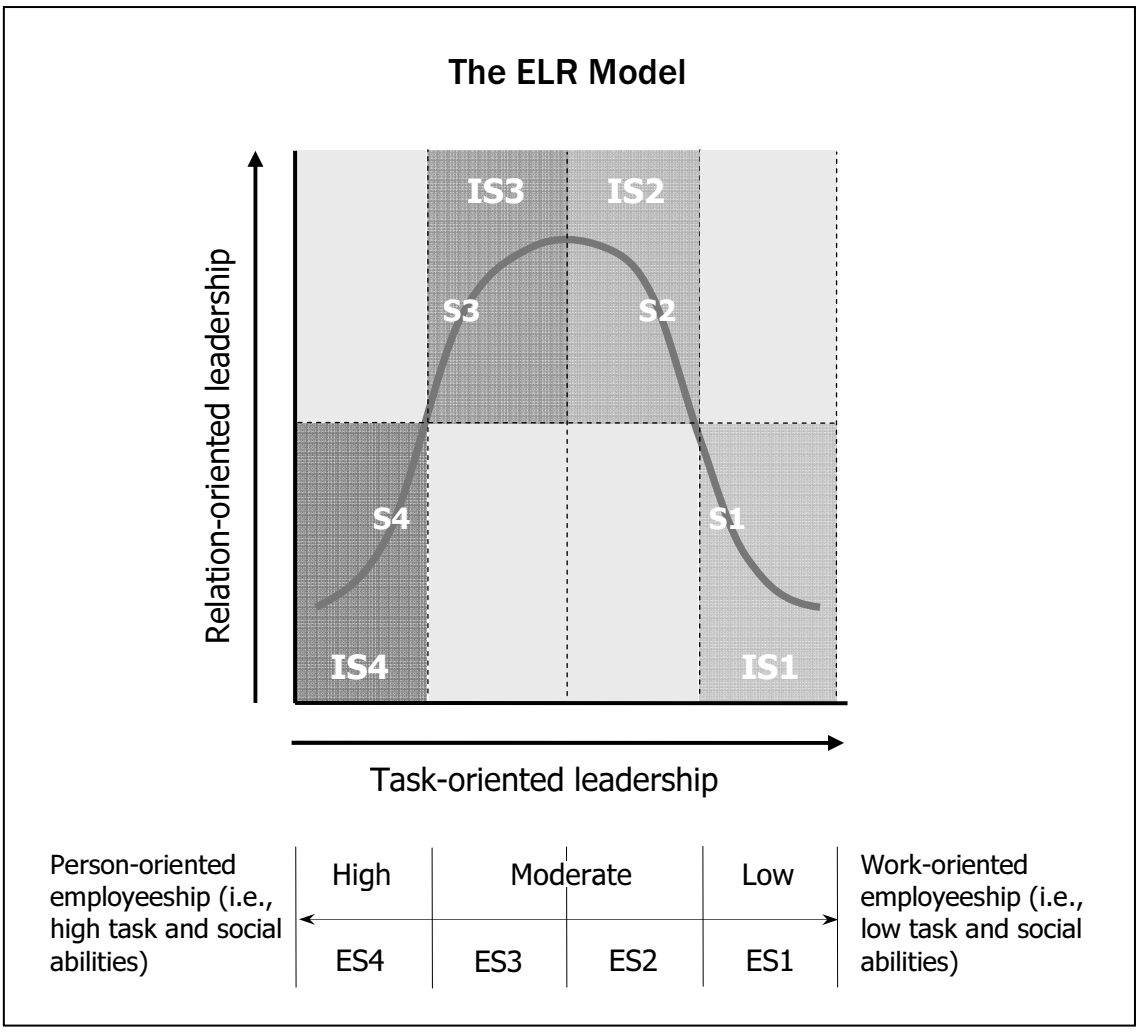


Figure 1. The Employeeship-Leadership-Relationship Model. ES1 to ES4 (employee style) correspond to employee behavior in work relationships based on task and social abilities. S1 to S4 refer to the leadership style in the Situational Leadership Theory. IS1 to IS4 are the interaction styles and the four grey areas indicate congruent leader-follower behavior (Bertlett, et al., 2010).

The peer employee and the leader-follower perspectives are illustrated in the ELR Model with four employee styles and four leader-follower interaction styles, respectively: task-professional (1), collegial-professional (2), socio-collegial (3), and socio-emotional (4) (see Bertlett, et al., 2010). The four styles describe the same styles for both peer employee and leader-follower interaction apart from the fact that formal leadership is absent in the former and present in the latter. The styles are described as:

1. *Task-professional employeeship and leadership* is high on task-oriented leadership and work-oriented employeeship, recognizing the relationship between the individual and the assignment. Relationships are characterized by a high level of task support, but low levels of task and/or social abilities, trust, sharing, personal sup-

port, and empathy. Communication is imperative and the participative aspect is undeveloped, with a negative impact on collaborative learning. Task-professional is applicable for employees with low task and social abilities who are in need of instructive formal leadership and/or peer support.

2. *Collegial-professional employeeship and leadership* is high to medium on task-, and relation-oriented leadership and work-oriented employeeship. Relationships are characterized by collegial collaboration but still applicable only to given assignments. Task and/or social abilities are more developed and a sense of trust, sharing, and personal support starts to arise in the relationships. Communication is imperative and the participative aspect undeveloped with the same negative impacts as described for task-professional. Collegial-professional is applicable for employees who are about to create a professional identity but still need guidance.

3. *Socio-collegial employeeship and leadership* is medium to high on relation-oriented leadership and person-oriented employeeship. Relationships focus on collegial collaboration but with an increased coverage of all social aspect of the professional self. Task and social abilities are rather high as are trust, sharing, and personal support. Communication is interrogative and the participative aspect has a positive impact on the balance of responsibility and authority, collaborative learning, and problem solving. Assignments and relationships are permeated with shared values, attitudes, and perceptions influencing the professional self. Employees with this style have the required abilities that promote mutual sharing and facilitate professional development and efficiency.

4. *Socio-emotional employeeship and leadership* is medium to low on relation-oriented leadership and high on person-oriented employeeship, recognizing the relationships between all staff members, co-workers and their assignments, and significant external parties. Relationships have evolved to cover personal aspects as well as professional collaboration, uncovering the emotional level of the personal self. Relationships are characterized by highly developed levels of task and social abilities, trust, sharing, personal support, and empathy. Communication is interrogative and the participative aspect is fully developed, with a positive impact on the balance of responsibility and authority, collaborative learning, problem solving, and the congruence between espoused theory and theory-in-use. Assignments and relationships are permeated with shared values, attitudes, perceptions, and emotions influencing the personal self. Employees with this style have the required abilities that promote mutual sharing and facilitate personal and organizational development and efficiency.

Integrating a Leadership Model into the ELR Model

The Situational Leadership Theory (SLT) by Hersey and Blanchard (1993) is considered the most appropriate to be integrated into the ELR Model, due primarily to its focus on specified aspects of leader behavior. Both the ELR and the SLT are operationalized in a way that makes it possible to perform simultaneous assessments in order to use the results in the same analysis (i.e., it is possible to compare the results and compute one variable based on the results from their respective questionnaires). There are two ways to assess and compare leader and follower behaviors: 1) the followers answer both the employeeship and the leadership questionnaire and 2) the followers answer the employeeship questionnaire while the leaders answer the leadership questionnaire.

PART II: Development and Technical Considerations of the Your Employeeship Questionnaire (YEQ)

Introduction to the Your Employeeship Questionnaire

In order to assess situational leadership we chose the Leader Effectiveness and Adaptability Description (LEAD; Hersey & Blanchard, 1988) with documented reliability and validity (Greene, 1980) in a modified version (Holmkvist, 2000). Each item is answered by choosing one of four alternatives describing different leadership behavior strategies. The non-leader respondents are asked to select the alternative that best describes the expected behavior of their leader, and the leader respondents are asked to choose the alternative best describing their own expected behavior. Each of the four alternative actions describes a specific leadership style: telling (S1), selling (S2), participating (S3), and delegating (S4) (see Figure 1). The method generates data concerning a leader's leadership style profile (i.e., the frequency of the four leadership styles used by the leader across the 32 situations) as well as leadership style adaptability.

The YEQ also consists of 32 items describing different situations. Apart from the fact that the YEQ items are rewritten so that no formal leader is present, they are the same as the LEAD items. What separate the questionnaires are the response alternatives. Since the YEQ items are the same as the LEAD items, they will not be discussed here (see Greene, 1980; Hersey & Blanchard, 1988, 1993; Holmkvist, 2000). Instead, it is the response alternatives of the YEQ that are in focus concerning the development of the questionnaire. With the YEQ all respondents choose the alternative that best describes their own expected behavior, from which it is possible to extract three kinds of variables. The first two are a peer perspective of employee behavior called *peer employee style* and *peer employee style adaptability*. The third is a follower perspective of employee behavior that in combination with the *leadership style* of the LEAD constitute the *congruent leader-follower style*. This variable is used to study vertical leader-follower behavior.

Each item is answered by choosing one of five alternatives that describe different employee style strategies: pre-mature employeeship (i.e., an expected behavior that violates the possibility of a constructive relationship), task-professional (ES1), collegial-professional (ES2), social-collegial (ES3), and socio-emotional employee style (ES4) (see Figure 1). With the method it is possible to gather data concerning the respondent's employee style profile (i.e., the frequency of the five employee styles used by the respondent across the 32 items) and peer employee style adaptability.

Normative Information

The YEQ yields five ipsative style scores and one normative adaptability (effectiveness) score. The definition of an ipsative score matrix is when the sum of scores of the measured attributes for each respondent is constant. The respondents compare two or more desirable options and pick the one which is preferred. According to Greene (1980) this means that each score for an individual is dependent upon the individual's score on other variables and may be independent of scores of other individuals in the population; further, that normative scores are independent of other scores for the individual, and statistically dependent on the scores of other individuals in the population. Ipsative measures provide for intra-individual comparisons, while normative measures are designed for inter- and intra-individual comparisons. Still, concerning ipsative data, it is possible to constitute a "norm group" by collecting data from a number of individuals. By doing this, ipsative normative scores are derived (Greene, 1980). The YEQ provides raw scores for each style and adaptability measure. The method to generate these scores is described in this section while the norms and the interpretation of the results are addressed in the following sections. The raw scores are computed by summing the response values across the items. These scores can be used to create local and company norms as well as to create reference groups for a particular position, profession, business, etc. The raw scores for adaptability can also be used to analyze changes over time and to study differences between groups.

Derivation and Selection of Response Alternatives

The YEQ response alternatives were developed in a four-step process. The starting point was that the YEQ had the 32 rewritten items from the LEAD but with no response alternatives. In a first step the 32 items were distributed to 25 participants. The background (and numbers) of the participants were personnel and administration experts (2; 1 woman and 1 man), university teachers (Ph.D. students and professors) (7 men), and university students taking a course in group and organizational psychology (16; 12 women and 4 men). A vast majority of the students had an average of 5-10 years of work experience from, for example, the medical service, production industry, and the service sector. The age of the respondents varied between 22-63 years. Following each item they were asked to write down their expected employee behavior as a response to the situation. The output of step one was 25 expected behaviors per item.

In step two the researcher categorized the 25 response alternatives according to the ELR model. Based on that, five response alternatives reflecting the corresponding employee styles (pre-mature and ES1-ES4) were created per item. In total 61 response alternatives were created: 15 pre-mature, 15 ES1, 16 ES2, 7 ES3, and 8 ES4. Looking at one employee style, for example task-professional (ES1), some of the 15 response alternatives have only minor differences (e.g., reversed wording), while some are completely different. This is due to the fact that the response alternatives have to be written as a natural response to the item. Independent of this, all 15 response alternatives represent the task-professional style.

In step three the researcher created a bullet-point list of all 61 response alternatives and distributed it to eight university teachers (Ph.D. students and professors) and two personnel and administration experts. They were told that the list was made up of 61 expected behaviors (response alternatives) representing five different employee styles. They were then asked to rate each expected behavior where 1 was the least developed employee style (pre-mature) and 5 was the most developed (socio-emotional, ES4). The results of this exercise showed that 24 (39.3%) of the response alternatives were rated correctly by all participants (100%), 13 (21.3%) were rated correctly by 90% of the participants, another 13 (21.3%) were rated correctly by 80%, and 11 (18%) of the response alternatives were rated correctly by 70% of the participants.

In the fourth step a draft questionnaire was created. Five psychology professors with expertise in the area of work behaviors examined each item and the respective response alternatives, looking at how the items were able to differentiate various employee styles given the response alternatives, and whether the five response alternatives per item represented the pre-mature and the employee styles ES1-ES4.

The conclusion of the item and response alternative analyses of steps three and four was that all items and response alternatives are considered to meet the necessary conditions. It remained to examine the style and adaptability scores to determine their accuracy and consistency. The following analyses address these areas.

Reliability

Scale reliability reflects to which degree the results are consistent, often expressed as a correlation coefficient. For ipsative scales such as the one used in the YEQ, scale stability across time represents an important aspect of reliability. The YEQ was distributed two times, approximately nine months apart, to several hundred employees in the airport sector. This was done *i.a.* to determine the stability of the style scores. Twenty-four employees (8 formal leaders and 16 non-leaders) returned fully answered questionnaires at both times. The dominant styles of the first and second distributions are presented in Table 1. As seen in the table, 18 (75%) had the same dominant style across the nine-

month interval. The relationship between the two was strong (x^2 = 57.4, df = 16) and statistically significant (p < .001) with a contingency coefficient of .77 (Cramer's V). Changes between styles 1 and 2 were the biggest source of instability.

Looking at Table 2, 16 respondents had a distinctive alternate style on both occasions. Ten of the 16 respondents (63%) had the same alternate style across the time interval. The relationship between the two distributions was moderately strong (x^2 = 29.3, df = 16) and statistically significant (p < .05) with a contingency coefficient of .68. Due to the low number of returned questionnaires the stability analyses of the styles can only be considered as preliminary and interpreted accordingly.

The stability of the adaptability score was also analyzed on the same two occasions. The correlation coefficient between the two total adaptability scores was .41 with p = .05 and n = 23. Following these results it should be understood that a nine-month time interval is quite long when measuring behaviors of this kind; further, that during this time, the participating organization went through a large-scale organizational change, which probably impacts employee behavior. Furthermore, the internal stability of the style score on the item level has been analyzed with Cronbach's α for two studies with 133 and 71 respondents respectively. Cronbach's α was .86 (Table 3) for study one and.84 for study two. Overall, the results indicate that the scales remain relatively stable over time and that the results are based on consistent measures.

Table 1. Stability of Dominant Styles across Time (n = 24)

Initial Dominant Style	Final Dominant Style				
	Pre-Mature	**Style 1**	**Style 2**	**Style 3**	**Style 4**
Pre-Mature	1 / 4.2%	0 / 0%	2 / 8.3%	0 / 0%	0 / 0%
Style 1	1 / 4.2%	2 / 8.3%	2 / 8.3%	0 / 0%	0 / 0%
Style 2	0 / 0%	1 / 4.2%	13 / 54.2%	0 / 0%	0 / 0%
Style 3	0 / 0%	0 / 0%	0 / 0%	1 / 4.2%	0 / 0%
Style 4	0 / 0%	0 / 0%	0 / 0%	0 / 0%	1 / 4.2%

Table 2. Stability of Alternate Styles across Time (n = 16)

Initial Dominant Style	Final Dominant Style				
	Pre-Mature	**Style 1**	**Style 2**	**Style 3**	**Style 4**
Pre-Mature	1 / 6.3%	1 / 6.3%	0 / 0%	0 / 0%	0 / 0%
Style 1	0 / 0%	4 / 25.0%	1 / 6.3%	1 / 6.3%	0 / 0%
Style 2	1 / 6.3%	1 / 6.3%	0 / 0%	0 / 0%	0 / 0%
Style 3	0 / 0%	1 / 6.3%	0 / 0%	3 / 18.8%	0 / 0%
Style 4	0 / 0%	0 / 0%	0 / 0%	0 / 0%	2 / 12.5%

Validity

The validity of an instrument indicates to what level the results are accurate. There are several types of validity, of which two classification categories – logical and empirical – are discussed here. Logical validity is discussed with reference to face and content validity, and empirical validity is discussed with reference to construct and criterion validity. Empirical validity is the more important of the two and must be substantiated by formal analyses. The following sections present evidence supporting logical validity as well as a first analysis supporting empirical validity.

Logical Validity

The face validity is established by reviewing the items and response alternatives. Each item describes a situation referring to one of four employee styles and requires the respondents to circle the responsive action which most closely represents their behavior. The result is then analyzed with respect to style type and adaptability (effectiveness). Before initiating research it should be understood that the ELR Model constitutes a framework. To derive a question or problem, the user has to make careful demarcations and definitions of each level. This may also require adjustments concerning the YEQ. The structure of the questionnaire also constitutes a framework in which the given items can be adapted to fit current work arrangements and research questions. This embedded flexibility not only grants the user the possibility to create an optimal match between the question at hand and the YEQ, but is also an important step in order to maintain face validity.

The content validity of the YEQ originates from the procedures from which the original set of items and response alternatives were created. As noted in the section of derivation and selection of response alternatives, some interest groups and experts participated to provide meaningful input. A structured development process was followed including discussions with experts in the fields of organizational theory and work behaviors. All response alternatives were guided by the conceptual background of the ELR Model (Bertlett, et al., 2010).

Empirical Validity

The adaptability scores of 129 employees were correlated in a study with an external criterion. Some central components of Møller's (1994) employeeship also appear in Ekvall's (1999) work about organizational climate: challenge, motivation, support for ideas, trust, security, openness, freedom, absence of conflicts, communication, debate, and idea time or time for competence development. These components are found in six of Ekvall's ten climate dimensions. As hypothesized, all six correlation analyses were statistically significant. On an average the correlation was .30, $p < .01$. These results were partly supported in a follow-up study nine months later with an average correlation

of .28, $p < .05$, $n = 54$. It should be noted that peer employee style adaptability is a measure of expected behaviors and that the climate dimensions are measures of general attitudes about the work place. It is not easy to establish correlations between such types of measurements that indicate the strength of the results found. Other studies that examine the relationship between attitudes and behavioral intentions concerning the same specific behavior often have an average correlation about .50 (see Ajzen, 1991). Still, there is a need for more empirical validity analyses regarding other central components of employeeship such as participation and communication as well as other analyses such as confirmatory factor analysis. Overall, evidence has been presented that supports the use of the YEQ as a reliable and valid instrument. Still, it is a new instrument that most likely needs further development in order to clarify and understand the dynamic aspects of collaborative behavior.

PART III: Administrating, Scoring, and Interpreting the Your Employeeship Questionnaire

The Administration of the Your Employeeship Questionnaire

The YEQ can be administrated in individual and group settings. It is important that the respondents answer all items, so there is no time limit. It takes about 30 minutes for the respondents to complete the questionnaire. Required equipment for an assessment is paper and pencil. For coaching purposes all analyses are a paper and pencil exercise by using the scoring matrix presented in Table 4. For research purposes it is suggested using a statistical program when calculating and analyzing style and style adaptability on the variable level. The following information, also provided in the YEQ, is about how to complete the questionnaire:

- Assume that you are engaged in the following 32 situations that are described.
- The situations may differ in respect to how things are in your work team, department, and/or unit. Disregard this and respond to the imaginary situation as it is described.
- For each situation there are five suggested actions to take.
- Read through the suggestions and choose the one that most accurately reflects how you think you would act in the situation.
- Circle the letter of the alternative you choose (only one).
- Make sure you make a choice for all 32 situations.

Calculating the Style Profile

The employee style profile can vary depending upon the type of situation. Therefore it is possible to calculate specific employee style profiles that only include the items that relate to that type of situation. Table 3 shows what type of situations the questionnaire separates and what items to include. The style profile is calculated by marking the response alternative for each item on the left-hand column in Table 4. Then count the entries in a given column, which is the number of times each style is selected. Include the number of items regarding the information in Table 3 to calculate the employee style profile in question (e.g., include even numbers to determine the employee style profile concerning group situations).

Calculating the Style Adaptability

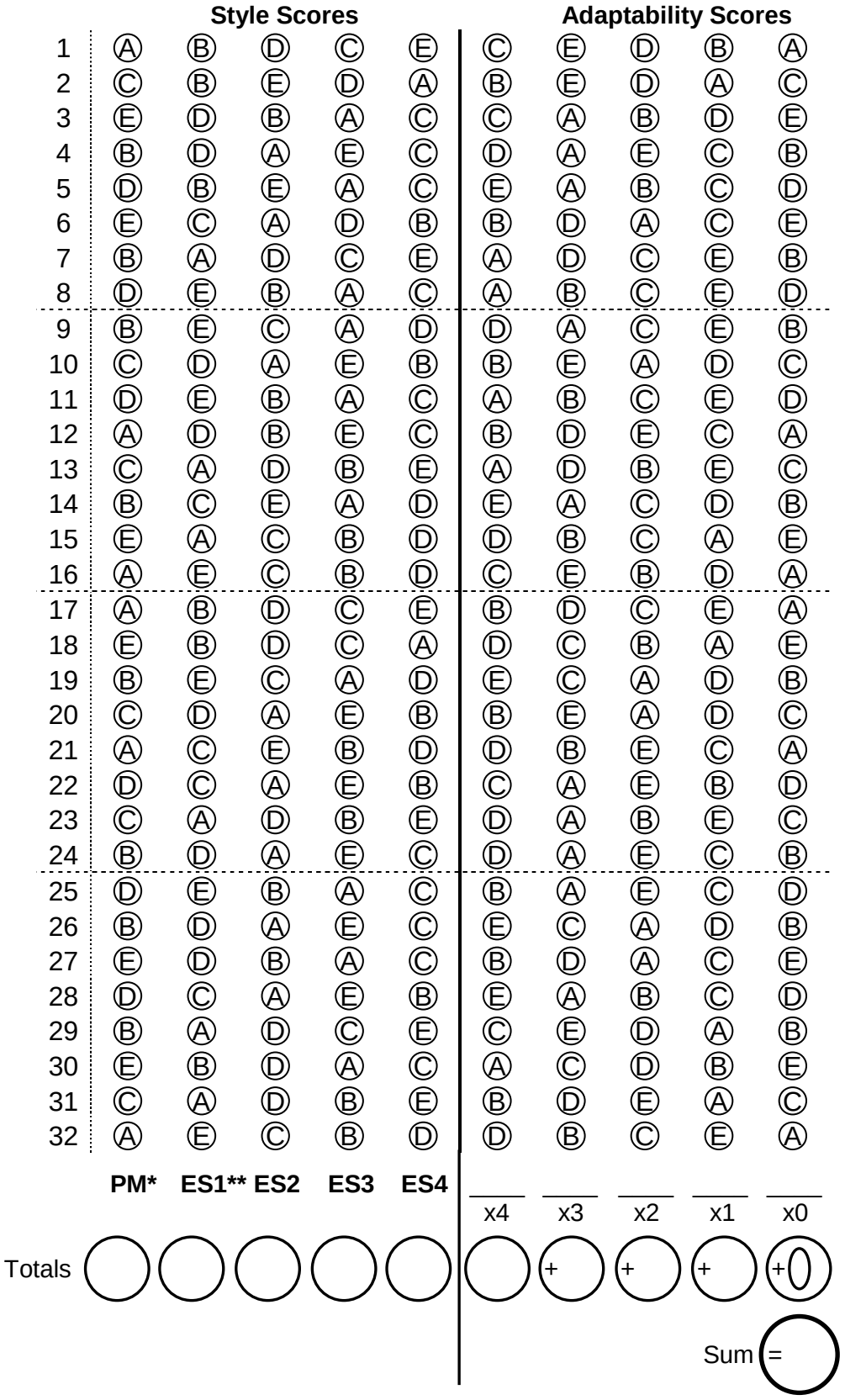
The adaptability score is determined by marking the response alternative for each item on the right-hand column in Table 4. Then count the entries in a given column, including the number of items regarding the information in Table 3. Follow the instructions on the bottom right corner of Table 4 and multiply each count by the respective number, that is, the response alternative with the highest probability of success offered in the given situation is weighted 4, the second best 3, the third best 2, the fourth best 1, and the employee behavior with the lowest probability of success is weighted 0. Then add the numerical values to get the adaptability score (see Table 5 for a fictive example of an overall style profile and adaptability score). The adaptability scale ranges from 0, which is a non-functioning employee behavior where the respondent lacks the ability to adapt the behavior dependent upon the situations, to 32, 64, or 128 (see Table 3), which illustrates that the respondent has a fully developed employee style profile and ability to adapt the behavior accordingly.

Table 3. Type of Situations Covered by the YEQ as well as Items Included, Adaptability Scale Range, and Cronbach's α per Situation

Type of Situation	Items	Scale Range	Cronbach's α
Overall	All items	0-128	.86
Individual	All uneven items	0-64	.81
Group	All even items	0-64	.75
Success	1-2, 5-6, 9-10, 13-14, 17-18… 29-30	0-64	.77
Hardship	3-4, 7-8, 11-12, 15-16, 19-20… 31-32	0-64	.78
Individual-Success	1, 5, 9, 13, 17, 21, 25, 29	0-32	.68
Individual-Hardship	3, 7, 11, 15, 19, 23, 27, 31	0-32	.72
Group-Success	2, 6, 10, 14, 18, 22, 26, 30	0-32	.55
Group-Hardship	4, 8, 12, 16, 20, 24, 28, 32	0-32	.68

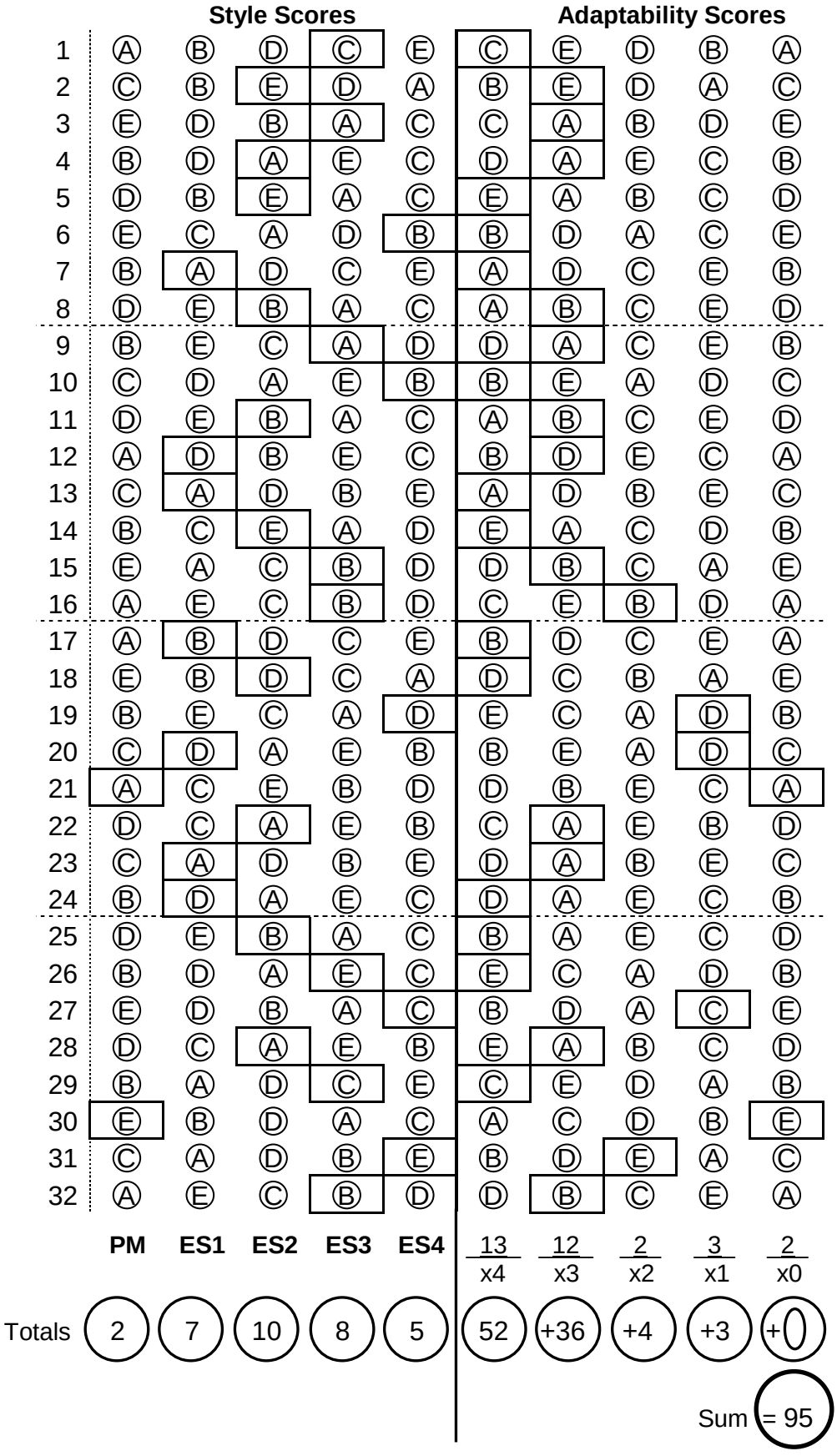
Note. Each response to an item can have an adaptability value of 0 to 4.

Table 4. Scoring Matrix for Style and Adaptability Scores



*Pre-Mature phase of employeeship **ES – Employee Style

Table 5. A Fictive Example of a Completed Scoring Matrix



Calculating the Congruent Leader-Follower Variable of the Employeeship Concept

For the analysis of peer employee style adaptability, all five response alternatives are used as they are presented on the YEQ: pre-mature, task-professional, collegial-professional, social-collegial, and socio-emotional. For the analysis of congruent leader-follower style, the response alternatives pre-mature and task-professional of the YEQ are grouped together. The two response alternatives of the YEQ can be merged since both represent a low developed employee behavior (i.e., work-oriented employeeship) and thus are correctly matched against the 'telling' leadership style that represents task-oriented leadership behavior (see Figure 1). It is important to note that this type of analysis is possible since the items in the LEAD and the YEQ are the same.

The congruence variable is calculated by using the responses from each item of the LEAD and YEQ, that is, the style profiles, S1-S4 of LEAD and ES1-ES4 of YEQ. Congruence is achieved when there is a match between employee and leadership styles. The formula for calculating congruent leader-follower style for one pair of LEAD-YEQ items where S is the leadership style for a given item and ES is the employee style for the same item is:

$$3-\sqrt{((S-ES)\times(S-ES))}$$

In order to calculate the congruence variable (IS in Figure 1) of the employeeship concept this formula has to be computed for all pair of items included based on the situation in question (e.g., all even items for a congruence variable that refers to group situations, see Table 3). The values of each pair of items are then added. Each pair of items can have a value of 0 to 3. Hence, the congruence variable scale ranges from 0 (all pairs describe discrepant leader-follower style) to 24, 48, or 96 (all 8, 16, or 32 pairs dependent upon the situation describe fully congruent leader-follower style). Examples of pairs that generate full congruence are S1-ES1 and S2-ES2 (e.g., for S**1**-ES**1**: $3-\sqrt{((\mathbf{1}-\mathbf{1})\times(\mathbf{1}-\mathbf{1}))} = 3$). The second best pairs could be S2-ES3 and S4-ES3 with a value of 2. The third best pairs could be S1-ES3 and S4-ES2 with a value of 1, and the discrepant pairs are S1-ES4 and S4-ES1 (e.g., for S**1**-ES**4**: $3-\sqrt{((\mathbf{1}-\mathbf{4})\times(\mathbf{1}-\mathbf{4}))} = 0$).

Provided that the leader and follower endorse matching leadership and follower employee response alternatives in accordance with the ELR Model, their expected behaviors are congruent. If they endorse discrepant alternatives, this indicates unawareness about each other's strengths and limitations. Following a written situation of the LEAD and YEQ, there are response alternatives from a leader's perspective to be answered by the leader (LEAD), and alternatives from a non-leader's perspective to be answered by the follower (YEQ). If both the leader and the follower are endorsing alternative B (which is the correct alternative in both questionnaires for this discussion), their expected behaviors are both congruent relative each other and adapted to the

situation – perfect result according to the ELR Model. If both are endorsing alterative C, their behaviors are still congruent but not adapted to the situation optimally. In practice this could mean that they concur that the follower is able to handle the given assignment. The follower expects and receives relation-oriented support, for example, but the follower should in fact ask for and receive task-oriented support. Another example is when they endorse different alternatives which indicate their unawareness of each other's strengths and limitations. They do not know where to cover for each other, which impairs task and role clarity. In practice this could mean that the leader, who for example considers the follower skillful, expects the follower to handle the assignment, while the follower, who considers himself less skillful, expects full support. One of them could be perfectly adapted to the situation, but since their relative behaviors are discrepant, they fail to collaborate successfully.

An example of both questionnaires regarding a situation referring to leaders and followers is, "You are a new employee and part of a new team that is not getting started according to expectations. The group's idea of the framing of the work assignments and the goals deviates from the management's perspective. You hardly know your fellow workers – What do you do?" Based on the social aspect of the relationship, the skills of the respondent, and the leadership support, examples of successful / unsuccessful behaviors regarding employee behavior would be: "Ask the supervisor to clarify the work and give instructions / Ask how my fellow workers value the work situation and give personal support," and regarding leadership behavior: "Gather the group as soon as possible to find out what is wrong. Clarify the assignment until I am sure that everybody has understood / I elicit the group's own resources to solve the problem."

Final Notes about the Scores

The YEQ provides scores for each style as well as adaptability. As described in the previous "Calculate" sections, the style scores are calculated by adding the number of responses for each style and the adaptability score is calculated by adding the weighted numbers of each response. This is done for the appropriate items as it is presented in Table 3. The style scales are ipsative, which is a design that does not allow for inter-individual comparisons. It is therefore important to exercise caution when interpreting the ipsative scores.

The prerequisites for using the adaptability scale are somewhat different. It is normative and inter-individual comparisons are therefore possible. The employee style adaptability has been analyzed on a variable level in one study with 129 respondents participating. The variable was screened for multicollinearity, singularity, violations against normal distribution, and outliers in the solution. No serious violations were found. These findings are important for the analysis as they allow the use of parametric statistics.

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