

Poll on the 'Robust Spirit of Cooperation'

Have Your Say

For an organisation to develop a robust spirit of cooperation characterised by openness and dialogue in the long term, individual initiatives and measures are not enough. Clear aims for the work of creating this cooperative spirit must be defined. The initial requirement is to analyse your activities and their future prospects; after that, you need to formulate strategies and actions. Following up initiatives already implemented, to see whether they have been successful and what further development in the right direction requires, is equally important.

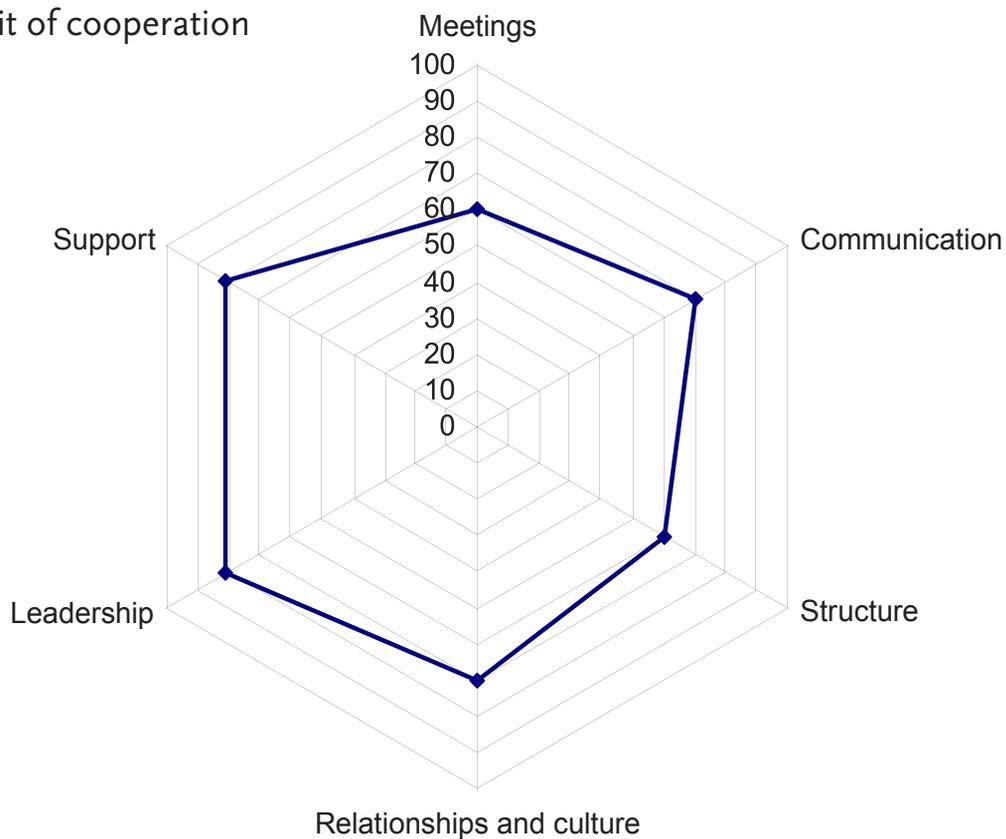
The purpose of this poll is to analyse the current situation, based on the 'robust spirit of cooperation' approach, and raise issues concerning how to develop and improve this solid cooperative spirit.

The questionnaire can, with advantage, be used as a springboard for discussion in the staff group, in the

task of jointly defining targets for activities. Employees, managers and the executive group should answer the questions on the basis of their work organisation (faculty, department, section, unit etc). The questions can be answered either privately (with responses then reported individually or as an average) or in groups (where the appraisal becomes a consensus decision).

Before answering the questions, ensure that there is a consensus on what your workplace is, who is in charge and whether the questions will be answered from the viewpoint of the department (section etc). The results are recalculated as percentages for the different areas and entered in the 'spider's web' diagram. The point at which the hexagonal line drawn deviates most from the optimal value (100%) is where the greatest challenges lie. The diagram provides an overview of the strengths and weaknesses of the organisation's activities in terms of how far it has a robust spirit of cooperation.

Robust spirit of cooperation



Give your opinion of the statements below by marking one of the four options:

0 = disagree completely, 1 = agree slightly, 2 = agree partly, 3 = agree completely.

If your answers mean that action needs to be taken, make a note of this under 'Comments'.

Add up your points for each area: 0 = 0 points, 1 = 1 point and so on.

| MEETINGS | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| Statement | 0 | 1 | 2 | 3 | Comments/Area of development |
| 1 At our workplace meetings | | | | | |
| a) the work environment is on the agenda | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b) we are all invited to play an active part | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c) there are opportunities of raising problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| d) I contribute actively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 At our workplace there are meaningful discussions, such as performance reviews, in which | | | | | |
| a) the focus is on skills development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b) work-environment issues are raised | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c) cooperation problems are identified | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 Individuals' encounters, irrespective of duties, positions and organisational roles, are characterised by respect and openness about differences, divergent views and wishes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Sum total: | | | | | 24 points= 100% |

| COMMUNICATION | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| Statement | 0 | 1 | 2 | 3 | Comments/Area of development |
| 4 I contribute to a communication culture of tolerance, with positive dialogues, discussions and debates at our workplace | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5 At our workplace, the manager gives the employees constructive feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6 At our workplace, criticism and complaints are made in a constructive spirit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7 At our workplace, we show one another appreciation for our work inputs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8 At our workplace, I am listened to and not interrupted | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Sum total: | | | | | 15 points= 100% |

| STRUCTURE | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| Statement | 0 | 1 | 2 | 3 | Comments/Area of development |
| 9 There are strategy aims which are | | | | | |
| a) broken down into local work targets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b) broken down into group targets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c) supported at employee level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10 I am familiar with the action plans of the department (section, unit) for: | | | | | |
| a) the work environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b) equal opportunities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c) the environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| d) following up Co-workerEmployee Satisfaction Index | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11 Everyone in our section or work team takes responsibility for joint tasks and commitments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 12 At our department (section, unit), the chain of command is clear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| 13 At our department (section, unit) | | | | | |
| a) the division of responsibility is clear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b) powers and authority are clear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 14 I can influence my own work situation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Sum total: | | | | | 36 points= 100% |

RELATIONSHIPS AND CULTURE

| Statement | 0 | 1 | 2 | 3 | Comments/Area of development |
|---|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| 15 Cooperation works well | | | | | |
| a) within my own work team | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b) within my own department (section, unit) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c) with other departments (sections, units) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 16 At our workplace, we have a comprehensive view for the whole of Linköping University | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 17 At our workplace, there are no harmful informal roles among the employees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 18 At our workplace, negative rumour-mongering never takes place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19 At our workplace, there is an open working atmosphere and a sense of fellowship in the work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20 I feel calm and secure at the workplace | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 21 I assume personal responsibility for being a good employee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 22 I think I have a good work/life balance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Sum total: | | | | | 30 points= 100% |

LEADERSHIP

| Statement | 0 | 1 | 2 | 3 | Comments/Area of development |
|---|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| 23 My immediate boss has an ability to understand the group's needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 24 My immediate boss generates commitment and motivation in the group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 25 My immediate boss can deal with the difficulties in cooperating that may arise in the work team | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 26 My immediate boss is clear and consistent in his actions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 27 The information I get from my immediate boss is enough to carry out my job duties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Sum total: | | | | | 15 points= 100% |

SUPPORT

| Statement | 0 | 1 | 2 | 3 | Comments/Area of development |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---|
| 28 There is an induction programme designed for new employees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 29 I know where to turn if I need support or advice from a third party concerning cooperation problems in the group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 30 At my department (section, unit) there is a plan and/or a set of routines for managing conflicts, if any, between PhD students and their supervisors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Sum total: | | | | | 6–9 points= 100% (depending on whether you answered the last question) |

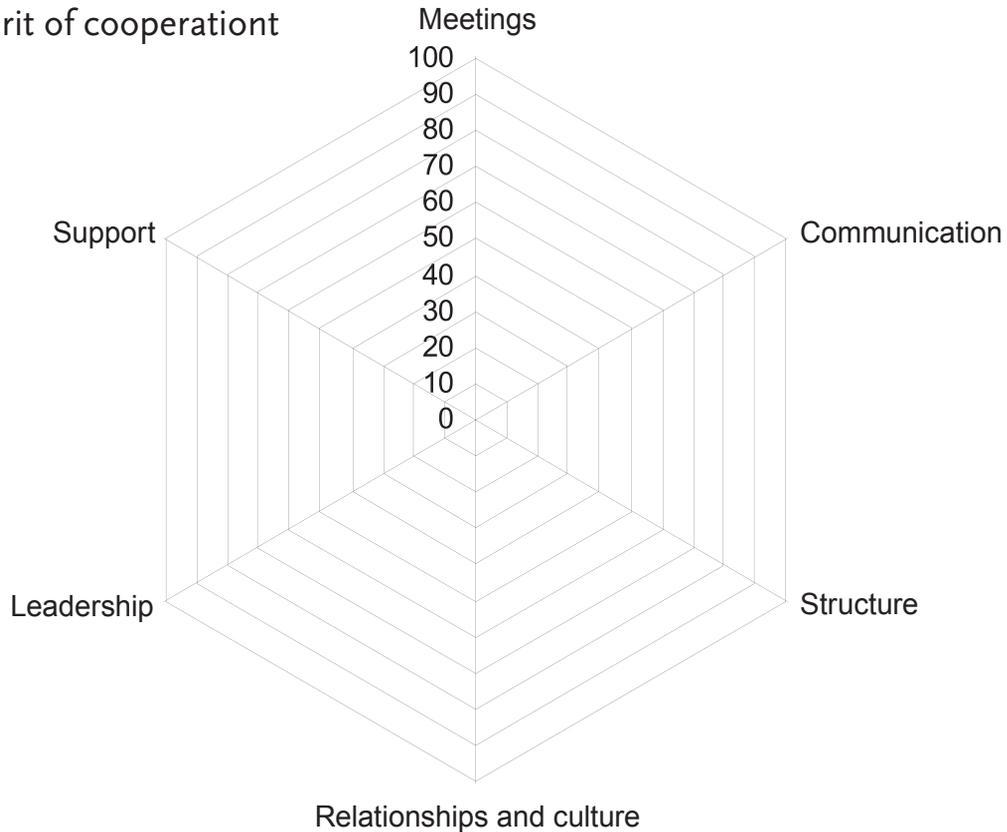
Poll results

Respondents should agree on how to report results in the diagram, individually or at group level. Every answer can be given between 0 and 3 points. Points are counted together for each area by first adding the reply points in the area and then dividing the total by the specified number of maximum points (thereby obtaining a percentage to insert in the diagram). Mark the result on each axis in the web diagram below. The optimal result is the outermost line between the vari-

ous headings. See where the gap between your individual or group result and the optimal result is largest. That is where your greatest challenges lie.

Use the results for group discussions. These will vary according to your answers. They may, for example, be about problem-solving, relationships, territories, hierarchies, status, leadership, gossip, tolerance and meeting other people's wishes.

Robust spirit of cooperation



Action plan

Based on your discussions, it would be helpful to document your areas of development and the measures you have planned to take to improve the robust spirit

of communication. Then make action the priority. An example of how you can enter the documentation in an action plan is given below.

| | Area of development | Action | Time schedule | Person responsible | Follow-up | Cost |
|---|---------------------|--------|---------------|--------------------|-----------|------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |