

conditions for work effectiveness questionnaire I AND ii

user manual

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**JANUARY 2012**

**CONCEPTUAL FRAMEWORK**

The *Conditions for Workplace Effectiveness Questionnaire* measures the concept of **structural empowerment**. In her theory of structural empowerment, Kanter (1977; 1993) defines power as the ability to mobilize information, resources, and support to get things done in an organization. Structural empowerment is defined as the extent to which employees feel they have access to these structures in their work settings. Kanter argues that formal power and informal power ensure access to two organizational structures that create an empowering workplace: (1) the structure of opportunity; and (2) the structure of power. The structure of opportunity provides individuals with the chance to advance within the organization and to develop their knowledge and skills. Employees in high opportunity jobs are more proactive and innovative at solving challenges in their work, while those lacking opportunity are less motivated to succeed and less productive. Power is a dynamic structure that is created through formal and informal systems within the organization. Formal power results from jobs that are visible, support discretion, and are central to organizational goal accomplishment. Informal power refers to the personal networks and alliances within the organization, such as relationships with sponsors, peers, and other coworkers. The structure of power in the workplace comes from three main sources: (1) access to information; (2) access to support and; (3) access to the resources required for realizing organizational goals.

**Subscales Defined**

1. Access to *opportunity* refers to the possibility for growth and movement within the organization as well as the opportunity to increase knowledge and skills.
2. Access to *resources* relates to one’s ability to acquire the financial means, materials, time, and supplies required to do the work.
3. Access to *information* refers to having the formal and informal knowledge that is necessary to be effective in the workplace (technical knowledge and expertise required to accomplish the job and an understanding of organizational policies and decisions).
4. Access to *support* involves receiving feedback and guidance from subordinates, peers, and superiors.
5. *Formal Power*: Derived from specific job characteristics such as; flexibility, adaptability, creativity associated with discretionary decision-making, visibility, and centrality to organizational purpose and goals. (Job Activities Scale)
6. *Informal Power*: Derived from social connections, and the development of communication and information channels with sponsors, peers, subordinates, and cross-functional groups. (Organizational Relationships Scale)

Kanter, R.M. (1977). *Men and women of the corporation.* New York: Basic Books.

Kanter, R.M. (1993). *Men and women of the corporation*. 2nd ed. New York: Basic Books.

**SCORING AND INTERPRETATION**

(1) Opportunity:

A subscale mean score is obtained by summing and averaging the items. Score range is between 1 and 5. Higher scores represent stronger access to opportunity.

(2) Resources:

A subscale mean score is obtained by summing and averaging the items. Score range is between 1 and 5. Higher scores represent stronger access to resources.

(3) Information:

A subscale mean score is obtained by summing and averaging the items. Score range is between 1 and 5. Higher scores represent stronger access to information.

(4) Support:

A subscale mean score is obtained by summing and averaging the items. Score range is between 1 and 5. Higher scores represent stronger access to support.

(5) Job Activities Scale (Formal Power):

A scale mean score is obtained by summing and averaging the items. Score range is between 1 and 5. Higher scores represent job activities that give higher formal or position power.

(6) Organization Relationships Scale (Informal Power):

A scale mean score is obtained by summing and averaging the items. Score range is between 1 and 5. Higher scores represent stronger networks of alliances in the organization or higher informal power.

**Total Structural Empowerment:**

An overall empowerment score can be calculated by summing the first four subscales or all six subscales:

Four Subscale Version: Score range is between 4 and 20. Higher scores represent stronger perceptions of working in an empowered work environment. Scores ranging from 4 to 9 are described as low levels of empowerment, 10 to 14 as moderate levels of empowerment, and 16 to 20 as high levels of empowerment.

Six Subscale Version: Score range is between 6 and 30. Higher scores represent stronger perceptions of working in an empowered work environment. Scores ranging from 6 to 13 are described as low levels of empowerment, 14 to 22 as moderate levels of empowerment, and 23 to 30 as high levels of empowerment.

**Global Empowerment**

In 1995, a global measure of empowerment (GE) was added to the questionnaire as a validation index. The GE score is obtained by summing and averaging the two global empowerment items at the end of the questionnaire. Score range is between 1 and 5. Higher scores represent stronger perceptions of working in an empowered work environment.

Items for the CWEQ-I were derived from Kanter's original ethnographic study of work empowerment and modified by Chandler (1986) for use in a nursing population. The CWEQ-II is a modification of the original (Laschinger, Finegan, Shamian, & Wilk, 2001), it is considerably shorter and targeted towards use in research studies, while the length and detail acquired through the original makes it more valuable for quality improvement initiatives.

**RELIABILITY AND VALIDITY**

Cronbach’s alpha reliability coefficients for the CWEQ-I and II

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Opportunity** | **Information** | **Support** | **Resources** | **JAS** | **ORS** | **Total** | **GE** |
| **CWEQ-I1** | .80 | .86 | .88 | .81 | .69 | .89 | .93 | .88 |
| **CWEQ-II2** | .81 | .80 | .89 | .84 | .69 | .67 | .89 | .87 |

**1** Laschinger, H.K.S., Wong, C., McMahon, L., Kaufmann, C. (1999). Leader behaviour on staff nurse empowerment, job tension, and work effectiveness. *Journal of Nursing Administration, 29*(5), 28-39.

2 Laschinger, H.K.S., Finegan, J., Shamian, J., & Casier, S. (2000). Organizational trust and empowerment in restructured healthcare setting: Effects on staff nurse commitment. *Journal of Nursing Administration, 30*(9), 413-425.

For additional reliability information on the CWEQ-I and II with multiple populations please visit http://publish.uwo.ca/~hkl/CWEQ\_reliability.html

Construct validity for the CWEQ-I (Chandler, 1986) and CWEQ-II (Laschinger, Finegan, Shamian, & WIlk, 2001) have been established.

**CITATION INFORMATION**

**CWEQ-I**

Kanter, R.M. (1977). *Men and women of the corporation.* New York: Basic Books.

Chandler, G. (1986). The relationship of nursing work environments to empowerment and powerlessness. Unpublished doctoral dissertation, University of Utah.

Laschinger, H.K.S., & Shamian, J. (1994). Staff nurses’ and nurse managers’ perceptions of job-related empowerment and managerial self-efficacy. *Journal of Nursing Administration, 24*(10), 38-47

**CWEQ-II**

Laschinger, H.K.S., Finegan, J., Shamian, J., & Wilk, P. (2001). Impact of structural and psychological empowerment on job strain in nursing work settings: Expanding Kanter’s model. *Journal of Nursing Administration, 31*(5), 260-272.

**ADDITIONAL VERSIONS OF THE CWEQ I AND II**

The following versions are available upon request:

1. Conditions for Work Effectiveness Questionnaire-I for Nurse Educators
2. Conditions for Learning Effectiveness Questionnaire-I for Nursing Students
3. Conditions for Work Effectiveness Questionnaire-II (French Version)
4. Conditions for Work Effectiveness Questionnaire-II (Japanese Version)

|  |  |  |  |
| --- | --- | --- | --- |
| **Construct Measured** | **Scoring** | **Likert Scale Range** | **# of Items** |
| **CWEQ-I** | **CWEQ-II** |
| Access to Opportunity | Sum of items divided by # of items | None (1) to A Lot (5) | 7 | 3 |
| Access to Information | Sum of items divided by # of items | None (1) to A Lot (5) | 8 | 3 |
| Access to Support | Sum of items divided by # of items | None (1) to A Lot (5) | 9 | 3 |
| Access to Resources | Sum of items divided by # of items | None (1) to A Lot (5) | 7 | 3 |
| **Total Structural Empowerment (4 Subscale Version)** |
|  | **Sum of Subscale Scores**  |  | **31** | **12** |
|  |  |  |  |  |
| **Job Activities Scale (JAS)** |
| Formal Power | Sum of items divided by # of items | None (1) to A Lot (5) | 9 | 3 |
| **Organizational Relationships Scale (ORS)** |
| Informal Power | Sum of items divided by # of items | None (1) to A Lot (5) | 18 | 4 |
| **Total Structural Empowerment (6 Subscale Version)** |
|  | **Sum of Subscale Scores**  |  | **58** | **19** |
|  |  |  |  |  |
| **Global Empowerment (GE)** |
| Validity check for the CWEQ | Sum of items divided by # of items | Strongly Disagree (1) to Strongly Agree (5) | 2 | 2 |

**SUMMARY TABLE**

**THEORETICAL FRAMEWORK**

Relationship of Concepts in Rosabeth Kanter’s (1979) Structural Theory of Power in Organizations

Results in

Leads to

Influences

Determines

**Formal Power**

Job Definition

Discretion (flexible)

Recognition (visible)

Relevance (central)

Location in Formal and Informal Systems

**Power Structures**

Resources

Information

Support

Proportions Structures

**Opportunity Structures**

Increased Self-Efficacy

High Motivation

Increased Organizational Commitment

Lowered Burnout Level

Increased Autonomy

Decreased Occupational Stress

Increased Job Satisfaction

Achievement and Successes

Respect and Cooperation in the Organization

Client Satisfaction

**Informal Power**

Connections inside the Organization

Alliance with:

Sponsors

Peers

Subordinates

Cross-Functional Groups

Connections outside the Organization

**THEORETICAL FRAMEWORK**

Expanded Workplace Empowerment Model (Laschinger, Finegan, Shamian, & Wilk, 2001)

Informal Power\*

Formal Power\*

Job Satisfaction

Commitment

Trust

Low Burnout

Meaning

Confidence

Autonomy

Impact

Information

Resources

Support

Opportunity

\*Can be omitted

CONDITIONS FOR WORK EFFECTIVENESS QUESTIONNAIRE-I

|  |
| --- |
| **How much of each kind of opportunity do you have in your present job?** |
| 1 = None | 2 | 3 = Some | 4 | 5 = A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Challenging work
 | 1 | 2 | 3 | 4 | 5 |
| 1. The chance to gain new skills and knowledge on the job
 | 1 | 2 | 3 | 4 | 5 |
| 1. Access to training programs for learning new things
 | 1 | 2 | 3 | 4 | 5 |
| 1. The chance to learn how the hospital works
 | 1 | 2 | 3 | 4 | 5 |
| 1. Tasks that use all of your own skills and knowledge
 | 1 | 2 | 3 | 4 | 5 |
| 1. The chance to advance to better jobs
 | 1 | 2 | 3 | 4 | 5 |
| 1. The chances to assume different roles not related to current job
 | 1 | 2 | 3 | 4 | 5 |
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|  |
| --- |
| **How much access to information do you have in your present job?** |
| 1 = No Knowledge | 2 | 3 = Some Knowledge | 4 | 5 = Know A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. The current state of the hospital
 | 1 | 2 | 3 | 4 | 5 |
| 1. The relationship of the work of your unit to the hospital
 | 1 | 2 | 3 | 4 | 5 |
| 1. How other people in positions like yours do their work
 | 1 | 2 | 3 | 4 | 5 |
| 1. The values of top management
 | 1 | 2 | 3 | 4 | 5 |
| 1. The goals of top management
 | 1 | 2 | 3 | 4 | 5 |
| 1. This year's plan for your work unit
 | 1 | 2 | 3 | 4 | 5 |
| 1. How salary decisions are made for people in positions like yours
 | 1 | 2 | 3 | 4 | 5 |
| 1. What other departments think of your unit
 | 1 | 2 | 3 | 4 | 5 |
|  |

|  |
| --- |
| **How much access to support do you have in your present job?** |
| 1 = None | 2 | 3 = Some  | 4 | 5 = A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Specific information about things you do well
 | 1 | 2 | 3 | 4 | 5 |
| 1. Specific comments about things you could improve
 | 1 | 2 | 3 | 4 | 5 |
| 1. Helpful hints or problem solving advice
 | 1 | 2 | 3 | 4 | 5 |
| 1. Information or suggestions about job possibilities
 | 1 | 2 | 3 | 4 | 5 |
| 1. Discussion of further training or education
 | 1 | 2 | 3 | 4 | 5 |
| 1. Help when there is a work crisis
 | 1 | 2 | 3 | 4 | 5 |
| 1. Help in gaining access to people who can get the job done
 | 1 | 2 | 3 | 4 | 5 |
| 1. Help in getting materials and supplies needed to get the job done
 | 1 | 2 | 3 | 4 | 5 |
| 1. Rewards and recognition for a job well done
 | 1 | 2 | 3 | 4 | 5 |
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| --- |
| **How much access to resources do you have in your present job?** |
| 1 = None | 2 | 3 = Some  | 4 | 5 = A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Having supplies necessary for the job
 | 1 | 2 | 3 | 4 | 5 |
| 1. Time available to do necessary paperwork
 | 1 | 2 | 3 | 4 | 5 |
| 1. Time available to accomplish job requirements
 | 1 | 2 | 3 | 4 | 5 |
| 1. Acquiring temporary help when needed
 | 1 | 2 | 3 | 4 | 5 |
| 1. Influencing decisions about obtaining human resources (permanent) for your unit.
 | 1 | 2 | 3 | 4 | 5 |
| 1. Influencing decisions about obtaining supplies for your unit
 | 1 | 2 | 3 | 4 | 5 |
| 1. Influencing decisions about obtaining equipment for your unit
 | 1 | 2 | 3 | 4 | 5 |
|  |

|  |
| --- |
| **In my work setting/job: (JAS)** |
| 1 = None | 2 | 3 = Some  | 4 | 5 = A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. the amount of variety in tasks associated with my job is
 | 1 | 2 | 3 | 4 | 5 |
| 1. the rewards for unusual performance on the job are
 | 1 | 2 | 3 | 4 | 5 |
| 1. the rewards for innovation on the job are
 | 1 | 2 | 3 | 4 | 5 |
| 1. the amount of flexibility in my job is
 | 1 | 2 | 3 | 4 | 5 |
| 1. the number of approvals needed for nonroutine decisions are
 | 1 | 2 | 3 | 4 | 5 |
| 1. the relation of tasks in my job to current problem areas of the organization is
 | 1 | 2 | 3 | 4 | 5 |
| 1. my amount of participation in educational programs is
 | 1 | 2 | 3 | 4 | 5 |
| 1. my amount of participation in problem solving task forces is
 | 1 | 2 | 3 | 4 | 5 |
| 1. the amount of visibility of my work-related activities within the institution is
 | 1 | 2 | 3 | 4 | 5 |
|  |

|  |
| --- |
| **How much opportunity do you have for these activities in your present job: (ORS)** |
| 1 = None | 2 | 3 = Some  | 4 | 5 = A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Collaborating on patient care with physicians
 | 1 | 2 | 3 | 4 | 5 |
| 1. Receiving helpful feedback from physicians
 | 1 | 2 | 3 | 4 | 5 |
| 1. Being sought out by physicians for patient information
 | 1 | 2 | 3 | 4 | 5 |
| 1. Receiving recognition by physicians
 | 1 | 2 | 3 | 4 | 5 |
| 1. Having physicians ask for your opinion
 | 1 | 2 | 3 | 4 | 5 |
| 1. Being sought out by supervisor for ideas about ward management issues
 | 1 | 2 | 3 | 4 | 5 |
| 1. Having immediate supervisor ask for your opinion
 | 1 | 2 | 3 | 4 | 5 |
| 1. Receiving early information of upcoming changes in work unit from your immediate supervisor
 | 1 | 2 | 3 | 4 | 5 |
| 1. chances to increase your influence outside your unit e.g., nomination to influential committees by supervisor
 | 1 | 2 | 3 | 4 | 5 |
| 1. Seeking out ideas from auxiliary workers on the unit, e.g., secretaries, ward clerks, housekeeping.
 | 1 | 2 | 3 | 4 | 5 |
| 1. Getting to know auxiliary workers as people
 | 1 | 2 | 3 | 4 | 5 |
| 1. Seeking out ideas from auxiliary workers outside of the unit, e.g., admission clerks, technicians
 | 1 | 2 | 3 | 4 | 5 |
| 1. Being sought out by peers for information
 | 1 | 2 | 3 | 4 | 5 |
| 1. Receiving helpful feedback from peers
 | 1 | 2 | 3 | 4 | 5 |
| 1. Having peers ask your opinion on patient care issues
 | 1 | 2 | 3 | 4 | 5 |
| 1. Being sought out by peers for help with problems
 | 1 | 2 | 3 | 4 | 5 |
| 1. Exchanging favours with peers
 | 1 | 2 | 3 | 4 | 5 |
| 1. Seeking out ideas from professionals other than physicians, e.g., physiotherapists, occupational therapists, dieticians
 | 1 | 2 | 3 | 4 | 5 |

CONDITIONS FOR WORK EFFECTIVENESS QUESTIONNAIRE-II

|  |
| --- |
| **How much of each kind of opportunity do you have in your present job?** |
| 1 = None | 2 | 3 = Some | 4 | 5 = A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Challenging work
 | 1 | 2 | 3 | 4 | 5 |
| 1. The chance to gain new skills and knowledge on the job
 | 1 | 2 | 3 | 4 | 5 |
| 1. Tasks that use all of your own skills and knowledge
 | 1 | 2 | 3 | 4 | 5 |
|  |

|  |
| --- |
| **How much access to information do you have in your present job?** |
| 1 = No Knowledge | 2 | 3 = Some Knowledge | 4 | 5 = Know A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. The current state of the hospital
 | 1 | 2 | 3 | 4 | 5 |
| 1. The values of top management
 | 1 | 2 | 3 | 4 | 5 |
| 1. The goals of top management
 | 1 | 2 | 3 | 4 | 5 |
|  |

|  |
| --- |
| **How much access to support do you have in your present job?** |
| 1 = None | 2 | 3 = Some  | 4 | 5 = A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Specific information about things you do well
 | 1 | 2 | 3 | 4 | 5 |
| 1. Specific comments about things you could improve
 | 1 | 2 | 3 | 4 | 5 |
| 1. Helpful hints or problem solving advice
 | 1 | 2 | 3 | 4 | 5 |
|  |

|  |
| --- |
| **How much access to resources do you have in your present job?** |
| 1 = None | 2 | 3 = Some  | 4 | 5 = A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Time available to do necessary paperwork
 | 1 | 2 | 3 | 4 | 5 |
| 1. Time available to accomplish job requirements
 | 1 | 2 | 3 | 4 | 5 |
| 1. Acquiring temporary help when needed
 | 1 | 2 | 3 | 4 | 5 |
|  |

|  |
| --- |
| **In my work setting/job: (JAS)** |
| 1 = None | 2 | 3 = Some  | 4 | 5 = A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. the rewards for innovation on the job are
 | 1 | 2 | 3 | 4 | 5 |
| 1. the amount of flexibility in my job is
 | 1 | 2 | 3 | 4 | 5 |
| 1. the amount of visibility of my work-related activities within the institution is
 | 1 | 2 | 3 | 4 | 5 |
|  |

|  |
| --- |
| **How much opportunity do you have for these activities in your present job: (ORS)** |
| 1 = None | 2 | 3 = Some  | 4 | 5 = A Lot |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Collaborating on patient care with physicians
 | 1 | 2 | 3 | 4 | 5 |
| 1. Being sought out by peers for help with problems
 | 1 | 2 | 3 | 4 | 5 |
| 1. Being sought out by managers for help with problems
 | 1 | 2 | 3 | 4 | 5 |
| 1. Seeking out ideas from professionals other than physicians, e.g., physiotherapists, occupational therapists, dieticians
 | 1 | 2 | 3 | 4 | 5 |

GLOBAL EMPOWERMENT

|  |
| --- |
| **How much of each kind of opportunity do you have in your present job?** |
| 1 = Strongly Disagree | 2 | 3 | 4 | 5 = Strongly Agree |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Overall, my current work environment empowers me to accomplish my work in an effective manner
 | 1 | 2 | 3 | 4 | 5 |
| 1. Overall, I consider my workplace to be an empowering environment
 | 1 | 2 | 3 | 4 | 5 |