



Universiteit
Leiden
The Netherlands

Leadership behaviour repertoires in public organizations

Hoek, M.A. van der

Citation

Hoek, M. A. van der. (2023, March 9). *Leadership behaviour repertoires in public organizations*. Retrieved from <https://hdl.handle.net/1887/3570468>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/3570468>

Note: To cite this publication please use the final published version (if applicable).



References

- Aiken, M., & Hage, J. (1968). Organizational interdependence and intraorganizational structure. *American Sociological Review*, 33(6), 912-930.
- Aguinis, H., & Bradley, K. J. (2014). Best practice recommendations for designing and implementing experimental vignette methodology studies. *Organizational Research Methods* 17(4), 351-371.
- Aldrich, H. E. (1979). *Organizations and environments*. Upper Saddle River, N.J.: Prentice Hall.
- Alvesson, M. (1996). Leadership studies: From procedure and abstraction to reflexivity and situation. *The Leadership Quarterly*, 7(4), 455-485.
- Ancona, D. G., Goodman, P. S., Lawrence, B. S., & Tushman, M. L. (2001). Time: A new research lens. *Academy of Management Review*, 26(4), 645-663.
- Andersen, J. A. (2010). Public versus private managers: How public and private managers differ in leadership behavior. *Public Administration Review*, 70(1), 131-141.
- Andersen, L. B., Bjørnholt, B., Bro, L. L., & Holm-Petersen, C. (2018). Achieving high quality through transformational leadership: A qualitative multilevel analysis of transformational leadership and perceived professional quality. *Public Personnel Management*, 47(1), 51-72.
- Andersen, L. B., Bro, L. L., Bøllingtoft, A., & Ladenburg, J. (2017). Experimenting with leadership in public organisations. In O. James, S. R. Jilke, and G. G. Van Ryzin (Eds.), *Experiments in public management research: Challenges and contributions* (pp. 194-218). Cambridge: Cambridge University Press.
- Andrews, R., & Esteve, M. (2015). Still like ships that pass in the night? The relationship between public administration and management studies. *International Public Management Journal*, 18(1), 31-60.
- Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the multifactor leadership questionnaire. *The Leadership Quarterly*, 14(3), 261-295.
- Ashby, W. R.. (1952). *Design for a brain*. New York: Wiley.
- Ashikali, T., Groeneveld, S., & Kuipers, B. (2021). The role of inclusive leadership in supporting an inclusive climate in diverse public sector teams. *Review of Public Personnel Administration*, 41(3), 497-519.
- Askling, B., & Stensaker, B. (2002). Academic leadership: Prescriptions, practices and paradoxes. *Tertiary Education & Management*, 8(2), 113-125.
- Atzmüller, C., & Steiner, P. M. (2010). Experimental vignette studies in survey research. *Methodology*, 6(3), 128-38.

- Banks, G. C., Woznyj, H. M., & Mansfield, C. A. (2021). Where is “behavior” in organizational behavior? A call for a revolution in leadership research and beyond. *The Leadership Quarterly*. Advance online publication. <https://doi.org/10.1016/j.leaqua.2021.101581>
- Barter, C., & Renold, E. (1999). The use of vignettes in qualitative research. *Social Research Update*, 25(9), 1-6.
- Bedeian, A. G., & Hunt, J. G. (2006). Academic amnesia and vestigial assumptions of our forefathers. *The Leadership Quarterly*, 17(2), 190-205.
- Beerkens, M., & van der Hoek, M. (2022). Academic leaders and leadership in the changing higher education landscape. In C. Sarrico, M. J. Rosa, & T. Carvalho (Eds.), *Research handbook on managing academics* (pp. 121-136). Cheltenham: Edward Elgar.
- Behrendt, P., Matz, S., & Göritz, A. S. (2017). An integrative model of leadership behavior. *The Leadership Quarterly*, 28(1), 229-244.
- Bellé, N. (2014). Leading to make a difference: A field experiment on the performance effects of transformational leadership, perceived social impact, and Public Service Motivation. *Journal of Public Administration Research and Theory*, 24(1), 109-136.
- Bellé, N., & Cantarelli, P. (2018). Randomized experiments and reality of public and nonprofit organizations: Understanding and bridging the gap. *Review of Public Personnel Administration*, 38(4), 494-511.
- Bem, D. J. (1972). Self-perception theory. *Advances in Experimental Social Psychology*, 6, 1-62.
- Bernards, B. (2021). Do visionary and servant leaders reduce cognitive uncertainty of professionals? A study of team-based settings in public organizations. *Public Management Review*. Advance online publication. <https://doi.org/10.1080/14719037.2021.2005326>
- Bernards, B., van der Voet, J., van der Pas, S., & Groeneveld, S. (2021). Organizational rules and cognitive uncertainty among public professionals: A daily diary study. *Review of Public Personnel Administration*, 41(4), 792-813.
- Bertelli, A. M., & Riccucci, N. M. (2022). What is behavioral public administration good for? *Public Administration Review*, 82(1), 179-183.
- Bess, J. L., & Goldman, P. (2001). Leadership ambiguity in universities and K-12 schools and the limits of contemporary leadership theory. *The Leadership Quarterly*, 12(4), 419-450.
- Biddle, B. J. (1979). *Role theory: Expectations, identities, and behaviors*. New York: Academic Press, Inc.
- Blom-Hansen, J., Morton, R., & Serritzlew, S. (2015). Experiments in public management research. *International Public Management Journal*, 18(2), 151-170.
- Bolden, R. (2011). Distributed leadership in organizations: A review of theory and research. *International Journal of Management Reviews*, 13(3), 251-269.
- Bolden, R., Petrov, G., & Gosling, J. (2009). Distributed leadership in higher education: Rhetoric and reality. *Educational Management Administration & Leadership*, 37(2), 257-277.
- Bolger, N., Davis, A., & Raffaelli, E. (2003). Diary methods: Capturing life as it is lived. *Annual Review of Psychology*, 54(1), 579-616.

- Bouwman, R., & Grimmelikhuijsen, S. (2016). Experimental public administration from 1992 to 2014. *International Journal of Public Sector Management*, 29(2), 110-131.
- Boyatzis, R. E. (1998). *Transforming qualitative information. Thematic analysis and code development*. Thousand Oaks, CA: SAGE Publications.
- Boyne, G. A. (2002). Public and private management: What's the difference? *Journal of Management Studies*, 39(1), 97-122.
- Boyne, G. A., & Walker, R. M. (2004). Strategy content and public service organizations. *Journal of Public Administration Research and Theory*, 14(2), 231-252.
- Bronkhorst, B., Steijn, B., & Vermeeren, B. (2015). Transformational leadership, goal setting, and work motivation: The case of a Dutch municipality. *Review of Public Personnel Administration*, 35(2), 124-145.
- Brown, F. W., & Moshavi, D. (2002). Herding academic cats: Faculty reactions to transformational and contingent reward leadership by department chairs. *Journal of Leadership Studies*, 8(3), 79-93.
- Bryman, A., & Lilley, S. (2009). Leadership researchers on leadership in higher education. *Leadership*, 5(3), 331-346.
- Bryson, J. M., Berry, F. S., & Yang, K. (2010). The state of public strategic management research: A selective literature review and set of future directions. *The American Review of Public Administration*, 40(5), 495-521.
- Bryson, J. M., Crosby, B. C., & Stone, M. M. (2015). Designing and implementing cross-sector collaborations: Needed and challenging. *Public Administration Review*, 75(5), 647-663.
- Byrne, B. M. (2010). *Structural equation modeling with AMOS: Basic concepts, applications, and programming* (2nd ed.). New York: Taylor & Francis.
- Callero, P. L. (1985). Role-identity salience. *Social Psychology Quarterly*, 48(3), 203-215.
- Carmeli, A., & Halevi, M. Y. (2009). How top management team behavioral integration and behavioral complexity enable organizational ambidexterity: The moderating role of contextual ambidexterity. *The Leadership Quarterly*, 20(2), 207-218.
- Castillo, E. A., & Trinh, M. P. (2018). In search of missing time: A review of the study of time in leadership research. *The Leadership Quarterly*, 29(1), 165-178.
- Christensen, J., Dahlmann, C. M., Mathiasen, A. H., Moynihan, D. P., & Grund Petersen, N. B. (2018). How do elected officials evaluate performance? Goal preferences, governance preferences, and the process of goal reprioritization. *Journal of Public Administration Research and Theory*, 28(2), 197-211.
- Chun, Y. H., & Rainey, H. G. (2005). Goal ambiguity in U.S. federal agencies. *Journal of Public Administration Research and Theory*, 15(1), 1-30.
- Cohen, M. D., & March, J. D. (1974). *Leadership and ambiguity: The American college president*. New York: McGraw-Hill.
- Collier, P., & Callero, P. (2005). Role theory and social cognition: Learning to think like a recycler. *Self and Identity*, 4(1), 45-58.
- Crant, J. M. (2000). Proactive behavior in organizations. *Journal of Management*, 26(3), 435-462.

- Cristofoli, D., Trivellato, B., & Verzillo, S. (2019). Network management as a contingent activity: A configurational analysis of managerial behaviors in different network settings. *Public Management Review*, 21(12), 1775-1800.
- Crosby, B. C., & Bryson, J. M. (2005). A leadership framework for cross-sector collaboration. *Public Management Review*, 7(2), 177-201.
- Crosby, B. C., & Bryson, J. M. (2010). Integrative Leadership and the creation and maintenance of cross-sector collaboration. *The Leadership Quarterly*, 21(2), 211-230.
- Crosby, B. C., 't Hart, P., & Torfing, J. (2017). Public value creation through collaborative innovation. *Public Management Review*, 19(5), 655-669.
- Currie, G., Lockett, A., & Suhomlinova, O. (2009). The institutionalization of distributed leadership: A 'Catch-22' in English public services. *Human Relations*, 62(11), 1735-1761.
- Dalal, D. K., & Zickar, M. J. (2012). Some common myths about centering predictor variables in moderated multiple regression and polynomial regression. *Organizational Research Methods*, 15(3), 339-362.
- Davis, R. S., & Stazyk, E. C. (2015). Developing and testing a new goal taxonomy: Accounting for the complexity of ambiguity and political support. *Journal of Public Administration Research and Theory*, 25(3), 751-775.
- Day, D. V. (2014). Introduction: Leadership and organizations. In D.V. Day (Ed.), *The Oxford handbook of leadership and organizations* (pp. 3-12). Oxford: Oxford University Press.
- Day, D. V., & Harrison, M. M. (2007). A multilevel, identity-based approach to leadership development. *Human Resource Management Review*, 17(4), 360-373.
- Day, D. V., Harrison, M. M., & Halpin, S. M. (2009). *An integrative approach to leader development: Connecting adult development, identity, and expertise*. New York: Psychology Press, Taylor & Francis Group.
- Denis, J.-L., Lamothe, L., & Langley, A. (2001). The dynamics of collective leadership and strategic change in pluralistic organizations. *Academy of Management Journal*, 44(4), 809-837.
- Denison, D. R., Hooijberg, R., & Quinn, R. E. (1995). Paradox and performance: Toward a theory of behavioral complexity in managerial leadership. *Organization Science*, 6(5), 524-540.
- DeRue, D. S., & Ashford, S. J. (2010). Who will lead and who will follow? A social process of leadership identity construction in organizations. *Academy of Management Review*, 35(4), 627-647.
- Diefenbach, T. (2009). New Public Management in public sector organizations: The dark sides of managerialistic 'Enlightenment'. *Public Administration*, 87(4), 892-909.
- Dixit, A. (2002). Incentives and organizations in the public sector: An interpretive review. *The Journal of Human Resources*, 37(4), 696-727.
- Donaldson, L. (2001). *The contingency theory of organizations*. Thousand Oaks, CA: Sage.
- Dragoni, L., Oh, I.-S., Vankatwyk, P., & Tesluk, P. E. (2011). Developing executive leaders: The relative Contribution of cognitive ability, personality, and the accumulation of work experience in predicting strategic thinking competency. *Personnel Psychology*, 64(4), 829-864.

- Dubin, R. (1979). Metaphors of leadership: An overview. In J. G. Hunt, & L. L. Larson (Eds.), *Crosscurrents in leadership* (pp. 225-238). Carbondale, IL: Southern Illinois University Press.
- Enders, J. (2012). The university and the public and private good. In C. Teelken, E. Ferlie, & M. Dent (Eds.), *Leadership in the public sector. Promises and pitfalls* (pp. 195-213). London: Routledge.
- Epitropaki, O., Kark, R., Mainemelis, C., & Lord, R. G. (2017). Leadership and followership identity processes: A multilevel review. *The Leadership Quarterly*, 28(1), 104-129.
- Farmer, S. M., Tierney, P., & Kung-Mcintyre, K. (2003). Employee creativity in Taiwan: An application of role identity theory. *Academy of Management Journal*, 46(5), 618-630.
- Feldman, M. (1989). *Order without design: Information production and policy making*. Stanford, CA: Stanford University Press.
- Fiedler, F. E. (1967). *A theory of leadership effectiveness*. New York: McGraw-Hill.
- Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). London: SAGE.
- Fitzgerald, L., Ferlie, E., McGivern, G., & Buchanan, D. (2013). Distributed leadership patterns and service improvement: Evidence and argument from English healthcare. *The Leadership Quarterly*, 24(1), 227-239.
- Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.
- George, B., Van de Walle, S., & Hammerschmid, G. (2019). Institutions or contingencies? A cross-country analysis of management tool use by public sector executives. *Public Administration Review*, 78(3), 330-342.
- George, B., Walker, R. M., & Monster, J. (2019). Does strategic planning improve organizational performance? A meta-analysis. *Public Administration Review*, 79(6), 810-819.
- Gerring, J. (1999). What makes a concept good? A criterial framework for understanding concept formation in the social sciences. *Polity*, 31(3), 357-393.
- Gerring, J. (2006). *Case study research: Principles and practices*. Cambridge: Cambridge University Press.
- Gerson, D. (2020). *Leadership for a high performing civil service: Towards senior civil service systems in OECD countries*. OECD Working Papers on Public Governance No. 40.
- Getha-Taylor, H., Holmes, M. H., Jacobson, W. S., Morse, R. S., & Sowa, J. E. (2011). Focusing the public leadership lens: Research propositions and questions in the Minnowbrook tradition. *Journal of Public Administration Research and Theory*, 21(S1), 83-97.
- Graef, C. L. (1997). Evolution of situational leadership theory: A critical review. *The Leadership Quarterly*, 8(2), 153-170.
- Groeneveld, S. & Kuipers, B. S. (2014). Teamwork in the public cage: Antecedents of self-management of teams in public organizations. *Academy of Management Annual Meeting Proceedings*, 1-31.
- Groeneveld, S., & Van de Walle, S. (Eds.). (2011). *New steering concepts in public management*. Bingley: Emerald.
- Grøn, C. H., Bro, L. L., & Andersen, L. B. (2020). Public managers' leadership identity: concept, causes, and consequences. *Public Management Review*, 22(11), 1696-1716.

- Gronn, P. (2002). Distributed leadership as a unit of analysis. *The Leadership Quarterly*, 13(4), 423-451.
- Grube, J. A., & Piliavin, J. A. (2000). Role identity, organizational experiences, and volunteer performance. *Personality and Social Psychology Bulletin*, 26(9), 1108-1119.
- Günzel-Jensen, F., Jain, A. K., & Kjeldsen, A. M. (2018). Distributed leadership in health care: The role of formal leadership styles and organizational efficacy. *Leadership*, 14(1), 110-133.
- Hansen, J. R., & Villadsen, A. R. (2010). Comparing public and private managers' leadership styles: Understanding the role of job context. *International Public Management Journal*, 13(3), 247-274.
- Hartley J., Sancino A., Bennister M., & Resodihardjo S. L. (2019). Leadership for public value: Political astuteness as a conceptual link. *Public Administration*, 97(2), 239-249.
- Hassan, S., Wright, B. E., & Yukl, G. (2014). Does ethical leadership matter in government? Effects on organizational commitment, absenteeism, and willingness to report ethical problems. *Public Administration Review*, 74(3), 333-343.
- Havermans, L. A., den Hartog, D. N., Keegan, A., & Uhl-Bien, M. (2015). Exploring the role of leadership in enabling contextual ambidexterity. *Human Resource Management*, 54(S1), S179-S200.
- Head, B. W. (2010). Public management research: Towards relevance. *Public Management Review*, 12(5), 571-585.
- Heres, L., & Lasthuizen, K. (2012). What's the difference? Ethical leadership in public, hybrid and private sector organizations. *Journal of Change Management*, 12(4), 441-466.
- Hood, C. (1991). A public management for all seasons? *Public Administration*, 19(1), 3-19.
- Hooijberg, R. (1996). A multidirectional approach toward leadership: An extension of the concept of behavioral complexity. *Human Relations*, 49(7), 917-946.
- Hox, J. J., Moerbeek, M., & van de Schoot, R. (2018). *Multilevel analysis: Techniques and applications* (3rd ed.). New York: Routledge.
- Hunt, J. G., & Ropo, A. (1995). Multi-level leadership: Grounded theory and mainstream theory applied to the case of General Motors. *The Leadership Quarterly*, 6(3), 379-412.
- Ibarra, H., Wittman, S., Petriglieri, G., & Day, D. V. (2014). Leadership and identity: An examination of three theories and new research directions. In D. V. Day (Ed.) *The Oxford Handbook of Leadership and Organizations* (pp. 285-305). Oxford: Oxford University Press.
- Jacobsen, C. B., & Andersen, L. B. (2015). Is leadership in the eye of the beholder? A study of intended and perceived leadership practices and organizational performance. *Public Administration Review*, 75(6), 829-841.
- Jakobsen, M., & Jensen, R. (2015). Common method bias in public management studies. *International Public Management Journal*, 18(1), 3-30.
- Jakobsen, M. L., Kjeldsen, A. M., & Pallesen, T. (2021). Distributed leadership and performance-related employee outcomes in public sector organizations. *Public Administration*. Advance online publication. <https://doi.org/10.1111/padm.12801>

- James, L. R., & Jones, A. P. (1974). Organizational climate: A review of theory and research. *Psychological Bulletin*, 81(12), 1096-1112.
- Jenkins, N., Bloor, M., Fischer, J., Berney, L., & Neale, J. (2010). Putting it in context: The use of vignettes in qualitative interviewing. *Qualitative Research*, 10(2), 175-198.
- Jensen, U. T., Andersen, L. B., Ladegaard Bro, L., Bøllingtoft, A., Mundbjerg Eriksen, T. L., Holten, A. L., Jacobsen, C. B., Ladenburg, J., Nielsen, P. A., Houlberg Salomonsen, H., Westergård-Nielsen, N., & Würtz, A. (2019). Conceptualizing and measuring transformational and transactional leadership. *Administration & Society*, 51(1), 3-33.
- Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, 31(2), 386-408.
- Johnson, R. E., Venus, M., Lanaj, K., Mao, C., & Chang, C. H. (2012). Leader identity as an antecedent of the frequency and consistency of transformational, consideration, and abusive leadership behaviors. *Journal of Applied Psychology*, 97(6), 1262-1272.
- Jung, C. S. (2011). Organizational goal ambiguity and performance: Conceptualization, measurement, and relationships. *International Public Management Journal*, 14(2), 193-217.
- Jung, C. S. (2014). Organizational goal ambiguity and job satisfaction in the public sector. *Journal of Public Administration Research and Theory*, 24(4), 955-981.
- Kaufmann, W., & Feeney, M. K. (2012). Objective formalization, perceived formalization and perceived red tape. *Public Management Review*, 14(8), 1195-1214.
- Kelemen, T. K., Matthews, S. H., & Breevaart, K. (2020). Leading day-to-day: A review of the daily causes and consequences of leadership behaviors. *The Leadership Quarterly*, 31(1), 1013-1044.
- Kjeldsen, A. M. (2019, June 11-14). *Public Service Motivation and agency in distributed leadership: A panel study of organizational change processes*. Paper presented at the Public Management Research Conference 2019, Chapel Hill, NC.
- Kjeldsen, A. M., & Andersen, L. B. (2021). Leader-employee gap in verbal transactional leadership and distributed leadership: Evidence from a randomized field experiment. *Review of Public Personnel Administration*. Advance online publication. <https://doi.org/10.1177%2F0734371X211039004>
- Kjeldsen, A. M., & van der Voet, J. (2021). Leading change in a complex public sector environment. In P. Leisink, L. B. Andersen, G. A. Brewer, C. B. Jacobsen, E. Knies, & W. Vandenabeele (Eds.), *Managing for public service performance: How people and values make a difference* (pp. 199-217). Oxford: Oxford University Press.
- Kline, R. B. (2011). *Principles and practice of structural equation modeling* (3rd ed.). New York: The Guilford Press.
- Kramer, M. W., Day, E. A., Nguyen, C., Hoelscher, C. S., & Cooper, O. D. (2019). Leadership in an interorganizational collaboration: A qualitative study of a statewide interagency taskforce. *Human Relations*, 72(2), 397-419.
- Kuipers, B., & Vermeeren, B. (2013). Inrichting van publieke organisaties [Design of public organizations]. In B. Steijn & S. M. Groeneveld (Red.), *Strategisch HRM in de publieke sector* [Strategic HRM in the public sector] (2de ed., pp. 57-79). Assen, The Netherlands: Koninklijke Van Gorcum.

- Kwok, N., Hanig, S., Brown, D. J., & Shen, W. (2018). How leader role identity influences the process of leader emergence: A social network analysis. *The Leadership Quarterly*, 29(6), 648-662.
- Lawrence, P. R., & Lorsch, J. W. (1967). *Organization and environment*. Cambridge, MA: Harvard University Press.
- Lawton, A., McKevitt, D., & Millar, M. (2000). Developments: Coping with ambiguity: Reconciling external legitimacy and organizational implementation in performance measurement. *Public Money & Management*, 20(3), 13-20.
- Leavitt, K., Reynolds, S. J., Barnes, C. M., Schilpzand, P., & Hannah, S. T. (2012). Different hats, different obligations: Plural occupational identities and situated moral judgments. *Academy of Management Journal*, 55(6), 1316-1333.
- Lord, R. G., Day, D. V., Zaccaro, S. J., Avolio, B. J., & Eagly, A. H. (2017). Leadership in applied psychology: Three waves of theory and research. *Journal of Applied Psychology*, 102(3), 434-451.
- Lord, R. G., Epitropaki, O., Foti, R. J., & Hansbrough, T. K. (2020). Implicit leadership theories, implicit followership theories, and dynamic processing of leadership information. *Annual Review of Organizational Psychology and Organizational Behavior*, 7(1), 49-74.
- Lord, R. G., & Hall, R. J. (2005). Identity, deep structure and the development of leadership skill. *The Leadership Quarterly*, 16(4), 591-615.
- Lumby, J. (2019). Distributed leadership and bureaucracy. *Educational Management Administration & Leadership*, 47(1), 5-19.
- Maas, C. J. M., & Hox, J. J. (2004). Robustness issues in multilevel regression analysis. *Statistica Neerlandica*, 58(2), 127-137.
- March, J. G. (1991). Exploration and exploitation in organizational learning. *Organization Science*, 2(1), 71-87.
- March, J. G., & Olsen, J. P. (1979). *Ambiguity and choice in organizations* (2nd ed.). Bergen: Universitetsforlaget.
- Marchiondo, L. A., Myers, C. G., & Kopelman, S. (2015). The relational nature of leadership identity construction: How and when it influences perceived leadership and decision-making. *The Leadership Quarterly*, 26(5), 892-908.
- McGivern, G., Currie, G., Ferlie, E., Fitzgerald, L., & Waring, J. (2015). Hybrid manager-professionals' identity work: The maintenance and hybridization of medical professionalism in managerial contexts. *Public Administration*, 93(2), 412-432.
- Miles, R. E., & Snow, C. C. (1978). *Organizational strategy, structure and process*. New York: McGraw-Hill.
- Mintzberg, H. (1979). *The structuring of organizations*. Upper Saddle River, N.J.: Prentice Hall.
- Miscenko, D., Guenter, H., & Day, D. V. (2017). Am I a leader? Examining leader identity development over time. *The Leadership Quarterly*, 28(5), 605-620.
- Mom, T. J. M., Fourné, S. P. L., & Jansen, J. J. P. (2015). Managers' work experience, ambidexterity, and performance: The contingency role of the work context. *Human Resource Management*, 54(S1), s133-s153.

- Moore, M. H. (1995). *Creating public value: Strategic management in government*. Cambridge: Harvard University Press.
- Murphy, J., Rhodes, M. L., Meek, J. W., & Denyer, D. (2017). Managing the entanglement: Complexity leadership in public sector systems. *Public Administration Review*, 77(5), 692-704.
- Nielsen, K., & Cleal, B. (2011). Under which conditions do middle managers exhibit transformational leadership behaviors? An experience sampling method study on the predictors of transformational leadership behaviors. *The Leadership Quarterly*, 22(2), 344-352.
- Oberfield, Z. W. (2014a). Accounting for time: Comparing temporal and atemporal analyses of the business case for diversity management. *Public Administration Review*, 74(6), 777-789.
- Oberfield, Z. W. (2014b). Public management in time: A longitudinal examination of the full range of leadership theory. *Journal of Public Administration Research and Theory*, 24(2), 407-429.
- OECD. (2001). *Public sector leadership for the 21st century*. OECD Publishing.
- Ohly, S., Sonnentag, S., Niessen, C., & Zapf, D. (2010). Diary studies in organizational research: An introduction and some practical recommendations. *Journal of Personnel Psychology*, 9(2), 79-93.
- O'Reilly, C. A., III, & Tushman, M. L. (2013). Organizational ambidexterity: Past, present, and future. *Academy of Management Perspectives*, 27(4), 324-338.
- Osborn, R. N., Uhl-Bien, M., & Milosevic, I. (2014). The context and leadership. In D.V. Day (Ed.), *The Oxford handbook of leadership and organizations* (pp. 589-612). Oxford: Oxford University Press.
- Osborne, S. P. (2006). The new public governance? *Public Management Review*, 8(3), 377-387.
- Ospina, S. M. (2017). Collective leadership and context in public administration: Bridging public leadership research and leadership studies. *Public Administration Review*, 77(2), 275-287.
- O'Toole, L. J., & Meier, K. J. (1999). Modeling the impact of public management: Implications of structural context. *Journal of Public Administration Research and Theory*, 9(4), 505-526.
- O'Toole, L. J., & Meier, K. J. (2015). Public management, context, and performance: In quest of a more general theory. *Journal of Public Administration Research and Theory*, 25(1), 237-256.
- Pandey, S.K. & Wright, B.E. (2006). Connecting the dots in public management: Political environment, organizational goal ambiguity, and the public manager's role ambiguity. *Journal of Public Administration Research and Theory*, 16(4), 511-532.
- Pearce, C. L., Wassenaar, C. L., & Wood, B. G. (2018). The future of leadership in public universities: Is shared leadership the answer? *Public Administration Review*, 78(4), 640-644.
- Pedersen, M. J., Favero, N., Nielsen, V. L., & Meier, K. J. (2019). Public management on the ground: Clustering managers based on their behavior. *International Public Management Journal*, 22(2), 254-294.

- Penner, L. A. (2002). Dispositional and organizational influences on sustained volunteerism: An interactionist perspective. *Journal of Social Issues*, 58(3), 447-467.
- Perrow, C. (1970). *Organizational analysis: A sociological view*. Belmont, CA: Brooks/Cole Publishing Company.
- Perry, J. L., Mesch, D., & Paarlberg, L. (2006). Motivating employees in a new governance era: The performance paradigm revisited. *Public Administration Review*, 66(4), 505-514.
- Piliavin, J. A., Grube, J. A., & Callero, P. L. (2002). Role as resource for action in public service. *Journal of Social Issues*, 58(3), 469-485.
- Podsakoff, P. M., & Podsakoff, N. P. (2019). Experimental designs in management and leadership research: Strengths, limitations, and recommendations for improving publishability. *The Leadership Quarterly*, 30(1), 11-33.
- Pollitt, C. (2008). *Time, policy, management: Governing with the past*. Oxford: Oxford University Press.
- Pollitt, C. (Ed.). (2013). *Context in public policy and management: The missing link?* Cheltenham: Edward Elgar Publishing.
- Porter, L. W., & McLaughlin, G. B. (2006). Leadership and the organizational context: Like the weather? *The Leadership Quarterly*, 17(6), 559-576.
- Pratt, M. G., Rockmann, K. W., & Kaufmann, J. B. (2006). Constructing professional identity: The role of work and identity learning cycles in the customization of identity among medical residents. *Academy of Management Journal*, 49(2), 235-262.
- Pugh, D. S., Hickson, D. J., Hinings, C. R., & Turner, C. (1968). Dimensions of organization structure. *Administrative Science Quarterly*, 13(1), 65-105.
- Quinn, R. E. (1984). Applying the competing values approach to leadership: Toward an integrative model. In J. G. Hunt, R. Stewart, C. Schriesheim, & D. Hosking (Eds.), *Managers and leaders: An international perspective* (pp. 10-27). New York: Pergamon.
- Quinn, R. E., & Rohrbaugh, J. (1981). A competing values approach to organizational effectiveness. *Public Productivity Review*, 5(2), 122-140.
- Raaphorst, N., Groeneveld, S., & Van de Walle, S. (2018). Do tax officials use double standards in evaluating citizen-clients? A policy-capturing study among Dutch frontline tax officials. *Public Administration*, 96(1), 134-53.
- Rainey, H. G. (2014). *Understanding and managing public organizations* (5th ed.). San Francisco: Jossey-Bass.
- Rainey, H. G., & Jung, C. S. (2015). A conceptual framework for analysis of goal ambiguity in public organizations. *Journal of Public Administration Research and Theory*, 25(1), 71-99.
- Rainey, H. G., Pandey, S., & Bozeman, B. (1995). Research note: Public and private managers' perceptions of red tape. *Public Administration Review*, 55(6), 567-574.
- Raisch, S., & Birkinshaw, J. (2008). Organizational ambidexterity: Antecedents, outcomes, and moderators. *Journal of Management*, 34(3), 375-409.
- Schmidt, E., & Groeneveld, S. (2021). Setting sail in a storm: Leadership in times of cutbacks. *Public Management Review*, 23(1), 112-134.

- Seeber, M., Lepori, B., Montauti, M., Enders, J., de Boer, H., Weyer, E., Bleiklie, I., Hope, K., Michelsen, S., Nyhagen Mathisen, G., Frølich, N., Scordato, L., Stensaker, B., Waagene, E., Dragsic, Z., Kretek, P., Krücken, G., Magalhães, A., Ribeiro, F. M., ... Reale, E. (2015). European universities as complete organizations? Understanding identity, hierarchy and rationality in public organizations. *Public Management Review*, 17(10), 1444–1474.
- Seeman, M. (1953). Role conflict and ambivalence in leadership. *American Sociological Review*, 18(4), 373-380.
- Shamir, B. (1999). Leadership in boundaryless organizations: Disposable or indispensable? *European Journal of Work and Organizational Psychology*, 8(1), 49-71.
- Shepherd, D. A., & Zacharakis, A. (1999). Conjoint analysis: A new methodological approach for researching the decision policies of venture capitalists. *Venture Capital: An International Journal of Entrepreneurial Finance*, 1(3), 197-217.
- Smith, W. K. (2014). Dynamic decision making: A model of senior leaders managing strategic paradoxes. *Academy of Management Journal*, 57(6), 1592-1623.
- Snijders, T., & Bosker, R. (1999). *Multilevel analysis: An introduction to basic and advanced multilevel modeling*. London: SAGE Publications.
- Sørensen, E., Bryson, J. M., & Crosby, B. C. (2017). How public leaders can promote public value through co-creation. *Policy & Politics*, 49(2), 267-286.
- Spillane, J. P. (2006). *Distributed leadership*. San Francisco: Jossey-Bass.
- Staniok, C. D. (2016). Managing goal commitment in public organizations: The effects of goal conflict. *International Journal of Public Administration*, 39(5), 370-381.
- Stazyk, E. C., & Goerdel, H. T. (2011). The benefits of bureaucracy: Public managers' perceptions of political support, goal ambiguity, and organizational effectiveness. *Journal of Public Administration Research and Theory*, 21(4), 645-672.
- Stoker, J. I., Garretsen, H., & Soudis, D. (2019). Tightening the leash after a threat: A multi-level event study on leadership behavior following the financial crisis. *The Leadership Quarterly*, 30 (2), 199-214.
- Stryker, S., & Burke, P. J. (2000). The past, present, and future of an identity theory. *Social Psychology Quarterly*, 63(4), 284-297.
- 't Hart, P. (2014). *Understanding public leadership*. London: Palgrave.
- Tian, M., Risku, M., & Collin, K. (2016). A meta-analysis of distributed leadership from 2002 to 2013: Theory development, empirical evidence and future research focus. *Educational Management Administration and Leadership*, 44(1), 146-164.
- Thompson, G., & Vecchio, R. P. (2009). Situational leadership theory: A test of three versions. *The Leadership Quarterly*, 20(5), 837-848.
- Torenvlied, R., Akkerman, A., Meier, K. J., & O'Toole, L. J. (2013). The multiple dimensions of managerial networking. *The American Review of Public Administration*, 43(3), 251-272.
- Tummers, L., & Knies, E. (2016). Measuring public leadership: Developing scales for four key public leadership roles. *Public Administration*, 94(2), 433-451.

- Turner, N., Swart, J., & Maylor, H. (2013). Mechanisms for managing ambidexterity: A review and research agenda. *International Journal of Management Reviews*, 15(3), 317–332.
- Turner, R. H. (2002). Role theory. In J. H. Turner (Ed.), *Handbook of sociological theory* (pp. 233-254). New York: Kluwer Academic / Plenum Publishers.
- Van de Walle, S. (2009). Overtolligheid en rommeligheid in publieke organisaties: Het belang van bricolage en improvisatie in innovatieve en crisisbestendige organisaties. *Vlaams Tijdschrift voor Overheidsmanagement*, 14(4), 71-80.
- van den Bekerom, P., Torenvlied, R., & Akkerman, A. (2016). Managing all quarters of the compass? How internally oriented managerial networking moderates the impact of environmental turbulence on organizational performance. *The American Review of Public Administration*, 46(6), 639-659.
- Vandenabeele, W., Andersen, L. B., & Leisink, P. (2014). Leadership in the public sector: A tale of general principles and particular features. *Review of Public Personnel Administration*, 34(2), 79 -83.
- van der Heijden, H., & Kraijo, E. (2020). *Opgavegericht werken* [Challenge based working]. VPNG.
- van der Hoek, M., Beerkens, M., & Groeneveld, S. (2021). Matching leadership to circumstances? A vignette study of leadership behavior adaptation in an ambiguous context. *International Public Management Journal*, 24(3), 394-417.
- van der Hoek, M., Groeneveld, S., & Beerkens, M. (2021). Leadership behavior repertoire: An exploratory study of the concept and its potential for understanding leadership in public organizations. *Perspectives on Public Management and Governance*, 4(4), 363-378.
- van der Voet, J. (2014). The effectiveness and specificity of change management in a public organization: Transformational leadership and a bureaucratic organizational structure. *European Management Journal*, 32(3), 373-382.
- van der Voet, J., Groeneveld, S., & Kuipers, B. S. (2014). Talking the talk or walking the walk? The leadership of planned and emergent change in a public organization. *Journal of Change Management*, 14(2), 171-191.
- van der Voet, J., Kuipers, B. S., & Groeneveld, S. (2015). Held back and pushed forward: Leading change in a complex public sector environment. *Journal of Organizational Change Management*, 28(2), 290-300.
- van der Voet, J., Kuipers, B. S., & Groeneveld, S. (2016). Implementing change in public organizations: The relationship between leadership and affective commitment to change in a public sector context. *Public Management Review*, 18(6), 842-865.
- van der Voet, J., & Steijn, B. (2021). Team innovation through collaboration: How visionary leadership spurs innovation via team cohesion. *Public Management Review*, 23(9), 1275-1294.
- van Knippenberg, D., & Sitkin, S. B. (2013). A critical assessment of charismatic—transformational leadership research: Back to the drawing board? *The Academy of Management Annals*, 7(1), 1–60.
- Van Wart, M. (2013). Administrative leadership theory: A reassessment after 10 years. *Public Administration*, 91(3), 521-543.

- Vermeeren, B., Kuipers, B., & Steijn, B. (2014). Does leadership style make a difference? Linking HRM, job satisfaction, and organizational performance. *Review of Public Personnel Administration*, 34(2), 174-195.
- Vogel, D., & Kroll, A. (2019). Agreeing to disagree? Explaining self-other disagreement on leadership behaviour. *Public Management Review*, 21(12), 1867-1892.
- Vogel, D., Reuber, A., & Vogel, R. (2020). Developing a short scale to assess public leadership. *Public Administration*, 98(4), 958-973.
- Vogel, R., & Masal, D. (2015). Public leadership: A review of the literature and framework for future research. *Public Management Review*, 17(8), 1165-1189.
- Vogel, R., & Werkmeister, L. (2021). What is public about public leadership? Exploring implicit public leadership theories. *Journal of Public Administration Research and Theory*, 31(1), 166-183.
- Volberda, H. W., & van Bruggen, G. H. (1997). Environmental turbulence: A look into its dimensionality." In M. T. A. Bemelmans (Ed.), *Dynamiek in bedrijfsvoering* [Dynamics in management] (pp. 137-145). Enschede: NOBO.
- VPNG (2021, October 7). Verslag: opgavemanager zijn in de praktijk... 17 praktische tips. Retrieved August 14, 2022, from: <https://www.vpng.nl/nieuws/verslag-opgavemanager-zijn-in-de-praktijk-17-praktisch-tips/>.
- Walker, R. M., & Brewer, G. A. (2008). An organizational echelon analysis of the determinants of red tape in public organizations. *Public Administration Review*, 68(6), 1112-1127.
- Wallace, M. & Tomlinson, M. (2010). Contextualizing leader dynamics: How public service leaders endeavour to build influence. *Leadership*, 6(1), 21-45.
- Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization Science*, 16(4), 409-421.
- Woods, P. A., Bennett, N., Harvey, J. A., & Wise, C. (2004). Variabilities and dualities in distributed leadership: Findings from a systematic literature review. *Educational Management Administration and Leadership*, 32(4), 439-457.
- Wright, B. E. (2015). The science of public administration: Problems, presumptions, progress, and possibilities. *Public Administration Review*, 75(6), 795-805.
- Wright, B.E., Moynihan, D.P., & Pandey, S.K. (2012). Pulling the levers: Transformational leadership, public service motivation, and mission valence. *Public Administration Review*, 72(2), 206-215.
- Yukl, G. (2008). *Leadership in organizations* (7th. ed.). Upper Saddle River, N.J.: Prentice Hall.
- Yukl, G. (2012). Effective leadership behaviour: What we know and what questions need more attention. *Academy of Management Perspectives*, 26(4), 67-85.
- Zeier, K., Plimmer, G., & Franken, E. (2021). Developing shared leadership in a public organisation: Processes, paradoxes and consequences. *Journal of Management & Organization*, 27(3), 564-581.



Appendices

Appendix A. Interview topic list

Introduction

- Can you tell me what it means to be [director/dean/board member/project leader] within this [department/institute/faculty] (tasks/running issues and projects)?

Leadership role: How do you see your role as [...]?

- What do you find hard about your role as [...]? Can u tell about this in relation to a particular issue or event in which this featured. What did make that difficult?
- Do you experience dilemmas in your role as [...]? Have you experienced moments where different things were hard to reconcile? Where did that tension come from?
- Do you experience dilemmas between your roles as [...] and [...]?
- You have different tasks and roles. How do you combine those (simultaneously)?

Ambiguity needs: Which needs/expectations do you encounter in your role as [...]?

- Where do those needs originate from? Can you tell about this in relation to a particular issue or event in which this featured.
- What did you do then in that situation?
- Do you always do this in the same way, or is it dependent on the situation?
- What made you choose this approach?

Do you face:

- a. Goals that allow room for multiple interpretations?
 - b. Working on both innovation/change as optimization/stability?
 - c. Complexity and dynamism in the environment of your [department/institute/faculty/group]?
- Do you experience tension here? Example? Where did that tension stem from?
 - How did you deal with it?

As a last question for this interview: Could we go through your last week, see how the things you talked about show in how you spend your time?

Probes

- What do you mean by [...]?
- Can you give an example of that (of last week/month)?
- What did you do then?
- Can you tell more specifically which actions you undertook to do that?
- Can you take me along in the process of [...], how that went, what you were thinking?
- What did you find difficult about that?
- How did you do that?
- Can you elaborate?

Closing

- Have you missed a topic/did we not discuss something that you would like to bring to my attention?
- Did you participate in leadership training?

Appendix B. Operationalization: Dependent variable vignettes

Question: “Which actions would you undertake, and if applicable, which stakeholders would you involve?”

Table B1. Leadership behaviour categories (Denison et al., 1995, pp. 527–528).

Role	Description	Example
Innovator	The innovator is creative and envisions, encourages, and facilitates change.	“Our organization has an institute specialized in interdisciplinary education. I would talk to those people, and with those teachers. [...] And then see who is into it, so we can motivate people to participate.” (#19) “To get it started, I have used the budget cuts to say: ‘we have to change now anyway, let’s do it properly right away, so it is future proof.’” (#21) “I would say it would be best to do it with a small working-group, like in a pressure cooker, to develop it quickly and to present it to the department and in the team.” (#27)
Broker	The broker is politically astute, acquires resources and maintains the unit’s external legitimacy through the development, scanning, and maintenance of a network of external contacts.	“I would talk to the dean for sure, saying ‘this is my problem, we’re being squeezed here. Do you have a creative solution for me? Do you have something to help me relieve my people?’” (#15) “What I would do in any case is to look at the faculty, to find out if I could get budgetary leeway for expansion.” (#8) “When you’re a bit creative, then you’ll have knowledge of what’s happening in the departments around you. But if you’re not in your room, instead you’re walking around, then you’ll just see what’s happening. I would really confront them.” (#11)

Table B1. Leadership behaviour categories (Denison et al., 1995, pp. 527–528). (*continued*)

Role	Description	Example
Producer	The producer is the task-oriented, work-focused role. The producer seeks closure, and motivates those behaviours that will result in the completion of the group's task.	"I would engage teachers and support them if there's something they could do differently, to help them. [...] just seeing, what does the course coordinator need to get things done? So stand by the teacher." (#5) "I try to do it with my own team and to motivate the team, organizing subject-related events." (#19)
Director	The director engages in goal setting and role clarification, sets objectives, and establishes clear expectations.	"I would communicate clearly that the timeline is not realistic, that it's never a good idea to develop educational elements in a hurry, that that doesn't contribute to quality and that it therefore would be better to choose a longer trajectory for it." (#10) "Prioritizing. Making decisions. What do you give most attention?" (#14)
Coordinator	The coordinator maintains structure, does the scheduling, coordinating, and problem solving, and sees that rules and standards are met.	"See how we can use everyone optimally and what can be done by others. You could propose 'could I have a number of student assistants or a temporary staff member, can we exempt someone at the secretariat or an education coordinator to help preparing the review?' (#9) "That is also something you can make arrangements for, and say 'let's agree for this year that you'll reduce your research time, so teach more, and that you'll be compensated for it next year.'" (#14)
Monitor	The monitor collects and distributes information, checks on performance, and provides a sense of continuity and stability.	"Or scrutinize the ongoing teaching, to see where we can create some air, so that we can use that to develop those interdisciplinary elements." (#2) "And you'll have to organize information meetings to explain to the staff what's going on." (#3)

Table B1. Leadership behaviour categories (Denison et al., 1995, pp. 527–528). (*continued*)

Role	Description	Example
Facilitator	The facilitator encourages the expression of opinions, seeks consensus, and negotiates compromise.	“And let him also think about solutions himself. And I know most of the university staff as being dedicated. So they’ll think along.” (#8) “Like how will we make this work together for this year? [...] But at the moment you’ll talk to people in the department, saying this is what’s going on, then they might come up with completely different ideas. And then it is very important that you’re open to that and seriously consider those ideas.” (#18) “That’s something I would want to discuss with the whole department. This is something to talk about during a staff meeting, how important do we think it is? [...] Collectively. I would ask around with everyone, and if I notice there’s support for it, then we’ll solve it together.” (#1)
Mentor	The mentor is aware of individual needs, listens actively, is fair, supports legitimate requests, and attempts to facilitate the development of individuals.	“I’d encourage people with ambitions in teaching to take courses to develop. So I’d also be proactive in that, seeing which trainings are available, and are they suitable candidates for such courses?” (#29) “I notice that people experience it, despite the high work pressure, as a source of energy and say ‘that seems fun to me, if I can do that with this and that colleague’. That gives energy and brings some leeway.” (#5)

Appendix C. Operationalization: Survey measures

Table C1. Survey measures

Leadership behaviour – Denison et al. (1995) (Cronbach's $\alpha = 0.92$)	
Open Systems leadership behaviour (Cronbach's $\alpha = 0.84$):	1 – <i>Almost never</i> to 7 – <i>Almost always</i>
Come up with inventive ideas.	
Experiment with new ideas and concepts.	
Exert upward influence in the organization.	
Influence decisions made at higher levels.	
Rational Goal leadership behaviour (Cronbach's $\alpha = 0.74$):	1 – <i>Almost never</i> to 7 – <i>Almost always</i>
See that my unit delivers on stated goals.	
Get my unit to meet expectations on goals.	
Make my unit's role very clear to employees/colleagues.	
Clarify my unit's priorities and direction to employees/colleagues.	
Internal Process leadership behaviour (Cronbach's $\alpha = 0.83$):	1 – <i>Almost never</i> to 7 – <i>Almost always</i>
Anticipate workflow problems, avoid crisis.	
Bring a sense of structure into my unit.	
Maintain tight control of processes.	
Check records, reports, and so on to see how my unit is doing.	
Human Relations leadership behaviour (Cronbach's $\alpha = 0.75$):	1 – <i>Almost never</i> to 7 – <i>Almost always</i>
Surface differences of opinion among group members and bring them to the table for discussion.	
Encourage participative decision making in my unit.	
Show empathy and concern in dealing with employees/colleagues.	
Take personal needs of employees/colleagues into account.	
Bureaucratic structure	
Centralization – van der Voet (2014); Aiken and Hage (1968); Pandey and Wright (2006)	
Before I can make a final decision, permission of a superior is required.	0 – <i>Permission never required</i> to 10 – <i>Permission always required</i>
Formalization – Walker and Brewer (2008)	
Written rules and guidelines are important in guiding how I act within my organization.	0 – <i>Not important at all</i> to 10 – <i>Very important</i>

Table C1. Survey measures (*continued*)

Distribution hierarchical competences and responsibilities – Stazyk and Goerdel (2011)	
Within my organization, competences and responsibilities are clearly distributed.	0 – <i>Not at all clearly distributed to</i> 10 – <i>Very clearly distributed</i>
Environmental complexity – van der Voet et al. (2016); Volberda and van Bruggen (1997) (Cronbach's $\alpha = 0.80$)	
In making decisions, a lot of environmental factors should be taken into account.	1 – <i>Completely disagree to</i> 5 – <i>Completely agree</i>
In the environment of my organizational unit, developments are taking place which stem from all kind of directions.	
In the environment of my organizational unit, everything is related to everything.	
A decision in our environment influences a large number of factors in my organizational unit.	

Appendix D. Operationalization: Survey measures

Table D1. Survey measures

Leadership behaviour – Denison et al. (1995)	
Open Systems leadership behaviour (Cronbach's $\alpha = 0.85$)	
Come up with inventive ideas.	1 – <i>Almost never</i> to
Experiment with new ideas and concepts.	7 – <i>Almost always</i>
Exert upward influence in the organization.	
Influence decisions made at higher levels.	
Rational Goal leadership behaviour (Cronbach's $\alpha = 0.74$)	
See that my unit delivers on stated goals.	1 – <i>Almost never</i> to
Get my unit to meet expectations on goals.	7 – <i>Almost always</i>
Make my unit's role very clear to colleagues.	
Clarify my unit's priorities and direction to colleagues.	
Internal Process leadership behaviour (Cronbach's $\alpha = 0.82$)	
Anticipate workflow problems, avoid crisis.	1 – <i>Almost never</i> to
Bring a sense of structure into my unit.	7 – <i>Almost always</i>
Maintain tight control of processes.	
Check records, reports, and so on to see how my unit is doing.	
Human Relations leadership behaviour (Cronbach's $\alpha = 0.73$)	
Surface differences of opinion among group members and bring them to the table for discussion.	1 – <i>Almost never</i> to
Encourage participative decision making in my unit.	7 – <i>Almost always</i>
Show empathy and concern in dealing with colleagues.	
Take personal needs of colleagues into account.	
Leadership identity centrality – Grøn et al. (2020)	
The question below concerns the role that you identify with most in your work. We distinguish between the substantive occupational identity (such as police officer, doctor, researcher, policy advisor) and leadership identity.	0 – <i>Complete identification with occupational identity</i> to
Could you indicate which identity is most important to you in your work?	5 – <i>Both are equally important to</i>
	10 – <i>Complete identification with leadership identity</i>