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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 α = 0.92)	
Open Systems leadership behaviour (Cronbach's α = 0.84): Come up with inventive ideas. Experiment with new ideas and concepts. Exert upward influence in the organization. Influence decisions made at higher levels.	1 – *Almost never* to 7 – *Almost always*
Rational Goal leadership behaviour (Cronbach's α = 0.74): 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.	1 – *Almost never* to 7 – *Almost always*
Internal Process leadership behaviour (Cronbach's α = 0.83): 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.	1 – *Almost never* to 7 – *Almost always*
Human Relations leadership behaviour (Cronbach's α = 0.75): 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.	1 – *Almost never* to 7 – *Almost always*
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 – *Permission never required* to 10 – *Permission always required*
Formalization – Walker and Brewer (2008)	
Written rules and guidelines are important in guiding how I act within my organization.	0 – *Not important at all* to 10 – *Very important*

Table C1. Survey measures *(continued)*

Distribution hierarchical competences and responsibilities – Stazyk and Goerdel (2011)	
Within my organization, competences and responsibilities are clearly distributed.	0 – *Not at all clearly distributed* to 10 – *Very clearly distributed*

Environmental complexity – van der Voet et al. (2016); Volberda and van Bruggen (1997) (Cronbach's α = 0.80)	
In making decisions, a lot of environmental factors should be taken into account.	1 – *Completely disagree* to 5 – *Completely agree*
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 α = 0.85)	
Come up with inventive ideas. Experiment with new ideas and concepts. Exert upward influence in the organization. Influence decisions made at higher levels.	1 – *Almost never* to 7 – *Almost always*
Rational Goal leadership behaviour (Cronbach's α = 0.74)	
See that my unit delivers on stated goals. Get my unit to meet expectations on goals. Make my unit's role very clear to colleagues. Clarify my unit's priorities and direction to colleagues.	1 – *Almost never* to 7 – *Almost always*
Internal Process leadership behaviour (Cronbach's α = 0.82)	
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.	1 – *Almost never* to 7 – *Almost always*
Human Relations leadership behaviour (Cronbach's α = 0.73)	
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 colleagues. Take personal needs of colleagues into account.	1 – *Almost never* to 7 – *Almost always*
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. Could you indicate which identity is most important to you in your work?	0 – *Complete identification with occupational identity* to 5 – *Both are equally important* to 10 – *Complete identification with leadership identity*