

# Leadership behaviour repertoires in public organizations

Hoek, M.A. van der

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#### **Propositions**

#### Belonging to the doctoral dissertation

## Leadership behaviour repertoires in public organizations

Marieke van der Hoek

- 1. To understand leadership in public organizations better, the field benefits from relaxing the assumption that leadership is embedded in formal managerial positions (*this dissertation*).
- 2. Being able to use a varied repertoire of leadership behaviours is a prerequisite for effective adaptation to different and changing circumstances (this dissertation).
- To understand leadership in public organizations, we need insight into how organizational members perceive their own leadership behaviour (this dissertation).
- 4. More leadership behaviour is not a goal in itself (this dissertation).
- 5. Public management scholars should take advantage of generic theories about organizational behaviour and management as a resource to understand leadership behaviour in public organizations rather than disqualifying them as unfit to study public leadership as a distinct phenomenon.
- 6. Social dynamics and processes at the group level of analysis can explain many phenomena of interest to public management scholars.
- 7. Within-person designs are essential for elucidating individual-level variation in leadership behaviour across situations.
- 8. Combining quantitative and qualitative methods in an experimental research design is an important strategy for public management scholars to use their methodological repertoire in order to generate meaningful contributions to both theory and practice.
- 9. Since successful policy implementation depends on management and organizational behaviour, scholars across sub-fields should collaborate more in research and teaching.
- 10. Societal impact, ecological validity, and scientific innovation benefit when scholars can more easily switch jobs between academia and practice.
- 11. Increasing the opportunities for job crafting would make universities a more engaging and innovative working environment.
- 12. Doing academic research is like baking.