The Radboud University and its identity

A case study that sheds light on the question regarding which attributes have to be present when constructing a new identity for the Radboud University, according to its students

Department of Business Administration

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Radboud University Nijmegen, Nijmegen School of Management

Name: Jurian van der Waal

Student nummer: S4501071

Address: Platolaan 12, Nijmegen

Phone: 06-27874413

E-mail: jurianvanderwaal@ru.nl

1st supervisor: Prof. dr. H.L. van Kranenburg

2nd supervisor: Dr P.E.M. Ligthart

Preface

This thesis is my ultimate goodbye to my time in Nijmegen as a student at the Nijmegen school of Management. Looking back, I could`ve never imagined me being in this position. Several years back, I started within this university as a shy and insecure boy who did not know why he even ended up in Nijmegen in the first place. The Radboud University completely changed who I am. I was privileged to not only study business administration, but also to get familiar with everything that happens within a university. With many small jobs, a board year and several years within student participation bodies, I discovered a professional organization which I began to truly care for. To write my test of aptitude about the Radboud University was the perfect closure for me of the absolute best time of my life.

During my student years, I made so many friends, developed myself so much on a personal & professional field and last but not least discovered what I have to contribute within this world. I am forever grateful for the fact that the Radboud University showed me how students are able to make a real impact within this world. Leaving this university feels absolutely unreal at the moment. The fact that I even lived on campus the last couple of years kind of showed how much this university really felt like my home.

Leaving my home cannot be done without thanking everyone who enabled this feeling. There are some people who I want to thank individually for their support and their help during this period. First and foremost, I want to thank my family and especially my parents Hans and Jolanda. Their support can only be described as absolutely ridiculous. Supporting me must not have been easy. You chose however to always stay right behind me, and to support me no matter what stupid choice I made. Secondly, if there is one person who helped me finish this project, it is my dear friend and homebrew business partner Dries. Your support, advice and patience during a gazillion evening walks helped me right through a pretty rough last couple of months. One group of people I cannot skip is the group of amazing board members of Synergy over the last years, and then in particular my own board and friends for life Bianca, Marieke, Mark, Kim and Marjolein. Thank you for able to put up with me for a whole year, you don`t wish that on anyone. Lastly, I need to thank all staff members within the department of business administration for guiding me to this point. Two staff members stand out. First and foremost Professor Hans van Kranenburg. Despite his busy schedule, he always managed to make time for me whenever I was in need of a pep talk. Thank you for your guidance last year. If there is anyone who taught me everything about creating real value, it is definitely you! Next up, and to close this long list, it is Hubert Korzilius. Since the start of my board year, I absolutely enjoyed our collaboration so I could not leave you out of this list!

I wish you all the very best,

Jurian van der Waal

Abstract

Over the last decades, a lot of research has been done into the identity of an organization. Scholars from all kinds of fields have tried to explain, control, or exploit the concept of identity from different perspectives. Despite this attention, it is still proven to be hard to come up with a general set of features for measuring organizational identity. Especially within the field of desired organizational identity in specific, there is a clear lack of efficient methods that accurately map out the desired organizational identity through the eyes of its members. This study makes a first attempt to study the desired organizational identity based on a partially quantitative part, as it uses a mixed method approach. It does by first refreshing a relatively old identity theory, the personality profile, with the help of multiple expert interviews. Based on these findings, a survey was created and distributed among students at the Nijmegen School of Management. This survey enabled the researcher to efficiently measure the desired identity of an organization through the eyes of its members, and to answer the following research question: *What should the desired organizational identity of the Radboud University look like based on the personality profile created by students?*

Results of this study show that measuring a desired organizational identity in a quantitative way is in fact possible, and that it enabled the creation of a desired organizational identity an organization based on the personality profile theory. When students picture their ideal Radboud University in front of them, they visualize a university that is driven by making (societal) impact. According to students, the university can do this by presenting research in a contemplative way, and educating students on a green and tightly connected campus. Within education, ethical reflection should play an extensive role, given the university's past.'

Keywords: Organizational identity, Personality profile, Desired organizational identity,

Content

Chapter 1. Introduction

Organizational identity has become a hot topic since the end of the previous century. Research on organizational identity has its origins in the middle eighties, when Albert and Whetten (1985) published the first conceptualization of this phenomenon. According to these authors, organizational identity can be seen as the set of attributes which are Central, Enduring and Distinctive (CED) to an organization. This set of attributes is what provides meaning to an organization (Corley et al., 2006), and can even be seen as the essence of an organization (Margolis & Hansen, 2002). Especially in turbulent environments, organizations can use their identity to either promote stability or facilitate strategic change (Fiol, 2002).

There is one big problem however within the field of organizational identity research. Identity has proven to be hard to measure with a generic set of features that can be used at each individual organization (Albert & Whetten, 1985). Organizational identity has attracted growing amounts of attention from researchers who try to explain, control, or exploit identity from all kinds of different fields or perspectives (Hatch & Schultz, 2000). This multidisciplinary aspect increases the conceptual confusion as identity is used in different ways, in different fields and on different levels (Corley et al., 2006). This confusion led to bold statements within scientific literature as: "it seems as if everything is identity!" and "a concept that means everything means nothing" (Corley et al., 2006; Pratt, 2003). Some authors however argue that this might not necessarily be a bad thing. The rich multidisciplinary research field can also be seen as an opportunity instead of a threat as it can result in a deeper understanding of the organizational identity concept (Gioia, 1998; van Rekom & van Riel, 2000). When existing knowledge from different fields is combined, new insights can be generated on how researchers and organizations can deal with the concept of organizational identity (Foreman & Whetten, 2016).

This paper will do so by studying different perspectives on a specific type of organizational identity research, which is called the desired organizational identity. This type of identity is especially relevant since there is a gap in the existing literature on this topic. The desired organizational identity originally speaks about the idealized picture or state of identity in the hearts of organizational members (Lux, 1986). This relatively old statement assumes that the desired organizational identity is constructed through qualitative research methods among organizational members. Other studies that make claims about desired organizational identity in specific leave from the same assumptions as they also adopt the same kind of qualitative

methods to assess the desired identity (Bernstein, Audley, & Nijk, 1986). The problem with studies like these however is that they focus on relatively small organizations, or a small sample from within organizations. This inhibits validation of these methods and disables attempts to come up with a set of generic features that can be linked to desired organizational identity. This study avoids this pitfall and makes a first attempt to fill this gap within literature as existing identity dimensions are first assessed and evaluated through a qualitative pilot study, and then used later on in a survey among a large group of students of the Radboud University. Validation of methods among a broader audience in a quantitative way helps the field of desired organizational identity research, as this can be seen as a first step towards a generic set of features that is still missing in this field.

This study is carried out through a case at the Radboud University, which is in need for a new identity they want to present in 2023. Ever since the foundation of the Radboud University there has been a large and still ongoing debate between the executive board, professors, scholars, and the catholic church about the identity of the university (University, 2020). Questions were raised by all parties to what extent a university, which is built on a catholic identity and originally supported with catholic funding, can produce independent scientific research. After several discussions about catholic influence, and court sessions about the right to approve or decline members of the Radboud University Foundation Board, the Bishops conference decided to revoke the rights of the Radboud University to call itself a university with a catholic identity.

The Radboud University responded to this loss of identity with a statement in which they regret the decision of the Catholic church, but will respect it. Next to that, they plan to engage in a debate about a newly desired identity. Questions like, 'what exactly did we lose?' and 'what do we want to represent now and in the future?' are central in this debate. This process will take several years and is currently planned to finish during their 100th anniversary in 2023. With the help of this study, a desired organizational identity can be envisioned in such a way that it adequately reflects perceptions of its members.

This study aims to investigate and plot the requirements which need to be met when constructing the desired identity of an organization through the eyes of organizational members, students in specific. It will do so by refining, validating, and expanding an existing method for constructing a desired organizational identity called the personality profile (Lux, 1986).

The central question that follows from this aim is as follows:

What should the desired organizational identity of the Radboud University look like based on the personality profile created by students?

This research question is answered by conducting a mixed-method study that identifies the unique structure of the Radboud University and its relevant features for its desired organizational identity. First, semi-structured expert interviews with members of the organization are carried out to refine the relatively old dimensions of desired organizational identity. Second, the results of these interviews are transformed into clear, and possibly new, dimensions and indicators which serve as the basis for a survey. This survey is subsequently carried out among students to discover which elements are deemed as important parts of the desired organizational identity of the Radboud University. With the results of this study, the Radboud University can start making choices about its desired organizational identity and present a new identity in 2023.

This study, together with its implications for the Radboud University, has both scientific and practical relevance. The results of this study will contribute towards the research field on desired organizational identity, and help the Radboud University with its search for a new identity. On a scientific level, this study will fill the present gap in literature on empirically assessing the desired organizational identity of a larger organization. Studies on desired organizational identity have been focusing on organizational members as their main source of information through the help of in-depth interviews (Bernstein et al., 1986; Lux, 1986). With the results of this study, these existing studies on desired organizational identity can be assessed and validated. Next to that, the results will also deliver a more generic and more efficient method to assess the desired identity of an organization. The practical relevance comes from the fact that this study can help organizations which struggle with the problem that they do not know what their identity should be, and how a desired identity can be visualized. Next to that the Radboud university can use the results which will be visualized in the discussion, to set up a desired identity that is futureproof.

To answer the research question, there will be an elaboration first on existing literature in the field of organizational identity and desired organizational identity. Next, an overview of the methodology used to gather relevant data is provided, describing which data was gathered and analyzed, and how research ethics are kept at their highest level. What follows is the analysis of data in chapter four and the conclusion and discussion in chapter five. Lastly, implications for research and practice will be discussed, together with some recommendations for further research.

Chapter 2. Theory

2.1 Introduction

As stated in the introduction, organizational identity has become a hot topic in research. It is a well-developed concept and consists out of different streams. The authors who first defined the concept of organizational identity argued that it contained three different main elements, namely those that are Central, Enduring and Distinctive to an organization (Albert & Whetten, 1985). These three elements are still commonly used as the starting point in literature reviews of organizational identity research. The original authors however do not describe how to measure these three factors, and how these factors themselves are distinctive. Next to that, identity is used in different ways and in different settings as is described in their work with multiple examples. When a construct becomes a hot topic but is not properly identified, the concept is often overused and underspecified as is the case with this construct (Pratt, 2003). Whetten for instance, even complained that the phenomenon had an identity crisis itself (Whetten, 2006). It is because of this reason that it is important to thoroughly explain the concept of organizational identity before going into the measuring of such identity. This literature review on organizational identity is therefore divided into several parts. First, it defines organizational identity based on existing definitions from different perspectives. What follows is an elaboration on desired organizational identity in specific and how it is measured. The last paragraph explains what organizational identity does not inhibit, and where it distinguishes itself from similar looking concepts.

2.2 Mapping the organizational identity landscape

Scientific literature on the topic of organizational identity, most of the times abbreviated to OI, agrees on the fact that the construct classically has a self-referential meaning (Corley et al., 2006). It is about questions like "who are we?" and "who or what do we want to become?" (He & Brown, 2013). These questions about current and desired identity assume a certain amount of collectivity, that distinguishes itself from the individual perspective. This is shown in multiple definitions of the concept as it is defined as a "*collective understanding of the features presumed to be central and relatively permanent*" (D. A. Gioia, M. Schultz, & K. G. Corley, 2000) and "*constituted by the totality of collective identity-relevant narratives authored by participants.*" (Brown, 2006). Literature agrees that organizational identity can thus be seen as a collective organizational construct. It disagrees however on many other attributes that can be tied to organizational identity due to the fact that the phenomenon is studied from many

different fields. Roughly four perspectives can be identified to structure these different fields and their differences: 'the functionalist perspective', 'the social constructionist perspective', 'the psycho-analytic perspective' and the 'postmodern perspective' (He & Brown, 2013). It is important to understand these perspectives and how they can be used, before measurement of organizational identity can be discussed. The four fields are explained below, after which a summary of these is presented in table 1.

2.2.1 Functionalist perspective

First, organizational identity from a functionalist perspective is defined as a summary of self-descriptors which are used by a social actor to satisfy identity requirements and distinguish itself from other organizations (D. Whetten & A. Mackey, 2002). It is seen as an objective phenomenon, with features or attributes that are usually tangible. This phenomenon is possessed by a social actor, in this case the organization. The functionalist perspective sees the central, enduring and distinctive elements which are presented by Albert and Whetten (1985) ultimately as the functional requirements for these self-descriptors (D. A. Whetten & A. Mackey, 2002). When the self-descriptors follow these requirements, they tell something about the unique identity of an organization. Scholars use this perspective for example to study organizational identity through images or logo's, to see how organizations distinguish themselves from others (van Riel & Balmer, 1997a). Results of a typical functionalist study into the organizational identity of a French telecommunication organization showed how important the identity of an organization is when going through major changes in daily operations (Brun, Moingeon, & Soenen, 2002). The identity in this case was focused on those visible attributes staff members could identify themselves with, which turned out to be the biggest success factor. The fact that this type of OI research studies an objective phenomenon with tangible features made this to be the easiest way to measure the phenomenon (Whetten, 2006), and consequently the mainstream one (He & Brown, 2013). Scholars that study the desired organizational identity in specific follow this train of thought since they choose to study mostly tangible features which distinguish an organization from others (Bernstein et al., 1986; Lux, 1986). A drawback of this functionalist perspective however is that it does not adequately deal with power dynamics within an organization.

2.2.2 Social constructionist perspective

More recent studies highlighted these power dynamics, as they suggest that identity cannot be grounded simply in images of what is central, enduring and distinctive about an organization. They argue that identity also needs to incorporate identity dynamics between different groups and individuals within an organization, as they shape and construct the identity as well (Glynn, 2000). They then define organizational identity *'as a constructed result of relationships between individual cognitions and collective perspectives within the organization on the question: 'who/what is the organization' '* (He & Brown, 2013).

This can be called a social constructionist view on OI and it differs itself from the functionalist perspective as it sees organizational identity not within tangible attributes but as something that lies within relationships. Consequently OI is seen as less stable, and thus more malleable through conversations between organizational members (Ran & Duimering, 2007). These conversations are focused on the shared understanding among members about what is central, enduring and distinctive about an organization (He & Brown, 2013). There are different theories however regarding how these conversations shape an organizational identity. OI theories that belong to the social constructionist group either follow an aggregation perspective, or a 'gestalt' perspective (Pratt, 2003). The aggregation view on identity sees it as a phenomenon that originates in the minds of individual members of an organization. The organizational identity is in this case a result of the total of all identity-related cognitions of each individual member (Pratt, 2003). The second group of theories views organizational identity as a 'gestalt' concept. They view organizational identity as a phenomenon that resides within the relational ties between all individuals within an organization (Berscheid, 1994). Both views have one major drawback when they are used in empirical OI studies. OI has proven to be hard to measure and to compare with other organization`s identities when following these social constructionist perspectives. Therefore, it is not seen as a suitable perspective for this study.

2.2.3 Psychoanalytic perspective

A third group of studies follows the psychoanalytic perspective on organizational identity and complements the first two. It focuses mostly on adding the unconscious behavioral practices within organizations that shape organizational identity. It unravels the conscious and unconscious motivations that together govern the behavior of members of an organization. According to this perspective, OI can be defined as *"the totality of repetitive patterns of individual behavior and interpersonal relationships that taken together comprise the unacknowledged meaning of organizational life"* (Diamond, 1988). The focus on behavior

within this perspective shows how individuals take on a collective identity to fulfil their need for individual or organizational self-esteem (Brown, 1997). Studies that follow this train of thought enable research towards the relation between organizational identity and organizational learning. The psychoanalytic perspective actually argues that organizational identity often hinders organizational learning. This is because of the fact that learning leads to new insights and changes in identity which are not preferred by individuals or groups. They prefer to keep their self-esteem since changes might lead to anxiety related issues (Brown & Starkey, 2000).

2.2.4 Postmodern perspective

Lastly, research on organizational identity that is not yet discussed can be grouped under a postmodern label, as it mainly challenges and problematizes identity. Postmodern studies on organizational identity see the phenomenon as problematized since it is destabilized by postmodern economic and technological transformations (Dunn, 1998). Existing theories and perspectives are questioned as organizational boundaries become less demarcated and stakeholders come in to play in different ways (Coupland & Brown, 2004; Scott & Lane, 2000). What is clear from the results of these studies is that they do not attempt to define organizational identity, but question and challenge classical identity research (He & Brown, 2013). Postmodernists see the phenomenon as something that has no persistent and distinct core (D. Gioia, M. Schultz, & K. Corley, 2000). This last group of studies can therefore be used to sharpen existing theories and research.

The aforementioned four perspectives are mapped out in this section, and shape the organizational identity landscape within scientific literature. The functionalists perspective, which focuses on mostly tangible attributes. The social constructionists perspective which tells something about relations within the organization, and how these shape the identity of an organization. The psychoanalytics perspective which adds the unconscious processes that govern behavior within an organization, and lastly the postmodernists perspective which is mainly used to sharpen existing theories. Table 1 presents an overview of the classical existing streams within OI research and their definitions that are presented until now.

Perspective	Sees OI as	Defines OI as	Exemplary studies
Functionalists	- Objective phenomenon - Tangible features - Stable	*a summary of self-descriptors which are used by a social actor to satisfy identity requirements and distinguish itself from other organizations*	(C. van Riel & Balmer, 1997) (Brun et al., 2002)
Social constructionists	- Fostered within members' relationships - Malleable through conversations	*as a constructed result of relationships between individual cognitions and collective perspectives within the organization on the question: 'who/what is the organization'*	(Ran & Duimering, 2007) (Harquail & Wilcox King, 2010)
Psychoanalytics	- Shaped by often unacknowledged unconscious processes - Governing members' behavior	*the totality of repetitive patterns of individual behavior and interpersonal relationships that taken together comprise the unacknowledged meaning of organizational life*	(Diamond, 1988) (Brown & Starkey, 2000)
Postmodernists	- Problematized by postmodern transformations - On-going argument between organization and possible other parties	n.a	(Coupland & Brown, 2004) (Robert G. Dunn, 1998)

Table 1: summarization of OI perspectives explained in paragraph 2.2

2.3 Desired organizational identity

Organizational identity can be studied from different perspectives, which lead to different definitions, as is shown in the previous section. These perspectives however give no insights yet into how an organizational identity can be measured or analyzed, and which attributes or dimensions are used to perform such a study. Since one of the goals of this study is to stimulate the discussion about an organizational identity for the future through the eyes of members, it is important to look into desired identity specifically. The desired identity is originally defined as the idealized picture or state of identity of an organization in the hearts of organizational members (Lux, 1986). A desired organizational identity tells something about the attributes and features that can distinguish the organization from others. This can be seen as a functionalist perspective on organizational identity based on the overview which is created in the previous paragraph. This is because of the fact that the functionalist perspective is mostly focused on these (often tangible) attributes and features (He & Brown, 2013). This study follows this train of thought and defines a desired organizational identity as *the ideal future identity of an organization, envisioned by its members.*

Some authors argue that the desired organizational identity is not something that is envisioned by every organizational member, but lives solely in the hearts of top management (Balmer & Greyser, 2002). They argue that it is only about their vision on the future direction of an organization. This, however, does not mean that a desired organizational identity can only be measured at top management level. Top management should incorporate views of their employees as much as possible to ensure these views align, and promote identification within the organization (Fombrun & Riel, 2007). When measuring a desired organizational identity, it is therefore important to question members of the whole organization and incorporate as much information about the topic, before management can make decisions about this desired future identity.

There are two methods that give insights into the desired identity of the organization: the 'consensus profile' and the 'personality profile' (Fombrun & Riel, 2007). They differ on both their dimensions and their target group. Both methods are explained here, as they both have proven to be solid methods to measure a desired organizational identity.

2.3.1 Consensus profile

The consensus profile first, is an aggregation technique that fosters agreement between managers in specific about the desired organizational identity (Bernstein et al., 1986). By individually writing down all attributes that either played a crucial role in the growth of the organization or those which are pivotal for the future, a list is created of all crucial values of the company in play. Those values are then given scores based on how they actually define the organization, and how they should define the organization. This method results in a shared statement about current and desired identity. The consensus profile does not have a fixed set of dimensions or attributes since these are determined by managers themselves. The advantage of this method is that areas of conflict between managers can be exposed and subsequently dealt with together (Fombrun & Riel, 2007). In the end, this method leads to a shared view among managers on how to proceed forward. The main disadvantage however is that this method does only include managers. Their view on both the current and the desired identity might differ significantly from the view of other employees. A ground level employee for example can have a complete different view on which attributes distinguish the organization from others, as opposed to the view of a top manager.

2.3.2 Personality profile

The personality approach is the second approach towards measuring organizational identity, and advises an organization about the desired organizational identity they should strive to achieve (Lux, 1986). In contrast to the previous method, the personality approach starts with a fixed set of dimensions which originate from research on the personality of individuals. This research resulted in seven dimensions which are able to describe all personalities (Guilford, 1959). The author of the personality approach adapted these dimensions to the organizational context, and showed that these are able to describe what an organization`s identity should look like. These seven dimensions are:

1. Needs
2. Competencies
3. Attitude
4. Constitution
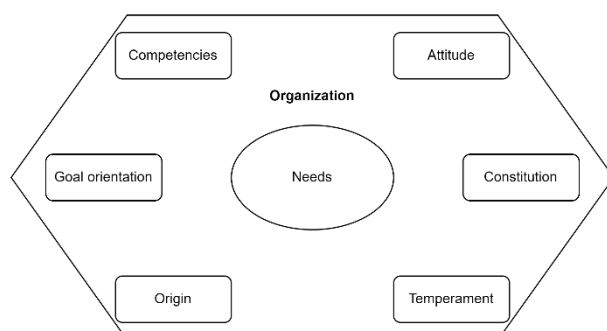5. Temperament
6. Origin
7. Goal orientation.

Figure 1: personality profile visualization

The dimensions can be measured by interviewing a cross-section of organizational members and ask them about their perceptions of the desired organizational identity. This method results in a hexagonal figure with the organizational needs in the center. The other dimensions are placed around the needs and show how an identity of a desired identity of an organization is shaped through the hearts of its members. All dimensions are explained here, as they will be used later on the measure the desired identity of an organization.

The Needs of an organization are placed in the middle as they represent the central motivation which drives the behavior of an organization (Lux, 1986). They are seen as essential and therefore central since they determine the survivability of an organization (van Rekom, 1998). Organizations are motivated to fulfil their daily needs to maintain its right to exist. Other dimensions can influence these needs or be influenced by these needs. Studies show for example how the founders` heritage (which is part of the Origin dimension) can still influence a firm's needs, even after multiple ownership switches (Ljungkvist & Boers, 2019). The needs can also influence the other dimensions as these for example can be translated into organizational goals for the upcoming years (goal orientation). The interaction between these dimensions can be seen as unique for each organization and distinguish them from other organizations. Together they show what a desired organizational identity should look like according to its members. Besides the central needs, there are six other dimensions which help to determine the desired organizational identity.

The competencies dimension first, speaks about the unique features and skills which are available to the organization in play. These features come back in other identity studies as the distinctive competencies Albert and Whetten identified (Albert & Whetten, 1985). They contain all (immobile) attributes and skills that together create a basis for a competitive advantage (Peteraf, 1993). Competitive advantages are defined as elements of value creating strategies that are not being implemented by current or potential employers (Barney, 1991). Examples include talented managers, strong cultures and committed employees (Meyer, 1991).

The goal orientation focuses on the mid-term and long-term goals the organization has. This dimension tells something about what an organization wants to achieve in the future (Fombrun & Riel, 2007). These goals usually have a lifespan between five and ten years (van Rekom & van Riel, 2000). Identity studies show how these goals shape behavior of organizational members, which help with the construction of identity (Weber, 1985).

The temperament dimension consists out of the behavioral aspects regarding these goals. This dimension tells something about how the organization operates. It gives insights in for example

how emotions play a role in decision-making and how flexible an organization operates (Fombrun & Riel, 2007). Other identity research confirms that the way an organization tries to achieve its goals contributes towards its identity (Fiol, 2002).

The origin dimension speaks about how the organization is still influenced by its past. It consists primarily of all attributes which shaped an organization into what it is now (Fombrun & Riel, 2007). The connection between organizational identity and historical elements can have negative consequences, but also positive ones, as is shown by studies that use historical elements for creating organizational identity (Zundel, Holt, & Popp, 2016). A perfect origin example is the role of Apple founder Steve Jobs, whose legacy still drives current and future products of the tech giant (Bajarin, 2019).

The attitude dimension can be easily confused with the heritage dimension as this also speaks about the background of an organization. This dimension however tells something the philosophical and political background of an organization, and how these influence the identity of an organization (van Rekom & van Riel, 2000). It tells something about how an organization views itself, and what kind of role it wants to play within its environment (Fombrun & Riel, 2007).

Lastly, the constitution dimension speaks about mostly visible and tangible elements that shape the organization. The geographical location, legal aspects and its facilities and buildings for example are all part of this dimension and contribute towards how an organization shapes itself (Fombrun & Riel, 2007).

The seven dimensions presented in this paragraph give an overview of the personality profile of an organization, and show how an organization wants to reach its goals in the future. The results show how an organization is ideally visualized by its members in the near future. This method gives insights in the unique desired profile of an organization which struggles with its identity, and therefor suits this particular case well. The seven dimensions that are presented within literature are only used in a qualitative setting until now, as researchers have used these mainly in semi-structured interviews (van Riel & Balmer, 1997b). The drawback of this way of measuring a desired organizational identity is that gathering sufficient data within large organizations might be impossible due to time constraints. It is because of this reason that this method will be adopted on a small scale, but will then be followed by a quantitative validation. This way, the research question can be answered through the help of an efficient method, within the time available. Further information about this process can be found in the third chapter, the methodology chapter.

2.4 Distinguishing organizational identity

As mentioned in the beginning of the literature review, the concept of organizational identity is sometimes overused and underspecified. Consequently, constructs that are closely linked to organizational identity can be confused with the original construct. Three concepts that are frequently confused with organizational identity within existing literature are organizational climate, organizational culture (Corley et al., 2006) and organizational image (Ravasi, 2016).

Organizational climate and culture are both concepts which are also assuming a collective understanding of aspects of the organizational context (Ostroff, Kinicki, & Muhammad, 2013). Both constructs conceptualize the way people describe and experience work environment (Schneider, Ehrhart, & Macey, 2012), and are important for analyzing organizational phenomena (Ostroff et al., 2013). Organizational climate in specific can be defined as a perception of what an organization entails in terms of policies, practices, procedures and routines (Ostroff et al., 2013). It is about a shared perception of the way things are in an organization (Reichers & Schneider, 1990). This is not the same as organizational identity since it focuses on the direct work environment instead of the important self-referential questions (Corley et al., 2006). Organizational culture on the other hand can be seen as a reflection of a shared meaning about core values, beliefs and underlying ideologies and assumptions within an organization (Ostroff et al., 2013). This might look the same, but only when these core values meet the criteria of being central, enduring and distinctive, they can be a part of organizational identity (Albert & Whetten, 1985; Corley et al., 2006).

At last, organizational image is seen in literature as the perceptions of stakeholders about an organization (Ravasi, 2016). This is not to be confused with the construed image which can be seen as the perception organizational members have about how stakeholders see their organization (Dutton, Dukerich, & Harquail, 1994). Following a modernist perspective, organizational image can help with explaining parts of identity. The important self-referential questions however, cannot be asked effectively in the case of stakeholders. It is because of this reason that image and identity cannot be seen as the same, and should therefore not be confused with each other.

These three concepts are often misinterpreted as reflecting the identity of an organization. It is important to distinguish these constructs from OI, as they often represent only a small piece of the puzzle. Organizational identity is closely linked to these concepts, but entails much more

then only procedures and routines for example. It is about the self-referential questions that focus on what the organization distinguishes from others, as seen in this chapter.

2.5 Concluding remarks

A comprehensive literature review on the concept of organizational identity has proven to be a challenging task. Different research fields have created different perspectives on the concept, which can be confusing to study altogether. This chapter provided an overview of different perspectives, methods of analyzing desired identity, and concepts that are often misinterpreted as being organizational identity. It showed how theories that study desired identity in specific can be classified under the functionalist perspective, and which dimensions can be used to analyze a desired identity of an organization.

Two theories are studied in specific that enable researchers to measure a desired organizational identity: the consensus profile theory and the personality profile theory. The consensus profile only looks at the perspective of managers, while the personality profile includes organizational members as well. From a theoretical point of view, questions are raised whether measuring desired organizational identity from inside the organization can be done by only looking at managers` perspective (Fombrun & Riel, 2007; van Rekom, 1998). A cross-section of members will ensure a broader inside perspective on desired organizational identity. It is because of this reason that it is better to analyze a desired organizational identity with the personality profile theory than with the consensus profile.

The seven dimensions that are explained in detail are part of the personality profile theory (Lux, 1986). This theory enables structured research into the desired organizational identity of an organization, and facilitates discussion among management about the desired future of an organization, based on the input of all organizational members (Fombrun & Riel, 2007). When this method is followed, statements can be made about the desired organizational identity of an organization and the main research question can be answered.

The next chapter will build on this theoretical framework as it will explain how existing literature is used to analyze and measure a desired organizational identity, specifically in the case of the Radboud University.

Chapter 3. Methodology

This chapter discusses all relevant methodological considerations. It will first cover which method will be used to measure a desired identity, which data will be gathered and how this data will help to answer the research question. What follows is an overview of all relevant procedures to handle this gathered data and the limitations of this chosen setup. Lastly relevant research ethics will be addressed to ensure that participants and their input are treated in a fair way and to ensure that results will be handled in the right way.

3.1 Research method

As mentioned in the previous chapter, there are two main methods to measure a desired identity of an organization. The consensus profile which fosters agreement between managers about the desired organizational identity (Bernstein et al., 1986), and the personality profile theory which advises an organization about the desired organizational identity they should strive to achieve according to its members (Lux, 1986).

As previously explained, the personality profile will be used. In addition to the aforementioned theoretical argument, a practical substantiation can be found. When looking at this matter from a case perspective, the personality approach is also the most suitable method to give an insight in the desired organizational identity for the Radboud University. As Wilma de Koning, former vice-president of the Radboud University, said in a recent interview, all students and employees are invited to join the discussion about a desired identity (van Pelt, 2020). With this statement, it is clear that a method is preferred where a cross section of organizational members is selected as the best sampling method for this study, instead of only looking at the perception of managers. Together with the time available for the researcher to conduct this study, the personality approach is therefore the most suitable method from a practical point of view.

To answer the central question and come up with a first step towards a generic set of features or attributes which have to be taken into account when constructing desired identity dimensions for the Radboud University, a sequential mixed research method will be adopted. A mix of both qualitative and quantitative approaches ensures first of all that all dimensions of organizational identity are mapped out adequately. Secondly it makes sure that the stocktaking of all relevant dimensions and indicators is done thoroughly, and that the results are an actual representation of the target population.

3.2 Qualitative study

This study starts with a qualitative part, as five individuals are interviewed who have a strong connection with the Radboud University and can be seen as experts on the desired organizational identity of the organization. This part is used to verify and freshen up the existing dimensions of organizational identity, and to check for potential new dimensions or indicators. This qualitative method is suitable because of the fact that the focus is on only one organization, where in-depth information is needed about a specific topic: organizational identity. Five individuals with a strong connection to the Radboud University are asked about the seven core dimensions and how these are interrelated in the case of the Radboud University. With this qualitative approach it is possible to focus on the meaning that people attribute to a situation or environment (Vennix, 2019). Respondents can answer in their own words, which makes sure that all aspects which seem relevant to them are mentioned (Bleijenbergh, 2013). In this case it ensures that stocktaking of all core dimensions of organizational identity is done properly and there is room for additional insights that might occur in this specific context. A possible limitation of this qualitative method is the challenge that comes with analyzing open-ended questions and the interpretation that researchers give to the answers of participants. It is therefore important for the researcher to constantly reflect on all data as more of it is analyzed as an iterative process (Vennix, 2019).

3.2.1 Qualitative data collection

To gather all relevant information about the seven dimensions that contribute towards the desired organizational identity, five participants will be invited to join a semi structured interview. Out of the several interview methods, semi-structured interviews are the most suitable for this specific case. First of all, it enables the researcher to have a set of prepared questions that will touch upon all personality dimensions. Secondly, semi-structured interviews leave room for additional information, and possibly new insights. New dimensions or indicators can be found, which can then be used in the survey. The sample of five informants is deemed suitable as this makes sure that all relevant information about the existing dimensions is taken into account, and the potential for new information is used effectively. The five individuals who are interviewed need to match the attributes that are mentioned in the definition which is used before in identity research: "*all those who have expectations of gain from the organization`s successful operation*". Based on this definition and feasibility, this group contains students, alumni, and employees. All groups benefit from the organization`s successful operation and have enough knowledge about the Radboud University. Informants were selected based on their

knowledge first, and second on their attainability. A generic overview of all respondents can be found in table 2. All participants are contacted by e-mail, with a clear explanation of the interview procedure and the goal of the study.

Respondent nr	Background	Gender	Age	Residence	Nr of Years affiliated to Radboud University
#1	Student	Male	25	Silvolde	Seven years
#2	Student	Male	25	Nijmegen	Seven years
#3	Alumna	Female	27	Nijmegen	Eight years
#4	Employee	Female	26	Nijmegen	Eight years
#5	Employee	Male	31	Nijmegen	Thirteen years

Table 2: Overview of informants

The interview protocol can be found in appendix A. It contains a clear introduction about the interview and the whole study. In this part of the protocol, respondents are also informed about the fact that the researcher prefers to record the conversation for a good analysis. After this introduction, each dimension several questions which will be asked to all respondents. Since the format of the interviews is semi structured, it is important to emphasize that the researcher is able to ask more questions about specific dimensions when needed to ultimately come up with a set of clear dimensions and indicators that can be used for setting up a survey.

3.2.2 Analysis of qualitative data

The information that is gathered through interviews will be recorded, transcribed and analyzed. This analysis will go in several steps, where the seven personality dimensions of organizational identity will be used as a starting point with organizational identity as its overarching theme. The recordings of all interviews will be fully transcribed in a denaturalized way, which ensures a full transcription but keeps focus on the content instead of the non-verbal communication (Oliver, Serovich, & Mason, 2005). This content focus is important to make sure that meanings and perceptions of employees, which are the central point of this study, are well prepared for analysis. After transcribing, Atlas.TI is used as the main tool to analyze all data. All information that tells something about the personality dimensions is labeled and grouped, to create a clear overview of all relevant data that can help to answer the research question. After the analysis, a set of finite dimensions is presented, together with its indicators which are formed based on the answers of informants.

3.3 Operationalization

The semi-structured interviews will be focused on the seven core dimensions of the personality approach, which are explained in the previous chapter. These seven dimensions together enable the researcher to make statements about the desired organizational identity of an organization. As mentioned before, the desired organizational identity in this case is defined as the ideal future identity of an organization, envisioned by its members.

In this paragraph, the seven dimensions are defined based on existing research.

Needs

The needs are in this study defined as the essential features for the survival of an organization which motivate the organization to perform in the way they do (van Rekom, 1998). Respondents are asked about the needs of the organization by asking them questions like 'what drives the organization to perform in the way they do?' and 'which central organizational needs can you identify that drives the behavior of students and teachers?'

Competencies

The competencies are defined in this case as the distinctive skills and advantages the Radboud University possesses compared to other universities. Respondents are asked about the unique skills and competitive advantages the Radboud University perceives to possess in its perception with questions like 'which competitive advantages does the Radboud University hold when comparing them to other universities?' or 'which skills does the Radboud University inhibit that can be seen as distinctive from other universities? Competitive advantages in these questions are defined as elements of a value creating strategy that are not being implemented by current or potential competitors (Barney, 1991).

Attitude

The attitude of the organization is in this case defined as the political background of the Radboud University and its philosophy (van Rekom, 1998). Respondents are asked about how they think the organization sees itself in their environment and political debates with questions like 'what can you say about the political background of the Radboud University?', and 'how does the Radboud University think about itself and its philosophy?'. It is important to distinguish political background in this case from the historical background, as this will already be questioned in the Origin dimension.

Constitution

The constitution is in this case defined as the structure of the university, including its legal aspects and geographical location. This structure makes governance possible (Alexander, 2010). In this case, questions are asked like 'how is the university organized in your perception?' and 'what does this structure mean to the Radboud University in your opinion?'.

Temperament

The temperament dimension is defined as the way the Radboud University makes decisions and how it achieves their goals. It shows how emotions come into play, which can be either harmful or beneficial in decision making (Lerner, Li, Valdesolo, & Kassam, 2015). To ask about the temperament of an organization, questions are asked like 'in which way does an organization conduct its business?' and 'how does emotion play a role when conducting business?'.

Origin

The origin dimension is defined as all attributes which helped the organization in the past to grow into what they are now. It focuses around which attributes have shaped the organization in the past and how does this connect to the present (Fombrun & Riel, 2007). Questions are asked like 'how did the history of the Radboud University shape the current organization?' and 'which historical elements are still present within the Radboud University?'.

Goal orientation

The goal orientation dimension is defined as the mid- and long-term goals that the Radboud University currently has (Lux, 1986). Questions are asked like 'what does the Radboud University need to achieve in ten years?' and 'which goals can you identify as important for the future of the Radboud University?'

3.4 Quantitative study

After coding and analyzing all interviews, a revised set of dimensions and indicators is then used as the basis for a survey. This survey was carried out amongst students of the Nijmegen School of Management, and asked respondents about their view on the dimensions of organizational identity at the Radboud University. A survey is the most suitable method for this part as it enables the researcher to gather relevant data about all dimensions with the aim to make claims about the whole population (Vennix, 2019).

3.2.1 Quantitative data collection

When all dimensions are refined and clear indicators are formed, based on the information that is gathered through interviews, a survey is carried out among a specific group of students at the Radboud University. An online survey was chosen as it has many advantages when comparing it to other questionnaire methods (Evans & Mathur, 2005). Besides advantages as easy distribution and easy guarantee of anonymity, it enables the researcher to still conduct a survey when the university is partly closed due to COVID-19. Qualtrics is used as online survey distributor because of the existing contract with the Radboud University and the efficient ways of exporting data for analysis purposes.

The survey is distributed among as many students of the Nijmegen School of Management as possible. To make sure that results are interpretable and generalization is possible, only one faculty is selected. This selection makes sure that the researcher has no issues with interpreting results for the whole population. The total student population at the Nijmegen School of Management consists out of 5023 students at the end of 2021 (NSM, 2021). Convenience sampling is used as main sampling method within this population (Lavrakas, 2008). This method of sampling ensures a maximum amount of respondents in times of COVID-19, as the researcher has a broad network within the population. A possible trade-off can be the generalizability of this sampling method. It is therefore important that attempts are made to include as many students as possible from all trajectories and annual layers. This is done by monitoring the survey progress, and actively reaching out to target groups that are underrepresented in the sample.

3.3.2 Analysis of quantitative data

After one month of data collection, all gathered data was prepared for analysis with the help of SPSS. The goal of this analysis is to find out which parts of a dimensions are deemed important for the Radboud University, when talking about its desired identity. It is because of this reason that all dimensions will be analyzed one by one. The analysis will show which indicators are important for students of the Nijmegen School of Management, and which not. Frequency analyses will be used as main source of information, as the level of importance of indicators can be easily structured through that way. Next to this process, ANOVA-tests will be used to check whether there are differences between different groups that are made based on demographical variables. For example, it will be analyzed whether field of study actually influences the way students think about the desired identity of the Radboud University. This will be also done for gender and age variables. The result of the analysis will provide an overview of how the different identity dimensions should be constructed according to students of the Nijmegen School of Management.

3.5 Quality of the data

It is important to assess the quality of the data that is gathered before starting the analysis. If this is not properly done biases can occur within the data, or non-significant results cannot be distinguished from actual results (Hair, Black, Anderson, & Tatham, 2019). The assessment of quality is divided into validity and reliability for both the interviews and the survey.

3.5.1 Quality assessment interviews

Reliability

When assessing the reliability of a qualitative study, researchers look most of the times to transparency. It is pivotal that a researcher is transparent at all times about the choices made, and provide argumentation for these choices (Bleijenbergh, 2013). All steps in the analysis process of the gathered qualitative data will therefore be thoroughly elaborated upon in this study. All interviews are recorded, fully transcribed and can be requested to make sure that other researchers are able to see which steps are taken in the analysis. The style of interviewing, semi-structured interviewing, can be deemed appropriate for reliable and repeatable data collection (Bleijenbergh, 2013). Each of the seven dimensions will be questioned by the researcher with several prepared questions which can be found in appendix A. There is room however for asking additional questions about certain topics for clarification or better understanding, since these interviews are semi-structured. This is a possible danger towards the repeatability of this study. To mitigate this danger, all transcripts can be requested by other researchers so can have a look into all additional questions if needed.

Validity

The assessment of validity within this study is split up in external and internal validity. The external validity speaks about generalizability and tells the researcher whether his results can be used in other studies. The external validity of the qualitative part of this study will be low with only five participants. This is not a concern since external validity is usually not a goal of the researcher when conducting a small amount of interviews (Bleijenbergh, 2013). In this study, the results are especially important for refining dimensions and establishing indicators. This means that generalizability is not a goal in this research phase. Generalization is done in the quantitative part of this study.

The internal validity assesses whether the relationships discovered in this study are in line with reality. The internal validity is the most important criterium when assessing qualitative research methods within an organization (Bleijenbergh, 2013). When achieving high amounts of internal

validity, a researcher can be more confident about how his measurement model makes an accurate depiction of the concepts or relationships that are studied. The internal validity in this study is enhanced by peer debriefing, intersubjectivity and reflection. Peer debriefing is carried out by asking feedback about the analysis from two professors of the Radboud University and several students from different backgrounds. They assess whether the researcher has given the right meaning to certain information from respondents. Besides peer debriefing, intersubjectivity is also important for enhancing internal validity. Intersubjectivity is carried out by checking whether the informants are agreeing on the analysis that is done by the researcher. After transcribing, coding and analyzing interviews, all participants have the option to look into the results of this study to see whether they agree with the adequacy of the researchers' analysis. Lastly, the internal validity is kept at the highest level possible with self-reflection. By keeping track of emotions and opinions of the researcher while analyzing all data, others can see whether the analysis is performed in the right way, and the process is not biased because of the emotions the researcher might have (Bleijenbergh, 2013).

3.5.2 Quality assessment survey

Reliability

The assessment of reliability is important for a survey since it tells something about how reproducible a measurement method is (Litwin, 1995). No survey can ever be perfectly reliable but it is important to spend maximum effort in maximizing reliability in this case. Since this survey is only a first step towards creating a generalizable research method that is able to accurately analyze a desired identity of an organization, future studies need to be able to reproduce this without getting other potential measurement errors. It is therefore that the full survey, together with its logic, can be found in appendix C.

The reliability is maximized through the use of a pre-test and by asking feedback from several other researchers. The pre-test was conducted amongst six other students who were able to give feedback on for example unclear questions and confusing statements. Based on this pre-test, four items were rewritten. Feedback was asked from two other researchers, where one of them can be seen as expert on the subject of identity research. Both gave several suggestions regarding visibility and adding more demographic variables.

Validity

The assessment of validity within a survey determines how well it measures what it is supposed to measure, and how results can be tied to the full population (Litwin, 1995). The validity of

this survey can be deemed as average. First of all, regarding content validity, the survey has had feedback from a professor who can be seen as field expert. This made sure that desired organizational validity was measured as it is supposed to be measured. Secondly, regarding distribution and generalization towards the full population. On the one hand, this survey was distributed as broad as possible within the faculty to ensure maximum validity. On the other hand, due to COVID-19, the researcher was not able to reach all fields of study as efficient as wanted or needed. Because of this pandemic, the researcher had to fall back on convenience sampling instead of random sampling, as this was the only way to get as much respondents as possible. Due to this kind of sampling, small problems might occur when analyzing group differences. The results of this method of sampling, and the analysis of descriptive and demographic variables can be found at the start of chapter 5.

3.6 Ethics

To ensure that this study is carried out in an ethical way several measures are taken into account in relation to the setup of this study. Since this study works with primary data, the dignity of the respondents and his/her answers is key when discussing research ethics. Informed consent, harm to participants, privacy and deception are four ethical issues that relate directly to this dignity of the respondent (Diener & Crandall, 1978).

Informed consent of participants is needed when conducting qualitative research to ensure that participants are willingly taking part in this study. Participants are therefore explicitly informed before the interview that their answers are used strictly anonymous and that they can withdraw from this study anytime they want. Next to that there is specific mentioning of the use of a voice recorder for data analysis purposes only and the possibility for to participant to access these recordings if they want to.

Harm to participants is mitigated by storing the gathered data in such a way that it is not accessible for anyone besides the researcher. Besides that, all data is stored strictly anonymous to ensure that it cannot be traced back to a specific participant in case of a breach of security. These measures are communicated with all participants.

Privacy of respondents is ensured by storing data anonymously as described above, but also by making sure that there is not personal data mentioned during the recorded part of the interview. Participants will not be asked to share their personal information besides general demographical characteristics, which cannot be traced back to a specific participant.

Lastly deception of participants is mitigated by clearly communicating the goal of this study to all participants. At the start of the interviews, participants will be actively informed about the individual that is conducting this study, the goal of this study, what will be done with all data that is gathered throughout the study and the results of this study. With these precautions, participants will not have different expectations about this study, and possible disappointment is avoided.

Chapter 4. Findings qualitative study

This chapter contains the analysis of all interviews that were carried out to refine the existing identity dimensions and potentially add new ones. This analysis did result in multiple indicators at each dimension that can be used to construct a survey about the desired organizational identity of the Radboud University. The results of this analysis process can be found below as all dimensions are reported on one by one. A full overview of all indicators that belong to the seven dimensions can be found in appendix B

4.1 Needs

Informants unanimously agreed that the needs of an organization, and the driving forces behind those needs, are important parts of the organizational identity as they give an organization legitimacy. The ties with other dimensions that are mentioned within literature come back as well since informants mentioned how the distinctive competencies for example were influencing the needs of an organization and vice-versa.

Within the Radboud University specific, the buzzword within this theme is 'impact'. Informants responded affirmative to the question whether impact was the driving force and motivator behind the work that is done at the Radboud University. The main tasks, which are research and education, are influenced by the overarching desire to make impact, as informant 1 mentioned: *"I think that the main driver is impact. Impact can of course be broken down in different ways. But it is also overarching, because impact is of course in what you can ultimately achieve for society with your education and research"*

The quote above shows that informants were able to distinguish different forms of impact as well. Three different types of impact were identified within both research and education: scientific impact, societal impact and ecological impact. Scientific impact is all about advancing science, creating new knowledge and attracting students towards science. This is shown by informant 2 as he talks about "*advancing* science" as being a main motivator for the university to perform their daily research and education tasks. Informant 3 also speaks about generating knowledge and attracting individuals toward science as important motivators for the university. Making societal impact through both research and education is about the need to teach society about challenges they are facing as for example "*contemporary themes as sustainability and inclusivity*" (informant 4). Ecological impact is mostly about climate and climate changes as informant 5 touched upon. These three forms of impact will serve as indicators within the

survey as respondents are asked how important these types of impact are towards them, both within research and education.

Besides the need to make impact as a driving force, the Radboud is also motivated by the need to give everybody the same chances to study at a university. As informant 1 answered on the question where the university gets her motivation from: *"The Radboud University calls itself a emancipation university for a reason. There are so many first generation students at the Radboud, more than on other universities ... And I know that there is a broad sense of appreciation within the university that it gives the same chances to new people as to others"* It is because of this reason that this motivation is also incorporated within the survey.

4.2 Attitude

The attitude of an organization tells something about how an organization is behaving within political and societal issues. Informants have different opinions about how a university is supposed to behave within these fields but point out unanimously that five indicators are all tied to this demeanor. The role of a university within public debates is deemed as difficult as there seems to be a thin line between an objective or a more normative role. One the one hand informants argue that the university has an objective role as informant 1 showed *"But I think we should really stick with that role in providing knowledge and not risk taking a position".* On the other hand a more normative role can also be seen as appropriate as informant 3 answered affirmative when she was asked whether the role of the university should be more about activating than just advising. In total, five indicators were found during the interviews that say something about the how the Radboud University is behaving within political and societal issues. 'The desired level of involvement of an organization within public debates', the level of involvement within political debates', the engagement in lobbying activities', 'taking political stances' and 'writing political recommendations' can be seen as indicators for the attitude dimension as they all tell something about what kind of attitude is desired.

4.3 Competencies

The distinctive competencies tell something about which competencies or characteristics an organization possesses that give them an edge over competitors. The expert informants identified nine competencies in total which differentiate them from other universities. The Radboud is well known for being a real campus-university with some world class research institutes that has a stronger focus on ethical reflection, inclusivity, small scale, social processes and sustainability than other universities. While doing this, the Radboud differentiate itself as

well by attracting more first-generation students and being more internationally oriented, partly due to the fact that it is located close to the German border as informant 5 pointed out: *"The connection with Germany. We are on the border here, so West Germany definitely belongs to our impact area so to speak, you can easily boost the international aspect through that".* These nine characteristics are transformed into indicators as respondents in the survey are asked about how important they think they are.

4.4 Goal orientation

Goal orientation was seen as one of the most important dimensions by informants as they were all able to identify a lot of things that the university needs to achieve in the upcoming years. A total of twelve indicators were identified by the group of expert informants. Informants first and foremost mentioned maximizing impact in four different areas (scientific, societal, economical & ecological) as important goals for the university in the next five to ten years. These goals are in line with the current goals of the university. Informants mentioned that maximizing efforts within these areas can never be done enough. Other indicators point towards the number of (international) students on this university, the topics within- and quality of-education and research, and the relation with its environment. The number of students in particular was found to be an important topic, as all informants mentioned how the university should do something about the continuous rise of student numbers which can be potentially harmful for quality of education and research. Informant 5 summarized this with the following: *"Yes, they just want more and more and more students, while sometimes it's hard to keep up. they want quantity a bit above quality often."*

4.5 Constitution

Informants had a hard time identifying structural or constitutional elements that contributed towards the identity of the Radboud University. They recognized that being a private university with a different setup of participation bodies shapes an important part of the unique identity of the Radboud University. The amount of centralization within the organization is mentioned multiple times as well since almost all informants mentioned in some way how the amount of (de)centralization shapes the constitution of the university. Both a centralized and decentralized structure were acknowledged in interviews to have both advantages and disadvantages.

Physical aspects of the constitution dimension were identified as well. Informants pointed towards the green sustainable campus, with its modern and spaciously designed buildings, that are located close to each other as three important indicators that contribute towards the

constitution dimension. When this is all summed up, a total of six indicators is transported towards the survey for further investigation on their importance within the Desired organizational identity of the Radboud University.

4.6 Temperament

Informants identified seven indicators which shape the temperament dimension at the Radboud University. The autonomy of staff, the support of new initiatives and the approachability of management all tell something about the way the Radboud University wants to achieve its goals. The strength of different participation bodies, the emotion that is involved within decision making and the pace in which decisions are made all contribute towards the temperament dimension as well as they tell something about in which ways decision-making takes place. Lastly, the informal character which is present within the Radboud University is also an important part of this dimension as this can both be a blessing or a burden as informant 5 pointed out. "*The informal character is also reflected upon in various studies. You hear that, our university is an informal organization and that has certain advantages, but also has major drawbacks…….. But that is what emerges from several studies, that our university is very informal which can be potentially negative*".

4.7 Origin

The last dimension, the origin dimension, can be divided into only five indicators according to the informants. The Catholic and Socialist roots were first and foremost mentioned as the biggest parts of the origin of the Radboud University and are presented as the first two indicators of this dimension. These still shape the desired identity of the Radboud University as informant 5 argued: *"The Roman-red history of Nijmegen, so the Catholic and socialist combined, fits very well with this approach specifically for this university. I also think that other universities do this too, because impact a hot topic nowadays. But yes, I think Nijmegen has an advantage if you look at the history that it entails."* The desired impact of these different roots on daily business are therefore asked within the survey as they partly shape the origin dimension.

Next to these two indicators, there are three other indicators identified. The importance of displaying physical ornaments from the past says something about how an organization shapes its identity. The presence of strong ethical reflection, and the presence of philosophical subjects complement this list.

4.8 Concluding remarks

This chapter gave an overview of the analysis of expert interviews that were conducted to determine whether the seven existing dimensions were still up to date. Besides that, indicators were constructed within each dimension to ensure that this data can be translated into a survey. The dimensions were still up to date, as no informants talked about attributes of organizational identity that could not be classified under one of the seven existing dimensions. The attributes are directly subtracted out of the interviews and are used as indicators which are translated into the survey. An overview of these indicators can be found in table 3, presented on the next page

The next chapter contains the analysis of this survey and shows preliminary results.

Dimension	Indicator
Needs	Need to make scientific impact Need to make societal impact Need to make ecological impact Need to give everyone the same chances Need to properly educate students to make scientific impact Need to properly educate students to make societal impact Need to properly educate students to make ecological impact
Attitude	Political recommendations (yes or no) Taking political stances (yes or no) Involvement in political debates Involvement in public debates Engagement in lobbying activities
Distinctive competencies	More focus on first-generation students Smaller scale More ethical reflection More campus-university More internationally oriented Famous research institutes More social oriented More sustainability oriented More focus on inclusivity
Constitution	Legal form Student participation bodies Centralized vs Decentralized Green sustainable campus Spacious buildings Buildings close to each other
Goal orientation	Share results with public Quality of education and research Number of students Amount of interdisciplinary education and research International campus Maximize scientific impact Educate students on SDG`s Maximize societal impact Maximize economic impact Maximize ecological impact Leading by example Support of sustainable innovation
Temperament	Autonomy of staff Strength of student participation bodies Pace of decision making Emotion within decision making Support of new bottom-up initiatives Informal character Approachability of management
Origin	Effect of catholic roots on daily business Effect of socialist roots on daily business Displayment of physical ornaments Strong ethical reflection within curricula Attention to philosophical themes

Table 3: overview of OI-indicators

Chapter 5. Findings Quantitative study

This chapter contains the analysis of the survey which can be found in Appendix C. It starts with an overview of the sample and its demographics. After this general information, all identity dimensions are analyzed one after another. Preferences of Nijmegen School of Management students are mapped out through this way. One-way ANOVA tests are carried out to test whether there are differences between groups, based on for example gender, study field or study phase. The chapter closes with more information about possible differences within groups and relevant reliability and validity discussions.

5.1 Sample information

As mentioned in the methodology chapter, this survey was mainly distributed through social media and direct online messaging. Convenience sampling was used within the population to maximize the number of respondents within an ongoing pandemic. At the time of distribution, the university was still partly closed as large lectures were not held physical and gathering areas within the university were permanently closed. This hindered distribution a lot as the research was not able to approach his target population face to face. After one month of distribution, 149 respondents made a start with the survey. 76% of these students were able the finish the survey, which resulted in a total of 114 completed surveys. The respondents who were not able to finish the survey were removed from this analysis.

Out of all respondents. 53% identified as male, while the other 47% identified as female. There were no students who identified themselves as part of another gender, or students who did not want to share this information. The vast majority of respondents, around 60%, studied Business Administration. The other studies inhabited roughly 10% each.

Most students were in their early twenties when they filled in the survey. Out of all respondents, 90% lived in the province of Gelderland. Lastly, a small majority of 67 students were enrolled in a master's program. 42 students are enrolled in a bachelor's program, while only 5 students were following a pre-master`s program.
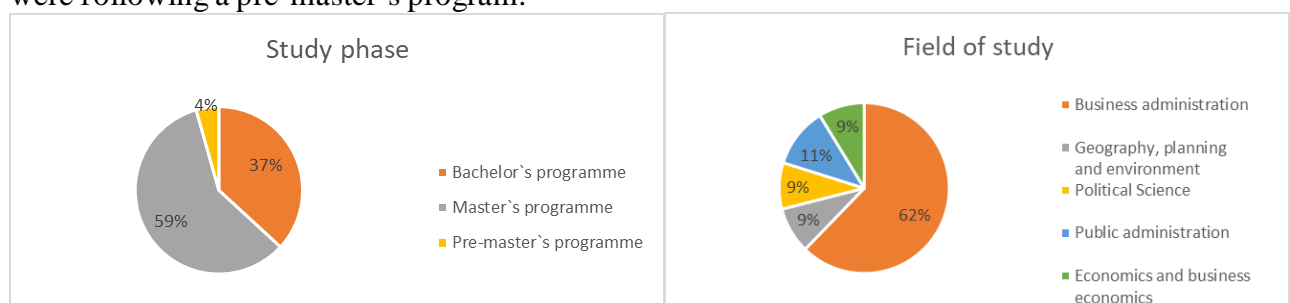

Chart 1 & 2: overview of descriptive statistics

5.2 Analysis of identity dimensions

5.2.1 Needs

Students of the Nijmegen school of Management slightly prefer the need to make societal impact over other indicators. When they picture their ideal Radboud University in front of them, they think about a university that is motivated by making societal impact through both its research (μ=4.18) and education (μ=4.25). These ways of making impact are more important for students than other ways of making impact. This is especially the case for students who already obtained a degree, so master and pre-master students. These students gave significant more value to making social impact through teaching and research than bachelor students. When grouping students who already obtained a degree, and comparing them to bachelor students respondents, there was a significant effect at the $p<.05$ level on the societal research indicator [$F(1,112) = 8.882$, $p=.004$], as well as on the societal teaching indicator [$F(1,112) = 6.733$, $p=.011$]. The need to give everyone a chance to study at a university is also recognized by students. 43% of all students identified this indicator as extremely important to them.

The current mission statement of the Radboud University is much in line with these preferences by students, as it opens with the statement: *"Radboud University is contributing to a healthy, free world with equal opportunities for all."* (University, 2022). Students recognize this need to contribute to a healthy free world as they value the need to making societal impact over other ways of making impact. The process of creating equal opportunities for all, as mentioned in the same sentence, is also highly valued by students to be an important part of a future identity (μ=4.06).

	Science research	Societal Research	Ecologic research	Equal chances	Science teaching	Societal teaching	Ecologic teaching
N	114	114	114	114	114	114	114
Mean	4,12	4,18	3,81	4,06	3,79	4,25	3,79
Median	4	4	4	4	4	4	4
Std.Dev	,789	,833	,830	1,041	,917	0,868	1,068

Table 3: descriptives Needs dimension

5.2.2 Attitude

During the analysis of interviews in the previous chapter, the attitude dimension was deemed as difficult. The expert informants pointed out that there is a thin line between an objective and a more normative role for the Radboud University within societal and political debates. The survey gives a more definitive answer on the question what kind of attitude is desired. Students indicated that it is important for a future Radboud University to speak out on societal issues (μ=3.94), but refrain from choosing sides within political debates (μ=2.65). Within this debates it is important to present research in a contemplative way (μ=3.62) without political recommendations (μ=3.68). Lobbying is seen as slightly important by female students only (μ-female=3.00). When comparing this to male respondents, there was a significant effect at the p<.05 level on this indicator [$F(1,108) = 6.161, p=.018$]. This means that female students value lobbying more than male students.

	No pol. recomm	Take stance politics	Involve pub. debate	Engage lobby	Contempl results	No sides soc. debate	Speak out soc. issues
N	114	114	114	114	114	114	114
Mean	3,68	2,65	3,15	2,75	3,62	3,83	3,94
Median	4	3	3	3	4	4	4
Std.Dev	1,131	1,144	1,199	1,046	1,140	1,159	0,915

Table 4: descriptives Attitude dimension

5.2.3 Competencies

When talking about attributes that should be able to distinguish the Radboud University from other universities in the future, students attach the most importance on the social orientation indicator (μ=4.01). They value this competency a lot as 75% of all respondents believed this to be moderately or extremely important. Next to this, the fact that the Radboud University is a small scale university with intensive contact between students and teachers is also valued a lot (μ=3.78), together with its focus on sustainability (μ=3.86) and its disposal of multiple world class research institutes (μ=3.80). This last indicator is especially valued by male respondents as analysis of variance showed. There was a significant effect at the p<.05 level when comparing male and female respondents [F(1,108) = 3.985, p=.048], which means that male students give more importance to having world class research institutes than female students. Female students however give more important to the fact that the Radboud University can distinguish itself from other universities by being more inclusive. There was a significant effect at the p<.05 level when comparing male and female respondents on this indicator [F(1,108) = 6.894, p=.010]. This also counts for the social orientation of the Radboud University. Female students value this more as male students as a way to distinguish itself from others [F(1,108) = 4.240, p=.042].

Students do not think that the Radboud University should distinguish itself from other universities by being a private university (μ=2.10) and its focus on first-generation students (μ=2.14). These are not deemed to be part of the desired organizational identity of the Radboud. This last indicator stands out as this does not match with the fact that students attached significant value on the equal opportunities indicator, back in the paragraph about Needs.

	First gen	Scale	Ethics	Private	Camp uni	Inter natio nal	Resea rch instit utes	Social	Sustai nable	Inclu sive
N	114	114	114	114	114	114	114	114	114	114
Mean	2,14	3,78	3,33	2,10	3,49	3,37	3,80	4,01	3,86	3,44
Med	2	4	4	2	4	4	4	4	4	4
Std.D	1,19	1,103	1,070	1,089	1,146	1,169	1,006	1,009	1,136	1,168

Table 5: description Competencies dimension

5.2.4 Goal orientation

Students of the Nijmegen School of Management have a clear preference of quality over quantity when speaking about goals concerning the next five to ten years. Enhancing quality of education and research is seen as extremely important by almost 60% of all students (μ=4.48). A better connection with its environment is valued highly as well, as students indicate that it is important that the Radboud University tries to better show the public what it`s doing, and what role its research results can play in society (μ=4.04). This is especially the case for students who are enrolled in a (pre)-master program, as they give significantly more value to this indicator than bachelor students [$F(1,108) = 4.865$, p=.029] at the $p<.05$ level.

Students of the Nijmegen School of Management attach little value to the goal that involves attracting more students (μ=2.32). Optimizing the international campus is also not valued highly by the sample (μ=2.79). There is however a significant difference on this variable if we compare the educational programs that offer English tracks as well, with the purely Dutch spoken programs. A one-way ANOVA was conducted to see whether the effect of being enrolled in a (partially) English spoken program affects the level of importance that respondents give on the 'international campus indicator'. There was a significant effect at the $p<.05$ level when comparing these groups [$F(1,112) = 4.686$, p=.033], which means that students who study (partially) in English give more importance to an international campus than others.

When talking about making and maximizing impact, students still see making societal impact as more important (μ=3.96) than other ways of making impact (μ=3.74 μ=3.75 μ=3.87). When looking into maximizing this societal impact in more detail, (pre-master) students give significantly more importance to this indicator than bachelor students at the $p<.05$ level [$F(1,112) = 4.076$, p=.046].

	Research public	Higher quality	More students	Interdisc.	International campus	Impact science
N	114	114	114	114	114	114
Mean	4,04	4,48	2,32	3,68	2,79	3,74
Median	4	5	2	4	3	4
Std.Dev	,808	,694	1,075	,836	1,265	,852

	Education SDG`s	Impact societal	Impact economic	Impact ecologic	Exemplary role	Sustainable innovations
N	114	114	114	109	109	109
Mean	3,94	3,96	3,75	3,87	4,07	4,07
Median	4	4	4	4	4	4
Std.Dev	1,016	,990	,888	,992	,950	,930

Table 6: descriptives Goals dimension

5.2.5 Constitution

When students of the Nijmegen School of management visualize their ideal Radboud University in front of them, they think of a university that has strong participation bodies (μ=4.15) and is situated on a green and sustainable campus (μ=4.15). Other elements that are deemed as important by students are the presence of transparent and spacious buildings (μ=3.81) which are situated close to each other to facilitate a real campus feeling (μ=3.95). Both of these indicators were especially deemed important by students who are enrolled in one of the two larger programs, business administration and economics. When comparing these to the three remaining programs, there was a significant difference at the $p<0.05$ level for both the presence of transparent and spacious buildings [$F_{(1,112)} = 12.239$, $p<.001$] and the being of a real campus university [$F_{(1,112)} = 6.836$, $p=.010$].

Being a private university is not seen as important by students. Over 60% of all students indicate that this is not important at all, and that it does not play a role in a desired identity for the Radboud University.

During the interviews, no definitive answer was found on the question whether a desired organizational identity involves a centralized or decentralized structure. The expert informants highlighted both advantages and disadvantages for both structures. The table below shows that students value decentralization slightly over a more centralized structure.

	Privt uni	Part. bodies	Decentral	Central	Green campus	Transp. buildings	Campus university
N	114	114	114	114	114	114	111
Mean	1,65	4,15	3,38	2,35	4,15	3,81	3,95
Median	1	4	3	2	4	4	4
Std.Dev	,941	,875	,944	,882	,885	1,029	1,159

Table 7: description Constitution dimension

5.2.6 Temperament

When students are asked how their ideal Radboud University should make decisions and achieve its goals, they indicate that it is important that the university actively supports bottom-up initiatives (μ=4.31) and that managers are approachable (μ=4.35). This, together with the moderately valued autonomy of staff (μ=3.73) supports the claim in the previous paragraph that decentralization is preferred over centralization. Students show less unity regarding indicators that are connected to decision making. With neutral importance as median ($\tilde{x}$=3) at the statements which ask about the pace of decision making and the role of emotion in decision making, students have no definitive answer on how they would like to see this taking place within their ideal Radboud University. The role of emotion differs significantly for male and female respondents. It is more important for male respondents that decisions are made without emotions than it is for female respondents, when they picture their ideal Radboud University in front of them. There was a significant effect at the p<.05 level when comparing these groups [$F(1,108) = 6.627$, p=.045], which means that male students attach a higher level of importance on the lack of emotions within decisions.

	Staff autonomy	Strong part. bodies	Careful decisions	No emotions	Support bottom-up	Informal	Approach managers
N	114	114	114	114	114	114	114
Mean	3,73	4,11	2,82	3,05	4,31	3,51	4,35
Median	4	4	3	3	4	4	5
Std.Dev	,875	,824	1,009	1,296	,777	1,131	,776

Table 8: descriptives Temperament dimension

5.2.7 Origin

The history and origin of the Radboud University should still influence its desired identity on some levels according to students of the Nijmegen School of Management. The ethical reflection which is still a strong part of current curricula, is valued as moderately important by most students (Mo=4) when they visualize their ideal university in front of them. Students indicate that this increased attention to ethical reflection is important when they picture their ideal Radboud University in front of them. Other historical themes are less valued. Especially the influence Catholic roots on education and research is not valued anymore by students, and is deemed as not important at all by over 70% of all respondents. Physical ornaments that relate

back to this time however are not seen as unimportant as students still seem to value these to a certain level ($\tilde{x}$=3). Most of the students indicate that paying attention to philosophical themes in curricula is also still slightly important to them (μ=3.12).

	Catholic roots	Socialist roots	Ornaments	Ethical reflection	Philosophy education
N	114	114	114	114	114
Mean	1,50	2,58	2,96	3,48	3,12
Median	1	3	3	4	3
Std.Dev	,952	1,226	1,265	1,131	1,213

Table 9: descriptives Origin dimension

5.3 Concluding remarks

The analysis of all dimensions revealed which parts of a desired organizational identity are important to students of the Nijmegen School of Management, and which indicators were deemed as less important, or not important at all. The qualitative analysis already revealed that making impact is very important to students, and the university should be an organization that is driven by this need to make impact. This chapter especially highlighted the societal part of making impact as being the most important one. The other dimensions that are placed around the needs dimension were analyzed afterwards, and revealed which parts of the envisioned identity are most important to students at the Nijmegen School of Management.

Group differences were also analyzed in this chapter based on gender, study phase and study field to check whether different groups of students prefer different things. Although these group differences were relatively small, some interesting things were highlighted as for example female students gave significant higher importance to inclusivity than male students, while male students attached higher value to the lack of emotions within decision making. The next chapter reflects on all relevant findings and uses them to formulate an answer to the research question.

Chapter 6. Discussion

This chapter contains the discussion of all results which are displayed in the previous two chapters. To do so, this chapter first goes back to the research question that played a central role in this study. Next, all relevant findings are interpreted and compared with existing literature. The theoretical and practical contributions of this study are highlighted after this paragraph. Lastly, limitations of this study and suggestions for further research are discussed.

This study started with the problem that organizational identity has proven to be hard to measure with a generic set of features that can be used at each individual organization. Especially the desired identity of an organization lacks suitable measurement methods. The goal of this study was therefor to investigate and plot the requirements that need to be met when constructing a desired identity of an organization together with its members, so that first step could be made towards a more generic set of features, and the Radboud University could be helped within their current search for a new identity. This was done by using the personality profile method, that helped trying to find an answer on the research question.

6.1 Interpretation of results

The dimensions of the personality profile, created over thirty years ago (Lux, 1986), proved still to be accurate enough in the expert interviews that were conducted. Informants did not point towards any completely new dimensions, or to indicators that could not be classified under one of the existing dimensions. The transformation of a theory which has its origin in the field of psychology (Guilford, 1959) towards the field of organizational identity has proven to work fine even after decennia of additional research.

The survey revealed which parts of a visualized ideal organizational identity are most important to students in specific, and what kind of organizational identity is therefore desired. The combination of both methods was therefore sufficient to give an answer to the research question: *What should the desired organizational identity of the Radboud University look like based on the personality profile created by students?*

After analyzing all seven dimensions, it is evident what kind of attributes are deemed as important. Within the central Needs dimension, it is clear that students prefer a university that is intrinsically motivated by the need to make societal impact through both education and research. Next to this, creating equal chances to study at a university is highly valued as well. The fact that (pre)-master students give more importance to making societal impact than bachelor students can be explained by the fact that the current strategy of the Radboud

University is already guided by the need to educate students to make this kind of impact (University, 2022). This shows how the Needs, which are in literature defined as the central parts of an organization (van Rekom & van Riel, 2000), are directly influencing the goals of the Radboud University. This type of influencing is in line with existing theories that speak about measuring a desired organizational identity, and how these types of interactions distinguish organizations from each with their unique identity.

The other six dimensions which are placed around the Needs, gave insights in which resources students identified as being potentially important for reaching its goals and filling its needs, how these should be used, and which parts of history should still be important. Lastly, it also says something about the desired role within society.

The results showed that making (societal) impact could be reached by making effective use of the social orientation that the Radboud can possess and its focus on sustainability. Both of these attributes can distinguish the organization from other universities according to students. There is one attribute within this Competencies dimension that is not as important for all students. The analysis showed that female students believe significantly more in the added value of inclusivity. This can be explained by the fact that female students have the perception that they are not valued on the same level as their male counterparts within higher education (Fox, 1989).

The desired role of the Radboud University within politics and society was not made clear during interviews, but analysis of quantitative data gave more insights. It highlighted the fact that the university should speak out on societal issues while refraining from actively choosing sides within political debate. Besides this, it also revealed that female students valued lobbying activities significantly more than male students. This interest in lobbying activities does not match with literature, as studies show that lobbying is traditionally a male-dominated field of work (LaPira, Marchetti, & Thomas, 2020; Nownes & Freeman, 1998).

The Radboud University should strive to reach its goals with the help of a decentralized structure that supports bottom-up initiatives and gives room for strong participation bodies. Students give high importance to these attributes. Literature confirms this importance of well-functioning student participation bodies within decision making (Zuo & Ratsoy, 1999). Lastly, students give less value to the history of the university when they picture their ideal Radboud University in front of them. Only the strong ethical reflection, which originates from its 'Roman-red history' as one of the informants called it, is still found to be moderate important by students and should therefore be incorporated in the future identity.

The results of this analysis and interpretation give the following summarizing answer to the research question:

When students picture their ideal Radboud University in front of them, they think of a university that strives to maximize its (predominantly societal) impact through both research and education. They desire the Radboud University to reach its goals and to fill its needs by practicing research and education in a contemplative way, with the ability to speak out on societal issues where needed. This can be done according to them, by using its strengths which are (among others) identified as its green and tightly connected campus, its strong participation bodies, its social orientation and its strong focus on ethical reflection that is still an important part of their heritage.

6.2 Implications

6.2.1 Theoretical implications

This study makes several contributions within the research field on (desired) organizational identity. As stated in the introduction, there was a gap within literature regarding empirically assessing a desired identity of a larger organization. No suitable measurement method was found that used a quantitative approach to map out preferences of as much organizational members as possible. This mixed-method study made an attempt to fill this gap. It first verified and updated an existing method within the field of desired organizational identity research in specific. Since this field is small, and existing methods are relatively old, a much needed update and verification was needed.

Besides this verification, this study showed that a more generalizing measurement method can be created in this field. A first step was made within this study as indicators were added towards the personality profile theory with the help of several expert interviews. After this qualitative process, the data was transformed into a survey which was indeed able to map out preferences of all a specific but large group of students. Since this is only a first step, much needed verification is needed with other target groups and within other organizations.

6.2.2 Practical implications

This study has various practical implications. As stated in the first chapter, it had two practical goals. First of all, to help organizations that struggle with the problem that they do not know what their identity should be, and how they can visualize this. Next to this, to help the Radboud University in specific to set up an identity that is supported by its students.

The Radboud University wants to present a new identity during its centenary in 2023. This study gives clear insights to which values and attributes are important towards students of the Nijmegen School of Management. It can directly be incorporated when creating a new identity. Next to this, this study provides all the tools needed to directly transfer this method to other faculties and other target groups. Students from other faculties, but also staff members, can easily fill out this survey as well.. Distributing it in this way will enable the Radboud University to efficiently gather data on its desired identity and to make its own deadline.

Managers from other organizations can use this study as well, when they are struggling with the desired identity of their organization. It first of all gives them knowledge about what organizational identity is, and what it entails according to different perspectives. Secondly, it enables them to efficiently map out preferences based on seven dimensions. The indicators which are presented in this study should be reflected upon, to see which hold for their organization and which not. This can be done with the help of several expert interviews, after which a survey can be created with the updated set of indicators. Through this way, managers of organizations can use this study to visualize the desired identity of their organization in the eyes of its members.

6.3 Limitations

This study has several limitations which are reflected upon in this paragraph. They originate in choices that had to be made in the design phase or within the process of data gathering. First of all, this research design is based upon a relatively old theory. The personality profile theory was published within the field of psychology over 60 years ago already, and was adopted into the management field in 1986. Although expert interviews were held to freshen up this theory, there is a possibility that modern day identities contain more dimensions than the seven existing ones. Because of time constraints, only five interviews were conducted to tackle this issues, which might not be enough. It is therefore advisable to study this dimensions in more detail when more researcher decide to adopt these.

The second limitation also concerns the interviews. During these interviews, the university was closed because of the COVID-19 pandemic. This meant that interviews had to be conducted in a digital way. Luckily all respondents were able to provide not only an audio feed but also video feed. Questions can be raised however if all visual cues can be identified during digital interviews since the researcher sees only a small part of the body (Thunberg & Arnell, 2021). Researchers might even miss it if an interviewee is in distress, or does not feel comfortable to

talk about certain topics which can cause ethical concerns (Nind, Coverdale, & Meckin, 2021). Within this field of study, organizational members talk about the desired ways of decision making within an organization and about other attributes that might be perceived as sensitive. It is therefore highly important to conduct these interviews face to face within further research into desired organizational identities.

The third limitation originates in the sampling method which was used for the distribution of the survey. Because of the COVID-19 pandemic, the university was closed for a long period of time and classes were held digital. This meant that random sampling was not possible on campus. Convenience sampling was therefore used as the main tool to gather respondents. Although the researcher had a wide network within the faculty, the analysis shows that the sample does not match the demographics of the target population. The sample information showed a relatively high percentage of older students who were already studying for a master's degree, while the population contains a larger percentage of bachelor students. When potentially distributing this survey towards other faculties, researchers should pay extra attention to the sampling since the university is fully opened again.

Lastly, this study was performed only within one faculty of one specific organization. Only one faculty was chosen because of time constraints. This hinders generalization and applicability of results. Students of other faculties might have other ideas regarding for example the importance of societal impact within this university. To further validate these results and to improve the usability of them, the Radboud University still needs to distribute this survey among students from other faculties.

6.4 Suggestions for further research

The previous paragraphs of the discussion already gave several small suggestions for further research. This paragraph will discuss them in more detail, and will show where research is needed within the field of desired organizational identity research.

First of all, this study presents a new method that is able to map out the desired identity of an organization through the eyes of its members. Validation of this method is needed because this has never been done before in such a quantitative way. A much broader sample is required to validate used research methods and techniques. This can be done by for example by distributing the existing survey to the remaining students and staff of the Radboud University.

Besides distributing this survey to a much broader population, these methods need to be validated within other organizations. Further research should check whether the existing

dimensions also hold within other sectors. This can be done by following the same process, with several expert interviews which are followed by a survey. The expert interviews enable comparison of indicators which can ultimately lead to a generalized set of features that can be used at each organization.

Lastly, the research field that focuses on measuring a desired organizational identity in specific is in need of a thorough update. As mentioned in chapter two, there are currently two large, but relatively old, theories that measure this aspect of organizational identity in specific. This study showed that at least one of this theories is still highly relevant. It could be interesting to study the other theory as well within the same context. The results can be compared to advance our understanding of desired organizational identities. Perhaps, comparing them could even lead to some kind integration.

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APPENDIX A: Interview protocol

This interview protocol is drafted in Dutch language, as all respondents are native Dutch speakers. A translation of this protocol can be sent upon request.

Inleiding

Hartelijk dank voor uw medewerking aan dit interview dat zal gaan over de identiteit van de Radboud Universiteit. Mijn naam is Jurian van der Waal, en ik voer deze reeks aan interviews uit als onderdeel van mijn master thesis voor de opleiding strategisch management. Binnen dit onderzoek kijk ik specifiek naar de gewenste identiteit voor de Radboud Universiteit. De aanleiding voor dit onderzoek is het verlies van het predicaat katholiek wat eind 2020 heeft plaatsgevonden. De Radboud Universiteit wil graag een discussie starten over de gewenste identiteit van de Radboud samen met haar studenten, medewerkers en andere stakeholders. Binnen dit onderzoek zal ik u daarom vragen stellen die te maken hebben met deze gewenste identiteit, en hoe u hier tegenaan kijkt. In totaal zullen er wat algemene vragen en 7 deelonderwerpen aan bod komen die samen iets zeggen over de identiteit van een organisatie volgens de literatuur. Ik zal aangeven per onderwerp hoe dit in de literatuur wordt gezien.

Dit onderzoek is zodanig opgezet dat interviews vrijwillig en volledig anoniem worden afgenomen en verwerkt. Dit betekent dat u allereerst op elk moment kunt stoppen met dit interview als u toch besluit af te zien van deelname. Daarnaast betekent dit dat alle informatie op generlei wijze naar u herleidbaar zal zijn, en uw naam of andere persoonlijke gegevens niet in de transcripten en de rest van het onderzoek terug zullen komen. Wanneer gewenst kan ik u een transcript van het interview opsturen zodat u inzage heeft in hetgeen gebruikt zal worden voor dit onderzoek. Om op een effectieve manier een transcript te maken van dit interview zou ik graag dit gesprek op willen nemen. Kunt u hier mee instemmen?

Allereerst wil ik wat algemene vragen stellen over de context in welke u verbonden bent met de Radboud Universiteit.

- Kunt u mij vertellen op welke manier u in aanraking bent gekomen met de Radboud Universiteit voor het eerst?
- Wat is uw huidige connectie met de Radboud Universiteit?
- Hoe intensief zou u deze connectie typeren?

De rest van dit interview is in 7 blokken opgedeeld, die gaan over 7 dimensies van identiteit zoals ook benoemd in mijn inleiding.

Needs

Allereerst wil ik het hebben over de behoeften van de universiteit, en hun drijfveren om in deze behoeften te voorzien. Simpel gezegd gaat het dus over de die dingen die de Radboud Universiteit motiveert om hun werk te doen zoals ze het doen.

- Wat is in uw ogen de belangrijkste drijfveer, of wat zijn de belangrijkste drijfveren van de Radboud Universiteit om op de huidige manier te werk te gaan?
- Wat is voor de Radboud Universiteit de belangrijkste motivatie denkt u om zo te werk te gaan?

Competencies

De volgende vragen gaan over de competenties van de Radboud Universiteit, en hun competitieve voordelen die ze gebruiken of kunnen gebruiken ten opzichte van andere universiteiten.

- Hoe onderscheidt de Radboud Universiteit zich in positieve zin ten opzichte van andere universiteiten?
- Welke voordelen heeft de Radboud Universiteit ten opzichte van andere universiteiten?
- Zijn er ook nog voordelen die u eventueel onbenut vindt op dit moment?

Attitude

Nu wat vragen over de houding van de Radboud Universiteit. Dit gaat dan meer specifiek over de rol die de Radboud aanneemt in maatschappelijke en politieke discussies.

- Op welke manieren draagt de Radboud Universiteit bij aan politieke en maatschappelijke kwesties?
- Wat zou de rol van de Radboud Universiteit moeten zijn volgens u in de politiek en maatschappij, en verschilt deze specifiek van de huidige rol?

Goal orientation

De doelen van de Radboud Universiteit zijn samen een belangrijk onderdeel van de identiteit van de Radboud. Het gaat hier specifiek over de doelen op een termijn van 5 tot 10 jaar.

- Wat zouden volgens u doelen moeten zijn op deze termijn voor de Radboud Universiteit?
- Hoe zou de universiteit eruit moeten zien volgens u in 10 jaar?

- In hoeverre denkt u dat dit overeenkomt met de huidige doelen van de Radboud Universiteit?

Constitution

De structuur van een organisatie is ook een belangrijk onderdeel van de identiteit van de Radboud Universiteit. Zoals de universiteit is opgezet en georganiseerd in de breedste zin van het woord zegt iets over deze universiteit.

- Op welke manier helpt de structuur van de organisatie specifiek om hun doelen te verwezenlijken zoals besproken in het vorige blok vragen?
- Zijn daar onderscheidende factoren in terug te vinden volgens u ten opzichte van andere universiteiten?

Temperament

De volgende vraag gaat over het temperament van de Radboud Universiteit. Dit beschrijft op welke manier de Radboud beslissingen maakt, en/of zou moeten maken.

- Op welke manier speelt emotie een rol in de besluitvorming op de Radboud Universiteit?
- Is er een specifieke manier hoe de Radboud beslissingen maakt?
- Is dit gewenst om op deze manier ter doen, of ziet u dit liever anders?

Origin

De zevende dimensie die ik graag met u wil bespreken is de afkomst, ofwel oorsprong van de universiteit. Dit zegt iets over hoe de organisatie is gegroeid door de jaren heen tot wat ze nu geworden zijn, en hoe dit nu nog een rol speelt.

- Welke historische elementen van de Radboud Universiteit ziet u nog steeds terug binnen deze universiteit?
- Komen deze ook terug in de dagelijkse gang van zaken, en op welke manier?
- Zou dit behouden moeten blijven volgens u? en op welke manier?

Dit was alweer het laatste onderwerp wat ik wilde bespreken in dit interview. Alvorens we doorgaan naar de afronding van dit interview zou ik u nog wel willen vragen of u nog dingen toe te voegen heeft die gaan over de identiteit van de Radboud Universiteit, en hoe deze er volgens u uit zou moeten zien de komende jaren. Zijn er daarom nog dingen die u toe wilt voegen of verduidelijken?

Afsluiting

Nogmaals hartelijk dank voor uw medewerking. Wanneer gewenst zal ik de transcripten naar u opsturen, en u op de hoogte houden van resultaten van mijn onderzoek naar de identiteit van de Radboud Universiteit.

APPENDIX B: Desired identity indicators

Dimension	Indicator
Needs	Need to make scientific impact
	Need to make societal impact
	Need to make ecological impact
	Need to give everyone the same chances
	Need to properly educate students to make scientific impact
	Need to properly educate students to make societal impact
	Need to properly educate students to make ecological impact
Attitude	Political recommendations (yes or no)
	Taking political stances (yes or no)
	Involvement in political debates
	Involvement in public debates
	Engagement in lobbying activities
Distinctive competencies	More focus on first-generation students
	Smaller scale
	More ethical reflection
	More campus-university
	More internationally oriented
	Famous research institutes
	More social oriented
	More sustainability oriented
	More focus on inclusivity
Constitution	Legal form
	Student participation bodies
	Centralized vs Decentralized
	Green sustainable campus
	Spacious buildings
	Buildings close to each other
Goal orientation	Share results with public
	Quality of education and research
	Number of students
	Amount of interdisciplinary education and research
	International campus
	Maximize scientific impact
	Educate students on SDG`s
	Maximize societal impact
	Maximize economic impact
	Maximize ecological impact
	Leading by example
	Support of sustainable innovation
Temperament	Autonomy of staff
	Strength of student participation bodies
	Pace of decision making
	Emotion within decision making
	Support of new bottom-up initiatives
	Informal character
	Approachability of management
Origin	Effect of catholic roots on daily business
	Effect of socialist roots on daily business
	Displayment of physical ornaments
	Strong ethical reflection within curricula
	Attention to philosophical themes

APPENDIX C: Survey

First of all, thank you for taking the time to fill out this survey. My name is Jurian van der Waal, and I am currently finishing my master`s degree in Strategic Management at the Radboud University. As part of this degree, I`m currently conducting research towards the organizational identity of the Radboud University. The Radboud University is searching for a new desired identity. Questions like 'What are we?', 'Where do we stand for?', and 'What do we want to be?' are important questions in this identity debate. These questions cannot be answered by the executive board only, but need to be discussed with as many parties as possible. This survey maps the preferences of Nijmegen School of Management students regarding seven dimensions of a desired organizational identity.

It is important to stress that your answers to the questions that follow are strictly anonymous. All data that is gathered, analyzed, and discussed in my thesis cannot be linked back to individuals or groups of individuals. Next to this, there is no correct or incorrect answer to these questions. Take the time to carefully read the questions and think about your answers. This survey will take approximately 10 minutes of your time. In case you have any questions after the survey, or would like to see the results, do not hesitate to send an e-mail to jurian.vanderwaal@ru.nl

Among all participants, a €12,50 VVV cheque is raffled after the closing of this survey. If you want to play along, please leave your e-mail address at the end of this survey. This survey is intended for students of the Nijmegen School of Management only. By clicking next, you imply that you are a student at the Nijmegen School of Management.

Many thanks in advance!

Jurian van der Waal

Explanation desired organizational identity

A desired organizational identity speaks about the idealized picture of an organization in the hearts of its members. It tells something about what the organization wants to achieve in the medium term, and what it wants to convey to its environments. Through the help of 7 dimensions that have its origin in the field of psychology, one is able to distinguish organizations from each other based on their personality, or rather their identity. The questions that follow on the next pages are based on these seven dimensions. On the top of your screen will be explained each time how the dimension is defined and how it comes about.

When answering the questions, try to imagine how the Radboud University should look like and which values are important for you within this university. Comparing statements and ranking them on importance should only be done within dimensions, and not between dimensions.

The needs of an organization
The needs of an organization can be seen as the essential features for the survival of an organization. This dimension entails all things that motivate the university to perform its day to day tasks in the way they do.

According to you, which motivators should be the most important when you picture your ideal Radboud University in front of you?

	Not important at all (1)	slightly important (2)	Neutral (3)	Moderately important (4)	Extremely important (5)
It is important that the Radboud University is motivated by the need to make scientific impact through its research (1)	○	○	○	○	○
It is important that the Radboud University is motivated by the need to make societal impact through its research (2)	○	○	○	○	○
It is important that the Radboud University is motivated by the need to make ecological impact through its research (3)	○	○	○	○	○
It is important that the Radboud University is motivated by the need to give all eligible individuals a chance to study at a university (4)	○	○	○	○	○
It is important that the Radboud University is motivated by the need to properly educate students to make a scientific impact in their future (5)	○	○	○	○	○
It is important that the Radboud University is motivated by the need to properly educate students to make a societal impact in their future (6)	○	○	○	○	○
It is important that the Radboud University is motivated by the need to properly educate students to make an ecological impact in their future (7)	○	○	○	○	○

End of Block: Dimensie 1: Needs

Q8 The attitude of an organization
The attitude of an organization can be defined as "the political/societal background of an organization, and its values attached to this background." For clarification, the definitions of both political and societal background can be found below.

- Political background is in this case defined as the involvement in institutionalized procedures to resolve differences and make public policies.
- Societal background is in this case defined as the involvement in the structure and functioning of society.

It is important to note that 'background' does not focus on historical elements only, but is also focused on the present and nearby future.
According to you, which values and political & societal attributes should be important when you picture your ideal Radboud University in front of you?

	Not important at all (1)	Slightly important (2)	Neutral (3)	Moderately important (4)	Extremely important (5)
It is important that the Radboud University presents their research without political recommendations (1)	○	○	○	○	○
It is important that the Radboud University takes political stances based on their research (2)	○	○	○	○	○
It is important that the Radboud University gets actively involved in public debates (3)	○	○	○	○	○
It is important that the Radboud University engages in lobbying activities based on their research (4)	○	○	○	○	○
It is important that the Radboud University sticks to contemplative research results without taking political stances (5)	○	○	○	○	○
It is important that the Radboud University serves the societal debate without choosing sides. (6)	○	○	○	○	○
It is important that the Radboud University dares to speak out on societal issues (7)	○	○	○	○	○

Q9 The distinctive competencies of an organization
The compentencies dimension is defined as "the distinctive skills and advantages that the Radboud University possesses compared to other Dutch universities".

Which distinctive competencies are important to you when you picture your ideal Radboud University?

	Not important at all (1)	Slightly important (2)	Neutral (3)	Moderately important (4)	Extremely important (5)
It is important that the Radboud University distinguishes itself from other universities by focussing on first-generation students (students who come from a family where no other individuals studied at a university before) (1)	○	○	○	○	○
It is important that the Radboud University distinguishes itself from other universities by focussing on being a small-scale university with intensive contact between students and staff (2)	○	○	○	○	○
It is important that the Radboud University distinguishes itself from other universities by focussing on intensive ethical reflection with education and science (3)	○	○	○	○	○
It is important that the Radboud University distinguishes itself from other universities by being a private university which is less bounded by government regulations (4)	○	○	○	○	○
It is important that the Radboud University distinguishes itself from other universities by being a campus-university with small distances between the different faculties (5)	○	○	○	○	○
It is important that the Radboud University distinguishes itself from other universities by being an internationally oriented university (6)	○	○	○	○	○
It is important that the Radboud University distinguishes itself from other universities through some of their world-class research institutes (7)	○	○	○	○	○
It is important that the Radboud University distinguishes itself from other universities by being a more social-oriented university (8)	○	○	○	○	○
It is important that the Radboud University distinguishes itself from other universities by focusing more on sustainability in education and research than other universities (9)	○	○	○	○	○
It is important that the Radboud University distinguishes itself from other universities by focusing more on inclusivity in education and research than other universities (10)	○	○	○	○	○

Q10 The constitution of an organization
The constitution dimension entails all structural aspects of an organization that say something about its identity, including for example legal aspects and geographical location.

According to you, which constitution attributes are the most important to you when you picture your ideal Radboud University?

	Not important at all (1)	Slightly important (2)	Neutral (3)	Moderately important (4)	Extremely important (5)
It is important that the Radboud University should be a private university (1)	○	○	○	○	○
It is important that the Radboud University should have strong employee and student participation bodies (2)	○	○	○	○	○
It is important that the Radboud University should be a decentralized organization (3)	○	○	○	○	○
It is important that the Radboud University should be a centralized organization (4)	○	○	○	○	○
It is important that the Radboud University should have a green and sustainable campus (5)	○	○	○	○	○
It is important that the buildings of the Radboud University should be spacious, open and with a lot of transparency. (6)	○	○	○	○	○
It is important that the buildings of the Radboud University are close to each other, to facilitate a real campus feeling (7)	○	○	○	○	○

Q12 The goal orientation of an organization
Goal orientation speaks about the medium term goals the organization has or should have. Medium term goals are defined as goals for the next five to ten years.

According to you, which goals are most important for the Radboud University within this time frame?

	Not important at all (1)	Slightly important (2)	Neutral (3)	Moderately important (4)	Extremely important (5)
It is important that the Radboud University tries to better show the public what it`s doing, and what role its research results can play in society (1)	○	○	○	○	○
It is important that the Radboud University enhances quality of education and research (2)	○	○	○	○	○
It is important that the Radboud University attracts a greater number of students (3)	○	○	○	○	○
It is important that the Radboud University increases the amount of interdisciplinary education and research (4)	○	○	○	○	○
It is important that the Radboud University strives to be a truly international campus (5)	○	○	○	○	○
It is important that the Radboud University tries to maximize its impact within the scientific field (6)	○	○	○	○	○
It is important that the Radboud University educate students to contribute towards the achievement of the Sustainable Development Goals (7)	○	○	○	○	○
It is important that the Radboud University tries to maximize its impact on societal issues through education and research (8)	○	○	○	○	○
It is important that the Radboud University tries to maximize its impact on economic issues through education and research (9)	○	○	○	○	○
It is important that the Radboud University tries to maximize its impact on ecological issues through education and research (10)	○	○	○	○	○
It is important that the Radboud University takes on an exemplary role within society (11)	○	○	○	○	○
It is important that the Radboud University actively supports and incubates innovative solutions for sustainable development (12)	○	○	○	○	○

Q14 The temperament of an organization
Organizational temperament is defined as the way an organization makes decisions and how it achieves its goals. It shows how emotion plays a role in its decision making.

According to you, which temperament attributes are important compared to each other when thinking about your ideal Radboud University?

	Not important at all (1)	Slightly important (2)	Neutral (3)	Moderately important (4)	Extremely important (5)
It is important that staff members have autonomy within their own subjects and courses (1)	○	○	○	○	○
It is important that student and employee participation bodies have a strong position within decision making at the Radboud University (2)	○	○	○	○	○
It is important that decisions are made at a slow but careful pace (3)	○	○	○	○	○
It is important that emotions do not play any role in decision making at the Radboud University (4)	○	○	○	○	○
It is important that bottom up initiatives and student initiatives are supported by management (5)	○	○	○	○	○
It is important that the university has an informal character (6)	○	○	○	○	○
It is important that management is approachable (7)	○	○	○	○	○

Q15 The origin of an organization
The origin dimension speaks about all attributes which helped the organization in the past to grow into what it is now, and how these attributes still affect the organization in its daily business.

According to you, which parts of the origin of the Radboud University should still be important to its identity?

	Not important at all (1)	Slightly important (2)	Neutral (3)	Moderately important (4)	Extremely important (5)
The Catholic roots of the Radboud University should still affect the daily business of the Radboud University (1)	○	○	○	○	○
The socialist roots of the Radboud University should still affect the dailiy business of the Radboud University (2)	○	○	○	○	○
Physical ornaments that refer back to its history should still be at prominent display within the Radboud University (3)	○	○	○	○	○
The strong ethical reflection which is build in curricula should still have a prominent place within the Radboud University (4)	○	○	○	○	○
Paying attention to philosophical themes must continue to be a recurring theme in every study programme (5)	○	○	○	○	○

Q18 Thank you for filling out this survey. Before closing, please answer this last block of questions that gives insights into demographic variables

Q20 What is your current field of study?

○ Business administration (1)

○ Geography, planning and environment (2)

○ Political Science (3)

○ Public administration (4)

○ Economics and business economics (5)

Q19 When did you first start with a study at the Nijmegen School of management?

○ Before September 2015 (1)

○ September 2015 (2)

○ September 2016 (3)

○ September 2017 (4)

○ September 2018 (5)

○ September 2019 (6)

○ September 2020 (7)

○ September 2021 (8)

Q21 What is your current study phase?

○ Bachelor`s programme (1)

○ Master`s programme (2)

○ Pre-master`s programme (3)

Q23 What is your current age?

○ Less than 18 years old (1)

○ 18 (2)

○ 19 (3)

○ 20 (4)

○ 21 (5)

○ 22 (6)

○ 23 (7)

○ 24 (8)

○ 25 (9)

○ 26 (10)

○ 27 (11)

○ 28 (12)

○ 29 (13)

○ 30 (14)

○ Older than 30 years old (15)

Q17 Which gender do you identify as?

○ Male (1)

○ Female (2)

○ Non-binary / third gender (3)

○ Prefer not to say (4)

Q24 In which province do you live?

○ Drenthe (1)

○ Flevoland (2)

○ Friesland (3)

○ Gelderland (4)

○ Groningen (5)

○ Limburg (6)

○ Noord-Brabant (7)

○ Noord-Holland (8)

○ Overijssel (9)

○ Utrecht (10)

○ Zeeland (11)

○ Zuid-Holland (12)

○ I do not live in the Netherlands (13)

APPENDIX D: Relevant SPSS output

Descriptives

ATTITUDE engaging in lobbying based on research

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maxim |
					Lower Bound	Upper Bound		
Male	59	2,53	1,088	,142	2,24	2,81	1	4
Female	51	3,00	,959	,134	2,73	3,27	1	5
Total	110	2,75	1,053	,100	2,55	2,94	1	5

ANOVA

ATTITUDE engaging in lobbying based on research

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6,161	1	6,161	5,800	,018
Within Groups	114,712	108	1,062		
Total	120,873	109			

Descriptives

| | | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
						Lower Bound	Upper Bound		
COMPETENCIES social-oriented	Male	59	3,85	1,031	,134	3,58	4,12	1	5
	Female	51	4,24	,929	,130	3,97	4,50	1	5
	Total	110	4,03	1,000	,095	3,84	4,22	1	5
COMPETENCIES world-class research institutes	Male	59	3,95	1,007	,131	3,69	4,21	2	5
	Female	51	3,57	,985	,138	3,29	3,85	1	5
	Total	110	3,77	1,011	,096	3,58	3,96	1	5
COMPETENCIES inclusivity	Male	59	3,17	1,085	,141	2,89	3,45	1	5
	Female	51	3,75	1,214	,170	3,40	4,09	1	5
	Total	110	3,44	1,177	,112	3,21	3,66	1	5

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
COMPETENCIES social-oriented	Between Groups	4,115	1	4,115	4,240	,042
	Within Groups	104,804	108	,970		
	Total	108,918	109			
COMPETENCIES world-class research institutes	Between Groups	3,961	1	3,961	3,985	,048
	Within Groups	107,357	108	,994		
	Total	111,318	109			
COMPETENCIES inclusivity	Between Groups	9,063	1	9,063	6,894	,010
	Within Groups	141,991	108	1,315		
	Total	151,055	109			

==Anova, mentioned in 5.2.4==

ANOVA

GOALS international campus

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,266	1	7,266	4,686	,033
Within Groups	173,681	112	1,551		
Total	180,947	113			

==Relevant differences bachelor vs master mentioned throughout chapter 5.==
Descriptives

		N	Mean	Std. Deviation	Std. Error	95 Lo
NEEDS societal impact through its research	Bachelor`s programme	42	3,88	,968	,149	3,
	Master`s programme	72	4,35	,695	,082	4,
	Total	114	4,18	,833	,078	4,
NEEDS educate students to make a societal impact	Bachelor`s programme	42	3,98	,924	,143	3,
	Master`s programme	72	4,40	,799	,094	4,
	Total	114	4,25	,868	,081	4,
ATTITUDE engaging in lobbying based on research	Bachelor`s programme	42	3,02	,975	,150	2,
	Master`s programme	72	2,58	1,058	,125	2,
	Total	114	2,75	1,046	,098	2,
	Bachelor`s programme	42	3,83	,908	,140	3,

GOALS research into public and society	Master`s programme	72	4,15	,725	,085	3,
	Total	114	4,04	,808	,076	3,
GOALS max impact on societal issues	Bachelor`s programme	42	3,71	1,088	,168	3,
	Master`s programme	72	4,10	,906	,107	3,
	Total	114	3,96	,990	,093	3,
TEMPERAMENT no emotions in decisions	Bachelor`s programme	42	3,40	1,289	,199	3,
	Master`s programme	72	2,85	1,263	,149	2,
	Total	114	3,05	1,296	,121	2,

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
NEEDS societal impact through its research	Between Groups	5,767	1	5,767	8,882	,004
	Within Groups	72,724	112	,649		
	Total	78,491	113			
NEEDS educate students to make a societal impact	Between Groups	4,827	1	4,827	6,733	,011
	Within Groups	80,296	112	,717		
	Total	85,123	113			
ATTITUDE engaging in lobbying based on research	Between Groups	5,147	1	5,147	4,865	,029
	Within Groups	118,476	112	1,058		
	Total	123,623	113			
GOALS research into public and society	Between Groups	2,707	1	2,707	4,261	,041
	Within Groups	71,153	112	,635		
	Total	73,860	113			
GOALS max impact on societal issues	Between Groups	3,890	1	3,890	4,076	,046
	Within Groups	106,891	112	,954		
	Total	110,781	113			
TEMPERAMENT no emotions in decisions	Between Groups	8,246	1	8,246	5,090	,026
	Within Groups	181,438	112	1,620		
	Total	189,684	113			

Gender * Study phase Crosstabulation

Count

		Study phase Bachelor`s programme	Master`s programme	Total
Gender	Male	21	38	59
	Female	19	32	51
Total		40	70	110