Asian Journal of Applied Business and Management (AJABM)
Vol. 5, No. 4, 2026: 915-928

Qualitative Dimensions of Organizational Health: Employee Personas, Culture, and Voices in the Organizational Health Behavior Index at Pancasila University

Aulia Keiko Hubbansyah[1]*, Iha Haryani Hatta[2], Safitri Siswono[3], Afif Baharmus[4]
Faculty of Economics and Business, Universitas Pancasila, Jakarta
Corresponding Author: Aulia Keiko Hubbansyah
akhubbansyah@univpancasila.ac.id

A R T I C L E I N F O

Keywords: Organizational Health, Competing Values Framework, Employee Voice, Employee Persona, Higher Education

Received : 20, September
Revised : 22, October
Accepted: 25, November

©2026 Hubbansyah, Hatta, Siswono, Baharmus: This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International.

A B S T R A C T

This research aims to develop and implement qualitative components Organizational Health Behavior Index (OHBI) to explore dimensions of organizational health that are difficult to measure with a Likert scale: employee persona, organizational culture, and employee voice. The study used an exploratory-qualitative design at Pancasila University. Ten items were rated by six experts (CVI = 0.83); data from 30 lecturers and educational staff were analyzed descriptively, with Competing Values Framework, and through content analysis tested by three raters (Fleiss' Kappa = 0.448–0.506). The results showed that Clan culture was the most dominant, followed by Hierarchy; workload and communication were the aspects that needed the most improvement, while flexibility and work relationships were the main strengths. This instrument produces a contextual and actionable organizational health profile for higher education management.

DOI: https://doi.org/10.55927/ajabm.v5i4.74
ISSN-E: 2964-7932
https://journalajabm.my.id/index.php/ajabm

INTRODUCTION

Organizational health is an organization's capacity to survive, adapt to change, and sustain high performance (Charoghchian Khorasani et al., 2020; Lowe, 2010). Its measurement typically relies on quantitative surveys, such as the Organizational Health Index (Keller & Price, 2011). Aggregate scores are efficient for monitoring, but they fail to capture who the responding employees are, what culture they experience, and what they want to convey—all three of which are crucial for management to design interventions.

Organizational Health Behavior Index (OHBI) addresses this issue by providing a qualitative-exploratory component for constructs that are unreliable when measured with closed-ended statements, namely employee persona, organizational culture, and employee communication or voice (Alzuman et al., 2025; Jaafari et al., 2023). This need is relevant for higher education institutions, which combine collegial governance with bureaucratic structures (Birnbaum, 1988) and are largely determined by their institutional culture (Kezar & Eckel, 2002). Pancasila University (UP) faces a dual challenge: maintaining the values of mutual cooperation, kinship, and deliberation while simultaneously responding to accreditation demands, Independent Learning and Independent Campus (Merdeka Belajar-Merdeka Kampus), and competition among private universities. Throughout the author's research, the application of the qualitative component of OHBI in Indonesian higher education has never been reported.

This article contributes by applying the qualitative components of the OHBI to a niche sample of Indonesian private universities, testing the reliability of employee voice coding through inter-rater reliability, and synthesizing the instrument's cross-sectional findings to reveal dimensions beyond the initial OHBI framework. This study aims to develop a qualitative OHBI instrument and use it to explore employee personas, organizational culture orientations based on the Competing Values Framework, and employee voice themes at UP, thus obtaining a contextual and actionable profile of organizational health.

LITERATURE REVIEW

Organizational Health and Organizational Health Behavior Index

Organizational health is rooted in Miles' (1969) characteristics of healthy organizations and is viewed as a collection of interrelated components (Keller & Price, 2011). The OHBI maps eight theoretical factors into basic, corporate, and strategic needs and provides a qualitative format for factors that are not consistently measured through Likert scales (Jaafari et al., 2023). The theoretical basis is clear: individual attributes are antecedents of organizational health, not part of the construct (Miller et al., 1999), while organizational health is a collective property of the work system (Lowe, 2010).

Employee Persona

Personas are archetypal representations of groups constructed from real-world data about characteristics, needs, and behaviors (Cooper, 1999; Pruitt & Grudin, 2003). In OHBI, employee personas are descriptive and serve as the basis for more personalized engagement strategies (Jaafari et al., 2023), including

forms of appreciation, the effectiveness of which depends on their fit with the recipient (Wahl et al., 2026).

Organizational Culture and Competing Values Framework

Organizational culture is formed gradually and in layers (Schein, 2010), making it difficult to reduce to Likert-type items. The Competing Values Framework (CVF) maps it along two dimensions—internal versus external focus and flexibility versus control (Quinn & Rohrbaugh, 1983)—which yield the Clan, Adhocracy, Market, and Hierarchy types (Cameron & Quinn, 2011). Clan culture is most strongly associated with positive employee attitudes (Hartnell et al., 2011), and Indonesia is characterized by collectivism and high power distance (Hofstede et al., 2010).

Employee Voice

Employee voice is the voluntary expression of ideas, suggestions, or concerns for organizational improvement (Morrison, 2011, 2014), which can be either promotional or prohibitive (Liang et al., 2012). Employee voice is influenced by leadership openness (Detert & Burris, 2007) and symmetrical internal communication (Kang & Sung, 2017). Because of its narrative nature, employee voice is often explored through open-ended questions and content analysis (Hsieh & Shannon, 2005; Krippendorff, 2018).

Conceptual Framework

This research is exploratory in nature and therefore does not formulate hypotheses. The research mind map (Figure 1) shows three sections of the instrument, each analyzed using its own techniques, then synthesized into a contextual and actionable organizational health profile.

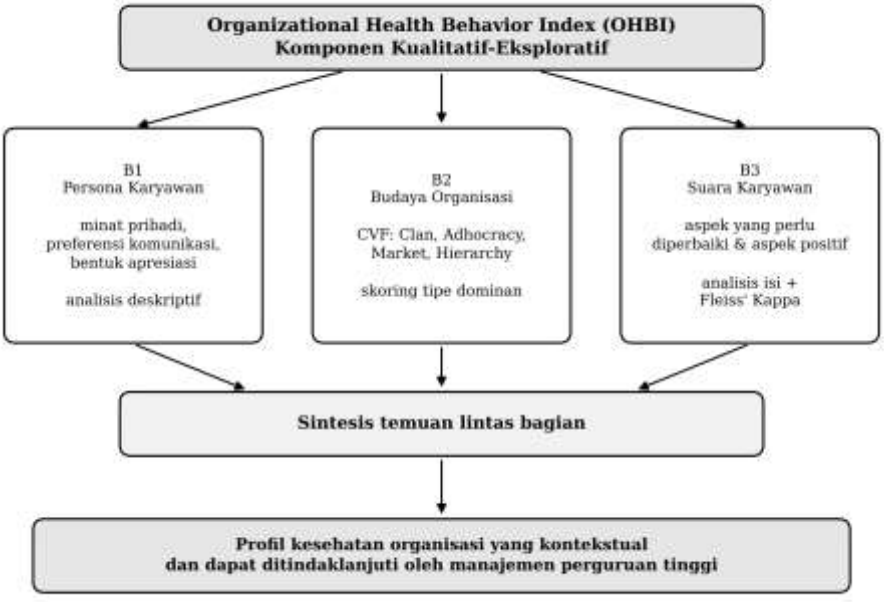


Figure 1. Research Mind Map

METHODOLOGY

This study employed a qualitative-exploratory design, following the methodological pattern of Jaafari et al. (2023). Data came from an internal study at Pancasila University on the development of OHBI; the quantitative component of the same study is reported separately (Hubbansyah et al., 2026) and is not discussed in this article. The instrument consisted of ten items in three sections (Table 1); the complete questionnaire is presented in the Appendix. Answer options B2 each represent one type of CVF culture; the labels were not displayed to respondents, and the dominant type was determined by the most frequently selected type.

Table 1. Structure of the OHBI Qualitative Instrument

Part	Item	Format	Analysis
B1 Employee Persona	B1.1 Three main personal interests; B1.2 The most important thing to know about coworkers; B1.3 Three best ways to communicate; B1.4 Four most important ways to appreciate; B1.5 The most appreciated person at work	5 multiple choice	Frequency and percentage
B2 Organizational Culture	B2.1 Organizational priorities; B2.2 Description of immediate superior; B2.3 Description of coworkers	3 multiple choice	CVF dominant type
B3 Employee Voice	B3.1 Aspects of the work environment that most need improvement; B3.2 Most prominent positive aspects and how to improve them	2 open questions	Content analysis and Fleiss' Kappa

Content validity was assessed by six experts, above the recommended minimum of three to five experts (Lynn, 1986; Lawshe, 1975), and summarized using the Content Validity Index (CVI) (Polit & Beck, 2006). Data were collected from 30 lecturers and educational staff at UP, according to the thematic saturation range of 12–30 respondents (Guest et al., 2006). Data from B1 and B2 were analyzed descriptively. Responses from B3 were analyzed through directed content analysis (Hsieh & Shannon, 2005) by three independent raters using the same coding guidelines, and agreement was measured using Fleiss' Kappa (Fleiss, 1971; McHugh, 2012).

$$\kappa = (\bar{P} - \bar{P}e) / (1 - \bar{P}e) \quad \ldots\ldots\ldots\ldots\ldots (1)$$

$\bar{P}$ is the average observed agreement and $\bar{P}e$ the agreement expected by chance. Kappa values are interpreted according to Landis and Koch (1977): 0.21–0.40 is fair, 0.41–0.60 is moderate, 0.61–0.80 is substantial, and above 0.80 is almost

perfect. Finally, the findings of the three sections are synthesized to identify interrelationships between the findings and emergent themes.

RESEARCH RESULT

Instrument Content Validity

Six experts' assessments of the ten instrument items yielded a CVI of 0.83. This value is within the acceptable range for a new instrument (Polit & Beck, 2006), indicating that all ten items were deemed relevant for exploring employee persona, culture, and voice in the UP context and were all used in the data collection phase. Because these items were not intended to form latent factors, evidence of their validity rests on expert judgment, clarity of scoring procedures, and inter-rater reliability in areas requiring coding.

Employee Persona

Section B1 is descriptive and does not have a right or wrong score. Table 2 presents the distribution of respondents' personal interests on item B1.1, which allows each respondent to select up to three interests.

Table 2. Distribution of Respondents' Personal Interests (B1.1; n = 30)

Interest Selection	Frequency	% of Respondents
Technology & games	14	46.7
Business & finance	13	43.3
Tourism & Travel	13	43.3
Sports & health	13	43.3
Culinary	12	40.0
Social activities/volunteerism	9	30.0
Art and culture	7	23.3
Entertainment & shopping	7	23.3
Education & self-development	3	10.0

Respondents' interests were relatively spread out. Technology & gaming was the most frequently chosen interest (46.7%), followed by three interests with equal proportions: business & finance, tourism & travel, and sports & health (43.3% each), followed by culinary (40.0%). Conversely, education & self-development was only chosen by 10.0% of respondents as a personal interest. This disparate distribution indicates that UP's employee population cannot be represented by a single persona, but rather by several overlapping interest groups.

When grouped, respondents' interests form three large clusters. The first cluster is recreational-active, encompassing sports & health, tourism & travel, and culinary. The second cluster is cognitive-economic, encompassing technology & games and business & finance. The third cluster is socio-cultural, encompassing social/volunteer activities, arts & culture, and entertainment & shopping, which were selected by fewer respondents. The first two clusters have nearly equal proportions, so the UP employee persona profile is best described

as a combination of a need for shared activities and an interest in technology and economic affairs.

Organizational Culture Based on the Competing Values Framework

Table 3 presents the distribution of respondents' dominant cultural types based on the scoring of items B2.1–B2.3.

Table 3. Distribution of Dominant Cultural Types (B2; n = 30)

Culture Type (CVF)	Orientation	Frequency	%
Clan (collaborative)	Internal–flexible	14	46.7
Hierarchy (controlled)	Internal–stable	10	33.3
Market (competitive)	External–stable	4	13.3
Adhocracy (creative)	External–flexible	2	6.7
Total		30	100.0

Clan culture was the most dominant type (46.7%), followed by Hierarchy (33.3%), while Market (13.3%) and Adhocracy (6.7%) were much less frequently chosen. Summarized by CVF dimensions, 24 of 30 respondents (80.0%) described an organization with an internal focus (Clan and Hierarchy), while only 6 respondents (20.0%) described an external focus (Market and Adhocracy). On the other dimensions, the distribution was much more balanced: 16 respondents (53.3%) fell on the flexibility side (Clan and Adhocracy) and 14 respondents (46.7%) on the stability-control side (Hierarchy and Market). Thus, the most pronounced cultural characteristic at UP is an internal orientation, not a choice between flexibility and control.

Employee Voice

Content analysis of the open-ended responses yielded four themes for each question. Each response was categorized into a single theme, so the frequency of each item equals the number of respondents. Table 4 presents the distribution of these themes.

Table 4. Employee Voice Themes from Content Analysis Results (B3; n = 30)

Item	Theme	Frequency	%
B3.1 Aspects that need improvement	Workload	8	26.7
	Communication	8	26.7
	Appreciation	7	23.3
	Facility	7	23.3
B3.2 Positive aspects	Flexibility	9	30.0
	Work relationship	8	26.7
	Physical environment	7	23.3
	Development opportunities	6	20.0

Regarding aspects that need improvement, workload and communication emerged with the highest frequency (26.7 each), followed by appreciation and facilities (23.3 each). Regarding positive aspects, flexibility was the most frequently mentioned theme (30.0%), followed by work relationships (26.7%), the physical environment (23.3%), and development opportunities (20.0%). The relatively even distribution of frequencies across these two items indicates that no single issue dominates; UP employees' voices were spread across several aspects with nearly equal weight. The reliability of the coding process was tested through the agreement of three independent raters. The results are presented in Table 5.

Table 5. Inter-rater Reliability of Content Analysis (Fleiss' Kappa)

Item	Fleiss' Kappa	Interpretation
B3.1 Aspects that need improvement	0.506	Moderate
B3.2 Positive aspects	0.448	Moderate

Both coefficients are in the moderate category according to Landis and Koch's (1977) criteria. The coefficient for the aspect that needs improvement (0.506) is higher than the positive aspect (0.448), which means that the assessors agree more easily when categorizing complaints than when categorizing employee appreciation of their work environment.

Synthesis of Cross-Sectional Findings

The final step is to synthesize the findings from the three sections of the instrument to see how the findings in one section relate to the findings in the other sections. Table 6 summarizes these relationships in several forms: mutually reinforcing, interrelated, counterbalancing, contrasting, intervention opportunities, and emergent (themes not covered in the initial OHBI theoretical framework).

Table 6. Synthesis of Cross-Sectional Instrument Findings

One Part Finding	Other Section Findings	Form of Relationship
Dominant Clan Culture (B2)	Work relationships as a positive aspect (B3.2)	Strengthen each other
Flexibility as a positive aspect (B3.2)	Workload as an aspect that needs improvement (B3.1)	Balancing work demands
Communication as an aspect that needs improvement (B3.1)	Appreciation as an aspect that needs improvement (B3.1)	Interrelated
Interest in technology is highest (B1)	Complaints about communication (B3.1)	Opportunity for intervention
Lowest interest in self-development (B1)	Development opportunities as a positive aspect (B3.2)	Contrast
Flexibility and development opportunities (B3.2)	Not covered in the initial eight factors of OHBI	*Emergency*

The dominance of Clan culture aligns with the emergence of work relationships as a positive aspect, thus reinforcing both parts of the instrument. Flexibility co-emerges with workload complaints, while communication and appreciation emerge as aspects that need improvement. The interest profiles in the persona section provide clues about how interventions can be designed, while two positive themes—flexibility and development opportunities—are categorized as emergent because they are not included in the initial eight theoretical factors of the OHBI.

DISCUSSION

Inward-Oriented Collegial Culture

The dominance of Clan culture, followed by Hierarchy, depicts UP as an organization that its employees perceive as a familial and collaborative workplace, yet still operates within a framework of clear rules and procedures. This pattern aligns with the depiction of universities as organizations that combine collegial values with administrative structures (Birnbaum, 1988; Tierney, 1988). This pattern also aligns with UP's identity, which upholds the values of mutual cooperation and kinship, as well as with the collectivist character of the national culture with a high power distance (Hofstede et al., 2010). The combination of Clan and Hierarchy is essentially two faces of internal orientation: one emphasizing cohesion, the other emphasizing order.

From an organizational health perspective, a strong internal orientation is both an asset and a risk. As an asset, Clan culture is most strongly associated with positive employee attitudes (Hartnell et al., 2011) and is consistent with the emergence of workplace relationships as a key force in employee voice. As a risk, a weak external orientation reflected in the scarcity of Market and Adhocracy options can hinder responsiveness to inter-university competition and demands for learning innovation. In the words of Keller and Price (2011), organizations with this orientation tend to be strong in internal alignment but need to strengthen their capacity for renewal. For UP, these findings suggest that the change agenda outlined in the strategic plan will be more easily accepted if packaged through ingrained collegial channels, rather than through a competitive approach that is foreign to the existing culture (Kezar & Eckel, 2002).

Workload and Communication as Critical Points

The emergence of workload and communication as primary complaints can be understood through the Job Demands-Resources model (Bakker & Demerouti, 2007). Workload is a job demand that, if not balanced with adequate resources, drains energy and ultimately reduces organizational health. In the context of higher education, lecturers bear the burden of teaching, research, community service, and accreditation administration, while educational staff bear the surge of administrative work that follows the academic cycle. This theme is not included in the eight theoretical factors of OHBI, so without open-ended questions, the issue of workload would not be apparent at all. This is the clearest example of the added value of the qualitative format.

Complaints about communication and appreciation need to be read together. Both themes emerged spontaneously in open-ended questions, even

though respondents were not categorized, so they can be viewed as issues genuinely felt by employees. This aligns with Kang and Sung's (2017) view that the quality of internal communication determines employee engagement and communication behavior. Appreciation itself is essentially a communicative behavior conveyed through organizational communication channels (Wahl et al., 2026), so deficiencies in one tend to be felt by others. The implication is that improving appreciation is not simply achieved through incentive schemes but needs to be realized through more open and frequent leadership communication practices. This also relates to Detert and Burris's (2007) finding that leadership openness is a prerequisite for employees to speak up.

Flexibility and Development Opportunities as Emergent Dimensions

Flexibility, the most prominent positive aspect, can be interpreted as a job resource that balances workload demands (Bakker & Demerouti, 2007). The relatively autonomous pace of academic work gives employees space to manage their time, and this space of control plays a crucial role in managing the boundaries between work and personal life (Kossek et al., 2006). Along with development opportunities, flexibility was not included in the initial eight theoretical factors of the OHBI. Its emergence demonstrates the unique value of a qualitative approach: open-ended questions can elicit dimensions not considered by instrument designers (Hsieh & Shannon, 2005). These two themes are worthy of consideration as candidates for strengthening the OHBI framework for the higher education context.

The findings on development opportunities are also interesting when compared to persona profiles. Education and self-development were the least frequently selected personal interests, but development opportunities emerged as a positive aspect of the work environment. These two findings are not contradictory. For college employees, self-development is more likely viewed as part of the job, not a leisure interest. For management, this difference serves as a reminder that development programs need to be linked to career paths and core duties, rather than offered as voluntary activities.

Personas as the Basis for Program Personalization

The disparate distribution of interests suggests a lack of a unified approach to employee engagement programs. Interest in technology opens up opportunities for leveraging digital channels for internal communication and appreciation, while interests in sports and health, travel, and culinary arts can provide entry points for collaborative activities that strengthen the existing Clan culture. This idea aligns with the function of personas as archetypal representations that help designers tailor interventions to the needs of target groups (Pruitt & Grudin, 2003).

Employee Voice Coding Reliability

The higher inter-rater agreement on complaints compared to positive aspects reflects differences in how employees express the two. Complaints or prohibitive voices tend to be expressed concretely, mentioning specific problems,

while promotional voices about things that are good tend to be expressed in more general language (Liang et al., 2012). A phrase like "a comfortable working atmosphere," for example, can be interpreted as referring to both work relationships and the physical environment. The human tendency to process negative experiences in greater detail than positive ones (Baumeister et al., 2001) also explains this pattern. Moderate agreement indicates that the coding process is sufficiently reliable for exploratory research, but the coding guidelines for positive themes still need to be refined (O'Connor & Joffe, 2020).

Power Distance and the Quality of Employee Voice

The combination of Clan and Hierarchy cultures also helps understand the nature of employee voice. In cultures with high power distance, employees tend to be cautious about directly criticizing superiors and prefer to remain silent when interpersonal risks are perceived as high (Morrison, 2014). This caution can lead to prohibitive voices being expressed in more general terms, such as mentioning communication or appreciation without specifying the parties in question. On the other hand, Clan cultures provide a sense of relational safety that encourages employee voice, especially when leaders are viewed as mentors (Detert & Burris, 2007). Thus, the most effective voice channels in UP are likely those that leverage collegial closeness, such as participatory, facilitated unit forums, rather than formal channels that put employees face-to-face with the hierarchy. The anonymously completed OHBI qualitative instrument also serves as a separate voice channel that mitigates this risk.

Practical Implications for Higher Education Management

The findings of this study can be directly translated into management agendas. Workload complaints require a review of task allocation, particularly during peak academic periods and the preparation of accreditation documents, to ensure work demands do not exceed available resources (Bakker & Demerouti, 2007). Communication and appreciation complaints can be addressed collaboratively through more regular and open leadership communication practices, including direct recognition of employee contributions. The interest in technology opens up opportunities to utilize internal digital channels for both purposes. Meanwhile, flexibility and strong working relationships, key strengths, need to be maintained when new policies are implemented, as they serve as resources that mitigate the impact of workload. Finally, because UP's culture is internally oriented, initiatives that require an external orientation—such as industry collaborations and learning innovations—will be more readily accepted if introduced through established collegial channels (Kezar & Eckel, 2002).

Implications for Organizational Health Measurement

Overall, the results of this study support the view that employee persona, culture, and voice are more appropriately measured through qualitative formats (Alzuman et al., 2025; Jaafari et al., 2023). Organizational culture, which is difficult to reduce to a Likert scale, can be clearly mapped through the CVF, while employee voice, explored through open-ended questions, yields specific and

actionable themes. Furthermore, the open-ended format reveals new dimensions flexibility and development opportunities that would not be detected if the instrument consisted solely of pre-formed, closed-ended statements. This confirms that the incompatibility of a construct with a Likert scale reflects more on the inconsistency of the measurement method than the construct's unimportance.

CONCLUSION AND RECOMMENDATIONS

This study concludes that the qualitative component of the OHBI is suitable for exploring dimensions of organizational health that are difficult to measure using a Likert scale. The instrument has acceptable content validity, and the coding process of employee voices demonstrated moderate inter-rater agreement. UP's organizational culture is perceived as internally oriented, with Clan culture as the dominant type followed by Hierarchy. Workload and communication are the aspects that need the most improvement, while flexibility and work relationships are the main strengths of the work environment. Cross-sectional synthesis indicates that a collegial culture is reflected in strong work relationships, flexibility plays a role in balancing workload, and flexibility and development opportunities emerge as new dimensions beyond the initial theoretical framework of the OHBI.

Based on these findings, UP management is recommended to: (a) review the workload distribution of lecturers and educational staff, especially during peak academic and accreditation periods; (b) strengthen two-way internal communication and make it a means of open and routine appreciation, not merely a channel for policy delivery; (c) maintain work flexibility and a collegial culture as strengths, while fostering external orientation through channels aligned with Clan culture; and (d) use persona profiles to design more personalized engagement and development programs. Methodologically, the qualitative OHBI instrument should be applied periodically, for example annually, so that changes in culture and employee voice can be monitored and followed up.

ADVANCED RESEARCH

This study has several limitations. First, the sample size (n = 30) and the scope of a single institution limit the generalizability of the findings; replication in a larger sample and at other universities is needed to test the consistency of cultural patterns and employee voice themes. Second, the cross-sectional design does not allow for causal inferences or monitoring cultural change over time. Third, the moderate inter-rater reliability suggests the need for more detailed coding guidelines, particularly for positive themes, with additional sample responses and distinguishing criteria between themes. Fourth, these qualitative findings have not been linked to indicators of employee performance or well-being, so future research is recommended to examine whether dominant cultural types and employee voice themes are related to these organizational outcomes. Finally, the emergent themes of flexibility and development opportunities are

worthy of being developed into new items and psychometrically tested in subsequent developments of the OHBI.

ACKNOWLEDGMENT

The authors would like to thank Pancasila University for its financial support through the Internal Research Scheme for the Even Semester of 2025/2026. We also extend our gratitude to the experts who assessed the validity of the instrument content and acted as independent assessors in the content analysis, as well as to all lecturers and educational staff at Pancasila University who volunteered to be respondents.

REFERENCES

Alzuman, A., Al Jaafari, M., Ali, Z., Ali, R., & Bakadam, L. I. (2025). Development and validation of the organizational health behavior index: A mixed-methods instrument for measuring organizational health. *Frontiers in Psychology*, *16*, Article 1689559. https://doi.org/10.3389/fpsyg.2025.1689559

Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, *22*(3), 309–328. https://doi.org/10.1108/02683940710733115

Baumeister, R. F., Bratslavsky, E., Finkenauer, C., & Vohs, K. D. (2001). Bad is stronger than good. *Review of General Psychology*, *5*(4), 323–370. https://doi.org/10.1037/1089-2680.5.4.323

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. Jossey-Bass.

Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework* (3rd ed.). Jossey-Bass.

Charoghchian Khorasani, E., Tavakoly Sany, S. B., Tehrani, H., Doosti, H., & Peyman, N. (2020). Review of organizational health literacy practice at health care centers: Outcomes, barriers and facilitators. *International Journal of Environmental Research and Public Health*, *17*(20), Article 7544. https://doi.org/10.3390/ijerph17207544

Cooper, A. (1999). *The inmates are running the asylum*. Sams.

Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open? *Academy of Management Journal*, *50*(4), 869–884. https://doi.org/10.5465/amj.2007.26279183

Fleiss, J. L. (1971). Measuring nominal scale agreement among many raters. *Psychological Bulletin*, *76*(5), 378–382. https://doi.org/10.1037/h0031619

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, *18*(1), 59–82. https://doi.org/10.1177/1525822X05279903

Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: A meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, *96*(4), 677–694. https://doi.org/10.1037/a0021987

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). McGraw-Hill.

Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content

analysis. *Qualitative Health Research*, *15*(9), 1277–1288. https://doi.org/10.1177/1049732305276687

Hubbansyah, A. K., Hatta, I. H., Siswono, S., & Baharmus, A. (2026). Developing and validating the Organizational Health Behavior Index (OHBI): A study at Universitas Pancasila. *Multidisciplinary Output Research for Actual and International Issue (MORFAI Journal)*, *6*(6), 8241–8255.

Jaafari, M., Alzuman, A., Ali, Z., Tantry, A., & Ali, R. (2023). Organizational Health Behavior Index (OHBI): A tool for measuring organizational health. *Sustainability*, *15*(18), Article 13650. https://doi.org/10.3390/su151813650

Kang, M., & Sung, M. (2017). How symmetrical employee communication leads to employee engagement and positive employee communication behaviors: The mediation of employee-organization relationships. *Journal of Communication Management*, *21*(1), 82–102. https://doi.org/10.1108/JCOM-04-2016-0026

Keller, S., & Price, C. (2011). Organizational health: The ultimate competitive advantage. *McKinsey Quarterly*, *2*, 94–107.

Kezar, A., & Eckel, P. D. (2002). The effect of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts? *The Journal of Higher Education*, *73*(4), 435–460. https://doi.org/10.1080/00221546.2002.11777159

Kossek, E. E., Lautsch, B. A., & Eaton, S. C. (2006). Telecommuting, control, and boundary management: Correlates of policy use and practice, job control, and work–family effectiveness. *Journal of Vocational Behavior*, *68*(2), 347–367. https://doi.org/10.1016/j.jvb.2005.07.002

Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). SAGE.

Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics*, *33*(1), 159–174. https://doi.org/10.2307/2529310

Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology*, *28*(4), 563–575. https://doi.org/10.1111/j.1744-6570.1975.tb01393.x

Liang, J., Farh, C. I. C., & Farh, J.-L. (2012). Psychological antecedents of promotive and prohibitive voice: A two-wave examination. *Academy of Management Journal*, *55*(1), 71–92. https://doi.org/10.5465/amj.2010.0176

Lowe, G. (2010). *Creating healthy organizations: How vibrant workplaces inspire employees to achieve sustainable success*. University of Toronto Press.

Lynn, M. R. (1986). Determination and quantification of content validity. *Nursing Research*, *35*(6), 382–385.

McHugh, M. L. (2012). Interrater reliability: The kappa statistic. *Biochemia Medica*, *22*(3), 276–282. https://doi.org/10.11613/BM.2012.031

Miles, M. B. (1969). Planned change and organizational health: Figure and ground. In F. D. Carver & T. J. Sergiovanni (Eds.), *Organizations and human behavior: Focus on schools* (pp. 375–391). McGraw-Hill.

Miller, R. L., Griffin, M. A., & Hart, P. M. (1999). Personality and organizational health: The role of conscientiousness. *Work & Stress*, *13*(1), 7–19.

https://doi.org/10.1080/026783799296156
Morrison, E. W. (2011). Employee voice behavior: Integration and directions for future research. *Academy of Management Annals*, *5*(1), 373–412. https://doi.org/10.5465/19416520.2011.574506
Morrison, E. W. (2014). Employee voice and silence. *Annual Review of Organizational Psychology and Organizational Behavior*, *1*, 173–197. https://doi.org/10.1146/annurev-orgpsych-031413-091328
O'Connor, C., & Joffe, H. (2020). Intercoder reliability in qualitative research: Debates and practical guidelines. *International Journal of Qualitative Methods*, *19*. https://doi.org/10.1177/1609406919899220
Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what's being reported? Critique and recommendations. *Research in Nursing & Health*, *29*(5), 489–497. https://doi.org/10.1002/nur.20147
Pruitt, J., & Grudin, J. (2003). Personas: Practice and theory. In *Proceedings of the 2003 Conference on Designing for User Experiences* (pp. 1–15). ACM. https://doi.org/10.1145/997078.997089
Quinn, R. E., & Rohrbaugh, J. (1983). A spatial model of effectiveness criteria: Towards a competing values approach to organizational analysis. *Management Science*, *29*(3), 363–377. https://doi.org/10.1287/mnsc.29.3.363
Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass.
Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. *The Journal of Higher Education*, *59*(1), 2–21. https://doi.org/10.1080/00221546.1988.11778301
Wahl, I., Stranzl, J., Ruppel, C., & Einwiller, S. A. (2026). Employee appreciation: A systematic review and research recommendations. *Annals of the International Communication Association*, *50*(1), 30–47. https://doi.org/10.1093/anncom/wlaf024