Evaluating the Identity of Program Recipients Using an Identity Exploration Instrument

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Abstract: *This article argues that the self and identity of program recipients should be an important variable in program evaluations. In a smoking cessation program, for example, the aim should be to achieve a change in the way recipients view themselves and their identity as smokers or nonsmokers. The article identifies a gap in published studies that consider self and identity as an outcome or process measure in program evaluation. The potential of such an approach to give added depth to program evaluation is considered. Three studies in this area are identified and summarized: the identity of parents after child death; the professional identity of students after a program of interprofessional education; and the characteristics of male identity in Germany. To identify possible approaches, conceptualizations of self and identity and methods of exploring and measuring it are considered, culminating in the identification and description of a synthetic theory of identity, Identity Structure Analysis (ISA), and its associated measuring tool, Ipseus. The choice of this method as part of a program evaluation is justified. The use of ISA/Ipseus in three program evaluations—decision-making in community safety; student constructions of theory and practice in nurse education; and demands and tensions in nursing lecturing—is described. The strengths and weaknesses of this approach are considered.*

Keywords: *identity change, identity exploration, identity in program evaluation, identity measurement, identity structure analysis, Ipseus instruments*

Résumé : *Dans cet article, l'auteure avance que le soi et l'identité des bénéficiaires des programmes devraient être d'importantes variables en évaluations de programme. Dans le cadre d'un programme d'abandon du tabac, par exemple, l'objectif devrait être l'atteinte d'un changement au niveau de la perception de soi des bénéficiaires ainsi que de leur identité comme fumeurs ou non-fumeurs. Cet article identifie un manque au niveau des études publiées qui considèrent le soi et l'identité comme objectifs ou indicateurs de mesure en évaluation de programme. Le potentiel de cette approche pour approfondir l'évaluation de programme est à l'étude. L'article propose et résume trois études dans le domaine : l'identité des parents suivant le décès d'un*

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enfant; l'identité professionnelle des étudiants ayant suivi un programme d'études interprofessionnelles; et les caractéristiques de l'identité masculine en Allemagne. Afin d'identifier des approches potentielles, la conception de soi et de son identité ainsi que des méthodes pour l'explorer et la mesurer sont proposées pour en arriver à l'identification et à la description d'une théorie synthétique de l'identité, soit Identity Structure Analysis [analyse de la structure identitaire (traduction libre)] accompagné de son instrument de mesure, Ipseus. Le choix de cette méthode dans le cadre d'une évaluation de programme est justifié. L'utilisation de ISA/Ipseus est décrite pour trois évaluations de programmes : la prise de décision dans le domaine de la sécurité communautaire; les constructions étudiantes de la théorie et de la pratique au programme d'études en sciences infirmières; et les demandes et tensions chez les conférenciers dans les cours en sciences infirmières. Les forces et les faiblesses de cette approche sont présentées.

Mots clés : *changement d'identité, exploration identitaire, identité au sein d'évaluation de programme, mesure de l'identité, analyse de la structure identitaire, instruments de mesure Ipseus*

This article introduces a method for exploring and measuring identity in program evaluations. It is suggested that identity is a relatively neglected variable in program evaluations, notably where the objectives of programs are to develop and change the identity of recipients. In particular I focus on the measurement of professional identity as a key outcome for program evaluation of courses of professional education and training. The method, Identity Structure Analysis (ISA), and its linked measuring tool, Ipseus, are introduced theoretically and practically using two program evaluations as examples.

At this point "identity" might be conceived as the totality of values, attitudes, memories, convictions, aspirations, and reflections that are unique to an individual. The organization of this article proceeds from the suggestion that identity and its measurement should be an important part of many evaluations to a review of published studies that link identity with evaluation. The topic of identity is then reviewed to outline ways in which it has been conceived and measured in social science generally, culminating in an exposition of one approach: Weinreich's ISA/Ipseus. The method is introduced through two case studies of its application in program evaluations. Its strengths and weaknesses are considered, then guidance given on developing an Ipseus instrument for a program evaluation.

The topic of identity and the approach described are commended as a possible part of the program evaluator's armoury.

In addition to the identity of recipients, the identities of program providers and indeed of evaluators could also be of interest and might be explored using the methods described in this article. However, these applications of identity theory and measurement are not covered.

IDENTITY IN EVALUATION

Social and educational programs often aim to change not only the behaviour of recipients but, more profoundly, the ways in which individuals see themselves. This brings into play the important but elusive notion of identity. The inclusive definition of identity given above makes it highly likely that some aspects of it will be considered in any program evaluations that consider the effect of the program on recipients. However, it is suggested that the notion of identity is the most comprehensive way of capturing the totality of an individual's characteristics and has the potential to link program evaluation with a rich theoretical and empirical literature in the behavioural and social sciences.

One important area of identity is what is termed "professional identity" in such areas as medicine, nursing, social work, teaching, and, as described in this article, community safety. Typically programs of professional training and education in these specialisms aim to develop an appropriate professional identity in students. It is important for evaluators to be able to measure whether that aim has been achieved.

Having convinced ourselves that the measurement of the self and identity of program recipients should be a part of evaluation studies, we wanted to explore the extent to which this was the case in the literature.

Our main finding was that there was very little literature explicitly linking evaluation with identity. We found only three research articles that linked evaluation with notions of identity, including one that looked at interprofessional issues. We were interested in the reasons for studying identity in the evaluation, how identity was conceptualized, and how it was measured.

Riches and Dawson (1996) described an evaluation of the impact of a child's death on parental self, identity, and marital relationships. Using a single case study, they discussed the process by which parents must begin to rewrite their "self-narrative" following the death of their child. They offer a useful conceptualization of identity, stressing its interdependence on past, present, and future constructions of events. Clearly, the study is not a program evaluation, but it is possible to imagine an evaluation of, for example, a family support program where its approach would be useful. The methods used, involving an in-depth case study based on extensive interviews, might not be readily generalized to a larger sample as part of an evaluation.

Zulehner (2004) describes what he claims to be a quantitative evaluation of German men's perspectives on their masculine identity. The study used a survey that he felt would provide a representative picture of how men looked at themselves and their identity and also the way in which women view today's men. The survey investigated the opinions of both men and women.

Again, this study was not a program evaluation, but its substance and method might be relevant to the evaluation of a social program aimed at, for example, developing self-esteem in disadvantaged males. Its method (survey questionnaire) may be criticized as giving a fairly superficial insight into opinions, attitudes, and

values, not to mention identity. However, the data from the study were analyzed to suggest a typology of identities.

Cooper, Spencer-Dawe, and Mclean (2005) describe the implementation and evaluation of an interprofessional education intervention for first-year undergraduate students. They focused on, among other things, the emergent professional identity of the students. The qualitative data from this study provided some detailed information on the impact the intervention had on the students' professional identity. It appeared that this intervention increased the students' confidence in their own professional identity and helped them to value difference, making them better prepared for their clinical placements. This study was an evaluation of a program, and clearly professional identity development was an important outcome. Its methods involved interviews and a relatively free response questionnaire.

From this admittedly limited review it would seem that there are no established instruments or conceptual frameworks that allow identity and identity change in the recipients of a program to be measured as part of an evaluation.

A more developed strand in the program evaluation literature focuses attention on the role and identity of the evaluator rather than program recipients. This includes the volume of papers edited by Ryan and Schwandt (2002) and papers on, for example, reconceptualizing the evaluator's role (Skolits, Morrow, & Burr, 2009) and comparing conceptualizations of the evaluator as measurement technician, capacity builder, and risk manager (Benjamin, 2008). This material, while interesting conceptually, does not propose or evaluate methods of investigation to explore identity.

So how might an evaluator conceive and measure changes in identity?

Although the literature linking evaluation with identity proved sparse, there is a substantial literature regarding identity and its measurement. In the next section we briefly review this literature, focusing on three foundation theorists and conclude this review with a description of a particular comprehensive theoretical framework regarding identity known as Identity Structure Analysis, together with its associated measuring tool, Ipseus. We were looking for a tool that would validly, reliably, and feasibly measure identity and identity change. Such a tool, particularly if used in a before-and-after design, could chart changes in identity associated with an intervention program. It could also feed back insights to participants to aid their development and allow a categorization or typology of participants to be adduced and related to process and outcomes. It would have to provide richer data than other means of investigation including conventional questionnaires. ISA/Ipseus seemed worth exploring for a number of reasons that are considered below.

THEORIZING AND MEASURING IDENTITY

A number of theorists have addressed the notion of identity and the associated concept of self. Some brief consideration of three key approaches will serve as a

prelude to the exposition of the ISA framework, which we found to be unusually comprehensive in its synthesis of a number of perspectives on identity and self.

Within the number of psychological orientations that address identity and the related idea of self, Burns (1979) found three broadly defined perspectives emerging:

- the psychodynamic approach to identity (Erikson, 1963, 1968)
- the personal construct theory view of identity and self (Kelly, 1955; Fransella, 1981)
- the cognitive-affective consistency approach to the relationship between self's cognitions of people and self (Festinger, 1957).

Erikson (1963, 1968) focuses on the lifespan development of identity from a predominantly psychodynamic viewpoint, but conceptualized within a cultural context. Erikson's definition of identity spans one's past sense of self, current self as determined by self and significant others, and one's expectations for the future. Erikson's sophisticated and influential conceptualization of identity emphasizes that identity formation is a process that begins with partial identifications in childhood and proceeds through more complex identifications in adulthood that may be integrated into a coherent identity or may involve crises with identity conflicts.

The personal construct theory of G. A. Kelly (Kelly, 1955; Bannister & Fransella, 1989) has as its fundamental postulate that individuals interpret or construe the world, rather than observing it directly. This construal constitutes their identity. Thus, rather than the world being an objective place that people have to comprehend, comprehension is an actively constructed process that determines the world as we know it.

Personal construct theory has three major characteristics. First, there are its philosophical roots in "constructive alternativism"— that is, the view that we construct a world of meanings and an identity from a number of possible alternatives. Second, there is personal construct theory (PCT) itself, which Kelly (1955) expresses formally as a series of postulates and correlates that express the nature of constructs, the elements to which they are applied, and their interrelations. Elements may be persons, things, or ideas, and constructs are the bipolar dimensions used to construe and make sense of the elements. Central to PCT is the powerful conception of the discrete "bipolar personal constructs"—the individual's unique framework/template for anticipating and interpreting people and events. Thus, for example, the people I know might be considered as elements, and the constructs I use to make sense of those people might include such bipolar dimensions as good/bad, friendly/unfriendly, clever/stupid, and so on. Finally, there is Kelly's method, which allows the eliciting and analyzing of an individual's constructs. Called the repertory grid test, it is based on the identification of differences and similarities between triads of elements. In this test, the individual is presented with elements in threes—the triads—and asked to indicate how two are similar and one is different from the other two. This elicits constructs that can then be applied to all

relevant entities. Using this approach iteratively reveals the key constructs used by an individual to make sense of, to construct, their world.

Festinger's (1957) theory of cognitive dissonance concentrates on circumstances when the cognitions and feelings that constitute identity are incompatible with each other or one's behaviour. There is, he would argue, a pressure or tendency to realign one's attitudes and cognitions so as to decrease dissonance. For example, the inclination to believe good things about an admired person is strong, and one may reject or distort contrary evidence about that person to avoid dissonance. There is a process of adjustment whereby incompatible elements are made compatible by adjustment to one or both. Thus if there are bad facts known about an admired person, there are at least three possible adjustments: the person is seen as less good; the bad facts are seen as less bad; or a more complex conceptualization of the person is developed, admitting a combination of good and bad facets.

Some understanding of what these theorists had to say about identity will help in understanding ISA and particularly the results of an ISA/Ipseus instrument, as Weinreich's ISA is largely based on these foundation theorists. Concepts from these theorists are expressed through the parameters of an Ipseus report and thus are what the instrument tells us about the respondent or group of respondents. Key parameters include identification with key individuals; evaluation of those individuals and self; use of constructs; preferred poles on constructs; and conflicts or tensions in identifications and construct use. In the community safety example that follows, respondents were found to identify with different and sometimes conflicting models of professional action and to use constructs in significantly different ways.

Having surveyed over 50 reports of identity measurement (Passmore, Ellis, & Hogard, 2014) we chose Weinreich's for several reasons. First, his theory is, in part, a synthesis of three major theoretical perspectives, namely Erikson (1968), Kelly (1955), and Festinger (1957). Second, the linked software, Ipseus, is a framework software; rather than being a dedicated instrument in itself, it provides a basis for developing customized instruments appropriate for particular applications. Third, ISA/Ipseus is theory-based and its reports relate to key identity parameters from ISA, which in its turn draws on major theoretical perspectives regarding identity. Fourth, it is highly functional in that it not only facilitates the development of customized instruments but also presents the instrument to respondents in an attractive onscreen fashion, records and analyzes their responses, and produces a report regarding key identity parameters. We have therefore used ISA/Ipseus in a number of program evaluations, two of which are described below.

IDENTITY STRUCTURE ANALYSIS (ISA)

The comprehensive text on ISA/Ipseus (Weinreich & Saunderson, 2003) is not an easy read, particularly for those unfamiliar with its psychological background. For the purpose of this article, there are three things that need to be addressed in understanding ISA/Ipseus. First is the theory of identity itself called Identity

Structure Analysis. Second is the measuring tool, Ipseus, that facilitates the exploration of identity and is based on ISA. Third is the report that comes from a completed Ipseus instrument and can be used both idiographically and nomothetically to identify key features of identity in individuals and groups. Ultimately it is this report that will provide data that may be of use in a program evaluation.

ISA is a comprehensive theoretical framework for the understanding of identity and represents a unique synthesis of the key theorists in the area. It draws particularly on the psychodynamic approach to identification and identity development of Erikson (1968); Kelly's Personal Construct Theory (1955); and Festinger's (1957) ideas of cognitive/affective dissonance and consonance. Other contributory theories include Marcia's (1980) development of Erikson, the symbolic interactionism of Cooley (1953) and Mead (1934), Goffman's (1969) dramaturgical approach, and Harré's (1979) agentic theories. Three main features of ISA and subsequently Ipseus and its reports can be traced to the three foundation theories.

One idea from Erikson (1968) is that our identity is based on a complex pattern of identifications with significant others throughout our lives. We form an identity based on positive identifications with those we wish to be like and negative identifications with those we don't wish to be like. This brings in a second key idea, that of evaluation, which is judging aspects of ourselves and significant others as relatively good or bad. A third idea from Erikson is that our identity is constantly open to change and development as we form new identifications and is subject to periodic crises when there is a mismatch or contradiction between these identifications.

Kelly's Personal Construct Theory (1955) has influenced ISA/Ipseus in two ways. First, it emphasizes that our identity is constructed through the ways in which dimensions of meaning called constructs are applied to the physical and social world represented by entities. Second, the repertory grid approach determined the structure of the Ipseus instrument, which requires respondents to apply a number of constructs chosen for their relevance to the area under investigation to entities consisting of significant others in the area and aspects of self.

Festinger's idea of cognitive and affective dissonance or consonance (1957) underpins the dynamics in identity that move to achieve some harmony between identifications and construction to resolve tensions and conflict.

These are abstract notions. How might they apply to one of our examples: the development of a professional identity in nursing students?

The first assumption of a training program is that the students' identity can change and develop to approximate to the desired professional identity. Second, identification with appropriate role models, either real or constructed, will be a key determinant of the new identity formation. Third, the student and his or her identity will be negotiating a constructed world where old and new constructs are applied to key features of the professional world. Fourth, there will be tensions between different identifications and facets of the student's identity that will have to be resolved to achieve a consonance between professional and personal aspects of identity.

THE IPSEUS IDENTITY MEASURING INSTRUMENT

An Ipseus instrument takes the form of a fairly lengthy questionnaire requiring judgements to be made by respondents regarding entities and constructs, a notion derived from Kelly's Personal Construct Theory (1955). It is constructed using Ipseus software available from identityexploration.com.

Typically an Ipseus instrument will consist of around 20 entities and 20 constructs. Completing the instrument requires each construct to be applied to each entity. Thus in a 20x20 instrument 400 judgements would be required.

Each item in an Ipseus instrument requires a judgement be made of how a particular construct applies to a particular entity. An example from a workplace evaluation instrument is given in Figure 1 below.

In this discourse/judgement the construct

prefer to work things out alone……..am dependent on others in making decisions
is applied to the entity
(Me) when I am in work

In formulating each judgement (or discourse, as Weinreich calls them), the Ipseus software allows the syntax to be adjusted from the basic constructs and entities.

Each judgement of an entity using a construct are located on a 9-point scale, each end of which represents the opposing poles of the construct and are represented numerically as +4 and −4. The remaining 7 points represent degrees of applicability of the construct ranging from +3 to −3. These judgements constitute the raw data from an Ipseus instrument.

Although an Ipseus instrument has certain predetermined structural characteristics and mandatory requirements, it is primarily tailored to the particular topic being explored. Thus entities and constructs are selected to reflect the topic area and, particularly, the themes that the investigator wishes to explore. In an
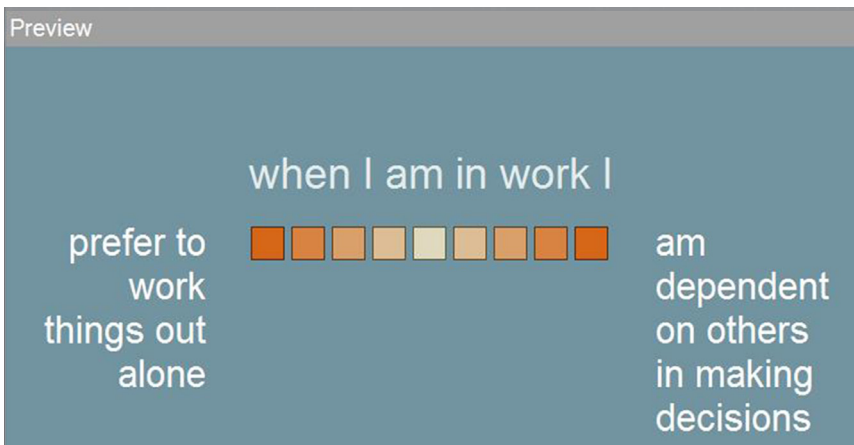

Figure 1. Example of a Discourse from a Workplace 'Instrument

evaluation study the topic is determined by the program and its context and aims. The themes will reflect those features of the program and the individuals involved that the evaluator deems important. Thus in one of our two examples from the evaluation of a community safety program and the officers working in it, decision-making and professional impact on decision-making were important themes, and hence constructs reflected this.

The area and focus of the program will determine the relevant social domains and objects of thought. For example, the evaluation described below of a nurse education program included domains of clinicians, patients, other students, and lecturers. Each domain generates one or more entities, hence "other students" might include "a student I admire" or "a student I would not wish to be like." All Ipseus instruments have to include mandatory anchor entities including a past self, a present self, and a future self. These might be represented as entities: "me as I was," "me as I am at present," and "me as I would like to be."

Entities, then, describe other people and/or a setting. Constructs are represented as a pair of opposing statements on a notional dimension. Together, the entities and constructs create a series of situations or discourses to which each participant is asked to respond.

The instrument is presented through an interactive program where all the judgements are recorded. The software then processes the data regarding the judgements and yields a report where a number of variables are expressed in verbal, numerical, and graphical form. The results may be used in an exploratory way or may be assessed against predictions to test out hypotheses.

IPSEUS REPORT

Each judgement made by respondents is recorded in the software which then carries out the calculations dictated by its algorithms (see Weinreich & Saunderson, 2003). The software generates a report that shows results for the various ISA/Ipseus parameters including

- ego identification with entities—the importance attached to an entity and the understanding of it;
- evaluation of entities as relatively good or bad;
- idealistic identification with entities—the extent to which one wants to be like an entity;
- contra-identification with entities—the extent to which one does not want to be like an entity;
- empathetic identification with entities—the extent to which one believes oneself to be like an entity;
- conflicted identification with entities—ambivalence in identification;
- identity diffusion—the total of conflicted identities;
- self-evaluation;
- favoured poles of constructs;
- significance of constructs in world view; and
- emotional investment in constructs.

Table 1. Ipseus Report Data

Parameter	Mean	StD	Min	Low	ModLo	ModHi	High	Max
Identity variant:								
Self-evaluation	0.00	0.00	−1.00	0.00	0.00	0.00	0.00	1.00
Identity diffusion	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
Entity:								
Ego-involvement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
Evaluation	0.00	0.00	−1.00	0.00	0.00	0.00	0.00	1.00
Splits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
Construct:								
Emotional significance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.00
Structural pressure	0.00	0.00	−100.00	0.00	0.00	0.00	0.00	100.00
Implications	0.00	0.00	−1.00	0.00	0.00	0.00	0.00	1.00
Identification:								
Idealistic	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
Contra	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
Empathetic	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
Conflicted	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00

Some of these are self-evident; others benefit from some familiarity with ISA. Each of these parameters is quantified, and this allows comparisons of individual responses with other respondents and with norms. The parameters and their metrics are set out in Table 1.

From the Ipseus reports it is possible to analyze these data individually and follow an idiographic approach, producing a detailed identity profile for each respondent, or a nomothetic one, producing profiles for groups of individuals and thus enabling group comparisons.

USING IPSEUS INSTRUMENTS IN TWO EVALUATIONS

This approach is now exemplified through the use of two Ipseus instruments devised for evaluations to explore (a) the professional identity and social world of officers involved in community safety and (b) the identity of student nurses in relation to nursing and nurse education. For each sample of respondents, detailed Ipseus reports were produced that covered the parameters referred to above. The use that is made of these reports depends on the particular questions being explored. An instrument could also be used in an exploratory way, but the amount of data in the reports can be challenging unless there are some prior focuses.

For each of these two examples I have selected one particular way in which the reports were used: idiographically for one study and nomothetically for the other. Sections of the actual reports are included, together with the interpretation of them for the purposes of the study. It must be appreciated that both evaluations used both idiographic and nomothetic results, but a full exposition would be beyond the scope of this article.

In principle an Ipseus instrument and report can be used in an exploratory way to identify key variables, as part of a survey to profile a population, or as an outcome measure in an experimental study. The measures can be employed to measure progress and change in identity characteristics by being completed before and after an intervention.

Evaluation of Community Safety Partnership

The first study was part of an evaluation of a community safety partnership in the United Kingdom. These partnerships were established by the UK government to achieve an integrated approach to community safety involving the police and various social agencies. The Social and Health Evaluation Unit of which I am a director was evaluating the effectiveness of a particular partnership in a northern UK town. For the evaluation we used our Trident approach (Ellis & Hogard, 2006), which focuses evaluation questions and data-gathering on outcomes, process, and multiple stakeholder perspectives. An important feature of the process of the program was collective decision-making involving the agencies concerned with young offenders.

We formed the impression that these collective decisions were inhibited by the different backgrounds and values of the participants. Community safety officers might have previously worked in the police, social care agencies, education, business, or engineering. We were interested in how the professional identities of these officers related to their previous career identities, and how their approaches to decision-making related to the young offenders and to their colleagues. We were also interested in how they saw themselves in the present and what sort of person they aspired to be in their new roles. In addition, we were interested in how they evaluated key persons in their work and the values they brought to their work. These variables were amenable to measurement and analysis using an Ipseus instrument.

The entities and constructs used in this study derived in large part from interviews with community safety officers and from a Delphi exercise with key players in community safety and are shown in Tables A1 and A2 in Appendix A.

It would be beyond of the scope of this article to present the full nomothetic analysis of the Ipseus reports produced for the sample. The following example shows how group data on preferred poles of constructs were used to profile the construals of the group as a whole and subgroups within the group.

Tables 2 and 3 focus on the constructs that were chosen for their relevance to decision-making. In each case numbers and percentages are shown for preferred poles. It should be noted that these preferences are revealed as a secondary characteristic of the choices made in applying constructs to entities not elicited by direct questioning.

Table 2. Numbers and Percentages of Preferred Poles of Decision-Related Constructs

No.	Left label	No.	%	Right label	No.	%
1	Objective	40	88.9	Subjective	5	11.1
2	Alone	10	22.2	Committee or consensus	35	77.8
3	Entirely alone	3	6.7	Involves others	42	93.3
4	Strategic	38	84.4	Operational	7	15.6
5	Own knowledge	17	37.8	Relies on experts	28	62.2
6	Wider perspective	22	48.9	Smaller scale	23	51.1
7	Keeps within time constraints	44	97.8	Disregards time constraints	1	2.2
8	Uses existing ideas	25	55.6	New ideas	20	44.4
9	More risk	16	35.6	Less risk	29	64.4
10	Willing to make a decision	4	8.9	Unwilling to make a decision	41	91.1
11	Scientific	25	56.6	Creative / artistic	20	44.4
12	Dogmatic and rigid	0	0	Open and flexible	45	100
13	Moral	42	93.3	Disregards morality	2	6.7
14	Confident in decisions	41	91.1	Lacks confidence in decisions	4	8.9

In Table 2, the underlined descriptor denotes the preferred pole of the construct. The group was fairly evenly split on constructs 11 (scientific/creative), 6 (wider perspective/smaller scale), and 8 (existing ideas/new ideas).

The preferences were then analyzed against a number of the demographic factors (Table 3). The results below are from the 45 participants that were presented with the ISA/Ipseus instrument. From the report it was found that

- The group was split equally in terms of making decisions on a wider perspective or smaller scale.
- Females were more likely to use existing ideas than new ideas. Males were equally split in their use of this construct.
- Years of service did not seem to make a difference to whether respondents preferred a scientific or a creative approach nor to the scale (wider or smaller) of the decision. In both cases preferences were split equally. However, it appears that those with more service are slightly more likely to use existing ideas than new ideas, a predictable outcome.
- Magistrates showed a clear preference for taking a scientific approach, making decisions on a smaller scale, and using existing ideas to reach a conclusion. In contrast, youth justice professionals, while also preferring a scientific approach, showed a preference for making decisions that had a wider perspective and where they were given the freedom to use new

Table 3. Construct Preferences by Group

	Construct 11		Construct 6		Construct 8	
	Scientific	Creative	Wider perspective	Smaller scale	Existing ideas	New ideas
Male	12	7	10	9	10	9
Female	13	13	13	13	15	11
0–6 years service	13	10	11	12	11	12
7–>10 years service	12	10	12	10	14	8
Police	4	6	5	5	6	4
Local government	3	5	4	4	4	4
Central government	3	2	1	4	4	1
Magistrates	6	1	2	5	6	1
Youth justice	9	6	11	4	5	10
Aged 21–30 years	4	2	4	2	3	3
Aged 31–40 years	3	5	5	3	3	5
Aged 41–50 years	7	9	8	8	9	7
Aged 51–60 years	8	4	5	7	7	5
Aged >60 years	3	0	1	2	3	0

ideas to solve a problem. Males were more likely to take a scientific approach, while females were equally split.

- The data presented suggest that those in older age groups are more likely to be scientific in their decision-making.
- There was no clear link between the age group of the participants and their desire 6 use new or existing ideas to solve problems.

These data from the Ipseus reports contributed an important element to the overall evaluation of a community partnership in identifying community safety officer characteristics that affected both the operating process and the achievement (or not) of decision-making outcomes. There is no doubt that describing officers in terms of identity characteristics gave a greater depth of understanding of their work and characteristics than previous studies and offered new explanations of effectiveness and lesser effectiveness.

Evaluating a Nurse Education Program

In the second study the Social and Health Evaluation Unit was evaluating a program of nurse education and in particular exploring how personal factors

beyond education, entrance examination results, age, and social class affected results in the practical and theoretical aspects of the program. We decided to explore these personal factors as aspects of identity using an Ipseus instrument. Again the evaluation was structured overall with our Trident approach (Ellis & Hogard, 2006), which focuses data gathering on outcomes, process, and multiple stakeholder perspectives. Clearly the identity characteristics of the students were an important factor in determining the outcomes of the program.

In interviews and focus groups with students, it became clear that students had different ideas of what was important in nursing and nurse education. Some were attracted by caring for others but antipathetic to theory and academic work. Others saw practice as an opportunity for scientific enquiry reflecting their theoretical courses and interests. Some recognized that nursing involved the detailed learning and practice of skills; others saw it as an intuitive natural activity, with nurses born not made. We wanted to explore these worlds of value and meaning and how they related to the identities of students as aspirant practitioners.

The entities and constructs used in this Ipseus are shown in Appendix B, Tables B1 and B2. They were derived from three sources: the literature on nursing and nursing students; codifications of desired characteristics in nursing from professional bodies and government reports; and focus groups with students, nurses, and nurse lecturers.

Because a nomothetic example is given for the community safety evaluation, idiographic examples are given for the nursing evaluation.

The profiles for the nursing students brought out the ways in which their identity was positioned with regard to nursing and nurse education and how they construed these activities with regard to theory and practice and hospital- and university-based work. Their profiles were correlated with their results in practical and theoretical examinations and helped to offer explanations for relative success and failure and directions for development. Those students who wished their Ipseus profiles were presented with them, and discussions took place to focus attention on their construals and identity issues as a basis for development.

Two examples of nursing student profiles and the report data on which they were based are given in Appendix C.

Such Ipseus reports of nursing students' identity offered a new dimension to the overall evaluation of the nursing curriculum and its effectiveness. It became clear that factors additional to those normally measured or recorded had to be considered in determining the pedagogical approach of the program.

The use of the ISA/Ipseus approach in both these evaluations produced valuable data in the area of self, identity, and the world-view of program recipients. It is suggested that this area has been relatively neglected in program evaluations due to a lack of valid, reliable, and feasible tools and that Ipseus provides such a tool. The tools could in future be used not only in the exploratory way employed in these studies but as outcome measures for programs and as before-and-after measures to chart progress.

EVALUATING IPSEUS

In my program evaluations I use the Trident approach that I have developed over 10 years of contract evaluations (Ellis & Hogard, 2006). This approach structures an evaluation to address three main questions:

- Did the program achieve its predicted outcomes?
- What was the process whereby the outcomes were achieved?
- What did the various stakeholders think of the program?

I decided to apply this approach to the evaluation of ISA/Ipseus itself, considering it as a program.

Outcomes

The outcomes anticipated from an ISA/Ipseus approach were in-depth profiles of individuals and groups that gave greater insight into identity than alternative methods such as attitude questionnaires, interviews, and focus groups. These profiles should allow a more differentiated assessment of the effectiveness of a program. My experience, exemplified briefly in the case studies, is that an Ipseus instrument does provide such profiles, which are validated by the individuals concerned and provide useful data to evaluate and develop programs.

In the context of a program evaluation, the identity measures provide additional insights into program recipients such that the effectiveness of a program can be assessed through before-and-after measures of identity or the processes of program effectiveness can be explicated by relating recipient characteristics to program inputs and outcomes.

More technically, the Ipseus instrument must be assessed by psychometric standards. However, Ipseus is not an off-the-shelf psychometric instrument. Rather, it is a framework, a kind of algebra of investigation, which has to be filled in by the researchers to suit the context. The researcher must decide on the entities and constructs to be included in the Ipseus, and these must reflect the themes and domains of the investigation. The quality and utility of the Ipseus is a function of the salience and authenticity of the constructs and entities and the discourses they generate when constructs are applied to entities. This is a real strength in ensuring the validity of the instrument.

Because each Ipseus instrument is customized in this way, it obviously lacks some of the features that can be expected in a standardized psychometric tool. Although the profiles of those completing the tool are illuminating in terms of variables based on the ISA theory, they cannot be related to population norms in the way that results from a standardized tool can. Each of the ISA parameters is expressed quantitatively, and some guidance is given in the software to relate these quantities to typical results from Ipseus instruments in general. However, a true standardization would have to follow from the administration of the tool to a representative population. This would, of course, be possible and desirable if the instrument was to be used in a number of program evaluations in a given area.

The face validity of an Ipseus instrument and its report is high because the entities and constructs, the judgements made, and the reports are clearly central

to the topic being addressed and have involved the respondents in judgements reported as meaningful to them. Construct validity is also high within the internal consistency of the ISA theoretical framework and the parameters measured by the tool. Ipseus instruments have the sensitivity to track changes in identity, and this has been demonstrated in a number of studies.

Studies demonstrating the concurrent and predictive validity of Ipseus instruments can be found on the Identity Exploration website (www.Identity-exploration.com).

Process

The Ipseus software offers support for instrument construction, instrument administration, and data capture and analysis. It produces for each respondent a comprehensive report covering the parameters described above. Further details of the software and a free trial download are available from the website.

To use an Ipseus instrument, the idea of exploring identity would have to be consistent with the evaluation's objectives. When planning a program evaluation, a first question is who is the program intended to affect? In what ways are the recipients supposed to be affected by the program? How will we know? Are behavioural indices sufficient to satisfy us that the program has worked? Are we interested in some more fundamental change in the self or identity of participants? If so, would a measuring instrument that can be used to investigate underlying psychological processes, allowing you to explore any number of questions regarding the way individuals view themselves and the world around them, be of value? Ipseus is one such tool.

The report that is produced by the Ipseus software describes individuals or groups of individuals in terms of the ISA parameters outlined above. Some effort is therefore required of the evaluator to understand and interpret these parameters in relation to the objectives and outcomes of the program.

The construction of the Ipseus instrument, helpful though the software is in supporting the process, does require some effort on behalf of the evaluator. In constructing an instrument, the evaluator must determine the themes that are important in the area and the domains of persons, groups, or organizations to which the themes relate. The themes then have to be translated into bipolar constructs and the domains populated with entities. The construct and entities arrived at through this process will make up the instrument.

Experience in a number of applications over 30 years has demonstrated the feasibility of ISA/Ipseus instrument construction and completion. The innovation suggested in this article is the use of such instruments in program evaluations. I believe the effort involved will be justified by the value of the results. In time, if ISA/Ipseus catches on in program evaluations, it is possible to imagine a library of instruments that can be used in particular areas.

A starting point for the instrument is the anchor entities that must be included followed by the generation of bipolar constructs that can be meaningfully applied to these entities in what seems to me to be an authentic discourse.

So the evaluator must decide on the themes that characterize the program evaluation and its recipients and who will complete the Ipseus instrument. These themes give direction to the investigation and the instrument. They may be derived from the objectives of the evaluation, the investigators' hunches, the literature, or preliminary qualitative work with recipients of the program. In the community safety partnership evaluation, a key theme was decision-making. Another was the influence of previous work on approaches to community safety. Each theme should generate a number of possible constructs, domains, and entities to which these constructs may be applied.

At this point there will almost certainly be more constructs and entities than can feasibly be included. Experience has shown that 20 of each is a reasonable maximum. Remember that respondents will have to make judgements which are the number of constructs times the number of entities. On average a 400-judgement Ipseus takes 40 minutes to complete, that is 10 judgements per minute, 6 seconds per judgement. Respondents are encouraged to respond quickly and intuitively and not to spend time analyzing judgements or worrying over their responses. This process is greatly facilitated by the computerized presentation of the Ipseus, where respondents simply have to click on a point on the 9-point scale. The program also facilitates the construction of an instrument once entities and constructs are input. Further, the program adjusts the grammar of constructs to apply coherently to each entity.

Once an instrument is developed and piloted, the final version can be presented to respondents at a terminal or on a laptop and their responses stored and processed in the software to produce an Ipseus report.

Stakeholder Perspectives

When respondents understand that completing an Ipseus will give them insights into their identity, I have found them highly motivated to complete the judgements required. Their responses to their reports in the two case studies have been positive and interested.

The mentors and tutors of the respondents have found the reports valuable and, in the case of the nursing study, are committed to using the instrument for guidance in future.

The contractors of the two evaluations welcomed the in-depth information provided on the program recipients in the case of nursing and partnership members in the case of the Community Safety Officers. In both cases they welcomed the recommendations following from the information.

CONCLUSION

I have argued for a place in program evaluations for in-depth investigations of the identity and worldview of recipients. I found little in the literature linking identity studies with program evaluation. After a comprehensive review of key theoretical formulations in the literature concerning identity and their associated methods of

investigation and measuring instruments, I have homed in on what I believe to be a uniquely comprehensive theory of identity—Identity Structure Analysis—and its associated measuring tool, Ipseus.

I have exemplified the use of ISA/Ipseus in two program evaluations. I have given a sample of the kinds of results that come from this use and their utility in evaluations.

I have concluded by reviewing some of the advantages and difficulties inherent in the approach and by giving an introduction to the development of an Ipseus instrument.

I have found the in-depth investigation of the identity of recipients of social programs to be a valuable part of program evaluations. For me, the use of the ISA/Ipseus approach has made this possible. Of course all methods have their limitations and relative weaknesses. Using ISA/Ipseus requires some investment from evaluators in understanding the theory, the method, and the meaning of results. Developing a customized Ipseus tool is time-consuming, but the questions that have to be asked to determine entities and constructs are useful not only for the tool itself but also to give insights into the process of the program itself and the effects it is intended to have on recipients. Finally, some investment of time and concentration is needed from the respondents themselves.

The method I describe, while applied in this case to the identities of program recipients, could also be applied to the identities of evaluators and program providers, and these are directions I will be exploring. One interesting project would be to explore evaluator identity in relation to Benjamin's tripartite role differentiation.

I hope I have demonstrated the desirability of in-depth studies of the identity and identity change in participants as a part of program evaluations. I have introduced what my review would suggest to be one of the most comprehensive theoretical frameworks concerning identity and its associated measuring tool, the utility of which has been demonstrated in a wide range of applications (Weinreich & Saunderson, 2003) and in a number program evaluations including the two examples given. I hope this article might stimulate interest in using some form of identity measure in other program evaluations. I have located and used one such approach, but there is certainly room for many others.

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Appendix A

ENTITIES AND CONSTRUCTS IN COMMUNITY SAFETY OFFICER INSTRUMENT

Table A1. Entity List for Community Safety Professional in Community Safety Partnership Evaluation

Number	Label	Classification
01	**Me as I am**	Current self
	Me as I am in the workplace	
02	**Started in Community Safety**	Past self
	Me as I was when I started working in the Community Safety arena	
03	**Started my career**	Past self
	Me as I was when I started my professional career/finished my first professional training	
04	**Future self**	Future self
	Me as I would like to be in 5 years time (at work)	
05	**Aspired self**	Ideal self
	The ideal Community Safety professional that I aspire to be	
06	**Would not like to be**	Count
	Me as I would not like to be	
07	**Me as colleagues see me**	Metaperspective
	Me as colleagues and other professionals see me	
08	**Me as my managers see me**	Metaperspective
	Me as my managers see me	
09	**Me under pressure**	Exploratory self
	Me when I have to make a rapid but important decision under pressure	
10	**Me as my boss**	Exploratory self
	Me if I was doing my line manager's job	
11	**Admired Person**	Admired person
	A Community Safety professional whom I admire	

Number	Label	Classification
12	**Hero**	Admired person
	A (possibly fictional) hero	
13	**Disliked professional**	Disliked person
	A Community Safety professional whom I dislike	
14	**Villain**	Disliked person
	A (possibly fictional) villain	
15	**Close family member**	
	A close family member	
16	**My close friend**	
	My close friend	
17	**Member of the public**	
	A member of the public with a general interest in community safety, e.g., a member of Neighbourhood Watch (possibly stereotypical)	
18	**Respected member of the community**	
	A respected member of the community	
19	**Strongly opinionated person**	
	A strongly opinionated person	
20	**Person made subject to an ASBO [anti-social behaviour order]**	
	A person made subject to an ASBO (possibly stereotypical)	
21	**A mentally ill person**	
	A person displaying symptoms of a mental illness or mental ill-health (possibly stereotypical)	
22	**A repeat offender**	
	A repeat offender (possibly stereotypical)	

Table A2. Construct List for Community Safety Officers in Safety Partnership Evaluation Professional Development Evaluation

Number	Label left	Label right
01	**Objective**	**Subjective**
	Is more likely to be objective in their decision making, i.e., collects facts to inform opinion	Is more likely to be subjective in their decision making, i.e., forms opinion then uses supporting facts
02	**Alone**	**Committee or consensus**
	Was happier with decisions that I made alone	Was happier with decisions that I made in committee or by consensus with others
03	**Strategic**	**Operational**
	Am more comfortable when making strategic-level decisions, with long-term consequences	Am more comfortable when making operational-level decisions, with short-term consequences
04	**Own knowledge**	**Relies on experts**
	Relies heavily on my own knowledge when making a decision	Relies heavily on other experts' knowledge when making a decision
05	**Wider perspective**	**Smaller scale**
	Prefers to make decisions in terms of the wider perspective with less precision	Prefers to make decisions in terms of the smaller scale, with more precision
06	**Keeps within time constraints**	**Disregards time constraints**
	Keeps within time constraints and deadlines when making a decision	Ignores time constraints and deadlines when making a decision
07	**Uses existing ideas**	**New ideas**
	Prefers to use existing ideas when reaching a decision	Prefers to come up with new ideas when reaching a decision
08	**More risk**	**Less risk**
	Is prepared to consider riskier alternatives for higher potential gain	Prefers less risky alternatives to reduce the likelihood of potential loss
09	**Willing**	**Unwilling**
	Will make a decision before all relevant facts are known	Will wait until all relevant facts are known before making a decision

Number	Label left	Label right
10	**Scientific**	**Artistic**
	Took a scientific approach to decision-making	Took an artistic approach to decision-making
11	**Rigid**	**Open and flexible**
	Is likely to take a rigid approach to decision-making	Is likely to take an open and flexible approach to decision-making
12	**Confident in decisions**	**Lacks confidence in decisions**
	Is likely to be confident in their decision-making ability	Is likely to lack confidence in their decision-making ability
13	**Swift and decisive**	**Slow and considered**
	Is likely to be swift and decisive in their decision-making	Is likely to be slow and considered in their decision-making
14	**Intuitive**	**Relies on known facts**
	Uses intuition when making a decision	Relies on known facts when making a decision
15	**Reflective**	**Not reflective**
	Usually reflects back on decisions once made	Rarely reflects back on decision once made
16	**Often worries about decisions**	**Rarely worries about decisions**
	Often worries about decisions to be made	Rarely worries about decisions to be made
17	**Has a role in preventing crime**	**Does not have a role in preventing crime**
	Believes that they have a role to play in preventing crime	Does not believe that they have a role to play in preventing crime
18	**Acts considerately**	**Acts inconsiderately**
	Usually acts considerately toward others	Usually acts inconsiderately toward others
19	**Finds change difficult**	**Adapts easily to change**
	Finds change difficult	Adapts easily to change
20	**Selfish**	**Unselfish**
	Will usually put themselves first when acting to improve their own quality of life	Will usually put others first when acting to improve their own quality of life

(Continued)

Table A2. (Continued)

Number	Label left	Label right
21	**Respects own community**	**Respects range of communities**
	Only respects others from within their own community	Respects others from a wide range of different communities
22	**Needs significant support**	**Needs little support**
	Needs significant amounts of support to achieve their full potential	Is able to achieve their full potential with little or no support

Appendix B

ENTITIES AND CONSTRUCTS IN NURSING STUDENT INSTRUMENT

Table B1. Entity List for Nurse Education Evaluation

Number	Label	Classification
01	**Ideal self**	Ideal self
	The person I would ideally like to be.	
02	**Me as I would not like to be**	Contra ideal self
03	**Past self**	Past self
	Me before I went into nursing	
04	**Me at leisure**	Current self
05	**Me as a student**	Current self
	Me as a student in university	
06	**Me as a nurse on placement**	Current self
07	**Exploratory**	Exploratory self
	Me when I have to make a rapid decision under pressure	
08	**Me as my friends see me**	Metaperspective
09	**A celebrity I dislike (nominate)**	Disliked person
10	**A celebrity I admire (nominate)**	Admired person
11	**Admired person**	Admired person
	A Community Safety professional whom I admire	
12	**My mother**	

Number	Label	Classification
13	**My father**	
14	**My best friend**	
15	**A difficult patient**	
16	**An incompetent nurse**	
17	**A socially skilled nurs**e	
18	**A technically skilled nurse**	
19	**A professional in the business world**	
20	**My personal academic tutor**	
21	**A medical consultant**	
22	**A health care assistant**	

Table B2. Construct List for Nursing Program Evaluation

Number	Label left	Label right
01	**Practical skills based on theory**	**Practical skills based on common sense**
	Believes practical skills must be based on theory	Believes practical skills are based on common sense
02	**Nurses born not made**	**Nurses are taught**
	Believes nurses are born not made	Believes nurses have to be taught to be capable
03	**Academic Learning**	**Practical learning**
	Thinks academic learning is more important than practical learning for modern nursing	Believes that nursing is basically about practical skills
04	**Social skills**	**Technical skills**
	Believes that the skills of nursing are essentially social and interpersonal	Believes that professional nursing is primarily about technical skills
05	**Nursing as principles**	**Nursing as pragmatic practice**
	Believes that nursing is best learned as a set of principles	Believes that nursing is best learned through getting to grips with the job
06	**Enjoys letting hair down**	**Prefers reading a good book**
	Likes to let hair down and have a good night on the town	Likes a night in with a good book

(Continued)

Table B2. (Continued)

Number	Label left	Label right
07	**Takes shortcuts**	**Thorough**
	Would take shortcuts to achieve a target quickly	Would make sure everything was done thoroughly before signing off a task no matter how long it took
08	**Factual and scientific**	**Creative and artistic**
	Prefers a factual and scientific approach to nursing	Sees nursing as requiring a creative and artistic approach
09	**Success through luck**	**Success through work**
	Thinks success in life is a matter of luck	Thinks success in life come through hard work
10	**Needs others**	**Individual**
	Is dependent on others to make decisions	Always makes their own decisions
11	**Optimistic**	**Uncertain**
	Sees the future optimistically	Sees the future as uncertain
12	**Emotionally involved**	**Emotionally distanced**
	Is emotionally involved and empathetic toward others	Maintains an emotional distance from others
13	**Serious**	**Likes a laugh**
	Is generally serious and straight-laced	Likes a laugh and a joke
14	**Confident**	**Has self doubts**
	Is usually confident	Tends to raise self doubts
15	**Seeks social**	**Prefers alone**
	Tends to seek out social situations and company	Prefers their own company
16	**Work**	**Home**
	Regards work as the most important thing in life	Values their home life above everything
17	**Altruistic**	**Selfish**
	Puts the needs of others first	Takes care of personal needs first
18	**Team player**	**Individual worker**
	Prefers to be a team player	Prefers to work as an individual

Number	Label left	Label right
19	**Risk taker**	**Plays safe**
	Willing to take risks	Usually plays safe
20	**Patient knows best**	**Professional knows best**
	Tends to think the patient knows best	Usually thinks the professional knows best
21	**Keeps in budget**	**Indifferent to costs**
	Knows costs and keeps in budget	Lets costs take care of themselves
22	**Scientific and evidence-based**	**Too much science and evidence**
	Thinks the most important approach to patient care is evidence-based and scientific	Thinks there is too much emphasis on science and evidence-based care
23	**Human relationships**	**Too much emphasis on human relationships**
	Thinks nursing is essentially about human relationships	Thinks there is too much emphasis on human relations in nursing

Appendix C

TWO CASE STUDIES OF NURSING STUDENTS BASED ON IPSEUS REPORTS

Student One

This case exhibited a strong preference for the interpersonal, caring aspect of nursing, almost to the exclusion of science. Her role models were "a socially skilled nurse," "my mother," and "a healthcare assistant," with idealistic-identifications of 0.83, 0.74, and 0.70 respectively (scale 0–1). Conversely, she contra-identified with "a technically skilled nurse" and "a medical consultant," with contra-identification score of 0.65 and 0.74 respectively (scale 0–1), thereby demonstrating a strong aversion to these characterizations.

Despite this strong association with socially skilled and, one might assume, caring role models, she also contra-identified with "a difficult patient" (contra-identification score of 0.65). This is an area where the student may wish to reflect and seek support and guidance from more experienced nurses and tutors. She

may also be expected to change over time as she gains more experience of dealing with difficult patients in real-world situations.

As seen in Table C1, this student's use of constructs supports this orientation toward the caring rather than science side of nursing. Some of her strongest levels of conviction are on the constructs of

- nurses are born, not made;
- nursing is essentially about human relationships; and
- practical rather than academic learning.

Other strongly supported constructs reinforce her strong social orientation, including "likes a laugh," "seeks out social situations," and "prefers to be a team player."

She experiences much greater conflict on some constructs associated with personal confidence, including "being confident," "liking to take risks," and "always making own decisions." These may be associated with a developmental stage in the student's career, and she would no doubt benefit from support on these issues. Her levels of self-confidence might be expected to improve over the course of her training, and case follow-up toward the end of this training may well confirm this.
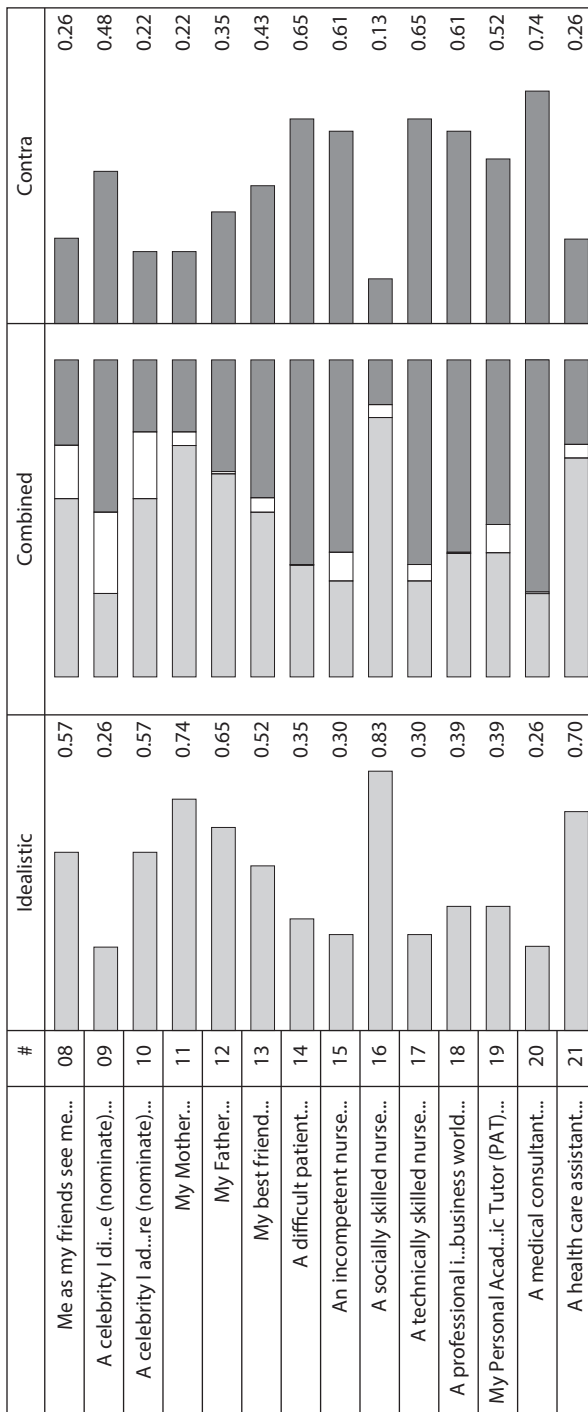
Figure C1. Identification with Entities

Table C1. Use of Constructs

		#	Polarity	Emotional significance	Structural pressure	+ve component	-ve component		
Practical skills based on theory		01	1	7.46	9.80	42.18	32.38	>	Practical skills based on common sense
Nurses born not made	<	02	–1	9.12	91.17	91.17	0.00		**Nurses are taught**
Academic learning		03	1	7.90	65.40	72.20	6.80	>	Practical learning
Social skills	<	04	–1	7.79	60.86	69.37	8.51		**Technical skills**
Finds that learning proceeds more effectively by way of knowing about basic principles		05	1	7.39	29.77	51.84	22.07	>	Finds that learning proceeds better by getting to grips with the job on the ground
Likes to let their hair down and have a good night on the town	<	06	–1	7.86	66.30	72.45	6.14		**Likes a night in with a good film or book**
Would take shortcuts		07	1	9.20	2.00	46.99	44.99	>	Would make sure everything is done thoroughly
Is factual and scientific	<	08	–1	7.59	–9.31	33.28	42.60		**Is creative and artistic**
Thinks success in life is determined by luck		09	1	8.68	3.63	45.21	41.58	>	Thinks success in life in determined by hard work
Needs others to make decisions		10	1	9.83	–38.21	30.04	68.25	>	Always makes own decisions
Sees future optimistically	<	11	–1	7.24	13.24	42.82	29.58		**Sees the future as uncertain**

Emotionally involved	<	**12**	−1	8.78	62.08	74.93	12.85		**Emotionally distanced**
Serious		**13**	1	7.74	75.57	76.49	0.93	>	Likes a laugh
Confident	<	**14**	−1	8.22	−15.05	33.55	48.60		**Has self-doubts**
Seeks out social situations	<	**15**	−1	9.35	51.16	72.32	21.17		**Prefers own company**
Regards work as most important thing in life		**16**	1	9.03	75.84	83.05	7.22	>	Values their home life above everything
Puts the needs of others first	<	**17**	−1	5.62	30.65	43.40	12.75		**Takes care of personal needs**
Prefers to be a team player	<	**18**	−1	9.46	66.30	80.44	14.14		**Prefers to work as an individual**
Likes to take risks	<	**19**	−1	10.00	−20.51	39.75	60.25		**Usually plays it safe**
Patient knows best	<	**20**	−1	6.25	34.48	48.48	14.00		**Professional knows best**
Always keeps in budget	<	**21**	−1	9.01	0.15	45.11	44.96		**Lets costs take care of themselves**
Thinks the science behind evidence-based patient care is most important		**22**	1	7.35	49.38	61.42	12.05	>	Thinks there is too much emphasis on science and evidence based care
Thinks nursing is essentially about human relationships	<	**23**	−1	8.67	79.49	83.10	3.61		**Thinks there is too much emphasis on human relationships in nursing**

Note. The preferred poles of constructs consistent with the profile are shown in bold.

Student 2

This participant takes an alternative view to Student 1, supporting a more technical and scientific approach to nursing and associating herself more with people she might expect to also support this viewpoint.

Her strongest role models are "a technically skilled nurse," "a medical consultant," and "my mother," with idealistic-identification scores of 0.78, 0.70, and 0.70 respectively (scale 0–1). The inclusion of "my mother" as a role model in this instance suggests that she feels her mother also supports a scientific and technical outlook on nursing.

The case's strongest contra-identifications are with "an incompetent nurse" and "a difficult patient," with scores of 0.87 and 0.74 respectively (scale 0–1). In this case, she associates incompetence with an overemphasis on caring and practical experience at the expense of science and theoretical grounding. This case is interesting in that, when she considers how she was before entering training, she shows strong empathetic-identification with "an incompetent nurse" (score of 0.91 on a scale of 0–1). This indicates an individual who used to believe nursing was all about relationships and practical approaches but who has very much switched her thinking in favour of science and theoretical grounding. Now that she is "a nurse on placement," her empathetic-identification with "an incompetent nurse" has dropped to 0.20.

As with the first case, her negative outlook on "a difficult patient" may moderate over time through greater exposure to patients and as she develops strategies for dealing with more challenging people.

As indicated in Table C2, her emphasis on science and theory as a basis for high quality nursing is clear from her high levels of conviction on the related constructs of

- the science behind evidence-based patient care is most important;
- practical skills should be based on theory; and
- learning proceeds more effectively by way of knowing about basic principles.

She is much more conflicted than Student 1 about concepts such as "social skills," "nurses born not made," and "thinks nursing is essentially about human relationships." On balance, she does support these concepts but not with much conviction, and there will be many instances where she takes an alternative stance.

Figure C2. Identification with Entities

#		Ideal self IS1 (01)	Me as I would not like to be CIS1 (02)	Past self PS1 (03)	Me at leisure CS1 (04)	Me as a student CS2 (05)	Me as a nurse on placement... CS3 (06)	Exploratory ES1 (07)
08	Me as my friends see me...	0.61	0.30	0.36	0.92	0.79	0.55	0.50
09	A celebrity I di...e (nominate)...	0.11	0.95	0.91	0.33	0.07	0.20	0.13
10	A celebrity I ad..re (nominate)...	0.94	0.00	0.09	0.58	0.64	0.50	0.44
11	My Mother...	0.67	0.10	0.18	0.75	1.00	0.85	0.81
12	My Father...	0.39	0.45	0.55	0.50	0.29	0.35	0.50
13	My best friend...	0.44	0.20	0.27	0.67	0.50	0.40	0.44
14	A difficult patient...	0.17	0.75	0.64	0.33	0.21	0.40	0.38
15	An incompetent nurse...	0.11	0.95	0.91	0.33	0.07	0.20	0.13
16	A socially skilled nurse...	0.33	0.40	0.27	0.33	0.21	0.30	0.25
17	A technically skilled nurse...	0.78	0.05	0.09	0.67	0.93	0.80	0.81
18	A professional i...business world...	0.61	0.20	0.36	0.67	0.86	0.70	0.69
19	My Personal Acad...ic Tutor (PAT)...	0.56	0.05	0.00	0.58	0.71	0.55	0.44
20	A medical consultant...	0.67	0.15	0.27	0.75	1.00	0.80	0.81
21	A health care assistant...	0.28	0.45	0.55	0.17	0.14	0.25	0.25

Table C2. Use of Constructs

		#	Polarity	Emotional significance	Structural pressure	+ve component	–ve component		
Practical skills based on theory	<	01	–1	7.80	73.16	75.56	2.40		Practical skills based on common sense
Nurses born not made	<	02	–1	4.63	24.41	35.36	10.95		Nurses are taught
Academic learning	<	03	–1	4.92	41.48	45.34	3.86		Practical learning
Social skills	<	04	–1	1.94	–19.44	0.00	19.44		Technical skills
Finds that learning proceeds more effectively by way of knowing about basic principles	<	05	–1	5.46	51.09	52.83	1.74		Finds that learning proceeds better by getting to grips with the job on the ground
Likes to let their hair down and have a good night on the town		06	1	7.15	53.37	62.44	9.06	>	Likes a night in with a good film or book
Would take shortcuts		07	1	9.46	76.56	85.59	9.03	>	Would make sure everything is done thoroughly
Is factual and scientific		08	1	7.34	–31.93	20.73	52.66	>	Is creative and artistic
Thinks success in life is determined by luck		09	1	9.41	91.19	92.65	1.46	>	Thinks success in life in determined by hard work
Needs others to make decisions		10	1	8.09	70.70	75.79	5.09	>	Always makes own decisions
Sees future optimistically	<	11	–1	5.57	46.14	50.91	4.77		Sees the future uncertain

Left construct		No.							Right construct
Emotionally involved		12	1	9.13	73.18	82.22	9.03	>	Emotionally distanced
Serious	<	13	–1	7.88	52.09	65.44	13.35		**Likes a laugh**
Confident	<	14	–1	9.20	89.39	90.71	1.32		**Has self-doubts**
Seeks out social situations		15	1	6.82	26.87	47.54	20.67	>	Prefers own company
Regards work as most important thing in life		16	1	7.28	–45.17	13.84	59.01	>	Values their home life above everything
Puts the needs of others first	<	17	–1	10.00	87.88	93.94	6.06		**Takes care of personal needs**
Prefers to be a team player	<	18	–1	6.97	50.11	59.89	9.78		**Prefers to work as an individual**
Likes to take risks		19	1	8.50	75.96	80.50	4.55	>	Usually plays it safe
Patient knows best		20	1	5.08	46.17	48.48	2.32	>	Professional knows best
Always keeps in budget	<	21	–1	9.28	88.99	90.88	1.89		**Lets costs take care of themselves**
Thinks the science behind evidence-based patient care is most important	<	22	–1	9.38	92.48	93.14	0.66		**Thinks there is too much emphasis on science and evidence-based care**
Thinks nursing is essentially about human relationships	<	23	–1	5.16	24.99	38.31	13.32		**Thinks there is too much emphasis on human relationships in nursing**

Note. The preferred poles of constructs consistent with the profile are shown in bold.

Student 2 is most conflicted about the balance between being "creative and artistic" and being "factual and scientific" and also with regard to work-life balance. These are conflicts that may reduce over time but could remain as the individual struggles to maintain a balanced approach.