Business Administration – Master thesis

''Change Readiness"

A multiple case study: analysing the relationship between individual change readiness and team change readiness.

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Abstract

Organizations must adapt and implement changes to be relevant in the industry. However, the success rate of change projects in recent years has been low. This might result from a wrong approach or lack of information at the start of implementing the change. A criterion to make a change project successful is employees change readiness. However, change readiness consists of multiple levels, like individual change readiness and team change readiness. Nonetheless, little is known about the interaction between individual change readiness and team change readiness. Prior research has investigated change readiness by selecting one level, which might lead to misinterpretation in fully understanding relationships in groups. Therefore, concepts must be compared on multiple levels. Hence, this study aimed to research how individual change readiness and team change readiness are related by conducting a multiple case study. A qualitative study with four cases (i.e. teams) within one Dutch organization was implemented. We conducted 13 individual semi-structured interviews and 4 focus groups. The results indicated that there is a relationship between individual change readiness and team change readiness, influenced by team characteristics, role leadership, information lead, cognitive contagion and communication. All these findings affect the relationship between individual change readiness and team change readiness as a boundary condition. Another finding was the importance of investigating a relationship on multiple levels. These findings contribute to literature by providing new insights on the relationship between individual change readiness and team change readiness in a multi-level context. Furthermore, change agents might use these findings to strategically select team members for a pilot or evaluation board and decide at which communication channel information needs to be spread.

Keywords: Change management, change readiness, multiple case study

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1.0 Introduction

In today's business world, organizations need to adapt and make changes to remain relevant to the industry (Neves, 2011). The ability to implement changes throughout the organization is not only a necessity, but also a strategy for competing in the industry (Menting, 2022; Rafferty et al., 2013). The implementation of these changes in organizations is through change projects (Straatmann et al., 2016) which varies in nature and can be focused on technological improvements or a new way of working. A change in structure of the organization's core operation is called organizational change (Edmondson, 2018). In order to implement organizational change there are two terms to consider, firstly organization, which consists of activities and people that desire to reach a common goal through work, hierarchy and responsibility (Schein, 1980) and secondly change, which translates to the reorganization of certain activities (Robbins & Judge, 2016). However, research shows that the success rate of change projects in organizational change is low (Cartwright & Schoenberg, 2006; Schwarz et al., 2021; Vakola, 2013; Washington & Hacker, 2005). This might be a result of the wrong approach or a lack of information at the start of implementing the change (Bouckenooghe, 2010; Maanen & Schein, 1979). An important criterion in organizational change is the support of employees. The study of the support and willingness of employees for change within an organization is called change readiness (Rafferty et al., 2013).

However, little is known about the interaction between individual and team change readiness. Many change readiness scholars study change readiness on the individual level because of the convenience and the accessibility of data (Kozlowski & Klein, 2000). Some work of these change readiness scholars are about, success (Appelbaum et al., 2017), influencing factors (Cunningham et al., 2002), social and cultural change (Ghouri et al., 2019), commitment (Herscovitch & Meyer, 2002), communication (Ouedraogo & Ouakouak, 2018) and evaluating an instrument to study change readiness (Holt et al., 2007). The majority of these change readiness scholars focus on the individual level and might have created a blind spot. This blind spot comes from the limitation of adequate theory (Blalock, 1984) about change readiness. Scholars studying change readiness may select one variable, such as individual level, to observe and learn more about the topic. However, this may result in ''atomistic fallacies'', which are misinterpretations of relationships in groups based on observing individuals (Kozlowski & Klein, 2000). Therefore, it is important to compare theories on multiple levels. This vertical contrasting approach offers the ability to ''improve the empirical adequacy of existing theory'' (Fisher & Aguinis, 2017, p. 446).

Furthermore, studying the change readiness of individuals leads to ignoring and neglecting the social dynamics of groups in the process of organizational change (Hitt et al., 2007). In change readiness, it is important to consider groups because organizations depend on groups for adapting and supporting organizational change (Harvey et al., 2022; Mathieu et al., 2019; Maynard et al., 2015). If groups are not considered then contextual factors, such as culture and dynamics, may be incorrectly studied. This leads to a misunderstanding of the current situation in an organization (House et al., 1995; Klein et al., 1994; Kozlowski & Klein, 2000; Roberts et al., 1974; Rousseau, 1985).

Hence, the research question is *"How are individual change readiness and team change readiness related?"*

This thesis contributes to the body of knowledge on change readiness. First, it can be argued that there is a relationship between individual change readiness and team change readiness. This relationship is influenced by team characteristics, role of leadership, information lead, cognitive contagion and communication. These findings build further on the framework of Rafferty et al. (2013).

As last, the findings provide support to analyze a relationship on multiple levels. This finding is in line with the statements from Rafferty et al. (2013), Kozlowski and Klein (2000) and Vakola (2013). All three support the idea of adopting a multilevel perspective that helps to gain perspectives that are not only from an individual level. The individual level and team level that were analyzed consisted of data that supported this statement.

This study has two practical implications for change agents in the field or in organizations. First, it is recommended to participate in the communication channel, like in the one-on-one conversations. These one-on-one conversations create a realistic perception of the individuals' experiences and values (Swain & King, 2022). Change agents might use this information to strategically decide at which communication channel information needs to be spread.

As last, this research highlights the power that an individual has in sharing information. There might be inequality in information sharing among the team members due to the position that an individual takes. This information might be useful in the decision making about who joins the pilot or evaluation board.

The structure of this thesis is the following. The relevant literature about change readiness will be discussed in the next chapter. Then, the data collection method and data analysis. Followed by the main findings, the discussion, theoretical contributions, practical contributions, limitations and future research. The last chapter is the conclusion.

2.0 Literature review

Organizational change includes features such as the type of change, how to approach change, and the change readiness of employees in an organization (Armenakis et al., 1993; Rafferty et al., 2013). Some studies highlight the importance of reactions towards change as a key role in organizational change (Bartunek et al., 2006; Oreg et al., 2011; Vakola, 2013). In this particular context, the employees' beliefs and perceptions towards the organization determine the support and willingness for change (Armenakis & Bedeian, 1999; Armenakis et al., 2007; Vakola, 2013). Therefore, change readiness is considered as a key aspect of organizational change.

2.1 Change readiness

Review of the literature showed that the definition of change readiness is inconsistently used by change readiness scholars as shown in table 1. There are four differences identified between the scholars that defined change readiness. These differences are about, definitions, characteristics, the level of analysis and construct. First, a frequently used citation in change readiness literature is from Armenakis et al. (1993). This definition presents the importance of beliefs, attitudes, and intentions. However, this definition does not fully represent change readiness according to Holt et al. (2007) because the emotional and cognitive components are not explicitly mentioned in the definition. The cognitive component is about the idea of change and the benefits for individuals. The emotional component refers to the feelings of an individual in the change process (Jong et al., 2023). Second, Holt et al. (2007) discovered that, emotional and cognitive components are important but there are characteristics that influence the change readiness. Similarly, to the findings of change readiness scholar Vakola (2013). These characteristics from both change readiness scholars are comparable. However, this is not the same in both findings of Holt et al. (2007) and Vakola (2013). Holt et al. (2007) studied the change readiness of individuals and Vakola (2013) studied the change readiness on multiple levels. As a last difference, various constructs are used to mention change readiness, like 'Readiness for Change' or 'Change Readiness'. Unfortunately, this might create confusion in the literature.

Table 1

Change Readiness (CR) Overview

Author	*Construct*	*Level of Analysis*	*Variable*	*Definition*
Armenakis et al. (1993) and Armenakis and Harris (2002)	Readiness for Change (RfC)	Individual	Cognitive and emotional	''Beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization's capacity to successfully undertake the particular changes.'' p. 681
Holt et al. (2007)	Readiness for Change (RfC) ''The extent to which an individual or individuals are cognitively and emotionally inclined to accept, embrace, and adopt a particular plan to purposefully alter the status quo''. p.235	Individual	Appropriateness	''Members feel that change is a priority to help the organization.''. p.241
			Management support	''The extent to which organizational members felt senior leaders supported the change''. p. 241
			Change efficacy	''The extent to which organizational members felt confident that they would perform well and be successful''. p.241
			Personally valence (beneficial)	''Refers to the extent to which one feels that he or she will or will not benefit from the implementation of the prospective change''. p. 238
Rafferty et al. (2013)	Change Readiness (CR)	Individual	Cognitive and affective	Applies Armenakis et al. (1993), but uses

				affective instead of emotional. Affective is a feeling that occurs due to an event (Crites et al., 1994)
Vakola (2013)	Readiness to Change (RtC)	Group	Change required	It is valuable to highlight the importance of the change and get the support for the change.
			Organization change efficacy	To implement change the organization should be able to manage the change efficacy.
			Group benefits	What is in it for the groups? What will they benefit from the change?
			Group change requirements	To implement change the group should have the capacity and the ability to cope with the requirements for the change.

Table 1 Overview definitions change readiness.

Change readiness depends on an individual's perception and the readiness of others (Coch & French, 1948). It is the mindset that lives in the mind of the employees (Armenakis & Fredenberger, 1998). Employee engagement needs to be applied to make sure that an individual supports change readiness. Employee engagement is about the state of mind, motivation and participation of employees (Macey & Schneider, 2008). Marinova et al. (2015) found that work engagement functions as a mediator that supports change-oriented behaviour. Engaging employees within an organization increases loyalty from the employees towards the organization. There should be ''openness to change'' to make sure that individuals encourage change (Oreg et al., 2011, p. 478). Ensuring work engagement strengthens support for change readiness. As Coch and French (1948) discussed, change readiness is not a one-person process but a collective process of individuals influencing each other.

2.2 Levels of change readiness

Rafferty et al. (2013) discusses that change readiness within organizations consists of three levels. The levels are micro-, meso-, and macro-level. Figure 1 is a framework that shows the interaction between the levels.

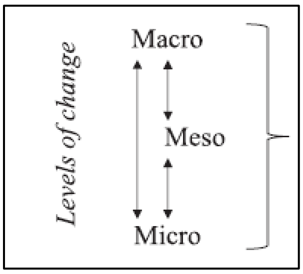

Figure 1 Levels of change directions (Ros et al., 2023)

2.2.1 Micro level (individual)

The micro level is the perception of an individual's readiness in a changing environment (Judge et al., 1999). In individual change readiness there are two components considered (Rafferty et al., 2013), firstly the cognitive component and secondly the emotionally component. The cognitive component has five beliefs and highlights the important elements a message for change should have. This message has the purpose to inform employee about change (Armenakis & Harris, 2002; Rafferty et al., 2013).

The first belief is *discrepancy. ''The discrepancy aspect of the message communicates information about the need for change and should be consistent with relevant contextual factors''* (Armenakis et al., 1993, p. 684). The second belief is *appropriate,* and that refers to the degree that employees are convinced that change is needed (Armenakis et al., 1993). *''The appropriateness of the change is important because individuals may feel some form of change is needed but may disagree with the specific change being proposed. (..) If a change message cannot convince others of the appropriateness of the change, then efforts should be made to reconsider whether it really is appropriate.''* (Armenakis & Harris, 2002, p. 170). The third belief is *efficacy and* refers to the ability of an individual to achieve success in change. The fourth belief is the *principal support,* which is about the loyalty of employees. The last belief is *valence* and this is about the benefits employees get from a change (Armenakis & Harris, 2002).

The second component concerns emotions according to Holt et al. (2007). Other scholars define affective as the second component within change readiness (Miller et al., 1994). ''*An emotion is a relatively short lived state of body and mind that is a reaction to a specific object or situation with a primary function of biasing action tendencies*'' (Fox, 2018, p. 2). Whereas affect ''*is a general term that has come to mean anything emotional. A cautious term, it allows reference to something's effect or someone's internal state without specifying exactly what kind of an effect or state it is* (Barett & Bliss-Moreau, 2009, p. 167).

2.2.2 Meso level (group)

The meso level suggested by Rafferty et al. (2013) is defined as a group. Implementing change in a group is a way to affect the whole structure of an organization. For instance, in a group there can be an environment where one learns from the other (Katz & Kahn, 1978; Zaltman et al., 1972). A group in an organization is formed by two or more individuals that interact and work together to achieve a particular goal (Robbins & Judge, 2016). In group change readiness there are two components considered (Rafferty et al., 2013), firstly the cognitive component and secondly the emotionally component. The cognitive component consists of the five beliefs from Armenakis and Harris (2002). As for the emotional component, Rafferty et al. (2013) proposes to assess affective change readiness with emotional items. Fortunately, Sanchez-Burks and Huy (2009) researched about emotional items. The emotional items are called ''the collective emotional reactions''. The collective emotional reactions are the shared emotions felt by the employees in a group. The emotional reactions can differ in time, due to the change events. Apparently, the shared emotions include emotional comparison and contagion (Barsade, 2002; Bartel & Saavedra, 2000; Sanchez-Burks & Huy, 2009). In literature, emotional contagion is defined differently by scholars. Barsade (2002) defines emotional contagion as the influence of one person's emotion on the others in the group. Bartel and Saavedra (2000) define emotional contagion as doing the same thing as the other person. Some antecedents of collective emotions found by scholars are, socially interdependence, frequently contact in the group (Bartel & Saavedra, 2000), dedication to the group and work climate (Totterdell et al., 1998). Rafferty et al. (2013) suggests that in order to have positive work climate, it is required to create a psychological safe environment. Edmondson (1999) states that ''interpersonal trust'' and ''mutual respect'' creates this psychological safe environment.

2.2.3 Collective change readiness (individual and group)

The collective readiness is a shared agreement about the implementation and capability of change (Armenakis & Harris, 2009). There are five collective perceptions that support change and these are similar to the beliefs that Armenakis and Harris (2002) and Armenakis et al. (1993) studied. In order to have the collective perception, it is important to engage employees in the change and understand why there is a necessity for change (Cummings, 2004).

According to Vakola (2013) the change readiness of a group depends on capacity and decision making. The collective change readiness of a group is influenced by cognitive beliefs (Rafferty et al., 2013). It may occur that sharing perceptions and cognitive beliefs converge due to exchanging information between individuals in a group (Kozlowski & Klein, 2000).

Rafferty et al. (2013) highlights that individuals influence groups, but groups also influence individuals. The cognitive change readiness of individuals includes the beliefs of Armenakis et al. (1993) and Armenakis and Harris (2002), that connects to the affective change readiness of groups. The affective change readiness of groups includes emotional comparison and contagion (Barsade, 2002; Bartel & Saavedra, 2000; Sanchez-Burks & Huy, 2009).

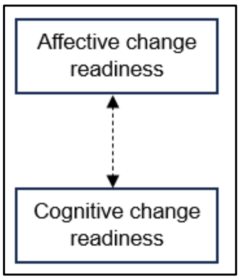

Figure 2 Relation individuals and groups (Rafferty et al., 2013)

This means that the belief of an individual influences the group by comparing their thoughts with others. The influence of a group on an individual is contagion, for instance this might be mimicking. This means that a person acts or thinks the same as someone else (Rafferty et al., 2013). Figure 3 is inspired by the work of Rafferty et al. (2013). This figure shows the influence between the individual level (micro) and group level (meso) change readiness. In the next chapters the term team refers to the term group in literature.

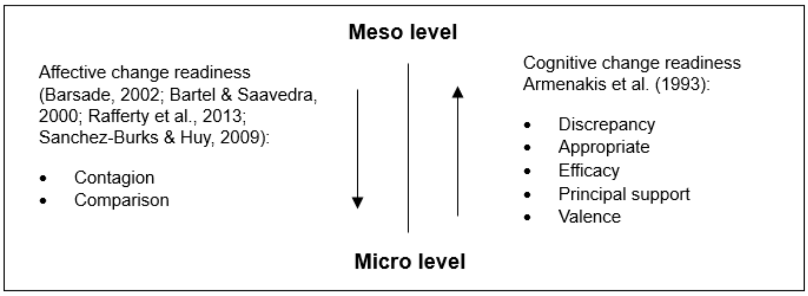

Figure 3 Influence variables in micro- and mesolevel.

3.0 Method

3.1 Research design

The research strategy is an inductive and qualitative approach. This study used a multi-case study approach to investigate how individual change readiness and team change readiness relate to each other. A case study is ''an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries of between phenomenon and context are not clearly evident'' (Yin, 2018, p. 23).

3.2 Cases

3.2.1 Case company

The research was conducted at company A. Company A facilitates public transportation in the Netherlands. Currently there are many employees within company A providing service for customers who want to travel in the Netherlands. There are several business units in Company A, for instance the business unit that supports the whole organization. The data for this study was collected from this business unit. The researcher had contact with the change team at company A. The change team consists of change facilitators that guide several teams within company A during the change process.

3.2.2 Case selection criteria

Eisenhardt (1989) found that four cases are the minimum to properly build theories. Therefore, we selected four cases for this study. Purposive sampling was used to ensure that the cases were relevant for the research question as suggested by Creswell and Clark (2011). These cases were selected based on the following. First, a case must be a team and organic, so not a project team. Second, this organic team must implement a change. A change project can be a change in content, like a change in technology or structure (Holt et al., 2007). The researcher selected teams that follow change projects that implement a new way of working, for instance a change in tasks or a change in stakeholders. As last, a team must be in the start-phase or middle-phase of the change project because in these phases change still needed to happen. There were in total four cases, see Table 2 for the description of the cases.

Case #	Team	Phase	# of people participating	Topic of the change project
1	Scrum masters	Start	5	Change from scrum master to more team coach.
2	HR	Start	6	Changing process in the way of work.
3	Quality	Start	6	Work more multidisciplinary.
4	Safety	Start	7	Work more multidisciplinary.

Table 2 Description Cases

The change in case one was about the way of work. The interviewees were scrum masters. The scrum masters guided several teams on team coherence. The purpose of the change was to work more efficiently. However, this change shifted the role of scrum master to a role as team coach. The consequence of this change was that the distance became bigger between scrum master and the team. Additionally, there was also less overview on the team dynamics. The role of scrum master was not recognized anymore. The topic for the interviews was the change about the way of work.

The change in case two was about the HR X. The interviewees were HR specialists. A couple years ago, the department started changing the way of work. The purpose of the first change was to improve the process between HR and business. The business refers to managers and directors with questions, like where can I find an overview of my hours. This change project was called HR X 1.0. After the implementation of this change, the department was not satisfied. There were a lot of processes not aligned. Therefore, the department wanted to implement another change, which was called HR X 2.0. The topic for the interviews was the change project HR X 2.0.

The change in case three and four was about implementing a new way of work in the department. This change was called X 2.0. The interviewees were from either the department quality or safety. This change was divided into three parts. The first part was called A. Change A involves restructuring the hierarchy. The second part was called B. Change B was about working in a matrix organization. The work will be conducted horizontally instead of vertically. The purpose of this change was to work multidisciplinary. The third part was called C. Change C was a change in the process of receiving questions. The purpose of this change was to create a desk that collects questions and sends the questions to the person that can answer the question. The difference between case three and case four is that case three was involved in a later stage than case four.

3.3 Data collection

The data for this study was collected by conducting semi-structured interviews through individual interviews and focus groups. The aim of these interviews was to clarify certain answers in depth (Cohen et al., 2011) and investigate the relationship between individual and team change readiness in four different contexts. The researcher wanted to investigate two things. First, what the change readiness (CR) was of individuals in team X(A1) and what the change readiness (CR) was of team X (A2). Second, what the relationship was between the CR of individuals and that of team X (B).

The definition that was used for the construct change readiness was ''the extent to which an individual or individuals are cognitively and emotionally inclined to accept, embrace, and adopt a particular plan to purposefully alter the status quo'' (Holt et al., 2007, p. 235). This measurement was based on the variables appropriateness, management support, change efficacy and personal valence from Holt et al. (2007). The researcher used individual interviews to measure the individual level and focus groups for the team level because the researcher wanted to prevent atomistic fallacies, which is misinterpreting the relationships in groups (Kozlowski & Klein, 2000). Therefore, the researcher considered collecting data on an individual level and team level. This approach is vertical contrasting (Fisher & Aguinis, 2017, p. 446) and means that change readiness was measured on multiple levels.

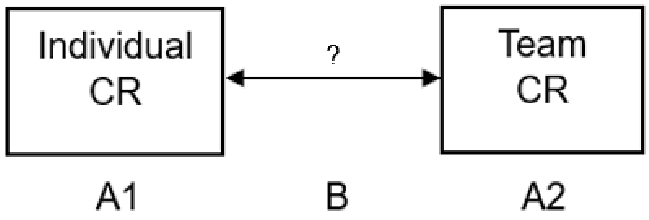

Figure 4 Data collection on individual level and team level

3.3.1 Individual Interview

The researcher used semi-structured interviews to measure the individual level change readiness. These interviews helped to create a deeper understanding about emotions and experiences from participants (Cohen et al., 2011). Guest et al. (2006) found that 12 interviews are the minimum to reach an appropriate level of saturation. The researcher decided to conduct 17 interviews which consisted of approximately 6 participants from each team. The researcher considered the team members and not the team leader. This study was not about leadership styles and therefore the team leaders were excluded. Table 3 gives an overview of the number of participants that took part in this research. Only in case one there was a limitation in team members participating in the interviews. Therefore, one team member in case one participated in the individual interview and focus group.

	Case 1	Case 2	Case 3	Case 4
Individual Interview	3	3	3	4
Focus group	3	3	3	3
Total each case	5	6	6	7
Total participants				24

Table 3 Overview number participants

Setting individual interview

Every individual interview took place at the office and lasted 1,5 hours. The researcher conducted the interview face-to-face in a closed room with a squared table. The interview was recorded with a mobile phone. The chairs for the interview were diagonally organized to not force eye contact and mitigate formality. It was important to build rapport and that the participant felt safe to open up (Cohen et al., 2011). The researcher used informal communication to create an open space and introduced herself.

Outline individual interview

The researcher followed a semi-structured interview protocol for the individual interview, see Appendix A. This protocol guides the interview because it structures the interview, provides the same experience for the participants and applies the same process for each participant as suggested by Cohen et al. (2011). The start of the individual interview was an introduction about the researcher herself, the goal of the research, the recording, and how the data was stored. If the participant agreed with the audio recording, then the consent form needed to be signed on paper. If the participant did not approve the audio recording, then the researcher made notes during the interview. The researcher audio-recorded the interview because this helped to capture all the data. This data was in Dutch because the researcher interviewed the participants in their native language.

After the introduction, the researcher proceeded with the next part of the interview. The interview included handouts to guide the interview (see Appendix C). The researcher first asked the participant to summarize the change project. After this summary, the researcher started with the individual change readiness. Followed by the team change readiness and the interaction between the individual and team change readiness. There were, in total, three handouts. The individual and team change readiness were discussed with quadrants. Each quadrant consisted of a variable that measured change readiness that was found by Holt et al. (2007). The researcher asked the participant to give examples about the change project for each quadrant on the handout. The participant wrote down the examples on sticky notes and placed it on the handout. Figure 5 shows an overview.

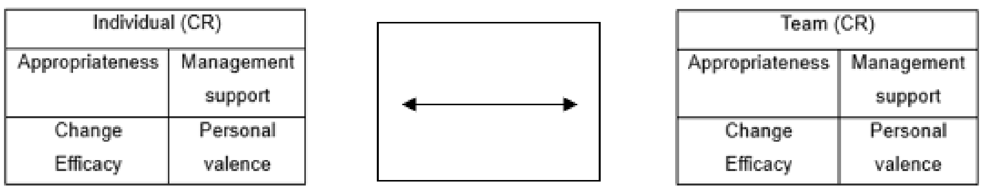

Figure 5 Handouts overview Individual interview

Towards the end of the interview, the researcher summarized the handouts. The researcher asked the participants to add any final comments, topics that were not discussed and a reflection about the learning points. At last, the researcher thanked the participant and shared contact details. If there were any questions or concerns, then the participant could contact the researcher.

3.3.2 Reliability and validity individual interview

The researcher took several steps to increase validity. First, the researcher wanted to create a mutual understanding on the project and asked the participant to summarize the change project. Second, the researcher used variables from Holt et al. (2007) to measure change readiness. As last, the researcher wanted to create a mutual understanding about the definitions of the variables on the handouts. Therefore, the researcher translated the English definition of the variables on the handouts to Dutch.

The researcher increased reliability by implementing several steps. First, the researcher used the structure of the interview protocol at each interview. Second, every individual interview consisted of the three handouts with the definitions of the variables and change readiness. Third, the researcher wanted to build rapport and therefore visited at least one team meeting of every team. Fourth, memory bias might occur if the researcher fully depends on its own memory (Denscombe, 2014). The researcher used audio-recording to prevent this bias. As last, eye contact and active listening is important in an interview (Doody & Noonan, 2013). Therefore, the chairs for the researcher and the participant were diagonally organized at each interview.

3.3.3 Focus group

We had 4 focus groups in total (see table 3). We conducted focus groups to measure the team level. The outcome of a focus group depends on the role of the mediator (Oates & Alevizou, 2018). The researcher decided to ask a colleague from the change team for help. With the help of this colleague, the researcher prepared for the focus group and discussed the best approach for this session. The researcher aimed at four participants of each team for the focus group, which is a small focus group. A small focus group means a maximum of six participants (Morgan, 1996). The participants of the focus group were different from the participants of the individual interview.

Setting focus group

An important aspect in focus group is setting. The researcher wanted to create a safe environment for the participants. Important elements for a focus group session are, ventilation, lighting, acoustics, seating arrangements and space (Oates & Alevizou, 2018). The researcher considered these elements and decided to conduct the focus group at a reserved meeting room. This meeting room had one big window. The chairs were organized in a circle. This supported contact between the participants by looking at each other while talking. The researcher sat on a chair that allowed an overview of the participants. The researcher used informal communication during the session. The focus group session had a duration of 1,5 hours. The focus group session was in Dutch because that was the participants' native language.

Outline focus group

The focus group session was conducted following a semi-structured interview protocol, see Appendix D. A semi-structured interview protocol gives structure, the same experience and process for the participants (Cohen et al., 2011). The focus group session started with an introduction of the researcher herself, the goal of the research, the recording, and how the data was stored. If the participants agreed with the audio recording, then the participants needed to sign the consent form. If it was the case that a participant did not approve, then the researcher made notes during the session. The aim of recording the session was to capture all the data. This also included a description of what was happening during the focus group, for instance, laughter, frustration, or other emotions and behavior occurring during the session.

After the introduction, the researcher proceeded with the focus group session and explained the ground rules. See Appendix D for the ground rules. The structure of the focus group was the same as that of the individual interview, only there were two handouts used instead of three. The participants were asked to give examples and write these examples on sticky notes. These sticky notes were placed on the handouts. Figure 6 highlights the handouts that were used in the focus group.

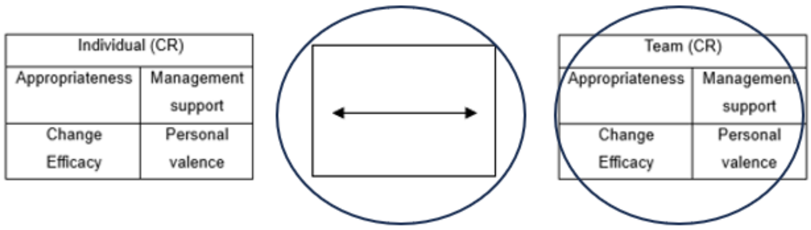

Figure 6 Handouts overview Focus group

At the end of the focus group, the researcher summarized the answers and asked the participants for any additional information. The researcher thanked the participants for the participation in the focus group and shared contact details. If there were any concerns, then the participants could contact the researcher.

3.3.4 Reliability and validity Focus group

The researcher conducted several steps to increase validity. First, the researcher translated the definitions into Dutch to create a mutual understanding of the variables. Second, the researcher tried to prevent a bias on the measurement level. Third, the researcher tried to prevent common source bias by excluding the participants from the individual interview for the focus group.

The researcher used several approaches to increase reliability. First, the researcher created a structure by following an interview protocol. Second, every focus group session consisted of two handouts. These handouts presented the defined variables and the definition of change readiness. Third, depending on the memory of the researcher might cause memory bias (Denscombe, 2014). The researcher improved objectivity by not fully depending on the memory of the researcher. Therefore, the focus groups were audio-recorded. As last, it is important to create eye contact with the participants, show empathy and listen actively during the focus group (Doody & Noonan, 2013). Therefore, the researcher organized the chairs in the shape of a circle.

3.4 Data analysis

The data was analysed with the Gioia method. The Gioia method is a technique for analysing qualitative data by structuring codes and transforming these codes into a theoretical model (Gioia et al., 2012). The process of the Gioia method consists of three phases. First, the 1st order concepts. This is about collecting informative terms that are interesting for the research question (Gioia et al., 2012). Second, the 2nd order themes which are about labelling these informative terms (Gioia et al., 2012). As last, aggregate dimensions. This last phase is about distilling the themes to dimensions (Gioia et al., 2012). After this process, we inserted these themes and dimensions into a data structure. Additionally, the researcher transformed the data structure into a theoretical model. Figure 8 shows an example of the data structure.

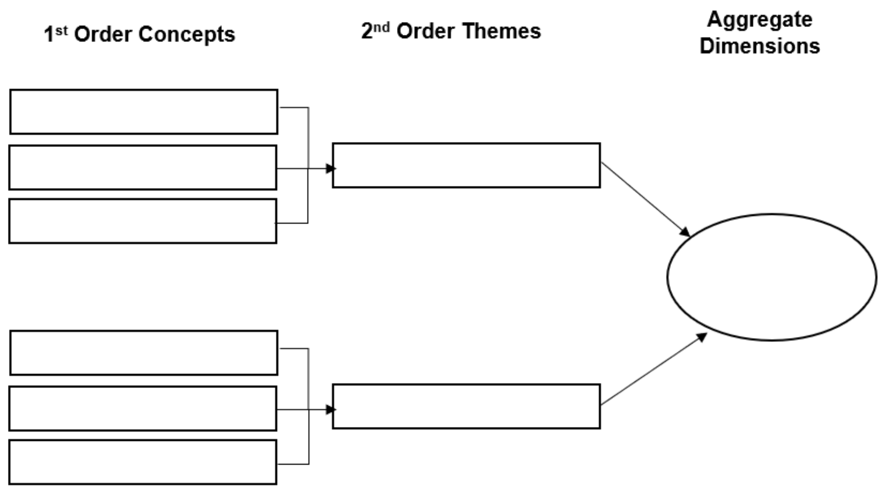

Figure 7 Gioia method data structure (Gioia et al., 2012)

The audio recording was converted to text. This was a transcript in Dutch. If the participant did not allow recording, then the notes during the interview were used to analyse the interview. The software Atlas.ti was used for the coding process.

3.4.1 Reliability and validity

The data structure and the systematic approach that the Gioia method entails increases the reliability of the data analysis. The researcher followed the three phases, first order concepts, second order themes and aggregate dimensions. These phases were conducted at each analysis of a transcript. The Gioia method also increases validity. In the first order concepts it is important to ''portray'' the participants in their terms and not use own words of the researcher (Magnani & Gioia, 2023, p. 2). This prevents the subjectivity of the researcher. Additionally, the supervisor of the researcher occasionally gave feedback with new insights about the data and coding process. This helped to mitigate observer bias and increase validity.

4.0 Results

This chapter discusses the data that was collected in order to answer the following research question: *''How are individual change readiness and team change readiness related?"*. Each case had its own change project from the department, but all four cases were also involved in another change project that influenced the whole organization.

Case one and two had their own change project from their own department. Case three and four had the same change project because both cases were from the same department. The following paragraphs are about the cases. Each case was discussed separately. The data from the focus group was used to describe the team change readiness. After the analysis of the four cases, the researcher conducted a cross-case analysis.

4.1 Case 1

The data from Case 1 confirms that there was a relationship between individual CR and team CR. Individuals who are more experienced take the lead in the team and support the change by sharing arguments with the other team members. Some team members mimic the change readiness of certain team members and are individually change-ready. These team members support and accept the change. Others quit the team. Table 4 shows the data structure from case 1 that includes the information gained from the coding.

First order concept	Second order themes	Aggregate dimensions	Context
A1.1 Different perspectives about change combined.	A1 Collective negative opinions influence between individual CR and team CR.	(A) Team characteristics	Team characteristics influence from team CR to individual CR.
A1.2 Negative emotions confirmed in environment.			
A1.3 Disagreeing with priorities.			
A1.4 Multiple conversations.			
A2.1 Junior team members years employed.	A2 Ratio junior-senior employees influence between individual CR and team CR.		
A2.2 Senior team members years employed.			
B1.1 What was missing at the start of the change.	B1 Psychological safety and trust influence team climate.	(B) Emotional contagion	Emotional contagion influences from team CR to individual CR.
B1.2 Asking each other's what your thoughts and feelings are.			
B1.2 Creation of safe space to talk about opinions.			
B2.1Senior team members took the lead in first steps of accepting change.	B2 Senior team members approaching the change positively.		
B2.2 Senior team members highlight the positivity of the change to the team members.			

B2.3 Junior team members convinced to see positive side of change.			
B3.1 History plays a role in acceptance.	B3 Team members approaching the change negatively.		
B3.2 Senior team member shared negative perspectives about the change.			
B3.3 Junior approached the change negatively.			
B4.1 Different sides occurred in accepting or rejecting change.	B4 Team got split into positive and negative side.		
B4.2 Positive senior team member united together for the change.			
B4.3 Senior team member negative decided to quit, because there was no influence.			
C1.1 Different arguments used in conversations with individual and team by manager that creates confusion in team.	C1 Inequality in information sharing.	(C) Cognitive contagion	Cognitive contagion influences from individual CR to team CR.
C2.1 Senior team member called for advice about change implementation.	C2 Transparency in sharing information.		
D1.1 Positive stated senior team members organize meetings to discuss the change.	D1 Regular meetings planned.	(D) Personal contact and communication	Personal contact and communication influence the relationship between individual CR and team CR.
D1.2 Regular team meeting to discuss change without manager.			
D2.1 Most communication is one on one.	D2 Influences about change are one-on-one conversations.		
E1.1 Difficulty to accept it but there is no other way.	E1 Team change readiness.	(E) Variation in individual CR and team CR	The individual CR and team CR are not aligned because not everyone sees the change as a priority.
E1.2 Without negative team members the rest of team is accepting the change.			
E2.1 Not individual change ready due to not seeing the priority for this change.	E2 Individual change readiness.		
E2.1 Yes individual change ready due to the environment created for opinions.			

Table 4 Data structure Case 1

4.1.1 Aggregate dimension 1: Team characteristics

The characteristics of a team have an influence on how change ready the team is. The following paragraphs discuss the collective opinions and the ratio junior-senior employees.

4.1.1.1 Collective negative opinions influence between individual CR and team CR

Before the change, the team was a group of individuals that did not connect with each other. As one team member described:

''We were not already a team, so I think it is because those individuals, who are quite naturally prepared to change and want to initiate in changes, that there was a connection. Like, you know what. We all take our individual perspective to the team, and everyone was prepared to listen to each other.''- A1.1

At the start of the change, the individuals exchanged their opinions with each other, and these were similar and negative. This exchange of opinions influenced the individual CR because the individuals distanced themselves more from the change. On the question if the change is a priority, the following answers were given from the team members:

''What I notice, is that I get angry about it. Why are we doing this change? I am a person that wants to understand the 'why'. If I do see the why and the benefits, then I want to support the change. However, what I see is that this change leads to people getting hurt. There is confusion, irritation, sadness.''- A1.2

''But that is indeed the case. I think other changes had more priorities than this one.'' – A1.3

This was the moment in which the group of individuals became a team. The team was not satisfied with the change because the role of a scrum master needed to change to the role of a team coach.

''We had multiple conversations about this. Maybe we stayed too long in this conversation, but we were all agreeing.'' – A1.4

This means that collective opinions have an influence on the relationship between team CR and individual CR. The opinions that were exchanged discouraged change readiness at the individual level and team level.

4.1.1.2 Ratio junior-senior employees influence between the individual CR and team CR

The team consists of junior and senior team members. The number of years of employment at the organization determines if a team member is a junior or a senior. In the team, there are more senior team members than junior team members.

''I just started working here. I have worked here since March.'' – A2.1

''I do not like to have a solid structure. I do not want that because I have already seen it and done that. I already did that for ten years.'' - A2.2

A senior team member that has worked for many years at the organization, understands the current way of work more easily than junior team members. When certain team members are aware of the urge for change, but others are not, then the team CR is affected by this difference. This implies that seniority determines whether a team member understands the urge for change. The ratio influences the relationship between individual CR and team CR in such a way that higher team seniority relates to more or stronger opinions on what and how to change.

4.1.2 Aggregate dimension 2: Emotional contagion

The emotions shared within the team influence from team to individual about the decision to support the change. The following paragraphs discuss the team climate, the split, the positive and negative side.

4.1.2.1 Psychological safety and trust influence team climate

Some senior team members started to accept the change because they experienced that they had no influence on the outcome. As one team member described:

''More influence and being heard. I missed that. The openness and being heard.'' – B1.1

The senior team members created a safe space to share thoughts about the change. This safe space that was created influenced the team CR and individual CR because this was the moment that the other team members started to trust and follow the senior team members. As a result, the other team members followed those senior team members because they felt heard and seen. As one team member described:

''Well, we listen to each other, we have space for feelings. We always start with a check in for people, how they feel, what their energy is in this movement. There is always space to tell this and we do this every week.'' – B1.2

''We also share personal things with each other. A close and safe environment to share things.'' – B1.3

A positive team climate influences the relationship between team CR and individual CR in such a way that positivity increases trust and creates a safe environment to express feelings. The trust between the team members was the reason that the team members started to mimic the arguments of the senior team members.

4.1.2.2 Senior team members approaching the change positively

Senior team members took the lead in the first steps of accepting the change. These senior team members highlighted the positivity of the change to the team members and influenced the team CR. As one team member explains:

''I think we were the first two that moved forward, and that other people of this team followed us. X also was one of the first.'' – B2.1

The junior team members are convinced to see the positive side of change and are influenced on individual CR. The senior team members regularly shared the benefits of the change in a team meeting. These benefits were shared because the senior team members had some self-interests in the change. The senior team members wanted the change to succeed.

''I highlighted that in the team of scrum master's that the change has a positive side, because not everyone was positive towards the change." – B2.2

The other team members started to believe this because the benefits were repeated several times within the team. These other team members started to follow the senior team members and took over what was said in team meetings. As one senior team member described:

''For instance, like the older children system. The older children first embraced and accepted the change, so the younger ones came along. Those younger children did not come along only based on trust, but more like, alright I will follow you. There was an influence on the younger team members."- B2.3

The positivity influences the relationship between the team CR and individual CR because it creates less resistance and more acceptance towards the change. This means that the safe environment that was created and the trust that was build had an impact. As a result, the team members and the team became change ready.

4.1.2.3 Team members approaching the change negatively

As mentioned earlier, most of the team members started to see the change positively. However, some were still negative towards the change because the change was still not clear for them.

''The lady that is going to retire was really direct. Mainly direct. Well, I cannot say that it is not justified because she did this work for a very long time."- B3.1

''One of them, was talking about burning bridges because that person was going to retire. The literal words were nothing to lose." – B3.2

The senior team member who did not understand the change shared some negative statements about the change in the team. These statements had an impact on a junior team member.

''Well, this change, I understand that costs need to be reduced. I find it difficult to say that I support this change. Where does that come from? I found the change really big and it came across like from one day to another: we are going to change the way of work and you are going to stand more away from the team you guide. While one of the things that was mentioned, was that the team maturity stays low." - B3.3

It can be argued that seniority of a team member spreading negativity influences individual CR of junior team members in a bad way.

4.1.2.4 Team split into positive and negative side

As a result, the team was divided into a positive and negative side. The two sides influence the change readiness on a team level. The change is not accepted and not supported.

‘’Well, what you saw was two sides. You saw on the negative side really opponents against the change.” – B4.1

The positive side included senior team members that were bonding quite fast due to the change. As a result, the positive side became bigger and stronger that collected more team members to their side. The positive side was observed as the stable side. Other team members started to listen to these senior team members because they felt comfortable with the senior team members.

‘’I think that X1 and X2 really bonded together. They get along very well. We will find each other easier because we bonded.” – B4.2

The negative side consisted of a junior and a senior team member. Both quit the team, due to unsatisfaction and retirement. These negative team members did not influence the other team member because the positive side consisted of more team members. This means that the bigger side overpowered the smaller side.

‘’I think because they heard all positive noises, that they thought: I cannot pull this off to be against the change with these people. That person positions differently than the team. That was the reason for the person to say: this does not suite me.” – B4.3

4.1.3 Aggregate dimension 3: Cognitive contagion

The transparency in information sharing influences from individual CR to team CR because of the information inequality in an individual or team setting. The following paragraphs discuss the information inequality and the transparency between team members in sharing information.

4.1.3.1 Inequality in information sharing

The information that was shared with the team members was not aligned. For instance, the amount of information shared in a team meeting differed from a one-on-one conversation with the manager. Certain team members had a conversation one-on-one, and they heard some inside information about the change. However, during a team meeting this was not shared. When asked about management support, the following answer was given:

‘’My individual meeting was more honest than the team meeting because in a team meeting the information was more filtered about the inside information that was shared and what the expertise lead actually thinks.” – C1.1

This means that inequality in sharing information influences the relationship between individual CR and team CR in such a way that if a team member does not hear any updates about the change, then that team member is not change ready. On the contrary, if a team member receives updates about the change, then that team member is more change ready.

4.1.3.2 Transparency in sharing information

Some senior team members on the positive side, were seen as the leaders because of the trust built with other team members. The senior team members were seen as the source of information about the change. These senior team members had information about the change through one-on-one conversations with the manager. Sharing information about change influences the individual CR because a team member receives additional information about the change. Without these conversations there was less change readiness. The junior team members called the senior team members for advice about the change. The senior team members shared their thoughts and exchanged information about the change. As one senior team member described:

''Yesterday I got a call from one of the junior teammates. The person needed to share frustration because there were some problems occurring. The individual never called me before asking for advice or information. This person called me because we bonded as a team.'' – C2.1

4.1.4 Aggregate dimension 4: Personal contact and communication

The communication channel used for information sharing during change influenced the relationship between individual CR and team CR. The following paragraphs discuss the formal and informal communication channels.

4.1.4.1 Regular meetings planned

At the start of the change, the senior team members wanted to consistently offer a safe space. The senior team members created regular meetings because otherwise the team would not meet each other to discuss the changes. It can be concluded that the regular meetings influence team CR because thoughts about the change were shared with each other. The purpose for these meetings was to have regular contact between team members. The change was not always discussed.

''I think we formalized the meetings by sitting every Monday with each other and take the space to talk about change. If we had a meeting for half an hour but we needed more then we also did that.'' – D1.1

''We just formalized the weekly meetings on Mondays.'' – D1.2

4.1.4.2 Influences about change are one-on-one conversations

Another communication channel was one-on-one conversations. In the regular meetings it was mainly about reflection points. However, in one-on-one conversations it was more about exchanging information about the change. As a team member explains:

''But one-on-one conversations at coffee machine mainly, I think. Not really with each other.'' – D2.1

The type of communication influences individual CR because some team members hear updates about the change and others do not. This means that without these one-on-one conversations there is no change readiness.

4.1.5 Aggregate dimension 5: Variation in individual CR and team CR

The individual change readiness and team change readiness were not similar. The difference was about seeing the urge for change or not. The following paragraphs discuss individual change readiness and team change readiness.

4.1.5.1 Team CR

The moment that the senior team members could not influence the change, they decided to switch to accepting the change. These senior team members started to convince others that the team should just accept the change. The senior team members influenced the other team members regarding accepting the change by highlighting the benefits of the change and the options that they had. However, the team was forced to choose a side because there were only two options. These options consisted of accepting the change or quitting the team.

''We do not fight against it. You have three reactions to a situation, you can influence, you can accept, or you can leave. You saw that two people wanted to influence, but they noticed very soon that nothing can be influenced, so they quit. We cannot influence it, so we accepted it. There was no other option.'' – E1.1

The moment that the negative team members quit the team, there are only positive team members left who accept and embrace the change. So, the moment that the negative side quits, then there is team CR.

''The team of right now we say yes, because X1 and X2 are actually soon not any part of our team. X1 said I will go with retirement and X2 said that this is not the work that I would like to do. [..] I think we as a team without them have more trust in the change.'' – E1.2

4.1.5.2 Individual CR

There is a difference between individuals. The individuals who are part of the negative side do not see the urge of the change.

''Well, I think that the change is way too early. The two changes should not be at the same time. Our change should be way later.'' – E2.1

The individuals who are part of the positive side do see the benefits of the change. A reason for this difference is the inequality in information sharing. This means that there are negative team members because information was not equally and transparently shared.

4.1.6 Conclusion

There is a relationship between individual CR and team CR. Senior team members started to accept the change because they had no influence on the change. These senior team members shared their opinions in a safe work climate created by them. In this safe space the senior team members shared the benefits with other team members to create positivity in the team. The senior team members knew what the benefits were because of the one-on-one conversations with the manager. As a result, the other team members started to believe what the senior team members shared and accepted the change. More team members started to switch to the positive side. However, some team members stayed at the negative side but decided to quit the team. The team CR was not the same as individual CR because the change was unclear to everyone.

4.2 Case 2

The data from Case 2 confirms that there was a relationship between individual CR and team CR. Individuals that were more experienced take the lead in the team by supporting the change and sharing arguments with other team members. Other team members take over the change readiness and are individually change ready. There is no influence from other team members. Table 5 shows the data structure from case 2 that includes the information gained from the coding.

First order concept	Second order themes	Aggregate dimensions	Context
A1.1 Differences in years employed at the organization.	A1 Ratio junior-senior employees influence the support for the change.	(A) Team characteristics	Team characteristics influence from individual CR to team CR.
A1.2 Senior team member understand urge for change through experience.			
A1.3 Junior team member understand urge for change through comments.			
A2.1 Needs character building.	A2 Personal development influences team CR.		
B1.1 Junior attitude towards team.	B1 Reaction in a team setting.	(B)Emotional contagion	Emotional contagion influences from individual CR to team CR.
B1.2 Senior attitude towards team.			
B1.3 Make your own will decisive in the team.			
B2.1 Follow the person who experiences the vision of change.	B2 Junior follows senior team member.		
B2.2 Adopting opinions.			
B3.1 Believing what was shared as truth.	B3 Accepting the change due to the positive climate in the team.		
B3.2 Example of how seniors share experiences.			
B3.3 Juniors embrace positivity due to action of senior.			
B3.4 Particular senior team member does not fully accept or embrace the change due to experience with previous changes.			

C1.1 Senior team members asked about thoughts instead of junior team members.	C1.1 Inequality in conversation and participation.	(C) The position of individuals in change	The position of an individual in the change has an influence on the individual CR.
C1.2 Junior team member gives reason why not participate in pilot.			
C2.1 Communicate how the change is going by giving updates about the pilot.	C2 Advantage team member that is part of pilot.		
C3.1 Have an advantage over the rest of team members.	C3 Disadvantage team member not part of pilot		
C3.2 Start to question the current situation in the team.			
C1.1 Senior was asked for advice.	D1 Knowledge sharing.	(D) Cognitive contagion	Cognitive contagion influences from individual CR to team CR.
C2.1 Trust gained through inside information.	D2 Knowledge hiding.		
E1.1 One-on-one conversation about what was known about change.	E1 How the change was discussed.	(E) Personal contact and communication	Personal contact and communication influences from individual CR to team CR, but also from team CR to individual CR.
E1.2 Regular reflection on what is happening.			
E2.1 Clarity about who is doing what.	E2 What was shared about the change.		
F1.1 Necessity is known for team members.	F1 Team change readiness.	(F) Variation in individual CR and team CR	The individual CR and team CR are aligned because of seeing the urge for change.
F2.1 Change is embraced and clarified but future steps are lacking.	F2 Individual change readiness.		
F2.2 Seeing the positive side effects of the change.			

Table 5 Data Structure Case 2

4.2.1 Aggregate dimension 1: Team characteristics

The characteristics of a team have an influence on how change ready the team is. The following paragraphs discuss the ratio of junior-senior employees and the influence of personal development.

4.2.1.1 Ratio junior-senior employees influence the support for the change

The team consisted of team members that were different from each other in years of employment at the organization and experience. In the team, there was a distinction between junior and senior team members. There were more junior team members than senior team members. As explained by a team member:

''Yes, we have five or six people that started within a year from approximately ten people in a team. The others are like 10 plus years.'' – A1.1

A senior team member who worked for many years at the organization, understands the current way of work and the urge for change. When a senior team member was asked about the priority, the following answer was given:

''It is a priority because the current way of work is not efficient. Some things are administrative given to us, but these things are not efficiently processed.'' – A1.2

For a junior team member this was more difficult because everything was still new. As for the same question, a junior team member answered:

''Yes, there is a priority from other people, like my manager and team members. I hear that the current way of work is not clear.'' – A1.3

The team CR is affected by the differences in understanding the urge for change. The ratio influences the relationship between individual CR and team CR in such a way that lower team seniority relates to less and no opinions on what and how to change.

4.2.1.2 Personal development influences team CR

The junior team members were not experienced professionally and did not share an opinion in team conversations. For instance, the junior team members were mainly listening to what the senior team members shared about the change. As described by a senior team member:

''We have a team with a lot of junior people. You see differences in firmness. [..] That someone dares to ask questions or say I do not agree. I do not see that much in our team.'' – A2.1

As a result, the team CR was influenced by the junior team members. When there is no resistance against the information that was shared, then the senior team members assume that everyone agrees. This means that the actual team CR cannot be observed, because the junior team members did not share their opinions.

4.2.2 Aggregate dimension 2: Emotional contagion

The emotions shared within the team influences from individual CR to team CR. The following paragraphs discuss reactions, junior team members and the team climate.

4.2.2.1 Reaction in team setting

The senior team member imposes what is expected from the team members and the team self. One team member shared the following:

''We are not here to be negative. We are here to look forward. I think everyone agrees with this and that helps to be ready for the change and look positive to the change as a team, but we also look at it positively as individuals to each other.'' – B1.1

As a result, the senior team members take the lead in the conversation of a meeting and highlight the positive side of the change. The junior team members followed the senior team members and did not participate actively during the meetings. As mentioned by a senior team member:

‘’That every junior team member nods, and they agree with it.” – B1.2

Meanwhile, the senior team members wanted to keep moving and take the change to the next step. The senior team members did not consider the opinions of the junior team members because there was no resistance. Senior team members used this opportunity to convince other team members to accept the change and create team CR. Basically, if a senior team member supports the change, then the other team members also support the change.

‘’I notice at myself that I like to speed things up in the change, because I am not a patient person. If another person is not ready, then I really need to hold myself to not pressure the other person. There is some impatient by my side. I know myself well and I know the times when I do that.” – B1.3

4.2.2.2 Junior follows senior team member

The junior team members agree with the senior team members because they think that the senior team members have a clear vision. Following the senior team members influences the individual CR. The junior team members thought they lacked vision and needed to follow the senior team members.

‘’I think I just lift with the team, as a junior. I think I lack vision because I cannot fill it in. I do not know how to fill it in. But if X says something, then I will follow X because X has a vision.” – B2.1

As a result, the junior team members mimic the opinions of the senior team members. These junior team members believed that the senior team members knew more about the change. Each junior team member followed the senior team member, and this influenced the team CR.

‘’If one says, can we not do it this or that way. You notice in the team that something happens, and others pick it up. It is like a spiraling effect.” – B2.2

4.2.2.3 Accepting the change due to the positive climate in the team

The senior team members were positive and emphasized the benefits of the change in the conversations with junior team members. The positivity in the team influences the relationship between individual CR and team CR because promoting the benefits of the change gives the junior team members the idea that the current way of work will improve by implementing this change. This creates support and acceptance for the change.

‘’The people I work with are positive about the change. How do I see that? The way everyone talks about it. It is positive and not pessimistic. Everyone is willing to think along and talk.” – B3.1

’Well during team meetings there are examples of how we did it back in the days. And that with the change we can improve this or maybe bring things with us to the future.” - B3.2

The senior team members presented examples of how the department was before and what the department could be with this change. This experience that was shared with the junior team members created credibility. As a result, the junior team members followed the senior team members without asking questions.

‘’If someone tells me anything, then I say great. I believe that it is good. I participate on the team level.” – B3.3

Some senior team members were hesitant because of the history in change at the organization but these senior team members were still positive about the change.

‘’I think it plays a role that I am longer here. With some things I have doubts on how long it will take. A team member that just starts, has more benefits because that person does not have the baggage of the past changes. So, I think that is why I am not fully saying a yes.” – B3.4

4.2.3 Aggregate dimension 3: The position of the individual or team in change

The position that a team member takes in the change has an influence on individual CR because there is a difference in participating in the pilot or not. The following paragraphs discuss inequality, advantages, and disadvantages.

4.2.3.1 Inequality in conversation participation

In a meeting, the senior team members received questions about the change, due to the experience they have. The current team members in the pilot are all senior team members. Junior team members did not participate in the pilot because the junior team members just started at the organization and wanted to get to know the organization.

‘’I was not done with learning yet. I was just exploring the organization. It was more personal. I did not want to join the pilot. I just learned the current way of work. If I joined the pilot, then I needed to learn a new way of work. I already had some challenges, so that is why I did not participate in the pilot.” – C1.1

In a meeting the senior team members received questions and participated in a conversation. Junior team members did not receive questions about the change. These junior team members were not asked about their opinions because they did not build experience in the organization or in the pilot. The junior team members did not speak out and did not give their opinions in a team setting. This influences the team CR and its credibility in such a way that the change readiness of the team becomes similar to the change readiness of the senior team members.

‘’It is definitely involvement. I know that people within a pilot get asked on different cases. This definitely plays a role in if people feel heard or seen instead of it being a blackbox and that someone decides that something happens.” – C1.2

Thus, when a team member does not participate in any additional work activities, then there is no need to involve that team member in the conversation about change.

4.2.3.2 Advantage team member that is part of pilot

Taking part in the pilot influences individual CR because the team members in the pilot experience the benefits of the change and other team members not. When the question about personal valance was asked, the following answer was given:

''Yes, I think because I am in the pilot that I can see how the change will look like and I will share that in the team. [..] Also, I see how the change will be and sometimes I tell myself that we are getting a lot of advantages by working this way.'' – C2.1

4.2.3.3 Disadvantage team member not part of pilot

As mentioned earlier, the senior team members involved in the pilot experienced the change and understood the benefits of the change. This was not the case for the team members that did not participate in the pilot. These team members were depending on the information from the team members in the pilot and that influenced the individual CR.

''You see the results earlier, whether it will bring us something or not.'' – C3.1

Some junior team members started to question the positivity about the pilot. These junior team members did not feel heard or seen. This was not shared with the team. A junior team member described the following:

''I feel the positivity but is this how you look at the change? Maybe I am that positive that I do not see the negative anymore. That I make it for myself positive due to the positivity around me.'' – C3.2

4.2.4 Aggregate dimension 4: Cognitive contagion

Some team members share information about the change and that information is shared with other team members. This communication process influences the relationship between individual CR and team CR. The following paragraphs discuss what was said and the effect of these statements.

4.2.4.1 Knowledge sharing

One of the senior team members received phone calls from other team members with questions about the change. The type of information shared with other team members influences the individual CR.

''Yes, what I noticed, even outside the team. I sometimes get a call to think a long or get an email with a particular situation and get asked to give some thoughts about it.'' – D1.1

4.2.4.2 Knowledge hiding

The information that was shared influences between individual CR and team CR because transparency plays a role in being change-ready on an individual and team level. The information that was shared about the change had a positive influence, because team members started to trust and accept the change. As stated by the following team member:

‘’From what I hear from my manager and in the hallways, I have trust in the change.’’ – D2.1

4.2.5 Aggregate dimension 5: Personal contact and communication

The communication channel used for information sharing during change has an influence on the relationship between individual CR and team CR. The following paragraphs highlight what was discussed.

4.2.5.1 How the change was discussed

The one-on-one conversations have an influence on individual CR because information about change is exchanged on moments when there are, for instance two team members discussing the change. This communication between senior team members and junior team members was through one-on-one conversation. These conversations were in the hallway or at the coffee machine.

‘’I notice things that people talk about in the hallway, but it is like not an official communication channel information.’’ – E1.1

‘’Like between us, at the coffee machine but also in team meetings we talk about the change. About what happened in the last couple months. It is a recurring topic.’’ – E1.2

Thus, the one-on-one conversations at the coffee machine are the most trusted places to exchange information about the change.

4.2.5.2 What was shared about the change

The transparency of information had an influence on individual CR and team CR because this helped to create vision and trust in the process. The team members wanted to be updated about the work in progress. For instance, information was shared about tasks and prospects. One team member described the following:

‘’It will be informally presented. They say: that person is busy with that, and that person is doing that. And in the long term we will do that. This is a good thing’’ – E2.1

4.2.6 Aggregate dimension 6: Variation in individual CR and team CR

The individual change readiness and team change readiness was similar. The following paragraphs discuss individual change readiness and team change readiness.

4.2.6.1 Team change readiness

The urge for change is clear for the team. Everyone experiences that change is needed. As a result, the team members accept and embrace the change. This comes from highlighting the urge of change and the benefits of the change.

''Yes, we feel that we need to change, we experience it, and we also see what the change will bring us.'' – F1.1

4.2.6.2 Individual change readiness

The urge for change is clear on the individual level. The change is embraced due to the benefits of the change. The senior team members that were positive and transparent about the status of the change, had an impact on the support for the change.

''The moment that we see advantages in the change, then everyone will be supporting the change. It is easier to participate because it could have a big positive effect on my work.'' – F2.2

However, one team member is still hesitant about how the future will look like. When a question about change efficacy was asked, the following answer was given:

''Yes, rationally I can justify the reasons to do the change, on emotional side I am not fully calm because there is still something in me that says where will the change go?'' – F2.1

4.2.7 Conclusion

There is a relationship between individual CR and team CR. Senior team members accepted the change and took the lead. The experience from the pilot helped to share the benefits of the change. The junior team members believed the senior team members because they participated in the pilot. As a result, the junior team members started to accept and support the change. The acceptance was based on the work climate and what the senior team members shared with the junior team members. The individual change readiness and team change readiness were similar because the urge for change was clear.

4.3 Case 3

The data from Case 3 confirms that there was a relationship between individual CR and team CR. More experienced individuals take the lead in the change. These individuals share arguments that support the change. The other team members do not have any other option than to support the change. There is no influence from other team members. Table 6 shows the data structure from case 3 that includes the information gained from the coding.

First order concept	Second order themes	Aggregate dimensions	Context
A1.1 Multiple specializations in team in sub teams.	A1 Structure of the team.	(A) Team characteristics	The sub teams influence from team CR to individual CR.
A2.1 Senior team member.	A2 Ratio junior-senior employees influence the support for the change.		
A2.2 Difference ranges between junior to senior.			
B1.1 Junior not satisfied with change of collaborating with other departments.	B1 Sharing experiences with other team members at the emotional level.	(B) Emotional contagion	The emotions shared within the team influences from team CR to individual CR.
B1.2 Senior accepts change due to experience with own implementation of change.			
B1.3 Senior team member accepts change due to seeing the vision of change.			
B2.1 Differences in supporting change or not.	B2 Team split in two sides with majority towards the positive side.		
B2.2 Positive and negative sides in team.			
B2.3 Influence of positive and negative sides in team.			
B3.1 Troubled environment created.	B3 Work climate is negative.		
B4.1 Negative side has no influence and must accept the change.	B4 Positive side is decisive due to the change on way of work and there is no influence on change from negative side.		
C1.1 Specific information known for certain team members.	C1 Team member part of evaluation board.	(C) The position of an individual and team in change	The position of an individual and team in the change has an influence on the individual CR and team CR.
C2.1 Information shared with team members differs from time to time.	C2 Team member not part of evaluation board.		
D1.1 Vision clear for team members experiencing the ultimate way of work.	D1 Inequality in information sharing.	(D) Cognitive contagion	Cognitive contagion influences from individual CR to team CR.
D2.1 Having an advantage on other team member that are not part of evaluation board.	D2 Effect Inequality in information sharing.		
E1.1 Team meeting scheduled for information sharing.	E1 Different type of communication between team members.	(E) Personal contact and communication	Personal contact and communication influences

E1.2 One-on-one conversation about change.			from individual CR to team CR.
E2.1 Evaluation board shares information discussed about change.	E2 Updates from evaluation board.		
F1.1 Not foreseeing difficulties about change because way of work stays the same.	F1 Team change readiness.	(F) Variation in individual CR and team CR	The individual CR and team CR are aligned because there is no influence on the change.
F2.1 Change is embraced and accepted but there is some uncertainty about the practical side.	F2 Individual change readiness.		
F2.2 Team members see the importance of the change and therefore accepts and embraces the change.			
F2.3 Team member was confused at the beginning but accepted and embraced the change due to visualization.			

Table 6 Data Structure Case 3

4.3.1 Aggregate dimension 1: Team characteristics

The sub teams influence from team CR to individual CR because of the team characteristics. The following paragraphs discuss the structure and ratio of junior-senior employees.

4.3.1.1 Structure of the team

The team consists of four sub teams. These four sub teams are formed into one team. Each sub team has its own specialization. The differences between the specializations influence the team CR. It depends on each specialization if the change will be a great fit. As a result, one sub team does not support the change, and the other sub teams do support the change.

‘’There are in fact four mini teams that form one team. Each has its own specialization.” – A1.1

4.3.1.2 Ratio junior-senior employees influence the support for the change

The team consists of team members that ranges from junior to senior. The number of years of employment at the organization determines if a team member is junior, senior or somewhere in between. Most of the team members are towards senior. There is an influence on individual CR because experience and history play a role in whether a team member supports the change or not. This implies that seniority determines whether a team member has a history from previous change projects or not. The ratio has an influence between the team CR and individual CR in such a way that higher team seniority relates to stronger opinions on what and how to change.

‘’I started at the organization in 1984.” – A2.1

''I started three months ago, X1 started right when the change begins, and X2 works already for many years at the organization." - A2.2

4.3.2 Aggregate dimension 2: Emotional contagion

The emotions shared within the team influences from team CR to individual CR about the decision to support the change. The following paragraphs discuss experiences, team split and work climate.

4.3.2.1 Sharing experiences with other team members at the emotional level

Some junior team members were not happy with the change because these team members had just started to learn the current way of work. On the other hand, the senior team members did accept the change because they understood the urge for change. When asked about the appropriateness, the following answer was given:

''I think some people do not see it. People specially hired for certain roles are not happy with the change." – B1.1

The experiences and benefits of the change were shared within a team setting. Senior team members who shared experiences and the benefit from this change influences the relationship between individual CR and team CR. More team members started to accept the change based on what was shared in the team setting. Thus, sharing experiences and benefits encourages team members to accept the change.

''It is a little bit how I look at change. I also build multidisciplinary teams back in the days." – B1.2

''I embrace the change, and I see how it could be, but were not there yet." – B1.3

4.3.2.2 Team split in two sides with majority towards the positive side

The team created an environment to discuss differences. As a result, there was a disagreement between team members. The team split into a positive and negative side.

''It's been a while that we talked about it. What did we talk about? We talked with each other and asked questions. At a certain moment we just accepted from each other that not everyone agrees." – B2.1

The decision to agree on differences influenced the team CR. Consequently, the team shifted from a positive towards a more negative work climate in the team. This means that providing an opportunity to share opinions, can lead to unity or a split within a team. A senior team member described the following:

''Some people want to go left. Most of the team wanted to go right. The majority wanted the change. We as a team said: you know what, you can have a different opinion but do not

spread your opinion around talking from the team. If you want to go left, that is fine. What you saw is that the team was split in two. Positive and negative side." – B2.2

"You saw that there was no rest in that time. The reactions were not calm because there was no understanding. People did not feel that they were heard or seen." – B2.3

4.3.2.3 Work climate is negative

The split in the team did not create a positive influence on the behavior towards the change and that influenced the team CR. As a result, the team members were frustrated and expressed that to other team members. As one team member explained:

''It has an influence because you notice that the atmosphere in the team becomes less calm." – B3.1

4.3.2.4 Positive side is decisive due to the change in way of work and there is no influence on change from negative side

The positive side concluded that the negative side needed to accept the change, regardless certain team members agreed to the change or not. This was communicated between team members. The negative side must accept and embrace the change because there is no other option. This negative side started to accept the change because there was no influence on the change. There is an influence on the relationship between team CR and individual CR. Change readiness was mandatory on an individual level and team level. The team members in the negative side were forced to accept the change. Thus, limiting options during change, forces team members to decide for the safest option.

''The split is temporary because our team will not be here forever because of the change. You just must accept the change because soon we will work in a new way." – B4.1

4.3.3 Aggregate dimension 3: The position of individual and team in change

How a team member positions determines how much that person knows about the change and that influences the individual CR and team CR. The following paragraphs discuss the team members participating in the evaluation board.

4.3.3.1 Team member part of evaluation board

Some team members from the positive side participated in the evaluation board. There were no team members from the negative side of the evaluation board. Participating in the evaluation board influences individual CR. The team members in the evaluation board had access to inside information about what the change would be and how the change would be implemented. This means that team members in the evaluation board have information about the change and are change ready.

''That is some inside information that you have. You are more closely to the change because of the evaluation group.'' – C1.1

4.3.3.2 Team members not part of evaluation board

Team members that did not participate in the evaluation were not up to date about the change. These team members depend on the information that was shared. The inequality in information sharing influences individual CR because some team members know more about the change than others. For instance, when asked about the personal valence, the following answer was given in the focus group:

''I think that for a part of the team members in evaluation board, they have a vision on what will be better compared to the rest of us.'' – C2.1

Hence, this means that team members that are not in the evaluation board can only get information about the change from the team members that are in the evaluation board.

4.3.4 Aggregate dimension 4: Cognitive contagion

The disadvantage of sub teams in a team was that the information was not equally shared and that influences the relationship between the individual CR and team CR. The following paragraphs discuss how information was shared with team members.

4.3.4.1 Inequality in information sharing

The team members that participate in the evaluation board experience the new way of work. These team members had the option to share what they wanted to share. Not every sub team had a team member participating in the evaluation board. So, the team members in the evaluation board decided what was shared with the team members from the same sub team and other sub teams. The information sharing influences the relationship between individual CR and team CR because some team members from the sub teams received an update, but others did not. This created separation between the sub teams and team members. Thus, the inequality in information sharing leads to unequal change readiness of individuals and sub teams.

''I already see in the team that multiple colleagues are busy with the change. They are busy preparing for the new way of work. They are working on it right now and experiencing how it could be.'' – D1.1

4.3.4.2 Effect inequality in information sharing

The lack of transparency within the team influences individual CR and team CR. Some information was shared, but there was also some information not shared. Consequently, the differences in information sharing lead to misinterpretation and confusion. The positive team members heard something different than the negative team members. Thus, inequality in information sharing leads to different individual change readiness.

‘’I asked people, what do you think that the change is. And I got four different answers, which is not good.’’ – D2.1

4.3.5 Aggregate dimension 5: Personal contact and communication

The one-on-one conversations are the main source of information about the change and that influences from individual CR to team CR. The following paragraphs discuss the communication channels used for the change.

4.3.5.1 Different type of communication between team members

The information from the evaluation board was shared through unofficial communication channels. There were structured team meetings, but the change was not discussed. The one-on-one conversations influence individual CR because some team members received an update about the change and others did not. Thus, it depends on which sub team and side a team member is part of in order to be change-ready.

‘’We have every week at 12 a stand up.’’ – E1.1

‘’No not explicitly. At the coffee machine we did, but not in team conversation or something. We do not have regular team meetings.’’ – E1.2

4.3.5.2 Updates from evaluation board

Information about the change from the evaluation board was shared through one-on-one conversations. The conversation contains information about the short-term plan of the change. The updates from the evaluation board influences individual CR and team CR because some team members receive updates about the change and other team members do not. For instance, the team members who received updates shared these with other team members from the same sub team. These updates helped to determine the success and the benefits of the change.

‘’What happens is that the evaluation board hears something that management wants to change. And the evaluation board shares this information, for instance with our own team, that gives us an opportunity to know what is happening right now.’’ – E2.1

4.3.6 Aggregate dimension 6: Variation in individual CR and team CR

The individual change readiness and team change readiness were similar. The following paragraphs discuss the individual change readiness and team change readiness.

4.3.6.1 Team change readiness

The way of work for case 3 is pretty much the same after the change. The change was about working with other departments. This is the change that the negative side did not support. The negative sub team was in the minority. As a result, the bigger side overpowered the smaller side.

''Well that first, that we are not involved with the change that much at the beginning, we don't worry much, we see opportunities, one more than the other. We are getting less hit than the other departments, our department will be more highlighted in the way of work." – F1.1

4.3.6.2 Individual change readiness

The urge is clear and therefore the change is accepted and embraced. The team members had a vision for the change, but the team members were not that optimistic. When asked about the change efficacy, the following answer was given:

''It goes in the right direction, but it is difficult to think theoretical when the practical side is still not fully there. We do not know right now how and if it will work out in the work field. My thoughts are positive, we just need to prove it." – F2.1

Other team members did support and accept the change after some times. As the following team members described:

''I accept and embrace the change. I think the change can help us to have a better overview and that we can work better with each other. '' – F2.2

''In the beginning it was not clear what the plan was. I had my doubt. [..] After some time and the visual presentation how the change could be, I supported the change." – F2.3

4.3.7 Conclusion

There is a relationship between individual CR and team CR. Some team members were not optimistic about the change and created a split within the team. The team consisted of a positive and negative side. The senior team members shared their experiences to highlight the importance of the change. More junior team members started to follow the senior team members in their support for the change. As a result, some of these team members participated in the evaluation board. There were only team members from the positive side in the evaluation board. The team members from the negative side did not participate and missed out on information about the change. The positive side had a big influence on the team and decided that the negative side just needed to accept the change whether these team members liked it or not. The negative team members did not influence the change and were forced to accept the change. The individual change readiness and team change readiness was similar because there was no influence on the change and the team members were forced to accept the change.

4.4 Case 4

The data from Case 4 confirms that there was a relationship between individual CR and team CR. Individuals share arguments that do not support the change and there is not someone to guide the conversation. A leader is absent in this team. There is influence from every team member. Table 7 shows the data structure from case 4 that includes the information gained from the coding.

First order concept	Second order themes	Aggregate dimensions	Context
A1.1 Team divided by sub teams.	A1 Structure of the team.	(A) Team characteristics	Team characteristics influence from team CR to individual CR.
A2.1 Senior years employed.	A2 Ratio junior-senior employees influence the support for the change.		
A2.2 Junior years employed.			
B1.1 Reaction towards change.	B1 Reactions leads to deviation between team members.	(B) Emotional contagion	Emotional contagion influences from team CR to individual CR.
B1.2 Reaction senior towards team.			
B1.3 Reaction junior towards team.			
B2.1 Cynical conversation about change within team.	B2 Negative influence on work climate.		
B2.2 Team member has choice in conducting a positive or negative conversation about the change.			
B2.3 No bonding between team members.			
B3.1 There is limited transparency within team.	B3 Negativity leads to less transparency.		
C1.1 A few team members are part of evaluation board.	C1 Team member part of evaluation board.	(C) The position of an individual and team in change	The position of an individual inside or outside the evaluation board influences the individual CR.
C1.4 Not sharing clear prospects with team members.	C2 Team member not part of evaluation board.		
D1.1 Limited information sharing about change.	D1 Little information shared that does not resolve the unclarity.	(D) Cognitive contagion	Cognitive contagion influences from individual CR to team CR.
D1.2 Not talking about change and future prospects but highlighting the resistance.			
D2.1 Atmosphere is bad that influences the communication setting.	D2 Choosing situation to share information.		
E1.1 Sharing updates about the change.	E1 Official communication channel.	(E) Personal contact and communication	Personal contact and communication influences from individual CR to team CR, but also from team CR to individual CR.
E1.2 Team members can ask questions, and answer will be given in newsletter and showed to all team members.			
E1.3 Information in newsletter.			
E2.1 Limited conversations one on one.	E2 Unofficial communication channel.		

F1.1 Team members do not accept and embrace the change due to unclarity.	F1 Team change readiness.	(F) Variation in individual CR and team CR	The individual CR and team CR is not aligned because not everyone sees the urge for change.
F2.1 Team member is positive towards change, accepts and embraces it.	F2 Individual change readiness.		
F2.2 Team member accepts and embraces the change fully.			
F2.3 Team member's change readiness gets influenced by the actions of the other team members.			
F2.4 Team member has no clear view on the change.			

Table 7 Data Structure Case 4

4.4.1 Aggregate dimension 1: Team characteristics

Some team members are not ready for the change because of their specialization and the team composition of the sub teams. The following paragraphs discuss structure and ratio junior-senior employees.

4.4.1.1 Structure of team

The team consists of twenty team members divided into 3 sub teams. Each sub team has its own specialization contributing to the work.

‘’We are with twenty people and these people are divided into three groups.” – A1.1

The differences between the specializations influence team CR. When asked about appropriateness, the following answer was given by a team member from a sub team:

‘’I think so yes. From my short time in the organization, the collaboration in different departments is not good.” – A1.2

From a team member by another sub team, the answer was different. The answer was:

‘’I am not so sure about this. There are a lot of things that do not go well. I wonder if this will help.” – A1.3

For some sub teams the change fits better, and for other sub teams, it does not. As a result, some sub teams resist the change, and other sub teams accept the change.

4.4.1.2 Ratio junior-senior employees influence the support for the change

The team consists of junior and senior team members. These team members differ from each other in experience and how many years they have been employed at the organization. Case four has more senior team members than junior team members. One team member shared the following:

‘’I already work here for like 33 years.” – A2.1

There is an influence on individual CR because experience and history play a role in whether someone supports the change. This implies that seniority determines whether a team member supports the change or not. Some senior team members are attached to the current way of work and do not understand why change is needed. The ratio influences the relationship between the team CR and individual CR in such a way that higher team seniority relates to more and stronger opinions on what and how to change. When asked about the change

‘’The older people will be replaced with someone that just finished university. [..] What you see is that a new generation of people are replacing the old people working here.” – A2.2

4.4.2 Aggregate dimension 2: Emotional contagion

The emotions shared within the team influences from team CR to individual CR about the decision to support or resist the change. The following paragraphs discuss reactions, work climate and transparency.

4.4.2.3 Reactions leads to deviation between team members

Reactions from senior team members were different than the reaction from junior team members. There was a positive and negative side within the team. This influences the team CR.

‘’You see a difference in the team. There are a few people really glad about the change [..], then you have a few more like me. We do not know if this is the best solution and what is the direction that we want to go. You can see that there are two groups.” – B1.1

Senior team members were more worried about keeping the team together because some team members started to resist more against the change. This means that the gap between the positive and negative sides becomes bigger and therefore the senior team member wanted to do something that minimizes the gap.

‘’I will behave like a mother because I need to keep everyone together. It is important that they do not give up.” – B1.2

‘’I think people just want to leave because they think: I do not want to go through this.” – B1.3

4.4.2.4 Negative influence on work climate

There were conversations within the team about the change. These conversations influence the relationship between team CR and individual CR in such a way that the number of cynical statements impacts how the change is perceived. A higher number of cynical statements leads to more resistance against the change.

''It is just that there are moments that people talk mor cynical or sad about the change. Some people want to give resistance.'' – B2.1

There were team members participating in this kind of conversation but there were also team members who tried to give the conversation a positive turn. One team member described the following:

''I try to not be cynical and give more of a positive energy in the group. We need to do the change together and I have confident that we can do that.'' – B2.2

Thus, cynical statements lead to less engagement as a department. The same team member added the following:

''We are not engaged as a department.'' – B2.3

4.4.2.5 Negativity leads to less transparency

There were more team members on the negative side than on the positive side. The lack of transparency influences individual CR in such a way that not sharing information equally to all team members impacts the change readiness. Not everyone was up to date about the change. As a result, some team members were ready for the change and others were not based on the information they received.

''I think there are things happening not seen within the team, but it is not that much.'' – B3.1

4.4.3 Aggregate dimension 3: The position of an individual and team in change

The position of a team member influences individual CR because there is inequality in sharing information and the information shared is not clear enough. The following paragraphs discuss what was said and the effect of the statements.

4.4.3.1 Team members part of the evaluation board

In the evaluation board, there are team members on the positive side but not on the negative side. The team members who participated in the evaluation board had more information about the change and that influenced individual CR. These team members experienced the change, and that experience played a role in understanding the urge for change.

''We also had an evaluation board. Our team members that were part of the board, shared information with us.'' – C1.1

4.4.3.2 Team members not part of the evaluation board

The team members who were on the negative side did not participate in the evaluation board because there was no support for the change. These negative team members were not up to date about the change and that influenced the individual CR. Also, these negative team members depend on the information shared with them.

''In the current moment there is not much communication. However, what is communicated is vague and you cannot make something concrete out of that.'' – C2.1

4.4.4 Aggregate dimension 4: Cognitive contagion

The negative work climate in the team has an influence on sharing information and that influences from individual CR to team CR.

4.4.4.1 Little information shared that does not resolve the unclarity

The team members that were part of the evaluation board limited their exchange in information. A reason for this limitation was the work climate. The inequality in information sharing influences the relationship between individual CR and team CR in such a way that the amount and type of information shared determines the change readiness of the team members.

''Well, I did not hear anything concrete from the evaluation boards in the last couple months.'' – D1.1

''The time that you talk to someone outside the setting, like off the record, you notice that they reflect more on the resistance that the department gives.'' – D1.2

4.4.4.2 Choosing situations to share information

The one-on-one conversations were more transparent, than the conversations in a team setting. For instance, the team members who participated in the evaluation board chose specific team members to share information with about the change. The power of choosing team members influences the relationship between individual CR and team CR in such a way that the lack of transparency plays a role in being change-ready.

''What you see is that people are frustrated, but to keep the team spirit alive, they are not open about that. But in a one-on-one conversation they are more open.'' – D2.1

As a result, information about change is shared with positive team members but not with negative team members because of the negative work climate.

4.4.5 Aggregate dimension 5: Personal contact and communication

The unofficial communication channel influences the relationship between the individual CR and team CR because of the one-on-one conversations. The following paragraphs discuss official and unofficial communication.

4.4.5.1 official communication

The official communication channel consisted of regular meetings and newsletters. These team meetings aimed to update the team members. The content of the newsletter consisted of answers to questions from team members about the change.

''They communicate every week during the stand ups to the department.'' – E1.1

''There is also a newsletter every two weeks.'' – E1.2

The official communication channel influences team CR because the team members had the opportunity to ask questions and clarify about the change. Most of the team members did not think that the official communication channel added value. The information in these meetings and newsletter were not clear enough.

''Well. The newsletter consisted of opinions from employees that experience the change. For instance, asking whether they like the change or not. There was no information about what will be changed, when and how.'' – E1.3

4.4.5.2 Unofficial communication

The one-on-one conversations were held at the coffee machine. This was during a cup of coffee or the break. These conversations allowed team members to talk about the change and exchange information. The unofficial communication influences the relationship between individual CR and team CR in such a way that when team members exchange information there is change readiness. Some team members received information about the status of the change, but others did not. The inequality in information influences whether a team member supports the change. Thus, one-on-one conversations are crucial to being change-ready.

''There are conversations at the coffee machine about the change.'' – E2.1

4.4.6 Aggregate dimension 6: Variation in individual CR and team CR

The individual change readiness and team change readiness were not similar. The following paragraphs discuss individual change readiness and team change readiness.

4.4.6.1 Team change readiness

Some team members did not see the benefits of the change. There was a difference between the sub teams because some team members received new information about the change and others did not. When asked about the appropriateness, the following answer was given:

''Actually, no because we know so little about the change. I think we say yes when there is clarity, a plan, we know what the benefits are, how we can achieve the goals and be successful. So, actually it is just a no.'' – F1.1

4.4.6.2 Individual change readiness

Certain team members were ready for the change and were positive towards the change. These team members were part of the evaluation board.

''I think it is also with age. I can have an opinion about it, but we need to still do this. I am also like, let it happen and let the people that initiated this lead us." – F2.1

''I need this change. I am not just ready, but I also want to start practicing." – F2.2

However, this team member was worried about the influence and resistance of other team members against the change.

''Well, I am pretty much supporting the change. The change readiness of others, I am more worried about that, like how much of an influence do they have to hold back the change and what will this do to the organization." – F2.3

There were other team members that did not participate in the evaluation board. This team member did not support the change because the urge for change was not clear. As described below:

''For this change, not so much. This comes due to the unclarity because I need to know who my manager is. When I know who my manager is, and if we stay together as team then I can make something work for the change." – F2.4

4.4.7 Conclusion

There is a relationship between individual CR and team CR. The senior team members who were unwilling to change, shared their thoughts with others. More team members agreed and chose the negative side. These team members did not participate in the evaluation board. Simultaneously, the team members of the positive side did participate in the evaluation board. These team members experienced the benefits of the change and the urge for change was clear. The negative team members depended on the information from the positive team members in the evaluation board. However, the team members from the positive side shared limited information with the negative team members because the work climate was negative. These negative team members received limited information about the change. As a result, communication about change between positive and negative team members was limited. The positive team members shared more information with other positive team members than with the negative team members. This is the reason why individual CR and team CR is not similar.

4.5 Cross-case analysis

The aim of this chapter is to compare the data of the four cases by identifying the differences and similarities between the cases.

4.5.1 Team characteristics

Each case consisted of team members who were either junior or senior depending on their background. This background refers to the extent of years of employment at the organization and experience in the work field. The junior team members just started at the organization and recently finished their studies. The senior team members finished their studies at least a couple years ago and worked at the organization since. The background of a team member determines how well a team member knows the way of work and whether there is an opinion about the change or not. In all cases the junior team members did not share a lot of opinions about the change, but the senior team members did. As a result, the voice of senior team members was heard but not from the junior team members.

The direction of the influence, like from individual CR to team CR or from team CR to individual CR, depends on the ratio. The seniority in the team determines if the influence is from individual CR or team CR. For instance, in case two the influence is from individual CR to team CR. In case one, three and four it is the opposite. This means that when a team consists of more seniors than juniors in a team, then the influence is from team CR to individual CR. However, this is different when there are more juniors than seniors in the team because the influence is then from individual CR to team CR. This means that the influence depends on the opinions shared. For instance, when there are a lot of opinions then the influence is from team CR to individual CR. These opinions influence the individual CR in such way that there might be no change readiness. However, when there are limited or no opinions then the influence is from individual CR to team CR and leads to change readiness.

Furthermore, some cases consisted of a different structure within the team. For instance, case one and two were structured as one team. However, this was different in the cases three and four. Within these two cases there were sub teams. Case three had four sub teams, and case four had three sub teams in the team. These sub teams consisted of different specialization and added an additional layer to consider change readiness. In case three and four, the individual level and team level are not only considered for change readiness but also the sub team level. This differs with the cases one and two because these cases consider only the individual level and team level in change readiness.

4.5.2 Role leadership

In cases one, two and three there was a leader present who had a role in the change. Only case four did not have a leader. This leader was either a senior team member or manager.

There are differences between these cases. The senior team members of case one took the leading role because the manager was not involved within the team. This differs in case two, where the manager did try to actively be involved in the team about the change. However, the senior team members tried to take the leading role and succeeded. In case three, there was not a manager present and therefore the senior team members took the role of leader within the team. Only case four did not have any type of leader within the team. In most of the cases, the leader in the team had an impact on the work climate of the team. For case four there was no leader which means that every team member influences the work climate.

For instance, in most of the teams there was a split. Only in case two there was no split within the team. This split consisted of a positive side and negative side. In case one, the negative side did not support the change and quit the team. In case three, the negative side had no influence and accepted the change. In case four, there was still a split within the team. The role of a leader had an impact on the positive and negative side. The positive side became bigger and stronger by the following approach. In case one, the senior team members forced positive communication with the team about the change. In case three, the senior team members forced the other team members to accept the change by not supporting the negative comments.

Seniority played a role in collecting team members to be part of the positive or negative side. The senior team members that group together and bond, have a bigger influence on the other team members. In case two the influence is from individual CR to team CR. In case one, three, and four, it is the opposite.

One more difference between the cases is the change itself. Like, for case three the change was not a big problem. However, in the other cases the change would have a big impact on the way of work. For instance, in case one and four the change has a big impact on the change. The negative side in case one quit the team and in case four there is still a negative side. This means that the impact of change on a team plays a role in how easily a team member accepts the change.

4.5.3 Information lead

The team members that participated in an additional information source were more change ready than the team members that did not participate. This finding influences the individual CR. For instance, in most cases there was an option to participate in an additional information source. However, within these additional information sources, there was a difference between team members that participated. In case two there were only senior team members participating in the pilot. As a result, the senior team members took the lead in the communication with the junior team members. These junior team members followed the senior team members. Although, there was a difference in who participated, but in case three a similar situation happened. However, in case four this was different. The team members did not follow anyone.

Furthermore, the team members that did not participate in the pilot or evaluation board, were dependent on receiving information from a manager or the team members that did participate in the pilot or evaluation board. In case one, the manager provided information about the change, but the information was not equally shared in an individual setting or team setting. As a result, the senior team members started to be more involved in the change and took the role of leader in the team. In case two the manager did equally share information in an individual setting or team setting. For cases three and four there was no manager. These two cases were dependent on the information shared by the team members that were part in the evaluation board.

4.5.4 Cognitive contagion

The team members who were involved in the change knew more than the team members that were not involved and influenced from individual CR to team CR. In most cases there was a lack of transparency, except in case two. In case two all information was shared. In the other cases there was a filter and no transparency when sharing information. The negative work climate played a role in the limitation of sharing information. In each case it differed whether there was a limitation in sharing information.

In case one there was inequality in sharing information because the one-on-one conversations were more transparent than the team meetings. Some senior team members had one-on-one conversations with the manager about the change and gained more knowledge. In case two there was no limitation in sharing information because the team meetings and one-on-one conversations were both transparent. The senior team members shared information about the change during the meetings or conversations. In case three and four, there was a distinction between the sub teams. The team members that were part of the evaluation board shared information with positive team members in the same sub team. The other team members received limited information due to the work climate. The positive team members wanted to prevent any escalations and chose certain team members to share information with.

4.5.5 Personal contact and communication

This finding influences the relationship between individual CR and team CR in two ways, first the regular meetings influence from team CR to individual CR and as second, the one-on-one conversations influence from individual CR to team CR. For instance, case one had regular meetings, but these were not transparent. The one-on-one conversations were more transparent. This means that the regular team meetings lead to less change readiness. The one-on-one conversations do lead to change readiness.

As for cases three and four, the regular meetings were not used at all to discuss the change. The main communication channel to talk about the change was in one-on-one conversations. These conversations were used to talk about the change and exchange information. The location of these conversations was at the coffee machine. In cases three and four, the only way to exchange information was through one-on-one conversations. The team members who received information shared that same information with other team members. The one-on-one conversations were transparent. However, there is a distinction in transparency. The team members that participated in the evaluation board shared all information with other positive team members or with team members in the same sub team. While the conversations that the team members in the evaluation board had with the negative team members were not that transparent. A reason for this approach is because the work climate was negative. There was a filter because they did not want any escalation within the team.

On the contrary, for case two, there was no difference in transparency in regular meetings and one-on-one conversations. Both increased the chance of being change-ready. Case two consisted of team meetings and one-on-one conversations that were transparent and used to discuss the change. Only in case two the hallway was also used to conduct the one-on-one conversations.

4.5.6 Variation in individual CR and team CR

Cases two and three had change readiness on an individual level and team level. This is different for cases one and four. Case one was team change-ready but not on an individual level because the urge for change was not clear. Some team members did not think that the change was a priority and that other changes were more important. In case four, the team was not change-ready, but the individuals were. Some team members had information about the long-term plan for the change because of the evaluation board. The team members who participated in the evaluation board supported the change. The team members who did not participate in the evaluation board did not support the change.

Case	1	2	3	4
1.Team characteristics 1.1 Seniority	Junior and senior	Junior and senior	Junior, senior or somewhere in between.	Junior and senior
1.2 Definition	Years employed at the organization	Years employed at the organization and experience	Years employed at the organization	Years employed at the organization and experience
1.3 Ratio	Senior>juniors	Senior<juniors	Senior>juniors	Senior>juniors
1.4 Foundation team	Group of individuals became a team due to the change	Already a team	Already a team	Already a team
1.4.1 Structure	One team	One team	Four sub teams in team	Three sub teams in team
1.5 Influence	From team CR to individual CR. (Boundary condition)	From individual CR to team CR. (Boundary condition)	From team CR to individual CR (Boundary condition)	From team CR to individual CR (Boundary condition)
2.Role leadership 2.1 Leader	Senior team member takes lead	Senior team member takes lead	Senior team member takes lead	No leader
2.2 Split	Positive side and negative side	No split	Positive side and negative side	Positive side and negative side
2.3 Work climate	Start negative but shifted to positive	Positive	Start negative but shifted to positive	Negative
2.4 Influence	From team CR to individual CR. (Boundary condition)	From individual CR to team CR. (Boundary condition)	From team CR to individual CR. (Boundary condition)	From team CR to individual CR. (Boundary condition)
3.Information lead 3.1 Additional information source	No pilot or evaluation board.	Pilot	Evaluation board	Evaluation board
3.2 Ratio junior-senior	Not applicable	Only senior team members	Mix of junior and senior	Mix of junior and senior
3.3 Manager role	Manager shares information but not equally	Manager shares information equally	No manager. Depended on the team members.	No manager. Depended on the team members.
3.4 Influence	Influences team CR and individual CR. (Boundary condition)	Influences individual CR. (Boundary condition)	Influences individual CR. (Boundary condition)	Influences individual CR. (Boundary condition)
4.Cognitive contagion 4.1 Who shares information?	Manager and Senior team members share information	Senior team members share information	Team members that participate in evaluation board	Team members that participate in evaluation board
4.2 limitation in sharing	Yes, not equal information sharing	No	Yes, not equal information sharing	Yes, not equal information sharing
4.3 Influence	From individual CR to team CR. (Boundary condition)	From individual CR to team CR. (Boundary condition)	From individual CR to team CR. (Boundary condition)	From individual CR to team CR. (Boundary condition)

5.Personal contact and communication 5.1 Official communication	Regular meetings	Regular meetings. Talk mainly about the change.	Regular meetings but do not discuss change	Regular meetings and newsletters
5.2 Unofficial communication	One-on-one conversations exchange updates change	One-on-one conversations exchange updates change	One-on-one conversations exchange updates change	One-on-one conversations exchange updates change
5.2.1 Location	Coffee machine	Coffee machine Hallway	Coffee machine	Coffee machine
5.3 Influence	From individual CR to team CR, but also from team CR to individual CR. (Boundary condition)	From individual CR to team CR, but also from team CR to individual CR. (Boundary condition)	From individual CR to team CR. (Boundary condition)	From individual CR to team CR, but also from team CR to individual CR. (Boundary condition)
6.Variation in individual CR and team CR. 6.1 Individual CR	Differences between Individual CR	Change ready	Change ready	Differences between Individual CR
6.2 Team CR	Not change ready	Change ready	Change ready	Not change ready
6.3 Similar or different individual CR – team CR	Different	Same	Same	Different

Table 8 Cross case analysis

5.0 Discussion

The aim of this research was to analyze whether there was a relationship between individual CR and team CR, and what the influences are on this relationship. The following research question was answered: *"How are individual change readiness and team change readiness related?".* This chapter discusses first the theoretical implications of the six distinct findings, team characteristics, role leadership, information lead, cognitive contagion, personal contact and communication, and variation between levels of change readiness. This chapter also discusses the practical implications, limitations and future research of this thesis. Figure 8 shows a conceptual framework based on the model of Rafferty et al. (2013).

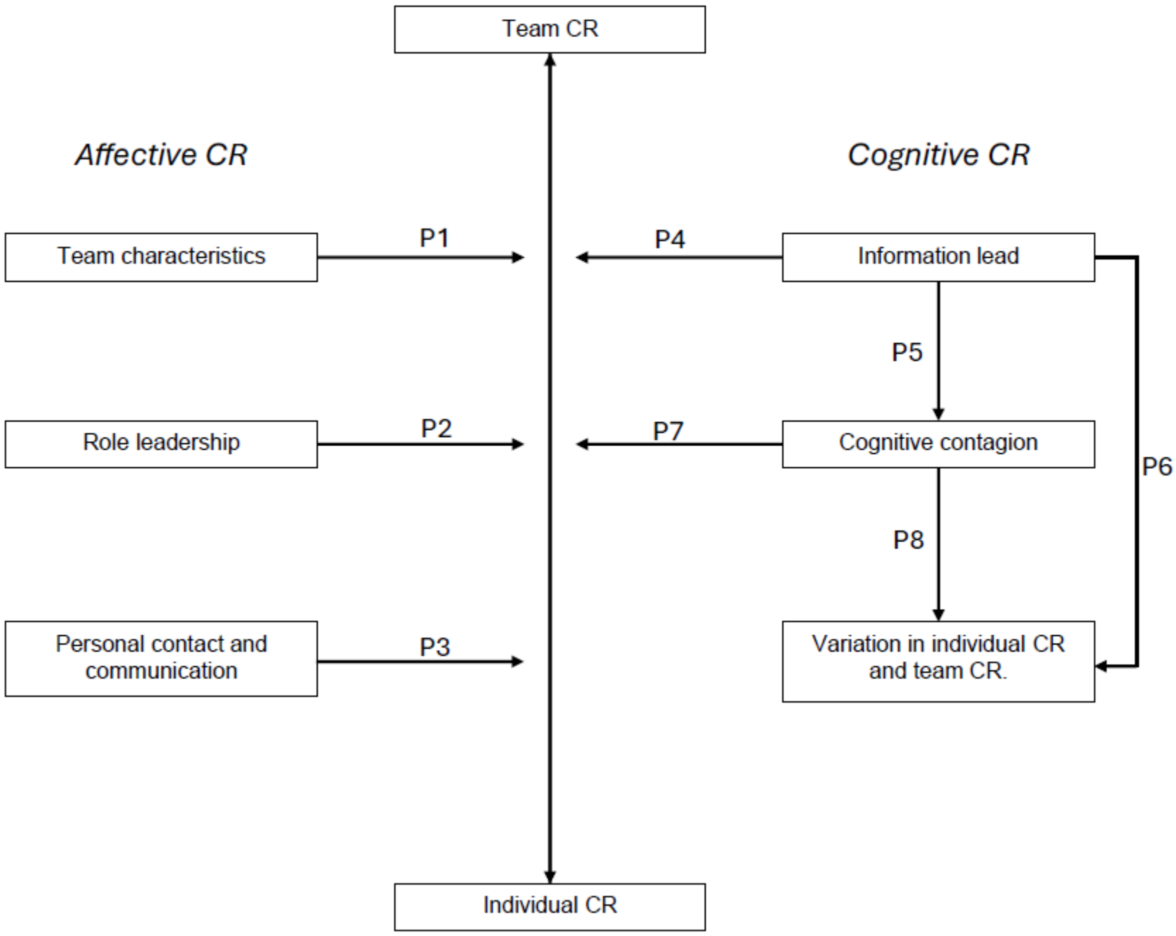

Figure 8 Conceptual framework propositions

5.1 Theoretical implications

This research contributes to the existing literature on change readiness by providing new perspectives on the relationship between individual CR and team CR. Previous studies focused mainly on the individual level and not on the team level (Appelbaum et al., 2017; Cunningham et al., 2002; Ghouri et al., 2019; Herscovitch & Meyer, 2002; Holt et al., 2007; Ouedraogo & Ouakouak, 2018). As a result, valuable information about change readiness at the team level has not been captured. The results of this research provide crucial insights about change readiness in a multi-level context. The first finding is the role of team characteristic influencing the relationship between individual CR and team CR. The team characteristic refers to the ratio of junior and senior employees. The influence on the relationship between team CR and individual CR is in such a way that the seniority of an individual determines how strong the opinion about the change is from that individual. The ratio of junior-senior employees determines the change readiness and to which extent there is resistance against the change. For instance, if most team members in a team are senior then there is more resistance against the change. The opposite occurs when there are more junior team members in a team. This finding builds further on the framework of Rafferty et al. (2013) as a boundary condition that affects the relationship between individual CR and team CR on strength and direction. This framework of Rafferty et al. (2013) shows the antecedents and consequences of change readiness, for instance on an individual level and team level. Furthermore, this finding contradicts with the study of Devos et al. (2007) because in this study seniority did not influence for instance, the support for change. This study was based on an individual level and not team level. However, we found that seniority influences support for change based on an individual and team level.

Proposition 1: Team characteristics, such as, structure, seniority and ratio, influences the relationship between individual CR and team CR as a boundary condition.

The second finding is the role leadership within a team that influences the change readiness and the work climate. The emotions that were shared within the team had a negative or positive influence on the work climate. As a result, the work climate in some of the cases was negative and influenced the change readiness. The lack of psychological safety might be the cause of the negative work climate. Psychological safety is a climate that consists of trust and mutual respect that creates a comfortable environment for individuals (Edmondson, 1999). This finding supports the statement of Rafferty et al. (2013) who suggests that psychological safety is important to promote change readiness. As stated by Edmondson (1999), in order to create psychological safety there must be interpersonal trust and mutual respect. In two out of four cases, there was trust and respect. As a result, the individuals and the team were change ready.

Proposition 2: The role of a leader influences the relationship between individual CR and team CR as a boundary condition.

The third finding is the role of personal contact and communication that influences between individual CR and team CR. Based on the results, it was quite common that individuals exchanged information about the change, like one-on-one conversations. The location of these conversations was similar across the cases. The coffee machine was the location to talk about the change. For instance, in one of the cases it was quite common to discuss the change in one-on-one conversations and not in a team meeting due to the negative work climate. This means that the one-on-one conversations had the most influence on the individual change readiness. This conversation had a snowball effect which affected the team CR. This finding supports the study of Oreg et al. (2011) about openness to change and adds new insights to the theory. Oreg et al. (2011) argues that transparency and openness are important in communication during conversations. A new insight to the theory is the location of these conversations. For instance, at the coffee machine or the hallway.

Proposition 3: Personal contact and informal communication influence the relationship between individual CR and team CR as a boundary condition.

The fourth finding is the information lead that refers to the position an individual takes in the change that might lead to change readiness. When an individual is not involved in the change, then this individual is less or not change ready. Engaging team members in the change has a positive impact on the individuals that take part in, for instance a pilot or evaluation board. The individuals who participate in the pilot or evaluation board are relatively more positive than the team members that do not participate. This finding serves as a boundary condition and builds further on the study of Marinova et al. (2015) about engaging employees. Engaging employees refers to the extent to which an individual is involved in the change. Marinova et al. (2015) describes that employee engagement serves as a mediator from individual traits and job characteristics towards change-oriented behavior. However, the study of Marinova et al. (2015) is based on an individual level and not multiple levels. Therefore, this finding builds further on the theory of Marinova et al. (2015) as an boundary condition between individual CR and team CR.

Proposition 4: The information lead influences the relationship between individual CR and team CR as a boundary condition.

Proposition 5: The information lead influences the information sharing.

Proposition 6: The position of an individual or team in change leads to variation in individual CR and team CR.

The fifth finding is cognitive contagion that influences between individual CR and team CR. This refers to the type and amount of information shared with other team members. The position that an individual takes in the change can either be power or dependency. This might lead to information inequality. For instance, the individuals who are not involved in the change, do not have any new information and depend on the information shared with them. This means that inequality in information sharing leads to less change readiness and influences the relationship between individual CR and team CR. The information is shared on an individual level and further exchanged with other team members, which influences the team level. This finding builds further on the theory of cognitive beliefs of Armenakis and Harris (2002) and Armenakis et al. (2007). The theory of cognitive beliefs consists of five beliefs that highlights certain elements that an message must have to communicate about change (Armenakis et al., 2007; Armenakis & Harris, 2002). This finding also supports the theory of Kozlowski and Klein (2000) that argues sharing perceptions might create a consensual view. A general agreement determined by all team members is referred to as a consensual view (Kozlowski & Klein, 2000). The findings in our study confirm that transparency and equally shared information on an individual level and team level leads to a consensual view. As mentioned before, Oreg et al. (2011) argues that transparency and openness are important in change to create acceptance and support. Without openness it might be difficult to gain support from the individuals and the team self for the change.

Proposition 7: Cognitive contagion influences the relationship between individual CR and team CR as a boundary condition.

Proposition 8: Information inequality leads to variation in individual CR and team CR.

The last finding is the variation between levels of change readiness. In most cases, the individual change readiness and team change readiness were not similar. For instance, on an individual level there might be change readiness, but not on a team level there. This finding supports the statements of Rafferty et al. (2013), Kozlowski and Klein (2000) and Vakola (2013). All three support the idea of adopting a multilevel perspective that helps to gain perspectives that are not only from an individual level.

5.2 Practical implications

There are two practical implications that bring value into the work field as a change agent. First, this research provides information about different communication channels. The regular team meetings are less informative than the one-on-one conversations. The team members shared in one-on-one conversations information and opinions about the change. These one-on-one conversations create a realistic perception of the individuals' experiences and values (Swain & King, 2022). Change agents might use this information to strategically decide which communication channel information needs to be spread. These conversations consist of information about the change itself and the dynamics within the team. The change agent might use this information from the conversation to determine the next step. For instance, improving the team dynamics. These conversations are in the hallway or at the coffee machine. Change agents might use this information to decide where to participate and collect information about the individual CR and team CR.

As last, this research highlights the power that an individual has in sharing information. There might be inequality in information sharing among the team members due to the position that an individual has. As a change agent, this information is useful in the decision making about who joins the pilot or evaluation board. For instance, it might be beneficial to rotate between team members participating in a pilot or evaluation board. This gives the opportunity to involve every team member in the change.

5.3 Limitation and future research

As with all work, this work is also not without limitations. First, four teams participated in the interviews with a total of 24 participants and 17 interviews. Although this number of interviews is sufficient in qualitative research to achieve data saturation (Guest et al., 2006), two out of the four cases were from different departments. The other two cases were from the same department. For future research, it may be interesting to collect more teams from each department to compare the results. This could help to understand the position of a department towards the change and whether there is support and acceptance for the change from this department.

Second, another limitation of the research is that the data that was collected was based on one moment because of the relatively short timeframe given to conduct the study. This study is similar to the study of Menting (2022). All the change projects were at the starting phase. Yet, change readiness can also be investigated in the middle phase. For instance, the study of Hemme et al. (2018) conducted data collection on multiple time points. Multiple time points for investigating change readiness would give more information about the progress and any additional influences that play a role in being change ready. For future research it may be promising to collect data on multiple time points to identify valuable insights regarding change readiness.

As last, another limitation of the research is the organization self. The findings come from one industry and are culture specific. For future research it might be insightful to explore and compare other industries and cultures. For instance, employees within other industries or cultures might use a different way of communicating about change (Samal et al., 2019). This comparison might provide new information about change readiness in other industries or organizations.

6.0 Conclusion

In this research we explored the relationship between individual and team change readiness. Based on the results, it can be argued that there is a relationship between individual CR and team CR. This relationship is influenced by team characteristics, role leadership, information lead, cognitive contagion and communication as a boundary condition. These findings affect the strength of the relationship between individual CR and team CR. The extent to which individuals are involved within the change, determines the change readiness. It can also be concluded that to investigate a relationship it is important to analyze multiple levels. The individual level and team levels that were analyzed consisted of findings that support this conclusion. Investigating multiple levels prevents any misinterpretations of a relationship. Therefore, it is recommended to investigate change readiness on an individual level and team level to determine the change readiness of a whole team.

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Appendix

Appendix A: Interview guide – Individual Interview English

Introduction of the session

Welcome! Thank you for participating in this interview. My name is X and the aim for this interview is to gather data about the relationship between individual and team change readiness. This interview is to discuss the current change project your team is following. The responses collected from this interview will be kept confidentially. The researcher only has access to this data. I would like to encourage you to just speak freely and give your honest opinion about the topic that we will discuss in this interview. I can send you the transcript of this interview if you would like. Also, in a previous email I attached a form for consent with a request to read it. The audio recording is for research purposes and the researcher only has access to this. The data will be saved in a secured folder and the researcher only has access to this folder. Do you approve the recording? (The participant gives answer). Participant signs the consent form. (if the participant does not agree, but still want to join the interview then the researcher only makes notes of the interview). *Next sentence only if participant gives consent* for *audio recording and research*- After completing the research, the recording will be deleted. - The duration of the interview will be approximately 1,5 hours.

Start recording (No consent? Then no recording)

----Start questions----

1. Can you describe change project xx?
2. Handout individual change readiness: *We are looking at the table with quadrants. Can you give a few examples of each quadrant? What do you think of looking at each quadrant? (Participants gives answer) Can you explain further and give more examples. What about the next quadrant?*
3. Handout team change readiness: *At this moment we discussed the individual change readiness, but at the beginning of the interview there is also some interest for the team level. What comes to your mind when you look at the quadrants for the team change readiness? (Similar questions asked as to point 2).*
4. Handout interaction between individual and team change readiness: *We discussed the individual and team change readiness. How about the relationship between the individual and team change readiness? (give the handout of the arrow). Do you have examples?*
5. What did you learn from this session? *(In the process of collecting teams, these interviews were promoted as a reflection point to the individuals. This was promised by the researcher and therefore this question was a necessity to ask.)*

6. Is there anything you would like to share that is important for this research?

Thank you for your time and participation!

----End interview----

Appendix B: Interview guide – Individual Interview Dutch
Introductie

Welkom! Bedankt voor uw deelname aan dit interview. Mijn naam is X en het doel van dit interview is om gegevens te verzamelen over de relatie tussen individueel en team change readiness. Dit interview is bedoeld om het huidige verandertraject u team volgt te bespreken. De informatie uit dit interview wordt alleen gebruikt voor dit onderzoek. Alleen de onderzoeker heeft toegang tot deze gegevens. Ik hoop dat u zich veilig voelt om uw eerlijke mening te geven over de onderwerpen die aan bod komen in dit interview. Het is mogelijk om het transcript van dit interview te krijgen als u dat wilt. In een mail had ik een consentformulier toegevoegd en gevraagd om deze alvast door te lezen. Stemt u in met opnemen van audio recording? (De deelnemer geeft antwoord). De deelnemer ondertekent het formulier. (Als de deelnemer wil deelnemen maar niet akkoord gaat met een opname dan maakt de onderzoeker notities van het interview in plaats van opnam). Deze audio recording wordt alleen gebruikt voor het onderzoek door de onderzoeker. Na het afronden van het onderzoek wordt de opname verwijderd. Het interview duurt ongeveer 1,5 uur.

Start opname (Geen akkoord voor opname? Niet opnemen)

----Start vragen----

1. Kunt u het verandertraject xx omschrijven?
2. Praatplaat individueel change readiness: *Voor ons is een tabel met kwadranten. Kan je een paar voorbeelden geven van elk kwadrant? Waar denk je aan als je kijkt naar elk kwadrant? (Deelnemer geeft antwoord). Hoe zit het met de andere kwadranten?*
3. Praatplaat team change readiness: *Op dit moment hebben we het individuele change readiness besproken maar in het begin van het interview werd er aangegeven dat er ook interesse is naar de team level. Waar denk je aan als je kijkt naar de kwadranten voor de team change readiness? (Zelfde vragen als bij punt 2).*
4. Praatplaat interactie tussen individueel en team change readiness: *We hebben individuele en team change readiness besproken. Hoe zit het dan met de relatie tussen individuele en team change readiness? (geef praatplaat van pijl). Heb je voorbeelden hiervoor?*
5. Wat hebben jullie geleerd van deze sessie? *(In het process van teams verzamelen werd er gepromoot dat reflectie voorkomt in de interviews. Dit was aangegeven en beloofd door de onderzoeken en daarom moet deze vraag gesteld worden).*
6. Is er iets wat u wilt delen wat belangrijk is voor dit onderzoek?

Dank voor u tijd en deelname!

----Einde interview----

Appendix C: Handout

Individual Change Readiness

Individual Change Readiness ''The extent to which an individual or individuals are cognitively and emotionally inclined to accept, embrace, and adopt a particular plan to purposefully alter the status quo''(Holt et al., 2007, p. 235)	
Appropriateness ''Members feel that change is a priority to help the organization''. p. 241	**Management Support** ''The extent to which organizational members felt senior leaders supported the change''. p. 241
Change Efficacy ''The extent to which organizational members felt confident that they would perform well and be successful''. p.241	**Personal Valence (beneficial)** ''Refers to the extent to which one feels that he or she will or will not benefit from the implementation of the prospective change''. p. 238

Table 9 Handout: Individual Change Readiness

Individueel Change Readiness ‘’De mate waarin een individu of individuen cognitief en emotioneel geneigd zijn een bepaald plan te accepteren, te omarmen en aan te nemen om doelbewust de status quo te veranderen’’(Holt et al., 2007, p. 235)	
Appropriateness ‘’Organisatielid is van mening dat verandering een prioriteit is om de organisatie te helpen’’.p.241	**Management Support** ‘’De mate waarin organisatieleden het gevoel hadden dat senior leiders de verandering steunen’’. p. 241
Change Efficacy ‘’De mate waarin organisatieleden er vertrouwen in hadden dat ze goed zouden presteren en succesvol zouden zijn. p.241	**Personal Valence (beneficial)** ‘’Verwijst naar de mate waarin organisatielid het gevoel heeft dat hij of zij wel of niet zal profiteren van de implementatie van de toekomstige verandering’’. p. 238

Table 10 Handout: Individual Change Readiness Dutch

Team Change Readiness

Team Change Readiness ''The extent to which an individual or individuals are cognitively and emotionally inclined to accept, embrace, and adopt a particular plan to purposefully alter the status quo''(Holt et al., 2007, p. 235)	
Appropriateness ''Members feel that change is a priority to help the organization''. p.241	**Management Support** ''The extent to which organizational members felt senior leaders supported the change''. p. 241
Change Efficacy ''The extent to which organizational members felt confident that they would perform well and be successful''. p.241	**Personal Valence (beneficial)** ''Refers to the extent to which one feels that he or she will or will not benefit from the implementation of the prospective change''. p. 238

Table 11 Handout: Team Change Readiness

Team Change Readiness ‘’De mate waarin een individu of individuen cognitief en emotioneel geneigd zijn een bepaald plan te accepteren, te omarmen en aan te nemen om doelbewust de status quo te veranderen’’(Holt et al., 2007, p. 235)	
Appropriateness ‘’Organisatielid is van mening dat verandering een prioriteit is om de organisatie te helpen’’. p.241	**Management Support** ‘’De mate waarin organisatieleden het gevoel hadden dat senior leiders de verandering steunen’’. p. 241
Change Efficacy ‘’De mate waarin organisatieleden er vertrouwen in hadden dat ze goed zouden presteren en succesvol zouden zijn. p.241	**Personal Valence (beneficial)** ‘’Verwijst naar de mate waarin organisatielid het gevoel heeft dat hij of zij wel of niet zal profiteren van de implementatie van de toekomstige verandering’’. p. 238

Table 12 Handout: Team Change Readiness Dutch

Interaction Change Readiness

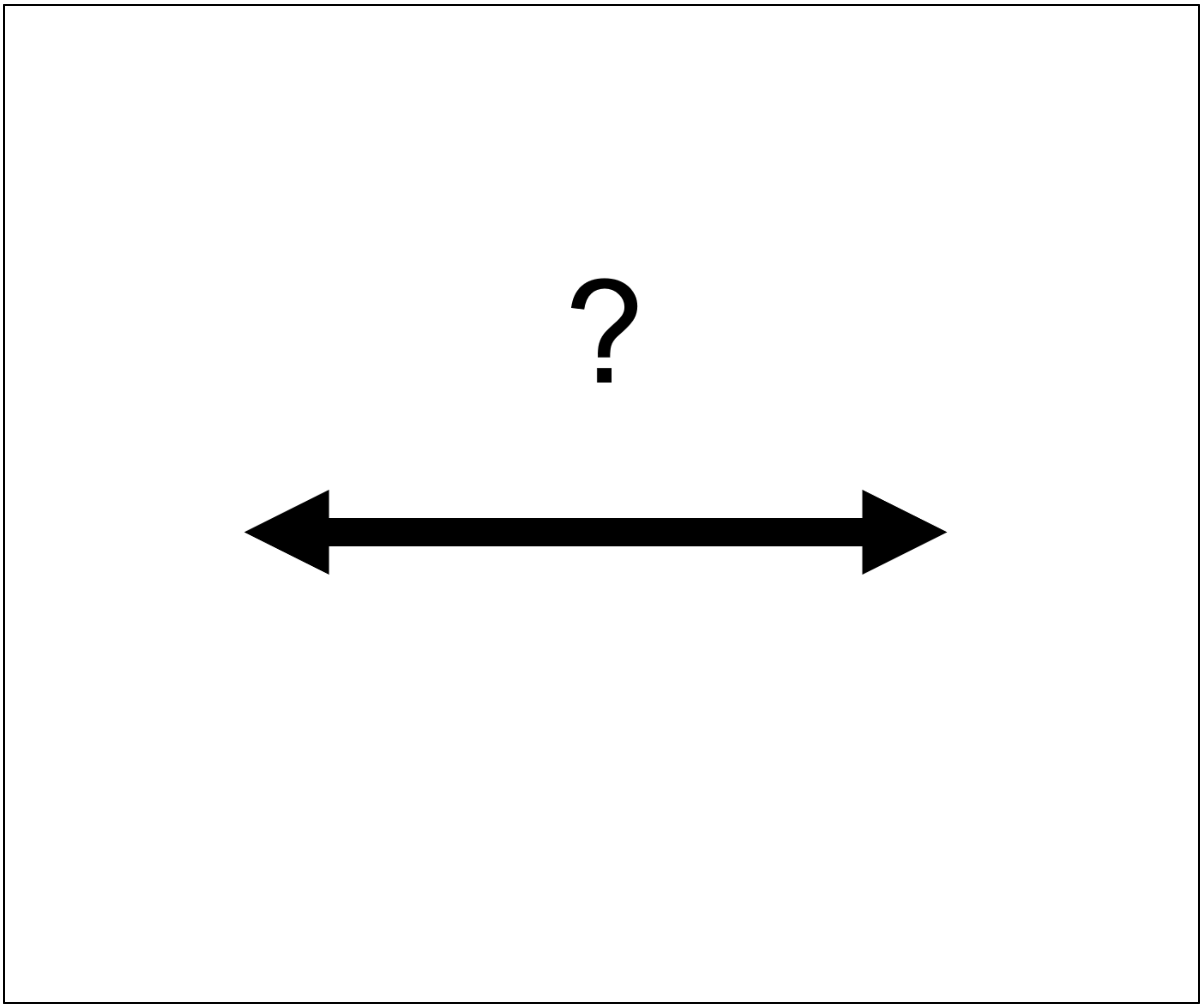

Figure 9 Handout: Interaction Change Readiness

Appendix D: Interview guide – Focus Group English

Steps in focus group session:

- Introduction: 15 minutes
- Handouts: each plate max. 30 minutes
  - Explain: mention the definition and the quadrants. Ask for examples.
  - Use sticky notes and cluster these notes. These sticky notes consist of examples.
- Discuss the learning points: 15 minutes.

Introduction of the session

Welcome! Thank you for participating in this interview. My name is X and the aim for this interview is to gather data about the relationship between individual and team change readiness. This interview is to discuss the current change project your team is following. The responses collected from this interview will be kept confidentially. The researcher only has access to this data. I would like to encourage you to just speak freely and give your honest opinion about the topic that we will discuss in this interview. I can send you the transcript of this interview if you would like. Also, in a previous email I attached a form for consent with a request to already read it. The audio recording is for research purposes and the researcher only has access to this. The data will be saved in a secured folder and the researcher only has access to this folder. Do you approve the recording? (The participant gives answer). Participants sign the consent form. (if the participants do not agree, but still want to join the interview then the researcher only makes notes of the interview). *Next sentence only if the participants give consent for audio recording and research* - After completing the research, the recording will be deleted. - The duration of the interview will be approximately 1,5 hours.

Ground rules

- We listen to each other.
- We respect each other.
- We let each other speak without interrupting.
- What will be said in this session stays in the group.

Start recording (No consent? Then no recording)

----Start questions----

1. Can you describe change project xx?
2. Handout team change readiness: *We are looking at the table with quadrants. Can you give a few examples of each quadrant? What do you think of looking at each quadrant? (Participants gives answer) Can you explain further and give more examples. What about the next quadrant?*

3. Handout interaction between individual and team change readiness: *We discussed team change readiness. How about the relationship between the individual and team change readiness? (give the handout of the arrow). Do you have examples?*
4. What did you learn from this session? *(In the process of collecting teams, these interviews were promoted as a reflection point to the individuals. This was promised by the researcher and therefore this question was a necessity to ask.)*
5. Is there anything you would like to share that is important for this research?

Thank you for your time and participation!

----End interview----

Appendix E: Interview guide – Focus Group Dutch

Stappen in focus group sessie:

- Introductie: 15 minuten
- Praatplaten: elk stuk max. 30 minuten
    - Uitleg van de definities van de variabelen. Vraag voor voorbeelden.
    - Gebruik sticky notes en cluster. Op deze sticky notes staan voorbeelden.
- Bespreek de leerpunten: 15 minuten

Introductie

Welkom! Bedankt voor uw deelname aan dit interview. Mijn naam is X en het doel van dit interview is om gegevens te verzamelen over de relatie tussen individueel en team change readiness. Dit interview is bedoeld om het huidige verandertraject dat u team volgt te bespreken. De informatie uit dit interview wordt alleen gebruikt voor dit onderzoek. Alleen de onderzoeker heeft toegang tot deze gegevens. Ik hoop dat u zich veilig voelt om uw eerlijke mening te geven over de onderwerpen die aan bod komen in dit interview. Het is mogelijk om het transcript van dit interview te krijgen als u dat wilt. In een mail had ik een consentformulier toegevoegd en gevraagd om deze alvast door te lezen. Stemt u in met opnemen van audio recording? (De deelnemer geeft antwoord). De deelnemer ondertekent het formulier. (Als de deelnemer wil deelnemen maar niet akkoord gaat met een opname dan maakt de onderzoeker notities van het interview in plaat van opnam). Deze audio recording wordt alleen gebruikt voor het onderzoek door de onderzoeker. Na het afronden van het onderzoek wordt de opname verwijderd. Het interview duurt ongeveer 1,5 uur.

Ground rules:

- We luisteren naar elkaar.
- We respecteren elkaar.
- We laten elkaar uitpraten zonder te onderbreken.
- Wat er wordt besproken blijft binnen deze groep.

----Start vragen----

1. Kunt u het verandertraject xx omschrijven?
2. Praatplaat team change readiness: *Voor ons is een tabel met kwadranten. Kan je een paar voorbeelden geven van elk kwadrant? Waar denk je aan als je kijkt naar elk kwadrant? (Deelnemer geeft antwoord). Hoe zit het met de andere kwadranten?*
3. Praatplaat interactie tussen individueel en team change readiness: *We hebben team change readiness besproken. Hoe zit het dan met de relatie tussen individuele en team change readiness? (geef praatplaat van pijl). Heb je voorbeelden hiervoor?*

4. Wat hebben jullie geleerd van deze sessie? *(In het process van teams verzamelen werd er gepromoot dat reflectie voorkomt in de interviews. Dit was aangegeven en beloofd door de onderzoeken en daarom moet deze vraag gesteld worden).*
5. Is er iets wat u wilt delen wat belangrijk is voor dit onderzoek?

Dank voor u tijd en deelname!

----Eind interview----