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Master thesis
Public Administration
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The expected effectiveness of the approach of multi-problem families through the eyes of project partners



The case of the
'Neighborhood
Coach Project' in the
Velve-Lindenhof area
in Enschede

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Preface

This thesis has been written in order to complete my Master of Science in Public Administration – track Policy and Governance – of the School of Governance and Management at the University of Twente. In this thesis, the theoretical and practical knowledge that I have acquired during my (pre-) master's degree programme will be demonstrated.

This graduation assignment is based on an investigation of the evaluation of the quality of the cooperation and the expected effectiveness of the problem approach in the 'Neighborhood Coach Project'. This project started in 2008 as a new method to the social emancipation of residents and multi-problem households in the Velve-Lindenhof area in Enschede. During an internship at an organization engaged in help with debt problems – Stadsbank Oost Nederland - I came into contact with these (multi-)problem families. Since that moment I was intrigued in how to effectively and efficiently organize care and service delivery around the needs of local residents. Therefore, I felt lucky when I heard that I could participate in the process evaluation of the experimental program of neighbourhood coaches by the University of Twente.

I could not have completed this master thesis without the help and participation of a lot of people. Hereby, I would like to take the opportunity to thank the people who helped me in one way or another in the completion of this final assignment. First of all, I want to thank my supervisors prof. dr. Denters and dr. Klok for sharing their knowledge, advice and helpful feedback throughout the whole process of writing this thesis. Furthermore, I would also like to thank dr. Oude Vrielink for sharing her vision on the organization of care for multi-problem families.

Besides, I would like to thank the respondents for their willingness to fill in the survey. Without their response it would not have been possible to conduct this research.

Finally, I would like to express my gratitude to my family, partner and friends for their unconditional support and encouraging words, particularly during busy study periods.

Michelle de Boer

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Abstract

In recent years there has been a rise of criticism on the organization of care and social support to families facing many complex and interrelated socioeconomic and psychosocial problems at different areas - the so-called multi-problem families. This criticism is mainly related to an oversupply of organizations providing services in a too specialized and differentiated way. Due to the presence of a wide variety of professionals at the domains of housing, education, care and income, families might get confused about their situation. Even for professionals the situation is not always clear. They are often unaware of each other's interventions. Since these professionals only treat the problems in which they are specialized, no integrated support is established. Furthermore, there is a lack of coordination and mutual alignment of this support. The city of Enschede and professionals of care and service organizations started to look for practical and innovative ways to provide integrated support for multi-problem households. This has led to the introduction of the 'Neighborhood Coach Project' in the deprived Velve-Lindenhof area in 2008. In this project, the care and service delivery is being coordinated through an integrated problem approach that emerges from the cooperation between neighborhood coaches and professionals from 25 community and governmental organizations. These institutions created a network of project partners and agreed all on transferring informal decision-making power to the neighborhood coaches. This problem approach must contribute to both an integrated and coordinated plan of action.

The purpose of this research is twofold. On the one hand, it aims to give insight in how the neighborhood coaches and project partners cooperate in the context of the problem approach and what project partners expect from the effectiveness of the problem approach. On the other hand, it aims to explain the individual differences in the expectations of this effectiveness by means of actor characteristics and the quality of the cooperation. The theoretical framework for this research is based on a combination of the Institutional Analysis and Development (IAD) framework of Ostrom, Gardner and Walker (1994) and different network theories. From this framework it can be expected that project partners have influence on the cooperation which in turn affects the expected effectiveness of the problem approach. Since the project partners have different characteristics (i.e. level of support for the idea of introducing neighborhood coaches, amount of trust, extent of differences of opinion and level of goal consensus), it can be expected that these four actor characteristics have a direct influence on the expected effectiveness of the problem approach and how project partners assess the quality of the cooperation. Furthermore, it can be expected that the quality of the cooperation influences the way in which project partners assess the effectiveness of the problem approach.

The data for this research were obtained through conducting a survey questionnaire among the project partners in the 'Neighborhood Coach Project'. In the analysis of these data three main strategies were used. First, the respondents' scores on the different variables were described by means of univariate analysis. Second, bivariate correlations were calculated in order to discover relationships between the different variables. Furthermore, the technique of multivariate regression analysis was used to test the formulated hypotheses and to explain the variance in the expected effectiveness of the problem approach and the quality of the cooperation.

Based on the results it can be concluded that variations in the quality of the cooperation can be explained by both the independent variables amount of trust in (the expertise of) the neighborhood coaches and the amount of support for the idea of introducing neighborhood coaches. Both the

amount of trust and support for the idea of the introduction of neighborhood coaches have a significant positive relation on the quality of the cooperation. Furthermore, it can be concluded that variations in the expected effectiveness of the problem approach can be explained by both the independent variables quality of the cooperation and the amount of trust in (the expertise of) the neighborhood coaches. The quality of the cooperation as well as the amount of trust have a significant positive influence on the expectations of the effectiveness of the problem approach by project partners.

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1. Introduction

1.1 Background

The last few years, increasingly attention has been paid to problems of livability in Dutch neighborhoods. In some of these neighborhoods existing problems like pollution, crime, high unemployment rates and social deprivation of residents are so persistent that the cabinet Balkenende IV decided to launch a new neighborhood approach. One of the goals the government has stated in its policy program 'Samen werken, samen leven' is to achieve neighborhood improvement (Ministerie van Algemene Zaken, 2007). This improvement will be reached by means of a focus on both the physical restructuring of the neighborhood as the social emancipation of residents (VROM-raad, 2006).

The approach of Balkenende IV has led to a selection of 40 so-called disadvantaged or deprived neighborhoods. The level of livability in these districts lags behind the average level in the Netherlands (Ministerie van VROM, 2007). By means of a coherent approach these residential areas should be within eight to ten years vital working, learning and living environments again (Ministerie van VROM, 2007, p. 8). To achieve this goal, the concerned municipalities received the instruction to create an action plan for their neighborhood. In these local plans municipalities are considered to indicate what they want to accomplish in the coming years in the areas of housing, employment, education and growing up, integration and safety. They should also indicate how and with whom they want to achieve these goals.

One of these designated deprived neighborhoods is the Velve-Lindenhof area in the city of Enschede. The selection of this neighborhood in 2007 was amongst others based on the poor quality of houses, the low level of facilities, feelings of insecurity in the streets and a high concentration of multi-problem families (Gemeente Enschede, 2007; Gemeente Enschede & Ministerie van VROM, 2008). Besides a physical restructuring through the demolition and rebuilding of houses, the local government wants to focus primarily on the improvement of neighborhood conditions through the social emancipation of residents. Therefore, the device of the neighborhood action plan is the improvement of residents' life chances. The ambitions and competencies of residents are the starting point of the social program (Gemeente Enschede, 2007, pp. 3-4).

1.1.1 Problem analysis

A large part of the social problems in the neighborhood Velve-Lindenhof is determined by people who are facing problems in the field of housing, employment, income and care. These are often people with multiple problems who lost control of their lives (Weggemans, Jonker & Smits, 2009). Households and families with many complex and interrelated socioeconomic and psychosocial problems at different domains are perceived as multi-problem families (Nederlands Jeugd Instituut (NJI), 2011). For the past decades, the organization of care, social assistance and service delivery to families who face multiple problems has been a hot topic. The wide range of help and service providers has led to organizations specializing in target groups, methods and working processes. In addition, this fragmented organization of care is maintained by a variety of legal frameworks, indication systems, funding streams and besides, the responsibility is divided between too many governmental bodies (Weggemans & Meiberg, 2009; Collegamento & Gemeente Enschede, 2008). Organizing care in this way is particularly problematic for multi-problem households as they are dependent on multiple care and service providers when it comes to solving their problems. Indeed,

they have many problems in different areas. Due to the presence of a dozen of individual professionals from different organizations, families do no longer have an overview of the situation. Even for these professionals, the situation is not always clear. They are often unaware of each other's intervention. Moreover, the care providers are not working coherent as they all just treat a part of the problem. This coordination problem at the level of families could have serious complications for an effective problem approach. Families might get no, double or conflicting care (Van der Aa & Konijn, 2001, p. 17). In short, the support to multi-problem families is organized too complicated, both from the perspective of the families and the professionals. There is lack of an integrated problem approach in those households in order to improve the life chances of the family members.

In recent years, policymakers have developed several initiatives that should help to tackle the above-mentioned problems. Initiatives, such as interorganizational cooperation and the introduction of a family coach, are focused on more cooperation and coordination between the parties that are involved in the care to multi-problem families. A number of legal measures including the introduction of the Law on the Youth Care and the Social Support Act were taken by the government in order to reduce the fragmented organization of care and social assistance. However, according to Weggemans, Jonker and Smits (2009) the introduction of various forms of cooperation with an emphasis on enhancing the coherence and continuity of care does not achieve the desired results. Thus, there are some structural problems which concern the oversupply of organizations and professionals, the dispersed decision-making power among institutions, inadequate cooperation and the time consuming administration and consultation (Weggemans, Jonker & Smits, 2009, pp. 8-9).

1.1.2 The introduction of neighborhood coaches

In the context of the 'Behind the Front Door' approach, the city of Enschede and professionals of care and service organizations started to look for practical and innovative ways to provide integrated support for multi-problem households (Rijksoverheid, n.d.). This has led to the introduction of the 'Neighborhood Coach Project' in the Velve-Lindenhof area in 2008. The experimental program is a new approach of working with multi-problem families and uses the principle of 'one system, one plan of action, one professional' (Nederlands Jeugd Instituut, n.d.; Programmaministerie voor Jeugd en Gezin, 2007; Ministerie van BZK & Ministerie van VWS, 2011). In this project, the care and service delivery to a family is being coordinated through an integrated plan of action that emerges from the cooperation between neighborhood coaches and professionals. In practice, this implies that there will be one overall plan of action for all problems of the family. The coordination of care is in hands of one professional - the neighborhood coach, so that both family members and care providers have one single contact point. This aims to bring back the simplicity and overview for both the families and the professionals.

In contrast to conventional approaches of care and service delivery, the starting point of the problem approach by neighborhood coaches are the ambitions and competencies of individual residents rather than their problems. In addition, the neighborhood coaches are aimed at empowering rather than caring for these individuals (Denters, Klok & Oude Vrielink, 2011, p. 11). Empowerment is aimed at strengthening the capacity of individuals in such a way that they get more control about their own situation (Huber & Räckers, 2010). The target group of the neighborhood coaches, residents with both single and multiple problems, will come into contact with the neighborhood coaches by an outreaching approach. This means that the coaches come in contact with the residents by making house visits. The project experiments with an unorthodox approach known as the social General

Practitioner model. This implies that a neighborhood coach, like a medical General Practitioner, acts as an individual counselor to people having multiple or complex problems (Denters, Klok & Oude Vrielink, 2011, p. 11). In practice, this means that the coaches determine together with their clients what help and support is needed to solve their problems and to start building a new future. As far as the coaches have the required expertise, they try to meet the needs of their clients themselves. This replaces in most cases the direct involvement of a wide variety of institutions and professionals. If the coaches are not able to help the clients themselves, for instance in a complex situation, the client will be referred to a specialized organization.

On behalf of an extended form of cooperation 25 social assistance institutions and specialized service providers have created a network of professionals and agreed all on transferring informal decision-making power to the neighborhood coaches. Within this problem approach, the neighborhood coaches play a central role in both the coordination of the cooperation in the network of professionals and in the actual care and service delivery. By granting the coaches tasks and responsibilities at different domains, they “can work across professional, thematic and sectoral borders in an integrated manner” (Denters, Klok & Oude Vrielink, 2011, pp. 11-12). So, the problem approach that emerges from the cooperation between neighborhood coaches and professionals from specialized organizations must contribute to both an integrated and coordinated plan of action that really helps the families.

1.1.3 The role of University of Twente

The University Twente has been commissioned to evaluate the project of the neighborhood coaches in a systematic and scientific way. This includes both an evaluation of the effects of the project and an evaluation of the process. The effect evaluation investigates whether the approach of neighborhood coaches has led to the desired social emancipation and empowerment of residents and to what extent the experiment has contributed to the improvement of the livability of Velde-Lindenhof. This master thesis is part of the process evaluation and focuses on the individual expectations of project partners with relation to the effectiveness of the problem approach and the cooperation between these project partners.

1.2 Research aim and questions

The prevailing view in the Netherlands is that care, social assistance and service delivery to multi-problem families should be organized less fragmented and better coordinated. The purpose of the ‘Neighborhood Coach Project’ in the Velde-Lindenhof area is to bring back the simplicity in the range of organizations and to improve the coordination of care and support through the development and implementation of an integrated problem approach. This must be achieved by cooperation between professionals from different care and service providers in the form of a network. Since these professionals come from different disciplines (i.e. housing, employment, income and care) difficulties can arise in the cooperation process. After all, each organization has its own working-methods, rules, expertise and vision of the problem. In this project, it is the task of the neighborhood coaches to coordinate the cooperation in such a way that an integrated problem approach arises. The aim of this research is to investigate whether, according to the project partners (i.e. professionals and managers), the cooperation with neighborhood coaches leads to an effective problem approach for the multiple problems of families. In addition, it aims to explain the individual differences in the expectations of the effectiveness of the problem approach and the quality of the cooperation by means of actor characteristics.

The central question of this research is as follows:

What are the expectations of project partners with relation to the effectiveness of the problem approach by neighborhood coaches? And to what extent can individual differences in those expectations be explained by actor characteristics and the quality of cooperation?

The following formulated sub questions will provide an answer to the research question:

Theoretical part:

1. What is meant with the concepts 'expected effectiveness of the problem approach' and 'quality of cooperation'? And by which 'actor characteristics' are these concepts influenced?

The goal of the first sub question is to create a theoretical framework that can be used to analyze the structure and the outcome of the cooperation between various actors in a network. To perform this analysis, use will be made of the Institutional Analysis and Development (IAD) framework of Ostrom, Gardner and Walker (1994). The IAD framework assumes that the outcome of a policy is influenced by both actors and interaction processes. This provides a theoretical starting point for the analysis of the outcome of the cooperation between neighborhood coaches and project partners in the 'Neighborhood Coach Project'. In order to find an explanation for individual differences in the expectations of the effectiveness of the problem approach and the quality of the cooperation, different network theories will be integrated in this IAD framework. On the basis of these theories expectations are formulated regarding factors that account for many of the individual variations in the expected effectiveness of the problem approach and the quality of the cooperation by the project partners. This ultimately leads to a conceptual model presenting the relations between the three theoretical concepts.

2. What are the individual expectations of project partners regarding the effectiveness of the problem approach in the context of the 'Neighborhood Coach Project'?

Prior to the 'Neighborhood Coach Project' expectations were formulated regarding characteristics of the problem approach that should have a positive effect on the social emancipation of residents. In order to find out whether project partners think at the end of the project that those characteristics contribute to an effective problem approach, this second sub question should be answered.

3. How can the project partners that cooperate in the 'Neighborhood Coach Project' be characterized along the different actor characteristics?

The third sub question focuses on how the project partners can be characterized along the different actor characteristics 'support for the idea of the neighborhood coaches', 'trust', 'differences of opinion' and 'goal consensus'.

4. How do project partners assess the quality of the cooperation in the context of the 'Neighborhood Coach Project'?

The fourth sub question is aimed at providing insight in the way in which project partners assess the quality of the cooperation with neighborhood coaches to achieve an effective problem approach for multi-problem families.

5. To what extent do actor characteristics and the quality of the cooperation explain the individual differences in the expected effectiveness of the problem approach in the context of the 'Neighborhood Coach Project'?

The purpose of this last sub question is to investigate whether and to what extent the individual differences in the expectations of the effectiveness of the problem approach could be explained by means of actor characteristics and the quality of the cooperation.

1.3 Research methods

This research started with a literature review. The Institutional Analysis and Development framework from Ostrom et al. (1994) has served as a starting point. Proceeding from this framework, existing national and international literature has been explored and analyzed to find information about the (relations between the) different concepts. In addition, various documents about the experiment including cooperation agreements, notes, memoranda, policy documents and internal memos have been studied. Furthermore, by conversations with both the neighborhood coaches and a number of professionals in the context of my bachelor thesis, knowledge was acquired on the problem approach, the decision making power of the neighborhood coaches and the work processes between the actors. Both the conceptualization and operationalization of the different variables are based on these different ways of collecting knowledge.

The data for this research have been gathered by means of carrying out a survey. The survey was largely based on a questionnaire that was used for a midterm evaluation of the process of the 'Neighborhood Coach Project' in January 2010. This evaluation was conducted by the University of Twente. With the exception of some adjustments, the same survey was sent to the neighborhood coaches and the project partners at the end of the project. For practical reasons it has been decided to choose for the option of only analyzing the expected effectiveness of the problem approach by project partners rather than by both the project partners and neighborhood coaches. Therefore, the units of analysis within this study are the individual project partners that filled in the survey.

The collected data have been analyzed by different statistical techniques including univariate, bivariate and multivariate analyses. Univariate analyses were used to describe the distributions of the attributes of the different variables. The relation between two different variables was analyzed by means of calculating bivariate correlations. In order to investigate whether and to what extent the individual differences in the expected effectiveness of the problem approach could be explained by actor characteristics and the quality of the cooperation process, multivariate regression analyses have been conducted.

1.4 Significance

According to Punch (2006) there are three general areas for the relevance of a study. A study is worth doing when it contributes to knowledge in the area, to policy considerations and to practitioners.

Firstly, this study contributes to knowledge in the area of care and service delivery to multi-problem households. Sufficient literature is available on the background of multi-problem families. Since the introduction of new approaches in which one experiments with the coordination of care in multi-problem families, many reports and articles about the effects of these interventions have been published (Kalsbeek, 2008; Mehlkopf, 2008). Many of these studies are focused on the effects of these problem approaches for families. However, in this research the assessment of the problem approach through the eyes of project partners plays a central role. Hence, by means of this investigation scientific knowledge can be added to how to effectively organize care and service delivery to multi-problem families. In addition, this research also contributes to the formation of literature in the field of network cooperation. Different network theories will be tested in practice of the 'Neighborhood Coach Project'.

Secondly, this research is also important in terms of policy considerations. On the one hand, this thesis could be helpful for municipalities that are looking for appropriate policies for the approach of the fragmented and uncoordinated organization of care to multi-problem families. On the other hand, this study could also provide insight in the institutional context underlying the cooperation of actors in the network of the 'Neighborhood Coach Project'. When other municipalities are interested in the problem approach as it is organized in the Velde-Lindenhof area, they should realize that there is a certain institutional structure in which this experiment has been set up.

Finally, the professionals who provide care and services to the multi-problem families can benefit from this study. For instance, this thesis can be inspiring for them when they read that the project partners who cooperate within the problem approach of the neighborhood coaches evaluate this problem approach as effective. In addition, from the explaining factors for the individual differences in the assessment of the effectiveness of the problem approach, they could infer the extent to which this problem approach would be effective in their situation.

1.5 Thesis outline

Figure 1.1 provides an overview of the different parts of this thesis.

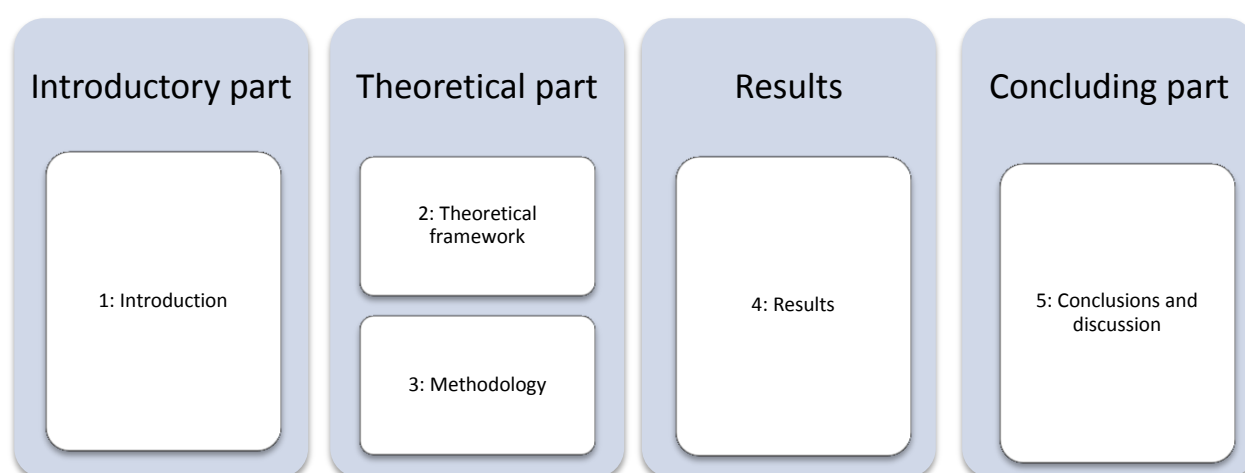


Figure 1.1: Thesis outline

2 Theoretical framework

2.1 Introduction

A societal issue like the approach of multi-problem families is characterized by a high degree of complexity. As indicated in the introduction, multi-problem families are dealing with many social economic and psychosocial problems in different domains of life which are complex and interrelated. Because of the interconnectedness of these problems, an integrated and coordinated problem approach is essential. As a result, professionals from different organizations are increasingly forced to cooperate in order to effectively solve the problems of those families. This cooperation is often formed in so-called policy networks. Because these networks play a prominent role in solving complex societal issues, this chapter will first discuss the emergence of policy networks and their characteristics.

The main purpose of this chapter is to outline the review of relevant scientific literature related to the main concepts of this research in order to answer the first sub question. The basis of this study lies in the Institutional Analysis and Development (IAD) framework of Ostrom, Gardner and Walker (1994). On the one hand, this framework makes it possible to analyze the complex situation of cooperation in the context of the 'Neighborhood Coach Project' and the institutional arrangements that underlie this. On the other hand, the elements of the IAD framework constitute a starting point for the integration of different network theories in order to conceptualize the most important constructs of this study: policy networks, actors, the expected effectiveness of the problem approach, the quality of cooperation and actor characteristics.

2.2 Complex problems in a complex society

In recent decades, policy networks as a mode of governance have become increasingly popular. This new form of governance arrangement can be seen as an outcome of, what is called in the academic literature the shift from 'government' to 'governance' (Van Kersbergen & Van Waarden, 2004; Arts & Van Tatenhove, 2004; Hoppe, 2011). Previously, society was mainly steered by a hierarchical principle. The central government had an important role in determining and implementing policy. Nowadays, by the growing complexity of our society it is obsolete to think that the traditional top-down model of dealing with problems is fully sufficient in order to effectively solve them (Koppenjan & Klijn, 2004). The increasingly complex society is, according to Koppenjan and Klijn (2004, p. 3-5), characterized by six developments:

1. Increasing intertwinement between organizations through an increased specialization and sharing of knowledge and resources among many different organizations;
2. Deterritorialization and globalization through which economic activities are less bounded to geographical places;
3. Companies are forced to pay more attention to their environment;
4. Value pluralism causes a fragmented society and government;
5. Horizontal relations ensure a transformation from an authoritative society to a negotiating society;

6. Development of knowledge and technology imply new uncertainties and risks.

These developments ensure that the government is getting increasingly dependent on semi-public and private organizations in solving problems. Hence, the mutual dependency between central and local parties increases. This leads in turn to the formation of horizontal relationships, the so-called networks. These networks cross public and private domains. According to Castells (as cited in Koppenjan & Klijn, 2004, p. 3) we live in a “network society”.

A consequence of the increasing complexity of our society is that the prevailing problems are also difficult to solve. A problem is defined as “an non-acceptable discrepancy between real situation and desired future situations” (Hoppe, 2011, p. 30). Problems can be characterized on the basis of two dimensions. In the first dimension the degree of agreement on the standards, norms, values and objectives of a problem plays a central role. The second dimension is characterized by the degree of certainty on available and usable knowledge of the problem. Hoppe (2011) has used these two dimensions to construct a typology of the structure of a problem:

	Low agreement on norms and values at stake	High agreement on norms and values at stake
Low certainty on required and available knowledge	Unstructured problems	Moderately structured problems
High certainty on required and available knowledge	Moderately structured problems	Structured problems

Figure 2.1: Four types of problem structures (Hoppe, 2011, p. 73)

The search for an effective problem approach to multi-problem families can be characterized as an unstructured problem. Indeed, there is no agreement among care and service providers on how to solve the problems of the complex organization of social support and the lack of coordination and an integrated approach. There is also a high uncertainty about relevant knowledge claims. The norms and values of the various actors involved are quite different. Unstructured problems are often called *wicked problems* (Hoppe, 2011, p. 73). Complex societal problems, like the approach of multi-problem families, are often intertwined with other complex issues. Therefore, it is impossible to address these problems independently. In order to provide solutions for wicked problems it is necessary to bring all the involved stakeholders together and let them cooperate. Bringing actors together to solve a problem can be done by means of the formation of policy networks. Provan and Kenis (2007, p. 3) define a network as “a group of three or more legally autonomous organizations that work together to achieve not only their own goals but also a collective goal”.

The reason why organizations decide to cooperate in a network has to do with the fact that actors are mutually dependent for their goal achievement (Koppenjan & Klijn, 2004, p 10). Institutions are in need of other institutions for the performance of their activities or to attain their goals. In order to perform these activities organizations need resources. Indeed, the resources of organizations are limited. That is why organizations have to pool resources from different organizations. The range of resources varies from financial resources to social capital and knowledge. Actors tend to cooperate more when they can exchange their resources in order to contribute to each other’s goals (Fenger & Klok, 2001, p. 162).

In the case of the ‘Neighborhood Coach Project’ various professionals and managers from 25 social assistance institutions and specialized service providers have created a network of project partners.

All these project partners are actors in the network of the 'Neighborhood Coach Project' and concerned in the approach of multi-problem families. In the cooperation structure each actor operates from its own institutional context and brings its own resources. The cooperation process between the project partners and the neighborhood coaches will be analyzed by means of the Institutional Analysis and Development framework of Ostrom, Gardner and Walker (1994). The following sections will elaborate on the different theoretical elements of this framework and the assumed relationships between these elements. In the last section of this chapter the elements are applied to the case of the 'Neighborhood Coach Project'.

2.3 The Institutional Analysis and Development Framework

The Institutional Analysis and Development (IAD) framework can be used as a tool to understand and explain complex social situations. The IAD framework has been developed by Elinor and Vincent Ostrom and is a result of the Workshop in Political Theory and Policy Analysis at Indiana University, Bloomington. This framework comprises multiple efforts of researchers to understand the ways in which individuals behave in situations of collective action and the institutions that underlie this behavior (McGinnis, 2011). The specific form of this framework has changed over time. In order to perform an institutional analysis one needs to know what institutions are. Institutions are everywhere, but they are often invisible as they exist in the minds of actors and are sometimes shared as implicit knowledge (Ostrom, 2007). According to Polski and Ostrom (1999, p. 3) an institution is "a widely understood rule, norm, or strategy that creates incentives for behavior in repetitive situations". In a formal way they can be described in the form of a law, policy, or procedure. From an informal perspective, these institutions can be seen as norms, standard operating processes, or habits. Polski and Ostrom (1999, p. 3) describe institutions as "mechanisms for adjusting behavior in a situation that requires coordination among two or more individuals or groups of individuals".

Within the IAD framework institutions are defined as "the prescriptions that humans use to organize all forms of repetitive and structured interactions including those within families, neighborhoods, [...] and governments at all scales" (Ostrom, 2005, p. 3). Those prescriptions, written or unwritten, that shape and structure the cooperation between neighborhood coaches and project partners are called institutional arrangements. "Institutional arrangements are the rules used by individuals for determining who and what are included in decision situations, how information is structured, what actions can be taken and in what sequence, and how individual actions will be aggregated into collective decisions" (Kiser & Ostrom, 2000, p. 56). To determine what conditions have contributed to the cooperation between actors in the context of the 'Neighborhood Coach Project', this study will focus on the institutional arrangements of the project. Indeed, these rules have shaped the structure of the cooperation and thus determine the outcome of the cooperation: an effective problem approach.

Networks provide a context for interaction between actors, in which policy outcomes are produced (Koppenjan & Klijn, 2004; Polski & Ostrom, 1999). If we want to analyze the outcome of a certain policy, the Institutional Analysis and Development framework can be helpful. The IAD framework is best seen as a systematic method to conduct an institutional analysis of complex situations. It enables the researcher, among other things, to investigate the role of individual actors and the relations between actors within complex collaborative processes. "The IAD Framework helps analysts comprehend complex social situations and break them down into manageable sets of practical

activities” (Polski & Ostrom, 1999, p. 6). Figure 2.2 provides a graphical representation of the framework.

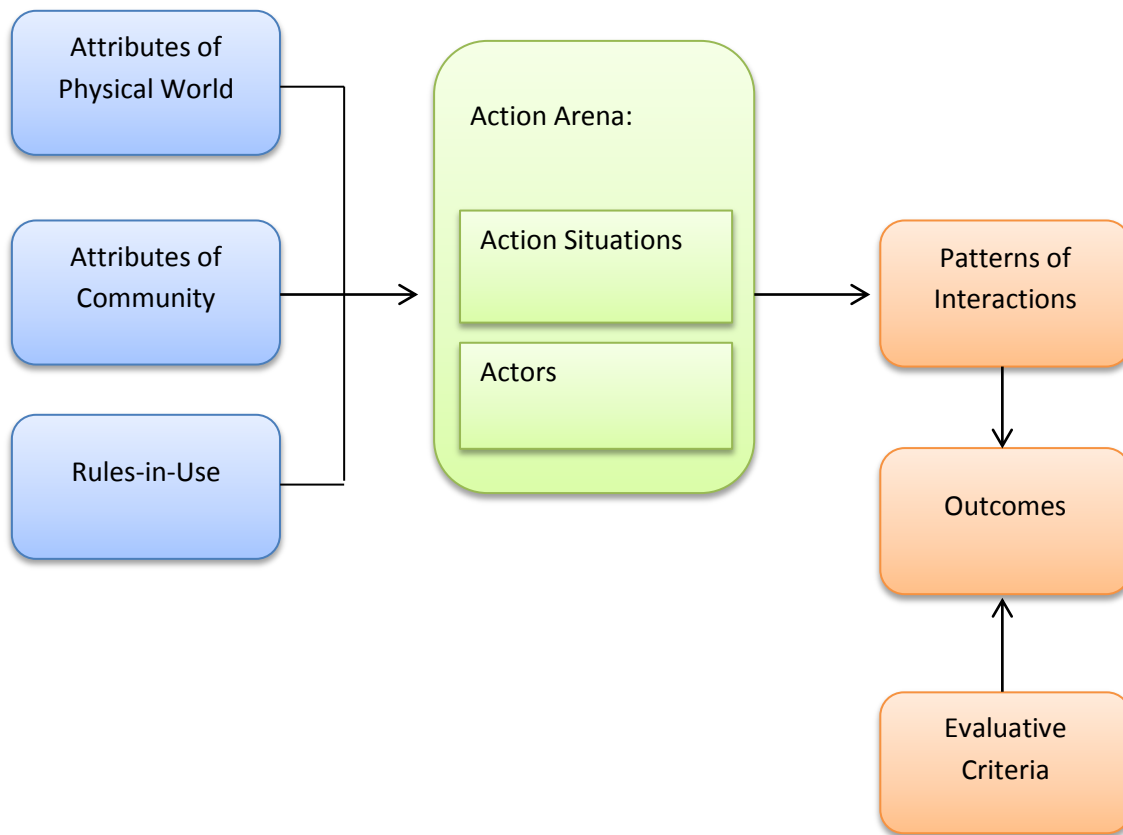


Figure 2.2: The IAD Framework (Ostrom et al., 1994, p. 37)

In figure 2.2 it can be seen that the framework consists of three parts. The unit of the analysis and the focus of investigation is on the behavior of individual actors within the “action arena”. This action arena includes an ‘action situation’ component and an ‘actor’ component (Ostrom et al., 1994, p. 28). The action situation is affected by three external factors, i.e. the attributes of a physical world, the attributes of community and the rules individuals use to order their relationships (see leftmost part of figure 2.2). The behavior of actors in the action arena creates certain patterns of interaction that influence the outcome of a policy. In turn, certain criteria are used in order to evaluate the outcome of a policy which can be found in the rightmost part of figure 2.2.

Generally, it can be expected that actors have an influence on the patterns of interaction and that these patterns of interaction have an influence on the outcomes.

The sections 2.4 to 2.8 contain a theoretical elaboration of the elements of the IAD framework. In section 2.9 these theoretical elements will be applied to the situation of the ‘Neighborhood Coach Project’. This section will also discuss the different characteristics of the actors.

2.4 Action arena

The first step that must be taken to analyze the process of cooperation between the neighborhood coaches and the project partners is to identify an action arena that can be used to analyze, predict and explain behavior within institutional arrangements (Ostrom, 2007, p 41). Polski and Ostrom (1999, p. 20) define an action arena as “a conceptual space in which actors inform themselves,

consider alternative courses of action, make decisions, take action, and experience the consequences of these actions”. In other words, an analysis of the action arena provides a description of the situation and the participating actors in that situation.

2.4.1 Action situation

An action situation is “the social space where individuals interact, exchange goods and services, engage in appropriation and provision activities, solve problems, or fight” (Ostrom et al., 1994, p. 28). An action situation is characterized by seven situational elements:

- 1) the participating actors in a situation
- 2) the positions or roles that actors play
- 3) the set of actions that actors can take
- 4) the level of control that actors have over the actions
- 5) the possible outcomes that can be affected by actors
- 6) the available information about the action situation to actors
- 7) the costs and benefits related to the actions that actors take

These seven variables determine the structure of the cooperation between actors in the ‘Neighborhood Coach Project’. The internal structure of an action situation can be represented as shown in figure 2.3.

LINKING ACTION SITUATIONS

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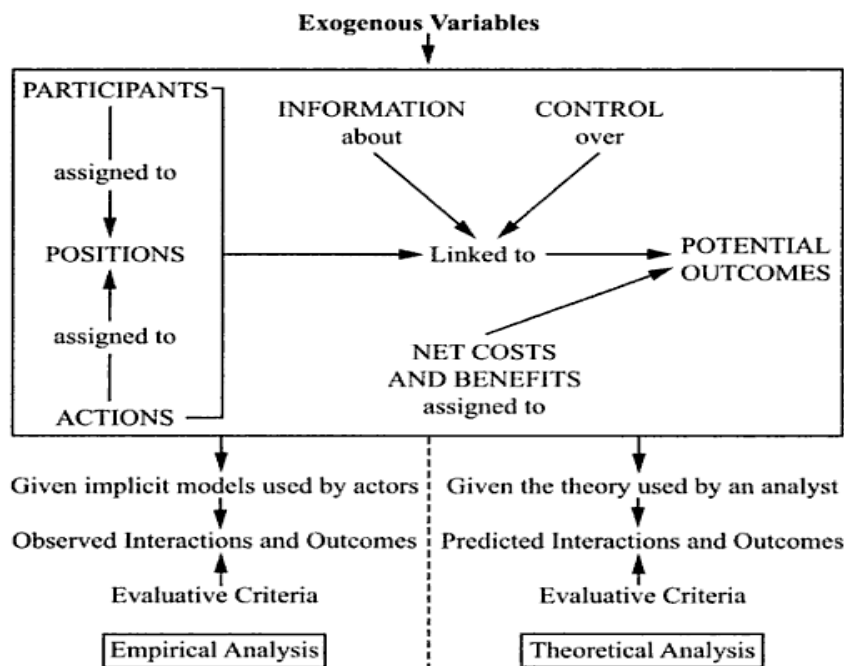


Figure 2.1 The internal structure of an action situation.

Figure 2.3: The internal structure of an action situation (Ostrom, 2005, p. 33)

2.4.2 Actors

Beside the action situation an action arena is also composed of actors. The actor in a situation can be either an individual or a group functioning as a corporate actor. For the explanation of the behavior of actors, the following attributes of actors are distinguished by Ostrom et al. (2007, p. 42):

- 1) the resources that an actor brings to a situation
- 2) the valuation actors assign to states of the world and to actions
- 3) the way actors acquire, process, retain, and use knowledge contingencies and information
- 4) the processes actors use for selection of particular courses of action

2.5 Factors affecting action arena

This research focuses, among other things, on the structure of the cooperation between actors in the context of the problem approach in the 'Neighborhood Coach Project'. Within the IAD framework this cooperation could be seen as the action arena. Indeed, this is the place where neighborhood coaches and project partners come together in order to formulate and implement an integrated plan of action to tackle the multiple problems of families. As previously indicated in the introductory section of this thesis, the current form of cooperation between actors has developed over years. Several factors have influenced the structure of this collaboration. An action arena is part of an institutional context. "Underlying the way analysts conceptualize action situations and the participants that interact in them are implicit assumptions about the *rules* participants use to order their relationships, about attributes of the *biophysical world*, and about the *nature of the community* within which the arena occurs" (Ostrom, 2005, p. 16). In other words, attributes of the physical world, attributes of the community as well as rules are factors that influence the action arena. These three variables affect the way the seven elements of an action situation are conceptualized. A combination of these variables affect the type of actions that actors can take, the benefits and costs of these actions, potential outcomes, and the likely outcome. The three external factors will be explained below.

2.5.1 Attributes of a physical world

The structure of the cooperation is affected by attributes of the physical world. These are for instance economic conditions and production inputs like capital and labor to produce goods and services. "The physical possibility of actions, the producibility of outcomes, the linkages of actions to outcomes, and the knowledge of actors all depend on the physical world and its transformations" (Ostrom et al., 1994, p. 44). Attributes of the physical world that influence the cooperation between actors in the context of the problem approach include the complex world of government and its institutions, the way in which care and service delivery are organized, the interconnectedness of problems that multi-problem households face and the societal pressure to develop an integrated and effective problem approach for those families.

2.5.2 Attributes of a community

A second set of variables that affects the structure of an action arena is the community in which an action situation is located. "The attributes of a community that are important in affecting the structure of an action arena include generally accepted norms of behavior, the level of common understanding about action arenas, the extent to which the preferences are homogeneous, and

distribution of resources among members” (Ostrom et al., 1994, p. 45). A commonly used term applied to this collection of attributes is culture. An important aspect of cooperation between actors is the existence of agreements and a common understanding of the rules. Or, as Kiser and Ostrom (2000, p. 73) state: “Players must share a similar view of the range of allowable actions, of the distribution of rights and duties among players, of likely consequences, and of preferences among players for alternative outcomes”.

2.5.3 Rules

The last set of variables that has influence on the structure of the action arena are the rules that individuals use to order their relationships. “Rules are prescriptions that define what actions (or outcomes) are required, prohibited, or permitted, and the sanctions authorized if the rules are not followed” (Ostrom et al., 1994, p. 38). The working rules of individuals structure the action arena and thereby affect the way participants behave and achieve outcomes (Ostrom et al., 1994, p. 40). These rules link directly to the elements of the action situation in the following way:

- 1) Position rules “specify a set of *positions* and how many participants are to hold each position”;
- 2) Boundary rules “specify how *participants* enter or leave the positions”;
- 3) Authority rules “specify which *set of actions* is assigned to which position at each node of a decision tree”;
- 4) Aggregation rules “specify the *transformation function* to be used at a particular node, to map actions into intermediate or final outcomes”;
- 5) Scope rules “specify the *set of outcomes* that may be affected, including whether outcomes are intermediate or final”;
- 6) Information rules “specify the *information* available to each position at a decision node”;
- 7) Payoff rules “specify how *benefits and costs* are required, permitted, or forbidden in relation to players, based on the full set of actions taken and outcomes reached”.

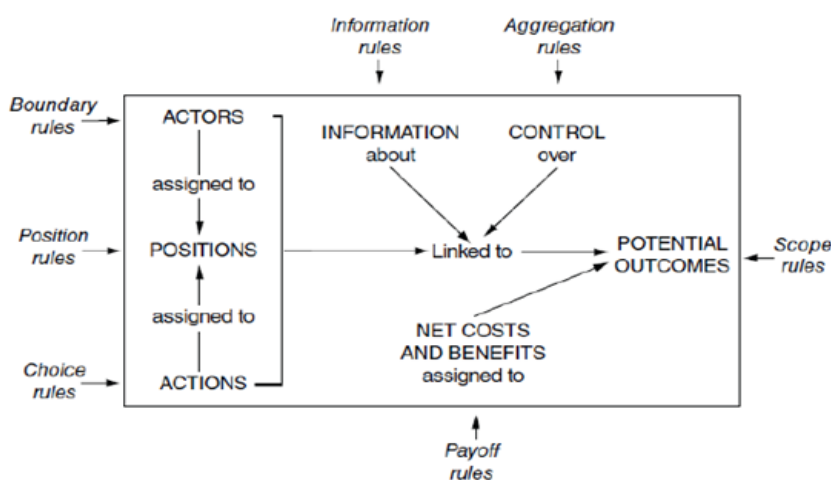


Figure 2.4: Rules as exogenous variables directly affecting the elements of an action situation (Ostrom, 2005, p. 189).

2.6 Patterns of interaction

A typical pattern of interaction that emerges in the context of policy networks is cooperation. When actors start cooperating, interactions arise from the behavior of actors in the action arena. Patterns of interaction refer to “the structural characteristics of an action situation and the conduct of participants in the resulting structure” (Polski & Ostrom, 1999, p. 24). According to Koppenjan and Klijn (2004) stable interaction patterns are created in networks by means of interdependency and repetitiveness of interaction.

Since different actors in a network have different interests, there is a risk of conflict and disagreement between them. When these conflicts recur during the process of cooperation, one can state that these conflicts and differences of opinion also form a pattern of interaction. In order to prevent conflicts, it can be attempted to ensure that interactions in the network take place according to set procedures. This should lead to more transparency in the interactions and to provide actors with predictability in order to know how interactions and decisions will evolve (Koppenjan & Klijn, 2004, p. 223).

2.7 Outcomes

Where patterns of interaction flow from an action arena, the outcome can be derived from patterns of interaction. When outcomes are analyzed, we actually analyze “the performance of a policy system” (Polski & Ostrom, 1999). In order to analyze this performance some kind of objective standard or principle for comparison is needed. In this thesis the outcome will be defined as the expected effectiveness of the problem approach. This effectiveness will be measured or evaluated by means of evaluative criteria which form the last concept of the IAD framework.

2.8 Evaluative criteria

The concept that is central to this study is the effectiveness of the problem approach. To determine whether the problem approach of the neighborhood coaches is truly effective seven criteria will be used. The elaboration of these evaluative criteria can be found in the next section.

2.9 The IAD framework elements applied to the ‘Neighborhood Coach Project’

In order to get a clear overview of the external variables that influence the cooperation, the structure of the cooperation itself and its outcome, this section outlines the various elements of the IAD framework applied to the situation of the ‘Neighborhood Coach Project’.

2.9.1 Action situation and actors

Ostrom et al. (1994) define the context in which interactions and activities take place an action situation. The action situation in the case of this project consists of the cooperation between neighborhood coaches and project partners in the different phases of care and service delivery (including problem identification, problem assessment and intervention) (Expertisecentrum voor jeugd, samenleving en ontwikkeling (JSO), 2008).

The first category of actors that can be distinguished are the neighborhood coaches. These coaches have different positions and roles in the network. On the one hand, they provide help and support to multi-problem families on the basis of their informal decision-making power. On the other hand, they coordinate the various efforts of the participating organizations to serve clients more effectively and to address problems that cannot be solved independently (Denters, Klok & Oude Vrielink, 2011). The

coaches can take a wide range of actions. These actions are established per organization in cooperation agreements. In section 2.9.2.3 these rules are further elaborated.

The second category of actors that participate in this collaborative network are the project partners originating from 25 community and governmental organizations that voluntarily agreed upon the integrated approach of the multiple problems of families and households. For the purpose of this intensive form of cooperation the organizations entered into an agreement, the so-called 'Agreement for the Coordination of Care and Safety'. A supplement to this agreement formed the basis for the experiment of the neighborhood coaches. The following organizations are involved in the 'Neighborhood Coach Project':

Project partner/organization	Area
College van B&W, gemeente Enschede	Town council, municipality Enschede
Alifa	Active citizenship
Bureau Jeugdzorg Overijssel	Youth care
Regio Twente (GGD)	Community health services
Regiopolitie Twente	Police
SMD E-H	Social services
Woningcorporatie De Woonplaats	Housing corporation
Woningstichting Domijn	Housing association
RK Woningstichting Ons Huis	Housing association
OM, Arrondissementsparket Almelo	Public prosecution service

Table 2.1: Overview of involved project partners (source: 'Agreement for the Coordination of Care and Safety')

Specialized project partner/organization	Area
TACTUS Instelling voor Verslavingszorg	Addiction care
TACTUS Algemene Verslavingsreclassering	Addiction care
Raad voor de Kinderbescherming	Child care and protection
Mediant	Mental health care
Jarabee Jeugdzorg in Twente	Youth care
Livio	Home care
MEE Twente	Support for mentally and physically disabled people
Regionaal Samenwerkingsverband VO Twente, kamer Enschede	Secondary education
Samenwerkingsverband WSNS 0803	Primary education
Samenwerkingsverband WSNS 0804	Primary education
Leger des Heils, Afdeling Jeugdzorg en Reclassering	Salvation army, department youth care and rehabilitation
Reclassering Nederland, Arrondissement Almelo	Rehabilitation of discharged prisoners
Stichting Humanitas Onder Dak Twente	Help and support for homeless people
Stichting RIBW Twente	Support for people with psychiatric and psychosocial problems
Vrouwenopvang Overijssel, locatie Twente	Women shelter
Stadsbank Oost Nederland	Financial support

Table 2.2: Overview of involved specialized project partners (source: 'Agreement for the Coordination of Care and Safety')

In addition to the neighborhood coaches, families and households are also a category of participants in the action situation. These people have the positions of residents of the Velve-Lindenhof area and of clients who are facing single or multiple problems. Since the neighborhood coaches and project partners play a central role in this study, the clients are outside the scope of this thesis.

The actions that executive professionals can take are supporting, advising and implementing the decisions of the neighborhood coaches. An example is the application for home care for a client that the coach submits to the care office of the municipality. The coach will make a house visit and identifies which constraints or barriers a client experiences in keeping house. On the basis of an advisory report the neighborhood coach submits the request to the care office. It is the responsibility of the professional of the care office to perform the administrative tasks. In this way, each organization has a professional that relieves the neighborhood coaches of their administrative duty. Furthermore, the professionals are consulted as an expert in the case of observed complexity or a lack of specific knowledge of the neighborhood coaches. In addition to these professionals, organizations also provide a contact person or a manager who has the power to confirm the decisions of the neighborhood coach in his or her own organization. They serve as a kind of back up at the management or operational level.

Although the coaches are equipped with informal decision-making power, the formal decision-making authority remains vested in the organizations. This implies that in case of a conflict the organizations have control over the actions of the neighborhood coaches. However, research has shown that conflicts between professionals and neighborhood coaches rarely occur (De Boer, 2010). The underlying reasons are the high amount of mutual trust between the actors and the correct and extensive form of argumentation that underlies the neighborhood coaches' decisions. Moreover, the coaches have control over the governance of the network of professionals.

The potential outcome that actors can affect through their actions is the effectiveness of the problem approach. If the cooperation between the neighborhood coaches and the professionals from the organization is good, it is likely that the problems of the families will be solved in an effective way. In the case of this project clear agreements were made between the coaches and the different organizations. These agreements were also made regarding the exchange of information. More can be read about these information rules in section 2.9.2.3.

Actor characteristics

Ostrom et al. (1994, p. 35) suggest that to derive inferences about the likely behavior of actors in a situation, assumptions must be made about preferences, information-processing skills, selection criteria and resources of actors. However, the IAD framework does not elaborate on the different attributes of these actors. This seems to be an important aspect since different attributes of an actor could possibly have influence on how these actors evaluate the quality of the cooperation as well as the outcome of a certain process or policy. In order to find out which attributes of actors this could be, different network theories were analyzed. The characteristics of which it can be expected that they are important for the cooperation between actors as well as for the evaluation of the effectiveness of the problem approach are:

- the degree of support for the idea of introducing neighborhood coaches

- the degree of trust in the neighborhood coaches;
- the degree of goal consensus;
- the degree of differences of opinion between project partners and neighborhood coaches

In the sections 2.9.1.1 to 2.9.1.4 the theoretical background of these independent variables and their expected effect on both the quality of the cooperation and the evaluation of the effectiveness of the problem approach will be outlined.

2.9.1.1 Support for the idea of neighborhood coaches

When analyzing reports and articles on the concept of support, it can be seen that it is used in different situations and at different levels. For instance, De Graaf (2007) uses the concept of support in relation to stakeholder support, while Goldenbeld (2002) distinguishes between political support, administrative support and social support. A recurring comment on the conceptualization of support is that it is not conducted in an extensive way and that it is mainly based on applied research. In order to provide some clarity De Graaf (2007) relates stakeholder support to the concepts of legitimacy, support and acceptance of policy. Leibbrand, Boonstra & Zomer (2007) state that in the context of policy networks social support is related to the support and willingness of organizations to implement policies and its associated activities. In addition, they argue that support at an individual level means that several people in an organization, both at the managerial and operational level, support a certain vision, decision or activity. A decision that is often made in the context of policy networks is to enter a cooperative, interorganizational network.

This study will focus in particular on the level of support that an organization as well as an individual has for the idea of introducing neighborhood coaches. This implies that, in accordance to Leibbrand, Boonstra and Zomer (2007) the theoretical distinction between support for the neighborhood coaches at an individual and organizational level will be made.

On basis of the generally assumed relationships in the IAD framework and these specific theories, it can be expected that the amount of support for the idea of introducing neighborhood coaches has influence on how project partners assess the cooperation in context of the 'Neighborhood Coach Project'. The same line of reasoning can be used for the expected relationship between the amount of support for the idea of the introduction of the neighborhood coaches and the way in which project partners evaluate the expected effectiveness of the problem approach. Project partners who support the idea of introducing neighborhood coaches to a larger extent might be more positive about the quality of the cooperation and its outcome. Consequently, two hypotheses can be formulated:

H1a: The more support a project partner has for the idea of introducing neighborhood coaches, the more positive his or her assessment of the quality of the cooperation.

H1b: The more support a project partner has for the idea of introducing neighborhood coaches, the more positive his or her expectations about the effectiveness of the problem approach.

2.9.1.2 Trust

The concept of trust is very relevant in describing the collaborative relationships between actors in a network. Trust can be seen as a critical aspect for both the creation and performance of a network. Indeed, by the lack of hierarchical relationships, enforceable agreements and contract-based

relationships, actors have to rely on each other's mutual trust in order to accomplish their tasks and activities (Provan, Veazie, Staten, Teufel-Shone, 2005). Koppenjan and Klijn (2004) also emphasize the importance of trust between actors in order to achieve successful cooperation. According to them, the knowledge and means that are necessary to achieve interesting services or policies are dispersed among different actors. That is why organizations have to pool resources from different actors and/or organizations. This creates a certain (resource) dependency between actors.

The argumentation of Koppenjan and Klijn is based on the resource dependency theory. This theory provides insight into the process of exchange and power relations in an interorganizational setting. According to Pfeffer and Salancik (1978, p. 40) interdependencies exist in social systems and social interactions whenever "one actor does not entirely control all of the conditions necessary for the achievement of an action or for obtaining the outcome desired from the action". In their book, Pfeffer and Salancik (1978, p. 40) have distinguished outcome interdependency and behavior dependency. One speaks of outcome interdependency when the outcomes achieved by A are interdependent with, or jointly determined with, the outcome achieved by B. This means that both actors depend on each other when they want to attain their goals. When actors want to cooperate they have to convince others to participate in this cooperation. In this case one speaks of behavior interdependency.

Provan and Kenis (2007, p. 9) define trust as "an aspect of a relationship that reflects the willingness to accept vulnerability based on positive expectations about another's intentions or behaviors". Provan et al. (2005, p. 609) relate the concept of trust to Putnam's concept of social capital: it has a critical role in addressing complex service problems that cannot be solved by a single institution. According to Koppenjan and Klijn (2004) the intentions of another actor are central to the concept of trust. "It concerns an expectation about the intention of another actor and that intention concerns the expectation that the other actor will respect the interests of the 'trusting' actors" (p. 83). Therefore, trust includes a stable perception of actor A about the intentions of actor B, an expectation of actor A that actor B will abstain from opportunistic behavior and a relation to uncertainty.

Abrams, Cross, Lesser and Levin (2003) have conducted research into the ways in which interpersonal trust develops in a knowledge-sharing context. In their study, interpersonal trust is defined as "the willingness of a party to be vulnerable" (p. 65). Furthermore, Abrams et al. (2003) suggest to make a distinction between two dimensions of trust in networks: benevolence-based and competence-based trust. An important aspect of benevolence is that an actor takes care of another actor and takes an interest in his well-being and goals. In addition, people must also trust the person they turn to has relevant expertise. Competence-based trust is defined as an actor having trust in the relevant expertise and someone who can be depended upon to know what the actor is talking about (p. 65).

In this study, a distinction will be made in the amount of trust that a project partner has in the expertise of the neighborhood coach and the amount of mutual trust between project partners and the neighborhood coaches.

On basis of the generally assumed relationships in the IAD framework and these specific theories about the role of trust in networks, it can be expected that the amount of trust in the (expertise of) neighborhood coaches has influence on how project partners assess the quality of the cooperation in context of the 'Neighborhood Coach Project'. The same line of reasoning can be used for the

expected relationship between the amount of trust in the (expertise) of the neighborhood coaches and the way in which project partners evaluate the expected effectiveness of the problem approach. Project partners who have more trust in the (expertise of) neighborhood coaches might be more positive about the cooperation and its outcome. As a consequence, two hypotheses can be formulated:

H2a: The more trust a project partner has in the (expertise of the) neighborhood coaches, the more positive his or her assessment of the quality of the cooperation.

H2b: The more trust a project partner has in the (expertise of the) neighborhood coaches, the more positive his or her expectations about the effectiveness of the problem approach.

2.9.1.3 Goal consensus

For the formation of networks it is important that there should be, to some extent, consensus in goals among network participants (Provan & Kenis, 2007; Hay & Richards, 2000). Provan and Kenis (2007, p. 11) provide the general argument that goal consensus and “domain similarity” will lead to participants performing better than in case of a conflict. Furthermore, they argue that the actors in a network are more likely to cooperate when there is general consensus on the goals of a network.

The main goals of the ‘Neighborhood Coach Project’ are an integrated, effective and efficient problem approach of multiple problems of families. In this study, goal consensus will be focused on the extent to which project partners subscribe the goals set for the effectiveness of the problem approach. A comparison will be made between the degree of similarity in personal and official goals.

On basis of the generally assumed relationships in the IAD framework and these specific theories, it can be expected that the amount of goal consensus among project partners has influence on how project partners assess the quality of the cooperation in context of the ‘Neighborhood Coach Project’. The same line of reasoning can be used for the expected relationship between goal consensus and the way in which project partners evaluate the expected effectiveness of the problem approach. Project partners who agree more on the network goals might be more positive about the cooperation and its outcome. As a consequence, two hypotheses can be formulated:

H3a: The more consensus about the perceived goals a project partners has, the more positive his or her assessment of the quality of the cooperation.

H3b: The more consensus about the perceived goals an project partner has, the more positive his or her expectations about the effectiveness of the problem approach.

2.9.1.4 Differences of opinion

Since actors with different (institutional) backgrounds and interests interact in the action arena, there is a risk of conflict, or at least of differences of opinion. Deen, Denters and Klok (2010) indicate that cooperation between actors will generally be easier when there are little or no differences of opinion among these actors. These differences of opinion can be both content or process related.

Where the degree of goal consensus focuses in this study on the goals set for the effectiveness of the problem approach, the degree of differences of opinion focuses mainly on substantive disagreements between project partners and neighborhood coaches.

In accordance with the previous described actor characteristics it can be expected, on basis of the IAD framework and the assumption of Deen, Denters and Klok (2007) that the amount of differences of opinion among project partners has influence on the assessment of the quality of the cooperation in the context of the 'Neighborhood Coach Project'. The same line of reasoning can be used for the expected relationship between differences of opinion and the way in which project partners evaluate the expected effectiveness of the problem approach. Project partners who agree more on the network goals might be more positive about the quality of the cooperation and its outcome. Consequently, two hypotheses can be formulated:

H4a: The more the opinions of an actor differ from the opinions of the neighborhood coaches, the more negative his or her assessment of the quality of the cooperation.

H4b: The more the opinions of an actor differ from the opinions of the neighborhood coaches, the more negative his or her expectations about the effectiveness of the problem approach.

2.9.2 Factors affecting action arena

As described in section 2.5 an action arena is affected by three external variables (i.e. attributes of a physical world, attributes of a community and rules). These factors have influence on the structure of the cooperation between project partners and neighborhood coaches. The influence of these variables on the action arena of the 'Neighborhood Coach Project' will be discussed separately in the sections below.

2.9.2.1 Attributes of a physical world

In the literature, many different definitions are used to define the concept of multi-problem families. Two important recurring theoretical components are the content and the nature of the problems that families face. In this research, a multi-problem family is defined as a family in which at least one parent and one child are suffering from many complex interrelated socio-economic and psychosocial problems at different domains (NJl, 2011). These domains include, according to the NJl:

- housekeeping (i.e. finances or hygiene)
- social position of the family (i.e. poverty or unemployment)
- education of and raising children (i.e. child abuse or lack of educational skills)
- individual development of family members (i.e. depressions or addictions)
- relationships between (ex-)partners (i.e. problems due to divorce or mutual tensions)

An example of a situation of a multi-problem family can be found below.

Father is entitled to social security, has been drinking for some time and has been aggressive towards his wife. Mother is a housewife and not able to keep house and raise their three children. The eldest son behaves aggressively on the streets and towards both his mother and the two younger children. The youngest child needs additional support due to behavioral and health issues and is under supervision of a legal guardian of the Youth Care Agency (imposed by the juvenile court). The family receives little support from their social network.

They are repeatedly isolated from energy due to late payment. The housing cooperation receives complaints from neighbors about noise nuisance and considers eviction because of arrears. Furthermore, the family has been receiving support for some time in order to improve their household and the education of the children. This did not lead up to desired improvements.

Figure 2.5: Example of a multi-problem family (Ministerie van BZK & Ministerie van VWS, 2011, p. 9)

From this textbox it can be concluded that this multi-problem family has a lot of interwoven problems at different domains. As a consequence, different organizations will be involved in addressing these problems. As already outlined in the introductory part of this thesis, the social support to multi-problem families is organized in a fragmented way. Each organization has its own target group, method and working process. Additionally, professionals have their own vision of the problems of the family and treat these issues from their own expertise and knowledge. This implies that the family can only receive support from an organization that is specialized in their specific problem or treats only the specific target group to which the family belongs. In practice this may lead to a situation in which a dozen of professionals are involved in addressing the problems of families. The care and service providers are not working coherent as they all just treat a part of the problem. Furthermore, there is no person or organization who has the ultimate responsibility or coordinates the provided support to the family. Consequently, there is lack of an integrated problem approach. And in particular this integrated problem approach is indispensable for effectively addressing the problems of the families.

Research has shown that cooperation between organizations plays an important role in developing an integrated and effective problem approach for multi-problem families (Ministerie van BZK & Ministerie van VWS, 2011; Kalsbeek & Berg – Le Clercq, 2011). This cooperation is frequently constructed in the form of interorganizational networks. The underlying reason is that cooperation between professionals from different organizations is more likely to achieve the desired integrated and coordinated problem approach than in case of individual professionals acting independently (Provan & Kenis, 2007). Indeed, in this way all the different disciplines are involved in addressing the range of problems.

2.9.2.2 Attributes of a community

Although it can be expected that cooperation between professionals from different disciplines will lead to a more integrated and effective problem approach, this collaboration will not always be easy. The structure of the action arena will be affected by the attributes of a community including generally accepted norms, values and preferences. These attributes are often referred to as the concept of culture. In the case of the 'Neighborhood Coach Project' the culture of cooperation plays an important role. Cooperation between difference organizations in the city of Enschede has always

been important in the context of tackling social problems of residents. Through the creation of the so-called neighborhood care teams (Wijkzorgteams) in 2005, the municipality has created a new system of coordinated care, education and safety around young people and families with multiple problems. This new approach is based on the 'Agreement for the Coordination of Care and Safety' and precedes the problem approach of neighborhood coaches.

One can imagine that cooperation from various disciplines can lead to differences of opinion about the nature of the problems of families or about the best solution. After all, every professional or organization has its own values and expertise. When these values are not similar, it seems more difficult for professionals to effectively cooperate than when these values are corresponding. For example, in the case of the multi-problem family that was described in figure 2.5, different values around the noise nuisance may exist between professionals from the police and the housing cooperation on the one hand and social workers on the other hand. Where the police and housing corporation will focus on enforcement and keeping up the streets, the social workers are more interested in addressing the psychosocial problems of the family that lead to noise pollution. These conflicting roles of professionals and different visions on the problem may hamper an effective form of cooperation between professionals.

2.9.2.3 Rules

Different rules as distinguished by Ostrom et al. (1994) affect the structure of the action arena of the 'Neighborhood Coach Project'. Since the influence of these rules on the action situation was already described in section 2.9.1, this section will focus in particular on the informal decision-making power of the neighborhood coaches. Indeed, this decision-making power is typical for the problem approach of the coaches.

In order to create a coordinated and integrated problem approach for multi-problem families, it is necessary to construct agreements between the coaches and the organizations about how to achieve this. This in order to prevent the situation in which each organization still treats the problem according to their own vision. Therefore, some cooperation agreements were made. In the so-called 'Cooperation agreements' different project partners have granted the neighborhood coaches informal decision-making power across various domains. This means that the coaches may use their expertise to give an opinion on the agreed areas. However, it is not only about advising. In some areas, agreements are made about the implementation of the advices of the neighborhood coaches. This implies that organizations that have granted the coaches informal decision-making power, adopt the advices (or decisions) of the coaches and convert these into formal decisions. Table 2.3 provides an overview of some of the made agreements between neighborhood coaches and the organizations. A complete overview of these agreements can be found in Weggemans, Jonker and Smits (2009, pp. 28-31).

Domain	Decision-making power with respect to
Housing	Allocating houses
Income	Assigning specialized social security, imposing sanctions Help with debt problems
Health	Assigning home care, providing youth care
Care	Coaching and training families
Safety	Supervising, advising public prosecutor

Table 2.3: Overview of some cooperation agreements (Weggemans, Jonker & Smits, 2009)

However, in some cases specific knowledge or legal power is needed to provide social support or service delivery (i.e. in the field of police, justice or psychiatric treatment). In these cases, the neighborhood coaches are not able or authorized to help the clients themselves and they need the help of specialized project partners. In conclusion, in every situation the specific rules are different. These rules depend on the involved organizations and the complexity of the problem situation.

Another important aspect of the cooperation agreements concerns the exchange of information between the project partners and the coaches. Information rules prescribe which information is available to the different actors. In case of the 'Neighborhood Coach Project' these rules refer to the provision and accessibility of information. Agreements are made on the exchange of privacy sensitive information between the organizations and the neighborhood coaches. These specific agreements are complementary to those described in the 'Agreement for the Coordination of Care and Safety'.

2.9.3 Patterns of interaction

The patterns of interaction in case of the 'Neighborhood Coach Project' are determined by the behavior of project partners and neighborhood coaches during their cooperation. One of the characteristics of this project is that the coaches have lots of possibilities to act on their own discretion. The patterns of interaction are shaped during their interactions with project partners. Furthermore, the 'Neighborhood Coach Project' aims to achieve certain types of interactions and outcomes. Prior to the project, some goals have been formulated about the intended patterns of interactions between neighborhood coaches and professionals and the outcome of their cooperation. These expectations are based on the fact that policy makers expect that if neighborhood coaches and professionals cooperate along a certain pattern, the outcome of this cooperation will be influenced in a positive way. This argument provided by the policy makers is called a policy theory. A policy theory presents the assumptions and arguments used by a policy maker to formulate a certain policy (Van de Graaf & Hoppe, 2007).

According to Denters, Klok and Oude Vrielink (2011, p. 38) the patterns of interaction (or work processes) can be characterized by the extent to which decisions between neighborhood coaches and professionals were made quickly, measures were implemented quickly, information was exchanged easily, adjustment between organizations went smoothly, work processes were not bureaucratic and work processes were efficient. These characterizations of the work processes determine in this research the quality of the cooperation.

On the basis of both the IAD framework and the policy theory it can be expected that the patterns of interaction (i.e. cooperation and conflict) have a direct influence on the outcome of a policy. As a consequence, it can be expected that the quality of the cooperation between project partners and neighborhood coaches affects the project partners' expectations of the effectiveness of the problem approach. Consequently, a hypothesis can be formulated:

H5: The more positive an actor assess the quality of the cooperation, the more positive his or her expectations about the effectiveness of the problem approach.

2.9.4 Outcomes and evaluative criteria

The outcome of the 'Neighborhood Coach Project' is the extent to which project partners expect the problem approach to be effective. In order to determine whether the problem approach can be evaluated as effective, seven criteria were used. These criteria were formulated by policy makers

prior to the start of the project. These criteria are the extent to which the problem approach is tailor-made, integrated, effective, flexible, responsive and activating. It is expected that these characteristics of the problem approach are assumed to have a positive effect on improving the social emancipation of local residents (Denters, Klok and Oude Vrielink, 2011). How these criteria will be measured can be found in the operationalization section of this thesis.

2.9.5 Conceptual model

As already explained in the introductory section, this study attempts to investigate to what extent individual differences in the expected effectiveness of the problem approach can be explained by the quality of the cooperation and actor characteristics. The assumed relationships between these variables are based on the IAD framework and different network theories. Figure 2.6 provides an overview of the assumed relations between the different variables of this study which will be tested.

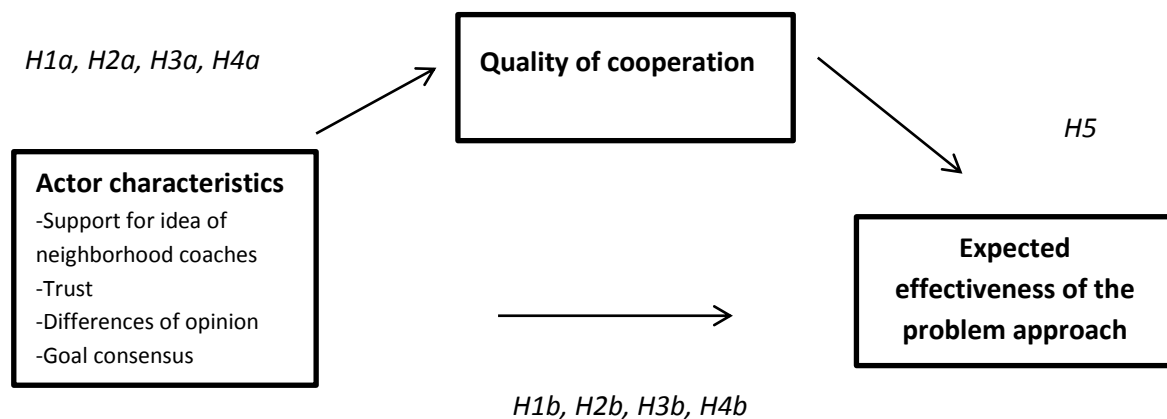


Figure 2.6: Overview of variables and hypothesized relationships

3 Methodology

This chapter outlines the methodology of the study. The following sections will subsequently present the research design, the method of data collection, the process of creating operational measures of the variables and the methods of data analysis. This chapter will end with a discussion of the study's reliability and validity.

3.1 Research design

This study is largely of a quantitative explanatory nature as it aims to explain which factors account for many of the individual variations in the expected effectiveness of the problem approach by professionals. Before this explanation can be provided, research of a descriptive nature will be conducted. On the one hand, this means that the problem approach and the cooperation between actors in the network of the 'Neighborhood Coach Project' will be described in an accurate and precise manner. On the other hand, it implies that by means of descriptive statistics the distribution of the scores on the different dependent and independent variables will be outlined. The main objective of this research is to provide insight into why one professional has a higher expectation of the effectiveness of the problem approach of neighborhood coaches than another. This will be reached by means of inferential statistics.

According to Shadish, Cook and Campbell (2002, p. 18) any design that does not contain the manipulation of a variable, nor random assignment or design elements as pretests and control groups is called a nonexperimental design. In the nonexperimental design of this study, emphasis is put on measuring explaining factors individually and statistically controlling for them. The data are collected on the respondents at one point in time, therefore it is called a cross-sectional study. Initially, it was planned to design a longitudinal study. The first idea was to measure changes in the expected effectiveness of the problem approach of the same respondents over time (i.e. halfway (January 2010) and at the end of the experiment (January 2012)). This seemed a logical step since the University of Twente had already collected the individual assessments of the quality of the problem approach halfway the project. However, in practice it proved difficult to collect the data at the end of the project on the same set of respondents as on those who filled in the survey halfway the project. The underlying reasons for these difficulties were related to changes in staff and functions in the meantime. This resulted in a relatively low number of respondents. Therefore the choice was made to focus on individual differences in the expected effectiveness of the problem approach at the end of the project rather than on the changes in these expectations over time.

3.2 Data collection

The next step after the selection of a research design, was to make a decision about what kind of data were needed and how to collect them. Since this research focuses mainly on the perceptions of actors, survey methods were used as a mode of observation. Survey research is according to Babbie (2007, p. 254) a good method available to the researcher who is interested in the collection of original data for describing a population that is too large to observe directly. It was decided to make use of a mail questionnaire since this data collection method is less time consuming than face-to-face surveys. Furthermore, by means of conducting survey research, many questions can be asked on a given topic and standardized questions are easy to measure (Babbie, 2007, p. 287).

In this study, the questionnaire was developed as an instrument to gather information about how project partners think about the problem approach of the neighborhood coaches. In addition, the

respondents were asked about which factors played an encouraging or interfering role in the implementation of the experiment. As already described, as part of the midterm process evaluation of the 'Neighborhood Coach Project', respondents were asked about these topics halfway and at the end of the project. This was done by means of two versions of a questionnaire. One version was developed for the neighborhood coaches, the other for the project partners. However, for this research use will only be made of the version for project partners.

On 10 January 2012 the questionnaires, accompanied by a letter of explanation and a self-addressed stamped envelope for returning the questionnaire, were distributed by mail. Moreover, the respondents have received an instruction for completing the survey and how to return it by mail. Respondents were assured that their responses to the questionnaire were anonymous and a telephone number was provided for those who might want more information about the study. The major part of the questions consisted of statements since it was important to determine the extent to which respondents held a positive or negative perspective of the problem approach by neighborhood coaches and as a result the expected effectiveness of this problem approach. To this end, (five point) Likert scales were created with different ascending response categories. Furthermore, a small number of open-ended and closed-ended questions were asked. The final questionnaire as sent to the project partners can be found in appendix A.

After the initial mailing, the questionnaires started to arrive at the office. Each time when a questionnaire returned this was logged on a table. Also, some organizations have indicated that some people did no longer work for them or accepted a new job. Some persons did not want to complete the questionnaire because they did not have contact with the neighborhood coaches lately. This kind of remarks were also noted in the table. On 30 January 2012 a follow-up letter and a new copy of the questionnaire was sent to potential respondents who had not returned their questionnaires. This was done in order to increase the response rates of the survey. Not all respondents returned their questionnaire. Unfortunately, due to time constraints it was not possible to send another reminder and mailing. At the end of February the respondents were thanked by a letter for their participation.

3.3 Research population and sample

The units of analysis in this study are the individuals that represent project partners in the 'Neighborhood Coach Project'. The type of sampling that is used for this research is called purposive or judgmental sampling. This is a type of nonprobability sampling in which "the units to be observed are selected on the basis of the researcher's judgment about which ones will be the most useful or representative" (Babbie, 2007, p. 193).

In the context of the midterm process evaluation of the project, a number of researchers and student assistants of the University of Twente created a list with names of project partners that they have approached in January 2010. This list also included the addresses of the organizations where the project partners are employed. Because it was initially the intention to investigate the changes in the individual expectations of the problem approach on the same set of respondents over time, the same list with respondents was used for the final evaluation. Before the respondents were approached, it was first checked whether the list was still up to date. Therefore, the decision was made to submit the list to the secretary of the neighborhood coaches. This person has reviewed the list and made some necessary adjustments in the names of respondents and/or the addresses of the organizations.

Subsequently, on the basis of this complete list the respondents were approached. The table below shows an overview of the organizations approached.

Woningcorporatie De Woonplaats	Woningstichting Ons Huis	Woningstichting Domijn	Basisschool De Lipper
Basisschool De Kubus	Voortgezet Speciaal Onderwijs Het Schip	Wijkraad Velve-Lindenhof	Gemeente Enschede ¹
Stadsbank Oost Nederland	Stichting Enschedese Speeltuinen (SES)	Centrum Indicatiestelling Zorg (CIZ)	Livio
Gemeenschappelijke Gezondheidsdienst (GGD) Twente	Alifa	Bureau Jeugdzorg Overijssel	Jarabee
Stichting Maatschappelijke Dienstverlening Enschede-Haaksbergen	Kenniscentrum Weerbaarheid De Japanse Tuin	Stichting De Eik	MEE Twente
Mediant	Tactus	Openbaar Ministerie	Veiligheidshuis Enschede
Reclassering Nederland	Politie	William Schrikker Groep – jeugdreclassering	DCW
RIBW Twente	Stichting Pater Mater	PITWENTE	Aveleijn

Table 3.1: Overview of approached organizations

Of these institutions both the professionals and the managers were asked to participate in this study. In addition to these project partners, the neighborhood coaches have also been approached for this research. This concerns both the four coaches who have been involved since the beginning of the experiment and the four (specialized) coaches who have been added halfway the project. Furthermore, the project manager was also asked to participate. Initially, this resulted in a sample of 98 respondents. However, since it was decided to focus in this research only on the project partners (i.e. professionals and managers) and not at both the project partners and the neighborhood coaches, the final sample size is reduced to 90.

From the sent questionnaires 40 returned. However, the number of completed (and thus usable) questionnaires is 33. This means that the response rate of this survey is $33/90 = 36.7\%$. There were several reasons for non-participation. From the 40 respondents that have returned a questionnaire, 7 respondents indicated that they did not fill in the survey due to the fact that they have had no or sporadically contact with the neighborhood coaches. From the group of respondents that did not return the questionnaires 6 people have indicated in one way or another that they have had no or sporadically contact with the neighborhood coaches, were not longer employed at that organization or accepted another function within that organization. A final reason has to do with the accuracy of the address file. Some questionnaires returned at the office with an indication of an unknown address or person.

3.4 Operationalization

This section outlines the instruments that have been used to create operational measures of the variables that play a central role in this study. Elaboration will take place on the indicators and scales for the measurement of the concepts ‘expected effectiveness of the problem approach’, ‘quality of

¹ The following departments of the municipality have been approached: Werk & Bijstand, Sportactivering, Leerplicht, Cluster Handhaving, Zorgloket, Subsidies & Contract, Taal & Inburgering, Werkplein.

the cooperation' and 'actor characteristics'. In addition, the internal validity of the scales will be tested by means of conducting reliability analyses.

3.4.1 Expected effectiveness of the problem approach

The expected effectiveness of the problem approach was measured by means of question eight from the questionnaire: *"How would you generally typify the substantive problem approach, as developed by the neighborhood coach, for clients of your organization?"*. As mentioned earlier, in the 'Neighborhood Coach Project' one speaks of an effective problem approach when it is to a large extent Tailor-made, Integrated, Effective, Flexible, Backed with sanctions, Responsive and Activating. Those seven characteristics of the problem approach are assumed to have a positive effect on improving the social emancipation of local residents (Denters, Klok & Oude Vrielink, 2011, p. 13). Each different dimension should provide some indication of the expected effectiveness of the problem approach by project partners. In order to measure the different indicators by the respondents, use is made of a five point Likert scale with the ascending response categories 'Not or hardly', 'Somewhat', 'Relatively strong', 'Strong' and 'Very strong'.

According to Babbie (2007, p. 491) a factor analysis is used as a method to discover patterns among the variations in values of several variables. In this study factor analysis was used for pragmatic reasons: examining whether the different indicators of the concept of the expected effectiveness of the problem approach can be described in a smaller number of underlying dimensions or factors. The primary concern is to measure this concept in a general way by including that set of items that represents it at best. In addition, from a more practical point of view it will be easier to conduct (multiple) regression analyses with a relatively smaller number of variables. The new variable was created by a scale based on several items. A reliability analysis was conducted to investigate whether these items form indeed a reliable scale.

Prior to the execution of the factor analysis, it has been checked whether all the items were formulated in the same direction in order to receive positive total scores. Since this was the case, it was unnecessary to recode the variables. Furthermore, the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity were performed in order to test whether a factor analysis is appropriate to perform. From the outcome of these tests (KMO=0.802, $p=0.002$) it can be derived that a factor analysis is appropriate for the data.

When performing the factor analysis the maximization of the number of respondents with valid observations has been taken into account (N=33). Therefore, the first thing that was done is an investigation of the consequences of differences ways to deal with the missing values. SPSS provides three options: listwise and pairwise deletion of the missing values and mean substitution of these values. In the case of listwise deletion SPSS will remove cases that have missing values on the variable(s) under analysis. The disadvantage is a loss of data as all data from subjects who may have answered some questions are removed. Pairwise deletion implies a removal of the specific missing values from the analysis. A result is that this way of dealing with missing values leads to different sample sizes. By the method of mean substitution the missing values are replaced with the mean of the variable(s) under analysis.

The outcome of the factor analysis for the variables 8A up to and including 8G shows by listwise deletion a N of 13, by pairwise deletion a N that varies from 18 to 25 and by mean substitution a N of 25. Regardless of the number of respondents with valid observations, the outcome of the rotation tells us that two factors can be extracted from the items. The items Tailor-made, Integrated, Effective, Responsive and Activating load high to one factor and the items Flexible and Backed with sanctions load high to another factor. A reliability analysis has been performed to investigate the internal consistency of the scale. With a Cronbach's Alpha of 0.83 it can be concluded that the scale consisting of the seven items 8A – 8G is quite high. It can also be seen that the reliability of the scale can be enlarged up to 0.85 by removing the item Backed with sanctions from the scale.

When conducting a second factor analysis with six items (i.e., without item 8E (Backed with sanctions)) the outcome shows by listwise deletion a N of 15 and two factors (Eigenvalues² 3.96 and 1.02), by pairwise deletion a N that varies from 18 to 25 and two factors (Eigenvalues 3.65 and 1.00) and by mean substitution a N of 25 and one factor (Eigenvalue 3.48). Since the Eigenvalues of the second factor (item 8D (Flexible)) are very close to one, it is likely that the existence of a second factor is primarily caused by the pattern of missing values, and not so much by the content of this factor. Indeed, by applying listwise deletion the N will be reduced with 55% and by pairwise deletion it will be reduced with 45% for the item Responsive. In addition, a new reliability analysis shows that the Cronbach's alpha of the scale without item 8E is 0.89 and that the removal of item 8D will not significantly increase the reliability of the scale (from 0.886 to 0.892). Therefore, the decision has been made create one fixed factor of the items 8A, 8B, 8C, 8D, 8F and 8G in combination with a mean substitution for the missing values. The table below shows the different indicators that were used.

Indicator	Question	The problem approach...
Tailor-made	8A	Was tailored to specific circumstances of the client (tailor-made)
Integrated	8B	Was integrated: measures at different spheres of life were taken in an integrated manner
Effective	8C	Really contributed to solving the problems of the clients (effective)
Flexible	8D	Was flexible: it was possible to quickly correspond to changes in the situation of the client or its environment
Responsive	8F	Was as much as possible focused on the self-formulated demands and needs of the client
Activating	8G	Was activating: it encouraged citizens to act to their own capacity

Table 3.2: Indicators of the expected effectiveness of the problem approach

In appendix B it can be seen that N = 25 and the missing values are replaced with the mean of the variable(s). The correlation matrix shows that the correlations between the different items are moderately to strong and sometimes very strong. The very high factor loadings can be found in the component matrix. The final step in operationalizing the concept of the 'expected effectiveness of the problem approach' is to compute a new variable in SPSS. This has been done by calculating the mean of the different items of the scale based on at least three valid observations.

² When factors have Eigenvalues higher than 1, it means that these factors explain more variance than they add.

3.4.2 Quality of cooperation

The quality of the cooperation between project partners and neighborhood coaches was measured by means of question 9 from the questionnaire: *“Below you will find some characterizations of the work processes that your organization has shaped together with the neighborhood coaches and other organizations. Can you, based on your own experiences with the work processes, indicate to what extent this characterization is generally correct or incorrect?”*. As mentioned in the theoretical framework, the quality of the cooperation in the ‘Neighborhood Coach Project’ depends on the characteristics of the work processes ‘Quick decision making’, ‘Quick implementation of measures’, ‘Easy exchange of information’, ‘Flexible work processes’, ‘Smooth adjustment between organizations’, ‘No bureaucratic work processes’, and ‘Efficient work processes’. Since the extent to which neighborhood coaches are aimed at cooperation plays also an important role in measuring the concept of the quality of cooperation, question 11D from the questionnaire was also used. Question 11 was: *“To what extent do you agree with the following characterization of the neighborhood coaches?”*. And characterization D was: *“The neighborhood coaches were aimed at cooperation”*. These seven characteristics of the work processes and the extent to which the neighborhood coaches are aimed at cooperation, are assumed to have a positive effect on how project partners assess the effectiveness of the problem approach. Each of these eight different dimensions should provide some indication of the quality of the cooperation. In order to measure the different indicators by the respondents, use is made of a five point Likert scale with the ascending response categories ‘Completely incorrect’, ‘Not completely incorrect’, ‘Neither incorrect, nor correct’, ‘Almost correct’ and ‘Completely correct’. The table below shows the different indicators that were used.

Indicator	Question	Characterization
Quick decision making	9A	Decision were made quickly
Quick implementation of measures	9B	Measures were implemented quickly
Easy information exchange	9C	Information was exchanged easily to organizations
Flexible work processes	9D	Work processes were flexible
Smooth adjustment between organizations	9E	Adjustment between organizations went smoothly
No bureaucratic work processes	9F	Work processes were not bureaucratic
Efficient work processes	9G	Work processes were efficient
Focus of neighborhood coaches on cooperation	11D	The neighborhood coaches were aimed at cooperation

Table 3.3: Indicators of the quality of cooperation

The outcome of the factor analysis for the variables 9A up to and including 9G and 11D shows by listwise deletion a N of 18 and two factors (Eigenvalues 4.98 and 1.01), by pairwise deletion a N that varies from 22 to 28 and one factor (Eigenvalue 4.99), and by mean substitution a N of 29 and also one factor (Eigenvalue 4.69). Since the Eigenvalue of the second factor (as extracted by listwise deletion of the missing values) is very close to one, it is likely that the existence of a second factor is primarily caused by the pattern of missings and not so much by the content of this factor. In order to maximize the N, the choice has been made to apply the function of mean substitution in SPSS for the missing values.

The SPSS output, which can be found in appendix C, shows us that all the eight items load very high to one factor. Also for this scale a reliability analysis has been performed to investigate its internal

consistency. With a Cronbach's Alpha of 0.91 it can be concluded that the scale consisting of the eight items 9A – 9G and 11D is very high, and thus reliable. Furthermore, the correlation matrix shows that the correlations between the different items are most of the time strong and sometimes very strong. The very high factor loadings can be found in the component matrix. The final step in operationalizing the concept of the 'quality of the cooperation' is to compute a new variable in SPSS. This has been done by calculating the mean of the different items of the scale based on at least four valid observations.

3.4.3 Actor characteristics

The different actor characteristics are divided into the variables 'Support for the idea of the neighborhood coaches', 'Trust', 'Differences of opinion between neighborhood coach and organization' and 'Goal consensus'.

3.4.3.1 Support for the idea of neighborhood coaches

The first variable that was operationalized is the amount of support that a professional has for the idea of the neighborhood coaches. Two questions from the questionnaire relate to support for the introduction of the coaches. The first question is number 14: *"When you were informed for the first time about the objectives and the method of the neighborhood coaches, how did you think about the neighborhood coach in general?"*. The second question is number 15: *"And what was in your opinion the dominant view within your organization at the beginning of the experiment? What did one think about the neighborhood coach in general?"*. Use was made of the four descending response categories 'A very good idea', 'A good idea', 'A bad idea' and 'A very bad idea'.

In order to be able to find out whether the individual level of support and the level of support within the organization are related to each other, a bivariate correlation has been conducted. Since the attributes of the variables can be rank-ordered and have more or less equal distances between the attributes, the variables in this study were treated as interval measures (Te Grotenhuis & Van der Weegen, 2008). This implies that the Pearson's Correlation coefficient can be used in order to indicate the correlation between the individual level of support for the introduction of the neighborhood coaches and the level of support within the organization. By listwise deletion of the missing values (N=30) the correlation between the two variables is strong (0.400) and significant at an alpha level of 10% (P-value of 0.03). This positive relationship implies that when the value of individual support for the idea of the neighborhood coach increases, the value of the support within the organization increases with it. For practical reasons it has been decided to merge these variables into a single one: the level of support for the idea of the neighborhood coaches. This new variable has been calculated by the mean of the answers on the two questions based on at least one valid observation. The reliability statistics show that with a Cronbach's Alpha of 0.48 the scale consisting of both items is internally consistent.

3.4.3.2 Trust

The variable trust as part of the actor characteristics was operationalized by means of different indicators. According to the theoretical framework a commonly made distinction is the amount of mutual trust between actors and the amount of trust in the expertise of actors. However, in this study different dimensions were used to provide a general indication of the amount of trust that project partners have in the neighborhood coaches. First, two items (L and O) of question 4 were used: *"Can you for each of the following circumstances indicate whether and how often it occurred*

when your organization had contact with the neighborhood coach in the context of developing or implementing a plan of action for a client? (If you cannot form a picture of this you can answer 'don't know'). Use was made of the five response categories '(Almost) Never', 'Seldom', 'Sometimes', 'Often', and '(Almost) Always'. In addition, the respondents could answer 'Not applicable' and 'Do not know'.

Second, four characterizations (A, B, C and E) of question 11 were used: "To what extent do you agree with the following characterizations of the neighborhood coaches?" For these four items use was made of the five response categories 'Strongly disagree', 'Disagree', 'Not disagree, nor agree', 'Agree', and 'Strongly agree'. The table below shows the different indicators that were used.

Indicator	Question	Circumstance/characterization
Trust between	4L	There was trust between the neighborhood coaches and our organization
Trust in special expertise	4O	For the development and implementation of an appropriate problem approach the neighborhood coach did not have the specialist expertise that we do have within our organization
Trust broad expertise	11A	The neighborhood coaches were broad experts
Trust in awareness of problems clients	11B	The neighborhood coaches were well aware of the problems of the clients
Trust in ability to align input	11C	The neighborhood coaches were well able to align the input of the different organizations at the specific problems of the client
Trust in awareness of neighborhood situation	11E	The neighborhood coaches were well aware of the situation in the neighborhood

Table 3.4: Indicators of trust

Since item 4O was formulated in a negative direction, this item was recoded prior to the factor analysis. Also for these variables it was important to take the maximization of the number of respondents with valid observations into account. The outcome of the factor analysis for the variables 4L, 4O, 11A, 11B, 11C and 11E shows by listwise deletion a N of 22 and one factor (Eigenvalue 3.78), by pairwise deletion a N that varies from 26 to 29 and one factor (Eigenvalue 3.681), and by mean substitution a N of 30 and two factors (Eigenvalues 3.55 and 1.02). As previously has been the case, it can be concluded that the existence of a second factor (as extracted by mean substitution of the missing values) is primarily caused by the pattern of missing values and not so much by the content of the this. However, when comparing the number of respondents in case of pairwise deletion with a mean substitution, it can be seen that the N does not decrease that much. Therefore, the choice has been made to apply the function of pairwise deletion in order to be sure that the different items can be described by one factor.

The SPSS output, which can be found in appendix D, shows that the six items load relatively high to one factor. From the table with extracted communalities it can be derived that the items 4L and 4O have not so much variance in common compared to the other items. Also for this scale a reliability analysis has been performed to investigate its internal consistency. With a Cronbach's Alpha of 0.87 it can be concluded that the scale consisting of the six items 4L, 4O, 11A, 11B, 11C and 11E is very high, and thus reliable. Furthermore, the correlation matrix shows that the correlations between the different items are most of the time strong and sometimes very strong. The high to very high factor

loadings can be found in the component matrix. The final step in operationalizing the concept of ‘trust’ is to compute a new variable in SPSS. This has been done by calculating the mean of the different items of the scale based on at least three valid observations.

3.4.3.3 Goal consensus

Goal consensus was measured by means of question 12: *“We want to know to what extent you personally consider certain matters important for a good problem approach of clients who were supported by the neighborhood coaches in the Velve-Lindenhof area (but also of similar cases elsewhere in the city)”*. There is a substantive reason to create a scale for this variable. As already discussed in section 3.4.1, the effectiveness of the problem approach was measured on the basis of the items Tailor-made, Integrated, Effective, Flexible, Responsive and Activating. The extent to which a project partner subscribes these items can be defined as goal consensus.

In addition to the above mentioned items, question 12 includes also the items Backed with sanctions (12F) and the extent to which the problem approach is Efficient (12E). The item Backed with sanctions was not included in the variable goal consensus, since this was also not the case in the operationalization of the variable expected effectiveness of the problem approach. Furthermore, the item Efficiency is not included either in the variable goal consensus, since this item belongs to the work processes rather than to goal consensus. In other words, the operationalization of the variable goal consensus was made on the basis of substantive grounds. Therefore, it is not necessary to conduct a factor analysis. In the table below it can be found which indicators were used to measure goal consensus.

Indicator	Question	Importance of the goal: the problem approach...
Tailor-made	12A	Was tailored to specific circumstances of the client (tailor-made)
Integrated	12B	Was integrated: measures at different spheres of life were taken in an integrated manner
Effective	12C	Really contributed to solving the problems of the clients (effective)
Flexible	12D	Was flexible: it was possible to quickly correspond to changes in the situation of the client or its environment
Responsive	12G	Was as much as possible focused on the self-formulated demands and needs of the client
Activating	12H	Was activating: it encouraged citizens to act to their own capacity

Table 3.5: Indicators of goal consensus

Use was made of the response categories ‘Not so important’, ‘Somewhat important’, ‘Rather important’, ‘Important’, and ‘Very important’. The final step in the operationalization of the variable was computing a new variable in SPSS. This was done by calculating the mean of the different items of the scale based on at least three valid observations.

3.4.3.4 Differences of opinion

The differences of opinion between project partners and neighborhood coaches was measured by means of question 5 from the questionnaire: *“How often was there a difference of opinion between the neighborhood coach and your organization or within your organization?”*. This question was divided in two sub questions. Since this research focuses on the differences of opinion between the

project partners and the neighborhood coaches, use was made of the sub question *“The difference of opinion between the contact person in your organization and the neighborhood coach”*. Respondents could answer with the five ascending response categories ‘(Almost) Never’, ‘Seldom’, ‘Sometimes’, ‘Often’, and ‘(Almost) Always’. In addition, the respondents could indicate ‘Not applicable’.

When analyzing the amount of project partners that answered this question, it is striking that nine respondents filled in ‘Not applicable’. Since the response option ‘Not applicable’ could also be interpreted by the respondents as ‘No conflict’ it has been decided to recode these nine values to the response category ‘(Almost) Never’. The reason may be that there was no actual conflict between the project partners and the neighborhood coaches or that the occasion of conflict has not arisen. Anyway, this means that no conflict has occurred.

3.5 Data analysis

After the data were collected, the process of data analysis started. The first step was the quantification of the data, or as described by Babbie (2007) the process of converting data to a numerical format. Before a start could be made with a substantive analysis of the data, the data had to be coded in numerical responses and entered in the computer program SPSS (Statistical Package for the Social Sciences). The different variables were assumed to be measured at an interval level, although they are strictly speaking from an ordinal level. But since the variables are rank-ordered and have almost equal distances between the attributes, they are treated as interval measures for the different statistical methods of data analysis.

Different methods of data analysis were used for the different research questions. Since the sub questions two *‘What are the individual expectations of project partners regarding the effectiveness of the problem approach in the context of the ‘Neighborhood Coach Project’?’*, three *‘How do project partners assess the quality of cooperation in the context of the ‘Neighborhood Coach Project’?’* and four *‘How do project partners score at the different actor characteristics in the context of the ‘Neighborhood Coach Project’?’* concern describing scores at the different variables, univariate analysis was used. Univariate analysis is the simplest form of quantitative analysis and involves the description of a case in terms of a single variable – specifically, the distribution of attributes (Babbie, 2007, p. 426). In addition, some central tendency and dispersion measures (i.e. frequency, the mean and standard deviation) were provided.

In order to determine the relationship between the different variables, use was made of bivariate analyses. Bivariate analysis is used to determine the empirical relationship between two variables simultaneously (Babbie, 2007, p. 436). As part of this method of analysis, the Pearson’s correlation coefficient (r) was calculated to measure the strength of the linear relationship between two variables. In addition, simple regression analysis was conducted to test the several formulated hypotheses. The hypotheses can be accepted if the standardized beta coefficients are significant for $p < 0.10$. Due to the relatively small sample size, the decision has been made to make use of a 10% level of significance. This means that the chance of obtaining the measured association as a result of a sample error is 10/100.

The fifth sub question *‘To what extent do actor characteristics and the quality of the cooperation explain the individual differences in the expected effectiveness of the problem approach in the context of the ‘Neighborhood Coach Project’?’* is an explanatory question. In order to answer this question, more than two variables need to be analyzed simultaneously. Therefore, use was made of

multivariate methods of data analysis. Multiple regression analysis provides a mean of analyzing the various independent variables on the single dependent variable.

3.6 Validity and reliability

This section elaborates on the validity and reliability of this research design. Validity refers to “the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration” (Babbie, 2007, p. 153). Reliability refers to “that quality of measurement method that suggests that the same data would have been collected each time in repeated observations of the same phenomenon” (Babbie, 2007, p. 150).

3.6.1 Validity

Using reliable data and measurement instruments is very important to increase the validity of a study. Shadish, Cook and Campbell (2002) distinguish between statistical conclusion validity, internal validity, construct validity and external validity. Statistical conclusion validity refers to the validity of inferences about covariation between the independent and dependent variables. In this study it has been tried to increase the statistical conclusion validity by controlling for violated assumptions of statistical tests. For every statistical test used it has been checked whether the assumptions for performing this test were fulfilled. Furthermore, apart from the non-response the entire population has been studied. This means that the N could not have been enlarged. It has been tried to reduce a non-response bias in the representativeness of the sample.

Internal validity refers, according to Shadish, Cook and Campbell (2007, p. 53) to “inferences about whether observed covariation between A and B reflects a causal relationship from A to B in the form in which the variables were manipulated or measured”. In order to prove causality in a relationship, the variables need to correlate, the cause needs to precede the effect in time and there should be no third variable explaining the relation (Babbie, 2007). The first requirement was met, since different bivariate correlations were calculated. The second assumption of the cause preceding the effect and the third assumption of non-spuriousness cannot be ensured. In this research it is difficult to prove that actor characteristics precede the cooperation and the expected effectiveness of the problem approach. For instance, it cannot be proved that actors tend to cooperate more when they trust each other in advance of the cooperation or that trust arises when actors start cooperating. Furthermore, it cannot be ensured that variations in the expected effectiveness of the problem approach could not be explained by other factors than the quality of the cooperation or the different actor characteristics. However, this does not alter the fact that there is a relation between actor characteristics, the quality of the cooperation and the expected effectiveness of the problem approach.

Construct validity is defined as “the degree to which a measure relates to other variables as expected within a system of theoretical relationships” (Babbie, 2007). In this research, use has been made of different theories to find agreement about the meaning of the constructs being measured. The variables were measured on the basis of different items in order to increase the construct validity of this research.

The external validity of a research refers to the extent to which causal relationships hold over variations in persons, settings, treatments, and outcomes (Shadish, Cook and Campbell, 2002, p. 83). In this study, the case of the ‘Neighborhood Coach Project’ in Enschede played a central role. Since

the entire population (i.e. all the project partners) was examined and there is no biased non-response, it can be stated that this research is representative for the case of the problem approach by neighborhood coaches in Enschede. However, generalizations to other similar cases of neighborhood coaches are not intended since each problem approach to multi-problem families takes place under other circumstances. In each case there will be for instance different rules, interaction patterns or another culture. These differences make it hard, or even impossible, to make generalizations from the 'Neighborhood Coach Project' to other cases of neighborhood coaches or approaches to provide integrated support to multi-problem families.

3.6.2 Reliability

Besides validity, reliability should also be taken into account as an important aspect of a research design. Since more or less the same questionnaire has been used for this research as for the midterm process evaluation of the 'Neighborhood Coach Project' in 2010, it can be said that the questionnaire was more or less 'pretested'. Before the questionnaire was distributed by mail, it has been checked whether all the questions were appropriate for the final process evaluation. This has led to the removal of one question and response category from the questionnaire in order to increase the consistency of the questions. It increased the quality of the measurement instruments and therefore the reliability of this research was enhanced. Another aspect that also increased the reliability of this research is the use of closed-ended questions. In this way, the risk of misinterpretations of the answers by the encoder in the process of data analysis is reduced.

Furthermore, factor analyses were conducted to assess the internal consistency of the different scales that were used to measure the constructs. By means of using multiple items to measure a concept, the reliability of a research will be enlarged. The very high Cronbach's alpha's (>0.8) in this research are indicators of reliable internally consistent scales.

4 Results

This chapter outlines the results of the respondents' scores on the variables expected effectiveness of the problem approach, quality of the cooperation and the different actor characteristics. In the second section of this chapter the hypothesis as formulated in the theoretical framework will be tested. Furthermore, the outcome of the multiple regression analysis will be provided.

4.1 Scores

4.1.1 Expected effectiveness of the problem approach

This section deals with the second sub question: *'What are the individual expectations of project partners regarding the effectiveness of the problem approach in the context of the 'Neighborhood Coach Project'?'.*

The mean score of the 25 project partners on the 'expected effectiveness of the problem approach' is 4.02³. This means that the actors characterize the effectiveness of the problem approach as 'strong'. The lowest average score on the different items is 3.17 and the highest average score that the respondents assign is 5.00.⁴ In other words, the project partners expect the effectiveness of the problem approach to be above average. From figure 4.1 it can be derived that almost half of the respondents evaluate the expected effectiveness of the problem approach with a grade between 3.51 and 4.00.

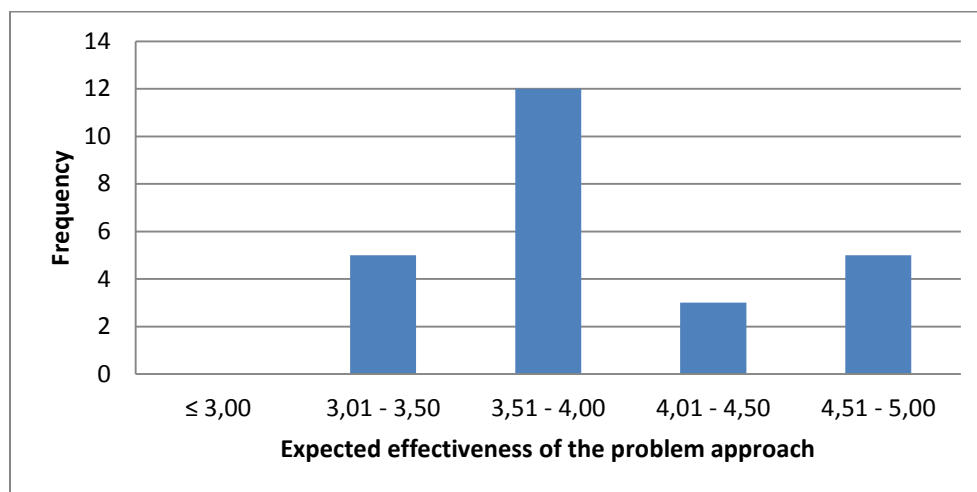


Figure 4.1: Distribution of expected effectiveness of the problem approach (N = 25, at a scale from 1 to 5)

The smallest group of respondents assesses the effectiveness with a grade between 4.01 and 4.50. Furthermore, it can be concluded that none of the project partners evaluates the expected effectiveness with a grade less than or equal to 3.00.

4.1.2 Quality of the cooperation

This section deals with the third sub question: *'How do project partners assess the quality of the cooperation in the context of the 'Neighborhood Coach Project'?'.*

³ The response categories varied from 1 (not or hardly) to 5 (very strong).

⁴ For the different scores on each single item of the expected effectiveness, see Denters, Klok & Oude Vrielink (2011).

The mean score of the 26 project partners on the 'quality of the cooperation' is 4.00. This means that the actors assess the indicated characterizations of the quality of the cooperation as 'almost correct'.⁵ In practice this means that they assess the quality of the cooperation as high. The lowest average score on the different items is 2.75 and the highest average score assigned is 5.00.⁶ In other words, the project partners indicate the quality of the cooperation between themselves and the neighborhood coaches above average. Figure 4.2 shows that 15 respondents evaluate the characterizations of the quality of the cooperation as 'almost correct'.

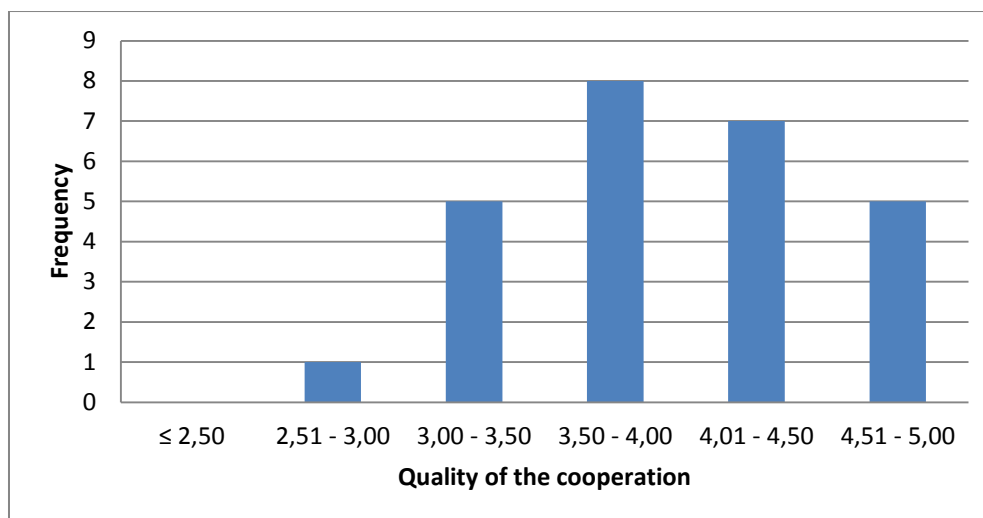


Figure 4.2: Distribution of quality of cooperation (N = 26, at a scale from 1 to 5)

There is only one respondent whose mean score is between 2.51 and 3.00. None of the project partners scores in the response category less than or equal to 2.50.

4.1.3 Actor characteristics

This section deals with the fourth sub question: *'How do project partners score at the different actor characteristics in the context of the 'Neighborhood Coach Project'?'.*

4.1.3.1 Support of idea of neighborhood coaches

The mean score that 31 respondents assign to their level of support for the idea of introducing neighborhood coaches is 3.10. It concerns the amount of support at the start of the project. A score of 3 means that the introduction of neighborhood coaches is considered 'a good idea'⁷. The lowest average score is 2.00 and the highest average score is 4.00. Figure 4.3 illustrates that almost two-thirds of the respondents find it a good idea to introduce neighborhood coaches as a new method to address the (multiple) problems of residents in an integrated and coordinated manner. Only one respondent does not support the idea to a large extent: he or she considers the introduction 'a bad idea'. None of the respondents think that the new problem approach by neighborhood coaches is a 'very bad idea'.

⁵ The response categories varied from 1 (complete incorrect) to 5 (completely correct).

⁶ For the different scores on each single items of the expected effectiveness, see Denters, Klok & Oude Vrielink (2011).

⁷ The response categories varied from 1 (a very bad idea) to 4 (a very good idea).

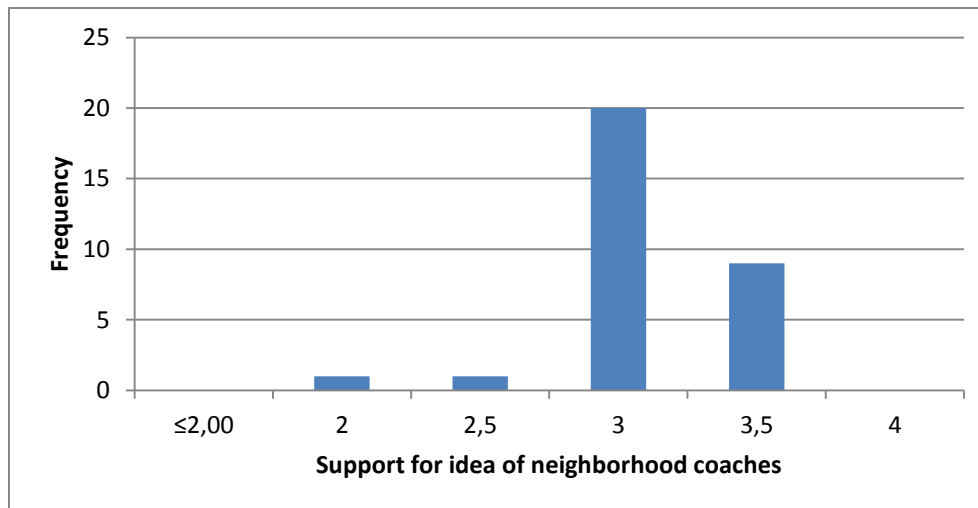


Figure 4.3: Distribution of support for idea of neighborhood coaches (N = 31, at a scale from 1 to 4)

4.1.3.2 Trust

The average amount of trust that 28 project partners have in the expertise of the neighborhood coaches is almost 3.95.⁸ This means that they agree on the different characterizations related to trusting the expertise and skills of the coaches. The lowest score is 2.50 and the highest score is 5.00. Figure 4.4 shows that more than half of the respondents assign a mean score between 3.51 and 4.50 to the amount of trust in the neighborhood coaches. This is an above average score. None of the respondents scored below 2.00 or above 4.50.

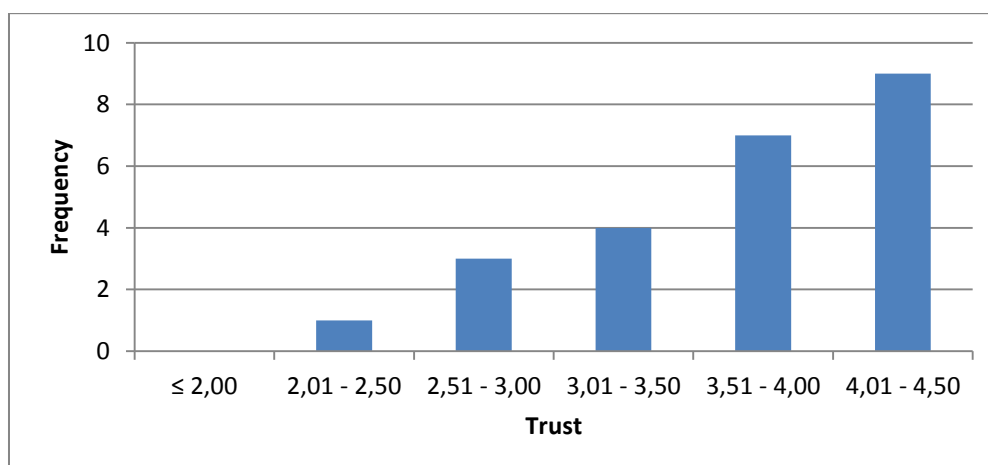


Figure 4.4: Distribution of trust (N = 28, at a scale from 1 to 5)

4.1.3.3 Goal consensus

The average score of 31 respondents on the variable goal consensus is 4.42.⁹ Since the maximum achievable score is 5.00, it can be concluded that the project partners subscribe the set goals to a large extent which in turn leads to a high amount of goal consensus. The lowest score that respondents assign to the importance of the set goals is 3.67 and the highest 5.00. The minimum score of 3.67 already indicates a high degree of goal consensus among respondents. Figure 4.5 provides an overview of the distribution of this variable.

⁸ The response categories varied from 1 (strongly disagree) to 5 (strongly agree)

⁹ The response categories varied from 1 (somewhat important) to 5 (very important)

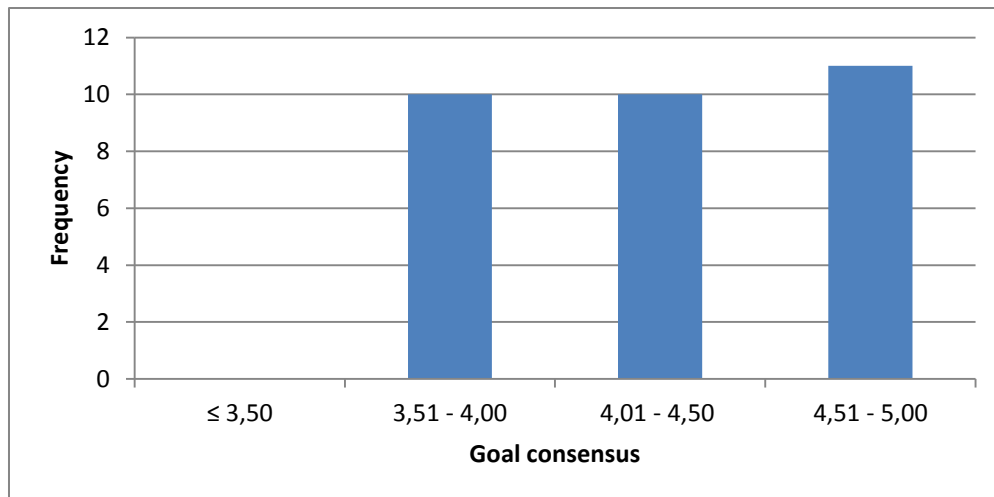


Figure 4.5: Distribution of goal consensus (N = 31, at a scale from 1 to 5)

Furthermore, it can be concluded that none of the respondents assess the set goals with a grade lower than or equal to 3.50. The scores of the respondents are more or less equally distributed over the categories 3.51 – 4.00, 4.01 – 4.50 and 4.51 – 5.00.

4.1.3.4 Differences of opinion

The mean score of 31 project partners on the variable differences of opinion is 1.58.¹⁰ Since a score of 1.0 means that there is (almost) never a conflict between the project partners and the neighborhood coaches, it can be concluded that the degree of differences of opinion between actors is relatively low. The lowest score on this variable is a grade of 1.00 and the highest a grade of 4.00.

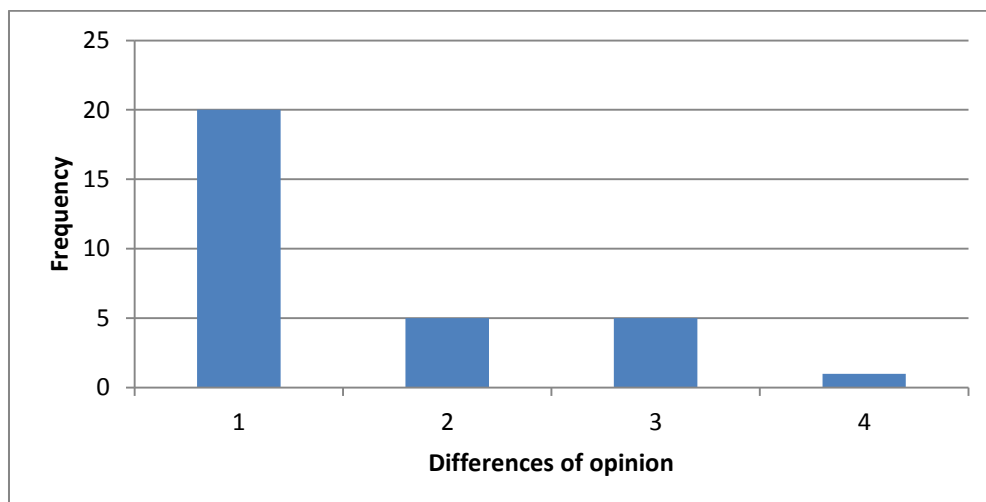


Figure 4.6: Distribution of differences of opinion (N = 31, at a scale of 1 to 4)

20 of the 31 respondents indicate the extent of differences of opinion between themselves and the neighborhood coaches as '(almost) never'. Only one project partner indicates that there is (almost) always a difference of opinion.

¹⁰ The response categories varied from 1 ((almost) never) to 4 ((almost) always)

4.2 Bivariate correlations

In order to measure the strength of the relationships between the different variables, bivariate correlations were computed. The correlation coefficient is a numerical measure of the direction and strength of a linear association. These coefficients can range from -1 to +1. A positive sign of the correlation implies a positive direction of the linear association, which means that as one variable increases, the other does also. A negative sign indicates a negative direction of the association, which means that increases in one of the variables correspond to decreases in one of the other variables (De Veaux, Velleman and Bock, 2008). Since it is assumed that these variables are measured at an interval level, the Pearson's correlation coefficient is used.

4.2.1 Relation between actor characteristics and quality of cooperation

From the first correlation matrix in appendix E it can be derived that there is a positive association between support for the idea of the neighborhood coaches and the quality of the cooperation ($r=0.189$, $p=0.178$), between the amount of trust in the (expertise) of the neighborhood coaches and the quality of the cooperation ($r=0.737$, $p=0.000$) and between the amount of goal consensus and the quality of the cooperation ($r=0.017$, $p=0.468$). However, only the relations between trust and the quality of the cooperation and between differences of opinion and the quality of the cooperation are significant at the alpha level of 10%. The association between trust and the quality of the cooperation is very strong. A moderately strong negative association can be found between the amount of differences of opinion and the quality of the cooperation ($r=-0.408$, $p=0.19$).

4.2.2 Relation between quality of cooperation and expected effectiveness of the problem approach

The second correlation matrix in appendix E shows that a very strong positive relation can be found between the variable quality of the cooperation and the variable expected effectiveness of the problem approach ($r=0.717$, $p=0.000$). This association is significant at the 0.10 alpha level.

4.2.3 Relation between actor characteristics and expected effectiveness of problem approach

From the third correlation matrix in appendix E it can be concluded that there is a weak positive relation between support for the idea of the neighborhood coaches and the expected effectiveness of the problem approach ($r=0.140$, $p=0.252$) and a very weak positive relation between the amount of goal consensus and the expected effectiveness of the problem approach ($r=0.080$, $p=0.353$). A very strong association can be found between the amount of trust and the dependent variable. This relation is significant at the 10% alpha level. A negative significant relation can be measured between the amount of differences of opinion between the neighborhood coaches and the project partners and the expected effectiveness of the problem approach.

4.3 Multiple regression

Since correlation in and of itself does not constitute the separate effects of each independent variable on the dependent variable, another method of data analysis is needed to assess this separate influence. In the case of the 'Neighborhood Coach Project' several independent variables are assumed to have an influence on how the project partners assess the expected effectiveness of the problem approach. Multiple regression analysis provides a means of analyzing situations in which two or more independent variables have impact on a single dependent variable (Babbie, 2007, p. 475). In this research, two causal models play a central role. On the one hand, it will be tested to

what extent variations in the assessment of the quality of cooperation could be explained by the independent variables (trust, goal consensus, differences of opinion and support for the idea of the neighborhood coaches). On the other hand, it will be investigated to what extent variations in the expected effectiveness of the problem approach could be explained by the independent variables (quality of the cooperation, trust, goal consensus, differences of opinion and support for the idea of the neighborhood coaches). Indeed, based on the IAD framework of Ostrom and the different network theories it can be expected that the different actor characteristics have a direct influence on the quality of the cooperation. Furthermore, it can be expected that the outcome of a policy is directly affected by both actor characteristics and the quality of the cooperation. In the theoretical framework of this thesis, several hypotheses were formulated. By means of multiple regression analysis the implied hypotheses will be tested.

Before the explanatory values of the different variables are examined, the option 'enter' has been selected in SPSS. This standard option means that one regression equation is calculated for all the variables together. Furthermore, a residual analysis has been performed in order to investigate whether the conditions for conducting multiple regression analysis are fulfilled. The SPSS outcome of this analysis can be found in appendix F. It shows that the conditions are indeed fulfilled: the residuals are normally distributed, the variance is equal (homoscedasticity) and the regression model is linear. Another important assumption is to ensure that the assumption of no multi-collinearity is met. One speaks of multi-collinearity when two independent variables highly correlate with each other when they are put into one regression model. This assumption has been checked by looking at the values of the Pearsons' Correlation coefficients, the tolerance level and the variance inflation factor (VIF) between the predictive variables. From the correlation matrices in appendix E it can be concluded that none of the correlations between independent variables were higher than 0.8. The outcome of the other two checks on the occurrence of multi-collinearity shows that the tolerance levels are not below 0.1 and the VIF values are not above 10. These thresholds are provided by Field (as cited in Plotts, 2011; Mensinga, 2008; Huizingh, 2010). So there is no reason to worry about the independent variables highly affecting each other.

4.3.1 Regression coefficients for explaining variance in quality of cooperation

Two regression models are developed. The first model implies that the different actor characteristics affect the assessment of the quality of the cooperation. Therefore, the hypotheses about the effects of the different actor characteristics on the assessment of the quality of the cooperation (H1a, H2a, H3a, H4a) will be tested. As a consequence, the following hypotheses will be tested by means of the first regression model:

H1a: The more support a project partner has for the idea of introducing neighborhood coaches, the more positive his or her assessment of the quality of the cooperation.

H2a: The more trust a project partner has in the (expertise of the) neighborhood coaches, the more positive his or her assessment of the quality of the cooperation.

H3a: The more consensus about the perceived goals a project partners has, the more positive his or her assessment of the quality of the cooperation.

H4a: The more the opinions of an actor differ from the opinions of the neighborhood coaches, the more negative his or her assessment of the quality of the cooperation.

When performing a multiple regression analysis in SPSS it can be seen that the first model is significant ($p=0.000$). The explained variance of this model is 0.643, which means that 64.3% of the variance in the quality of the cooperation can be explained by four different actor characteristics (trust, goal consensus, differences of opinion and support for the idea of introducing neighborhood coaches). Table 4.1 shows the regression coefficients for all four independent variables. This SPSS outcome shows that in two instances the theoretically expected positive direction is present. Contrary to the theoretical expectations, goal consensus shows a negative relation with the assessment of the quality of the cooperation. However, this relationship is not significant. The same applies to differences of opinion. Where a negative relationship was expected, the statistics show a positive relation with the quality of the cooperation.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-,376	1,390		-,271	,790
SupportIdea NeighborhoodCoaches	,522	,239	,302	2,180	,041
Trust	,781	,158	,841	4,940	,000
DifferenceofOpinion	,052	,109	,080	,481	,636
GoalConsensus	-,105	,195	-,076	-,537	,597

a. Dependent Variable: QualityCooperation

Table 4.1: Regression coefficients for explaining the quality of the cooperation¹¹

Based on an alpha level of 10% it can be concluded that there is a significant relationship between the independent variables support for the idea of the introduction of neighborhood coaches ($\beta=0.30$, $p=0.02$) and trust ($\beta=0.84$, $p=0.00$). Therefore, it can be concluded that there is enough evidence to suggest that the higher the amount of support for introducing neighborhood coaches of an actor, the more positive his or her assessment of the quality of the problem approach. This means that hypothesis 1a can be accepted. It can also be concluded that the higher the amount of trust a project partner has in the (expertise of the) neighborhood coaches, the more positive his or her expectations about the quality of the cooperation will be. This leads to the acceptance of hypothesis 2a.

Since the p-values of the variables goal consensus ($\beta=-0.08$, $p=0.29$) and differences of opinion ($\beta=0.08$, $p=0.32$) are not smaller than the alpha level of 0.10, no significant relationships between these variables and the quality of the cooperation were found. Consequently, hypotheses 3a and 4a must be rejected. This means that a higher degree of goal consensus among actors does not lead to more positive expectations about the quality of the cooperation. Nor was a statistically significant relationship found between the amount of differences of opinion and the expectations about the quality of the cooperation.

All in all it can be concluded that the variables trust and support for the idea of introducing neighborhood coaches have the highest (significant) Beta coefficients. This means that the variations in the assessment of the quality of the cooperation can be explained by both the amount of trust

¹¹ Since the table with the regression coefficients is based on a two-sided test and the directions of the assumed relationships are known, the p-values will be divided by two.

that a project partner has in (the expertise of) the neighborhood coaches and the level of support that a project partners has for the introduction of the neighborhood coaches.

4.3.2 Regression coefficients for explaining variance in expected effectiveness of problem approach

The second model implies that the different actor characteristics and the assessment of the quality of the cooperation affect the expected effectiveness of the problem approach. Therefore, the hypotheses about the effects of the different actor characteristics on the expected effectiveness of the problem approach (H1b, H2b, H3b, H4b) and the hypothesis about the effect of the assessment of the quality of the cooperation on the expected effectiveness of the problem approach (H5) will be tested. Consequently, the following hypotheses will be tested by means of the second regression model:

H1b: The more support a project partner has for the idea of introducing neighborhood coaches, the more positive his or her expectations about the effectiveness of the problem approach.

H2b: The more trust a project partner has in the (expertise of the) neighborhood coaches, the more positive his or her expectations about the effectiveness of the problem approach.

H3b: The more consensus about the perceived goals an project partner has, the more positive his or her expectations about the effectiveness of the problem approach.

H4b: The more the opinions of an actor differ from the opinions of the neighborhood coaches, the more negative his or her expectations about the effectiveness of the problem approach.

H5: The more positive an actor assess the quality of the cooperation, the more positive his or her expectations about the effectiveness of the problem approach.

When performing a multiple regression analysis in SPSS, it can be seen that the second model is also significant ($p=0.003$). The explained variance of this model is 0.613, which means that 61.3% of the variance in the expected effectiveness of the problem approach can be explained by the five different independent variables. Table 4.2 shows the regression coefficients for all five independent variables. This SPSS outcome shows that in all instances the theoretically expected positive direction is present. However, the theoretically expected negative relation between the level of differences of opinion and the expected effectiveness of the problem approach was not found.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,052	1,337		,039	,969
	QualityCooperation	,290	,206	,340	1,405	,177
	SupportIdea NeighborhoodCoaches	,257	,242	,180	1,062	,302
	Trust	,418	,214	,539	1,954	,066
	DifferenceofOpinion	,055	,104	,100	,528	,604
	GoalConsensus	,051	,180	,044	,285	,779

a. Dependent Variable: ExpectedEffectivenessProblemApproach

Table 4.2: Regression coefficients for explaining the expected effectiveness of the problem approach¹²

Based on an alpha level of 10% it can be concluded that there is a significant relationship between the independent variables quality of cooperation ($\beta=0.34$, $p=0.09$) and trust ($\beta=0.54$, $p=0.03$) and the dependent variable expected effectiveness of the problem approach. Therefore, it can be concluded that there is enough evidence to suggest that the more trust a project partner has in the (expertise of the) neighborhood coaches, the more positive his or her expectations about the effectiveness of the problem approach will be. This means that hypothesis 2b can be accepted. It can also be concluded that the higher a project partner evaluates the quality of the cooperation, the more positive his or her expectations about the effectiveness of the problem approach will be. This leads to the acceptance of hypothesis 5.

Since the p-values of the variables support for the introduction of the neighborhood coaches ($\beta=0.18$, $p=0.15$), goal consensus ($\beta=0.04$, $p=0.39$) and differences of opinion ($\beta=0.10$, $p=0.30$) are not smaller than the alpha level of 0.10, no significant relationships between these variables and the expected effectiveness of the problem approach were found. Furthermore, it is striking that the variable differences of opinion does not show the expected negative relationship with the expected effectiveness of the problem approach. Consequently, hypotheses 1b, 3b and 4b must be rejected. This means that a higher amount of support for the idea of introducing neighborhood coaches among actors does not lead to more positive expectations about the effectiveness of the problem approach. The same applies to the variables goal consensus and differences of opinion. A higher degree of goal consensus among actors does not lead to more positive expectations about the effectiveness of the problem approach. Nor was a statistical significant relationship found between the amount of differences of opinion and the expectations about the effectiveness of the problem approach.

All in all it can be concluded that the variables trust and quality of the cooperation have the highest (and significant) Beta coefficients. This means that the variations in the expectations of the effectiveness of the problem approach by project partners can be explained by both the amount of trust that a project partner has in the (expertise) of the neighborhood coaches and the assessment of the quality of the cooperation.

¹² Since the table with the regression coefficients is based on a two-sided test and the directions of the assumed relationships are known, the p-values will be divided by two.

4.3.3 Conclusion multiple regression analyses

From the first regression model it can be concluded that variations in the quality of the cooperation can be explained by both the independent variables the amount of trust in (the expertise of) the neighborhood coaches ($\beta=0.84$) and the amount of support for the idea of introducing neighborhood coaches ($\beta=0.30$). Both the amount of trust and support for the idea of the introduction of neighborhood coaches have a significant positive relation on the quality of the cooperation.

From the second regression model it can be concluded that variations in the expected effectiveness of the problem approach can be explained by both the independent variables assessment of the quality of the cooperation ($\beta=0.34$) and the amount of trust in (the expertise of) the neighborhood coaches ($\beta=0.54$). The assessment of the quality of the cooperation as well as the amount of trust have a significant positive influence on the expectations of the effectiveness of the problem approach by project partners.

All in all it can be concluded that the overall structure of the explanatory model can be represented by figure 4.7. This means that trust in the expertise of the neighborhood coaches and the quality of the cooperation have a direct causal effect on the expected effectiveness of the problem approach. The causal effects of the support for the idea of neighborhood coaches and trust in the expertise of the neighborhood coaches are not direct, but indirect through the effects these actor characteristics have on how project partners assess the quality of the cooperation.

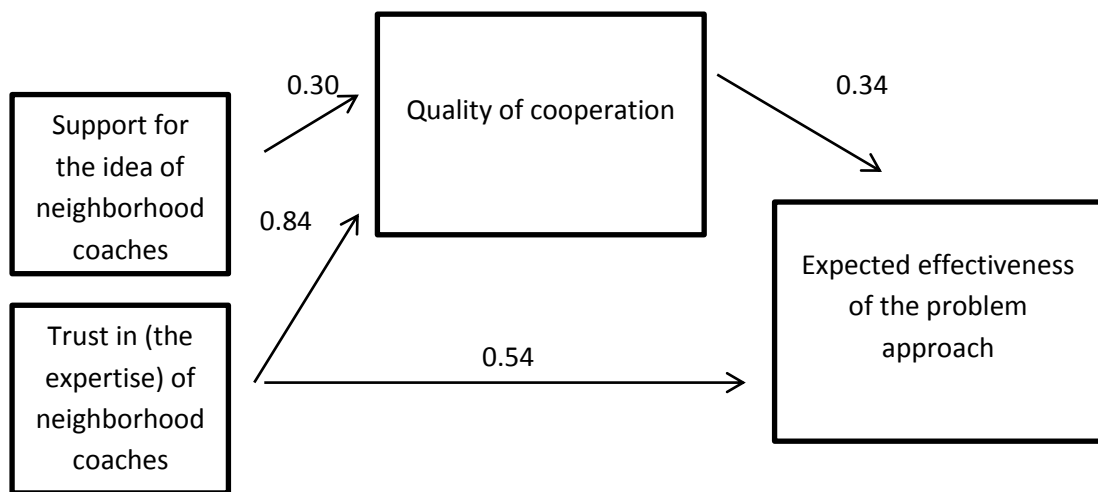


Figure 4.7: Explaining variations in the expected effectiveness of the problem approach

5. Conclusions and discussion

In this final section the research findings will be summarized by means of answering the central research question followed by a discussion of the results. Furthermore, the limitations of this study will be discussed and this chapter ends with some recommendations.

5.1 Research question

The central research question of this research is as follows:

What are the expectations of project partners with relation to the effectiveness of the problem approach by neighborhood coaches? And to what extent can individual differences in those expectations be explained by actor characteristics and the quality of cooperation?

In order to answer this research question, different sub questions were formulated. In this section all the sub questions will be answered in order to provide a complete answer to the central research question.

1. What is meant with the concepts ‘expected effectiveness of the problem approach’ and ‘quality of cooperation’? And by which ‘actor characteristics’ are these concepts influenced?

Based on the Institutional Analysis and Development framework of Ostrom et al. (1994) and different network theories a theoretical framework for this study was established. Within this framework it is assumed that the outcome of a policy is influenced by both patterns of interaction and actors. For the ‘Neighborhood Coach Project’ this implies that the effectiveness of the problem approach is influenced by both the assessment of the quality of the cooperation and project partners. Within this study, the effectiveness of the problem approach is defined as the ‘the extent to which the problem approach by neighborhood coaches is according to project partners expected to be tailor-made, integrated, effective, flexible, responsive and activating’. The quality of the cooperation is defined as ‘the extent to which project partners perceive that decisions were made quickly, measures were implemented quickly, information was exchanged easily, adjustment between organizations went smoothly, work processes were not bureaucratic and work processes were efficient’. From different network theories it can be assumed that the different actor characteristics ‘level of support for the idea of introducing neighborhood coaches’, the ‘amount of trust’, the ‘extent of differences of opinion and the ‘amount of goal consensus’ have a direct influence on the expected effectiveness of the problem approach and the quality of the cooperation.

2. What are the individual expectations of project partners regarding the effectiveness of the problem approach in the context of the ‘Neighborhood Coach Project’?

In the course of this research, the project partners have been asked to assess their expectations of the effectiveness of the problem approach. Based on the results it can be concluded that 25 project partners assigned a mean score of 4.02 (on a scale ranging from 1 to 5). Generally, it can be stated that project partners expect to problem approach to be effective to a large extent.

3. How can the project partners that cooperate in the 'Neighborhood Coach Project' be characterized along the different actor characteristics?

The questionnaire did also contain questions related to the different characteristics of the project partners. These attributes were divided in support for the idea of introducing neighborhood coaches, the amount of trust, differences of opinion and goal consensus.

The mean score that the respondents assigned to their level of support for the idea of introducing neighborhood coaches is 3.1 (on a scale ranging from 1 to 4). This means that they perceive this introduction a 'good idea'. The average amount of trust that the project partners had in (the expertise of) the neighborhood coaches is almost 4 (on a scale ranging from 1 to 5) which implies that they agreed on the different characterizations related to trusting the expertise and skills of the coaches. A grade of 4.4 was assigned by the respondents to the variable goal consensus. Since the maximum available score was a 5, it can be concluded that the project partners subscribed the set goals to a large extent which in turn led to a high amount of goal consensus. The mean score of project partners on the variable differences of opinion is 1.6 (on a scale ranging from 1 to 4). This means that the degree of differences of opinion between actors was relatively low.

As a general answer to this sub question it can be stated that in the 'Neighborhood Coach Project' project partners had a high level of support for the idea of the neighborhood coaches, a high amount of trust in (the expertise of) the neighborhood coaches, a very high amount of goal consensus and a relatively low level of differences of opinion between themselves and the coaches.

4. How do project partners assess the quality of the cooperation in the context of the 'Neighborhood Coach Project'?

The respondents have also been asked to assess the quality of their cooperation with the neighborhood coaches along different characterizations. The findings reveal that the project partners scored on average a 4.00 (on a scale ranging from 1 to 5). Generally, it can be stated that project partners evaluate the characterizations of the quality of the cooperation as almost correct. In practice, this means that they assess the quality of the cooperation as high.

5. To what extent do actor characteristics and the quality of the cooperation explain the individual differences in the expected effectiveness of the problem approach in the context of the 'Neighborhood Coach Project'?

This research has demonstrated that variations in the quality of the cooperation can be explained for 64.3% by the four different actor characteristics. This is a relatively high explained variance. Furthermore, it can be concluded that variations in the quality of the cooperation can be explained by both the independent variables the amount of trust in (the expertise of) the neighborhood coaches and the amount of support for the idea of introducing neighborhood coaches. Both the amount of trust and support for the idea of the introduction of neighborhood coaches have a significant positive relation on the quality of the cooperation.

Variance in the expected effectiveness can be explained for 61.3% by the four different actor characteristics and the quality of the cooperation. Also this R^2 indicates a relatively high explained variance. From the results it can be concluded that variance in the effectiveness of the problem approach can be explained by both the independent variables quality of the cooperation and the

amount of trust in (the expertise of) the neighborhood coaches. The quality of the cooperation as well as the amount of trust have a significant positive effect on the expectations of the effectiveness of the problem approach by project partners.

5.2 Discussion

In the beginning of this thesis the problem approach of the neighborhood coaches was placed in a broader perspective. By means of the Institutional Analysis and Development framework (Ostrom et al., 1994) it was assumed that actors have influence on the interaction processes which in turn have influence on the outcome of a policy. For this study, the IAD has proved very useful. The different relationships between the concepts actors, quality of the cooperation and the expected effectiveness of the problem approach were found. In this study, the original IAD framework was extended with a relationship between the concepts actors and outcome.

The theoretical assumption (as shown in the conceptual model) that actor characteristics and the quality of the cooperation have impact on the expected effectiveness of the problem approach was derived from different network theories. The general assumption that the expected effectiveness of the problem approach could be explained by both actor characteristics and the quality of the cooperation was demonstrated. However, not all the hypothesized specific relationships between the actor characteristics (support for idea of neighborhood coaches, trust, differences of opinion and goal consensus) and the quality of the cooperation as well as the expected effectiveness of the problem approach were found. How could it be that some of these hypothesized relationships were not present? One of the reasons has to do with the relatively low response rate. With a response rate of 33 it will be more difficult to find significant relationships between variables than in case of a higher rate of response. Another explanation for not finding significant relationships might be found in the way in which missing values will be treated in multiple regression analysis. For instance, the expected negative sign in the relationship between the level of differences of opinion and the expected effectiveness of the problem approach will not be found by selection of the option 'listwise deletion', while this expected negative direction will be found by replacing the missing values with the mean. However, both options do not lead to different conclusions about the causal effects of this variable on the expected effectiveness of the problem approach.

As already indicated in the section on the validity of this research, it remains difficult to prove with the results of this study the causal relations between variables. For instance, should the concept of trust in relation to the cooperation be perceived as a dependent or independent variable? One can imagine that actors are more likely to cooperate when there is a certain amount of trust between them. In this case, trust should be considered as an independent variable. On the other hand, the concept of trust can also be influenced by the cooperation between actors. When actors experience during their cooperation that actors will not abuse resources (i.e. knowledge and finances) or authorities, the amount of trust in actors can be enlarged. Because of these uncertainties in the causal order of relations between variables, statements about the causal effects between the amount of trust that actors have in the (expertise of the) neighborhood coaches should be made with caution.

This study has focused on the relations between variables at the level of the individual actor. The hypotheses were formulated along the lines of 'if the value of one variable increases, the value of another variable does also'. At the level of the research population it can be discussed to what extent

the conditions for cooperation between actors and the expected effectiveness of the problem approach are present. From the results it can be derived that the (theoretical) conditions needed to create the intended quality of the cooperation between project partners and to reach the expected effectiveness of the problem approach, were present at the level of the population. In this project the amount of support for the idea of introducing neighborhood coaches, the degree of trust and the level of goals consensus were high, whereas the degree of differences of opinion between project partners and neighborhood coaches was low. These positive conditions have led to the positive research results of a high quality of cooperation and high expectations of the effectiveness of the problem approach.

A final point of discussion concerns the important role of trust in the relation to the way in which project partners assess the quality of the cooperation as well as the expected effectiveness of the problem approach. This means that other interested parties (i.e. municipalities or city districts) in the problem approach of multi-problem families by neighborhood coaches should be aware of the fact that trust needs time to develop and that there should be some favorable conditions under which the project should be implemented. For instance, the neighborhood coaches who will be selected for a certain project should have at least some relevant knowledge and skills to provide integrated support to the families. Furthermore, these coaches are required to use a certain style that is not focused on conflict but on mutual trust between project partners.

5.3 Recommendations

Based on the conclusions and discussion of this research some recommendations could be made. Although this thesis has demonstrated that variations in the expected effectiveness of the problem approach can be explained by the quality of the cooperation and the amount of trust, it should not be forgotten that not only these variables could explain the expected effectiveness. As mentioned in the theoretical framework, the external factors attributes of the physical world, attributes of the community and rules have also had a role in how the problem approach was established and implemented. Therefore, if other neighborhoods, municipalities or cities are interested in the problem approach of neighborhood coaches, they should keep in mind that beside the amount of trust and the quality of the cooperation these external variables also played a role in the expected outcome.

Another recommendation that could be made is related to future research. Recently, the municipality of Enschede expanded the problem approach of the neighborhood coaches to the entire city areas. Each city district has its own coach that works along the problem approach of the 'Neighborhood Coach Project'. It would be interesting to investigate to what extent variations in the effectiveness of the problem approach could be explained by the same variables as this research investigated. Of course, it is also interesting to examine if there are also other factors responsible for the differences in the expectations of the effectiveness of the problem approach. In addition, a comparison could for instance be made between different expectations related to the effectiveness of the problem approach in different city districts.

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Appendix A Questionnaire

Het experiment Wijkcoaches in de Velve-Lindenhof is inmiddels beëindigd. Op verzoek van de stuurgroep die het experiment heeft begeleid is de Universiteit Twente gevraagd de balans op te maken. Deze vragenlijst moet daarvoor informatie leveren. Tenzij anders is aangegeven, gaan de vragen in deze vragenlijst over het **laatste halve jaar (juli 2011 – december 2011)** en uw ervaringen en oordelen over deze periode.

1. Mijn functie in het project was

☐ Vaste contactpersoon van de wijkcoach

☐ Vaste uitvoerende professional

☐ Anders, namelijk ...

2. Indien u in het laatste halve jaar binnen het experimentgebied problematiek in huishoudens signaleerde, hoe vaak nam u dan de volgende acties?

	(bijna) nooit				zeer vaak
	1	2	3	4	5
Ik pakte de problematiek op binnen mijn organisatie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik nam contact op met de wijkcoach (eventueel via het wijkzorgteam)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik nam rechtstreeks contact op met een andere organisatie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Hoe vaak had u in het laatste halve jaar contact met de wijkcoach in het kader van het opstellen of uitvoeren van een plan van aanpak voor een cliënt van uw organisatie?

(bijna) Nooit		Soms		(bijna) altijd	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> n.v.t.

Bij de verdere vragen herhalen we niet steeds dat het gaat om uw ervaringen in het laatste halve jaar. Tenzij anders wordt aangegeven, vragen we steeds naar uw ervaringen in de periode van juli 2011 – december 2011.

4. Kunt u voor elk van de onderstaande omstandigheden aangeven of en hoe vaak deze zich voordeden als uw organisatie contact had met de wijkcoach in het kader van het opstellen of uitvoeren van een plan van aanpak voor een cliënt? (Indien u hiervan geen beeld heeft, dan kunt u 'weet niet' antwoorden)

	(bijna) Nooit		Soms		(bijna) altijd		n.v.t.	weet niet
	1	2	3	4	5			
A In de praktijk was het lastig om wijkcoaches snel de door hen gevraagde informatie over cliënten te geven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B In de praktijk was het lastig om de juiste gegevens te achterhalen als wijkcoaches informatie over cliënten vroegen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C	In de praktijk was het lastig om wijkcoaches snel informatie te geven over de voortgang van door hen uitgezette acties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	In de praktijk was het lastig om de juiste gegevens te achterhalen als wijkcoaches informatie vroegen over de voortgang van acties die door hen waren uitgezet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Het snel en adequaat reageren op verzoeken van de wijkcoach zette reguliere werkprocessen binnen onze organisatie onder druk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vervolg vraag 4

		(bijna) nooit 1	2	soms 3	4	(bijna) altijd 5	n.v.t.	weet niet
F	De 'mandaten' van de wijkcoach waren voldoende om in relatie naar onze organisaties adequaat inhoud te kunnen geven aan een plan van aanpak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Door de 'mandaten' opereerde de wijkcoach te eigenmachtig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	De communicatie tussen onze organisatie en wijkcoaches werd belemmerd omdat het wijkcoaches ontbrak aan specifieke deskundigheid op ons werkveld	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Het was onduidelijk welke cliënten tot de caseload van de wijkcoach behoorden en welke gevallen tot onze clientèle moesten worden gerekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Er was voldoende steun / commitment van het managementniveau in onze organisatie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Er was voldoende medewerking van het uitvoerende niveau in onze organisatie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Er was vertrouwen tussen de wijkcoaches en onze organisatie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	Er was vertrouwen tussen projectpartners onderling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	Via de vaste contactpersonen had de wijkcoach goede toegang tot onze organisatie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	Voor het ontwikkelen en uitvoeren van een adequate probleemaanpak miste de wijkcoach specialistische deskundigheden die wij binnen onze organisatie wel hebben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Hoe vaak was er sprake van een verschil van inzicht tussen de wijkcoach en uw organisatie of binnen uw organisatie?

	(bijna) nooit		soms		zeer vaak	
<i>Vershil van inzicht:</i>	1	2	3	4	5	
Tussen contactpersoon in uw organisatie en de wijkcoach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tussen degenen die binnen uw organisatie betrokken waren bij het project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						n.v.t.
						n.v.t.

6. Indien uw organisatie met een wijkcoach van mening verschilde, over welke onderwerpen bestonden dan verschillen van inzicht? (U kunt hier meerdere antwoorden aanvinken)

Vershil van inzicht over:

- ☐ Het aanleveren van informatie
☐ De inhoud van de te nemen maatregelen
☐ Volgtijdelijkheid in de uitvoering van maatregelen
☐ Iets anders, namelijk ...
☐ n.v.t.

7. Werden eventuele verschillen van inzicht tussen uw organisatie en de wijkcoach **in de regel** beslecht en zo ja op welke wijze?

- ☐ Nee, er werd geen beslissing genomen
☐ Ja, de wijkcoach nam meteen zelf een beslissing
☐ Ja, de wijkcoach hakte, na ons te hebben geraadpleegd, de knoop door
☐ Ja, met wederzijdse instemming werd een beslissing genomen
☐ Ja, wij hakten, na de wijkcoach te hebben geraadpleegd, de knoop door
☐ Ja, wij namen meteen een beslissing
☐ n.v.t.

8. Hoe zou u de inhoudelijke probleemaanpak zoals de wijkcoach die ontwikkelde voor cliënten van uw organisatie **over het algemeen** willen typeren? (Indien u geen beeld heeft van de door de wijkcoach ontwikkelde aanpak, dan kunt u 'weet niet' antwoorden)

		niet of nau- welijks			zeer sterk	
	<i>De probleemaanpak:</i>	1	2	3	4	5
A	Was toegesneden op specifieke omstandigheden van cliënt (maatwerk)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Was integraal: maatregelen op diverse leefgebieden werden in onderlinge samenhang genomen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						weet niet

C	Droeg echt bij aan de oplossing van de problemen van de cliënt (effectiviteit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Was flexibel: er kon snel worden ingespeeld op veranderingen in de situatie van de cliënt of omgeving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Was niet vrijblijvend: indien nodig werden sancties niet geschuwd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Was zoveel mogelijk gericht op de door cliënt zelf geformuleerde vragen en behoeften	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Was activerend: stimuleerde burgers om gegeven eigen mogelijkheden ook zelf de handen uit de mouwen te steken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Hieronder treft u een aantal typering van de werkprocessen die uw organisatie samen met de wijkcoach en andere organisaties vormgaf. Kunt u op basis van uw eigen ervaringen met deze werkprocessen aangeven in hoeverre deze typering **over het algemeen** juist of niet juist is? (Indien u geen beeld heeft van deze werkprocessen, dan kunt u 'weet niet' antwoorden)

		volledig onjuist				volledig juist	weet niet
		1	2	3	4	5	
A	Beslissingen werden snel genomen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Maatregelen werden snel uitgevoerd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Informatie met organisaties werd gemakkelijk uitgewisseld	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Werkprocessen waren flexibel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Afstemming tussen organisaties verliep soepel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Werkprocessen waren niet bureaucratisch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Werkprocessen waren efficiënt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Als u de probleemaanpak in het experimentgebied vergelijkt met de aanpak bij mensen met dezelfde problemen in de rest van de stad, wat waren dan de verschillen? (Indien u hiervan geen beeld heeft, dan kunt u 'weet niet' antwoorden)

		beter in Velve		Geen verschil		beter in rest stad	
	<i>De mate waarin de probleemaanpak:</i>	1	2	3	4	5	weet niet
A	Was toegesneden op specifieke omstandigheden van cliënt (maatwerk)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B	Integraal was: maatregelen op diverse leefgebieden werden in onderlinge samenhang genomen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Echt bijdroeg aan de oplossing van de problemen van de cliënt (effectiviteit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Flexibel was: er kon snel worden ingespeeld op veranderingen in situatie van de cliënt of omgeving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Efficiënt was: voorkwam dubbelwerk en leidde tot minder afstemmingskosten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Niet vrijblijvend was: indien nodig werden sancties niet geschuwd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Zoveel mogelijk waren gericht op de door cliënt zelf geformuleerde vragen en behoeften	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Activerend was: stimuleerde burgers om gegeven eigen mogelijkheden ook zelf de handen uit de mouwen te steken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. In welke mate bent u het eens met de onderstaande typering van de wijkcoaches?

		zeer oneens	1	2	3	4	zeer eens	5
A	De wijkcoaches waren in de volle breedte deskundig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	De wijkcoaches waren goed op de hoogte van de problematiek van de cliënt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	De wijkcoaches waren goed in staat om de inbreng van verschillende organisaties af te stemmen op de specifieke problematiek van de cliënt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	De wijkcoaches waren gericht op samenwerking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	De wijkcoaches waren goed op de hoogte van de situatie in de wijk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	De wijkcoaches verschilden onderling in hun werkwijze	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Hadden voldoende tijd per case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	De wijkcoaches schrokken ervoor terug om sancties op te leggen als verbeteringen stelselmatig uitbleven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	De wijkcoaches genoten bij wijkbewoners vertrouwen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. We willen nu van u weten in hoeverre u **persoonlijk** bepaalde zaken **van belang acht** voor een **goede probleemaanpak** van cliënten die door de wijkcoaches in de Velve werden ondersteund (maar ook van vergelijkbare gevallen elders in de stad).

<i>Een goede probleemaanpak:</i>		niet zo belangrijk 1	2	3	4	zeer belangrijk 5
A	Is toegesneden op specifieke omstandigheden van cliënt (maatwerk)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Is integraal, zodat maatregelen op diverse leefgebieden in onderlinge samenhang worden genomen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Draagt echt bij aan de oplossing van de problemen van de cliënt (effectiviteit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Is flexibel, zodat snel kan worden ingespeeld op veranderingen in situatie van de cliënt of omgeving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Is efficiënt, d.w.z. is slagvaardig, voorkomt dubbelwerk en leidt tot minder afstemmingskosten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Is niet vrijblijvend, d.w.z. dat indien nodig sancties niet worden geschuwd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Is zoveel mogelijk gericht op de door cliënt zelf geformuleerde vragen en behoeften	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Is activerend, dus cliënten stimuleert om gegeven eigen mogelijkheden ook zelf de handen uit de mouwen te steken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Kijkend naar de bovenstaande lijst bij vraag 12, kunt u dan de **drie belangrijkste doelstellingen** (zie hierboven A t/m G) bekeken vanuit uw organisatie hieronder rangschikken?

	A	B	C	D	E	F	G	H
1: Belangrijkste doel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Op een na belangrijkste doel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3: Op twee na belangrijkste doel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Toen u voor het eerst werd geïnformeerd over de doelstellingen en werkwijze bij het experiment wijkcoaches vond u de wijkcoach toen, alles overziend ...

- ☐ Een heel goed idee
☐ Een goed idee
☐ Een slecht idee
☐ Een heel slecht idee

15. En wat was bij het begin van het experiment naar uw inschatting de dominante opvatting binnen uw organisatie. Vond men toen binnen deze organisatie de wijkcoach, alles overziend

- ☐ Een heel goed idee
- ☐ Een goed idee
- ☐ Een slecht idee
- ☐ Een heel slecht idee

Het experiment Wijkcoaches in de Velve-Lindenhof is beëindigd. In heel Enschede wordt gestart met het project Frontlijnsturing. Tot slot stellen we u nog een vraag over uw verwachtingen omtrent deze nieuwe wijze van werken.

16. We vragen u vooruit te kijken en uw verwachting uit te spreken over de uiteindelijke effecten van het nieuwe project Frontlijnsturing. In hoeverre verwacht u dat de probleemaanpak in deze nieuwe werkwijze zich over drie jaar kenmerkt door onderstaande zaken?

		zeker niet				zeker wel
	<i>Frontlijnsturing zal bijdragen aan probleem aanpak die ...</i>	1	2	3	4	5
A	Is toegesneden op specifieke omstandigheden van cliënt (maatwerk)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Integraal is, zodat maatregelen op diverse leefgebieden in onderlinge samenhang worden genomen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Echt bijdraagt aan de oplossing van de problemen van de cliënt (effectiviteit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Flexibel is: zodat snel kan worden ingespeeld op veranderingen in situatie van de cliënt of omgeving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Efficiënt is: d.w.z. slagvaardig is, dubbelwerk voorkomt en tot minder afstemmingskosten leidt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Niet vrijblijvend is: d.w.z. dat indien nodig sancties niet worden geschuwd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Zoveel mogelijk is gericht op de door cliënt zelf geformuleerde vragen en behoeften	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Activerend is, dus cliënten stimuleert om gegeven eigen mogelijkheden ook zelf de handen uit de mouwen te steken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Mocht u nog een opmerking over de vragenlijst hebben of wilt u nog wat kwijt dan kan dit hieronder.

Appendix B Factor analysis expected effectiveness of the problem approach

SPSS output factor analysis 'Expected effectiveness of the problem approach'

Descriptive Statistics

	Mean	Std. Deviation ^a	Analysis N ^a	Missing N
Tailor-made	4,09	,571	25	2
Integrated	4,08	,640	25	0
Effective	4,20	,577	25	0
Flexible	4,09	,702	25	2
Responsive	3,61	,771	25	7
Activating	4,00	,645	25	3

a. For each variable, missing values are replaced with the variable mean.

Correlation Matrix

	Tailor-made	Integrated	Effective	Flexible	Responsive	Activating
Correlation Tailor-made	1,000	,436	,451	,283	,476	,555
Integrated	,436	1,000	,518	,355	,487	,706
Effective	,451	,518	1,000	,675	,369	,671
Flexible	,283	,355	,675	1,000	,197	,460
Responsive	,476	,487	,369	,197	1,000	,670
Activating	,555	,706	,671	,460	,670	1,000

Communalities

	Initial	Extraction
Tailor-made	1,000	,485
Integrated	1,000	,609
Effective	1,000	,662
Flexible	1,000	,406
Responsive	1,000	,495
Activating	1,000	,822

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,478	57,971	57,971	3,478	57,971	57,971
2	,989	16,483	74,454			
3	,581	9,690	84,144			
4	,469	7,820	91,964			
5	,293	4,889	96,854			
6	,189	3,146	100,000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Comp...
	1
Tailor-made	,696
Integrated	,780
Effective	,813
Flexible	,637
Responsive	,704
Activating	,907

Extraction Method:
Principal Component
Analysis.

a. 1 components
extracted.

SPSS output reliability analysis 'Expected effectiveness of the problem approach'

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,886	,894	6

Inter-Item Correlation Matrix

	Tailor-made	Integrated	Effective	Flexible	Responsive	Activating
Tailor-made	1,000	,638	,502	,342	,713	,638
Integrated	,638	1,000	,683	,498	,602	,712
Effective	,502	,683	1,000	,681	,376	,827
Flexible	,342	,498	,681	1,000	,205	,629
Responsive	,713	,602	,376	,205	1,000	,714
Activating	,638	,712	,827	,629	,714	1,000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Tailor-made	20,27	9,495	,700	,596	,869
Integrated	20,47	8,695	,776	,629	,854
Effective	20,27	8,781	,751	,823	,858
Flexible	20,33	9,238	,546	,544	,892
Responsive	20,87	8,410	,611	,797	,888
Activating	20,47	8,267	,901	,891	,834

Appendix C Factor analysis quality of cooperation

SPSS output factor analysis 'Quality of cooperation'

Descriptive Statistics

	Mean	Std. Deviation ^a	Analysis N ^a	Missing N
Quick decision making	4,21	,533	29	5
Quick implementation of measures	4,05	,498	29	7
Easy information exchange	4,00	,655	29	4
Flexible work processes	4,05	,731	29	7
Smooth adjustment between organizations	3,76	,769	29	4
Work processes were not bureaucratic	3,91	,841	29	7
Efficient work processes	3,96	,566	29	6
Coaches were aimed at cooperation	3,96	,906	29	1

a. For each variable, missing values are replaced with the variable mean.

Correlation Matrix

	Quick decision making	Quick implementation of measures	Easy information exchange	Flexible work processes	Smooth adjustment between organizations	Work processes were not bureaucratic	Efficient work processes	Coaches were aimed at cooperation
Correlation Quick decision making	1,000	,501	,512	,386	,615	,507	,500	,577
Quick implementation of measures	,501	1,000	,542	,592	,555	,337	,507	,464
Easy information exchange	,512	,542	1,000	,590	,638	,330	,583	,361
Flexible work processes	,386	,592	,590	1,000	,583	,394	,598	,429
Smooth adjustment between organizations	,615	,555	,638	,583	1,000	,582	,638	,717
Work processes were not bureaucratic	,507	,337	,330	,394	,582	1,000	,594	,567
Efficient work processes	,500	,507	,583	,598	,638	,594	1,000	,494
Coaches were aimed at cooperation	,577	,464	,361	,429	,717	,567	,494	1,000

Communalities

	Initial	Extraction
Quick decision making	1,000	,563
Quick implementation of measures	1,000	,536
Easy information exchange	1,000	,557
Flexible work processes	1,000	,558
Smooth adjustment between organizations	1,000	,771
Work processes were not bureaucratic	1,000	,490
Efficient work processes	1,000	,649
Coaches were aimed at cooperation	1,000	,570

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,693	58,663	58,663	4,693	58,663	58,663
2	,918	11,474	70,137			
3	,616	7,702	77,839			
4	,519	6,484	84,323			
5	,435	5,434	89,757			
6	,324	4,050	93,808			
7	,299	3,742	97,550			
8	,196	2,450	100,000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Comp...
	1
Quick decision making	,750
Quick implementation of measures	,732
Easy information exchange	,746
Flexible work processes	,747
Smooth adjustment between organizations	,878
Work processes were not bureaucratic	,700
Efficient work processes	,806
Coaches were aimed at cooperation	,755

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

SPSS output reliability analysis 'Quality of cooperation'

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,906	,913	8

Inter-Item Correlation Matrix

	Quick decision making	Quick implementation of measures	Easy information exchange	Flexible work processes	Smooth adjustment between organizations	Work processes were not bureaucratic	Efficient work processes	Coaches were aimed at cooperation
Quick decision making	1,000	,517	,600	,366	,647	,505	,436	,545
Quick implementation of measures	,517	1,000	,653	,707	,643	,440	,620	,484
Easy information exchange	,600	,653	1,000	,739	,616	,325	,593	,362
Flexible work processes	,366	,707	,739	1,000	,606	,467	,657	,479
Smooth adjustment between organizations	,647	,643	,616	,606	1,000	,660	,615	,768
Work processes were not bureaucratic	,505	,440	,325	,467	,660	1,000	,602	,689
Efficient work processes	,436	,620	,593	,657	,615	,602	1,000	,530
Coaches were aimed at cooperation	,545	,484	,362	,479	,768	,689	,530	1,000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Quick decision making	28,22	20,771	,649	,607	,900
Quick implementation of measures	28,50	20,265	,726	,613	,894
Easy information exchange	28,39	19,428	,673	,748	,896
Flexible work processes	28,50	18,618	,714	,729	,892
Smooth adjustment between organizations	28,67	17,176	,845	,757	,879
Work processes were not bureaucratic	28,39	18,487	,672	,612	,897
Efficient work processes	28,44	19,908	,733	,592	,893
Coaches were aimed at cooperation	28,39	17,428	,706	,678	,896

Appendix D Factor analysis trust

SPSS output factor analysis 'Trust'

Descriptive Statistics

	Mean	Std. Deviation	Analysis N	Missing N
Mutual trust neighborhood coaches and professionals	4,32	,945	28	2
Neighborhood coaches lack specific expertise	3,65	1,164	26	4
Coaches are fully experts	3,41	,983	29	1
Coaches are aware of problems clients	4,18	,670	28	2
Coaches are able to align the input of organizations on problems client	3,82	,819	28	2
Coaches are aware of situation in neighborhood	4,19	,895	26	4

Correlation Matrix

		Mutual trust neighborhood coaches and professionals	Neighborhood coaches lack specific expertise	Coaches are fully experts	Coaches are aware of problems clients	Coaches are able to align the input of organizations on problems client	Coaches are aware of situation in neighborhood
Correlation	Mutual trust neighborhood coaches and professionals	1,000	,459	,247	,548	,320	,307
	Neighborhood coaches lack specific expertise	,459	1,000	,665	,385	,420	,223
	Coaches are fully experts	,247	,665	1,000	,672	,768	,564
	Coaches are aware of problems clients	,548	,385	,672	1,000	,736	,775
	Coaches are able to align the input of organizations on problems client	,320	,420	,768	,736	1,000	,738
	Coaches are aware of situation in neighborhood	,307	,223	,564	,775	,738	1,000

Communalities

	Initial	Extraction
Mutual trust neighborhood coaches and professionals	1,000	,323
Neighborhood coaches lack specific expertise	1,000	,413
Coaches are fully experts	1,000	,732
Coaches are aware of problems clients	1,000	,801
Coaches are able to align the input of organizations on problems client	1,000	,773
Coaches are aware of situation in neighborhood	1,000	,639

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,681	61,351	61,351	3,681	61,351	61,351
2	,982	16,361	77,712			
3	,802	13,362	91,074			
4	,230	3,825	94,899			
5	,205	3,412	98,311			
6	,101	1,689	100,000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Comp...
	1
Mutual trust neighborhood coaches and professionals	,568
Neighborhood coaches lack specific expertise	,642
Coaches are fully experts	,856
Coaches are aware of problems clients	,895
Coaches are able to align the input of organizations on problems client	,879
Coaches are aware of situation in neighborhood	,799

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

SPSS output reliability analysis 'Trust'

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,866	,877	6

Inter-Item Correlation Matrix

	Mutual trust neighborhood coaches and professionals	Neighborhood coaches lack specific expertise	Coaches are fully experts	Coaches are aware of problems clients	Coaches are able to align the input of organizations on problems client	Coaches are aware of situation in neighborhood
Mutual trust neighborhood coaches and professionals	1,000	,424	,340	,620	,392	,295
Neighborhood coaches lack specific expertise	,424	1,000	,761	,450	,528	,216
Coaches are fully experts	,340	,761	1,000	,652	,760	,554
Coaches are aware of problems clients	,620	,450	,652	1,000	,714	,767
Coaches are able to align the input of organizations on problems client	,392	,528	,760	,714	1,000	,678
Coaches are aware of situation in neighborhood	,295	,216	,554	,767	,678	1,000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Mutual trust neighborhood coaches and professionals	19,68	13,180	,491	,512	,876
Neighborhood coaches lack specific expertise	20,32	12,227	,605	,685	,857
Coaches are fully experts	20,45	11,307	,792	,796	,818
Coaches are aware of problems clients	19,73	13,065	,818	,796	,825
Coaches are able to align the input of organizations on problems client	20,09	12,563	,781	,688	,825
Coaches are aware of situation in neighborhood	19,73	13,446	,591	,705	,855

Appendix E Correlation matrices

Correlations

		Quality Cooperation
SupportIdea NeighborhoodCoaches	Pearson Correlation	,189
	Sig. (1-tailed)	,178
	N	26
Trust	Pearson Correlation	,737**
	Sig. (1-tailed)	,000
	N	25
DifferenceofOpinion	Pearson Correlation	-,408*
	Sig. (1-tailed)	,019
	N	26
GoalConsensus	Pearson Correlation	,017
	Sig. (1-tailed)	,468
	N	26

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

Correlation matrix 1

Correlations

		Expected Effectiveness Problem Approach
QualityCooperation	Pearson Correlation	,717**
	Sig. (1-tailed)	,000
	N	24

** . Correlation is significant at the 0.01 level (1-tailed).

Correlation matrix 2

Correlations

		Expected Effectiveness Problem Approach
SupportIdea NeighborhoodCoaches	Pearson Correlation	,140
	Sig. (1-tailed)	,252
	N	25
Trust	Pearson Correlation	,703**
	Sig. (1-tailed)	,000
	N	25
DifferenceofOpinion	Pearson Correlation	-,388*
	Sig. (1-tailed)	,028
	N	25
GoalConsensus	Pearson Correlation	,080
	Sig. (1-tailed)	,353
	N	25

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

Correlation matrix 3

Appendix F Residual analysis

