



REARRANGING TASKS AND  
RESPONSIBILITIES OF  
COORDINATORS IN A  
PROFESSIONAL AND  
FLEXIBLE ENVIRONMENT AT  
A CULTURAL  
ORGANISATION IN BORNE

Research on professional space as organisational concept.

VHD Wendt, B.Sc.  
University of Twente

School of Management and  
Governance

Business Administration- HRM

1<sup>st</sup> supervisor:

Dr. A.A.M (Ida) Wognum

2<sup>nd</sup> supervisor:

Prof. Dr. ir. Olaf Fisscher

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# Preface

This thesis is the last part for finishing my master's degree in Business Administration at the University of Twente. Before getting into the topic, I would like to take the moment to thank a couple of people.

I would like to thank my first and second supervisors, dr. Ida Wognum and prof. dr. ir. Olaf Fisscher who have provided me with constructive feedback and supported me the whole time. Second, I would like to thank the organisation for giving me the opportunity to do my research there. In particular, I would like to thank the director, coordinators and head of administration who made me feel very welcome and supported me during this bumpy ride. The research took me longer than I had hoped for, however, nor my supervisors nor the organisation have ever lost confidence in me which I appreciate very much.

Furthermore I would like to thank my boyfriend George, my parents, parents-in-law and my friends who have supported me during this time. They have, throughout the years, provided me with good advice and help me relax when that was necessary. Unfortunately my father-in-law passed away a few months ago, nevertheless I am grateful that he has been there for the biggest part of my study and has supported me during this whole time.

For now, have fun reading the thesis and I hope it provides you with the answers you are looking for.

Enschede, August 24<sup>th</sup>, 2015

Véronique Wendt

# Abstract

This thesis covers a study which has been done at a cultural organisation in a flexible environment in Borne, the Netherlands.

The organisation studied, has gone through some changes which led to the question which kind of structure the organisation would fit. Classification of the organisation has led to a mixture of structures. This mixture of structures asks for employees who can work functional as well as divisional. A concept which enables employees to do so, is the concept of professional space. Professional space is in need of employees who are empowered by the organisation, who are guided by a situational leadership style and who have the right competences to work with that professional space, based on self-managing behaviour and self-efficacy. In this study the following research questions have been answered:

*“In what way does the concept of professional space support the organisation’s aim for more flexibility and professionalism?”*, *“Which requirements need to be met for the organisation to implement the concept of professional space?”*, *“Which requirements are needed for the coordinators to work within the new situation?”*.

The empirical part of the study focuses on the organisation and provides an answer to the question *“How does the organisation satisfy the requirements stated in literature?”*.

Results that came forward are: professional space supports the organisation’s aim for more flexibility and professionalism. It is needed for the employees to work within the mixture of structures beneficial for the organisation. There are different conditions which the organisation has to satisfy in order to enable employees, working with that space. The organisation satisfies them partly. Improvements can be made regarding indicators of clear goals, encouragement of teamwork, customised work, formalisation, challenging work, the use of reward systems and the situational leadership style.

The requirements needed for the coordinators are requirements regarding their competences. A competences-profile has been developed, which includes all of the different categories of competences the coordinators need to have. Concepts including all of those competences are the concepts of self-managing behaviour and self-efficacy. This competences-profile can be used by the organisation to evaluate the coordinators’ competences.

Final recommendations for the organisation include the development of an HR-strategy which supports the organisation in empowering the employees and enable them in dealing with professional space.

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# 1 Introduction

This report documents a study that has been performed at a cultural organisation in the municipality of Borne. The organisation is a community centre which accommodates the departments ‘welfare’, ‘theatre’, ‘music school’ and the ‘library’ located in a medium-small town with approximately 21,000 inhabitants. It attracts approximately 200,000 visitors per year. It’s mission is to “develop, realize and sustain a social and cultural infrastructure where citizens can contribute to the social and cultural life in Borne.” (Organisation 'X', 2012). The following paragraph will provide information on the background of the research, and will explain the goals, main research questions and approach.

## 1.1 Background on the research

In January 2013 the former independent organisations ‘welfare’, ‘theatre’, ‘music school’ and ‘library’ were merged into one organisation with one management and one board to increase networking between them. The idea behind this newly formed organisation was for all the employees to be able to contribute to each part of the organisation. In this new organisation, a group of coordinators is central. Every coordinator is responsible for one main department of the organisation (see appendix A). For the coordinators, the new situation asks for the capability to coordinate activities in all parts of the organisation and not only their main department. Thus, an extension of their scope for action, also called *professional space*, has taken place.

This extension has an effect on the coordinator’s function as it requires an increase in professionalism and flexibility from the team of coordinators. This resulted from a project which was started immediately after the merge to distinguish and outline the main processes

within the newly formed organisation. The project's main goal was to increase the efficiency of two out of the five processes: the music school (one of the main cultural disciplines) and the financial processes (one of the main supporting processes). One of the considerations taken from this project concerned the coordinators' jobs. It was stated that due to the merge, the job of coordinator had different requirements (Tekin, 2013). Further research should be done on the tasks and responsibilities of the coordinators in order to investigate how the coordinators' new jobs would fit into the new situation and how the overall work performance could be increased.

## 1.2 Goal setting and research questions

In this study the concept of 'professional space' will be introduced as organisational concept for the organisation. Exploration will be done on how this concept might be helpful for the organisation to achieve its goals and which requirements the organisation needs to satisfy in order to implement it. Furthermore, research will be done on the new requirements needed for the coordinators within this situation. The following main goal has been developed: *"Increase the organisation's flexibility and professionalism to increase the organisation's work performance within the new situation."* In order to achieve this goal the following research questions have been proposed:

1. *In what way does the concept of professional space support the organisation's aim for more flexibility and professionalism?*
2. *Which requirements need to be met for the organisation to implement the concept of professional space?*
3. *Which requirements are needed for the coordinators to work within the new situation?*



For the empirical part of this study it will be investigated whether or not the organisation satisfies the requirements set. Therefore, the following research question has been proposed:

4. *How does the organisation satisfy the requirements stated in literature?*

### 1.3 Approach

In order to obtain an answer to the research questions a literature study is performed with a conceptual model as result. After having developed the conceptual model, a research model is developed for the empirical part of the study. In-depth interviews will be done with the coordinators, the director and the head of administration of the organisation. These interviews will be used to gain insight in their opinion on working in the newly formed organisation with an extension of their scope for action. These interviews will also be the key as to how the organisation satisfies the requirements for implementing professional space.

It should be noted that this study does not cover a part where the employees are being tested for the right competences. However, a competence-profile is built for the organisation's management.

### 1.4 Thesis outline

In this chapter an introduction to the research and organisation is given. The research's main goal, research questions and approach have also been explained. In chapter 2, a literature study will be made which will be followed up by a part in which the research model is developed (chapter 3). In chapter 4 an explanation will be given about the research methods. Chapter 5 covers the data analysis and results of the study and finally, in chapter 6, conclusion will be drawn from the results. These conclusions will lead to implications for practice and theory. Last, a discussion will be held regarding the reliability and validity of the study.

## 2 Literature study

This chapter describes a literature study that has been executed on different theoretical concepts which relate to the main research questions. Aim for this chapter is to get answers to the research questions from a theoretical point of view and a conceptual model that serves as guidance for the empirical part of this research.

The first section of this chapter explores how ‘professional space’ can be used as an organisational concept. Therefore some typologies of organisational designs are discussed in section 2.1. In section 2.2. the concept of ‘professional space’ and concepts closely related to it, will be explored in more detail. In section 2.3 the literature study focuses on the requirements for the coordinators.

### 2.1 Organisation design

According to the contingency-theory a fit needs to be found between the organisation and its internal and external environment. In order to find that fit, the organisation needs to be classified. This will be done in paragraph 2.1.1. After that, two organisational theoretical approaches, which have a big influence on the organisation design theory, will be explored in 2.1.2: Daft’s and Mintzberg’s. In 2.1.3, a conclusion about which organisational design fits the organisation the best, will be drawn.

#### **2.1.1 Classification of the organisation**

The organisation is a small-sized cultural organisation in which the main departments ‘music school’, ‘welfare department’, ‘programming’ and the ‘communication and information’ are responsible for the output. The ‘operations department’, ‘administration department’ and

‘financial department’ support these. Key employees of the organisation are the coordinators. The organisation is a semi-public, non-profit, flat organisation with a strategy that aims for “developing, realizing and sustaining a social and cultural infrastructure where inhabitants can provide their own input on how they want the social and cultural life in Borne to look like” (Organisation 'X', 2012). The culture of the organisation seems to be very open and client-oriented. Although the different disciplines function separately, employees are aware of the challenge to cross-border internally.

There are three main parts of the external environment which influence the organisation: the social-cultural, the economic and the legal/political environment (Tekin, 2013). One of the main stakeholders within that environment is the municipality of Borne which guarantees 50% of the budget per year. The other 50% are gathered by renting facilities and offering music lessons (Tekin, 2013).

**The social- cultural environment** includes demographic characteristics, norms and values. Important characteristics are the geographic distribution, population density, age of the population and the level of education. The organisation focuses on nearly all demographic groups. This results in a wide range of services. Geographically, the district of Borne is the most important source of visitors. The inhabitants’ ages are quite balanced, 24,2 % are younger than 20 years old, 56.4% of the inhabitants are between 20 and 65 years and 19.4 % is older than 65 years (Centraal Bureau van de Statistiek, 2015).

**The economic environment** concerns the purchasing power of the visitors of the organisation. On average the purchasing power will increase a little from 0.8 % in 2015 to 1.1 % in 2016. Also, the purchasing power of the high income class will increase a bit more whilst the purchasing power of the low income class will do a little worse. Furthermore,

unemployment will decrease a little (Centraal Planbureau, 2015). Thus, a decrease in visitors is unlikely which is positive for the organisation.

**The legal/ political environment** includes political activities, legal rules and guidelines which are set by the government. The organisation depends for 50% on grants of the municipality. The possibility of those grants getting cut is almost zero as the organisation is seen as one of the most important institutions of Borne (Gemeente Borne, 2014). Therefore, no changes seem most likely.

In order to make a choice about the right kind of structure for the organisation, an exploration of different structures is necessary. Daft and Mintzberg have had a big impact on the theory of organisation designs. These approaches will be explored in the following paragraph after which a conclusion will be drawn about the appropriate structure for the organisation.

### **2.1.2 Organisation design: Daft and Mintzberg**

#### ***Daft's approach***

Daft (2007) differentiates between two structures: *the functional* and *the divisional*.

A functional structure is necessary for organisations which have employees and activities grouped hierarchically by common function, focus on efficiency and meet their goals by in-depth expertise. An organisation is controlled and coordinated through a vertical hierarchy. Decisions are made on a top-down basis and mutual adjustment across departments is almost non-existent. Advantages are that an organisation can benefit from efficiency in those departments and that in-depth knowledge and skills are constantly developed. Disadvantages

are that organisations respond slowly to environmental changes, decisions tend to pile up due to a hierarchy overload and there is a poor horizontal coordination among departments.

A divisional structure is necessary for organisations which have departments grouped by organisational output and where decisions are decentralized. Advantages are that it enables fast change in an unstable environment, customer satisfaction is guaranteed as product responsibility and contact points are clear, teamwork and mutual adjustment across different functions are high and differences in products or regions are easily managed. Disadvantages are that economies of scale in functional departments is not possible, poor teamwork across product lines can be present and in-depth competence and technical specialization are almost impossible, as well as integration and standardization across product lines (Daft, 2007).

### ***Mintzberg's approach***

Mintzberg states that there are five 'ideal' organisational structures, which in practice are never used alone: *the entrepreneurial*, *the machine bureaucracy*, *the professional bureaucracy* and *the adhocracy* (Mintzberg, 1979). Every structure comes with certain coordination mechanisms which help accomplish tasks: mutual adjustment, direct supervision and standardization of work processes/ outputs/ employee skills. The more complex the tasks, the more coordination is needed.

The entrepreneurial structure is defined as simple and flat. There is one large unit with one or a few top managers and the organisation is often unstructured and informal compared to others. Advantages are that, due to a lack of standardized systems, the organisation can stay flexible which makes it fast and lean. As the organisation grows, this structure can become a disadvantage as decision-makers can become so overwhelmed that they start making bad decisions. The prime coordinating mechanism is 'direct supervision'.

The machine bureaucracy structure is typical in large organisations in simple and stable environments. Decisions are made on a top-down basis. Advantages are efficiency, stability and control over the work system's functioning. Individuals know exactly what their jobs are. Disadvantages are that the organisation is not able to react to environmental changes fast and that employees are not motivated enough to work to their full potential. The prime coordinating mechanism is 'standardization of work processes'.

The professional bureaucracy structure is a structure where the output is generated by professionals instead of supporting employees. Organisations which have a professional structure rely on highly trained professionals who demand control of their own work. Even though there is a high degree of specialisation, decision making is decentralised. This structure is typical when the organisation contains a large number of knowledgeable workers. The professional organisation is complex and there are lots of rules and procedures. An advantage of this structure is that the organisation can profit from efficiency of a functional structure as the supporting employees in the organisation follow the functional structure. A disadvantage of the professional structure is that the organisations are hard to change due to a lack of control as professionals work very independently and are in less need of controlling and leading. The prime coordinating mechanism is 'standardisation of skills and knowledge'.

In new industries, companies need to innovate and function on an "ad hoc" basis to survive. For organisations in these industries, bureaucracy and centralization (structures mostly used) are far too limiting. Therefore, in an adhocracy organisation, experts are moved from one project-team to another, decisions are decentralized and power is delegated to where it is needed. An advantage is that those experts can be used to solve any kind of problems which enables the organisation to respond quickly to change. Disadvantages are that there can be lots of conflicts when authority and power are ambiguous and dealing with rapid change can be

stressful for workers. Furthermore, such an organisation can be very difficult to control. The prime coordinating mechanism is mutual adjustment.

### **2.1.3 Summary and conclusion: organisation design**

Based on the classification done in 2.1.1, it can be stated that the organisation is a complex one, in a complex environment. It consists of different departments which function separately but have to be able to cross-border internally. Furthermore, the organisation is dependent on grants given by the municipality and also has to act according to the wishes of the visitors. This means, the organisation has to meet requirements set by the municipality, but also has to take into account the wishes of the visitors. The mission of the organisation is to be approachable for all inhabitants of Borne, which is why they need to offer services and products for people of all ages and all levels of income. The differences in Borne regarding those criteria are, as have been discussed above, quite large. Not satisfying the requirements of both, the municipality and the visitors, could lead to a decrease in grants, income and thus budget. In order to meet all of those requirements, the organisation is in need of a structure which fits the complexity of this environment.

It can be stated that both, Daft's and Mintzberg's approaches seem to fit. Regarding Daft, the organisation seems to be functional and divisional structured: functional, as there are still independent recognizable main departments (the music school -, the welfare -, the communication and information - and the programming department), and divisional as the supporting departments (the administration -, the operations - and finance department) work for the whole organisation. Regarding Mintzberg, parts of the entrepreneurial, professional, and adhocracy can be found in the organisation. There is one group of supporting employees

and a small group of coordinators plus the director which are responsible for the different main departments. This indicates that an entrepreneurial structure is partly present; the group of coordinators are the knowledgeable workers who are responsible for the output which is an indicator for the professional structure; decisions are made decentralized and power is delegated to where it is needed which indicates an adhocracy.

This mixture of structures results in an organisation which benefits from efficiency and employees' in-depth knowledge of functional departments (functional and professional structure), the ability of being fast and lean due to a lack of standardised systems and employees who are able to solve any kind of problem (entrepreneurial and adhocracy) and the ability of guaranteeing customer satisfaction (divisional). Disadvantages the organisation has to cope with, are: the organisation is hard to change due to a lack of control and there can be lots of conflicts when authority and power is ambiguous and dealing with rapid change can be stressful for workers.

Benefitting from these advantages is important for the organisation as it will increase the overall work performance. It makes the organisation more efficient (advantages of the functional and professional structure), services delivered will be of even better quality (advantage of the divisional structure as customer satisfaction can be guaranteed) and their professionalism will increase (advantage of the adhocracy structure as employees will be able to solve any kind of problem and the organisation will be able to change when necessary).

Of course, it needs to be investigated how the organisation can cope with the disadvantages that come with this mixture of structures. This will be done throughout this chapter.

The benefits imply the need for employees who work functional as well as divisional. Therefore the employees should be enabled to work in any part of the organisation and should



also be able to work in any part of the organisation. An extension of the employees' allowed scope for action is necessary for them to be enabled to work divisional. This extended allowed scope for action is called '*professional space*' (Hulsbos, Andersen, Kessels, & Wassink, 2012). The paragraphs 2.2.(1.) will explore the concept of 'professional space' and what it means for the organisation studied.

The employees also have to be able to work in any part of the organisation. According to Daft and Mintzberg, different coordination mechanisms support the employees' ability to work within different structures. Daft argues that direct supervision is necessary in a functional structured organisation and mutual adjustment in a divisional structured organisation. Mintzberg states direct supervision is necessary in entrepreneurial organisations, standardisation of skills and knowledge in professional organisations and mutual adjustment in adhocracies.

These coordination mechanisms imply the need for competences in order to be able to work with those. For example, direct supervision requires people who set the rules and people who follow the rules; standardisation of skills and knowledge requires training of employees for them to know what they have to do; and mutual adjustment requires being able to communicate. Therefore it will be investigated which kinds of competences the coordinators need in order to work within such a mixture of structures (2.2.2).

These competences also help coping with the disadvantages that come with the mixture of structures. Competences regarding direct supervision for example can help the disadvantage 'lack of control' to vanish, as the people who have to set the rules and supervise will be able to 'control' which makes it easier for the organisation to change when necessary. Also rapid

change can be monitored by direct supervision which enables the supervisors to monitor the employees' stress level.

## 2.2 Professional space

The allowed scope for action that needs to be extended by the organisation is called 'professional space' and has been discussed in the literature in relation to educational institutions recently. Professional space is defined by Hulsbos et al (2012) as the allowed scope for action in a relationship between people who set the rules and people who follow the rules. According to the authors, professional space contributes to an increase in quality and efficiency of the services delivered and thus contributes to an increase in overall working performance. This is, as has been stated in 2.1.3, desirable for the organisation due to the advantages of the organisation's mixture of structures.

In order to benefit from professional space, an organisation has to offer it by satisfying certain conditions and employees need to be able to deal with that given space by satisfying certain requirements as well. These requirements will be discussed in the next paragraphs.

### 2.2.1 Requirements for the organisation

Hulsbos et al (2012) conclude that specific conditions (Table 1) need to be fulfilled by an organisation to offer professional space. Employees should be able to participate in decision making on management level, have clear goals, teamwork is encouraged, a coaching style of leadership is present and customised work is offered.

Conditions
Participation in decision making on management level
Having clear goals
Encouraging teamwork as an informal process of networking with colleagues or external employees.
Coaching style of leadership
Customised work

Table 1: Conditions for professional space for the organisation (based on the literature from Hulsbos, Andersen, Kessels and Wassink (2012))

These conditions imply the need for employees who are allowed to and able to work with that extended scope for action. 'Being allowed to' implies the need for employees who have been given the opportunity to work with that extended scope for action. This is also called '*empowerment*'. Once empowered, the right kind of leadership style is necessary in order to guide the employees (Conger & Kanungo, 1988). Hulsbos et al (2012) also state that in order to offer professional space, the right kind of leadership style is necessary. It is therefore necessary to explore the concept of *leadership style*. This concept, as also the concept of empowerment, will be explored in the following section.

### ***Empowerment and leadership style***

Empowering employees is an important aspect of offering professional space as it enables the employees to work with their extended scope for action. Employees who are empowered seem to develop a 'can do' attitude, even if the outcomes do not seem to be positive. Conger and Kanungo (1988) define empowering as enabling employees by creating conditions that give them a greater feeling of self- confidence and a greater belief in the power of their actions (Conger & Kanungo, 1988).

To achieve this, the organisation has to improve the employees' beliefs in their ability to accomplish meaningful tasks. This is also called 'self-efficacy'. In order to achieve this state of mind an organisation should identify factors that are responsible for a feeling of powerlessness (for example too much supervision), counter those with programmes to generate self-efficacy (such as high task autonomy, low formalisation, the use of reward systems, the use of customised agreements or participation in decision making on management level) and give positive feedback to employees (Conger & Kanungo, 1988).

Once empowered, the authors argue that a leadership style is necessary which gives confidence accompanied by high performance expectations, creates opportunities to participate

in decision making, provides task autonomy, and sets clear, inspirational and/or meaningful goals. Hulsbos et al (2012) also state that a certain leadership style is necessary. They argue that this should be a coaching one. This is defined as one where roles and tasks of employees are clearly defined, decisions are made by the leader but input of the employees is asked and communication is two-way. Coaching leaders help improve an employee's skills and provide a lot of guidance (Hersey, Blanchard, & Johnson, 2007).

A combination of leadership styles seems to be necessary. When comparing these kinds of leadership styles to each other it seems that a leader needs to not only be a manager but also supervisor when necessary. 'When necessary' indicates the leadership style changes according to the situation. This is also stated in literature by Spillane (2006).

The author states the leadership style depends on an organisation's structure, culture, routines and instruments (Spillane, 2006). These are the author's indicators for the 'situation' the organisation and the employee are in. A concept which fits this model is the *situational leadership* concept (Hersey, Blanchard, & Johnson, 2007). They argue that, depending on an employee's level of competence and motivation a different leadership style is needed. According to them, a leader should be '*delegating*' when there is a high competence and high motivation level, '*supporting*' when there is high competence and a low motivational level, '*coaching*' for employees with low competence and low motivation and '*directing*' for employees with low competence and high motivation level.

### ***Summary of organisation's requirements***

In conclusion it can be stated that professional space supports an organisation's aim for an increase of the overall work performance. Conditions that need to be satisfied in order to offer professional space, require empowered employees and a leadership style dependent on the

motivation- and competence levels of the employees. Thus, it can be concluded that professional space asks for empowerment and situational leading.

As already mentioned in paragraph 2.1 the ‘allowed scope for action’ requires not only an enabling of employees by the organisation, but also employees who are able to work with that scope for action. The requirements regarding the employees will be explored in the next paragraph.

### **2.2.2 Requirements for the employees**

In this paragraph the requirements for the employees in order to work with an extended scope for action will be explored. As has been discussed in 2.1.3. the employees need to have the right kinds of competences to use the coordination mechanisms supporting the mixture of structures beneficial to the organisation. In order to know which kinds of competences are needed, the concept of *competences* will be explored. An understanding will be provided by exploring different approaches.

#### Competency and competence: the definitions

The term ‘*competence*’ is used alongside the term ‘*competency*’. Over time, the two different words have become familiar in different parts of the world. Within the UK and Europe the term ‘competence’ is used, in the US the term ‘competency’. ‘Competence’ is related to the work itself and the standards which have to be reached. ‘Competency’ is related to the individual. It focuses on the underlying attributes a person has (Klarus, 1996). Moore, Cheng and Dainty (2002) define ‘competence’ as what the employees should do while ‘competency’ is about how employees do it (Moore, Cheng, & Dainty, 2002). The different definitions of the term lead to the assumption that there is no sufficiently strong distinction made between competences,

competencies and other concepts like skills or knowledge. Therefore, it is necessary to choose a definition that helps achieve the goals of the research: the focus will lie on the term ‘competence’ as defined by Winterton, Delamare-Le Deist & Stringfellow (2006). They define ‘competences’ as ‘*the practical application of knowledge and skill in human situations*’ (Winterton, Delamare- Le Deist, & Stringfellow, 2006, p. 63) and include both, *what an employee should do* and *how an employee should do it*. Next, this approach will be explored, as will be an approach introduced by Bergenhenegouwen, Mooijman and Tilemma (1999). This approach has been chosen as it adds valuable insights to Winterton et al’s approach.

Winterton et al’s approach (2006)

Winterton et al (2006) have done research in several European countries on the concept of *competences*. They define them as ‘*the practical application of knowledge and skill in human situations*’ (Winterton et al, 2006 p.63). According to the authors, knowledge is defined as ‘declarative knowledge which has meaning outside any specific context of application’, while know-how and skill is defined as ‘the goal directed performance of a task in interaction with the environment’ (Winterton et al, 2006 p.63). A competence is thus the combination of those two. The authors have built one unified typology of knowledge, skills and competences which combines all the different meanings (Figure 1).

	<i>occupational</i>	<i>personal</i>
<i>conceptual</i>	cognitive competence (knowledge)	meta-competence (facilitating learning)
<i>operational</i>	functional competence (skills)	social competence (attitudes and behaviours)

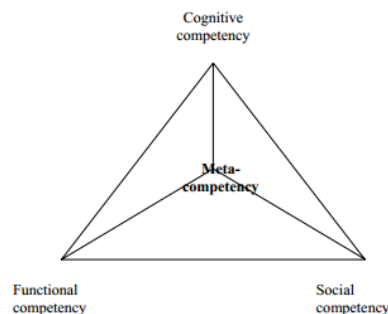
Figure 1: Typology of competence (Winterton, Delamare- Le Deist, & Stringfellow, 2006, p. 60)

Knowledge and understanding are captured by *cognitive competences*. These are competences with which an employee is able to gather and use that knowledge and is not dependent on the

profession. Skills which are necessary for the profession, are considered *functional competences*. Behaviour and attitudes are considered *social competences* such as building and sustaining relationships and working together with others. The last typology of competences is called '*meta competences*' which include knowledge about learning and developing new competences. Also meta competences include competences for using knowledge in other situations. Meta competences can only be developed once the other typologies of competences are present as well.

According to the authors, these typologies can also be divided into the dimensions 'amount of routine' (*operational* for routinized tasks and *conceptual* for non-routinized ones) and 'complexity of the task' (*occupational* for complex tasks, *personal* for less complex ones). Cognitive competences are occupational and conceptual, functional ones are occupational and operational, social ones are personal and operational and meta-competences are personal and conceptual.

The distinction between those four typologies does however not cover the complexity of the concept. Therefore, Winterton and Delamare- Le Deist (2007) added to their research that in theory it is possible to distinguish between these four typologies, in practice it is not. According to them, a competence is a combination of different elements from all dimensions. A tetrahedron is therefore more suitable as model (Figure 2).



**Figure 2: Tetrahedron model of competences (Winterton & Delamare- Le Deist, 2007, p. 40)**

The tetrahedron model of competences shows that functional, social and cognitive competences depend on each other as well as on meta-competences. However, meta-competences can only be present, in case one of the others is present as well.

Next, the approach by Bergenhenegouwen et al (1999) will be explored as it provides another insight into the concept of competences.

### Bergenhenegouwen et al's approach (1999)

Bergenhenegouwen et al (1999) continue to build on the elements mentioned in the US and the UK approach which are knowledge, skills, attitude and personal characteristics. Norms and values as underlying attributes are added to this. These different elements are divided into visible and non-visible elements (Figure 3). The first three layers are 'visible', the fourth layer is not.



Figure 3: Iceberg structure competences (Bergenhenegouwen, Mooijman, & Tilemma, 1999, p. 77)

The first layer is at the visible top of the iceberg. These are the 'professional knowledge and skills' that are important and necessary for the job. The second layer are the 'intermediate skills' that are important for different situations. Those do not only relate to the job someone has but also to situations outside the job. These skills are hard to learn but important for the



flexibility of the employee. The third layer are norms, values, ethical issues and professional ethics (Bergenhengouwen et al, 1999). These three layers are also called the *professional qualities* of a person which are necessary for the job, important for the person itself and still developmental; some harder than others. The last layer is defined as the layer which consists of personality characteristics. These characteristics are hard to identify, develop and teach as they are almost not visible, however they determine behaviour in certain situations and are therefore important to an employee. Changeability and importance oppose each other. Personal characteristics for example determine someone's behaviour, but are hard to develop and even harder to change.

### ***Summary and conclusion of employees' requirements***

The requirements for the employees in order to deal with professional space regard the competences the employees need. According to literature there are different typologies of competences and different layers of competences. Winterton et al (2006) distinguish between functional, cognitive, social and meta competences; Bergenhengouwen et al (1999) between three visible layers (knowledge, skills, values, norms, ethical issues and ethics) and one invisible layer (personal underlying characteristics). A similarity can be found between those: The first layer is comparable to functional and cognitive competences, the second to cognitive and meta competences and the third and fourth layer to social competences. Those competences depend on each other. Thus, it can be stated that every employee needs to have competences from all different typologies and from different layers. In Table 2 a schematic equation is made between the layers and typologies of competences.

Layers	Competence category	Changeability
<b>First layer</b> Professional knowledge and skills	<b>Functional</b> Skills necessary for the profession	High changeability; easy to develop
	<b>Cognitive</b> Knowledge and understanding for the inside the profession	High changeability; easy to develop
<b>Second layer</b> Intermediate skills	<b>Cognitive</b> Knowledge and understanding for the outside the profession	Less developmental than in the first layer, however still developmental
	<b>Meta</b> Knowledge, understanding and competences for learning other/new competences	Less developmental
<b>Third layer</b> Values/norms/ethical issues	<b>Social</b> Someone's developmental behaviour and attitudes such as working with others	Still developmental.
<b>Fourth layer</b> Self-perception, motives, efforts, enthusiasm, persuasiveness	<b>Social</b> Someone's hard to develop behaviour and attitudes such as sustaining relationships	Hard to develop. By having the right conditions, these competences can be increased.

**Table 2: Integration of Winterton et al's (2007) and Bergenhenegouwen et al's (1999) approaches of competences**

### ***Self-managing behaviour as overarching concept***

This exploration of competences leads to the conclusion that, in order to deal with an extended scope for action which is necessary according to the needed mixture of structures discussed in 2.1.3., competences from all different typologies and layers are necessary. A concept which includes all of those competences is the concept of *self-managing behaviour*.

Self-managing behaviour is defined as being able to set goals, decide what to do, and decide in what way tasks should be done to get the desired outcome necessary (Ten Have, Dorenbosch, Moonen and Oeij, 2010). This concept includes competences which are functional, as well as cognitive, visible and easy to develop; social as well as visible and easy to develop; and social as well as meta, invisible and hard to develop.

Recalling the coordination mechanisms the employees need to work within the mixture of structures the organisation benefits from, also competences from all of those categories seem to be needed. Direct supervision needs competences such as being able to communicate and listening to the supervisor (cognitive and social and mainly visible and developmental); standardization of skills and knowledge requires competences such as being self-

developmental as one's tasks could require new skills which need to be developed, but also competences such as being self-aware in order to reflect on one's tasks (social, cognitive, meta, invisible and less easy to develop). Mutual adjustment needs competences such as being able to communicate and setting priorities and goals (functional, social, cognitive, visible, invisible and as well as easy as hard to develop).

In order to become self-managing Ten Have et al (2010) argue that there are a couple of conditions the organisation has to satisfy. These will be explored below.

Conditions for self-managing behaviour

Self-managing behaviour requires an organisation which enables the employees to become so. This is done by ensuring little formalisation, making use of customised agreements and reward systems, trust between supervisors and employees, challenging work is offered and there is a high task autonomy. Also the leadership style is important as employees who are self-managing need to be guided in the right way (see Table 4). Ten Have et al (2010) argue that a combination of a transactional and a transformational leadership should be used. A supervisor should be able to be a manager (transactional) and a coach (transformational) whenever necessary.

<b>Conditions</b>
Little formalisation
Making use of customised agreements
Making use of reward systems
Right kind of leadership style (combination of transactional and transformational)
Existing trust between supervisors and employees
Challenging work
High autonomy of tasks

**Table 3: Conditions for self-managing behaviour based on the literature of Ten Have et al (2010)**

Comparing these conditions to the conditions for professional space based on empowerment and situational leadership, similarities are found. A comparison is therefore outlined below.

### Comparison of the conditions for self-managing behaviour and professional space

The comparison of the conditions for self-managing behaviour and professional space, results in the following: customised work is similar to customised agreements, the use of reward systems, the appropriate leadership style, little formalisation and high task autonomy are mentioned in both. Trust and challenging work are not mentioned in both, however, they should be added to the conditions for empowerment as they increase an employee's self-efficacy which is the goal of empowering people as discussed in 2.2.1.

In conclusion, in order to have self-managing employees an organisation has to empower them and make use of a situational leadership style. This again are conditions for offering professional space. Thus, self-managing employees are in need of professional space.

Empowering employees is done by increasing their self-efficacy as has been discussed in 2.2.1. This implies that employees are self-efficient and belief in the accomplishment of their tasks. The concept of self-efficacy will therefore be further explored in the next paragraph.

#### ***Self-efficacy***

Self-efficacy is defined as someone's expectation that "their effort will result in a desired level of performance" (Conger & Kanungo, 1988, p. 476). The goal of empowering employees, is to increase the self-efficacy expectation (Conger & Kanungo, 1988). The authors argue that there are four different kinds of sources which influence someone's self-efficacy expectation: 'enactive attainment', 'vicarious experience', 'verbal persuasion' and 'emotional arousal'.

Enactive attainment refers to an individual's experience related to the job, vicarious experience to the amount of observing others who perform the job successfully, verbal persuasion to the amount of words of encouragement used by supervisors, and emotional arousal states that self-efficacy is lowered when having too much personal stress, fear or depression in or outside the job.

Empowerment is thus not only dependent on an organisation satisfying conditions (discussed in 2.2.1), but also on an employee's personal situation regarding their individual experience, observation of others, self-reflectiveness and stress level in and outside the job. In order to increase respectively decrease those criteria's, the employees need again competences of all typologies. For example in order to increase one's individual experience regarding a task, functional, visible competences are needed regarding the profession and managing one's stress level requires social and cognitive, invisible competences.

### 2.3 Conclusion: conceptual model

Important concepts for answering the first three research questions from a theoretical point of view have been discussed in this chapter. A characterisation of the organisation has taken place after which a conclusion has been drawn about the kind of structures the organisation benefits the most of: a mixture of structures as defined by Daft and Mintzberg was the result.

Making full use of the advantages of this mixture of structures, increases the organisation's overall work performance by an increase in efficiency and quality of their services. This mixture of structures results in a need for employees who are able to work functional as well as divisional. This implies the need for an extended scope for action (called *professional space*) for the main employees (the coordinators). Therefore the concept of professional space and the requirements that come with it, have been explored. This exploration resulted in a need for empowered employees and the use of a situational leadership style. This leadership style is also desired in order to cope with the disadvantages coming with the mixture of structures.

In order to work within such a mixture of structures, coordination mechanisms are helpful according to Daft and Mintzberg. These coordination mechanisms require the presence of

different typologies of competences. Therefore, the concept of competences has been explored. Winterton et al's (2006 & 2007) and Bergenhenegouwen et al's (1999) approaches have been studied to get a deeper insight into the typologies of competences. A conclusion has been drawn about the competences necessary: all different typologies of competences are important, as they contribute to each other.

A concept which covers all of those competences is self-managing behaviour. In order to become self-managing, an organisation needs to satisfy conditions. These are, though not fully, comparable to the conditions for professional space. An addition to the conditions for professional space has thus been made by the conditions for self-managing behaviour. This has been done as the conditions which were not stated in the conditions for professional space, increase an employee's self-efficacy, which again is the goal of empowerment which is one of the concepts, offering professional space is based on.

At last, self-efficacy has been explored. This concept is important as it is the basis for empowering employees. Employees are being empowered by increasing their self-efficacy. Their self-efficacy however is influenced by a various number of sources which cannot all be handled by the organisation. An employee's experience on the job and their individual situation regarding stress or depression for example can only be handled by the employee himself. In order to do so, he again needs to have the right competences.

After the literature study has been done, the conceptual model can be developed (Figure 4). The model serves as guideline for the empirical part of the study. It starts at the centre with the organisation's levels as described in chapter 1. The left side of the model shows the organisation's conditions to offer professional space by empowering employees and using a situational leadership style. The right side of the model states the competences needed to work

within the mixture of structures beneficial for the organisation and thus to work with professional space. Self-managing behaviour is an overarching concept which includes all of categories of competences and which is therefore important for an employee who works with an increased professional space. Self-efficacy is also needed in order to work with professional space, as it is the employee's expectation in accomplishing tasks. Only employees with a high self-efficacy are able to work with an increased professional space.

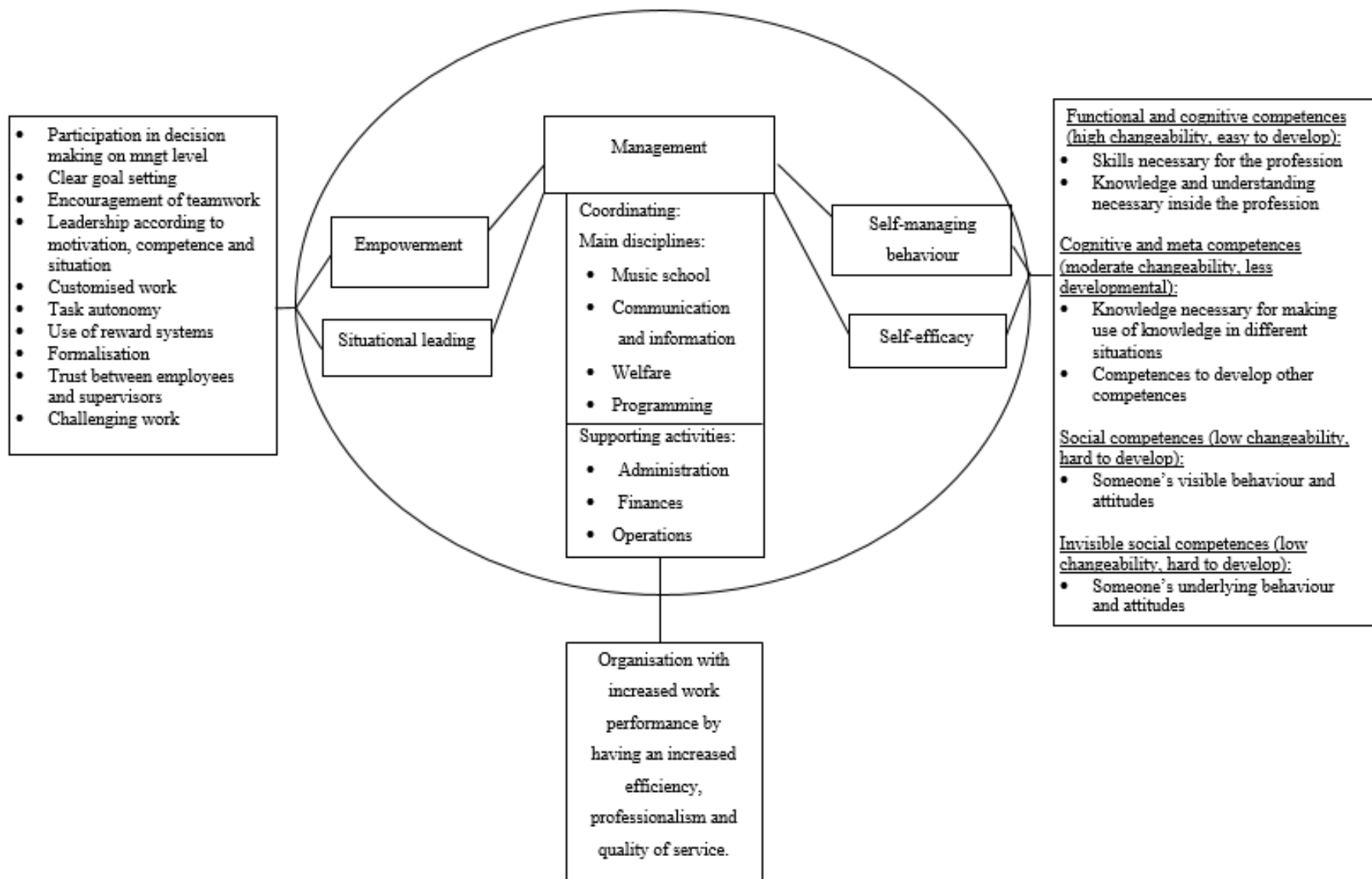


Figure 4: Conceptual model regarding the implementation of professional space by using empowerment, situational leadership, self-managing behaviour and self-efficacy



### 3 Towards the research model

In the previous chapter the first three research questions have been answered from a theoretical point of view. It came forward that in order to offer professional space an organisation needs to satisfy the conditions for empowerment and situational leading and also needs to have employees who are self-managing and have a high self-efficacy.

The empirical part of this study concerns a part where it will be explored whether or not the organisation satisfies the requirements that have been found during the literature study. Thus, an answer to the fourth research question will be given: *“In what way does the organisation satisfy the requirements for offering professional space?”*. Requirements meant, are the ones on the left side of the conceptual model. Those are the ones the organisation has to satisfy in order to offer professional space by using empowerment and a situational leadership style.

In order to get an answer to that research question, one of the organisation’s projects will be investigated. The reason why only one of the projects has been chosen is, as it is too time consuming to investigate all of the projects. As coordinators have to be able to work functional as well as divisional, a project has been chosen which is considered to be ‘organisation-broad’.

The project that has been chosen is a project that concerns the whole organisation and requires efficiency and professionalism of all of the coordinators. The project is one where all of the coordinators have tasks and responsibilities since the beginning eight or nine years ago. It has furthermore been proposed by the organisation as suited project. The project’s goal has since the beginning been to start off the new season of the organisation studied and show the inhabitants of Borne what the organisation has to offer (Organisation 'X', 2012). Therefore all of the coordinators got since then tasks regarding this particular project. As the new way of

working for the organisation is to work more divisional by still remaining working functional, this project is suited for investigating in what way the organisation satisfies the requirements for offering professional space. This again is needed for the coordinators to work within the mixture of structures, as has been discussed during the literature study.

In order to investigate the question above, a research model has to be developed. This model will be based on the conceptual model (Figure 4) and concerns the left side of the conceptual model. The right side of the model will not be investigated as it is no part of this study to evaluate the coordinators for the right competences. This will not be done as it should be the organisation's task to do so. Therefore, the right side of the conceptual model serves as a competences-profile for the organisation which can be used to evaluate the coordinators competences and support them in developing those, if necessary.

The research model will be developed by elaborating the concepts of the left side of the conceptual model by defining them clearly and search for indicators. These will then be used to make the concepts measurable and develop the tools for the research (chapter 4).

### 3.1 Elaboration of the conditions

In order to be able to develop the research model, the concepts need to be described and specified. This is done by defining them clearly and finding indicators for each concept. The order of the conceptual model will be held on to.

**'Participation in decision making on management level'** is defined as *'being part of making a selection of a final choice that may or may not prompt action'*. The organisational level where participation in decision making should be enabled, is the management one. This is

defined as the level of choices made by the coordinators plus the director, as they are seen as ‘the management’ of the organisation. Indicators found are criteria’s found in different kinds of decision making models. In line with the contingency theory, different kinds of situations ask for different ways of decision making. However, the above mentioned criteria’s can always be found to a greater or lesser extent (Wognum, 1999). Therefore, the following indicators have been chosen: ‘*centralization*’ (position/ function of people who take part in decision making), ‘*formalisation*’ (formal or informal decision making; during official meetings or at random), ‘*confrontation*’ (whether or not a consensus has to be found among the decision makers) and ‘*information*’ (kind of knowledge needed for making decisions) (Wognum, 1999).

‘**Clear goal setting**’ is defined as ‘*setting goals in order to motivate employees to achieve a desired outcome*’. Indicators found for this condition are based on a model called ‘SMART’ (Boddy, 2011). This states that goals have to be ‘specific’, ‘measureable’ (in order to see progression), ‘achievable’, ‘relevant’ and ‘time-bound’. Based on the literature study, ‘motivational’ and ‘written-down’ are added to these.

‘**Encouraging teamwork**’ is defined as ‘*encouraging work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole*’. Indicators that are stated in the literature about teamwork and encouragement of teamwork and that will thus be used of this study are ‘*personal commitment*’ (the more committed the individual is, the more efficient the team is), a ‘*common goal*’ (makes a team work more efficient) and ‘*clarity of roles and communication*’ (clarification of roles makes the team work more efficient) (Hulsbos et al, 2012).

**‘Leadership according to motivation, competence and situation’** is defined as a *‘leadership style which is dependent on the situation, the competence level and the motivation level of the employees’*. Indicators are *‘the situation’* (repetitiveness and complexity of the tasks), *‘the competence level’* (knowledge the employee has to have to fulfill the task) and *‘the motivation level’* of the employee (see chapter 2 and also Hersey et al, 2007).

**‘Customised work’** is defined as *‘work that focuses on matching an employee’s abilities, strengths and interests with a job that meets the employer’s needs’*. When searching in literature for the definition of customised work and for indicators about how it can be identified in organisations, the following main indicators came up: *‘personalized job description’* (includes interests, abilities, tasks and opportunities) and *‘personal budgets and individual training accounts’* (having control over training possibilities) (Ten Have, Dorenbosch, Moonen, & Oeij, 2010). These indicators will be used for this research as they are mentioned frequently in literature and give the possibility to identify the presence of customised work.

**‘Autonomy of tasks’** is defined as a *‘degree of freedom allowed over the job.’* Indicators are *‘authority delegation’*, *‘independent acting’*, and *‘minimizing an employee’s need for addressing the upper management’* (Ten Have, Dorenbosch, Moonen, & Oeij, 2010). These indicators have been stated by literature and are therefore the main indicators for this study.

**‘Reward systems’** are defined as *‘something that motivates employees to perform at their highest level.’* Indicators stated in literature are *‘status’* (in- /decrease when performing good/bad), *‘responsibility’* (getting more or less responsibility), *‘meaningful work’* (getting more or less meaningful tasks) and *‘work kind condition’* (in-/decrease in work conditions)

(Conger & Kanungo, 1988). Other indicators mentioned are ones regarding bonuses. These kinds of rewards have not been taken into account as they are just temporary. The indicators stated are rewards which are not temporary and serve the goal of the study the best.

**‘Formalisation’** is defined as the *‘extent to which work roles are structured and activities are governed by rules and procedures’*. Indicators are the *‘presence of procedures and rules’* and the *‘presence and use of evaluation forms.’* (Ten Have, Dorenbosch, Moonen, & Oeij, 2010). These indicators have been concluded from the definition stated in literature.

**‘Trust between supervisor and employees and employee and employee’** is called the *‘manager-employee-employee relationship’* (Ten Have, Dorenbosch, Moonen, & Oeij, 2010). Indicators found in literature are the *‘extent to which one is willing to ascribe good intentions and have confidence in another ones’ words and actions’*, *‘the extent to which a person is confident in and willing to act on the basis of another one’s words, actions and decisions’*, and *‘the expectation that another’s action will be beneficial’*. When sense of trust is strong, efficiency is added to other elements of workplace productivity according to literature.

**‘Challenging work’** is defined as *‘work that requires full application of an employee’s abilities’*. An indicator is the *‘achievement of goals’* (easy or hard to achieve) and *‘satisfaction from the work’* (more or less satisfied) (Ten Have, Dorenbosch, Moonen, & Oeij, 2010). These indicators are concluded from the definition of challenging work that is stated in literature by Ten Have et al (2010).

### 3.2 Research model

In the previous paragraph, the conditions of the left side of the conceptual model have been elaborated and clarified. This elaboration led to key indicators for the conditions that need to be satisfied by an organisation to offer professional space. The indicators are the basis for the research model (Figure 5).

The research model should be read from right to left: on the right, it begins with the organisation's levels as discussed in chapter 1. The organisation needs to make use of empowerment and situational leading to offer professional space. Empowerment and situational leading require the organisation to satisfy conditions. These conditions are stated in the middle box (left to 'empowerment' and 'situational leading'). Each condition has several indicators which have been explored in 3.1. These indicators are stated in the boxes on the left side of the model.

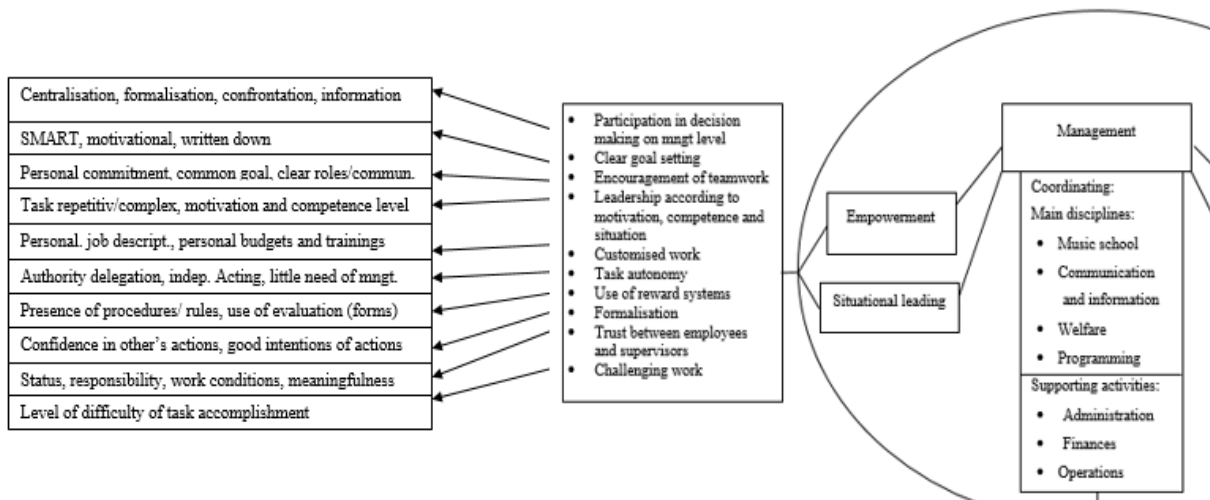


Figure 5: Research model regarding satisfying the conditions for offering professional space

Based on the research model, the methods for the research will be chosen. Also will the research tools be developed. This will be done in chapter 4.

## 4 Methods

In this chapter, the methods used for this research are described. The research design used for this research has an explanatory nature with the objective to get insight in whether or not the organisation satisfies the conditions that are needed to offer professional space.

The chapter is divided into two paragraphs in which the data gathering method and data analysis method (4.1 and 4.2.) are explained. Furthermore the choice for units of observation and instrumentation will be explained.

### 4.1 Data gathering method

In this research, qualitative research method is used as the study is about the understanding of people. The main way of information gathering are in-depth interviews. In-depth interviews are a method of analysis which is appropriate if an insight into an individual is needed. By using in-depth interviews a deeper look into the organisation is gathered (Babbie, 2001). In the following section the choice of the respondents and instrumentation are explained. This will provide a deeper insight into the guidelines for the in-depth interviews.

#### ***Units of observation***

For this research, interviews with the coordinators of the different departments of the organisation studied, the director and the head of the administration office are done. Thus, seven interviews will be held. In order to prevent traceability of the respondents, male pronouns will be used when referring to the units of observation.

Those units of observation have been chosen as the coordinators have a central position in the organisation and are therefore important for the study. The coordinators are expected to work with an offered professional space. Therefore it is worth questioning what the coordinators' perceptions are, regarding satisfaction of the conditions by the organisation.

The organisation's director is chosen as unit of observation as he has final responsibility over the organisation and should therefore have a good insight into the organisation.

The head of administration has been chosen as he works closely with the coordinators and the director. There is a possibility that he will not be able to answer all the questions, however, as he works closely with the coordinators and the director, he might have another view on the work that is done and is therefore worth questioning.

### ***Instrumentation***

In order to get reliable answers from the interviews, standardisation has to be guaranteed (Emans, 1985). This is done by using a guideline which consists of topics from the literature and which will be addressed during the interviews.

In order to develop such a guideline the concepts have to be operationalised. This is done by making the indicators of the concepts measurable which is done by developing questions from which you are sure they will measure what needs to be measured. The validity of the research can then be guaranteed. In Appendix B the definition of the concept, indicators and points of attention for each indicator have been stated. In Table 4 an example is given of the appendix by using the concept 'formalisation'.

<b>Concept</b>	<b>Definition of the concept</b>	<b>Indicators</b>	<b>Points of attention</b>
Formalisation	The extent to which work roles are structured in an organization, and the activities of the employees are governed by rules and procedures.	<ul style="list-style-type: none"> <li>• Presence of job procedures and rules.</li> <li>• Presence and use of evaluation forms.</li> </ul>	<p>→ <i>Aandachtspunten:</i>            In hoeverre is het werk dat iemand heeft beïnvloed door regels en procedures. Is er <u>veel administratie</u> die er gedaan moet worden en moet elke werknemer deze doen of heeft 1 iemand de verantwoordelijkheid voor de administratie van het hele project?</p>

**Table 4: Example of Appendix B: 'formalisation' (concept, indicators and points of attention for the conditions)**

Formalisation is defined as the extent to which work roles are structures in an organisation, and the extent to which activities of the employees are governed by rules and procedures (Ten Have et al, 2010). The concept is indicated by 'presence of job procedures and rules' and 'presence and use of evaluation forms'. Points of attention are then for example, to what extent the employees' work is governed by a lot of administrative work. The points of attention for the



interviews in the appendix are given in Dutch as the interview will also be held in Dutch. This will be done as interviewing in someone's native language makes the answers clearer which will make the interpretation of the answers easier. An overview of the points of attention and interview questions that are drawn from those, is given in Appendix C. Appendix D are then the final interview-guidelines for the coordinators, the head of administration and the director for the interviews that have been used during the interviews.

#### 4.2 Data analysis method

As qualitative data is used, qualitative data analysis (QDA) has been used to analyse the data. This analysis consist of three steps (Miles and Huberman, 1994): '*data reduction*', '*data display*' and '*conclusion drawing and verification*'. At first, the data available is reduced to data that is actually useful for the outcome of the study. This step refers to the process of selecting, focusing, simplifying, abstracting and transforming the data. Data reduction involves making choices about which aspects of the data should and should not be worked with. Criteria's with which this will be done are, to what extent core topics are mentioned by the respondent and to what extent is what is told, valuable to the results of the research. For example a respondent telling why he was late for the interview is not valuable for the outcome of the study.

'Data display' is about making a model of the data which is in our case, the '*matrix*'. The matrix is a tabular format that collects and arranges data for easy viewing, permits detailed analysis and allows cross-sectional analysis (Miles, Huberman, & Saldana, 1994, p. 111). For this research, two different kinds of analyses have been chosen: the '*within-case analysis*' and the '*cross-case analysis*'. The 'within-case' analysis allows to get in-depth information of each single case (Paterson, 2010). The cross-case analysis examines themes, similarities and differences across cases and is used when the unit of analysis is a group (Mathison, 2005).

In the ‘conclusion drawing and verification’ we step back and think about what the analysed data mean. Similarities and differences are tried to be explained. As the number of interviews is only seven, it is for the data analysis important to take a good look at each single answer. It is for this study not enough to go with the majority of the answers and leave out single answers which are different. Therefore it is important to try to find answers for differences. This will be done by for example looking at the general data of the respondents that has been found and link them to the answers. Verification is linked to conclusion drawing. It is important to cross check and verify emergent conclusions (Miles, Huberman, & Saldana, 1994).

### **4.3 Summary on methods**

In this chapter the research methodology has been addressed. In particular it has been explained that data will be gathered by using in-depth interviews with the coordinators, director and head of administration of the organisation. Also, reasons have been given why this particular data gathering method and units of observation have been chosen and also the research tool has been developed. This tool is the basis for the empirical part of study and will be used during the interviews as guideline. Topics that are found during the literature study and that have been indicated and clearly defined in chapter 3 are operationalised in chapter 4 and thus made measurable. In Appendix B and C an overview is given of the elaboration and operationalisation of the concepts. The exact guideline for the interviews is presented in Appendix D.

In the following chapter the results of the interviews and a first interpretation of these will be given.

## 5 Results

In this chapter, the results and analyses of the interviews are presented. The chapter is divided into general data about the respondents (5.1) and results regarding the cross-case analyses per concept of the research model (5.2). The general data of the respondents is based on the individual responses which can be found in Appendix E and the demographic data which can be found in Appendix F. The cross-case results are based on the data in Appendix G. The chapter will be concluded with a first interpretation of the results.

### 5.1 General data about the respondents

Seven respondents have been interviewed of which three of them are female and four are male. They have a minimum age of 47 years, a maximum of 64 years and are on average 53 years and three months old. The minimum duration of the contracts of the seven respondents is four years, the maximum 36 years and the average amount of years 15 years and 10 months (see Table 5)

	Min	Mean	Max
Age	47	53.28	64
Duration of contract (in years)	4	15.86	36

Table 5: Minimum, mean and maximum scores of respondents' age and duration of contract (n= 7)

The respondents work according to different employment agreements: five of the seven work according to the 'welfare' employment agreement, one according to the 'library' employment agreement and one according to the 'art-education' employment agreement.

The main tasks of the respondents differ slightly from each other: five of the seven have the lead in one of the departments of the organisation ('welfare', 'music school', 'operations', 'programming' and 'communication and information') and are responsible for coordinating projects regarding that department. One respondent is head of the administration office and has

mainly administrative and human resources related tasks, and the last respondent has overall responsibility and contact to the board of the organisation (see Appendix F).

Regarding the definition and goal of the project, the respondents all have the same opinion: it is a project that is meant to represent the organisation and present the offered products and services to the inhabitants of the municipality of Borne. Furthermore it is a project which has been organised for over eight years now and which has changed content wise but not operational wise throughout the years. Parts of the project have been added to or deleted from the project such as the cooking market, which is now a big part of it and was not in the beginning, and the book market which was part of the project at first, but is not anymore.

Five respondents have tasks and responsibilities regarding the project according to their main department plus operational tasks. One of the respondents does not have tasks and responsibilities at all and another one gets mainly operational tasks. Two have tasks regarding the content of the project. Finally, the respondents' individual answers are consistent.

## **5.2 Cross-case results regarding each condition of the research model**

In order to get an idea to what extent the organisation satisfies the conditions for offering professional space the results of the respondents have been compared to each other. A cross-case analysis has thus been done. The results of this cross-case analysis are given below, ordered per condition separately. The order of the research model will be held on to: participation in decision making on management level, clear goal setting, encouragement of teamwork, leadership style, customised work, task autonomy, use of reward systems, formalisation, trust and challenging work. Each condition is divided into a part about what exactly was to be measured, what the results are, and a first conclusion about the condition regarding the satisfaction of the condition.

### **Participation in decision making on management level**

This condition is indicated by ‘centralisation’ (the position of the people taking part in decision making), ‘formalisation’ (the location / ‘when’ the decisions are made), ‘confrontation’ (the way decisions are made) and ‘information’ (the way knowledge is gotten in order to make decisions) for the management level of the organisation. The management level is defined as the level of coordinators and director as they are seen as ‘the management’ (see 3.1). Getting answers about these indicators will provide an insight in the decision making process at the organisation and will lead to a conclusion regarding satisfying the condition for offering professional space.

The position of the people taking part in decision making is the position of ‘coordinator’. Six of the seven respondents stated that decisions are made by them. The same six respondents argued that decisions are made during the monthly coordinators’ meetings and also during one-on-one meetings between coordinators or coordinator and director. These one-on-one meetings are occasionally in case anyone needs feedback. Decisions are made democratically: no consensus has to be met. In case anyone does not agree, he is tried to be convinced that the decision is the right one to make. If that does not help, the majority of people is enough for making decisions. Six of the seven respondents stated that the knowledge needed for making decisions is needed for both, the main department of the coordinator and organisation broad projects. Therefore, the knowledge needed to make decisions is already present because of the coordinators’ main departments and does not needs to be gathered elsewhere.

Six of the seven respondents were able to give clear answers regarding the decision making process at the organisation. The answers had a lot of similarities. The one respondent who was not able to answer the questions, was the one having no tasks and responsibilities regarding the project. This results in the indication that participation in decision making on management level

is quite high. The condition can thus be considered satisfied by the organisation. This again indicates that empowerment of coordinators is quite high by enabling them to take part in decision making on management level.

### **Clear goal setting**

Indicators providing an insight in the clearness of the goals, are the 'SMART'ness of the goals (specific, measureable, achievable, realistic, time-bound), and whether or not they are 'written-down' and 'motivational' for the employees.

Answers given, are the following: six of the respondents stated that the goal of the project is to 'represent the organisation to the inhabitants of Borne'. One respondent stated there is no goal. This one respondent has tasks regarding the project and works since the beginning of the project for the organisation. Four respondents stated that there is no determination of success which means that the goal is not measureable or time-bound. Two respondents argued that success is determined by counting the amount of visitors and one by looking at how the day is going. The ones arguing that the amount of visitors is a determination of success are respondents who have mainly operational tasks regarding the project. All of the respondents argue that the goal of the project is not written down, and that motivation for letting the day succeed is having happy visitors, not the goal itself.

An explanation for the one respondent not knowing the goal, seems to be the main department and tasks related. He works for the organisation since the beginning of the project and has always had tasks regarding it. The respondents arguing that there is a determination of success are the ones having operational tasks. This could be the explanation for them choosing the amount of visitors as determination. The data indicate that goal setting at the organisation can still be improved: no clear determination of success and goals is present and goals seem

not to be motivational nor written down. To empower the coordinators even more, goals should thus be made more clear by making them more specific, achievable, measureable, realistic, time-bound, motivational and write them down.

### **Encouragement of teamwork**

‘Personal commitment’, ‘common goals’, ‘clear roles and communication’ are indicators for the encouragement of teamwork. By satisfying those indicators it can be concluded that the organisation offers professional space in regard to this condition.

Answers regarding these indicators are the following: all of the respondents argue that they are committed to the project and that they see it as ‘part of their job’. One respondent stated that all of them are as committed as they should be. This is the one having no tasks regarding the project. All of the other respondents think that their colleagues are not as committed to the project as they should be. All of the respondents argued that the goal of the project has not changed in the last couple of years. Changes were only made content-wise but there was no change in goal. Thus, a common goal is present since the beginning of the project. Also six of the respondents found roles and communication clear. The one having no tasks regarding the project did not find those clear.

The one respondent having no tasks and responsibilities regarding the project thinks that coordinators are committed to the project and that roles and communication are not clear. This can be explained by the fact that he is not fully up to date regarding the tasks and commitment of everyone. The results indicate that there is some ambiguity regarding the indicators of encouragement of teamwork. There seems to be one common goal and also communication and roles seem to be clear. However, regarding the commitment to the project there are some ambiguities. Coordinators do not think that their colleagues are as committed as they should be

but all of the coordinators state that they are committed to the project as it is 'part of their job'. Seeing something as part of the job might not be such a good indicator for commitment, as it could indicate that they are just afraid to lose their job when not participating in the project. Therefore it can be concluded that there are indicators for the organisation to encourage teamwork and by thus empower the coordinators, however, real commitment to the project could be evaluated again in another way.

### **Leadership according to competence and motivation level**

Leadership depending on the competence and motivational level of the employees is necessary for employees who get empowered and for the situational leadership style the organisation needs to make use of, in order to offer professional space. Indicators are the complexity and repetitiveness of the tasks and the motivation an employee has to let tasks succeed. Also the leading done right now needs to be investigated in order to draw conclusions.

Regarding the repetitiveness and complexity of the tasks, all of the respondents stated that the repetitiveness is very high and the complexity of the tasks is low. Motivation for letting the project succeed comes from 'happy visitors' and 'having a good day' as has already been mentioned before. All of the respondents argued that the organisation does not stimulate the employees enough to make the project a success. The employees have to get their motivation elsewhere. Regarding the leadership done right now, the following answers have been given: four of the respondents argued that leadership is present, however, it could be improved as it is 'just a delegation of tasks' now. Three respondents stated that there is no leadership at all. Six respondents stated that giving leading is one of their main tasks at the organisation. They do know how to do so by experience.



Conclusions which can be drawn from the data are: the competence level of the employees is high as they all have tasks dependent on their main departments. These tasks have not changed a lot during the years; the motivation level of the employees is quite low as motivation is present, however, not provided by the organisation, but by the outcome of the project. According to the situational leadership model they would thus need a coaching leadership style. The style they are getting right now seems to be a delegation one. Also, the leading given by the coordinators seems to not take into account the competence and motivation level of the employees on the work floor. Therefore it can be concluded that making use of a situational leadership style can still be improved in order to provide good guidance to empowered employees.

### **Customised work**

Customised work is indicated by the presence of personal job descriptions, personal budgets and personal training accounts. The presence of these give employees the opportunity to work independently and get individual attention regarding the way they are allowed to do their job. Also it is worth investigating how self-development is handled at the organisation in order to get answers about whether or not there are individual opportunities for self-development.

All of the respondents argue that they have no personalised job description and that tasks are done by experience they have got from former years. Also it is stated unanimously that there are no personal budgets or individual training accounts for self-development. There was one respondent who argued that he has a personalised job description, however, that was developed by himself and not consulted with the organisation. All respondents stated that self-development is not stimulated by the organisation, but that it is not stopped either. According to one respondent the coordinators stimulate each other in self-development. That respondent

has clear tasks regarding the project and works for as long as the project exists at the organisation. An explanation for this can be that tasks regarding his main department and/or his underlying personal characteristics might result in stimulation by the others. Three respondents argued that it has been told to them they have reached their limit and can therefore not develop themselves anymore. Those respondents have no similar tasks to each other. One of them works at the organisation for four years, the others for over 16 years. Their way of doing the job might be the reason for them getting told they have reached their limits.

The data shows that there is a consensus about the absence of job descriptions and personal budgets or individual trainings accounts. Also, the organisation does not stimulate learning new competences and self-development enough. Therefore, the conclusion can be drawn that the indicators for customised work can still be improved in order to empower coordinators even more.

### **Task autonomy**

Task autonomy is measured by ‘authority delegation’, ‘independent acting’ and ‘little need of addressing the upper management’.

Regarding authority delegation all of the respondents argued that they are allowed to delegate tasks in order to accomplish tasks. Also, they are allowed to make their own decisions regarding tasks that need to be fulfilled. Independent acting is also present as they are all allowed to do whatever it takes to fulfil their job. The need to address upper management is little. There is the possibility for having one-on-one meetings with the director but these meetings are rarely done. Only in case of emergencies the director is addressed.

The data indicates that authority delegation, acting independently and the need to address upper management is respectively high, high and low. This results in a high task autonomy at

the organisation which means that this condition is satisfied and thus empowerment seems to be quite high in regard to this conditions.

### **Reward systems**

The use of reward systems is indicated by changes in status, responsibilities, work conditions and meaningfulness of work as result of a good or bad job someone has done.

Regarding these indicators the following answers have been given: six out of seven respondents stated that there are no changes in status, responsibility, meaningfulness of work or working conditions as result of good or bad work. One respondent argued that good work does not result in changes, however, bad work does. This respondent has clear tasks regarding the project and works at the organisation for as long as the project has been organised. As no one agreed with him the department for which he works might be the reason for this answer.

The results indicate that the organisation does not make use of any reward systems. This implies that the motivational level of the employees is not increased by any kind of reward. The motivational level of the employees is important for empowered employees to work at their best and keep being motivated for doing their best. Also the situational leadership is dependent on the motivation of the employees and thus it is also dependent on the use of reward systems. Therefore, the organisation can increase empowerment by making use of a reward system in order to increase the employees' motivational level.

### **Formalisation**

The 'presence of procedures and rules' and 'the use of evaluation forms during evaluations' indicate that there is little or much formalisation at the organisation. Little formalisation is what is needed in order to empower employees and offer professional space.

Two of the seven respondents stated that tasks are done by using a script. Four stated there is no script and one was not able to answer the question. The respondents saying a task description is present are respondents who have similar tasks regarding the project and who have worked at the organisation since the beginning of the project. This indicates that their main department ensures a script. The ones stating there are no task descriptions are also respondents having similar tasks. Two of them work at the organisation since the beginning of the project and one has helped with the project since he works there. Regarding further procedures or rules it is stated that there are none. Regarding evaluations, four respondents stated that those are done jointly, during a meeting. Three of the respondents argue that no evaluations are done at all. Two of those have tasks regarding the project and work at the organisation since the beginning of the project, the third has no tasks regarding the project. The respondents stating that evaluations are done have similar tasks and also work at the organisation since the beginning of the project. Furthermore there are two respondents arguing that the outcome of those evaluations are put in writing, five argued that they are not. The two saying that outcomes are not written down are the same who argue that there are no evaluations at all.

The results about the script indicate the presence/absence of task descriptions which indicates the presence of procedures and rules on how to do a task. There is ambiguity regarding the presence of scripts, procedures and rules and evaluations. 2/3 of the respondents say the one thing and 1/3 says the other. However, the respondents not agreeing with each other are mostly the same. This indicates that it is dependent on the main department whether or not there are task descriptions, procedures and rules, or evaluations. What can be concluded is that departments are different regarding formalisation which means that empowerment of employees is more or less partly present depending on the department.

### **Trust between supervisor and employees**

Trust is indicated by the confidence in others' actions and the belief in the good intentions of one another's actions.

Unanimously the respondents said that their confidence in the action of others and the expectation that another's actions will be done well, is high. All of them argued that tasks are taken over when that is necessary and that one can trust one another that all 'will end well' in case of a critical situation. Also they all stated that improvisation is the key factor at the organisation. In case of any problems someone always thinks of a solution.

The results indicate that trust is good: employees and supervisors trust each other that in case of any critical situation, tasks will be accomplished. This results in the organisation satisfying the condition which implies that employees seem to be empowered regarding this condition.

Recalling the 'encouragement of teamwork' - condition and there the indicator 'commitment towards the project', it is noticeable that employees think of their colleagues that they are not as committed as they should be, however, trust is definitely present among the employees. This might imply that trusting regards only the execution of tasks and not trusting on a deeper, personal level.

### **Challenging work**

Challenging work is indicated by the level of difficulty of the tasks that need to be accomplished by the employees.

All of the respondents argued that tasks performed are not difficult at all as they are known to the employees since the beginning of the project. This is also explainable by the background information of the respondents. All of them work at the organisation for at least 4 years and on

average they work there for about 16 years. Also the respondents argued that the project has not changed a lot throughout the years. Therefore tasks have not changed a lot.

The results indicate that the difficulty of tasks is low. Therefore, it can be concluded that the difficulty of the tasks can still be improved in order to make work more challenging. Not having challenging work would otherwise decrease the motivational level of the employees. This again has an influence on the situational leading that should be done by the organisation.

### **5.3 Summary and conclusion of the results**

The results indicate that the organisation benefits from the functional and professional structure, as coordinators already work functional. Further, in-depth knowledge is high. The organisation could benefit more from the divisional, entrepreneurial and adhocracy structure. These structures ask for employees working divisional, in order to be able to solve any kind of problem and create a lean and fast organisation.

Conditions for offering professionals space and which are already satisfied, are: participation in decision making on management level and task autonomy. Parts of clear goal setting, encouragement of teamwork, the leadership style, customised work, the use of reward systems, formalisation, trust and challenging work are still partly improvable.

The organisation is already doing a good job, however, some parts of the conditions for empowerment and the use of a situational leadership style can still be improved in order to offer professional space perfectly. Satisfying some of the conditions, makes the organisation to benefit partly from the structures. Disadvantages might, however, harder to be coped with as for example, a lack of control and ambiguousness about authority and power can only be coped with when satisfying the leadership condition and having a clear leadership.

## 6 Conclusion, implications and discussion

This chapter discusses the conclusions drawn from the results (6.1). Practical and theoretical implications based on those conclusions will be discussed in paragraphs 6.1.1 and 6.1.2. Last but not least, a critical discussion about the study itself will be held in 6.2 regarding the reliability and validity of the study.

### 6.1 Conclusions and implications

According to the contingency theory, an organisation has to make use of a structure which fits the organisation's internal and external environment. For the cultural organisation, a mixture of structures is therefore the most beneficial. This mixture of structures consists of Daft's (2007) functional and divisional structures, and also of Mintzberg's (1979) professional, entrepreneurial and adhocracy structures. When benefitting from the advantages of this mixture of structures, the organisation's aim for more flexibility and professionalism can be achieved. In order to benefit from the advantages of those structures, employees are needed that work functional as well as divisional. This again asks for an extension of the coordinators' professional space. In order to offer professional space, an organisation needs to satisfy the conditions for empowering employees and making use of a situational leadership style. However, the mixture of structures also has its disadvantages: the organisation is hard to change due to a lack of control, there can be lots of conflicts when authority and power is ambiguous, and dealing with rapid change can be stressful for workers. These disadvantages can be coped with by the situational leadership style: a lack of control, ambiguous authority and power can be prevented by having a clear leadership and the stressfulness due to rapid change can be managed by leaders who monitor their employees' stress level.

Based on the results, the organisation can still improve itself by improving indicators of the conditions clear goal setting, encouragement of teamwork, customised work, the use of reward systems, formalisation and challenging work. However, not all of the concepts' indicators need improvement. Some of them are already satisfied. Also in regard to the situational leadership style, improvements can be made. When improving all of those conditions, the aim to increase the organisation's overall work performance can be achieved as the organisation will then be able to perfectly offer professional space and increase their flexibility and professionalism. This increase results from the advantages of the structures, as discussed in chapter 2.

In the following paragraphs practical implications on how the organisation can do that, and theoretical implications will be explained.

### **6.1.1 Practical implications**

The results indicate that the organisation can still improve itself. Empowerment of employees can be increased and also situational leading can be improved. In this paragraph, it will be outlined how this can be done.

#### ***Increasing empowerment of employees***

Clear goal setting should be improved in order to empower the coordinators more. This can be done by developing 'SMART\*' -er goals, write them down and make them motivational. Goals should be more specific: it needs to be clear to every employee of the organisation what the goal of the project is and this should be communicated to all the employees of the organisation. Also, goals should be more measureable in order to keep track of process. Goals should furthermore be achievable and realistic in order to be motivational and they should be time-

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\* Specific, measureable, achievable, realistic, time-bound



bound. This implies the need for more written down outcomes of evaluations that should be done after projects and also during the process.

Encouragement of teamwork is already satisfied for a great part: a common goal and clear communication and roles are already present. However, commitment of employees towards the project seems to be improvable. Commitment is now indicated by the employees feeling the need to do the job as it is part of it. However, the question is whether or not this is the right kind of commitment. Therefore, this commitment should be evaluated again in other way. Also this commitment should be clear to all of the employees. If employees do not think their colleagues are as committed as they say they are, commitment is probably not strong or visible enough.

Customised work is also a condition which can be improved. This can be done by developing task descriptions together with the coordinators. By this, the organisation and the coordinators can be sure that desired outcomes are taken into account. Also personalised budgets and individual training accounts should be offered to the employees in order to encourage self-development. This encouragement should be done by offering budget but also by talking to the employees during one-on-one meetings and stimulate them.

The use of reward systems should also be increased. Such a reward system needs to make sure that it increases the motivation of the coordinators. Therefore, it does not need to be monetarily. It can also result in an increase of status or responsibility.

Little formalisation is required for empowering employees. Formalisation is ambiguous at the organisation as some departments are quite formalised, where others are not. Therefore it is important for the organisation to get one straight line regarding the formalisation. This formalisation should be little.

Trust seems to be high already. However, due to the ambiguity about each other's commitment, it might be stated that trust only regards the accomplishment of tasks and might not be present on a deeper level. Therefore, it would be good to get to know more about the trust among each other.

Due to the easiness of the tasks, challenging work is little at the organisation. This should be changed by either enlarge the coordinators jobs by getting them other or new tasks or enrich the jobs by giving them more responsibilities regarding the tasks they already have.

Another concept which needs improvement is the concept of the leadership style. This is a condition for empowerment as empowered employees need the right kind of guidance but is also an overall concept needed for offering professional space as has been discussed in chapter 2. Therefore, improvement of this concept will be outlined next.

### ***Situational leading***

The leadership style needs improvement in order to have the right guidance for empowered employees and also for the coordinators to lead their employees. The leadership style which is used for the coordinators is a delegation one now. This is a style normally used for employees who are neither motivated nor have a high competence level. As the competence level of the employees is high, this style is not suited. The motivational level of the coordinators is average at the moment, which implies the need for a coaching leadership style. Depending on the project, the coordinators might need a different kind of leading. Thus, it should be observed for every project what kind of leading is necessary.

Regarding the coordinators who give leading, the leadership styles differ a lot. Every coordinator leads according to their experience and does not take into account the competence or motivational level of their employees. Thus, development of the coordinators in regard to

giving leading would be good. This would teach them, how they will be able to lead by taking into account the competence and motivation level of the employees.

The above stated practical implications regard improvement for the organisation in order to offer professional space. The organisation can only benefit from the mixture of structures if there are employees who are not only enabled to deal with professional space but also who are able to deal with it. Therefore the concept of competences has been explored in chapter 2. This exploration resulted in a competences-profile which can be used by the organisation in order to talk to the coordinators about their competences during for example performance appraisals. During those, it might also be possible to talk more about one another's perception regarding the commitment towards projects and regarding the trust.

In the following paragraph theoretical implications of this study are explored.

### **6.1.2 Theoretical implications**

In chapter 2 the concept of professional space has been explored. Here it was stated that the concept has most recently been discussed in regard to educational institutions. In those institutions, teachers were the ones who were offered an increased professional space in order to contribute to the increase of the institutions working performance (Ten Have et al, 2010). The literature study that has been done on organisational structures and in regard to that, on the concept of professional space has proved that professional space is a concept that increases an organisation's overall work performance. This is not only true for educational institutions, but as has been proved by this study also for cultural organisations.

## **6.2 Conclusion: HR-strategy**

As well as the implications for the organisation, as well as using the competence-profile for evaluating the employees' competences, imply the need for a Human Resources\*- strategy. Such a strategy is at the moment not present at the organisation nor is an official HR-department (Interview with one of the respondents, 2015). However, such a strategy would improve the organisation's work in regard to offering professional space.

An HR-strategy is defined as a set of actions in order to integrate an organisation's culture, organisation, people and systems supporting the aim for achieving the business goals (Boselie, 2010). Part of a good HR-strategy are the HR-practices which are defined as personnel actions that contribute to shaping the employment relationship in an organisation (Boselie, 2010). HR-practices which would contribute to an achievement of the organisation's goals might for example be 'extensive training' for improving and encouraging self-development, 'performance appraisal and performance management' for evaluating the coordinators' competences and being able to draw conclusions about rewards, 'job design & job rotation' and 'job enrichment and enlargement' in order to make jobs more challenging (Boselie, 2010).

Which HR-practices exactly should be a part of the HR-strategy has not been investigated during this study, but would of course be a good topic for further research.

## **6.3 Discussion**

In this last paragraph a discussion will be held regarding the research that has been done. This discussion will focus on the methods of the research and will give an answer to the question whether or not the research's results would have been any different when doing something different. The paragraph will discuss the validity and reliability of the study.

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\* called 'HR' further on

### **6.3.1 Validity of the study**

The validity of the study can be guaranteed by using triangulation which is defined as the use of different research methods such as literature study, interviews and participant observation (Baarda, de Goede, & van der Meer-Middelburg, 1996). The research method in this study was in-depth interviews. Using different kinds of research methods would certainly have increased the validity of the study, however validity can also be guaranteed by developing a standardized guideline which has been done in chapter 3. This standardised guideline has been developed in order to measure what has to be measured which increases the validity of the study. Therefore, it can be stated that triangulation might have increased the validity of the study, but would not have led to different outcomes per se.

### **6.3.2 Reliability of the study**

This part will discuss the reliability of the study by discussing the data gathering method, units of observation and chosen project as investigated project.

#### ***Data gathering method***

In order to increase the reliability of the interviews they have been done in Dutch. This has been done as this is the coordinators' native language and it makes it easier to interpret the results in the right way. Reliability has also been increased by recording the interviews and asking the respondents' feedback about the elaboration of the interviews.

#### ***Units of observation***

The units of observation are the coordinators, the head of administration and the director of the organisation. The head of administration did not have any tasks regarding the project, however, he was chosen as he works closely together with the coordinators and the director. It was assumed, that he would provide us with another view regarding the work that is done regarding

the project. It can be stated that questioning him has increased the reliability of the answers. He did however not provide us with another view regarding the project. Many answers were similar to the answers of the other respondents. Answers different, regarded mainly questions about tasks and responsibilities of the project. As he did not have those, it is explainable that he did not know how to answer them.

In order to increase the reliability, interviews with other employees from the coordinators' departments would have been a possibility. This would have made it possible to get to know their perception of the work as well. This would have increased the reliability as answers are subjective and it could be possible that the coordinators have discussed their answers before.

### ***Chosen project***

Regarding the generalisability of the results towards other projects it is possible to say that the results should be generalisable regarding other organisation-broad projects. The project used for this study, has been organised for the last eight or nine times and has as goal to represent all of the organisation's products/ services since its beginning. Thus, it is a project which aims for the new way of working at the organisation- as has already been discussed in chapter 3. However, the project has not changed since the merge of the institutions into one organisation. Therefore it is hard to say whether or not the coordinators worked differently before the merge. Therefore, a project which was coordinated by one of the coordinators before the merge and by all of them after the merge, would have been even more suited.

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# Appendices

## Appendix B: Conditions and indicators for the organisation

Theoretical variable	Definition of the theoretical variable	Indicators	Points of attention
Participation in Decision making	Decision-making is a process resulting in the selection of a final choice that may or may not prompt action. The decisions are made among several possibilities.	<ul style="list-style-type: none"> <li>• Centralization (actual and perception)</li> <li>• Formalisation (actual and perception)</li> <li>• Confrontation (actual and perception)</li> <li>• Information (actual and perception)</li> </ul>	<p>→ <i>Actual centralization:</i> Aandachtspunten hier zijn het <u>aantal en de positie van personen</u> die besluiten nemen</p> <p>→ <i>Actual formalisation:</i> Aandachtspunten hier zijn <u>waar</u> er beslissingen worden genomen (tijdens toevallige bijeenkomsten of geplande vergaderingen.)</p> <p>→ <i>Actual confrontation:</i> Aandachtspunten zijn in hoeverre er sprak is van <u>wel of geen consensus.</u></p> <p>→ <i>Actual information:</i> Aandachtspunten hier zijn <u>welke</u> informatie verzameld wordt en <u>waar</u> deze vandaan komt</p> <p>→ <i>Evaluatie</i> van de manier waarop er beslissingen worden genomen</p>
Clear goal setting	Clear goals setting is a process for motivating employees in order to achieve an outcome that is desired.	<ul style="list-style-type: none"> <li>• Set goals that motivate</li> <li>• Set SMART goals</li> <li>• Set goals in writing</li> </ul>	<p><i>Motivation:</i> Doelen moeten <u>motiverend</u> zijn</p> <p><i>Specific:</i> De definitie van de doelen moet duidelijk maken wat de <u>uitkomst</u> moet zijn van het doel.</p> <p><i>Measurable:</i> De doelen moeten <u>meetbaar</u> zijn, zodat er progressie gezien kan worden</p> <p><i>Achievable:</i> De doelen moeten <u>haalbaar</u> zijn, wat betekent dat ze niet onrealistisch hoog moeten liggen.</p> <p><i>Relevant:</i> De doelen moeten <u>passen bij de verantwoordelijkheden</u> van de werknemer.</p> <p><i>Time-bound:</i> Er moet duidelijk zijn wanneer de doelen bereikt moeten zijn.</p> <p>→ <i>Set goals in writing:</i> <u>opschrijven</u> en <u>communiceren</u> van de doelen</p>
Encouraging teamwork	Encouraging work done by several associates with each doing a part but all subordinating personal	<ul style="list-style-type: none"> <li>• Personal commitment</li> <li>• A common goal</li> <li>• Clarity of roles and communication</li> </ul>	<p>→ <i>Personal commitment:</i> individuele toewijding tot het project is belangrijk.</p> <p>→ <i>A common goal:</i> teams met een gemeenschappelijke visie, werken efficiënter</p> <p>→ <i>Clarity of roles and communication:</i> duidelijke rolverdeling binnen het team</p>

	prominence to the efficiency of the whole.		
Leadership style according to situation, competence and motivation of employees → <i>situational leading</i>	A leadership style dependent on the situation someone is in, the competence level and motivation level of the employees. Four different dimensions: Delegating, supporting, coaching and directing.	<ul style="list-style-type: none"> <li>• Situation: → Repetitiveness of the task → Complexity of the task</li> <li>• Competence</li> <li>• Motivation</li> </ul>	<p>→ <i>Situation:</i> <u>Mate bekendheid en complexiteit</u> van de taak voor de medewerkers → <i>Competence level</i> <u>Evaluatie</u> van de vaardigheden van de werknemer voor een specifieke situatie. → <i>Motivation level:</i> Evaluatie van de motivatie van de werknemer voor een specifieke situatie</p>
Customised work	Customised employment focuses on matching an employee's abilities, strengths, interests and requirements with a job that meets the employer's needs.	<ul style="list-style-type: none"> <li>• Personalized job description.</li> <li>• Personal budgets and individual training accounts</li> </ul>	<p>→ <i>Personalized job description:</i> <u>Persoonlijke functieomschrijving</u> die vaardigheden, interesses en mogelijkheden meeneemt → <i>Personal budgets and individual training accounts:</i> Individuele trainingen/ mogelijkheden geven om <u>zelf te kiezen</u> en <u>controle</u> te hebben.</p>
Task autonomy	A degree of freedom allowed to an employee over his job. Jobs with a high degree of autonomy engender a sense of responsibility and greater job satisfaction in the employee(s).	<ul style="list-style-type: none"> <li>• Authority delegation</li> <li>• Acting independently</li> <li>• Minimizing an employee's need for addressing the upper management</li> </ul>	<p>→ <i>Authority delegation:</i> Het wel of niet overgragen van 'gezag' werknemers en collega's → <i>Independently working:</i> werkt iedereen onafhankelijk van elkaar → <i>Minimizing employee's need to address upper management:</i> zelfstandig werken</p>
Reward systems	Reward systems should motivate employees to perform at their highest level.	<ul style="list-style-type: none"> <li>• Status (increase or decrease)</li> <li>• Responsibility (high or low)</li> <li>• Meaning full work (high or low)</li> <li>• Work Kind Condition (high or low)</li> </ul>	<p>→ <i>Aandachtspunten:</i> De motivatie voor de werknemers om het project goed te laten slagen zoals aanzien of status.</p>
Formalisation	The extent to which work roles are structured in an organization, and the activities of the employees are governed by rules and procedures.	<ul style="list-style-type: none"> <li>• Presence of job procedures and rules.</li> <li>• Presence and use of evaluation forms.</li> </ul>	<p>→ <i>Aandachtspunten:</i> In hoeverre is het werk dat iemand heeft beïnvloed door regels en procedures. Is <u>er veel administratie</u> die er gedaan moet worden en moet elke werknemer deze doen of heeft 1 iemand de verantwoordelijkheid voor de administratie van het gehele project?</p>
Trust between supervisor and employee, and Employee and employee	When the sense of trust is strong between an employee and manager, it adds efficiency to other elements of workplace productivity.	<ul style="list-style-type: none"> <li>• Willingness to ascribe good intentions and have confidence in others</li> </ul>	<p>→ <i>Aandachtspunten:</i> Vertrouwen tussen medewerkers en vertrouwen tussen medewerkers en bovengeschiedte. In hoeverre worden er dingen aan elkaar verteld/taken overgedragen aan elkaar en taken overgelaten aan anderen zonder dat er controle is wanneer er kritische situaties zijn.</p>

		<ul style="list-style-type: none"> <li>• Confidence in, and willing to act on basis of words, actions and decisions.</li> <li>• Expectation that another's actions will be beneficial</li> </ul>	
Challenging work	Work that challenges the employees and requires the full application of the employees' abilities.	<ul style="list-style-type: none"> <li>• Full application of an employee's abilities in achieving goals</li> </ul>	<p>→ <i>Use of an employee's full competences:</i>  Medewerkers die hun doelen makkelijk halen, zijn niet genoeg uitgedaagd. Medewerkers daarentegen die hun doelen halen, maar niet te makkelijk, hebben een uitdagende baan.</p>

## Appendix C: From indicators to interview guidelines

Concept of 'enabling dealing with' side + indicators	Questions for interviews (in Dutch)
Participation in decision making: <ul style="list-style-type: none"> <li>• Centralization</li> <li>• Formalisation</li> <li>• Confrontation</li> <li>• Information</li> </ul>	Belangrijkste beslissingen: <ul style="list-style-type: none"> <li>- Betrokkenen; positie van en aantal</li> <li>- Op welke manier werden deze genomen; waar?</li> <li>- Benodigde kennis; hoe vergaart; welke kennis (eigen of andere afdeling?)</li> <li>- Evaluatie van besluitneming</li> </ul>
Clear goal setting: <ul style="list-style-type: none"> <li>• Motivational</li> <li>• Specific</li> <li>• Achievable</li> <li>• Realistic</li> <li>• Time bound</li> <li>• Written down</li> </ul>	Wat wil de organisatie met het project bereiken? <ul style="list-style-type: none"> <li>- Geslaagdheid van het project</li> <li>- (Tussentijdse) evaluaties</li> <li>- Persoonlijk doel en motivatie</li> <li>- Persoonlijke voldoening</li> <li>- Doel van het project</li> </ul>
Encouraging teamwork: <ul style="list-style-type: none"> <li>• Personal commitment</li> <li>• A common goal</li> <li>• Clarity of roles and communication</li> </ul>	Is het voor elke medewerker even belangrijk? <ul style="list-style-type: none"> <li>- Doelstelling van het team</li> <li>- Taken/ verantwoordelijkheden duidelijk voor iedereen?</li> </ul>
Situational leading: <ul style="list-style-type: none"> <li>• Repetitiveness of the task</li> <li>• Complexity of task</li> <li>• Competence level of employee</li> <li>• Motivational level of employee</li> </ul>	Wat zijn het voor taken die je moet doen voor het project? <ul style="list-style-type: none"> <li>- Motivatie voor het project?</li> </ul> Wie neemt het voortouw? Wie leidt jij?
Customised work: <ul style="list-style-type: none"> <li>• Personalised job description</li> <li>• Personal budgets;</li> <li>• Indiv. trainings accounts</li> </ul>	Wat precies zijn verantwoordelijkheid en taken? <ul style="list-style-type: none"> <li>- Mogelijkheid baan zelf in te richten</li> <li>- Mogelijkheden zelf ontwikkeling</li> </ul>
Task autonomy: <ul style="list-style-type: none"> <li>• Authority delegation</li> <li>• Acting independently</li> <li>• Minimizing need for upper mngt</li> </ul>	Hoe worden taken verdeeld? Hoe wordt er gezorgd dat taken afgehandeld worden?
Reward systems: <ul style="list-style-type: none"> <li>➤ Status</li> <li>➤ Responsibility</li> <li>➤ Meaning full work</li> <li>➤ Work kind conditions</li> </ul>	Motivatie van de werknemer om zelf het project te laten slagen en voor de ondergeschikte om hun een project te laten slagen.
Formalisation: <ul style="list-style-type: none"> <li>• Presence of job procedures and rules</li> <li>• Presence of evaluation forms</li> </ul>	Hoe ziet het administratieve gedeelte van het project eruit? <ul style="list-style-type: none"> <li>- Draaiboeken</li> <li>- Evaluaties</li> </ul>
Trust between supervisor and employee, and Employee and employee: <ul style="list-style-type: none"> <li>• Willingness to ascribe good intentions and have confidence in others</li> <li>• Confidence in and willing to act on basis of words, actions and decisions</li> <li>• Expectation that another's actions will be beneficial</li> </ul>	Wat gebeurt er in kritische situaties? (slecht weer; ziektes) <ul style="list-style-type: none"> <li>- Meedelen van hoe iets gedaan moet worden (communicatie)</li> <li>- Het overnemen van andermans taken wordt wel of niet als probleem gezien</li> </ul>
Challenging work: <ul style="list-style-type: none"> <li>• Full application of abilities</li> </ul>	Hoe makkelijk worden taken afgehandeld?

## Appendix D: Guideline for the interviews of the coordinators, head of administration and the director (in Dutch)

Part of the interview (theme)	Part of what is asked (in Dutch)
<b>Introduction</b>	See below (*1)
<b>Main part of the interview</b>	
Participation in decision making	<ul style="list-style-type: none"> <li>- Kun je een voorbeeld geven van enkele belangrijke beslissingen die er genomen zijn mbt dit project?</li> <li>➤ Betrokkenen</li> <li>➤ Besluitmomenten</li> <li>➤ Benodigde kennis en vaardigheden van eigen of andere afdelingen en de omgeving; hoe wordt eraan gekomen?; wie zorgt daarvoor?</li> <li>➤ Manier van besluitneming (unaniem/democratisch)</li> <li>➤ Evaluatie van besluitneming</li> </ul>
Clear goal setting	<ul style="list-style-type: none"> <li>- Wat en wie wil de organisatie met het project bereiken?</li> <li>➤ Geslaagdheid van het project; wie bepaald dit en hoe?</li> <li>➤ Eigen motivatie</li> </ul>
Encouraging teamwork	<ul style="list-style-type: none"> <li>- Is het project voor elke medewerker even belangrijk? Verandering van de doelstelling door de jaren heen?</li> </ul>
Situational leading	<ul style="list-style-type: none"> <li>- Wie neemt het voortouw mbt het project?</li> <li>➤ Geef jij leiding aan mensen mbt dit project of wordt er leiding aan jou gegeven?</li> <li>➤ (Geeft leiding) Hoe en hoe weet je hoe je leiding moet geven?</li> <li>➤ Hoe motiveer je de mensen die voor je werken?</li> <li>➤ (Krijgt leiding) Hoe wordt jij aangestuurd? (voorbeeld)</li> </ul>
Customised work	<ul style="list-style-type: none"> <li>- Welke taken/ verantwoordelijkheden zijn er binnen het team voor dit project?</li> <li>- Hoe weet iedereen wat hij/zij moet doen? (functieomschrijvingen)</li> <li>- Hoe zorg je ervoor dat je jezelf blijft ontwikkelen? Wat doet de organisatie?</li> </ul>
Task autonomy	<ul style="list-style-type: none"> <li>- Hoe weet iedereen hoe het project moet lopen? Draaiboeken, functieomschrijvingen</li> </ul>
Reward systems	<ul style="list-style-type: none"> <li>- Wat/ wie stimuleert jou om het project te laten slagen? Motivatie?</li> <li>- Heb je het idee dat je zelf iets eraan hebt om dit project te laten slagen?</li> </ul>
Formalisation	<ul style="list-style-type: none"> <li>- Hoe weet iedereen hoe het project moet lopen? (draaiboeken)</li> <li>- Evaluaties van het project: Wat wordt hiermee gedaan?</li> <li>- Wat heb je geleerd van het project: wordt hier nog iets mee gedaan?</li> </ul>
Trust between supervisor and employee, and Employee and employee	<ul style="list-style-type: none"> <li>- Hoe communiceren jullie met elkaar?</li> <li>- Hoe verlopen vergaderingen?</li> <li>- Hoe om te gaan met kritische situaties (slecht weer; ziektes): vertrouwen dat taken wel goed komen</li> </ul>
Challenging work	<ul style="list-style-type: none"> <li>- Hoe makkelijk worden dingen bereikt nu?</li> </ul>
<b>End of interview</b>	
“Bedankt voor je medewerking. Heb je zelf nog opmerkingen of toevoegingen?”	

(\*1) Allereerst, bedankt voor het meewerken. Zoals je weet ben ik bezig met mijn afstudeeronderzoek bij jullie. Ik doe hier onderzoek naar de benodigde kennis en vaardigheden van de coördinatoren om een organisatie-breed project te laten slagen. In mijn interview zal het project ‘X’ centraal staan. Ik heb gekozen voor dit project omdat dit een organisatie-breed project is, waar elke coördinator zijn deel aan bij kan dragen. Mijn vragen zijn gericht op de kennis en vaardigheden die er nodig zijn, om dit project te laten slagen. Voor de duidelijkheid, mijn onderzoek gaat niet over óf jullie deze kennis en vaardigheden hebben, maar puur over welke het er zijn.

Het interview zal ongeveer een uurtje duren en alle resultaten zullen uiteraard vertrouwelijk en anoniem behandeld worden. Als je het goed vindt, zal ik het interview opnemen zodat ik het nog eens terug kan luisteren voor de uitwerking. Nadat dit gebeurt is, zal de opname gewist worden. Ook zal ik de uitwerking terugkoppelen naar je om er zeker van te zijn dat je in de antwoorden kunt vinden.