

MASTER THESIS

*Resolving tensions by change  
agents from a micro-level  
institutional change perspective*



Business Administration (Msc.)

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## Management summary

An increasing amount of societies aim to grow towards a more participative society in which citizens are able to help each other and themselves to realize a more efficient environment for everyone. To achieve this it is first necessary to make place for a more individual-oriented perspective instead of an offer-oriented perspective. This transformation of replacing a dominant logic, through a micro-level institutional change perspective, raises contradictions that lead to tensions. Change agents are able to mitigate or resolve these tensions through praxis. To be able to study this, a case study is performed at the municipality, or SMD, of Enschede that experiences a transformation process that acknowledges change agents that are trying to resolve such tensions in order to embrace a new dominant logic. This research identified, through shadowing, observations and a semi-structured interview, three strategies that change agents use to accomplish that, namely the tip-a-coin strategy, perspective strategy and the swing strategy. In that way this research contributes to the literature by providing more micro-perspective insights in institutional change. From a practical view, this research contributes both in social and organizational context. The identified strategies can help future change agents in dealing with tensions within comparable organizations that occur during transition. Therefore the process of transformation can be accelerated so the system crawls faster to a participative society. This eventually will lead to more participation, less citizens who are in need of social assistance and less expenses for the government. The outcomes are critically reflected and discussed by relating it to existing literature. Lastly, the limitations are elaborated to eventually provide suggestions for future research.



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## Preface

This thesis is performed in order to complete the Master of Business Administration program that is followed at the University of Twente in Enschede. Through this preface I would like to reflect on my time as a student and thank everyone who contributed to this research.

My university career started as a student Communication Science in 2012 at the University of Twente, after successfully completing the bachelor, I was ready for the next challenge. This while since 2014 my interests shifted more towards managing a business and everything that goes with it because in that year I founded my own business. In 2015 I signed up for the pre-master International Business Management to eventually become of Master of Science just before summer 2017. I am happy that I was able to combine running my own business and studying because this was for me the ultimate interaction from which I learned the most.

Now I would like to grab the chance to thank everyone that supported and helped me throughout the research process. In particular, I would like to thank Adrienne Lankhorst, the transformation manager, for letting me run along in the organization to gather my data in the most efficient and smooth way. Next, I would like to thank dr. R. Loohuis for helping me during the research process by providing critical feedback that I used to improve the quality of the end product. Furthermore, I would like to thank A. von Raesfeld Meijer for providing new insights and ideas in literature concerning institutional change. In addition, I would like to thank everyone at the SMD Enschede who was willing to take part in this research. I really liked the pleasant atmosphere and the commitment of everyone. Finally, I would like to thank my family and friends for supporting me throughout my studies.

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## 1. Introduction

### 1.1 Background

Citizens of Enschede that are in need of help have the opportunity to go to the front office of the municipality to explain the problems that they experience. If the problems are of such size the citizens will be coupled to neighborhood coaches that will look into the situation in order to solve it. The municipality is implementing a new way of thinking, a new logic, which can be interpreted as a transformation, not only in the organization, but also for society (more information in appendix I, II, III, IV and V). The goal is a more inclusive society in which problems are solved out of society itself and not primarily by linking care facilities to problem situations by neighborhood coaches. This is considered to be a shift from a rather expensive and predominantly passive welfare state to a more participative and inclusive society (De Gier, 2007). The former way of doing business is an established logic that is going on for years. Therefore the current transformation within the municipality can be seen as a radical change, which can raise tensions that have to be solved by the so called change agents. This study is tries to gain more insight in how change agents can deal with those tensions that pop up during the transformation or institutional change of the organization.

### 1.2 Theoretical positioning

The transformation is of such size that it can be approached through a perspective of institutional change. Institutions are considered to be socially constructed, routine-reproduced programs or rule systems (Jepperson, 1991). Institutional logics are considered to be beliefs, practices and systems that are characterized by a set of rules and attitudes that individuals create and recreate while simultaneously providing a link between institutions and action (Alford & Friedland, 1985; Jackall, 1988; Thornton & Ocasio, 1999; Thornton, 2002; Currie & Guah, 2007; Misangyi, Weaver & Elms, 2008; Reay & Hinings, 2009; Dunn & Jones, 2010). During transition times logics can co-exist during until one side or the other wins and the field reforms around the winning, dominant logic (DiMaggio 1988; Hensmans 2003; Hoffman 1999), or a new logic that is a hybrid version (Glynn & Lounsbury 2005; Thornton et al. 2005). These conflicting logics can be subdivided into institutional contradictions consisting of inefficiency, non-adaptability, interinstitutional incompatibilities and misaligned interests that can raise tensions. Contradictions refer to polar opposites that are interdependent, define each other, and can potentially negate one another (Putnam, 1986). As organizational actors encounter contradictions, they experience tensions, defined as stress, anxiety, discomfort, or tightness in making choices and moving forward in organizational situations (Fairhurst & Putnam, 2014). Tensions are feeling states, ones that often result from frustration, blockage, uncertainty, and even paralysis that individuals face in dealing with contradictions and paradoxes (Lewis, 2000; Smith & Berg, 1987; Smith & Lewis, 2011; Vince & Broussine, 1996). Change agents are able to recognize these contradictions and tensions in order to respond to them to create reflective consciousness, actor mobilization and eventually collective action that stimulate institutional change (Seo & Creed, 2002). Institutional logics are often embedded, so most of the time they have to be interrupted by social upheaval, technological disruption, competitive discontinuity and regulatory change (Battilana et. al., 2009). These forms of interruption by contradictions often come with forms of resistance, which possibly expresses itself in tensions. These tensions can lead to certain praxis by actors to trigger the acceptance of, or resistance to, the new institutional logic (Seo & Creed, 2002). The free and creative reconstruction of social patterns on the basis of a reasoned analysis of both the limits and the potentials of present social forms can be interpreted as "praxis" (Seo & Creed, 2002). The focus is to find out which praxis strategies are used for which tensions that arise from contradictions.





### **1.3 Research gap**

To elaborate on the theoretical positioning, current literature lacks a bit in the understanding of how tensions, originated from contradictions, are exactly being solved at micro-level and through which approaches certain changes are realized by change agents in order to adopt a new logic, and in that way stimulate institutional change, or stay with the existing logic. The purpose of this study is therefore to contribute to the understanding of strategies underlying the praxis (Seo & Creed, 2002) that change agents use in resolving tensions that are caused by contradictions from a micro-level institutional change perspective. Resulting in the following research question:

Which strategies used by change agents can be identified in resolving institutional contradictions and tensions from a micro-level change perspective?

Supplemented by the following sub questions:

- Which tensions occur by which contradictions during the clash of the new logic and the old logic?
- In what way are the tensions being solved through praxis?

### **1.4 Theoretical and practical contribution**

The existing literature is enriched by this study in two ways. In the first place, research that is conducted in the past is often focused from an institutional and conceptual perspective while this study is conducted through a micro perspective. This implies that this study provides more insight in how change agents are able to implement praxis strategies in order to deal with tensions that originate from contradictions. In the second place, this study contributes in an explorative way by identifying these strategies that change agents use to resolve or mitigate tensions.

This study also contributes from a practical perspective in both social and organizational context. The identified strategies that are determined can help future change agents in dealing with tensions within organizations that occur during transition. Therefore the process of transformation can be accelerated so the system crawls faster to a participative society. This eventually will lead to more participation, less citizens who are in need of social assistance and less expenses for the government.



## 2. Literature review

Chapter two includes an analysis of previous studies that were focused on resolving or mitigating tensions that originated during institutional change through praxis. This is done by also highlighting the origins of institutional logics and institutional change to eventually focus on contradictions, tensions and the micro-perspective of institutional change.

### 2.1 Institutional logics

The first proposition of the term 'institutional logic' was coming from Alford and Friedland (1985), although other literature mentioned comparable phenomena before. Thornton and Ocasio (2008) argue that Selznick (1948, 1949, 1957) begins by theorizing how institutions are able to integrate organizations with other organizations in society. Besides that, in order to be legitimate, organizations have to adapt to the characteristics of their external environments (Meyer and Rowan, 1977). This theory is supported and broadened by DiMaggio and Powel (1983) by arguing that the choices that are made by organizations are based on the societal field they operating in. This perspective of interpreting the degree of success and endurance of organizations on the basis of focusing on legitimacy rather than efficiency was considered to be a new form of institutionalism. New insights were provided by empirical research (Haveman & Rao, 1997; Thornton & Ocasio, 1999, 2004). These insights presented the effects of differentiated institutional logics in individual contexts and organizational contexts. According to Thornton and Ocasio (2008) institutional logics can be changed by the influence of individual and organizational actors and can therefore form rational and mindful behavior.

Thornton and Ocasio (2008) state that the definition of institutional logics developed over time, but a frequently used definition of institutional logics is as follows: 'Institutional logics are beliefs, practices and systems that are characterized by a set of rules and attitudes that individuals create and recreate while simultaneously providing a link between institutions and action' (Alford & Friedland, 1985; Jackall, 1988; Thornton & Ocasio, 1999; Thornton, 2002; Currie & Guah, 2007; Misangyi, Weaver & Elms, 2008; Reay & Hinings, 2009; Dunn & Jones, 2010). Now that the definition of institutional logics is given and explained, it is time to dig deeper towards institutional change.

### 2.2 Institutional change

Various research areas, such as organization theory, politics, economics and social science, show research opportunities concerning institutional change by change in institutional logics (Clemens & Cook, 1999; Mahoney & Thelen, 2009). According to Lounsbury (2002), this implies that institutional change often happens when there is a new logic introduced that will be embraced or resisted by actors in a certain environment. In addition, North (1990) stated that institutional change is able to explain historical change because it is able to build and form a society and evolve people over time. This change in logics can be interpreted as the understructure of change in organizations because this change provides more information about how organizations are able to change or transform (Reay & Hinings, 2009). This change process contains information about how the interaction between actors develops if new logics are introduced, accepted and embraced while old logics are left behind. Greenwood et. al. (2002) defines this change process as the shift from one dominant logic to another. Despite the existence of other logics, the dominant logic determines to what kind of behavior actors stick to. Some logics can appear again over time, but this phenomenon is only achievable if these logics are embedded and backed up by resources (Misangyi, Weaver & Elms, 2008). If this is not the case, the chance for change will increase because resources are not able to deliver limitless energy to hold on to certain logics.



While older literature emphasizes the importance for organizations to integrate and meet the institutional requirements to achieve legitimacy, new research is elaborating the importance of actors and change in institutions. Micro level actors can cause macro level institutional change. Those micro level actions will cost considerable time and energy investment to result into institutional change. Although this process tends to be slow, overall change can be significant and important (Reay & Hinings, 2009). It is not simple to realize institutional change within organizations because of the possible presence of a well-known paradox. The paradox that can be described as how institutional change can be realized when the actors' intentions, actions and rationality are conditioned by the institutions they wish to change (Holm, 1995; Seo & Creed, 2002). Some researchers have reaffirmed the ability of actors to escape from the power of institutions (DiMaggio, 1988; Rao, 1998; Beckert, 1999; Carney & Gedajlovic, 2002) while others insist on this and suggest that institutional change occurs because of accumulation over time of act not necessarily directed to generate it (Barley & Tolbert, 1997; Giddens, 1984). To overcome this paradox, it is necessary to look at under what conditions actors are enabled to act as institutional entrepreneurs to eventually trigger institutional change (Battilana, 2006). In this research it is assumed that the so-called institutional entrepreneurs are the change agents within the transformation that takes place at the SMD in Enschede. According to Battilana (2006) the individuals' social position is a key variable in how someone is enabled to act as a change agent despite institutional pressures. These change agents can be defined as certain innovative actors that have interest in particular institutional arrangement and arrange resources to create new institutions or to transform existing ones. These change agents see these new institutions as an opportunity to realize interest that they highly value (Garud, Hardy & Maguire, 2007).

Furthermore, institutional change can be incremental or radical. Incremental change represents an extension of the status quo, in this case, adjustments or refinements in current practices (Dewar & Dutton, 1986). Radical change goes beyond augmenting the status quo, requiring a shift to fundamentally different practices. It involves adopting a different paradigm, a step that typically disrupts the established pattern of understandings and interests (Dewar & Dutton, 1986). In this study context there is a shift between paradigms present, namely the shift from old casus thinking to new issue thinking. This can be interpreted as a radical change, but it is executed in the organization in an incremental way to not dislocate the work environment. Organizations that expose their practices to societal influences are likely to experience regular incremental change that maintains their legitimacy, rather than threatens it, and ensures that insiders' practices are in step with societal norms (Zietsma & Lawrence, 2010).

To realize an overall institutional change it is necessary to achieve these incremental changes throughout the whole organization. This implies that various actors have to embrace the change at different levels. The actors that are confronted with the change are for example neighborhood coaches, transformations coaches, citizens, consultants, managers, directors and policy makers. The fact that multiple actors are involved can lead to several contradictions and tensions. The next subchapter elaborates more on that.





### 2.3 Contradictions and tensions

After elaborating on institutional change, it is time to emphasize the contradictions that raise tensions in organizations during a transformation process. Contradictions are polar opposites that are interdependent, define each other and can potentially negate one another (Putnam, 1986). It is often treated as opposite sides of the same coin, such that the more actors move toward one pole, the more they feel pulled toward the other (Smith & Lewis, 2011). Seo and Creed (2002) developed a dialectical framework in which institutional change is understood as an outcome of the dynamic interactions between two institutional by-products: institutional contradictions and human praxis. There are four types of contradictions distinguished, namely inefficiency, non-adaptability, inter-institutional incompatibilities and misaligned interests. Tensions can possibly be derived from one or a combination of different contradictions during a transformation process of institutional change. It is often the case that social and institutional arrangements, which are being questioned during institutional change, are deeply embedded in the organization and show therefore resistance that expresses itself through tensions. Fairhurst and Putnam (2014) describe these tensions as stress, anxiety, discomfort, or tightness in making choices and moving forward in organizational situations. Tensions are feeling states, ones that often result from frustration, blockage, uncertainty, and even paralysis that individuals face in dealing with contradictions (Lewis, 2000; Smith & Berg, 1987; Smith & Lewis, 2011; Vince & Broussine, 1996). These tensions have to be resolved or mitigated by change agents that are at the same time trying to push through a new logic. In this way change agents try to realize a change environment in which all actors are feeling comfortable and united.

### 2.4 Praxis

Praxis is being used to mitigate or resolve tensions that are originated out of contradictions, just as mentioned in the previous subchapter. In practice, actors develop different levels of understanding, or consciousness, about tensions and make choices about engaging and responding to them as well as how to move forward amid complex circumstances (Putnam et. al., 2016). It is drawn from the Hegelian dialectical theory (Benson, 1977). This consciousness emanates in felt experiences, self-monitoring of behavioral patterns, recognition of clashes in actions, and understanding the nature of tensions in an organizational field (Shotter & Tsoukas, 2014). It entails being reflexive about actions and interactions; analyzing and penetrating tension-producing structures and experiences; and making choices to call into question, respond, and move forward amid contradictions and tensions. Seo and Creed (2002) defined four steps of praxis that eventually can lead to institutional change. The first step is the fact that certain actors decide to fulfill the role of change agent in the organization. These actors can come forth from the organization itself or assigned from the outside. The next step is the ability of the change agent to create a reflective shift in consciousness among the actors that take part in the overall institutional change. Putnam et. al. (2016) refers to this as the understanding of situational triggers, which leads to reflexivity and awareness. This contains discursive consciousness and the ability to recognize actions or interactions that cause tensions. This allows actors to understand the pros and cons of the new logic and let go of the old embedded social patterns. This initializes step three, the actor mobilization. Putnam et. al. 2016 describes this step as moving forward. It represents the process of actors that agree on the new way of thinking and the consultation of how to shape the transformation to the new logic. Actors reach the final step if there is collective action concerning the transformation. Only this can allow the complete organization to accomplish institutional change. The research conducted by Seo and Creed (2002) is however mostly conducted from a conceptual or institutional perspective. The next subchapter provides more literature concerning a micro-perspective view on institutional change.



## 2.5 Institutional change from a micro perspective

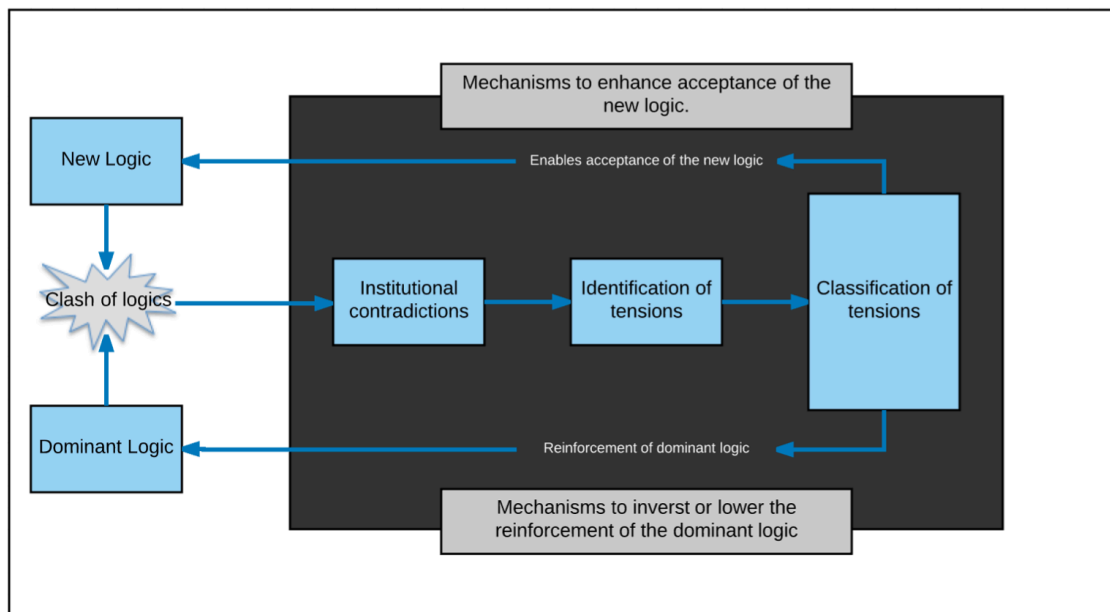
Change agents respond to tensions, which originated out of contradictions, with praxis in order to realize institutional change in the organization. However, the current literature uses a conceptual and institutional perspective originating from the organization theory and so misses important insights in how this process is executed on the work floor from a micro-perspective. Nevertheless, literature provides information about micro foundations of institutions (Barley, 2008). The different sorts of agencies (Dorado, 2005) and the bottom-up perspective (Gray et. al., 2015) can be considered as important contributions to the research of Barley (2008). This implies that different kinds of agencies can be responsible for different kinds of reactions of actors. Besides that, it is possible that some change initiatives can be achieved through various layers of the organization. Initiatives can find their way from management levels to the work floor (top-down) or from employees (change agents) on the work floor, who experience a reflective shift in consciousness, to the management levels (bottom-up). Compagni, Mele and Ravasi (2015) added more insights tot this by linking institutionalized perspectives to practice based approaches. As Smets et al. (2012) stated; mundane activities of practitioners struggling to accomplish their work can trigger institutional change efforts. This contradicts the belief that institutional change is triggered from management layers or essential actors in the organization. However, micro perspective literature still lacks in the understanding of the linkages between praxis executed by change agents, processes that are initialized because of these used praxis and how new methods are getting embedded in the organization. Besides that, Vaccaro and Palazzo (2015) state that institutional change craves for attention of a lot of actors in the organization to resolve or mitigate the tensions. This implies that change agents alone can never realize institutional change.

Smets et. al. (2012) adds to the literature by highlighting the process of praxis reaching the work floor to encourage the shift to the new logic that eventually will lead to institutional change. They stated that without incentives from the external environment of the organization, obligations assigned from management layers or controversy, change can still occur and a new logic can still be embedded. This research also indicates that praxis executed by change agents can be performed without being noticed in the first place and embraced by all actors. Since these efforts of the change agents are not recognized, it is not likely that there will be a form of resistance by the actors (Vaccaro & Palazzo, 2015).

The process of how contradictions lead to tensions that will be mitigated or resolved by change agents through mechanisms, or praxis, is shown in a conceptual model below. This research is focused on what contradictions lead to what kind of tensions to determine how the praxis by change agents enables the acceptance of the new logic or the reinforcement of the dominant logic.



**Figure 1.** Conceptual model (Bethlehem, 2017)



As showed above, the gap that is recognized in organization theory leaves various ways of exploration concerning institutional logics and the acceptance of new logics. It is interesting to look at interactional processes that occur through a bottom-up perspective in order to map the development of new logics or the challenge of existing logics (Gray et. al., 2015). A growing demand for new strategies or approaches is recognized. In brief, this study focuses on the fact that previous studies are not able yet to approach institutional change concerning institutional logics through a micro perspective but only through a conceptual or institutional perspective. This led to this exploratory research that examined institutional change through a micro-level perspective by attending meetings in which actors are being confronted with a new logic. Micro-interactions between actors are being monitored in order to identify strategies that are used by change agents to mitigate or resolve tensions to contribute to the overall institutional change. Crucial components in formulating strategies are solutions that are being submitted by change agents. This study therefore contributes to the existing institutional change theory and could be used for future research to dive into the depths of the institutional world of change.





## 3. Method

### 3.1 Data collection

#### 3.1.1 Exploratory research

This study can be seen as exploratory research, as the name states, it intends merely to explore the research questions and does not intend to offer final and conclusive solutions to existing problems. More insights about the process of resolving tensions from a micro-perspective, caused by contradictions, are being gathered in this research. This study has not fully replicated previous instruments. It is conducted in order to determine the nature of the problem, this type of research is not intended to provide conclusive evidence, but helps us to have a better understanding of the problem (Saunders, Lewis & Thornhill, 2012). It can be interpreted as a form of embedded research in which the researcher is able to participate by joining conversations. There are significant differences between exploratory and conclusive research. Exploratory studies result in a range of causes and alternative options for a solution of a specific problem, whereas, conclusive studies identify the final information that is the only solution to an existing research problem (Sandhusen, 2000). Exploratory studies focus more on transferability and credibility instead of reliability and validity.

Advantages of exploratory research are flexibility and adaptability to change. When conducting exploratory research, the researcher ought to be willing to change his/her direction as a result of revelation of new data and new insights. This implies that this form of qualitative research has an iterative nature in which preliminary data analysis coincides with data collection often results in altering questions as the researcher learns more about the subject (DiCicco-Bloom & Crabtree, 2006). This iterative process of collecting and analyzing data eventually can lead to the point in data collection where no new categories or constructs emerge. Kuzel (1999) referred to this as saturation, signaling that data collection is complete. Secondly, exploratory research is effective in laying the groundwork that will lead to future studies. This is also the case in this study. Lastly, exploratory research can potentially save time and other resources by determining the types of research that are worth pursuing at the earlier stages.

A disadvantage of exploratory research is that it usually makes use of a modest number of samples that may not adequately represent the target population. Secondly, exploratory studies generate qualitative information and interpretation of such type of information is subject to bias. Intersubjectivity plays a notable role. The transferability and credibility of this study cannot be guaranteed for each context, but will be applicable on similar municipalities that are going through a comparable context concerning the process of transformation.

#### 3.1.2 Setting

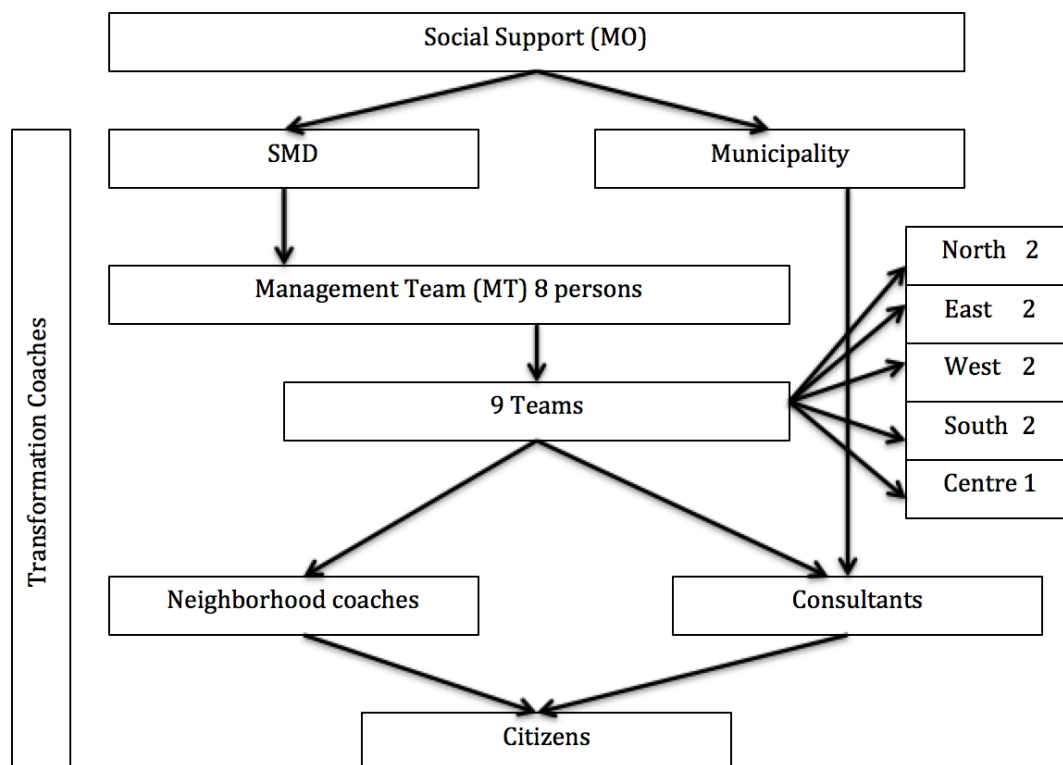
Multiple initiatives have been introduced in the context of the law MVO (corporate social responsibility) to contribute to the wish to grow towards a more participative society. These initiatives are also introduced in Enschede in domains like healthcare, education, sports, at work and elderly care.

Neighborhood teams Enschede, and so the municipality of Enschede, are linking a vision to transform towards a more inclusive society. There is a shift in paradigms from exclusion to inclusion that fits to the change that the transition wants to achieve. Currently there are initiatives active in the municipality of Enschede, namely 'Expedition Enschede', 'de



inclusieve stad', 'de onderwijsexpeditie' en 'coach053'. The aim of these initiatives is to contribute in realizing a transformation in the social domain by bringing together different groups of people so that they can cooperate in a sustainable way within domains by using each other's strengths instead of focusing on weaknesses. This overall transformation is of such size that it could be interpreted as a social innovation that involves different parties or actors. Parties or actors that are involved are for example: citizens, professional or non-professional volunteers, the municipality of Enschede, clients, formal and informal organizations, team coaches, directors, managers, transformation coaches, policy makers, neighborhood coaches and consultants. The ultimate goal of the transformation is to solve the problems in society by society's citizens themselves, which defines the ideal participative society.

This study gains insight in institutional clashes, or clashes between the new logic and the dominant 'old' logic, by diving into the organization itself and collecting data concerning institutional contradictions or tensions but, most importantly, the following praxis that eventually can lead to institutional change. The organization can be interpreted as cooperation between all layers from management level to citizens. The actors that are of importance in the process of gaining insight in clashes between institutional logics are included in this study. Directors of the social services and the municipality of Enschede can be seen as the two individuals on top of the chain, below that there are 8 managers that are responsible for 9 teams. Each team consists of multiple neighborhood coaches and consultants. The neighborhood coaches are handling issues like child abuse and consultants are handling less intense subjects, such as the need of walkers for elderly. Besides the actors mentioned above, there are also five transition managers active that navigate through all layers. This implies that a transition manager has insight and contacts in both management layers and layers that are closer to the community, for example neighborhood coaches.



**Figure 1.** Organogram of the organization



### 3.1.3 Method typology

This study aims to collect more information about the tensions that occur out of contradictions and how change agents are resolving them by using praxis. It is necessary to specify the research processes in order to determine which research methods are appropriate for this research. An example of a quite similar research is the organizational change described by van de Ven and Poole (2005) as: *“a narrative describing a sequence of events on how development and change unfold.”* The sequence of the institutional change process, which unfolds in the municipality of Enschede, will be examined through mild shadowing, direct observation and a semi-structured interview. In previous research, the shadowing technique is also used in combination with interviews (Walker, Guest & Turner, 1956; Stewart, Smith, Blake and Wingate, 1982; Polite et al, 1997). Triangulation in this study is not primarily the goal of using different methods, but it is done to create a richer (Bonazzi, 1998) and more pluralistic (Stanley et al., 1998) view. This is achieved by gathering data from not only the transformation manager, but also from neighborhood coaches.

In order to get a comprehensive overview of the organization, the researcher ran along a few days with a transformation manager and after that the researcher will attend multiple meetings of which the transformation manager is being part. This direct observation is applied in for example, SKJ meeting (quality register youth), inspiration hours, intake team meeting, individual cases discussion meeting with neighborhood coaches, neighborhood coach and transformation coach meetings or meetings with transformation coaches.

The transformation manager is selected as key informant for her knowledge, her role in a setting and her willingness and ability to serve as translator, teacher, mentor and/or commentator for the researcher (Poggie, 1972). This mild process of shadowing or direct observation provides indispensable inputs regarding the second part of this study, namely a semi-structured interview with the transformation coach. The observations during the mild shadowing process provide the researcher with the needed information concerning the key activities, problems, clashes and aspects. This information is also used to decide what meetings to attend. In table 1 the description of data collection is presented.





**Table 1.** Description of data collection

Meeting	Function of actors	Time
SKJ meeting	Transformation manager, neighborhood coaches, team managers, director	1h 49 min.
Inspiration hour meeting	Transformation coach, neighborhood coaches	1h 11 min.
Expedition meeting	Transformation coach, expedition leaders	1h 16 min.
Intake meeting	Transformation coach, neighborhood coaches/intakers	55 min.
Transformation coach conversation	Transformation coach	22 min.
Neighborhood coach meeting	Transformation coach, neighborhood coach	1h 2 min.
Neighborhood coach meeting	Transformation coach, neighborhood coach	12 min.
Neighborhood coaches case meeting	Transformation coach, neighborhood coaches	1h 31 min.
Neighborhood coach and transformation coach conversation	Transformation coach, neighborhood coach	1h 11 min.
Neighborhood coaches team meeting	Transformation coach, neighborhood coaches	46 min.
Neighborhood coaches case meeting	Transformation coach, neighborhood coaches	1h 52 min.
Neighborhood coaches meeting	Transformation coach, neighborhood coaches	29 min.
Expedition meeting	Transformation coach, expedition leaders	2h 1 min.
Experience sharing meeting	Transformation coach, neighborhood coaches, citizen	1h 40 min.
Transformation coaches meeting	Transformation coaches	1h 33 min.
Interview transformation coach	Transformation coach	57 min.

#### **3.1.4 Operationalization observations**

As mentioned before, this research started with a process of observations, or interpreted as a mild form of shadowing. This method of research was already used in several classic management studies in the early seventies (Mintzberg, 1970), but is rarely been discussed critically in the social science literature (McDonald, 2005).

The reasons why shadowing is suitable in this research is as follows. According to McDonald (2005), shadowing is a research technique that involves the researcher to closely follow a member of an organization over a period of time. In this study the member of the organization is the transformation manager. This observation technique includes various activities because the person being shadowed will be observed during every proceeding or activity. Shadowing can be done over various time intervals, but in this case it is done particularly to get clarification concerning the daily activities and their corresponding implications to determine which meetings are interesting and which are not. During this observation period, questions are asked with the intention to reveal the purpose on the activities of the observed transformation manager. Furthermore, shadowing has the ability to capture the brief, fragmented, varied, verbal and interrupted nature of organizational life (Weick, 1974). This has helped to link actions and actors, and ensuring the researcher in composing the adequate semi-structured interview.



### **3.1.5 Operationalization semi-structured interview**

After the mild shadowing or observation process, the researcher only attended the meetings in which the chance of institutional clashes, the appearance of contradictions and tensions or the utilization of praxis was at its greatest. The transformation coach estimated this possibility for each of the meetings that she had to attend. The follow up semi-structured interview with the transformation coach took place after attending the different meetings to gain deeper insight in the praxis that are used by the transformation coach herself and neighborhood coaches (Appendix VI). Qualitative interviews have been categorized in a variety of ways, with many contemporary texts loosely differentiating qualitative interviews as unstructured, semi-structured and structured (Crabtree & Miller, 1999). The semi-structured interview is used in this research to gain as much as possible qualitative data. The researcher also observed the non-verbal expressions of the interviewee in order to extract emotions or feelings while talking about certain tensions that arose from particular contradictions (Agar, 1980). This gives the researcher the opportunity to indicate where interesting data is probably hiding and respond to that with appropriate questions. The idea of semi-structured interviews contradicts the idea of structured interviews that are more focused to gather quantitative data.

The most commonly used format of interviewing is semi-structured in-depth interviews that can be used both to interview individuals as groups (Crabtree & Miller, 1999). The interview that was done in this research took place in an individual context in an office with only the research and the interviewee. The themes of the interview were about the contradictions, tensions and ways to resolve these tensions by using praxis. The questions asked were about specific micro interactions between actors. Appendix 1 presents the format that is used by the researcher during the interview.

### **3.1.6 Operationalization contradictions and praxis**

As explained in the literature review the dialectical view (Seo & Creed, 2002) is utilized to gain insight in what kind of tensions arise in the organization, which can lead to praxis and eventually to strategies in solving those tensions. The four contradictions inefficiency, nonadaptability, interinstitutional incompatibilities and misaligned interests are used to understand which tensions exist to determine what praxis occurred in order to resolve that particular tension or tensions. The praxis is defined in a process of four parts namely: potential change agents, reflective shift in consciousness, actor mobilization and collective action, which eventually can lead to institutional change.

#### *1. Potential change agents*

Potential change agents are individuals that contribute to the transformation by implementing the new way of thinking.

- Which role do change agents fulfill in the organization?
- Who are the change agents in the organizations?

#### *2. Reflective shift in consciousness*

A reflective shift in consciousness can be achieved if other actors react on the proceedings or acts of the change agents about the new way of thinking. Actors are able to discuss with each other about the subject by giving their opinion. In that way they can become change agents themselves.

- In what way do change agents affect actors to embrace the new way of thinking?
- To what extent are actors able to embrace the new way of thinking?



### *3. Actor mobilization*

Actor mobilization occurs when actors are inspired, stimulated or motivated by the new collective understanding of their social conditions and themselves.

- How does actor mobilization express itself in the organization?
- To what extent are actors convinced in the new way of thinking?

### *4. Collective action*

Collective action implies that actors are able to change their behavior and therefore contribute to the overall institutional change.

- What does it take for actors to move on following the new way of thinking?
- Which interventions or mechanisms are implemented to achieve collective action?

The process of resolving tensions is not always the same. It is possible that certain praxis leads to reflective consciousness but not to actor mobilization or to actor mobilization but not to collective action.

#### **3.1.7 Implications concerning data collection**

The shadowing process is not without implications. The first implication regarding this kind of observation is the access-negotiation process (McDonald, 2005). The researcher had to gain access for the interview with the transformation coach as for the entry to the organization. Gain access for observation within an organization can be harder in comparison to in-depth interviews, because the researcher needs much longer term and less conventional involvement with each individual. Besides these privacy-oriented implications, shadowing can produce vast quantities of data that are difficult to handle (Forsblad, 1984).

Secondly, another problem is the relationship between the observer and the actor being shadowed. They have to get used to each other, what includes a settling down period for both parties in their observation partnership. Shipman (1997) called this the Hawthorne effect, which is the effect that a researcher has on the situation they are researching. They assume that a researcher cannot be sure that by following someone around for days at a time they are not altering the very nature of the work they are trying to describe. It is impossible to measure what effect or rule out the effect that the researcher has on the nature of the work they are trying to describe (Snow & Thomas, 1994). In following the transformation manager during her day, it is obvious that someone is following her, what can influence not only her behavior, but also the behavior of her colleagues and other contacts. McKechnie (2000) suggests a couple of data-collection strategies which can help lessen and access the observer effect, including asking the actors to discuss their day and what differs in comparison to a 'normal' day without the observer.

Thirdly, the observer must retain sight of the research question and avoid uncritical acceptance of a single view of the organization, due to extended contact with a particular participant what can make the researcher sympathetic to their views and problems (McDonald, 2005). To counteract this possibility of untrustworthiness the researcher has to keep a certain distance to their participants.

Besides the implications around the research method shadowing, the interview research method also faces implications. Two types of implications can be distinguished, namely technical implications and ethical implications (DiCicco-Bloom & Crabtree, 2006). The process of gathering and saving interview data can lead to technical issues during audio recording, video recording or note taking (Kyale, 1996). Difficulties can also occur during the transcribing process of the gathered data by misinterpreting certain quotes, sentence



structures or sentences that contain mistaking words. The discipline, experience and expertise of the researcher are forming the core of qualitative analysis (DiCicco-Bloom & Crabtree, 2006).

The ethical issues mainly concern the well being of the participating actors in the executed research, in this case mainly neighborhood coaches and transformation coaches. This includes the commitments of the researcher to scale down the possibility of unforeseen harm, the decent way to deal with the gathered interview data and the fact of introducing the nature of the research in short in order to reduce the chance of exploitation. Sometimes it is important to implement in the research plan a way that participants acknowledge that what they are doing contributes and that the researcher can repay them in multiple ways for their commitment (Anderson, 1991).

A proper executed research takes into account all the interests of all actors during the whole research process. The ideal research would achieve all research goals while keeping all actors satisfied along the way.

## **3.2 Data analysis**

### **3.2.1 Mild shadowing, direct observations and the interview**

After conducting the research, including the mild shadowing, direct observations as the semi-structured interview, the data has to be analyzed. The collected data is written down, typed along on a laptop during meetings and besides that, the conversations are recorded so the possibility is there to have a closer listen afterwards. The conversations that are held during the meetings are not literally transcribed, but are collected through notes and important lines. The data gathered through mild shadowing, direct observations and the semi-structured interview are then analyzed by using the parts of the dialectical view of Seo and Creed (2002). There is looked at the data through a contradictory perspective to find out which tensions occurred out of which contradictions and how, from a micro perspective, they are tried to be resolved. Mentioned above, the possible contradictions that are used are inefficiency, nonadaptability, interinstitutional incompatibilities and misaligned interests. After that the data is analyzed through a practice perspective with knowledge about what tensions occurred earlier. It is hereby possible that certain situations have to do with multiple contradictions. In this case the situation is assigned to the contradiction that fits the best. Eventually strategies of resolving institutional contradictions by change agents from a micro-perspective are recognized and supported by quotes.

Whatever the focus of the study, the basic research question needs to be sufficiently focused so that a relatively homogenous group will have shared experiences about the topic (Crabtree & Miller, 1999). In this case it consists of several actors, mostly neighborhood coaches, in the organization with perspectives on the transformation.

The semi-structured interview data are analyzed the same way as the mild shadowing and direct observation data, but the data gathered in the semi-structured interview can provide deeper insights compared to the first two methods.

The data analysis eventually leads to strategies that are used in the circumstances and conditions during the clash between the dominant 'old' and new logics in order to resolve the tension. Emphasis will be placed on the praxis with regard to the adoption of a new logic or reject to this and stay with the dominant 'old' logic.



## 4. Results

The first part of this chapter will contain information about the contradictions that occurred in the organization, which tensions rose and what possible solutions were given in order to support praxis. These contradictions will sometimes be associated with cases of neighborhood coaches. The second part will focus on exploratory strategies that are used by change agents to mitigate or resolve the tensions that arose from contradictions in order to contribute to the transformation to the new logic.

### 4.1 Contradictions

#### 4.1.1 Inefficiency

Certain themes around inefficiency are being recognized throughout the meetings that are being attended by the researcher. The first theme around inefficiency concerns the obstruction of the chance for neighborhood coaches to experiment on the new logic.

*"My experience is that the WMO, front office and back office are all thinking in the same direction until we crash into the rules and policies. We have to think out of the box and be creative as much as possible, but we are being stopped. Experimenting is not appreciated."*

The next quotes emphasize the tensions that arise due to the multiple obstacles that neighborhood coaches have to avoid or get around in order to experiment with the new logic and new way of thinking.

*"It takes an incredible effort and time to receive allowance from the municipality because of the gathering of countless receipts, handling the rules and dealing with poor communication. This frustrates me and demotivates me."*

*"Sometimes I got the feeling that I invest more time in following all the rules and policies instead of really helping someone. I lose a lot precious time by doing that, but I have no other choice."*

These quotes carry words that refer to frustration, demotivation and powerlessness. These tensions characterize the contradiction of inefficiency. It is interesting to look at how the praxis behaves towards these tensions in order to eliminate them. The next quotes offer ways to accomplish this.

*"Sometimes you just have to do what you think is right even though it is against the rules. One have to be very confident and strong to accomplish this experimental way of working."*

*"From time to time I just act like I am not aware of what rules are applied in certain situations. In this way I am able to slip through the rules and policies by using my network instead of achieving it through the old school way."*

*"We founded an unofficial group within the organization that we call the group 'get rid of all the rules'. This group is established out of incomprehensibility so we are able to create new insights in working."*

The quotes above underscore the effects in the organization of the tensions and the following praxis that the contradiction inefficiency entails. Also the movement of employees is addressed. Employees are going to act like they know nothing about it in order to achieve the way of working they think is right. Fake innocence and ignorance characterize the praxis.



Besides the lack of space for experimenting, another inefficiency theme repeats itself multiple times in different meetings, namely that caseloads of neighborhood coaches can be reduced in a relative short amount of time. This contributes to the fact that neighborhood coaches do not, or think that they do not, have the time or space to experiment and adapt to the new logic. A lot of neighborhood coaches deal with too many cases that can already be closed. In this way it is possible to take other cases of the waiting list, or if there are not any, create more space for experimenting with the new logic.

*“Neighborhood coaches are responsible for a pretty big caseload, but if you look closely, a lot of the cases can already be closed after a few phone calls. That will save a lot of time.”*

*“In my experience I believe that a lot of neighborhood coaches are more busy with thinking that they are busy instead of being busy for real. It is often the case that neighborhood coaches are tended to keep cases open while they can be already closed. The reason behind this is because there is always the possibility that the client could make contact again. This bothers me.”*

*“We have received no new cases last week and every running case is divided, but still the perception of neighborhood coaches is that they are busy, busy, busy.”*

The quotes above highlight a paradox that is occurring in the neighborhood teams concerning caseloads. The paradox can be defined as that neighborhood coaches think that they are having loads of work to do, because of the quantity of cases on their lists, but in fact most of the cases can be closed within a relative short period of time which results in a more smooth process. The tension that rose is a form of annoyance or dissatisfaction. As response to this phenomenon the following praxis came to light during the meetings to take away this tension.

*“We have to keep each other sharp concerning our caseload. May be we can arrange something once per two months to review each other’s case loads for the ones who are interested. The experience is that reviewing each other’s caseloads is good for two things: closing cases and remembering quite cases. It is important to constantly ask yourself about every case: What was the question here? Is the question already been answered? In case yes, why haven’t we closed down the case yet?”*

*“Bring together comparable cases and make sure they will be closed in such a way that they don’t return. In this way we accelerate the overall process and contribute to the new way of thinking.”*

*“Let’s collect in two weeks one story everyday by one neighborhood coach. Present the stories on a dashboard and come up with three experiments that are able to decrease or take away the experience of feeling busy.”*

The praxis of organizing other meetings in which caseloads are discussed seems like a proper way to solve the tensions of annoyance and dissatisfaction, but in fact this is often not the case. Quotes out of multiple meetings indicate that.

*“At the time we agreed to come together and talk about his, this goes well a few times, but after that the attention fades away and everybody does the same thing as they always did.”*





*"Employees mention that that they are willing to cooperate in a specially organized meetings, but their behavior shows resistance."*

This last situation can also be interpreted as a form of misaligned interests and is therefore more elaborated in subchapter 4.1.4. The last theme that is recognized is the fact that the communication in the organization is quite inefficient. The mostly used medium that is used to communicate is email. There is no differentiation in which subjects are suitable to discuss via email and which subjects are not. There has been a small research conducted in the organization about what an employee, that works 36 hours per week, is exactly doing in that time.

*"Most of the time spent by employees is invested in searching. Searching for regulations, enactment, instructions and where you have to be for which form. Not only 1 team is doing this, but 9 teams."*

The possible solution is the innovation tree that can be compared to Trip Advisor. An environment in which employees have the opportunity to search to what they need. The idea is that every employee adds information to create together a database. In fact, nobody is adding information because the direct win for the employee is not clear enough.

*"Information is being kept, but it will not be filled in yet because it is written on papers and not online or at a computer."*

The solution is to inform the team managers but they are not aware of how the system exactly works and which benefits it can provide.

*"We have to keep the team managers constantly up to date in order to transfer the new way of thinking to the neighborhood coaches."*

#### **4.1.2 Non-adaptability**

The contradiction non-adaptability also expresses itself in the organization. The possibility of choosing the new logic over the dominant 'old' logic can dramatically decline because of this contradiction. The first phenomenon that frequently showed up in multiple meetings was a rigid attitude towards the new logic.

*"Clients are the highest priority. We make sure that the incoming requests are handled properly and that takes already enough time and attention. Currently we are having no waiting lists, our team is working fine, so let's keep it that way."*

*"In my opinion I am doing my work more than sufficient. I have got my own pace and way of handling cases. Next to that I am very happy with my colleagues that I'm working with, why change a winning team?"*

*"I am serving my clients by assessing their circumstances and listening to what they have to say to eventually provide them with what they need. Based on that I will seek for matching services."*

These quotes accentuate the fact that the urge of changing towards the new logic is totally not acknowledged. These kinds of employees are assuming that their way of working is legit and that if everyone in the organization works like that, it all will be fine. In reality this is not the case because the organization is dealing with a debt. This leads to tensions.



*"We are still doing it the same way; we are still using an offer oriented perspective. If we keep doing this, the debt will grow and we will be in much bigger trouble!"*

*"Is the urgency of having a major debt not enough to stimulate to change? This is crazy."*

In order to resolve those tensions change agents come up with plans to find other ways to transfer the new logic. One way of doing that is by asking the team about how the future will look if major cutbacks were implemented.

*"How are we going to save one or two million euros the next year?"*

These kinds of questions result in awkward silence but raise attention. Another way to convince neighborhood coaches can be realized by creating more awareness of examples that are being implemented through a new logic perspective and turned out great. Intens is an online environment in which neighborhood coaches are able to post such examples or ideas, read stories or share thoughts about important subjects with each other.

*"We are going to post information about plans that are executed through a new logic perspective. For example, the plants action that took place in West. If every district posts these kinds of actions, each district will look at each other, respond to each other and because of that the process will keep on going automatically."*

*"It is of great importance that teams will look at each other and think by themselves, are we doing it right? It is not a competition, but teams will keep each other sharp and motivated."*

This sort of praxis emphasizes the effect that change does not have to originate from layers above, but that change has to be stimulated within and between teams.

Which leads to the next phenomenon that regularly popped up during the meetings that are being attended by the researcher. The online environment Intens has not a lot of active users yet. The first reason is that most of the neighborhood coaches are not informed yet about this service. The second reason is that there is a noteworthy group in the organization that is having serious trouble with keeping up with technology.

*"I only have a smartphone for calling people and sending texts. Please do not ask me about any other features on it, because I will not know the answer."*

*"Is it also possible to use the Intens environment on a computer? I ask this because I do not have a smartphone."*

These examples are a form of pretty serious digital illiteracy under the employees. Situations like this often result, just like normal illiteracy, in the process of quickly asking someone else to do it. This looks innocent at first sight but in fact this contributes a lot to the contradiction of inefficiency. Besides the serious ones there are also less severe ones that can be solved easier.

*"I did not manage to place my attachment in the correct folder. I can only upload my files to a certain place and I do not know how to change it."*

Nevertheless, this sort of tension can be interpreted as a form of exclusion. Therefore this bump of digital illiteracy have to be straightened by setting up mandatory meetings or



moments in which employees can ask questions about Intens and be informed that they have to use it because it will replace their mailbox partly. This is also a way of carrying the new logic over to the employees. This information has to be transferred through mandatory meetings because otherwise too few people will show up.

*"I have said that it is semi-mandatory and I organized two meetings. The first meeting was not mandatory and two people showed up. The second meeting was mandatory and everyone was ready for it with their laptop."*

*"You have to make it mandatory because if you do not receive the information about how Intens works, you will not have a clue and you will miss information that will only be presented at Intens."*

The praxis above shows that here is a form of managerial decision-making active. The neighborhood coaches just have to accept that Intens will take over concerning information sharing. In this case it is necessary because the new logic has to be transferred also through the digital environment of Intens (as shown before). The praxis to resolve the tensions arising from the contradiction non-adaptability acknowledges similar characteristics compared to the contradiction inefficiency. Although the contradiction inefficiency is a more wider contradiction, non-adaptability shows that change agents are using the old logic in order to pass through the new logic (using managerial layers) and the utilization of an approach by which the intrinsic motivation of the neighborhood gets stimulated.

#### **4.1.3 Interinstitutional incompatibilities**

The third contradiction focuses on conflicts or irregularities between organizations or institutions. The tensions that rise because of this contradiction could lead to obstacles in the process of spreading the new logic and so eventually to the institutional change. This is also the case around the increasing debt. The municipality of Enschede wants to obtain specific results concerning the transformation in order to decide whether it is useful to proceed or not. The transformation itself on the other hand is more focused on what effects are being achieved in society. This topic, which can be described around the tension stress, rose multiple times in several meetings, mainly in Expedition meetings.

*"I am in the impression that the person who is in between us and the next ongoing cash flow does not have a clue about what the whole transformation is about at all!"*

*"We could not let it happen that this will be the end of funding the transformation process. One must be able to realize what major contributions the transformation can deliver to society. It just takes time."*

These selected quotes indicate clearly the ambiguity between on the one hand the transformation and on the other hand the municipality. One must be able to justify itself to the higher levels in order to prove that what one is doing, is right. If the fund for the transformation stops, the new logic has a significant smaller change to be implemented in the organization. Therefore the praxis expresses itself in the form of a fitting solution.

*"We have to come up with a clear interim report which can be understood and used easily by the ones who are responsible for transferring the results of the transformation so far. This is necessary to run the persuasion process smoothly to eventually be backed up again with funds to continue the transformation."*



*"The municipality demands clear results. Therefore we are forced to take one step back to the old logic in order to create the chance of explaining what the new logic is about. Just to make it more accessible."*

It seems difficult to present the contribution of the transformation in clear language because exact numbers are not directly available to share to the municipality. The solution is to provide a customized interim report together that can later be used to persuade and be used as example to explain the new logic. Interinstitutional incompatibilities are also experienced on the work floor. Neighborhood coaches, representing the SMD, are sometimes having issues with housing corporations or healthcare providers. These subjects are often addressed in meetings where cases of neighborhood coaches are discussed.

*"The housing corporation damaged the floor and is not willing to restore it even though they made the mistake. I have got really bad experiences with this corporation and I have got no idea what to do now, that is why I share it with you."*

*"This family has Intensive Psychiatric Family Treatment (IPG) but it does not fit with the needs of this family. They need a more practical way of care and so far I am not able to concretize this. "*

The corporations do not understand what the neighborhood coaches are willing to say. This tension creates a form of demotivation, which is being avoided by the following praxis.

*"In the beginning I wanted to solve this problem together with the client so the next time she is able to do it by herself. Now I am tend to call and fix this problem by myself, because it is easier. Besides that, the client is willing to hire a lawyer and that makes the case even more complicated."*

*"The best option I have got now is to arrange other, more practical, care that hopefully suits better with the family so they can live independently as soon as possible."*

These quotes emphasize a fall back into the old dominant logic because the offer-oriented perspective is being proposed again. The new logic is looking to the clients' opportunities and strengths. This can be realized if there is listened closely to what the client has to say about the needs and wants. Luckily the other neighborhood coaches come up with ideas to switch the tension.

*"You can also chat with the client about which clear arguments are the best to write down to convince the housing corporation. Let her draft an email and say you check it before she sends it. In this way she learns how to manage problems like these."*

*"Find out with the client who damaged the floor so he or she can back up you during the procedure of claiming reparation."*

*"Try to go small by identifying the need of care of the family. Once that is clear, you can work with the family to better fitting healthcare. Eventually the family has to live on its own again!"*

The ideas are not commanded from above but are slowly implemented in the group. This gives space for the neighborhood coaches to discuss and collectively come to the right



solution. Not only housing corporations are dealing with interinstitutional incompatibilities but also schools.

*"Schools prefer to receive information about families that are being supported by neighborhood coaches. This is not always the case because not all families are having good relationships with the school their child is going to. This results in frustration vice versa."*

A neighborhood coach provided a solution.

*"It is of great importance that the client feels trusted and understood. The neighborhood coach can tell the client that he had no problems at all the past years so the client can trust him. Let the experience speak, build trust and always feedback the client."*

In this way incompatibilities can be bridged in order to realize a more solid and smooth process of communication between to institutions on a micro-level. The contradiction interinstitutional incompatibilities shows two recurring themes, namely the fact that change agents are using approaches to kindly stimulate the intrinsic motivation of neighborhood coaches and the approach, which also was present by the contradiction inefficiency, and that change agents use multiple angles in stories to mitigate and resolve existing tensions.

#### **4.1.4 Misaligned interests**

The last contradiction concerns interests that are not matching between actors in the organization or between actors in different organizations. This contradiction has also to do with interinstitutional incompatibilities but in chapter 3 was mentioned that the situations are placed under certain contradictions by which they fit best. Misaligned interests occur both in the organization as close to society. Tensions came up at the meeting about a quality register about youth (SKJ). Neighborhood coaches, team managers, transformation coaches and directors attended this meeting.

*"What about the responsibility? If I am sending over a non-registered employee and the situation escalates, will I lose my job? I am asking several questions but I am not receiving any answers."*

*"I got the feeling that I am wasting my time here. Every question that is being asked is answered with a defense. Expertise is not dependent on a piece of paper."*

*"We need more SKJ registered employees for a better ratio in order to handle the relative high amount of issues compared to the low equipped employees."*

The tension of not being understood led almost to a boiling point. The employees want to know what they are dealing with in contrast to the managers who just want enough registered employees to handle the amount of problems. In this case no clear solutions were stated which led to confusion in the meeting.

*"Who is responsible in the end?"*

*"Who is dividing? What is the required level? Per intake or district?"*

There are so many questions. The managers would like to discuss the opportunities and the neighborhood coaches just want to know what they are dealing with. This is not only the case in this meeting. Other meetings also suggest that there are way too many meetings for neighborhood coaches. These initiatives are not being supported because there is no



interest in attending these meetings. Therefore the new logic gets no change to be discussed.

*"We have organized a film night but the amount of registrations was ridiculously low for the amount of invited employees."*

*"The meeting for experience experts had no registrations at all. There are way too many meetings and everything is constantly at the same time. I can imagine a lot of people think that is not useful at all."*

This tension of helplessness is frustrating for the organizers but is being countered with a solution from the new dominant logic.

*"Ask what is necessary for each team. In this way we can listen to the needs and adapt the initiatives to them. The attendance rate will increase remarkably."*

This praxis follows the new way of thinking because there is listened to the neighborhood coaches. The change does not only have to take place by the coaches, but also to the citizens in society. It can be interpreted as a double loop. This kind of misaligned interest does also take place close to the citizens, for example at the front office.

*"Civilians asks for help at the desk and is already been prejudiced. The civilians know their problem and state that they need budget to finance the help they need instead of telling the whole story to the neighborhood coach."*

This quote repeats itself very often in several meetings. The double loop of the new logic can be interpreted as the change of the neighborhood coach and the change of the civilian by the neighborhood coach.

Another example is working as a generalist. A generalist in this organization can be interpreted as an all round neighborhood coach that copes with multiple matters that differ from child abuse to drug problems. The contradiction here is that coaches are able to choose certain cases. This results in staying in the comfort zone.

*"I am not taking this case which involves youth. I will take cases that suit with my interests. In this way I can work faster, easier and more trustworthy."*

This can lead to more cases on the waiting list and so more stress. A solution can be found in the middle.

*"You do not only have to accept cases you do not like, but it is wise to sometimes take a case you normally would not take. In this way you stimulate yourself in being a generalist and you open yourself to new challenges!"*

Younger neighborhood coaches can take this in some ways easier than older ones. If the relatively older coaches have to change in the last few years that they are active in the organization, they can have the impression of doing it all wrong the past decades. This is not the way to eventually quit your job. You have to look back with pride on your career and remember the good things. This also explains that younger coaches feel more empathy for the managers because they carry this emotional aspect less with them concerning institutional change. The tensions that arise from the contradiction misaligned interests are





resolved with approaches that are comparable to the contradiction interinstitutional incompatibilities. The praxis approaches that are used also contain the idea of stimulating the intrinsic motivation of the neighborhood coach by kindly introducing a solution. Besides that, just as by the contradiction inefficiency and interinstitutional incompatibilities, the change agents try to resolve occurred tensions by providing multiple sides of the story. In this way they try to convince other actors to embrace certain actions or reject others.

## **4.2 Strategies in resolving tensions and implementing new logic**

The contradictions show that multiple tensions are recognized in the organization and between organizations. Recurring themes within praxis to solve tensions are recognized between multiple contradictions. This study identifies that there are 3 strategies that are mainly used to take away tensions from a micro-perspective point of view that simultaneously try to implement the new logic by providing ways to initiate the process of creating proper solutions. These strategies are the tip-a-coin strategy, the perspective strategy and the swing strategy.

### **4.2.1 Tip-a-coin strategy**

The transformation coach mostly uses this strategy but also neighborhood coaches are applying this form in order to come to solutions or closer to solutions, reflective shift in consciousness or even to actor mobilization.

This strategy is marked by subtle clues by actors in order to resolve tensions like demotivation, frustration or annoyance. This implies implicit comments, questions, remarks or suggestions about subjects that rose tensions without directly proposing a clear answer or solution to the situation. Change agents 'tip a coin' in a figurative sense to encourage thinking and discussion.

*"So we have to keep each other sharp concerning our caseload. How are we going to realize that?"*

This stimulated neighborhood coaches to think about a solution concerning the inefficiency problem with the size of the caseloads.

*"In what way can the housing corporation be our friend again? And at the same time relieve the client of its problems now and in the future?"*

This question started a discussion between neighborhood coaches that led to the solutions of the problem concerning interinstitutional incompatibilities. The neighborhood coaches also used the new logic view so the client can solve future problems on its own. The solution that is provided for the problem of whether a neighborhood coach takes a certain case or not, is stimulated by a question asked by a neighborhood coach.

*"Is it bad to sometimes take cases that you do not really like that much?"*

Asking questions is often a way to tip a coin in conversations. The question to raise attention for the debt that is getting larger and larger can also be interpreted as a way to solve tensions through the tip-a-coin strategy.

*"How are we going to save one or two million euros the next year?"*



Since the total solution is not commanded from above, the neighborhood coaches are motivated to think and find proper solutions by themselves. These solutions often pop up from a discussion between multiple neighborhood coaches. The effect of that is that the coaches sometimes form a front to threats to their solutions or ideas. This does not only happen with small ideas allocated to cases, but also to bigger ideas in the organization. For example the intake teams.

*"We did our thing here concerning the intake team. It is ours. Please do not touch it!"*

The idea comes from the neighborhood coaches themselves. This implies the responsibility of positive and negative effects is also mainly allocated to the neighborhood coaches. Therefore the recognition and pride that comes with a positive initiative lies by the neighborhood coaches and not by the manager. That explains a defensive behavior towards others that try to steal or stop their initiative. It could also work the other way around.

*"Other teams are pursuing the same approach as we do. They are probably inspired by us and our team work."*

This form also encourages an inevitable sort of 'match' between teams. It may not be that competitive as a soccer match, but the teams definitely keep an eye on each other and keep each other sharper.

On the other side the negative effects, if something does not work very well, are also for the coaches. Normally, if the idea is being commanded from a top layer, the coaches are not motivated to revise the plan or share meaningful thoughts about how the plan could be improved. But since they conceived the plan, they carry also a certain degree of responsibility to make it work. This stimulation of intrinsic motivation of the neighborhood coaches is an important aspect in the tip-a-coin strategy.

#### **4.2.2 Perspective strategy**

The second strategy is considered to be the perspective strategy. Change agents are trying to create a reflective shift in consciousness by confronting the neighborhood coach with multiple perspectives about certain cases. The perspective strategy is not always used while discussing cases, but it can also be used in other meetings like the transformation coaches meeting or expedition meetings. Different visions are opposed to each other to highlight subjects from different sides in order to make sense of it. It is less like tipping a coin, but it is a more direct strategy to make thoughts clear from various views.

In order to resolve the tensions like frustration, demotivation and powerlessness caused by the contradiction inefficiency, neighborhood coaches found solutions by operating through the perspective of the client.

*"Clients need help immediately once in a while. Emergencies can simply not wait for rules and policies."*

However, in this case the solutions of ignoring the rules cannot be considered as proper solutions because in fact neighborhood coaches are breaking the rules if they are ignoring them. The perspective strategy is also used in resolving tensions concerning the interinstitutional incompatibilities in order to maintain the funding for the expedition.

*"How are we going to convince the one working at the municipality of our plan concerning the new logic in order to keep the financing going?"*



The interim report solution resulted out of the following discussion after this question. The tension that rose at the misaligned interest contradiction about no registrations for meetings and initiatives is also solved through a perspective strategy.

*“We have to get a clear insight in the needs of each team. How are we going to do that?”*

As mentioned before, the perspective strategy is also used in specific case discussions meetings. An example of this is the case of a young boy that has to talk with school and the neighborhood coach. The mother of the boy always wants to attend the meetings, but the neighborhood coach interprets this as not necessary and difficult because of the extra agenda points that have to be made. The change agent responds.

*“It is strange that you are avoiding the mothers’ opinion and needs.”*

It is of great importance in this strategy that the tone and the way the change agent tries to make a point are specific. Be clear in whether you agree or disagree on a topic. In this way the one that is dealing with the case gets confronted with what he or she is doing.

*“What do you think about the kid? Are you making the choices for him?”*

In this way awkward silence is being provoked in order to cross visions of different coaches to eventually come to a vision that is formed together. This is comparable to the awkward silence that is being created under the contradiction non-adaptability.

Another example is the case that parents are complaining about fast driving cars near their kids. They propose quite heavily that there must come some sort of traffic control.

*“The reckless drivers deserve to be punished and this can be realized if you can keep track of their speed. Give them a fine or so!”*

In response to this the perspective strategy is used in order to take away the tension and seek for a better, more achievable solution.

*“It is almost impossible to achieve this because there is no money available for these kinds of actions. May be parents can provide assistance for kids to cross the street in order to keep the situation save.”*

In this way the perspective of the municipality is used to justify the fact that there is no traffic control on every corner of the street. People are feeling more empathy if they get information from different kind of perspectives. This opens their imagination instead of bashing towards a problem only from one side. The perspective strategy can also be implemented in non-case related topics.

#### **4.2.3 Swing strategy**

The third and last strategy that is identified in this study is the swing strategy. This strategy kindly allows the transformation coach to swing back to the old logic in order to satisfy, convince or persuade neighborhood coaches to eventually stimulate the acceptance of the new logic. Sometimes it is just not enough for neighborhood coaches to hear news from the transformation coach, but the team manager can extra emphasize this process. It can be seen as a constant interaction process between the transformation coach and the team



manager. The swing strategy is used in the inefficiency contradiction to emphasize the fact that team managers have to be more informed about the system.

*"The team managers do not understand the purpose of what we are trying to do here. In that way it will never be adapted to the neighborhood coaches."*

The forthcoming solution was to better update the coaches in order to transfer the new logic to the neighborhood coaches. Another specific example of using the swing strategy is the fact that certain meetings have to be mandatory in order to assure attendance of the neighborhood coaches. This was a tension that rose out of the non-adaptability contradiction.

*"We have to use a higher level in the organization with more authority to indicate what the neighborhood coaches have to do."*

*"It is like playing with when something really must happen and when something is considered to be relieving. The authority and power that the old logic suggests managers have is being used in order to realize positive purposes."*

The choice of which medium is used is of great importance concerning aligning interests of the transformation coach, team manager and neighborhood coaches.

*"Recognition, monitoring and motivation are aspects that neighborhood coaches are used to hear from the team manager instead of the transformation coach. The organizational culture is still organized that way, so use the positive side of that."*

A way to shape this is for instance providing an extra voucher for the neighborhood coaches to show the motivation that being seen and rewarded. However, the procedure of serving out those vouchers is done in a non-productive and non-effective way. Neighborhood coaches can receive their voucher by picking it up instead of the team manager giving it to them.

*"The fact that neighborhood coaches have to pick up their on voucher is wrong in every way. The team manager should distribute them amongst the coaches by himself in combination with speaking out loud compliments for all the hard work."*

This way can also be implemented concerning the organization of meetings that are not well attended. The film night that was elaborated earlier was assigned to the coaches as extra ballast instead of attractive.

*"Do not mention in the email things like: MUST SEE, MUST ATTEND. Try to use the authority of the manager in order to gather enough neighborhood coaches. Make it look more like an invitation for something interesting and fun instead of mandatory and boring."*

This way of arranging activities by enabling the team manager is a typical example of using the swing strategy. The transformation manager also emphasizes the importance of the role of partners at home.

*"As I always say, the third party is always present even though they may be at home or anywhere else."*



The transformation coach means that if there is no support from or towards the third party, for example a partner at home, then it is not likely that neighborhood coaches will perform the behavior that is being looked for.



### 4.3 Cross over contradictions and strategies

This subchapter provides a clear overview on the different contradictions that are being mentioned before, the short descriptions of these contradictions, the size of the contradiction in the organization, the description of the occurred tension by the contradiction, the solutions that is being offered, which strategy is used and what praxis is being achieved in contribution to eventually realize institutional change.

**Table 2.** Overview of contradictions, tensions and solutions

<b>Contradiction (Seo &amp; Creed, 2002)</b>	<b>Description of contradiction</b>	<b>Size L M S</b>	<b>Description of tension</b>	<b>Offered solution</b>	<b>Used strategy 1. Tip-a-coin 2. Perspective 3. Swing</b>	<b>Praxis 1. Change agent 2. Reflective shift 3. Actor mobilization 4. Collective action</b>
<b>Inefficiency</b>	1. No space for experimenting 2. Caseloads 3. Communication	L	Frustration, demotivation, powerlessness	Ignore rules, review caseloads, innovation tree	1, 2, 3	3
<b>Non Adaptability</b>	1. Lack of insight in transformation 2. Digital illiteracy	M	Irritation, frustration, exclusion	Examples of new logic ideas on Intens, tutoring	1, 3	2
<b>Interinstitutional incompatibilities</b>	1. Ambiguity in providing results municipality 2. No empathy housing corporation 3. No empathy schools	L	Stress, dissatisfaction, failure	Clear interim report, create trust between institutions	1, 2	2
<b>Misaligned interests</b>	1. Ambiguity in who delivers plans (coaches/managers) 2. Which case for which coach (waiting list)	M	Incomprehension, anger, annoyance, helplessness, frustration, stress	Listening, share visions	1, 2	2





## 5. Conclusion

Now the results are clear, it is time to answer the research question: Which strategies used by change agents can be identified in resolving institutional contradictions and tensions from a micro-level change perspective? The strategies that can be identified in resolving institutional tensions caused by contradictions from a micro-level institutional change perspective are the tip-a-coin strategy, the perspective strategy and the swing strategy. The tip-a-coin strategy allows the change agent to initiate a discussion between actors through subtle clues in order to come to a solution that is shared by the actors. The perspective strategy allows the change agent to highlight different views on subjects that rose tensions in order to come to a solution that is supported by actors. The swing strategy allows the change agent to kindly maneuver between the new and old logic in order to satisfy, convince or persuade actors of the solution.



## 6. Discussion

The greater purpose of this study is to contribute to the understanding of how change agents are able to realize institutional change by using practice perspective strategies. This chapter focuses on the contribution of this study that is determined by critically reflecting the results to existing literature.

Previous studies acknowledge that contradictions exist in organizations and lead to tensions (Seo & Creed, 2002). These tensions can be interpreted as social upheaval, technological disruption, competitive discontinuity and regulatory change that are able to interrupt embedded institutional logics (Battilana et al., 2009). In this study the tensions can be described as frustration, demotivation, powerlessness, irritation, exclusion, stress, dissatisfaction, failure, incomprehension, anger, annoyance and helplessness. This corresponds with the findings of Fairhurst & Putnam (2014). Taking away those tensions by change agents, that implement interventions on a micro-level, was not properly examined yet. This study contributes to the theory by adding insights to how change agents are exactly able to take away those tensions, caused by contradictions, and which strategies they apply in the process of institutional change on a micro level. This implies specific situations, meetings or conversations in the organization with a limited amount of actors involved. This confirmed that the process of institutional change, in this case transformation, occurs in combination with introducing and providing the opportunity to accept or reject a new institutional logic in a certain environment (Lounsbury, 2002). Despite the fact that institutional change through collective action was not always visible, this study contributed to how the first steps to actor mobilization were taken on a micro level in order to eventually realize institutional change in the organization. In short, the change process of letting go of the old logic and embracing the new logic is proved to a certain degree (Greenwood et al. 2002).

This study confirms the suggestion that certain actors in organizations, neighborhood coaches and transformation coaches, are having the ability of escaping from the power of the institution in order to realize a reflective shift in consciousness or even actor mobilization (DiMaggio, 1988; Rao, 1998; Beckert, 1999; Carney & Gedajlovic, 2002; Seo & Creed, 2002). Those results are in contradiction with the assumption that most institutional change is initiated by the endeavors of higher management or other important actors active in the organization. However, this study also confirms that some actors, neighborhood coaches or team managers, insist on this and suggest that institutional change occurs because of accumulation over time of act not necessarily directed to generate it (Barley & Tolbert, 1997; Giddens, 1984). Even though, this form of organizational inertia, concerning institutional change, was not the focus of this research, it was yet indicated.

Regarding the literature the nature of the agency that is applied to different tensions by change agents in order to initiate the process of institutional change is affecting the reaction of the actors that are involved (Dorado, 2005). This study indicated different approaches in executing various agencies to satisfy, convince or persuade actors through multiple layers of the organization (swing strategy) or on the work floor (tip-a-coin strategy and perspective strategy). The results demonstrate that different agencies or interventions have to be applied in order to achieve a desired effect that contributes to the transformation of the organization. For example, neighborhood coaches that have to deal with digital illiteracy are receiving fitting tutorials in order to be up to date of the new logic while the municipality of Enschede receives a clear interim report which outlines specific results. So every actor has



its needs and that has to be taken into account in order to find solutions to the tensions. Intrinsic motivation is herein a constantly returning concept.

This intrinsic motivation is in line with the research that is conducted by Reay and Hinings (2009). Micro level actors, neighborhood coaches and transformation coaches, are able to create the fundament of macro level institutional change. The micro level actions that are executed through the praxis strategies take time and energy but will possibly lead to institutional change. This research indicated actors already reached that step three of the praxis, namely actor mobilization. This occurred because ideas were kindly put into the group of neighborhood coaches so the coaches took over the process and the ideas came forth out themselves. This is a typical example of the tip-a-coin strategy. However, it is of great importance that there is enough support into the range of actors that play a role in mitigating or resolving the occurred tensions (Vaccaro & Palazzo, 2015).

This research contributed to the literature by showing that is it possible to define and analyze solutions that are given to tension that originated from contradictions. The current literature does not provide micro level information about the mechanisms, interventions or strategies that are used by change agents to realize institutional change. However, Seo and Creed (2002) mentioned that human praxis is intermediating between tensions and institutional change, this research provided specific micro level strategies and insights about how this process takes place in reality.

In conclusion, this study has provided important micro-perspective insights in how change agents in organizations are able to create a reflective shift in consciousness or even actor mobilization to eventually realize institutional change. Contradictions, tensions and ways to mitigate or resolve these tensions are identified in this study. The transformation within the organization has not reached its end and will always be an ongoing process. Therefore, future research has a lot of opportunities to contribute to the micro perspective institutional change research field. Limitations and possible research directions are elaborated in the next chapter.



## 7. Limitations and future research

Now that the study is been discussed it should also be confronted with its limitations and weaknesses. This chapter elaborates on the shortcomings of this research to bring up interesting input for future research concerning the research field of micro-perspective institutional change.

Since this study is an exploratory research it only takes into account a modest number of actors and data collection moments in the organization. It was not possible to extensively interview all the neighborhood coaches and transformation coaches to figure out the deeper meaning behind certain quotes. This implies that the results of this research may not adequately represent the complete target population and can therefore not be generalized completely to comparable organizations. The data is collected in the eastern part of the Netherlands in a relatively big city, so this means the data can differ from comparable situations in organizations that are situated in villages or the countryside. Subsequently, exploratory studies like these are based on qualitative data that has to be interpreted by the researcher. This process of interpreting is subjected to bias because if another researcher conducted the same research, the interpretation of the data could differ. This makes replicability of this research very difficult, as not, impossible. Besides intersubjectivity, the way of conducting the interview could be different if another researcher executed the interview. Also the presence of the researcher during the data collection could have changed the input. Future research can use secret tap devices in order to gather data if that is approved by the party by which the data will be collected.

This research has identified three strategies that are used by change agents in order to mitigate or resolve tensions to come closer to the transformation and therefore institutional change. However, often the collective action, which leads to institutional change, is not indicated because the researcher was present in the organization for two months. If the researcher was longer present in the organization, for example one or two years, it was possible to indicate collective action that slowly developed into institutional change over time. This iterative process of collecting and analyzing data eventually can lead to the point in data collection where no new categories or constructs emerge (Kuzel, 1999). This particular research did not reach the point of saturation because it was conducted through various layers in the organization and some data was collected in multiple meetings about different tensions that took place in the same layer. In this way the researcher dealt with different groups that were at different point in the transformation process. Future research could focus more on the strategies in order to figure out more about how the identified strategies are reaching towards the point of collective action and therefore institutional change. These process studies will create more insight in the understanding of how praxis evolves in the organization over time.

Besides the development of praxis over time, it is also possible to identify changes in the strategies over time. The applicability of certain strategies to certain situations can differ if more and more actors are taking over the new logic. Strategies can be used to solve different tensions that come up out of different contradictions. Future research could look more into that process research field to narrow the micro institutional research field down.



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## Appendix I Transformation Expedition Enschede

Expeditie Enschede		
Wat doen we vooral niet meer		Wat doen we vooral wel!
Denken vanuit belemmeringen en gebreken voor doelgroepen van jongeren.	►	Denken vanuit mogelijkheden en oplossingen met hoge verwachtingen voor alle jongeren in Enschede.
Belemmeringen als probleem van de jongere zien.	►	Problemen van jongeren duiden op belemmeringen in de samenleving, (kwesties). Oplossingen zijn <i>'voor de hand liggend'</i> .
Hiërarchisch en lineair denken en doen gericht op controle en verantwoording/bureaucratie.	►	Netwerken en cyclisch denken en doen: verbinden, dialoog, leren door te doen, 1+1= 3, wederkerigheid.
Werken vanuit de systeemwereld en regels en specialismen.	►	Werken vanuit de leefwereld en <i>'de bedoeling'</i> : de systeemwereld is dienend.
Verandering gebeurt binnen dezelfde context, is meer van hetzelfde, top-down.	►	Het delen van ervaringen en verhalen is de motor voor verandering, creëert nieuwe context, bottom-up.
Diagnoses, indicaties, labels en doelgroepen centraal stellen en daarop organiseren.	►	Ervaringen, dromen, wensen van jongeren/families centraal stellen en integraal organiseren op alle levensdomeinen.
Regie bij professionals die bepalen wat mensen nodig hebben en eigenaar van de oplossing zijn.	►	Jongeren en hun familie/netwerk aan het stuur. Optrekken vanuit samenkracht. Alle kennis aan tafel. Iedereen ontwikkelt kennis en competenties.
Aanbod ontwikkelen en in stand houden.	►	Ondersteuning wordt dichtbij jongeren geboden op basis van een gezamenlijk integraal plan.
Problemen worden opgelost met aanbod in de gespecialiseerde voorzieningen ver van mensen af.	►	Belemmeringen zijn hefbomen voor verandering en het creëren van kansen in netwerken in de buurt en dichtbij en rondom mensen.
Werken met experts vanuit functies en titels en vaste verantwoordelijkheden.	►	Werken met mensen die nieuwsgierig zijn, willen leren en energie kunnen genereren in de wijk en samen verantwoordelijkheid nemen en delen. <i>'Wie het weet mag het zeggen'</i> .
Werken van uit vastgestelde plannen, concepten, gewoonten, taken en rollen.	►	Nieuwsgierig zijn en op zoek gaan naar waar verandering al bezig is, snuffelen en van gebaande paden gaan, ruimte om actief te experimenteren.
Oud denken en doen in stand houden. Levert meer van hetzelfde op.	►	Nieuw denken en doen stimuleren. Biedt kansen voor vernieuwing en verandering vanuit de onderstroom. <i>'meestribbelen'</i> .
Doen wat er in het projectplan staat.	►	Stip op de horizon is richtinggevend. <i>'We doen nu wat we in de toekomst willen bereiken.'</i>
Taal van professionals gebruiken: cliënt, casuïstiek, medische labels om de persoon te duiden etc.	►	Taal van jongeren gebruiken en nieuwe taal ontwikkelen passend bij de bedoeling.



## Appendix II Medical social model

<b>Individueel model</b>		<b>Sociaal model</b>
Een beperking is een individueel probleem, zit in de persoon	▶	Een beperking is een probleem van de samenleving
Cliënten en patiënten	▶	Burgers en inwoners
Focus op problemen oplossen	▶	Focus op belemmeringen oplossen
Aanbod vanuit professionals	▶	Bijdragen vanuit inwoners
Hulp gebaseerd op zorg en specifieke behoeften	▶	Ondersteuning gebaseerd op universele menselijke behoeften
Verschillen in mogelijkheden zijn tekortkomingen en bedreigingen	▶	Verschillen in mogelijkheden zijn voordelen en een rijkdom
Focus op tekorten en gebreken	▶	Focus op talenten, wensen en dromen
Doelgroep gericht	▶	Inwonergericht
De samenleving bepaalt	▶	Mensen met een beperking bepalen
Professionals weten hoe het moet	▶	Hulpbronnen zijn te vinden in de samenleving
Gebaseerd op liefdadigheid	▶	Gebaseerd op rechten
Standaardisatie en beheersing	▶	Diversiteit, loslaten en vertrouwen
Professionals hebben de regie	▶	Inwoners en hun netwerk hebben de regie
Bureaucratie/systeemwereld	▶	Regelruimte/leefwereld
Instelling, speciale voorzieningen georiënteerd	▶	Community en reguliere voorzieningen georiënteerd
Wij en zij: uitsluiting en tolerantie	▶	Wij allemaal: inclusie en waardering





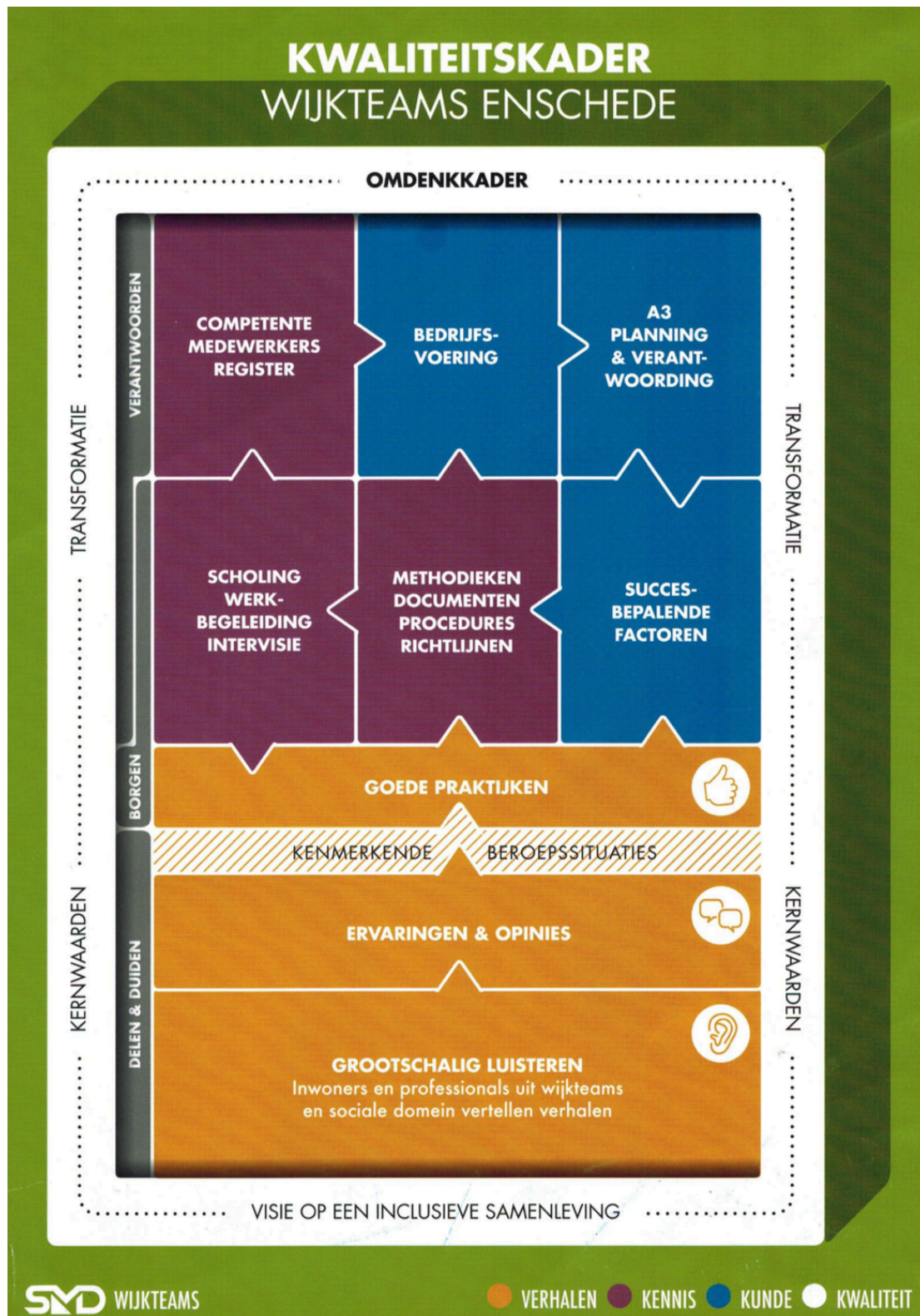
## Appendix III From exclusion to inclusion

Exclusie	Transformatie	Inclusie
Focus op <u>individuele problemen</u> , tekorten en gebreken. Problemen worden opgeknipt in door specialisten behandelbare deelproblemen.	Focus op kansen realiseren in het gewone leven, dicht bij mensen.	Focus op het <u>vieren van diversiteit</u> . Problemen zijn belemmeringen in de samenleving die opgeheven moeten worden zodat iedereen er beter van wordt.
Inwoners zijn <u>cliënten en patiënten</u> . Ze zijn afhankelijk van experts om hun leven vorm te geven	Inwoners zijn eigenaar, producent, zelf actief meewerkend aan oplossingen.	Inwoners leveren vanuit hun <u>talenten en interesses een waardevolle bijdrage</u> aan de samenleving.
Zorg gebaseerd op <u>diagnoses</u> , zorg en <u>specifieke behoeften</u> . Zorgaanbod en professionals centraal	Leefwereld centraal, werken vanuit netwerken rondom mensen en in de buurt, zeggenschap.	Ondersteuning gebaseerd op <u>universele menselijke behoeften</u> . Samenleving wordt zo ingericht dat iedereen optimaal kan participeren.
Controle, dominantie van professionals en bureaucratie staat centraal. <u>Systeemwereld</u> Beslissers aan het stuur	Inwoners werken samen met professionals aan de uitvoering van een integraal plan voor een goed leven. Samen werken staat centraal. Inwoners aan het stuur.	<u>Waardevolle bijdragen</u> kunnen leveren en samen optrekken staat centraal. Regels zijn ondersteunend aan de bedoeling van inwoners gebaseerd op de <u>leefwereld</u> . <u>Eigen regie</u> van mensen en hun netwerk centraal.
Verschillen in mogelijkheden zijn tekortkomingen en bedreigingen. <u>Standaardisatie</u> is het antwoord	Inwoners aan het stuur vanuit andersoortige horizontale en gelijkwaardigere verhoudingen: sociale netwerken, informele zorg, kleinschaligheid,	Verschillen in mogelijkheden zijn voordelen en een rijkdom. <u>Hulpbronnen</u> zijn overal te vinden. Kennis en expertise wordt samengebracht waar nodig.
<u>Bureaucratie</u> bepaalt het antwoord, vervreemding en onteigening	Voor-de-hand-liggende oplossingen dichtbij mensen bepaalt het antwoord	Antwoord ligt in de <u>kracht van de samenleving</u> en de wil om verschillen als meerwaarde te zien en de samenleving beter te maken.
Gebaseerd op <u>liefdadigheid</u>	Gebaseerd op participatie en eigen kracht	Gebaseerd op rechten en <u>gelijkwaardigheid</u>

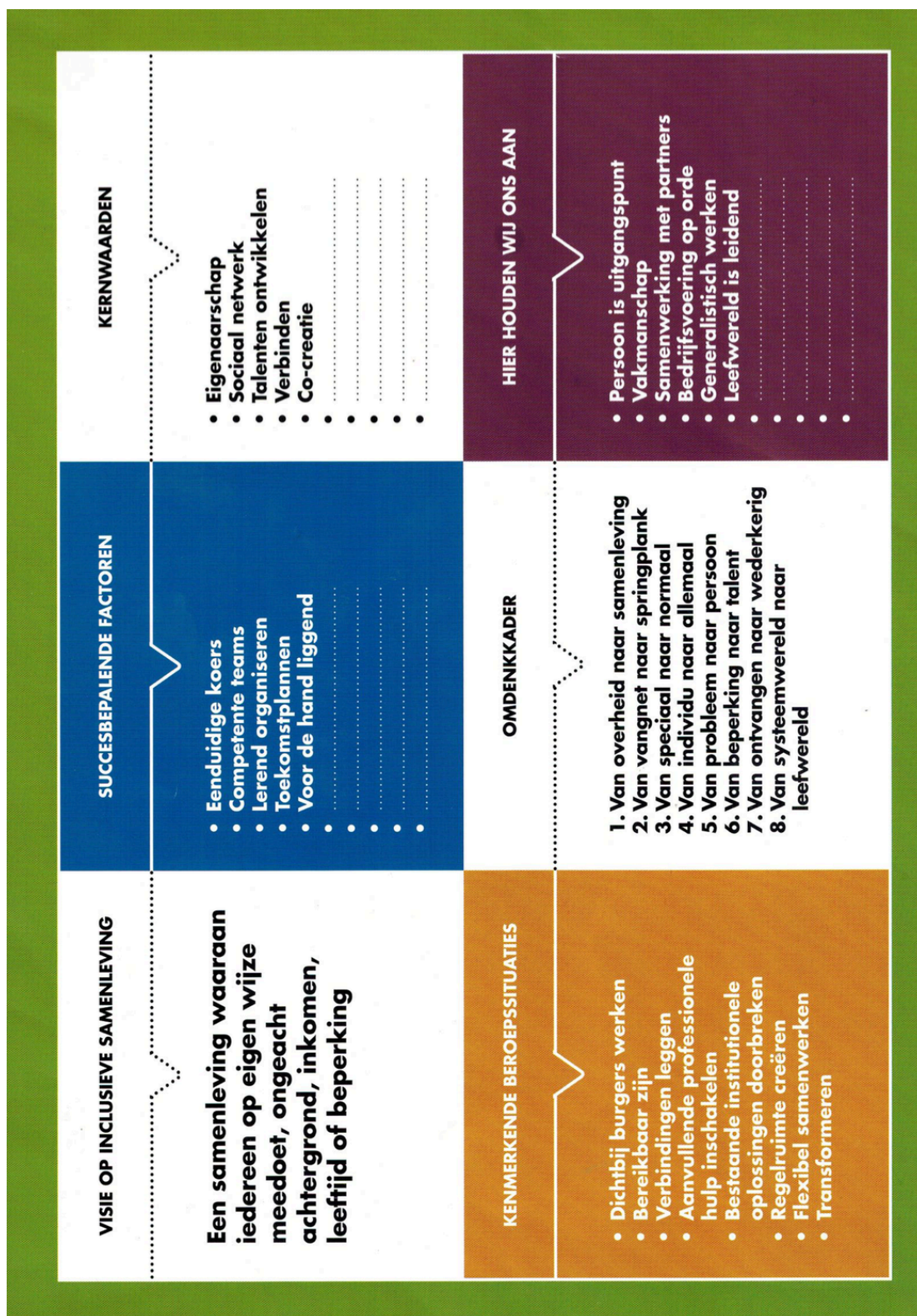




## Appendix IV Quality framework

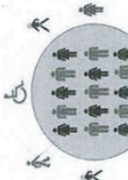
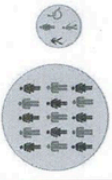
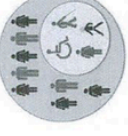









## Appendix V Growing towards a more inclusive society

Op weg naar een inclusieve samenleving				
Bestaande context (Oud denken en oud doen) Exclusie	Reconstructie context (Oud denken, nieuw doen) Segregatie	Innovatie context (Nieuw denken en oud doen) Integratie	Nieuwe context (Nieuw denken en nieuw doen) Inclusie	
 <p>Ik hoor er nooit bij, kan niet deelnemen aan de samenleving vanwege een beperking of kwetsbaarheid.</p>	 <p>Ik hoor er zelden bij! Ik hoor bij een apart groepje in de samenleving en kan niet actief meedoen.</p>	 <p>Ik hoor er soms bij! Ik moet me aanpassen aan de samenleving zoals die is ingericht.</p>	 <p>Ik hoor erbij! Belemmeringen in de samenleving zijn opgeheven, we passen ons aan elkaar aan.</p>	
<p>Een beperking is een <b>individueel</b> probleem zit in de persoon.</p> <p>Hulp is gebaseerd op zorg, instelling georiënteerd. Vaak buiten de samenleving.</p> <p>Jongeren met ADHD en PDD-NOS moet zijn energie kwijt. Gezin moet ontlast worden. Verwijzing naar 2<sup>e</sup> lijns vrijheidsvoorziening om te sporten waar specialisten zijn om hem bij zijn gedrag te ondersteunen/begeleiden. Hij sport daar samen met andere kinderen met beperkingen.</p>	<p>Mensen worden rondom hun probleem samengebracht in de samenleving</p> <p>Een jongen met ADHD en PDDNOS gaat sporten in de speciale groep in de reguliere sportvereniging. Zo doet hij mee op de verenigingen waar zijn vrienden in de buurt ook heengaan, maar kan niet met hen meedoen.</p>	<p>Mensen doen mee in de samenleving maar krijgen als enige en apart ondersteuning.</p> <p>Een jongen gaat vanwege zijn beperkingen samen met zijn begeleider sporten op de reguliere club.</p>	<p>Iedereen doet volop mee en kan bijdragen. Niet mee kunnen doen wordt gezien als een <b>sociaal probleem</b>. Ondersteuning is gebaseerd op universele menselijke behoeften en is samenleving georiënteerd. ( voor de hand liggend)</p> <p>Jongeman van 14 kan zich beter ontwikkelen als hij regelmatig zijn energie kwijt kan. Hij sport graag buiten met zijn vrienden bij de reguliere en inclusieve oudoovereniging die hem verwelkomt. Als het nodig is er kennis en kunde bij de hand om hem en/of de club te ondersteunen. Hij is een gewaardeerd lid. Zijn ouders worden hiermee ontlast.</p>	
<p><b>Speciale</b> voorzieningen voor speciale doelgroepen vaak ver weg van de stad, wijk of buurt. " in het bos".</p> <p>Mensen die ouder worden en zorg nodig hebben kunnen niet meer thuis wonen. Zij krijgen een indicatie voor het verzorgingsstelsel aan de rand van de stad. Ze wonen daar apart met allemaal mensen die</p>	<p>Speciale voorzieningen voor speciale doelgroepen op een speciale plek in de wijk.</p> <p>Ouderen wonen in een aanleunwoning in of naast een verzorgingsstelsel. Ze moeten meedoen met de voorzieningen van het tehuis zoals maaltijden, zorg en schoonmaak. Ze betalen stevige servicekosten.</p>	<p>Ambulante voorzieningen voor speciale inwoners.</p> <p>Ouderen wonen zelfstandig in een aanleunwoning. In de nabije buurt is een wijkcentrum waar ze terecht kunnen voor zorg/ondersteuning/vragen. Ze kiezen zelf of ze van deze voorzieningen</p>	<p>Reguliere, voor-de-hand-iggende voorzieningen waar iedereen gebruik van kan maken.</p> <p>Mensen die ouder worden krijgen tijdig ondersteuning bij het versterken van hun netwerk in de buurt. Zorg en ondersteuning wordt op maat thuis geleverd door een goede samenwerking tussen wijkteams/thuiszorg</p>	





ouder zijn.			gebruik maken. Dat wat ze nodig hebben is laagdrempelig en nabij georganiseerd.	Burgers en inwoners en werken vanuit het vieren van diversiteit.
Cliënten en Patiënten. Doelgroepen/ Labels/IQ en werken vanuit <b>standaardisatie</b>	Mensen met een psychose worden vanuit hun diagnose vaak snel behandeld met medicatie, zonder dat de onderliggende oorzaken/trauma's onderkend en behandeld worden. Behandeling vindt plaats in Ze lijns voorzieningen, ver van de maatschappij. Opname, dwang en isolatie liggen op de loer.	Mensen met aanleg voor psychose wonen bij elkaar al dan niet zelfstandig in een flat/appartementencomplex. Ze hebben geen contact met anderen in de buurt. Doordat ze bij elkaar wonen is er een stigma bij anderen in de buurt.	Mensen wonen zelfstandig en krijgen ondersteuning van het faciteam. aanvullen.	Mensen met aanleg voor psychoses wonen in hun eigen huis. Er is aandacht voor het versterken van hun netwerk. Ze ontvangen therapie op maat om onderliggende trauma's aan te pakken. Deze vindt plaats dichtbij en in een vertrouwde omgeving. Deskundigen zijn snel thuis beschikbaar wanneer het nodig is en bieden daar ondersteuning op maat, desnoods 24 uur in crisissituaties. Zie <a href="http://www.stichtingdebrouwerij.nl/">http://www.stichtingdebrouwerij.nl/</a>
<b>Aanbod</b> van professionals: zij bepalen en hebben de regie over de ondersteuning en het leven van mensen.	Inwoners mogen meedoen onder de regie van professionals. Het wonen en leven is georganiseerd rondom de zorgorganisatie. Vaak een mini instelling in de wijk.	Mensen doen mee maar krijgen daar nog via ambulante ondersteuning, begeleiding bij. Deze is ingericht vanuit het aanbod van de zorginstelling.		Inwoners hebben waardevolle bijdragen en hebben met hun netwerk de regie.
Jonge vrouw met ADHD en licht verstandelijke beperking woont in een zorginstelling. In een stad waar de instelling is niet waar ze is opgegroeid.	Jonge vrouw met ADHD en LVB woont zelfstandig in een appartementencomplex van de zorginstelling. Ze leert al doende met begeleiding om zelfstandig te wonen binnen het appartementencomplex. Ze verhuist daardoor van verdieping A naar D.	Jonge vrouw woont zelfstandig in de woonplaats waar ze opgegroeid is. Haar ondersteuning is ambulant aanwezig en komt 1x per weekop dezelfde dag/tijd langs. Ze organiseert zelf haar leven binnen de mogelijkheden die ze heeft. Vrienden zijn vooral mensen met een beperking die ze van de instelling of de speciale zwemclub kent.		Jonge vrouw van 22 woont zelfstandig in de wijk waar ze ook werkt. Ze heeft een stevig netwerk van familie, vrienden en buurtgenoten waar ze mee optrekt en die haar ondersteunen waar nodig. Bij de huisarts kan ze terecht als ze belemmeringen ervaart. Via de gewone voorzieningen kan ze extra ondersteuning inhuren indien nodig. Dat bepaalt ze zelf met behulp van haar netwerk. Ze werkt in de bibliotheek en verdient haar geld. Ze zwemt op de reguliere zwemclub.
Verschillen in mogelijkheden zijn een tekortkoming/defect en bedreiging. Diversiteit is iets dat je moet vermijden				Verschillen in mogelijkheden zijn voordelen en een hulpbron voor iedereen. <b>Diversiteit wordt gevierd.</b>
Meisje met Down Syndroom wordt verwezen naar het speciaal onderwijs in verband met haar beperkingen.	Meisje met downsyndroom zit in een integratieklas op een reguliere school. Bij de activiteiten die niet op leren zijn gericht mag ze meedoen met leeftijdsgenoten.	Meisje met downsyndroom zit in een reguliere klas, maar wordt waar nodig ondersteund door een vaste ondersteuner die van buiten komt. Zij werkt buiten de klas met het meisje. Ze volgt niet het curriculum van de school.		Meisje van 10 gaat naar de reguliere school in de buurt. Samen met buurt- en leeftijdsgenoten trekt ze in en buiten school op. Ze volgt zoveel mogelijk het curriculum van de school. In de school zijn twee docenten per klas die via Co-teaching les geven. Indien nodig wordt extra kennis en ervaring ingevlogen en voor de hele klas beschikbaar gesteld. <a href="https://www.youtube.com/watch?v=NRR67_o5I-Q">https://www.youtube.com/watch?v=NRR67_o5I-Q</a> (1e 2 minuten)



<p>Taalgebruik dat uitsluit en stigmatiseert o.g.v. aannames. Medische taal en instellingstaal: cliënten, interventies, casus</p>	<p>Taalgebruik lijkt normaal maar is uitsluitend en georiënteerd op de zorginstelling.</p>	<p>Jonge vrouw met een meervoudige complexe beperking woont in een 24 uurvoorziening in de wijk. Ze heeft niet kunnen kiezen met wie ze wilde wonen. Ze heeft geen contacten met buurtgenoten. In de instelling is ook dagverveling aanwezig in de vorm van creatieve therapie. Ze wordt nog steeds gezien als cliënt. Het aanbod en de groep bepalen haar mogelijkheden.</p>	<p>Jonge vrouw met een meervoudige complexe beperking woont bij lotgenoten in een zorginstelling voor MVB. Overdag is er therapie en zorg. Haar beste vrienden zijn de begeleiders en vrijwilligers. Ze wordt aangesproken als 'mijn cliënt' en geduid naar haar IQ 'leeftijd van 2 jaar'.</p>
<p>Mensen zijn cliënt en leveren geen gewaardeerde bijdrage aan de samenleving..</p>	<p>Mensen met beperkingen gaan naar dagverveling op een instellingsterrein. Verwachtingen zijn laag. Mensen verdienen geen geld</p>	<p>Mensen zijn cliënt en leveren een bijdrage op plekken waar anderen met een beperking ook werken.</p>	<p>Mensen met beperkingen wonen samen in een mini instelling, iets meer in de samenleving. Ze produceren goederen en diensten, maar verdienen er vaak zelf niet mee. Arbeidsmatige dagbesteding wordt dat genoemd of sociale werkvoorziening.</p>
<p>Mensen zijn cliënt en leveren geen gewaardeerde bijdrage aan de samenleving..</p>	<p>Mensen met beperkingen wonen samen in een mini instelling, iets meer in de samenleving. Ze produceren goederen en diensten, maar verdienen er vaak zelf niet mee. Arbeidsmatige dagbesteding wordt dat genoemd of sociale werkvoorziening.</p>	<p>Mensen zijn cliënt en leveren een bijdrage op plekken waar anderen met een beperking ook werken.</p>	<p>Mensen met beperkingen wonen samen in een mini instelling, iets meer in de samenleving. Ze produceren goederen en diensten, maar verdienen er vaak zelf niet mee. Arbeidsmatige dagbesteding wordt dat genoemd of sociale werkvoorziening.</p>
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## Appendix VI Interview transformation coach

Topics, themes and questions

In dit interview wil ik het graag hebben over de contradicties die ik ben tegengekomen en de spanningen die daar uit naar voren zijn gekomen. Graag wil ik erachter komen of u zich hierin herkent door een aantal vragen te stellen.

### Vragen

Een inleiding met informatie over de contradicties wordt gegeven.

#### 1: Inefficiency

De contradictie wordt kort nog even uitgelegd waarop vervolgens gevraagd wordt of de transformatiecoach hier mee te maken heeft. Zo ja, dan wordt er gevraagd naar voorbeelden of ervaringen.

#### 2: Non-adaptability

De contradictie wordt kort nog even uitgelegd waarop vervolgens gevraagd wordt of de transformatiecoach hier mee te maken heeft. Zo ja, dan wordt er gevraagd naar voorbeelden of ervaringen.

#### 3: Interinstitutional incompatibilities

De contradictie wordt kort nog even uitgelegd waarop vervolgens gevraagd wordt of de transformatiecoach hier mee te maken heeft. Zo ja, dan wordt er gevraagd naar voorbeelden of ervaringen.

#### 4: Misaligned interests

De contradictie wordt kort nog even uitgelegd waarop vervolgens gevraagd wordt of de transformatiecoach hier mee te maken heeft. Zo ja, dan wordt er gevraagd naar voorbeelden of ervaringen.

### Zelfreflectie en eigen ervaringen

Als transformatiecoach komt u met allerlei lagen en verschillende functies binnen de organisatie in contact. Met wie of welk gedeelte binnen de organisatie voelt u zich verbonden en met wie wellicht minder?

Heeft u nog suggesties voor verbeteringen tussen de lagen, teams, stadsdelen?

Waar in de organisatie wordt er goed samengewerkt volgens u?

Als u op uzelf moet reflecteren, hoe zou u uw sterktes omschrijven ten aanzien van de transformatie?



Als u op uzelf moet reflecteren, hoe zou u uw zwaktes omschrijven ten aanzien van de transformatie?

Waar ziet u verbeterpunten voor uzelf? Had u dingen anders gedaan als u het opnieuw zou kunnen doen?

**Onderwerpen/Subjects/Themes:**

Contradicties

Spanningen

Oplossingen

Microperspectief