

# From leader to coach: a reluctant transition

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Nurses and caretakers were asked about their personal experience with self-managing teams and their transition towards self-management to shed light on how the transition is perceived to answer the following question: What is the difference between the external leader type before the transition and after the transition and how are employees in self-managing teams experiencing this transition? A case study along with semi-structured interviews were used to conduct this research. Five nurses/caretakers were interviewed at Livio a healthcare institution in The Netherlands. All respondents were part of a different team with various or similar coaches. Results show that the way of introducing and the timing of introduction of self-managing teams as a concept play a significant role in the way respondents perceive the transition. Respondents that already had a concerning situation in their team kept this problem with even less facilitation to cope with the problem at hand because of the absence of their former manager. Other teams flourished because of the absence of their manager and enjoyed the freedom and autonomy they gained during the transition. Transitioning towards self-managing teams gives a new extend of freedom, how the teams handle this depends on the abilities and skills they possess in combination with the support and information given by the organization. How the transition is perceived is based on individual situations and team variables.

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## **Keywords**

Self-managing, transition, coaching, leadership, team cohesion, team facilitation.

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# 1. INTRODUCTION

Because of the rapidly changing environment of today, it is crucial to act and react as fast as possible to changes and anomalies to stay competitive. This is supported by Rijckmans et al (2006) who concluded that within the healthcare sector there is a high degree of change in the environment and increasing competition, care becomes more demand-driven and needs to be customized to the wishes of the client. Because of the need to cope with a changing environment and increasing flexibility in the healthcare, decentralization and implementation of self-managing teams are applied (Van Amelsvoort & van Amelsvoort, 2000). A self-managing team is a team that is self-organized, until a degree autonomous, mostly consist of a small group of employees that: plan and manage their day-to day activities and duties under a form of reduced or no supervision. On the one hand implementing these teams in the healthcare sector specifically in nursery homes seems to have several benefits to the organization according to multiple studies (Binstock & Spector, 1997; Cohen-Mansfield, 1997; Halbur, 1986; Packer-Tursman,1996; Versteeg, 1990) . These are increased job satisfaction and reduced turnover and absenteeism also an positive effect on quality because: "those who have the most firsthand knowledge are able to use this knowledge to improve quality" (Yeatts et al., 2004. p. 257). The positive association between job satisfaction and self-management is supported by a recent study (Mauries et al., 2017) which researched nationwide. On the other hand, a self-managing team can have down-sides that could influence the direct quality of provided healthcare negatively; the team needs to have certain meetings in where they discuss the managerial tasks at hand. If their working hours will stay the same it will go to cost of the direct hours of care for the residents, unless they are paid for after working hours which would contradict the cutting cost incentive of the whole concept (Yeatts et al., 2004).

There is long recognized that working teams have multiple sources of leadership, that is internal forces (e.g. working force) and external forces (e.g. manager/coach) (McGrath, 1962). Multiple individuals contribute to the team needs (Hackman & Walton, 1986). External forces are not involved in the day-to-day task execution, this role is usually applicable for the formal role of the external team leader or external team coach. The research of Gibb (1954) shows that the theory of distributed leadership goes beyond the external leaders and describes that researchers have accepted the idea that teams may have multiple leaders including internal leaders. What this suggests for self-managing teams is that after they established their new work environment a natural leader could emerge internally or maybe several leaders simultaneously, thus the team is making a transition from having a functional external leader to an internal leader or multiple internal leaders, with the facilitative aid of an external team coach. The transition towards self-management needs time, as for example Wageman (2001) describes that for a team to be effective the team has to grow gradually towards self-management and needs a supportive organizational environment. Empowering these self-managing teams allows the transfer of power and responsibilities from the external leader to the self-managing team itself (Wellins et al., 1990). The new external leader also known as the external team coach becomes more responsible for facilitating the team than actually managing them and is supposed to give the self-managing teams the feeling that they are responsible for their own work environment and functioning (Mathieu et al., 2006.p.98). Thus the external team coach is trying to create a supportive organizational environment (Wageman 2001). What would be different from external team

coaches compared to former external leaders using the functional approach? External team coaches of self-managing teams would shift their engagement from a day-to-day oriented approach to a more team-oriented approach where there will be engagement in team-oriented behavior that emphasize on building teamwork skills, resources acquisition and task facilitation. One could argue that the focus becomes helping and maintaining the team to develop self-management skills (Druskat & Wheeler, 2003) with even the possibility of the working force transcending the external leader. Also a difference between an external team coach and an external leader using the functional approach is that the external team coach has no prior ties to the team and is not part of the hierarchy of the organization, which could lead to different responses from self-managing teams. Rapp et al.'s(2015) research concluded that: "coaches significantly influence team empowerment, and thereby team processes and performance whereas external team leaders do not" (Rapp et al., 2015 p.109). To be unambiguous Rapp et al (2015) refers to external team leaders as part of the hierarchy which external team coaches are not part of, Rapp et al (2015) concluded that even if external team leaders would engage in supportive behavior that it would not get the same positive results on empowerment of a self-managing team than if an external team coach would engage in these supportive actions. Even so that interferences by external team leaders could be seen by the self-managing team as surpassing their autonomy, some research is describing that there is simply no need for an external team leader for self-managing teams because surpassing the autonomy of the team could lead to reluctant team functioning ( Hill, 2001; Zaccaro, Rittman, & Marks, 2001).

From the previous paragraph emerges the problem, because, self-managing teams are not in need of an external team leader anymore, instead a new function for either the same person or for a newly hired person an external team coach. Even though these self-managing teams should be self-managing they need a supervisor who facilitates them in any way they need. But how are these teams handling the transition towards self-management? Before the transition all the tasks were predetermined by an external team leader but after the transition these self-managing teams got a new degree of freedom, where they could make their own decisions. These recent changes of management structure could influence the performance of these teams heavily. That is why it is important to know how the people in self-managing teams are feeling during this transition. And what difference they feel towards their former external team leader and towards their new external team coach. Although "coaching-type behavior is often discussed as an important driver of team empowerment, very little research examines team coaches in context" (Rapp et al., 2015 p.110). That is why there is a need for research in a context in this case in that context will be the healthcare.

Question:

-What is the difference between the external leader type before the transition and after the transition and how are employees in self-managing teams experiencing this transition?

## 2. LITERATURE REVIEW

There are various ways to define "self-managing", this is because there are several interpretations of the word "self-management". There is a wide implementation of self-managing teams over different organizations operating in different markets and segments. These corporations could be using a different degree of self-management and different forms of self-management. A lot of semantics differences exist but still refer to the same idea. For example self-managing teams,

self-organizing teams, professional organizing teams, but still its core values are the concept of self-managing teams. Various older studies (Cummings & Griggs, 1977; Goodman et al., 1988) define self-managing teams as: groups of interdependent individuals that can self-regulate their behavior on relatively complete tasks. A recent study (Maurits et al., 2017.p.4) defines self-managing teams as: “A permanent group of employees who work together on a daily basis, who, as a team, share the responsibility for all interdependent activities necessary to deliver a well-defined product or service to an internal or external customer”.

In 2007 a healthcare organization called Buurtzorg started to implement self-managing teams (Monsen & De Blok 2013).After the shift towards self-management at Buurtzorg the number of self-managing teams in the Netherlands has risen drastically (Maurits et al., 2017). Self-managing teams are different than normal working teams because their workforce is responsible for multiple tasks that otherwise the external leader would take care of. The structure is also different because self-managing teams represent an adaptive, flattened, rapidly reconfigurable, and distributed organizational structure compared with the more traditional hierarchical or functional structures (Rosen et al., 2008). Self-managing teams take on some aspects of fluid, highly decentralized organizations and are expected to have an increased extend of empowerment, shared consciousness with their leader and free flow of information between the self-managing team and their leader(Alberts, 2007; Alberts & Hayes, 2003; Bolia & Nelson, 2007). The power and authority to organize, control ,staff, monitor ,Assign member jobs, plan and schedule work, make task-related decisions and remedy customer, team and quality-related problems is now transferred to the workforce rather than in the hands of the external manager (Wellins et al., 1990). With this power and authority comes a sense of ownership and accountability that is significantly more for self-managing teams than for conventional teams. (Tata & Prasad, 2004). These self-managing teams become a tight group of employees that work together every day, hence, take shared responsibility for their actions, products and services. Self-managing teams are still in need of supportive actions because when they want to achieve their organizational goal they will need feedback (Wall et al., 1986), information, resources and available skills (Tjepkema, 2003). There needs to be a clear and distinct understanding between leader and self-managing team about what responsibilities and tasks are of self-managed teams and what management decisions are still left for the external leader (Tjepkema, 2003). As van Amelsvoort (2004) described teams gradually grow to self-management this is thus not a static process where you jump from conventional team to self-managing team in a day, it's a cyclical dynamic process which keeps repeating itself, ever improving the participants. Yeatts (2004) describes a detailed nine- step process how self-managing teams where implemented in nursing homes. One of the steps is introducing the concept of a self-managing team to the management staff which has to facilitate these teams eventually. It includes the education of the staff on the concept itself, how the teams should be organized, the appropriate interactions between leader and self-managing team, the purpose of the team and the benefits and costs. This is important because management support is one of the most important factors to the success of self-managing teams but is frequently absent (Tesluk, Vance, & Mathieu, 1999). The next step is the questioning of the management staff to determine the desire of the leaders to have self-managing teams. This could be a crucial step because external leaders can withhold information from the self-managing team, to see if the leader is willing to sacrifice time to put to effort in the team to create a well-

functioning autonomous team and to analyze if the leader is willing to provide significant feedback. The next step offers a more detailed orientation for the leaders regarding the workflow of a self-managing team, their advantages and their costs. These steps could be significant to analyze if a leader cannot cope with the loss of authority and is not entirely backing up the concept of self-managing teams.

In this section we are going to discuss the former way of leadership for most of the employees in self-managing teams which is called in theory the functional leadership approach, this is one of the theoretical models mostly recognized as useful to apprehend external team leadership. The main function for an external team leader according to McGrath's research (1962 p.5) is: “to do, or get done, whatever is not being adequately handled for group needs”. Thus the functional leadership approach suggests that external leaders are basically focusing on providing aid to teams on complications they confront on a day-to-day basis (Druskat & Wheeler, 2003). Accordingly, external leaders using the functional leadership approach appease their teams in multiple ways. One of the ways is the attendance to the internal and external work environment for events and alternative information that could lead to problems about team performance, among other things controlling or assembling of information regarding the absolute level of team performance(McGrath, 1962),the gathering of information regarding goals and task requirements, retrieve information that has a possibility of being of any significance to the team(Hackman & Walton, 1986), analyzing different circumstances for performance and interpreting changes in the environment (McGrath, 1962) and to analyze in depth what future events could be about to happen in the near or far away future and how these events may influence the team positively or negatively(Hackman & Walton, 1986).Another way to satisfy the team needs according to the functional leadership approach is to get an understanding of the team and the environment in which it is operating (e.g. healthcare) and intervene or implement solutions accordingly to maintain or increase the performance of the team( Hackman & Walton, 1986; McGrath, 1962). Some functions of an external team leader are overlapping with that of an external team coach: providing feedback (Komaki et al., 1989), communicating with the teams (Marks, Zaccaro, & Mathieu, 2000) and even coaching the team (Wageman, 2001). Still it is somewhat contra-dictionary that an external team leader should involve him/her-self in the decisions of a self-managing team, because, this team has its own autonomy in decision-making and is in control over their work environment (Cohen et al., 1997).

Another way to act as an external leader and also the new function assigned to the leaders of self-managing teams, is to act like an external team coach. An external team coach can be defined in multiple ways Wageman (2001, p.561) states “direct interaction with the team that is intended to shape team processes to produce good performance”. The research of Carter and Hawkins (2012, p. 179) refers to external team coaches as: “an outsider who guides or facilitates the team but is not involved in executing its work”. Wageman and Hackman (2005, p.269) defined ‘coach’ again this time more in the context of the role in leading a self-managing team as: “direct interaction with a team intended to help team members make coordinated and task-appropriate use of their collective resources in accomplishing the team's task”. In the same paper Wageman and Hackman (2005, p.273) defined the function of the external team coach being: “interventions that inhibit process losses and foster process gains for each of the three processes”. The three processes being: motivational issues, consultative activities and educational efforts. Thus basically

this means that external team coaches arrange for self-managing teams: “insight into what is going on around [the team], within [the team] and between [the team] and other[s]”(Schein, 1978, p.27). According to Tichy’s (1974) research an external team coach is to handle situations unbiased, act in those situations facilitative and focus on positive and consultative interference. Edmondson (1999) concluded in his research that coaching increase the psychological safety of the team, this in turn had a positive effect on learning behavior. Kirkman and Rosen (1999) found a few tasks related to coaching-behavior and these tasks related to team empowerment and various other positive outcomes. A recent study (Godfrey et al, 2013 p. 9) concluded that external team coaches in healthcare improvement teams “offer a ‘fresh’ view of the context, broader and varied coaching experiences and a wider range of ideas”. Therefore if external team coaches are engaging in team-oriented behavior like supporting, encouraging and promoting it should positively influence team and empowerment. In Wageman’s (2001) research he found that different types of coaching behavior had different impact on a team, for example positive coaching behavior (supporting self-managing behavior and consulting on problem solving) had a positive relation regarding the degree of self-management and the quality of group process, but on the other side negative coaching behavior (identification of problems and interfering like a task leader) had a negative relation to the degree of self-management and work satisfaction. Thus not all behavior of external team coaches may be beneficial for a self-managing team. The positive side of coaching which is more or less a supportive way could also been seen as Manz and Sims (1987) saw it : leading others to lead themselves. Thus instead of acting and intervening like the functional leadership approach, external leaders can help accomplish a self-managing team to get more competent and independent (Cohen et al.,1997) by acting supportive and facilitative. Wageman (2001) describes that it is key to reward and reinforce self-management behavior coming from the team, because, this will lead to an increase in confidence and morale. As a follow up this will lead to the teams reacting positive to leadership that is showing behavior of self-management. This in its turn will lead to a more effective team.

### **3. METHODOLOGY**

#### **3.1 Data Collection**

For this study there will be usage of a case study methodology. This is mostly suitable because of the nature and early state where our topic is regarding self-managing teams in the healthcare and their recent transition. Because feelings towards certain concepts cannot be known only assumed by observing, there will be questioning of respondents to discover the feelings and underlying values in order to make assumptions and draw conclusions about the transition towards self-managing teams. The method of a qualitative case study will help this because of the long time spent with an individual within the same company that way there is a possibility to go deeper into the actual feelings of the individual regarding their previous external leader and the transition towards a self-managing team with an external team coach. This is supported by (Maxwell, 2008) who describes that qualitative research needs a broader boarder and a less restrictive concept which is most of the cases in the early stages of development. Semi-structured interviews were chosen for this study to collect data, because of the unobservable nature of deep feelings, hunches of facial expressions could give this away but this does not count

for all people and may be biased. The goal of these interviews thus is to perceive the perception of the respondent in such a way that there can be an answer to the research question. Because interviews are consistent and suppose to have diversity there can be ensured that the researcher can apprehend what the true intention was of the respondent. Babbie’s (2016) research supports this decision by describing that a qualitative researcher could potentially acknowledge nuances in attitude and behavior that other researchers using other methods could overlook. Further regarding data collection, there was first an understanding of the two types of external team leaders and of self-managing teams to conduct an analysis of the case at hand, this was done with existing literature. To get an answer on the research question there will be semi-structured open ended interview questions asked to 5 respondents from different teams. After the answers of the respondents will be given, interview questions and topics will be enhanced and altered according to the aspects of the topic and question the individual respondent deemed significant, this method is supported by Miles and Gilbert (2005) they describe that this methods aims to get a better understanding of the research question. The length of the interviews will be around one hour. Also to get the most complete answer possible, there will be interviews analyzed with the corresponding external team coach of the self-managing teams.

#### **3.2 Sample**

The interviews will be conducted at Livio Enschede, which is a healthcare organization active in the Netherlands. The focal department for this research will be the self-managing teams operating in either the home care or the care at the organization itself. The teams exist of 5 or 6 employees with a coach to aid them, there are 14 coaches (which they call coach-managers at Livio) in total divided over the teams. This case is the perfect case to study the transition of self-managing teams because; they implemented self-managing teams two years ago. This influences the chance that respondents can recall certain memories key to them for the transition which is of crucial importance for this study to become a success

#### **3.3 Reliability & Validity**

Important for the reliability of the study is that the interviews that will be conducted do so for multiple different individuals in different teams which remain under the corresponding coach. Important to answer the research question is that the respondents that will be interviewed have some years of experience because they need to have the experience of the actual transition, this excludes newly hired employees from the study and includes employees with different specialties, experience (only a minimum requirement no maximum), age and education. This is to enhance validity although Babbie (2016) argues that it is not about truth or false because we are looking at a perspective of an individual. Because Livio recently and is still working towards self-management it is a good environment to conduct a study about the transition towards self-management. Regarding reliability for this case study there are several mixed opinions about the matter. On the one hand Stenbacka (2001) describes reliability as misleading in qualitative research: “the concept of reliability is even misleading in qualitative research. If a qualitative study is discussed with reliability as a criterion, the consequence is rather that the study is no good” (p. 552). On the other hand Patton (2001) describes that any researcher conducting a qualitative research should be worried about the reliability and validity of the study he or she is designing, examining results and forming a verdict about the quality of the study. But to ensure reliability in this case Seale (1999) describes that in

qualitative research examination of trustworthiness is of great importance. Thus it is important to keep an eye out for researchers bias when analyzing because the researcher is analyzing personal opinions. As a conclusion to the reliability matter Lincoln and Guba (1985) state that: "Since there can be no validity without reliability, a demonstration of the former [validity] is sufficient to establish the latter [reliability;]" (p. 316). Patton (2001) supports this statement by describing that, with regards to the researchers abilities and skills in qualitative research, reliability is a consequence of validity. Following will be a table of respondents categorized.

Respondent No.	Age	Function	Team	Location	Duration Interview
1	42	Nurse	A(extramural)	De Hatteler(Enschede)	80 min.
2	39	Nurse	B(extramural)	De Hatteler(Enschede)	69 min.
3	37	Caretaker	C(intramural)	Het Wiedenbroek(Haaksbergen)	40 min.
4	25	Caretaker	D(extramural)	De Meergaarden (Eibergen)	50 min.
5	53	Caretaker	E(extramural)	De Meergaarden (Eibergen)	49 min.

### 3.4 Data Analysis

In all of the interviews the respondent was asked if it was permissible to be recorded in accordance with the accepted methods for conducting a research. Because of this it allowed the researcher to be more concentrated on the flow of the conversation rather than writing out the interview directly. The respondents were asked if they wanted a copy of the transcript afterwards to assure a legitimate representation of the dialogue that was transcribed. Coding was used to classify between the pre-transition phase and the transition phase thus what the respondents and coach-managers said about the pre-transition phase and the transition phase. The statements were put together in groups fitting one of those two sub categories. Then these statements were analyzed to bring to the light findings about how people are experiencing the transition towards self-managing teams.

## 4. FINDINGS

This section summarizes the key findings of the interview analysis made from interviews conducted at Livio, the most important aspects of the transition towards self-managing teams will be discussed.

### 4.1 General Findings

Previous studies covered a lot about self-managing teams. This case study found out how self-managing teams are operating within the healthcare sector, how they became self-managing and what their prospects are about the future of self-managing teams in the healthcare sector.

#### 4.1.1 Pre-transition phase

In the pre-transition phase the teams were subjected to a line-manager which played the role of a functional leader. This means that the power to make a decision was not theirs they had a line-manager to do so. The line-manager stepped up when something was off and facilitated the team when making decisions. Employee one says:

*"Back in the days we had a real supervisor, he was a real boss. If we had something that did not work out then he would make the decision and cut the cord."*(EM1)

Furthermore the organizational structure changed with the implementation of self-managing teams. Employee one:

*"It used to be a very hierarchical organization, now the climate has changed."* (EM1)

In addition the introduction of self-managing teams is also a part of the pre-transition phase where you learn about the concept before going into the actual transition. The study found that the phase of introduction was not equal for all of the employees and that the way the concept is introduced has an influence on the way employees are experiencing the transition towards self-managing teams. There was a training about how to deal with potential work related problems. Employee one says:

*"We had a training about self-managing teams in the beginning, but it was primarily about meeting techniques. I think that made a lot of sense, especially the part about how to deal with problems. You will write down all positive and negative points and then everybody will cast a vote. It is about making work related rules. I found that a great way because in my team everything is made personal and this way we could get rid of that."* (EM1)

The study also found that productivity could be a counterpart of self-managing team. Because, if an individual has to learn about the concept in his/her own time instead of company time this individual could make the choice to not learn about the concept and stay productive on paper. Individuals that have less facilitative support during and before the transition could experience the transition towards self-managing teams as an obstacle instead of empowerment. Employee two says:

*"We got a mail, where they said you are becoming a self-managing team and these are now your new tasks. Divide them among the people in your team after you can come together once and then you will be self-managing. That's the way they introduced the concept. There were working groups, I was in one myself. It was a shame we had to do that in our own time, because we had to be productive on the one hand but we needed these working groups to determine what we should do with these new tasks at hand. For example making our own schedules they formulated it for us but it was never introduced. They did not say: let's spend an afternoon on how to handle finance or to recruit new employees. It was all just formats and nice looking diagrams."*(EM2)

This study also found a difference between intramural (which are the employees working in the healthcare facilities) and extramural (which are the employees working at the homes of the clients) because, the intramural employees are still somewhat in the pre-transition phase. Employee three says:

*"Being a self-managing team is still in development here, we are busy with the assigned tasks that the teams get and what we leave to the coach manager."*(EM3)

Teams that participated in a pilot before going into self-management seem to have less problems adapting to the new environment, way of communicating and new set of tasks and skills that have to be executed.. Employee five says:

*“There was a pilot in the beginning, where we had to separate into two different teams. It was one of the biggest points of change. The communication was really good, there was a good team of coach-managers. Where we could ask anything we wanted.”(EM5)*

The study found that the moment of implementing self-managing teams could have influence on the experience that individuals have during the transition. Because to change you need time and the right people to make the changes if people are absent some things cannot be changed which could be a potential hazard for the implementation. Even though an individual can experience the introduction as sufficient if the timing is off it can still have a negative impact on how the concept of self-managing teams are perceived. Employee five says:

*“Yes the introduction was good, but the timing was off. It was just before the vacation period that was really hard for me to make a change in such a period. I don’t think that that is the right moment if there are so many people absent because, there was a lot that had to be done.”(EM5)*

Finally regarding the pre-transition phase study found out that during the introduction of self-managing teams there could be a set of goals that can be unattainable without knowing the abilities and skills of your team and employees which can affect their willingness to support and cooperate on the matter. Also if you introduce too much workload on a team they might get the feeling that they are overwhelmed. Employee five says:

*“There was in the beginning a lot of talk about tasks that the organization wanted us to do but could not become reality. For example the financial part, this is something that we cannot do ourselves. It is just impossible. So we rerouted a few steps back and looked at what they expected from us before the financing part. We told it to the organization that it was just impossible for us to do something without proper education. Another thing that I notice is that most newly added tasks that we are executing require a lot of time and there is simply not enough time to tend to them all. We are very happy at the moment if we can do everything around the clients and the first circle around the clients. There are a lot of tasks that remain undone because there is simply not enough time. We don’t have enough colleagues to do that work.”(EM5)*

The distribution of information also played a role. If this crucial information is distributed in an unpopular way you take a risk because, if the teams don’t have the information to be a qualified self-managing team it could be the reason that the team is not functioning well. Employee three says:

*“Sometimes the information about self-management can be a bit much. You are responsible to read through all that information and then a lot of people think: when do I have the time to read all this. There is some dissatisfaction about it. Communication is often on its “Livio’s”, it is a very big organization. Very business-like. Communication wise not so strong.”(EM3)*

#### **4.1.2 Transition phase**

After the introduction the transition phase began, during the transition phase the teams made a switch between a manager and a coach. This study found that the lack of supervision of self-managing teams can cause several issues. These issues will remain in a team rendering it less productive. Dealing with the problems themselves could lead to learning and understanding the problem better for future purposes. Employee one says:

*“Before the coach we had a line-manager and he used to say to some decisions we made: “have you lost your mind”. But he is not there anymore, and the same behavior is*

*still displayed by the teams and that becomes harder to deal with.”(EM1)*

During the transition individuals need to solve work-related problems which seems harder for certain individuals that keep stuck in the old format of a manager.

*“I don’t have the needs for a nice looking human resource program, I just want to call someone if I feel the need to it”(EM1)*

Also the role of the coach in this situation doesn’t always help if there are critical problems inside of a team the coach is not always the answer to the question at hand. Employee one says:

*“If there is a problem we can always ask the coach for help, but that doesn’t always fix the situation at hand.”(EM1)*

Findings indicate that empowerment of a self-managing team is in essence already in the hands of the team itself they just need support and facilitation to get it out. The coach needs to see where the weak and strong points are of the team and give support on those points needed. Coach-manager one says:

*“I think that a team, the power of a team is inside of the team. They can accomplish a lot themselves, but also a lot of things that they cannot do. That is where you will look at. They need your help with that. A team can say it themselves, like we need you for this or that. That is also different from team to team.(CO1)”*

Further more regarding the extent of monitoring. There is a feeling that there is a low level of monitoring on self-managing teams. Which could potentially alter the behavior of an individual and the team dynamic. Employee two says:

*“I don’t have the idea that the management level is exercising any form of monitoring on us, I think they just hope that we will do everything that needs to be done. But I don’t have the idea that there are any facilities for us to do so, maybe if we would ask for it. But there is no inspection or review in that matter.”(EM2)*

Because the absenteeism of a manager and a leaderfigure an internal leader has to arise from inside of the team which brings additional implications. Those implications could lead to a malfunctioning team Employee two says:

*“In the beginning the team could not really handle it, they were not used to someone standing up amongst them. People are not used to having an opinion. At the moment its more quiet in the team thus it is interpreted better.”(EM2)*

Furthermore the level of education could be an obstacle that the teams are facing because, there has to be a leaderfigure but this does not mean that an individual with a higher level of education automatically fills in this role. It is a matter of balance inside of a team you need the right set of skills and the appropriate people for the tasks at hand. Employee two says:

*“I really feel the change, I don’t mind the change though because I can handle it. We got a lot of extra tasks which is also to coach the teams. I think that is a fine addition but you have to do it with what you got. So we feel like a team but there are always discussion points about the level of education. For example caretakers will always say something negative about nurses.”(EM2)*

Employee one says:

*“I think if you would create the teams differently that you would get a totally different dynamic. In a team with only followers you need leaders and the other way around otherwise it will not work out. You need a balance and they did not look at it at all.”(EM1)*

Forming a team out of freewill and with collaboration instead of forced static team making might be a possible solution to this problem. Employee five says:

*"The forming of our team went like this: I handled the forms because we were creating separate teams Eiberger and Neede and I asked in these forms who was willing to go to team Eiberger including some questions. From there we made a decision and then it went well from the start."*(EM5)

This study found in addition that to maintain a productive self-managing team the team needs to reflect upon itself. Employee five says:

*"We have a meeting once every six weeks, we used to have it once a month but it brought pressure on the team. We asked ourselves if it was necessary to have it once a month or that it will be better to have it less often and it goes well once every six weeks."*(EM5)

If a team does not reflect there are possibilities that the team is not progressing towards self-management. Employee one says:

*"We have a team meeting once in six weeks, because everybody things that we have nothing to talk about so it was not necessary. When we have these meetings nobody has anything to say. So now I said that also once in the four weeks we have a client meeting which the team also thinks is not important"*(EM1)

In the contrary a more flexible way could be a potential solution where it will be clear what the agenda points are, every team member can sign individual and where every individual can come with their own problems Employee two says:

*"We have a meeting once in the three weeks in which we talk about anything important. We have a format where everyone can apply. Everyone can come with discussion points including how many minutes it will take to talk about it and if you think it will result in an advice or a decision. This came forth from the only useful training Livio gave to us before throwing us into self-management. That was smart but there were a lot of people who got this training after they became self-managing. We got it before and got a lot of positivity out of it."*(EM2)

Additionally what this study found is that the transition can be perceived as a very slow process towards self-management where if there is lack of facilitation the process could become even slower. If the rules and boarders in which a self-managing team operates are ambiguous then the effectiveness and efficiency might suffer from it. Employee one says:

*"Three years have passed now, it is a very slow process. Really slow. I think something has to change about that. They should explain it better and facilitate us more, also in the teams the feeling that you are facilitated in the new and different work that you have to do. It has to be clear for everybody in a sense that you only have to refer to made rules and objectives. What you think personally about it is not a concern, this is how we work here this is how we made the rules."*(EM1)

The study also found that for a self-managing team to operate effective they need clear boarders from the organization as well as the coaches because, if it is ambiguous for the coaches what the boarders are how is a team expected to move freely in these non-existent, ambiguous boarders. In addition these boarders combined with the right supportive and facilitative actions could lead to an effective self-managing team. Coach-manager one says:

*"I think our boarders should be a lot clearer. I am confused myself. If you give a self-managing team a clear boarder you see that they are well able to move inside of it, if you give them the right tools to do so. And that is what we are missing at the moment(CO1)."*

If a team is not operating well a coach might have a negative influence instead of a positive one, because there is more need for support then the coach can offer. Employee two says:

*"For me personally I can understand the change between a manager and a coach-manager, that it's good for the team to learn to conquer your own problems and learn to find solutions yourself. But a full coach is not working in an organization like this. The teams are slacking. And the problems are not being solved. Then the coach-manager needs to step up and take some actions. For example sit in a meeting and give some structure to the meeting. We are still in the transition and we need a manager. Someone who is speaking up and says: this is what needs to be done. We need to follow guidelines and a coach-manager and then you don't need a coach-manager. We had a coach-manager and everything was ambiguous for about one and a half year. At that point I missed support of a coach-manager, we needed a person to bring some structure."*(EM2)

Findings indicate that because of self-managing teams, individuals inside of these teams experience a growing sense of autonomy and collaborations between co-workers might increase. Employee three says:

*"First there was a manager who only had our department, but that changed gradually over time. I never see the coach-manager, but we can always call. There was a moment when all the managers had to follow a training to maintain their function. Our manager did not make it, less than half did not make it. I had to adept to the new climate in the beginning, you cannot go directly somewhere with your questions. Before for example I would just walk into the office and there was your answer. But I think it is a positive change because you learn to think for yourself and you ask your colleagues."*(EM3)

A well operating team might positively influence other teams and even help them to operate better, these are the teams that progressing well with the degree of self-management. After they see that a team is underperforming they will try to help the underperforming team with their personal experience. Coach-manager two says:

*"My expectations, are that you can come far with organizing professionally. I have some examples of teams of which I think 'wow' I have to meet them because they are doing everything themselves. They have good results and talk to each other, they even help underperforming teams if they see that it is not going well.(CO2)"*

The transition towards self-managing teams means more responsibilities because of the added tasks. Findings show that if there is a shortage of employees the extra work added to the teams cannot be handled adequately. Employee four says:

*"I really like working in a self-managing team, you have a lot more responsibilities. I am currently doing the schedules what I really like. For example vacancies, our coach-manager is not involved at all with vacancies. Sometimes I think that is not so great, there was a time where we had a lot of extra work and then we thought: I any one going to help us?"*(EM4)

The cyclical dynamic process what is becoming a self-managing team depends on a team putting their best effort in

their work and progress. This could lead to a pleasant experience for the individuals in these teams. Employee five says:

*"We never looked negatively to the concept of self-managing teams. We put our best effort in as a team. In that sense there wasn't really a change in my expectations from self-managing teams. But personally there was in the beginning I was like: oh god what will happen, can we succeed, would it go the way we want it to go. But if you look over time you see that it develops. I hoped that we could achieve something and we did, which gave me a pleasant feeling."(EM5)*

Findings indicate that the switch from manager to coach for an individual that was already doing a managerial job easier is, but that the change for the teams more confusing is. Coach-manager two says:

*"Yes I think that the coach-managers in the healthcare already have experience with this, thus the switch was not that hard for me. But I think that it was again confusing for the teams.(CO2)"*

## **5. DISCUSSION**

### **5.1 Implications**

This study contributes to the existing theory in multiple ways. First of all, it provides a confirmation that the transition towards self-managing teams is a cyclical dynamic process in which the teams try to improve the extent to which they are self-managing. Employee one describes that it is a really slow process combined with meetings where reflection takes place the team is slowly but surely improving.

Furthermore it contributes to the theory in which the structure of the self-managing teams become more flattened, adaptive and rapid. Where employees are faster and more flexible in response because, the way that they are being enabled to think for themselves and them being able to make decisions of their own. Employee one describes that the caretakers from the team got more influence thus empowered them because of the transition towards self-managing teams.

The growth in authority and power comes with a sense of accountability and ownership this increased when the teams went through the transition of self-managing teams and thus compliments the theory. Employee four describes the feeling of having more responsibilities because of the transition towards self-managing teams.

There are contradictions in the theory, whereas there should be a free flow of information between the teams and their coaches this is not the case because of the ambiguity and lack of framework in which the teams can manoeuvre also the information distribution was not equal for all teams thus creates different environments and more ambiguity.

For practice it is important that the abilities and skills that the employees' possess are aligned with the tasks at hand otherwise the tasks cannot simply be completed by the team. Furthermore the selection of employees in the team should be decided by characteristics of an employee, you are in need of certain leader but not a team full of leaders. Employee 1 described that a team full of leaders will not work the same way that a team full of followers also will not work you need a few leader figures to guide the team.

### **5.2 Limitations and suggestions**

This study clarifies the experience for employees going through a transition towards self-managing teams. By examining the perceptions of individuals going through this transition. The method to do so in this case was a case study

with a significant priority towards semi-structured interviews. Because of the limited period of time an individual case study was to be chosen. There was no possibility for an empirical generalization because of the sample size being inadequate. The interviews were accountable for certain degrees of reactivity because of the way interviews are conducted. Some respondents were more open in reaction and were more likely to express emotions which had an affect on the nuance. Furthermore respondents found it difficult to express feelings about their superiors and showed varying responses when asked to express their opinion. It is possible that because of the interviews recent memories played a more important part then long past memories. Thus the mood in which certain respondents found themselves could be significant. This means that for some of the questions an impulsive answer was given because of the mood the person was in at that given moment. For example at a certain point a colleague about which the respondent was talking came into the room and created an awkward atmosphere. This implies that the answer given after the event might be biased as a consequence. Also there might be a case of researcher bias because of a single researcher knowing their own goal of the research. Because it can be that the only thing that the researcher is seeing is what he wants to see instead of the objective reality what is right in front of him.

I personally think that most of these limitations could be overthrown when researching in the future. Case studies in the healthsector of a single healthcare institution can clarify the generalizations of findings made in this study. There could be a multiple case study nationwide of all institutes that are using self-managing teams with a longer time span than this study that could really be an appealing alternative. Future research can build on this research by getting rid of the researcher bias by coding and interpreting data with multiple researchers at the same time. That way one would limit the possibility to be distracted with blindness from the research goal.

## **6. CONCLUSION**

This research has answered the upcoming question: *What is the difference between the external leader type before the transition and after the transition and how are employees in self-managing teams experiencing this transition?*

Findings show that with the loss of a manager and the gain of a coach, more freedom comes to the employees of self-managing teams. How these teams are handling this freedom depends on the skills and abilities these individual team members have in combination with the facilitation of information and support by the organization and coach. Furthermore the way employees are experiencing this transition depends on the team and personal situation that they are currently in.

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## 9. APPENDIX

### 1. INTERVIEW PROTOCOL

In this section there will be discussion about the interview protocol, which helps an interviewer prepare for the interview. The interview protocol tries to assure that the interviewer knows what to ask from a holistic point of view, conjointly determines which critical niche information there is to obtain. Furthermore the interview protocol which could be seen by one as a guide, will help to decrease the chance that the interviewer will forget key points that must be addressed, hence, it aids in such a way that the interviewer will not forget to deliver crucial information to the respondent. For example: describe the goal of the interview, utilization of information that is obtained throughout the interview and confidentiality policies and concerns. Patton (2015) argues that 'the guide', in which he means the interview protocol, is there to provide topics and subject areas. Within this framework the interviewer is free to ask questions any way that seems fit for this particular interview to get the answers that will help the research topic. Thus this means that: within a certain subject area an interviewer can build up a conversation without restraint, make up ad-hoc questions that fit for that moment and a possibility to create a conversational style with the focus on the prearranged subject. An Interview protocol is essential to keep the interviews focused but still allowing individual perspectives and experiences to come forward. For this research there will be a division between three types of questions for the respondent,

the first being pre-transition and the second one will exist out of questions that are about the transition period. Since the transition towards self-management is a dynamical never ending process there will be no post-implementation questions.

#### Instructions

- Explain purpose of interview
- Explain that there are no right or wrong answers
- Try to make respondent feel comfortable with saying what he or she really feels and experienced
- Ask respondent if the interview may be recorded
- Explain confidentiality policy

#### Algemene vragen

- Kunt u wat over uzelf vertellen?
- o Opleiding, ervaring, werken in de zorg
- Wat is "professioneel organiseren" (SMTs) in uw ogen?
- o Uit uw oogpunt, uit Livio's oogpunt?
- Waarom werden er zelfsturende teams geïntroduceerd?
- o Uw mening? In de officiële communicatie? Reden?, visie/missie?
- Wat is uw ervaring in het werken van zelfsturende teams?
- Hoe ervaren u de introductie van deze zelfsturende teams?
- o Positief, negatief?
- Wat zijn uw verwachtingen met betrekking tot de rol van de coach?
- o De verdeling van taken
- Wat is uw eigen rol binnen het team?
- o En de rol van anderen, wat is uw mening hierover?
- o Hoe worden de taken verdeeld onder de verschillende team leden?
- Hoe worden de teams gefaciliteerd en geadviseerd?
- o Hoe werkt de steun vanuit de HR-afdeling of de coach?
- o Wat zijn de verwachtingen en ervaringen?
- o Op welke gebieden is er meer steun nodig?
- Wat zou u anders doen/veranderen als u de manager was voor een dag?
- Wat zijn uw verwachtingen met betrekking tot de toekomst?
- o Wat is er nodig? Wat is er nodig om zelfsturende teams te laten slagen?

#### Coach

- Hoe beïnvloedt de coach uw manier van werken?
- o Kunt u wat voorbeelden geven? Is het meer een coachende rol?
- Hoe verloopt de samenwerking met uw coach?
- o Kunt u wat voorbeelden geven?
- Wat zou u veranderen aan de huidige samenwerking met uw coach?

#### Transitie

Wat zijn volgens u de meest belangrijke verschillen tussen de periode voor de invoering en na de invoering van professioneel organiseren?

(plekken van verandering, gedrag, verantwoordelijkheden en taken)

- Hoe voelt u zich bij deze veranderingen?
- Hoe zijn uw verwachtingen veranderd gedurende het proces?
- Hoe veranderde uw relatie met de coach-manager gedurende dit proces?
- Kan u uitleggen hoe de coach-manager u coacht? (hoe en waarom) (verleden en toekomst)
- Door wie wordt u ondersteund?
- Welke vlakken verwacht u steun?, op welke vlakken wordt u ondersteund?
- Afsluiting
- Samenvatting van meest belangrijke aspecten
- Kleine conversatie
- Bedanken voor participatie

## 2. Coding

### Transition Team

#### Pre-transition phase

- “Before the coach we had a line-manager and he used to say to some decisions we made: “have you lost your mind”. But he is not there anymore, and the same behavior is still displayed by the teams and that becomes harder to deal with.”(EM1)
- “Back in the days we had a real supervisor, he was a real boss. If we had something that did not work out then he would make the decision and cut the cord. Now the half of the team thinks that a nurse has to be the boss and that is not me, I refuse to be the boss. The other half is equal to us but they should not speak up.”(EM1)
- “We had a training about self-managing teams in the beginning, but it was primarily about meeting techniques. I think that made a lot of sense, especially the part about how to deal with problems. You will write down all positive and negative points and then everybody will cast a vote. It is about making work related rules. I found that a great way because in my team everything is made personal and this way we could get rid of that”(EM1)
- “It used to be a very hierarchical organization, now the climate has changed but I am still afraid to say something”(EM1)

#### Transition phase

- “Livio said three years ago : and now you are a self-managing team, deal with it”(EM1)
- “Without writing down or explaining what the roles and the positions are of the nurses in the teams we became self-managing”(EM1)
- “Like for me the only nurse in the team it is very difficult to be the only one with a different function, you have to constantly explain what you are doing and the rest of the team doesn’t always sees the

additional value of the work I am doing. You have to justify for every move you make. If we had a team meeting where I asked the team to work together with me everything was okay and I felt part of the team again and get invited to grab a cup of coffee. But if after a while something goes wrong then you are not part of the team in an instant.”(EM1)

- “I find the change not really positive at the moment, there is a lot more work to do. What I think is that they are looking a lot to the production what has to be 80%. Also the nurses have to work on a 80% production and that is not possible. I think that you have to look at what the care demand is. What is it that the customer wants.”(EM1)
- “I am going to the general practitioner or to the pharmacist to get a cup of coffee to maintain relations. Because if there is a situation then they will come to us and not to someone else.”(EM1)
- “Three years have passed now, it is a very slow process. Really slow. I think something has to change about that. They should explain it better and facilitate us more, also in the teams the feeling that you are facilitated in the new and different work that you have to do. It has to be clear for everybody in a sense that you only have to refer to made rules and objectives. What you think personally about it is not a concern, this is how we work here this is how we made the rules.”(EM1)
- “We got all kinds of tasks thrown into the team, so it is very unclear what has to happen”(EM1)
- “I don’t have the needs for a nice looking human resource program, I just want to call someone if I feel the need to it”(EM1)
- “If there is a problem we can always ask the coach for help, but that doesn’t always fix the situation at hand.”(EM1)
- “The current coach-manager, is more a manager than a coach. The coach-manager doesn’t fit. On a given moment the coach-manager will say: and now it is enough, we will do it like this. This is not what Livio wants but it is what I think that I need”(EM1)
- “Before the current coach-manager we had a long time a coach-manager which we never saw or spoke to, and if we asked the coach-manager to join or to help then the coach-manager would never come. It was horrible.”(EM1)
- “The coach-manager has no influence in how the team operates, but we have an extreme team in which almost nobody wants to work. The majority of the team thinks that they do not need nurses to operate. I can only make indications and should not interfere with their other work”(EM1)
- “We don’t even have a nursery advice board, I tried to get one but years ago it was a no go”(EM1)

- “If I would work any longer here, it would be my end. It is the problem with the team, you constant have to stand up for yourself for every decision you make.”(EM1)
- “We have a team meeting once in six weeks, because everybody things that we have nothing to talk about so it was not necessary. When we have these meetings nobody has anything to say. So now I said that also once in the four weeks we have a client meeting which the team also thinks is not important”(EM1)
- “I think the problem is primarily in the difference in education, we all have different tasks. But I did not study to only walk predestined routes.”(EM1)
- “I don’t really know what Livio wants with the role of coach-manager because you are coach but still a manager it is really ambiguous.”(EM1)
- “It is absolutely not the purpose of a coach-manager to put your foot down and give orders, because a co-worker of mine applied for one of the vacant positions and this co-worker was to much of a manager.”(EM1)
- “I am questioning if the idea of self-managing teams are working if it is not clear what to expect from your teams, I think they need a lot more assistance before they can manage themselves”.(EM1)
- “The caretakers did not start to work differently, they got more influence and I think that is a good improvement. I think it is very good to have two nurses per team,that you mix it up. I see lots of potential, but it needs accommodation and facilitation before it can turn into something that works.”(EM1)
- “Actually they told us nothing, it was more like we have to go with the country wide trend. I think if you would create the teams differently that you would get a totally different dynamic. In a team with only followers you need leaders and the other way around otherwise it will not work out. You need a balance and they did not look at it at all.”(EM1)
- “I feel close to a burn-out at the moment, I cannot do this any longer and I know that more people feel like this.”(EM1)
- “A thing I miss is that you make a goal with a group, because we make for every client a goal and I would like that also for our group. For example we would open the week with a weekly meeting where we would discuss the ins and outs of the past and upcoming week. That will change the whole team dynamic.”(EM1)
- “Livio can be very bold and business oriented, so it is not really fitting in the picture with healthcare.”(EM1)
- “At Livio you are not self-managing, you are self-managing when you can manage your-self and make your own decisions. We may do a lot ourselves until the decision has to be made then we lose the ability to do so. For example if we have a shortage in our team we have to file a vacancy and invite the person on a job interview. But if we want to talk about salary and the actual contract it is not in my power to do so. We have to leave that for human resources. There is always an extra control. So I am doing the part of the work what is not really my work.”(EM2)
- “From my point of view if you are self-managing, you want to be totally independent. That you have the ability to invite people, look if they fit into the team, look to the differences in education and compare the different qualities we need in a team without interference. So from my perspective we look like a self-managing team but we are working following the rules of Livio, following the vision of Livio.”(EM2)
- “We got a mail, where they said you are becoming a self-managing team and these are now your new tasks. Divide them among the people in your team after you can come together once and then you will be self-managing. That’s the way they introduced the concept. There were working groups, I was in one myself. It was a shame we had to do that in our own time, because we had to be productive on the one hand but we needed these working groups to determine what we should do with these new tasks at hand. For example making our own schedules they formulated it for us but it was never introduced. They did not say: lets spend an afternoon on how to handle finance or to recruit new employees. It was all just formats and nice looking diagrams.”(EM2)
- “I know that is partially cost related that they switched to self-managing teams, another part is that the government wants us to work different less people in the homes of people who need care. In practice this is the better option. So in my opinion this is a good thing, but we need proper guidance to accomplish this goal.”(EM2)
- “I am a nurse and we need to keep the team working, but there are a lot of rules and regulations that u have to keep in mind all the time. So I feel placed above the rest of the team in hierarchy.”(EM2)
- “I am currently doing the schedules and recruitment and selection. But with recruitment and selection I am currently not so busy because I think that it is not my job to do so. I think that Livio first needs to get everything in order. Because outside of those tasks I need to complete my own tasks. We are short on staff and I am currently weeks busy with searching for staff but it doesn’t feel like my job.

Those people from human resources can do a fine job themselves.”(EM2)

- “In the beginning the team could not really handle it, they were not used to someone standing up amongst them. People are not used to having an opinion. At the moment its more quiet in the team thus it is interpreted better.”(EM2)
- “I don’t have the idea that the management level is exercising any form of monitoring on us, I think they just hope that we will do everything that needs to be done. But I don’t have the idea that there are any facilities for us to do so, maybe if we would ask for it. But there is no inspection or review in that matter.”(EM2)
- “There is no support if you don’t ask for it, we are free in that matter. If you need support or facilitation you have to ask for it. If I have a question I will call my coach-manager and ask where in the organization I have to be. Then I get a name and I will try to call that person. I don’t mind working like this, I know what kind of work I have to do but I know that a lot of other people don’t like the way things are going at the moment. If it would be my organization I would find it bothersome that you have to ask for facilitative assistance everytime.”(EM2)
- “I don’t see a future for self-manging teams in an organization like Livio because, I think that there are too many management layers. Not that I think that they should all leave but If you want to be self-managing we need to make more decisions on our own.”(EM2)
- “With our current coach-manager we can talk about anything, our coach-manager is very open minded. We are allowed from her to work outside of the borders of Livio. For example working in night shifts which is not allowed by Livio.”(EM2)
- “The team will come with a question and the coach-manager will bring the question back to the team, that is what they are expecting which I think is possible, but eventually the end product will arrive at the coach-manager whom is responsible for our actions.”(EM2)
- “I think that Livio wants that the coach-managers will keep themselves more on the background and that the team needs to tackle all their problems themselves. But our coach-manager is doing more than that which I think is not allowed.”(EM2)
- “I think that you can be a coach-manager at this moment, but we need someone who can make an important decision. Someone who is above you in hierarchy in a case of need who can assist you.”(EM2)
- “The coach-manager doesn’t have much influence on our way of work. For example if I think

I am finished working in the office I will go home to finish my work there.”(EM2)

- “For me personally I can understand the change between a manager and a coach-manager, that its good for the team to learn to conquer your own problems and learn to find solutions yourself. But a full coach is not working in an organization like this. The teams are slacking. And the problems are not being solved. Then the coach-manager needs to step up and take some actions. For example sit in a meeting and give some structure to the meeting. We are still in the transition and we need a manager. Someone who is speaking up and says : this is what needs to be done. We need to follow guidelines and a coach-manager and then you don’t need a coach-manager. We had a coach-manager and everything was ambiguous for about one and a half year. At that point I missed support of a coach-manager, we needed a person to bring some structure.”(EM2)
- “I really feel the change, I don’t mind the change though because I can handle it. We got a lot of extra tasks which is also to coach the teams. I think that is a fine addition but you have to do it with what you got. So we feel like a team but there are always discussion points about the level of education. For example caretakers will always say something negative about nurses.”(EM2)
- “We have a meeting once in the three weeks in which we talk about anything important. We have a format where everyone can apply. Everyone can come with discussion points including how many minutes it will take to talk about it and if you think it will result in an advice or a decision. This came forth from the only useful training Livio gave to us before throwing us into self-management. That was smart but there were a lot of people who got this training after they became self-managing. We got it before and got a lot of positivity out of it.”(EM2)
- “The coach-manager had no role in these training activities, the coach-manager only send an email like this is what you are going to do.”(EM2)
- “The coach-manager did not give us any support in the process toward self-management. For example if we called she would give the question back to us and say: what would you do to solve this problem. The coach-manager would throw this question every time towards us.”(EM2)
- “Being a self-managing team is still in development here, we are busy with the assigned tasks that the teams gets and what we leave to the coach manager.”(EM3)
- “Last year we had some explanation about self-managing teams, there is also information on the intranet.” (EM3)
- “Currently we have a planning system for which we assigned two team members, which is functioning as it is supposed to function. The teams

are making them themselves, our team takes all kinds of tasks depends on the situation. But personally I think it depends on the team in which you are.”(EM3)

- “I think self-managing teams are adding value, it is very fun to work in one also. The difference between them I think is in the colleagues you have and the teams you are in. This will decide if a self-managing team will work or not. So I see it happening here, ofcourse you need the time for it which you can select yourself. On top of that we are already doing those kind of things for example, If there is too much work load we will work until twelve. That is our decision. If it is quiet than we will cancel a shift. I think we are already to an certain extent free here.”(EM3)

- “Sometimes the information about self-management can be a bit much. You are responsible to read through all that information and then a lot of people think: when do I have the time to read all this. There is some dissatisfaction about it. Communication is often on its “Livio’s”, it is a very big organization. Very business-like. Communication wise not so strong.”(EM3)

- “First there was a manager who only had our department, but that changed gradually over time. I never see the coach-manager, but we can always call. There was a moment when all the managers had to follow a training to maintain their function. Our manager did not make it, less than half did not make it. I had to adept to the new climate in the beginning, you cannot go directly somewhere with your questions. Before for example I would just walk into the office and there was your answer. But I think it is a positive change because you learn to think for yourself and you ask your colleagues.”(EM3)

- “Growing towards self-managing teams is a very gradually process, but there was not a moment that I thought that we would walk into big problems. It is now a lot more business-like, there is not that domestic atmosphere that there was before. For example with illness it is all protocols now. You have to deal with it and not everybody is taking that so well.”(EM3)

- “I expect of my coach-manager that when there is a real problem that we can solve it together. That we can go to the coach-manager for advice. I am a nurse and I have responsibilities up until a certain extent. This gives me the feeling that if I call my coach-manager that the coach-manager will take responsibility and I think it is a comfortable cooperation.”(EM3)

- “I think the older employees are the ones with the most adaption problems into the new system.”(EM3)

- “The coach-manager asks us if it is needed to join our meeting, then we will decide if we think that it is a necessity. Everybody found it a good idea that

the coach-manager would join us. Everybody feels the need for that. For example if you say something you would get confirmation that it’s a good idea a piece of feedback. But there is a new structure so it is more business-like now. It is a lot more efficient thought what is needed in a group with only ladies. There used to be a manager who would always do this. But this gives a different feeling.”(EM3)

- “It gives me pleasant feeling that there is not a manager all the time on the working floor, we are let loose. If I would change something it would be more compliments to the employees because you hear most of the times only the negative things. For example if someone takes on a night shift and thus sacrifices their own time for Livio there should be some recognition. The human aspect. As a team we are doing that already but from management and coach-manager we are expecting it because we are doing it for Livio.”(EM3)

- “I would like to see in the future that we get more clarity, what do we have to do exactly we need that. I had the other day a conversation with my coach-manager and the coach-manager also did not have this clarity and wants it. It is just like dropping a bomb and see what you can do with it. It is not clear what we have to do with material, how many budget do we have, what can we do with that budget, vacancies and procedures, personal regulations and simply how many people we can put on a department. This is what we are missing. We want to do a lot of work but we want clear borders in which we can operate freely.”(EM3)

- “I see the coach-manager less over time, the old office will be made into a flex-department. I don’t know where the coach-manager is then. The coach-manager used to have the old office then I would see her half past seven in the morning looking around in the department and that gave a pleasant feeling.”(EM3)

- “I am sure they said something, but what I don’t remember. I remember we used to have a manager and the manager just announced that we would change into self-management. Slowly they told us what kind of tasks we had to take over and which tasks would be for the coach-manager.”(EM4)

- “I the beginning we had to find our place, we had loads of meetings regarding the clarity of it all. We met once in the four weeks for two or three hours long.”(EM4)

- “I really like working in a self-managing team, you have a lot more responsibilities. I am currently doing the schedules what I really like. For example vacancies, our coach-manager is not involved at all with vacancies. Sometimes I think that is not so great, there was a time where we had a lot of extra work and then we thought: I any one going to help us?”(EM4)

- “Regarding recruitment and selection we can make the decisions on our own, but we there always needs to be a nurse present if we make the decision. We have an whatsapp group where we discuss subjects and exchange opinions about the person we intend to hire. The amount of hours is in consideration with the coach-manager.”(EM4)
- “I find that the coach-manager.....I don’t know the coach-manager. The coach-manager is sometimes present at a meeting but the coach – manager also doesn’t know us. Ofcourse the coach-manager knows our faces, but the coach-manager never intervenes. It is more like : if there is something you can’t do I will be there but I put my trust in you guys to handle the tasks at hand. I think this is a fine way of cooperating.”(EM4)
- “At first there was panic. I was like oh god what kind of extra stuff do I have to do. We got a big list with all the tasks that we had to execute. So everyone was thinking: how are we going to pull this off? But eventually it became a positive thing.”(EM4)
- “We had loads of meetings where we got things clear on paper. And we made a task division because there is not a person who can execute all the tasks. That gave us a big break. You are doing this and you know exactly how it is supposed to go then after two years you will teach someone else to do it via that way we rotate the tasks amongst the team members.”(EM4)
- “I find the cooperation with the coach-manager decent. We don’t need the coach-manager as a team. If we have something will ring the bell and then the coach-manger will be there. In the beginning when there was a time of chaos the coach-manager would be present at every meeting. The coach-manager was guiding us and told us how to operate. The coach-manager played a good role in that.”(EM4)
- “We have some really good nurses in our team who are giving us support. But most important we are a team with a lot of colleagues and we are doing it all by ourselves.”(EM4)
- “I expect the most support with recruitment and selection, that is what we miss as a team. New people are nowhere to find, people with a diploma. Definitely not in the healthcare. I am hearing this from every team, maybe it’s the distance between locations. There are a lot of flex workers at the moment.”(EM4)
- “I think self-managing teams will continue, but I don’t know how other teams are thinking about it. In our team it just works very good.”(EM4)
- ‘I remember when they just switched to self-managing teams that it was a big chaos, but I think it was more team related. There was no task division, everybody was just walking around like a headless chicken. But now it’s more structured.”(EM4)
- “I hope that they will not add anymore tasks, we are already very busy with our own routes. If we get anymore tasks to add it will be too much to handle. That will not work in combination with our routes.”(EM4)
- “My relation with the coach-manager did not really change over time, the coach-manager is there when necessary. It was like that from the beginning.”(EM4)
- “We had a presentation in the beginning about self-managing teams, about what needs to be done.”(EM4)
- “I think they want us to do more tasks, also there are more higher ups becoming obsolete. In this age we can do a lot ourselves. There are some rules and regulations that we have to follow, but being a self-managing team we can handle affairs more directly and thus can do a lot more. You just have to know which path to take.”(EM5)
- “There was a pilot in the beginning, where we had to separate into two different teams. It was one of the biggest points of change. The communication was really good there was a good team of coach-managers. Where we could ask anything we wanted.”(EM5)
- “Yes the introduction was good, but the timing was off. It was just before the vacation period that was really hard for me to make a change in such a period. I don’t think that that is the right moment if there are so many people absent because, there was a lot that had to be done.”(EM5)
- “There was in the beginning a lot of talk about tasks that the organization wanted us to do but could not become reality. For example the financial part, this is something that we cannot do ourselves. It is just impossible. So we rerouted a few steps back and looked at what they expected from us before the financing part. We told it to the organization that it was just impossible for us to do something without proper education. Another thing that I notice is that most newly added tasks that we are executing require a lot of time and there is simply not enough time to tend to them all. We are very happy at the moment if we can do everything around the clients and the first circle around the clients. There are a lot of tasks that remain undone because there is simply not enough time. We don’t have enough colleagues to do that work.”(EM5)
- “I expected when we switched to self-managing teams that the coach-manager would be there when we needed the coach-manager to be there. I think that the coach-manager did just that. The coach-manager never forced us to do something, on the contrary the coach-manager fulfilled an adversary role. For example the coach-manager said: think for yourself about this, this is the way I would handle this problem. I really like that about our coach-manager.”(EM5)

- “I think that we are already doing a lot as a self-managing team, people are staying at home more often. Thus I think that the workload will increase also because less people want to work in the healthcare sector at the moment. So I don’t know where this ship will go exactly. The government wants to keep the people more frequent at home simply because it’s cheaper. But then we need more money and people to tend to those people. And I don’t know if this is the concept to get that done.”(EM5)
- “Our coach-manager does not influence the way we work, the coach-manager leaves us free in what we do and want. Only thing our coach-manager does is giving tips and advice which is a stimulating factor which makes our coach-manager proud in return. Doesn’t happen so often but when it occurs our coach-manager will tell it to us.”(EM5)
- “We never looked negatively to the concept of self-managing teams. We put our best effort in as a team. In that sense there wasn’t really a change in my expectations from self-managing teams. But personally there was in the beginning I was like: oh god what will happen, can we succeed, would it go the way we want it to go. But if you look over time you see that it develops. I hoped that we could achieve something and we did, which gave me a pleasant feeling.”(EM5)
- “Our relation with the coach-manager did not change during the transition because, it was the same we had before. We already had a good relation and I think that it maybe became better because, we went together into a new challenge.”(EM5)
- “We have a meeting once every six weeks, we used to have it once a month but it brought pressure on the team. We asked ourselves if it was necessary to have it once a month or that it will be better to have it less often and it goes well once every six weeks.”(EM5)
- “The forming of our team went like this: I handled the forms because we were creating

separate teams Eibergen and Neede and I asked in these forms who was willing to go to team Eibergen including some questions. From there we made a decision and then it went well from the start.”(EM5)

“I think that a team, the power of a team is inside of the team. They can accomplish a lot themselves, but also a lot of things that they cannot do. That is where you will look at. They need your help with that. A team can say it themselves, like we need you for this or that. That is also different from team to team.(CO1)”

”I think our boarders should be a lot clearer. I am confused myself. If you give a self-managing team a clear boarder you see that they are well able to move inside of it, if you give them the right tools to do so. And that is what we are missing at the moment(CO1).”

“Yes I think that the coach-managers in the healthcare already have experience with this, thus the switch was not that hard for me. But I think that it was again confusing for the teams.(CO2)”

“My expectations, are that you can come far with organizing professionally. I have some examples of teams of which I think ‘wow’ I have to meet them because they are doing everything themselves. They have good results and talk to each other, they even help underperforming teams if they see that it is not going well.(CO2)”