Tilburg University

The transition towards self-managing teams in the health-care sector

P.H.M. Smets
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Explanations of the level of self-management of teams within the health-care sector.

The focus of this study is on which factors influence the transition towards self-managing teams. Explanatory factors for successful implementation of self-managing teams are not well known, even though the importance of gradual growth towards self-management is recognized (Wageman, 2001). Therefore, this multi-method study examines the effect of perceived team psychological safety, perceived team cohesion, perceived team stability and team involvement in training on the level of self-management of a team. This research took place within the (mental) healthcare sector. 100 members of 17 teams filled in a survey on the individual perception of team psychological safety, team cohesion, team stability and team involvement in training and the level of self-management of their team. Next to this, 6 interviews were held to gain in-depth information about the effects found in the first part of the study. The quantitative findings show that perceived team cohesion strongly and positively predicts the level of self-management and this effect becomes smaller when the level of self-management increases. All other effects are not significant. The qualitative results show that the interviewees consider that perceived cohesion and perceived psychological safety have an effect on the level of self-management. The results suggest that team managers should focus upon the level of cohesion within the teams during the transition towards self-management. This study contributes to a better understanding of which factors influence the transition towards self-management within the health-care sector.

Key words: Health-care sector, team cohesion, team psychological safety, team stability, team involvement in training and level of self-management.

Details of student:
Petra Smets
ANR : 965727

Details of supervisors:

Supervisor 1: Sander Smit
Supervisor 2: Evgenia Dolgova
MTO supervisor: Luc van Baest
GGzE Supervisor: Diana Roeg

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Content

1 Research problem and research question

Because of the changing environment and increasing competition within the healthcare, the vision on healthcare institutions is changing. Care becomes more demand-driven and it has to be customized to the wishes of the clients (Rijckmans, Garretsen, Goor & Bongers, 2006). Clients demand a higher quality, shorter waiting time, and more diverse and flexible care (Almekinders, 2006). A way for organizations to deal with this increasing complexity is transforming from a hierarchical and bureaucratic organization, to a more flexible, client centered and alert organization with continuous improvement (Van Amelsvoort & van Amelsvoort, 2000). Organizations can achieve this by decentralization and assigning responsibility to all employees; hence processes become simpler (van Amelsvoort, 2000). To achieve decentralization, self-managing teams can be implemented (Visser & Bunjes, 1995; Cohen, 1993; Molleman, Nauta & Jehn, 2004). Within a self-managing team "the team as a collective, rather than some external manager, has the authority to determine how member efforts will be organized, monitored and managed to accomplish the teams' work" (van der Vegt, Bunderson, Kuipers, 2010, p. 1169). Within the healthcare self-managing teams are a means for organizations to cope with the changing environment and to be more flexible.

For a team to be effective, the team has to grow gradually towards self-management (Wageman, 2001). For the successful implementation of self-managing teams, an environment where processes of self-management can take place is needed (Van der Vegt et al., 2010). Furthermore, the organizational structure should be aligned with the team structure (Tata & Prasad, 2004) and a supportive organizational environment is essential (Wageman, 2001). Though, implementing self-managing teams does not always go without problems (Tata & Prasad, 2004; van Amelsvoort & van Amelsvoort, 2000). It is shown that attempts to implement self-managing teams can result in reduced performance, individualistic behavior, avoidance in decision making (Cordery, Mueller, Smith, 1991; Cohen & Ledford, 1994) or poor conditions to foster self-management (Goliembiewksi, 1995). Explanatory factors for successful implementation of self-managing teams are not well known, even though the transition towards self-management is very important to succeed.

On the other hand, self-management is researched intensively in combination with several indicators of performance. Research has examined the contribution of self-management on for example, higher productivity (e.g. Cohen & Ledford, 1994), costs savings, absenteeism and turnover (Beekun, 1989; Wall, Kemp, Jackson & Clegg, 1986), employee and job satisfaction (Cohen & Ledford, 1994; Wall,

et al. 1986); organizational commitment (Cordery, Mueller & Smith, 1991) and customer service (Kirkman & Rosen, 1999). Due to the multidimensionality of indicators for performance, the findings of the effects of self-managing teams in previous research are inconsistent. To solve this inconsistency, a greater understanding is needed about the mechanisms by which self-managing teams operate (Cohen, 1993). Moreover, Lemieux-Charles and McGuire (2006) already argued that a saturation point is reached among team effectiveness literature and that the focus should be shifted towards how to create high-functioning teams. Therefore, more attention should be paid towards explanatory factors or the mechanisms by which teams operate.

Furthermore, it is shown that contextual factors do have a substantive impact on the group processes within teams (Cohen, 1993; Tata & Prasad, 2004). Nonetheless, contextual factors are often ignored and most research of self-managing teams is focused within US based private or manufacturing industries (e.g. Manz, 1992; Cohen, 1993; Tjepkema, 2003; Cohen & Ledford, 1994; Tata & Prasad, 2004). Previous research already recommended studying self-managing teams in a more varied sample because of its generalizability. It is proposed that team empowerment or self-management is not suitable for every task or work situation (Kirkman & Rosen, 1999). Suitability of self-managing teams can differ per sector, but also reactions towards the implementation might differ. Teams differ in routines and structures and therefore might respond different on the transition towards self-management (van der Vegt et al. 2010). Moreover, Kirkman and Shapiro (2001) found that cultural values do influence employee resistance towards implementing self-managing teams. Hence, it might be that previous research is not directly applicable in other settings. Since teams within the healthcare have different cultures, routines and are multidisciplinary, it is necessary that self-management is researched in this setting.

This research will take place within the healthcare sector. Because of the different setting and the focus upon the transition towards self-management (e.g. the mechanisms by which self-managing team operate) makes this study interesting. The focus of this study is therefore on the factors that are hypothesized to influence, and thus can predict, the level of self-management. Consequently, this study tests if some factors and mechanisms that are previously found in other sectors hold within the healthcare sector. The variables include: perceived team psychological safety, perceived team cohesion, perceived team stability and team involvement in training. To achieve this research aim, the research question is as follows:

To what extent and how are perceived team psychological safety, perceived team cohesion, perceived team stability and team involvement in training related to the level of self-management of teams?

This study is explanatory in nature and uses mixed methods. These mixed methods consist of quantitative and qualitative data gathering. The quantitative methodology looks at to what extent variables might influence the level of self-management. The qualitative study uses in-depth interviews to look at how these relationships can be explained. Answers to these questions will equip managers with knowledge and tools to support teams in their development towards improved self-management levels and, subsequently, enlarge performance.

In the next chapter the theoretical background of self-management and the level of self-management will be explained. Moreover, perceived team psychological safety, perceived team cohesion, perceived team stability and team involvement in training will be discussed and connections are drawn between each of the independent variables and the level of self-management, resulting in hypothesis. After that, the methods used in this study are elaborated. Chapter four shows the results of the study. Finally, the answer on the research question is given and implications of the findings are discussed.

2 Theoretical Framework

No uniform definition of self-management teams exists. This is because the interpretation of the word 'self-management' varies, the wide implementation of self-management teams in different organizational fields and the great variation of how self-management teams get shaped. Because of this great diversity, semantic differences exist and various labels are used to refer to the same concept, such as self-managing teams, semi-autonomous teams, self-regulating teams, self-organizing teams or self-directed teams. In this study, the concept of self-managing teams is used.

Self-managing teams are different than conventional teams because team-members have the authority to make decisions about work related issues and to handle internal processes (Hackman & Oldman, 1980). Consequently self-managing teams are able to make decisions about work assignments, work methods, schedules etcetera (Goodman, Davadas &Hughson, 1988; Tjepkema, 2003). The sense of ownership and sense of accountability is increased in self-managing teams compared to conventional teams (Tata & Prasad, 2004). Self-managing teams are a highly empowered (Gordon, 2002), more or less permanent group of employees, who work together on a daily basis. Their tasks are interdependent and, together, they carry responsibility for the product or service they provide (Cohen, Ledfort & Spreitzer, 1996; Tjepkema, 2003). To be able to achieve this goal, the teams have relevant information, resources and skills available (Tjepkema, 2003) and receive performance feedback (Wall, et al., 1986).

The concept of self-management came forth from different organization perspectives.

In the beginning of the last century, organizations studied the technical aspects of the work and divided this work into subtasks that were simple and short cyclical, hence, had low task complexity. These subtasks were matched to employees. This division of labor was influenced by the insights of the scientific management (Taylor, 1911). The process of far-reaching division of labor led to such complex production processes that supervisors were needed to instruct employees and to correct them. Employees themselves did not have a complete overview of the overall process to do this themselves which resulted in low autonomy. Moreover, all decision making authority was at top-management level and employees were not allowed to actively participate in decision making (Taylor, 1911)

Several years later, it was shown that organizational performance was more than a sum of technical improvements and the Human Resource Perspective (HRP) arose. The HRP argued that employees are a valuable resource to the organization (Miles, 1965) and that employees should have input into decision to develop better solutions. They contended that organizations needed more focus on their personnel and needed to make a long term commitment to their employees (Yeats & Hyten, 1998).

Within the Human Relation School, the participative-management perspective arose. This perspective agreed with the perspectives of the HRP, but placed even more emphasize on employee participation in decision making (Hackman, 1978). Proponents argued that employees can be trusted in decision making and if they do so, organizational effectiveness will increase.

In the second half of the twentieth century, organization theorists began to shift their view from inside the organization (closed theories) to the outside of the organization, such as the environment (open system). They studied how groups within an organization interrelate and how the organization interacts with another organization or with the environment, such as changing technology, political and economic conditions (Banner & Gagne, 1995).

About 50 years later, the sociotechnical theory was developed. Briefly, it argues that there is an interrelationship between the social and technical systems of an organization (Yeats & Hyten, 1998). The social system of an organization is the people who work in the organization and the relations among them. The technical system is the tools, techniques, strategies, skills etc. that the members of the social system use to accomplish their task. The aim is to design a work structure that fits the social needs of the employees with the requirements of the technology, which both are associated with the environment (Cummings, 1978). Attempts to implement the sociotechnical system led to a redesign of the workplace. Teams got higher autonomy, the amount of supervision decreased, and employees were trained to gain new skills and to make their work plans (Beekun, 1989). This enrichment of jobs resulted in self-managing teams in which team-members were able to make significant work-related decisions. Cummings (1978) even argued that self-managing teams are a concrete outcome of implementing the sociotechnical system, because it "attempts to design effective relationships between the social and technical components of work systems and between the systems and their task environments" (p. 626-627).

Based upon preceding elucidation, is the emergence of self-managing teams briefly displayed graphically in figure 1.

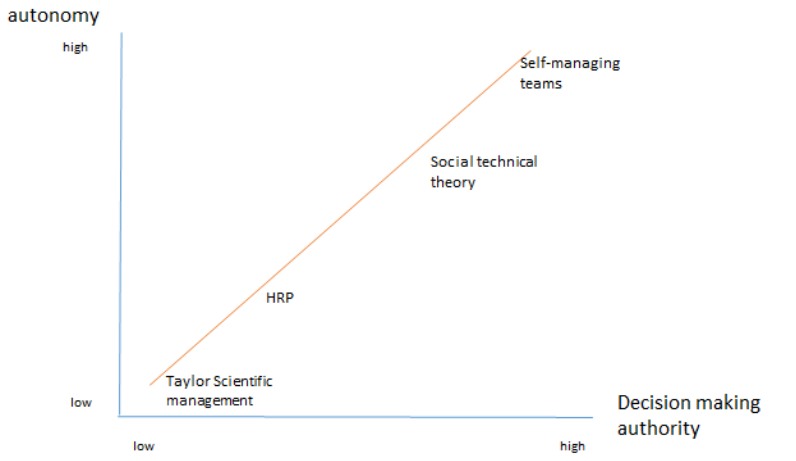


Figure 1: the emergence of self-managing teams.

2.1 Level of self-management

The transition towards self-managing teams is a long and complex process. The organization must decide on the degree to which it wants to implement self-management. According to Tjepkema (2003), the organization needs to be clear to what extent management decisions will be left to the team. This can be based upon the organizational framework and policy (van Amelsvoort, 2004). Moreover, the level of self-management can change and vary because teams gradually grow to self-management**.** Hitchcock and Willart (1995) state: "It is important that self-direction be viewed not as a destination but as a process. The teams do not start out totally self-directed, nor do they ever totally get there. There is always something new for them to learn, a new responsibility for them to assume (p. 5)". Hence, self-management is not a static fact, but a dynamic process.

The process or transition towards becoming a self-managing team can be described by different phases with different degrees of authority in decision making and autonomy. Decision-making authority describes "the degree of distribution of organization decision making processes in regard to policy decisions" (Tata & Prasad, p. 251). Hence, it is about how the team accomplishes the task, and sometimes, about what the team should do (Manz, 1992; Cohen, 1993). Autonomy is defined as "the degree to which team members experience substantial freedom, independence and discretion in their work" (Kirkman & Rosen, 1999, p. 59).

Amelsvoort (2004) described the different phases of the transition towards a self-managing team First (1), a self-managing team starts as a bundling of individuals with an emphasis on job maturity. Then (2) it progresses to a group, where the focus is upon increasing the organizational autonomy of the team. In the third (3) phase, the group becomes a team, with focus on social maturity because managerial tasks are more complex. And finally (4), when fully implemented, the team is an open team with own unique entrepreneurship. The more a team progresses to a fully implemented self-managing team, the more autonomy and decision making authority the team formally obtains which they actively have to use.

Hackman, as cited in Wageman, (2001) argued that teams differ in their level of self-management based upon three behavioral indicators**.** First (1) the degree to which team-members take joint responsibility for their final product or service, second (2), the degree to which the team monitors its own performance and third (3), the degree to which the team manages its own performance, discuss work strategies, seeks feedback and when needed, make alterations.

Concluding, teams that have low levels of self-management are a bundling of individuals, take just a little responsibility; have a low degree of monitoring and decision making authority and a low degree of

managing their own performance. Moreover, the management provides the team with direction, remains in control and audits the team (Tata & Prasad, 2004). Teams with high levels of self-management have a significant amount of responsibility, decision making authority, autonomy and have a high degree of monitoring and managing of their own performance.

Based on preceding description, in this study, the level of self-managing teams is defined as:
The degree of which team-members have a distinct, rounded, integral, team task (the production of certain products or services) and the level of in which the team-members feel jointly responsible for both the performance of the process as well as for the management, monitoring and improvement of the process progress, wherein a minimal amount of supervision is required by management or staff departments (Visser & Bunjes, 1995).

Even though little research is associated with the level of self-management, self-managing teams are researched intensively in relation to effectiveness. Because of the multidimensionality of effectiveness, the relation of self-managing teams on effectiveness results in diverse findings, contingent upon the outcome that is considered (Cohen, 1993; Cohen, Ledford, Spreitzer, 1996). In general, most outcomes are positive, but not on all the dimensions of effectiveness (Cohen, 1993). Yeats and Hyten (1998) did an extensive theoretical research explaining self-managed work team performance. They made a comprehensive model based upon a synthesis of previous studies about (self-managing) work team effectiveness. The model is an input-process-output framework which explains self-managing work team performance by different factors, which are*: the environment within and outside the organization, team member characteristics, team design characteristics, interpersonal processes and work processes.* The model is used in this study to derive the variables from which can influence the level of self-managing teams. Nevertheless, this research studies teams within a transition and takes level of self-management as dependent variable instead of effectiveness. It is assumed that the higher the level of self-management, the higher the effectiveness. An overview of the scope of this research can be seen in Appendix I.

Based upon the described model from Yeats & Hyten (1998) four variables are chosen for this study.

The environmental outside the organization is excluded in this research because of research difficulties and because it is out of scope. However, environmental factors within the organization are included because *team involvement in training* is chosen as an employee involvement in context variable, since the teams received monthly training.

Team-member characteristics focus upon personality, interests, skills, needs etcetera and are excluded in this study. This study focuses on teams in a transition towards self-management and not the individual. However, two characteristics, namely age and gender, are taken into account as control variable.

Team design characteristics are included because the teams differ a lot on these characteristics. *Team stability* is chosen as a group characteristic (composition) variable, because in the study some teams are formed of members from diverse other teams, who have never worked before; while other team are formed of members from similar teams, who have worked before.

Interpersonal process factors are included in the study because it is expected that they influence the transition towards self-management significantly. This aspect is researched by team cohesion and team psychological safety. *Team psychological safety* is selected because it is a broad aspect which covers both trust and feedback. Feedback is considered as a crucial output factor (Yeats & Hyten, 1998). Moreover, no research is done on the effects of team psychological safety on the level of self-management of a team. *Team cohesion* is researched intensively (e.g. Mullen & Copper, 1994; Carron, Colman, Wheeler, & Stevens, 2002), nevertheless the phenomenon of cohesion is not that straightforward and there is some disagreement about the effects of cohesion (Mullen & Copper, 1994). Moreover, cohesion is mainly studied by quantitative research methodology (Rovio, Eskola, Kozub, Duda & Lintunen, 2009), this study will also use qualitative methodology to study the mechanism.

Work processes are indirectly taken into account since it is about the talent and effort applied to the tasks. This is covered by the aspect of team involvement in training. Yeats & Hyten (1998) argue that the environment within and outside the organization is directly and reciprocally linked to the work processes. There is no direct focus upon, because for this study, it focuses too much on the task rather than team functioning.

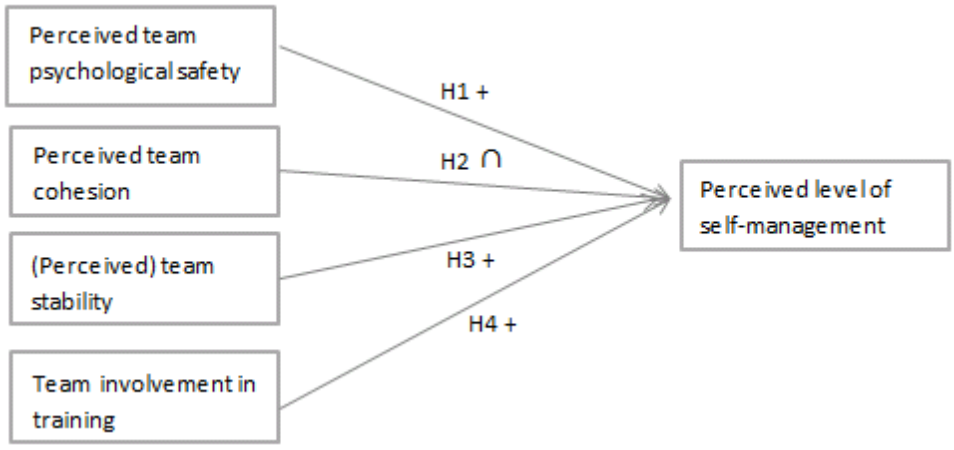


Figure 2: conceptual model

2.2 Antecedents of level of self-management

2.2.1 Perceived team psychological safety

Originally, psychological safety was an individual-level construct. It was defined as an employee's "sense of being able to show and employ one's self without fear of negative consequences to self-image, status or career" (Brown & Leigh, 1996, p. 708). However, it can also be a team level construct. Edmonson (1999) defined psychological safety as "a shared belief that the team is safe for interpersonal risk taking" (p. 354). Psychological safety is a key antecedent for learning behavior and speaking up (Nembhard & Edmonson, 2006). For example, if the level of psychological safety is high, team-members feel free to speak up, offer their opinion, are able to make mistakes and to discuss those mistakes openly. Edmonson (1999) argued that team psychological safety positively influences learning behaviors, which consequently influences team performance. Moreover, she mentioned that psychological safety is more than interpersonal trust, she found "evidence of a coherent interpersonal climate within each group characterized by the absence or presence of a blend of trust, respect for each other's competence, and caring about each other as people" (p. 375).

Higher levels of psychological safety results in higher job involvement and greater effort (Brown & Leigh, 1996), in better collaboration in problem solving (Baer & Frese, 2003), speaking up freely and freedom of self-expression (Nembhard & Edmonson 2006), in asking or giving feedback (Wilkens & London, 2006) and in team-members are more willing to help each other to take a risk (Edmonson, 2003). Also, Nembhard and Edmonson (2006) argued that without feeling psychological safe, suggesting new procedures to implement is risky.

Team members in self-managing teams have responsibility over all kinds of processes and tasks. Moreover, most of the tasks are interpersonal in nature. Therefore, it is expected that they have to collaborate intensively and thus have to feel safe in relations. By feeling safe it is expected that team members openly speak up if they notice something goes wrong in for example, the production process. Since team members are responsible to manage this themselves, this has to be negotiable. Possibly, this enhances the joint responsibility. However, the direct mechanisms stay vague and are not researched yet. Concluding, it is proposed that psychological safety positively affects the level of self-management through two distinct mechanisms. The first mechanism is by openly proposing ideas and feeling safe to speak up. The second mechanism is by and feeling safe to take risks.

Therefore, hypothesis 1 states:

Hypothesis 1: team psychological safety is positively related to level of self-management.

2.2.2 Perceived team cohesion

Cohesion is researched intensively and has several definitions and dimensions and is nowadays progressed towards a multi-dimensional concept. Yeatts and Hyten (1998) defined cohesion as "the degree to which members of a team feel attracted to their team and compelled to stay in it" (p.97). Cohesion is split into task and social cohesion. Task cohesion is "the extent to which the team is united and committed to achieving the work task" (Carless & dePaola, 2000, p. 79). Social cohesion refers to "the motivation to develop and maintain social relationships with the group" (Carless & de Paola, 2000, p. 73). Hence, the attraction to a group can be based upon the task, the team-members themselves or both. Cohesion is subject to the dynamic nature of group phenomena; hence, a newly formed team feels mainly attracted to each other by the task. When the group starts performing the task, social relationships will be developed (Rovio et al., 2009). The relation between cohesion and performance is reciprocal; cohesion improves the performance and successful performance increases group performance (Rovio et al., 2009).

Cohesion is researched intensively in relation with team performance and often leading to a positive relation but in small magnitude (e.g. Evans & Dion, 1991; Gully, Devine &Whitney, 1995; Mullen & Copper, 1994). It is shown that high levels of cohesion leads to conformity to group norms and acceptance of the negative effect of disruptive forces (Brawley, Carron, & Widmeyer, 1988), commitment to the task and group pride (Mullen and Copper, 1994) and to more enjoyable teams (Forsyth, 1990). Nevertheless, there are some studies that found negative relations such as pressures to conform, group polarization, groupthink and individualization (Paskevich, Estabrooks, Brawley & Carron, 2001; Rovio et al. 2009). It can also lead to not criticizing of social loafing because the need to evaluate deteriorates when the pressure to conform increases (Rovio, et al., 2009). Hence, the relation between cohesion and performance is complex (Gully, Devine and Whitney, 1995); this can be due to the great variability in the level of analysis used to conceptualize and operationalize cohesion and the variability in performance indicators used.

Altogether, both the positive and negative effects are expected to be found in this research. It is expected that cohesion will be beneficial to the level of self-management because team-members adapt to the group norms, the task and feel comfortable within their team. Possibly this enhances the joint responsibility for the performance, monitoring and improvement of the production process. However, up to a certain point. Since self-managing teams are responsible for their own monitoring and improvement of the work processes (discussing work strategies etc.), conformity can deteriorate the progress significantly because the need to evaluate the process decreases.

Therefore, hypothesis 2 states:

Hypothesis 2: Team cohesion has an inverted U shape relation with level of self-management.

2.2.3 Perceived team stability

Team stability is the continuity of group membership (Cohen, Ledford & Spreitzer, 1996). If teams are highly stable, the formation of the team does not alter frequently and consequently, turnover is low. If teams are unstable, significant amount of time can be lost to get the new team-members acquainted with how the team-members work together (Cohen, Ledford & Spreitzer, 1996). Van der Vegt, Bunderson and Kuipers (2010) studied turnover in self-managing teams. They found that turnover has a negative effect on the performance of self-managing teams and this effect is mediated by the disturbing effect on two key processes: *team learning behavior* and *task flexibility*. They also studied a third indicator, *social integration;* however, social integration does not mediate the negative relationship between turnover and performance. Nonetheless turnover does have a negative effect on social integration.

It is proposed that perceived team stability positively affects the level of self-management through those three distinct mechanisms.

The negative effect of turnover (consequently low team stability) on team learning behavior is explained by disruptions of routines and the loss of knowledge (Akgün & Lynn, 2002). Proposed is that this has a negative effect on the level of self-management because the teams are in a transition which is an unstable environment. Therefore, they need to learn quickly, have to develop routines en share knowledge effectively to enhance their self-management. Moreover, Edmonson (1999) argued that team learning behavior is present only if there is a climate of psychological safety. When a team is unstable, this climate is not present because there is little trust within the team (Moreland & Levine, 2002).

Task flexibility is “the extent to which team-members can and do substitute for one another in the performance of team tasks” (Van der Vegt, Bunderson & Kuipers, 2010, p.1172). It can lead to more adaptive and collaborative teams, because team-members are cross trained, rotate tasks and help each other. High turnover has a negative effect because there is little opportunity for cross-task learning or asking questions about unfamiliar tasks. Proposed is that high turnover will have a negative effect on the level of self-management because of the low task flexibility. If team-members cannot substitute for one-another they may not feel responsible for one another and they cannot monitor the process in a comprehensive view, which is needed in a self-management team.

Van der Vegt, Bunderson and Kuipers (2010) did find a significant negative effect of turnover on the social integration within self-managing teams but not in relation with lower performance. Goodman and

Leyden (1991) found that high turnover leads to less shared identity and decreased familiarity because the new team-member is unfamiliar with the work processes and the existing team-members are unfamiliar with the new team member. Moreland & Levine (2002) argues that high turnover also leads to more uncertainty.

The relation with level of self-management is not researched yet, but expected is that since team-members have to collaborate intensively, and have extensive decision-making authority they need to be socially integrated. They have to be familiar with each other and with each other's roles and task to be effective. Moreover, they need a shared identity to feel responsible for each other and the team. If this is not present, the low level of social integration will mediate the negative relation between team instability and the level of self-management. Hence, it is proposed that perceived team stability positively affects the level of self-management through those three distinct mechanisms.

Therefore, hypothesis 3 states:

Hypothesis 3: Team stability is positively related to level of self-management.

2.2.4 Team involvement in training

Training is an organizational context factor and provides employees with the essential and specific knowledge or skills that are necessary to complete the team task (Yeats & Hyten, 1998). A supportive education system, which makes training available, is considered as a vital instrument for implementing self-managing teams successfully (Wageman, 2001). The education system has to provide the team-members training in any aspect that are team-members not acquainted with (Hackman, 1987).

Lawler (1986) argues that training is a part of employee involvement, together with four other design elements: power, information, management recognition and resources. These design elements have to move to lower organizational levels for employee involvement to be effective. Involvement of employees is essential to overcome barriers such as time or resource constraints and unwillingness to change (Nembhard & Edmonson, 2006). Furthermore, it is necessary for the effectiveness of teams (Mohrman, Cohen & Mohrman, 1995).

Training increases team-members' knowledge and skills, which consequently affects the talent available in the team and higher willingness to participate in decision making (Yeats & Hyten, 1998). In the start-up (e.g. forming) phase towards self-management, the training should be focused upon the achievement of behavioral and attitudinal skills to work in a self-managing team (Cooney, 2004). In later phases, technical and interpersonal training can be addressed. Cohen, Ledford & Spreitzer (1996) found that a supportive employee involvement context positively relates to self-managing team effectiveness but they do not discuss the underlying mechanisms. In this study, the focus is upon the amount of

training the teams receives and its effect on the level of self-management. Proposed is that the involvement of the teams in training has positive effects on the level of self-management. This is because participation in decision-making is very important since self-managing teams have high autonomy and decision-making authority. Moreover, self-managing teams are responsible for their own management, production processes, feedback etc., hence this has to be trained as well.

Consequently, hypothesis 4 states:

Hypothesis 4: Team involvement in training is positively related to level of self-management.

3 Methods

3.1 Empirical setting

3.1.1 Research context

This research was conducted at a mental healthcare organization, with approximately 2000 employees. This research was performed within an organizational part, which consists of two organizations that merged one year before the study took place. They serve 1500 clients in 13 municipalities with 224 fte personnel and exist of 17 multidisciplinary teams with a multiplicity of tasks. The main tasks are: (1) providing psychiatric care extramural, which implies that the caregiver visits the client who lives at home (2) providing psychiatric care intramural, which entails that clients live in a 'protected' accommodation of the organization where the caregiver assists in daily tasks (3) organizing activities in the neighborhood to help clients to participate in the community.

At the same time of the merger, the transition to self-management teams was started. The organization was suitable for this study, since it fulfilled the required demands such as operating in the healthcare sector and being in transition towards self-managing teams. In December 2013 a baseline measurement was executed on their level of self-management using the instrument of van Amelsvoort (2004). By means of this measurement it was concluded that the teams differ on their level of self-management.

3.1.2 Research design

The research design is a cross-sectional, comparative case study design and deductive in nature. This research design fits this study because it studies a contemporary phenomenon within its real-life context and meaningful characteristics are retained (Yin, 1994). Data was gathered at one point of time using mixed-methods. Hence, multiple data sources were used to capture the concept of self-management entirely. The first part of the research was quantitative and deductive; surveys were used to test hypotheses. The second part of the study was qualitative and explanatory; interviews were used to study in depth how the independent variables influence the level of self-management of the teams. Interviews were done to gain a better understanding of the relations found. The unit of analysis is at individual and team level, the unit of observation the individual.

3.1.3 Sample

This research is performed within an organizational part. This segment was suitable because it is the first segment of the organization that is in a transition towards self-management. All teams were in this transition and therefore, all teams participated in the study. Consequently, the total population sample

is 17 teams. Since the whole population of the organization segment (census study) was studied, a sample strategy was not needed. The survey was sent out to all 195 employees.

Of the 195 employees that were eligible to participate, 135 employees responded to the survey. The entire survey was filled in by 100 respondents and these respondents were taken into account for the analysis (response rate of 51%). The lowest response rate of a team was 40%, the highest 100%. 75% of the respondents were female and only 25% was male.

The tasks were divided into six main tasks: 31,1% of the employees provide care extramural, 25,2% provide care intramural and 8,1% combines these two tasks. Moreover, 20% organizes daytime activities for the clients, 3,7% works at the social support system and 7,4% works at an 'walk-in' for clients. Of 4,4% of the respondents the data was missing.

In table 1 it can be seen that 51% reported to have an individual task while working in a team. This is remarkable because the focus is upon teams. When looking at the previous paragraph, 31,1% of the employees provide care extramural, which is the biggest group of employees. The employees work individually and meet up with clients at their homes instead of at the organization, though their operation base is from a team with which they have to deliberate.

	Min	**Max**	**Mean**	**SD**
Team level				
Size	2	15	8	3.64
*Task**	0	1	0.51	0.43
Individual level				
age	19	64	43.87	10.912
Years of experience	1	41	15.41	9.586
Gender	0	1	0.25	0.43

Table 1: Sample characteristics of survey respondents
**For task, dummy variables were made for solo task (1) and team tasks (0)*
**For Gender, dummy variables were made for men (1) and female (0)*

The teams that participated in the interviews of the qualitative study were randomly chosen. After interviews with six different teams a saturation point was reached since no new information emerged. Which team-members took part in the interview was done on convenience; team-members which were working on that day and had no other appointments, joined. For all six interviews, a minimum of four team-members had to be present. Table 2 provides the sample characteristics of the interviewed teams. The size and main team task of the whole team is shown and the number, function and gender of interviewees are shown.

Team	Size	Main team task	Nr. of interviewees	Function of interviewees	Gender
1	13	Living ambulant en intramural	4	residential supervisor (3) 'experience expert' (2)	Female (4)
6	8	Living intramural	5	residential supervisor (2) Help (1) activities supervisor (1) 'experience expert' (1)	Female (5)
9	11	Living ambulant	4	residential supervisor (4)	Male (2) Female (2)
11	13	Living intramural	4	'experience expert' (1) Social worker (1) Senior nurses (2)	Female (3) Male (1)
13	15	Living ambulant en intramural	6	residential supervisor (3) Help (1) 'experience expert' (2)	Female (5) Male (1)
15	20	Living ambulant en intramural	8	Senior nurses (6) Help (2)	Female (7) Male (1)

Table 2: sample characteristics of teams and interviewees

The research was conducted in a specific setting. Since the teams are formed when the transition towards self-management started, teams are quite young. According to Tuckman's team development model (1965) all teams are in the storming or norming phase. Hence, the stability of the teams is not yet developed.

3.2 Quantitative study

3.2.1 Data collection

The surveys were distributed among the teams during team meetings; the researcher went to 14 teams to distribute the survey personally. It was not possible to visit three teams because many team members were on vacation. These teams received the questionnaire by e-mail. The response rate of these teams was a little lower than the average response rate of 69% (57%, 66% and 40%). The survey was aimed at exploring the individual team-members' perception.

During the team meeting, the respondents were given some time to fill in the survey and return it to the researcher before the end of the meeting. They were asked to fill in the survey alone; discussing the questions with a team-member was not desirable. Though, they were able to ask questions to the researcher. This is because of the reliability that each team-member fills his or her answers in without being influenced by team-members. Team-members that were not present received the survey digitally by email. The survey can be seen in Appendix III.

3.2.2 Measurements and preliminary analysis

Most of the variables were measured by existing surveys and the questions were made suitable for this study. The operationalization table can be seen in appendix II.

The preliminary analysis was done by using factor analysis and reliability analysis. A principal component analysis (PCA) was conducted to determine if the questionnaire items fit the construct which it is supposed to measure. Confirmative factor analysis was chosen because some scales were altered to fit this study and not yet validated in Dutch. Suitability of the data was checked by using Kaiser-Meyer-Olkin for sample adequacy (0,6 as minimum value for good factor analysis) (Kaiser, 1970, 1974) and Bartlett's test of Sphericity (should be significant, ρ <0,5) (Bartlett, 1954). Moreover, the reliability of the scales is checked with Cronbach Alpha, which should be above 0,7 (deVellis, 2003).

Perceived level of self-management

The dependent variable, *level of self-management,* was measured by the part of *autonomy in work* and the *part of participation*, of the original scale 'Vragenlijst Beleving en Beoordeling van de Arbeid' (VBBA) (Veldhoven, Meijman, Broersen & Fortuin, 2012) and was altered to fit this study. Some questions were removed or added by the management and the questionnaire was translated to Dutch. The items were meant to capture the opportunities the employees have to regulate and organize their work. It includes the level of responsibility and autonomy the employees have and the level and the decision making. A five point likert-scale was used from 'absolutely disagree' (= 1) and 'absolutely agree' (= 5).

The results of the PCA for level of self-management showed the presence of four components with eigenvalues greater than one. Respectively, they explained 42,5%, 8%, 7% and 5,9% of the variance. In the scree plot was seen that the curve changed direction at one. An oblimin rotation was done fixed on one component. The KMO was 0,899, which is high and can be seen in table 3. Also, all items in this one-factor solution loaded above 0,4 in the component matrix, which is also high. Therefore, a one component solution was chosen for level of self-management. However, the original scale was composed of two parts of the VBBA (*autonomy in work* and *participation*). When looking at the questions, *the extent of, or influence upon, decision making* is an overarching theme. Moreover, just two parts of the VBBA were applicable within this study, questions were altered to fit this study and some questions were removed and others added. Therefore, a one component solution instead of two is legit.

Reliability analysis was conducted, which showed a Cronbach Alpha of .92 (table 3), which is high and therefore, the scale showed high internal consistency. The item-total statistics showed no negative values, so no more items were deleted. The original questionnaire 'autonomy in work' had a Cronbach alpha of 0,90 and 'participation' a Cronbach alpha of 0,85. Hence, the small adjustments made to the scale did enhance the reliability of the scale for this sample.

Perceived team psychological safety

Team psychological safety was operationalized by a scale of Edmonson (1999) and contained 7 items. The items were developed to indicate the extent to which team-members feel safe to ask for help or to make mistakes. The questions were originally in English; however the scale is widely used and translated in Dutch before. This study combined the translations of several studies, to make a translated scale which the researcher thinks fits best with the original items. To assure the quality of the translation, a pilot survey was sent out to the researchers' team-members.

The results of the PCA for psychological safety showed a KMO measure of 0,743 and the emergence of 2 components, with eigenvalues of 2.6 and 1.2. Respectively, they explained 37,3% and 16,8% of the total variance. Also, the scree-plot displayed a change of direction at two components. Moreover, due to the low correlation between components (0,322), psychological safety was split up in 2 components.

'To reject', 'to make mistakes and 'asking for help' together loaded on component one, this component is called *psychological safety: dare to make mistakes*, since it is about feeling safe in the team to make mistakes or asking for help. 'Dare to express opinion', 'to undermine', 'discussing of difficult subjects' and 'unique skills utilized' loaded on component two, which is called *Psychological safety: dare to speak up,* since this is about feeling safe to speak up and bring in difficult issues. This is consistent with the two mechanisms found in the literature. However, the original scale of Edmonson (1999) only showed one factor solution. This could be different because of the translations or because a different sample is used.

Of both scales, the reliability was checked. The scale of psychological safety to make mistakes contained 3 items, with a Cronbach alpha of 0,645. Psychological safety discussion had 4 items and had a Cronbach alpha of 0,636 (table 3). The original one factor solution had a Cronbach alpha of 0,82.

Perceived team cohesion

The scale that measured team cohesion was derived from a 4 item scale of van Rijnbergen (2003) which was already translated into Dutch. The items indicate the level of connection among the team-

members and whether or not they our proud to be a member of the team. The original scale, 10 items in the German Language, is from Hoegl & Gemuenden (2001).

The results of the PCA for cohesion clearly showed the presence of one component, with an eigenvalue greater than one. The KMO measure of cohesion is 0,788, which can be seen in table 3, and the first component explained a variance of 74%. This one-factor solution was further explored. The scree-plot also showed a one-factor solution. All items loaded with 0,776 or higher on the single component.

The internal consistency of the 4 items was high; the Cronbach alpha was .877, even though the scale only consisted of 4 items, and equals the original Cronbach alpha of 0,87. The item-total statistics showed no negative values, no more items were deleted.

Perceived team involvement in training

In 2013-2014 multiple coaching meetings have taken place on behalf of the transition to self-management. Therefore, team involvement in training is operationalized by giving the respondent an overview of all 14 coaching's meetings the respondent was able to go to. The item was measured by counting per member the amount of meetings the respondent went to.

This item is a binary item with only 2 categories (present vs. not present). Factor analysis is therefore not suitable because there is no linear coherence possible. Hence, only the reliability of the scale was assessed; the Cronbach Alpha was 0.869, which can be seen in table 3.

Team stability

Stability was operationalized by objective and subjective (perceived) team stability. Van Dick, van Knippenberg, Hägele, Guillaume and Brodbeck (2008) measured diversity by applying Blau's Index (1977) on objective data files and secondly, by asking the respondents how they perceived the diversity of their group. Hence, the respondents were asked about their original team (old team) and self-management team (new team). It was possible that team members stayed in the same team, but this was not a restraint for calculating the group diversity. On the basis of this data, group-level diversity was calculated in Excel by applying Blau's Index (D) (1977): *p* is the proportion of team-members in an 'old team' and *I* is the number of different 'old teams' represented in a 'new team'. The scores were corrected for team size by the formula of Solanas, Selvam,

$$B_{\max} = \frac{n^2(k-1) + a(a-k)}{km^2}$$

$$B_N = \frac{B}{B_{\max}}$$

$$D = (1 - \sum_{i=1}^{k} p_i^2)$$

Navarro and Leiva (2012) which makes comparision of teams possible. The normalized indices range between 0-1. The maximum value was calculated per team (B_{max}), (where *n* denotes the group size and *k* the number of 'old teams in the new team') to finaly calculate the normalized diversity (*B*n).

Moreover, the respondents were asked for their impression if the team composition changed a lot or not, and if they think this has an effect on the stability of the team. This was done to measure the perceptions of team stability rather than just calculate the stability. The Cronbach alpha of the two items was 0.551, which is sufficient for only two items.

	Perceived level of Self-Management	Perceived team psychological safety		Perceived Team cohesion	Perceived team stability	Team involvement in training
KMO	0,901	0,743		0,788		
Bartlett's Test of Sphericity (Sig)	0,00*	0,00*		0,00*		
		psychological safety: dare to make mistakes	*psychological safety: dare to speak up*			
Cronbach 's Alpha	0,925	0,645	0,636	0,877	0.551	0.869

*sig at p<0,05

Table 3: results of factor and reliability analysis

Control variables

In order to control for other variables that might affect the relations between the dependent and independent variables, some control variables were added in the study. Most of them are team-member characteristics except task.

Age and *gender* were added as because these are often used and it is expected that these may have an effect. Furthermore, *years of experience within the healthcare* was assessed because the longer an employee works in the healthcare, can lead to inertia which might make it harder to change. At last, the *task of the employee* is assessed because it indicates if an employee works often in his or her team or more solely.

Figure 3 displays the final model after the factor analysis that was tested.

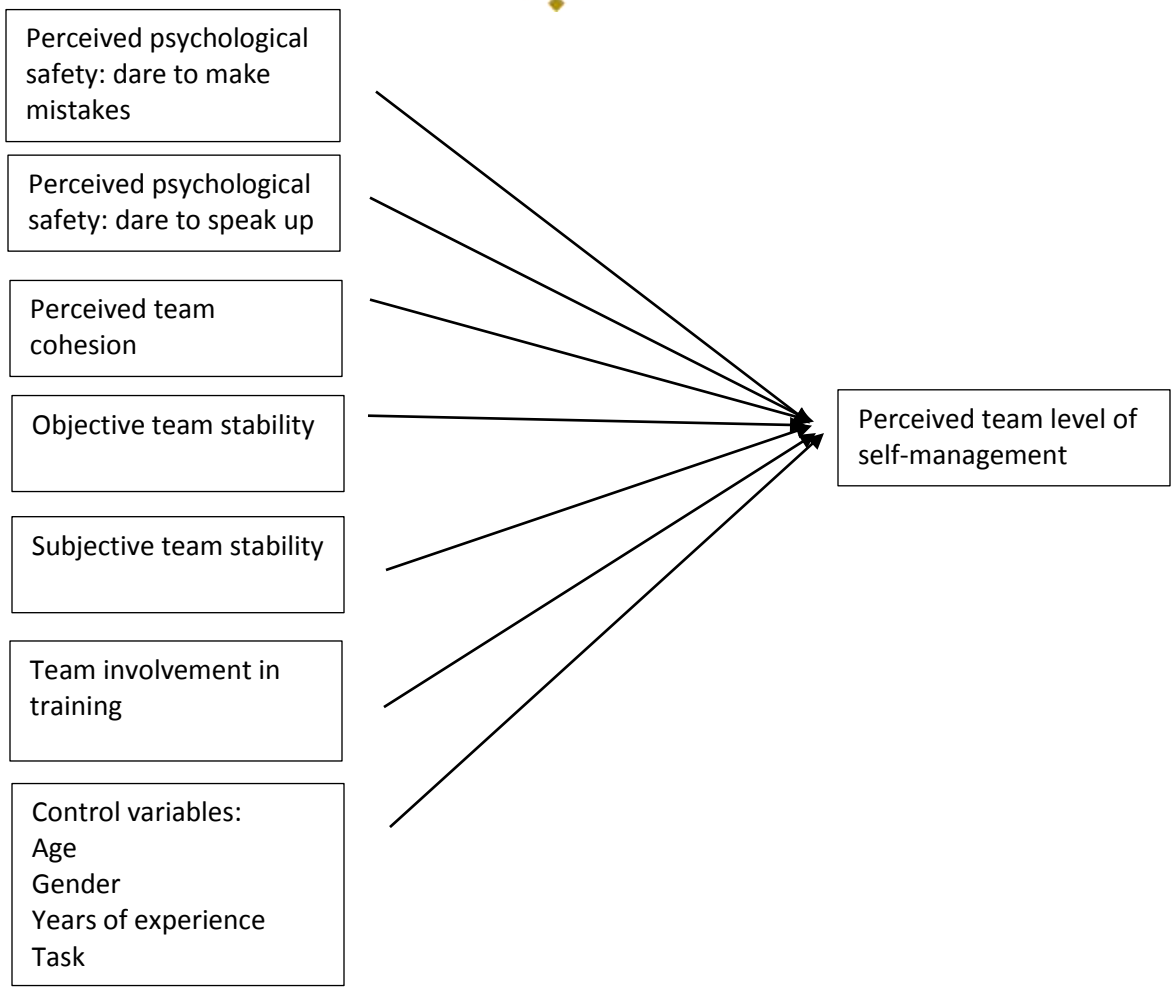


Figure 3: Final model that was tested

3.2.3 Analysis

The goal of the survey was to gain information about how team-members perceive the current level of self-management and to gain information about the relationships between the different independent variables and the dependent variable. The dataset was checked for outliers, errors and missing data. Since some respondents did not answer all the questions, they were not taken into account. Moreover, the mean scores of the independent variables per respondent were calculated.

Multiple hierarchical analysis was used to test the hypotheses. Hierarchical regression analysis allows for comparison of alternative models, which were decided by the researcher. Regression analysis is only suitable for continuous and categorical variables (Field, 2013), hence, for variables that did not meet this criteria dummy variables were made. This was the case for gender and task. Task was measured by six answer possibilities, subsequently, they were combined in dummies for team and individual tasks since it is expected that this may influence the perception of the individual on the team.

Furthermore, for cohesion an inverted u-shape was hypothesized. To test this curvilinear relation in regression analysis, the scores on cohesion were squared to calculate a linear relationship.

Ordinary least squares (OLS) was employed. Suitability of the data for OLS was checked by the following steps and an overview is given in table 4.

Normality: To test normality the P-P plot was checked which can be seen in figure 4. The actual scores (z-scores) lie on a reasonably straight diagonal line, showing no major deviations from the expected values. Hence, at model level the errors of prediction are normal distributed around the predicted score of the dependent variable (Tabachnick & Fidell, 2007).

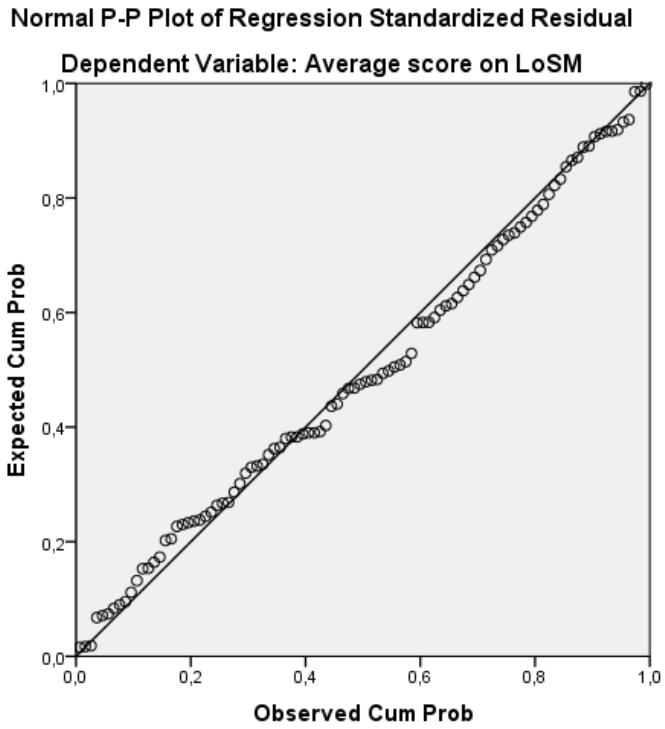


Figure 4: P-P plot.

Linearity: The overall shape between the standardized predicted value and standardized residual is rectangular, implying linearity (Tabachnick & Fidell, 2007). Moreover, the concentration of the scores is centered and rectangular. Transformation is not chosen as a solution because of difficulties of interpretation.

Independent errors: Whether or not the errors were independent was checked by the Durbin-Watson test (Durbin & Watson, 1951). The value was 1.845 which indicates a positive correlation and is close to two, which specifies that the residuals are uncorrelated.

Homoscedasticity of residuals: Furthermore, the statistical dispersion is assessed by looking for homoscedasticity. The scatterplot of standardized predicted value and standardized residual was assessed. Heteroscedasticity is the case because the residuals become wider at larger predicted values. This could be the caused by non-normality of some variables, skewness of some variables and others not, or a greater error of measurement (Tabachnick & Fidell, 2007). Transformation is not chosen as a solution because of difficulties of interpretation since some scales are widely used.

Multicollinearity: No high bivariate correlations (above 0,7 used for treshold) were present between the independent variables. The variance inflation factor (VIF) showed no severe signs of multicollinearity,

only for cohesion and the squared term of cohesion (respectively 38.419 and 37.918). This is the same case for Tolerance, indicating multicollinearity between cohesion and the squared term of cohesion (VIF=0.026 and 0.027). This was expected because the squared term is calculated from cohesion, hence they are strongly correlated.

Assumption	Test	Results	Solution
Normality	Normal P-P plot of Regression Standardized Residual.	All scores fall very close to the 'ideal' diagonal line.	x
Linearity	Scatterplot of standardized residuals against predicted value.	Plot is linear because of concentration of scores around the center.	x
Independent errors	Durbin-Watson test	Value of 1.845, so residuals are uncorrelated.	x
Homoscedasticity	Scatterplot of standardized residuals against predicted value.	The plot shows heteroscedasticity	No actions undertaken.
Multicollinearity	VIF and Tolerance	No signs of multicollinearity, only for cohesion and the squared term of cohesion which was expected.	x

Table 4: Results of testing assumptions for OLS at model level

Altogether, multiple hierarchical is suitable to test how well perceived team cohesion, perceived team psychological safety, team involvement in training and team stability predict the level of self-management.

3.3 Qualitative study

3.3.1 Data collection

After the quantitative part, group interviews were held with six teams. The interviews were held to discover and understand the mechanisms underlying the relationships between the independent and dependent variables. Also, a substantial amount of respondents indicated that the survey was distributed at a too early phase in the transition which made some questions hard to answer. For that reason, another aim of the interviews was to discuss the results of the survey and to check for representativeness. The interviews were semi-structured; the topic-list listed the key themes to be discussed in the interview to provide some consistency (Ritchie & Lewis, 2003). The topic list was based upon the literature and the results of the survey. It consisted of open ended questions therefore the interviewees were able to fully elaborate on the different topics. The topic list can be seen in appendix V.

Group interviews were chosen because team-members were able to reply on each other and to discuss mutually. However, caution was needed because of a possibility that some participants don't feel safe to open up for their team-members and some participants can be more dominant than others. Caution was applied by asking each new question to an interviewee individually and then making space to let others respond on that. By this way, it was made sure that everybody gives their opinion about a certain topic.

3.3.2 Analysis

All interviews were verbatim transcribed (appendix IX). The topics that were used in the interviews via the topic list were arranged in a code list (appendix VI). Hence, all topics received a number used as index. These topics were used as sensitizing concepts so open coding was not necessary (Gelissen, 2010). However, the researcher remained open for new information. All data was read and all raw data was indexed; for each phrase or sentence was decided what it was about and given an index based on the code list. The fragments were put in a thematic chart based on index or code, so all information was grouped together (appendix VIII) (Ritchie & Lewis, 2003). Fragments that belong to one index or code were compared to other fragments of the same variable to reduce the amount of information and the number of codes. This is necessary to make analysis possible. A code scheme (appendix VII) was developed to group the information per variable and to detect the underlying mechanisms per independent and dependent variable (Ritchie & Lewis, 2003).

4 Results

4.1 Results of quantitative study

Variables	Mean	Min	max	SD	1	2	3	4	5	6	7	8	9	10
1. Perceived Level of self-management	3.26	1	5	0.57										
2. Perceived team psychological safety: dare to make mistakes	3.77	1	5	0.74	0.306 **									
3. perceived team psychological safety : dare to speak up	3.68	1	5	0.64	0.326 **	0.395 **								
4. Perceived team cohesion	3.08	1	5	0.83	0.508 **	0.362**	0.358 **							
5. Team involvement in training	0.66	0	1	0.28	0.102	0.092	0.106	0.002						
6. Subjective team stability	4.59	0	9	2.88	-0.141 †	-0.055	-0.006	-0.151 †	-0.049					
7. objective team stability	0.43	0	0.86	0.28	0.094	0.139 †	-0.109	0.002	0.113					
8. age	42.07	19	64	10.68	0.173*	0.011	-0.077	0.057 †	-0.024	-0.084	0.119			
9. gender	0.25	0	1	0.44	-0.264**	-0.123	-0.196*	-0.188*	-0.141†	-0.085	-0.085	0.150†		
10. years of experience	14.65	1	41	9.12	0.164†	0.010	0.05	0.029	-0.089	-0.009	0.125	0.655 †	0.139	
11. task	0.72	0	1	0.451	-0.097	-0.055	0.086	-0.035	0.022	0.012	-0,235**	-0.067†	0.154†	-0.029

Note: n=100 p <0,1 † one tailed p < 0,05 * one tailed p < 0,01** one tailed

Table 5: Means, standard deviations and Pearson correlations among the variables.

Variables	Perceived team level of self-management		
	Model 1	Model 2	Model 3
Step 1: control variables			
Constant	2.973** (0.256)	0.52 (0.643)	-0.023 (0.670)
Age	0.008 (0,007)	0.009 (0.006)	0.008 (0.006)
Years of experience	0.007 (0.008)	0.006 (0.007)	0.007 (0.007)
Task	-0.049 (0.124)	-0.040 (0.106)	-0.043 (0.0109)
Gender	-0.387** (0.130)	-0. 228* (0.113)	-0.207 † (0.115)
Step 2: Main effects			
Perceived team cohesion		1.221 ** (0.344)	1.261 ** (0.349)
Perceived team cohesion squared		-0.152** (0.054)	-0.158** (0.055)
Perceived psychological safety: dare to make mistakes		0.080 (0.071)	0.076 (0.073)
Perceived psychological safety: dare to speak up		0.084 (0.084)	0.072 (0.086)
Objective stability			0.010 (0.177)
Subjective stability			-0.008 (0.017)
Team involvement in training			0.180 (0.170)
R^2	0.124	0.405	0.414
Adjusted R^2	0.087	0.353	0.341
F	3.371*	7.740 **	5.662 **
Notes: Unstandardized coefficients are reported with standard errors in parentheses. n = 100 (listwise) p <0,1 † p < 0,05 * p < 0,01**			

Table 6: Results of multiple hierarchical regression at individual level, predicting the perceived level of self-management

Table 5 presents the correlations among the different variables included in the study. For gender and task dummy variables were made since they are dichotomous variables. For team involvement in training this is not the case; percentages were calculated of how many coaching meetings were joined. Hence, a 0 is 0% of the meetings were attended a 1 is 100% attended. A remarkable finding is that the maximum score on objective team stability in this study 0,86 is, while 1 is the absolute maximum, implying that no team is 100% diverse in terms of new and old team members. Consequently, in every new team there are always two or more people who were together in a previous team. Moreover, gender correlates significantly with perceived level of self-management, perceived team psychological safety: dare to speak up, perceived team cohesion, team involvement in training and age. This implies that there are significant difference between men and women and that men perceive the level of self-management of their team -0.207 lower than women. Lastly, cohesion and both components of psychological safety correlate significantly with each other and with the level of self-management. Hence, the more untied and committed team-members feel with each other and the task and the safer team-members feel for interpersonal risk taking within their team, the higher the individual perceptions of the level of self-management within their team.

In table 6 the results of the regression analysis are shown. Model 1 constitutes the baseline model including only the control variables. Model 2 includes the variables that test the individuals' perceptions about the atmosphere in the group and how the team-members work together. It contains both components of psychological safety to test hypothesis 1 and the linear and quadratic terms of cohesion to test hypothesis 2. Lastly, model 3 adds the team design variables. Given the moderate sample size and large number of variables, separate models were chosen to test the hypotheses.

Hypothesis 1 postulates a linear positive effect between psychological safety and the level of self-management. The factor analysis showed that psychological safety consisted of two components; dare to make mistakes and dare to speak up. Model 2 and 3 in table 6 presents the empirical results for hypothesis 1. It can be seen that the effects are not significant and therefore hypothesis 1 is not supported.

Hypothesis 2 proposes an inverted U-shape relation between cohesion and the level of self-management. Table 6, model 3, shows that both the quadratic ($b_{\text{perceived team level of self-management}} = -0.158$, $p < 0.05$) and linear term ($b_{\text{perceived team level of self-management}} = 1.261$, $p < 0.01$) are significant. This implies a curvilinear relation with diminishing returns (Aiken & West, 1991). When the level of cohesion is perceived as low or moderate, the perceived level of self-management is strongly predicted by the perceived level of cohesion within that specific team. However, when the teams' perceived level of self-management is moderate or high, the perceived level of cohesion will still predict the level of self-management positively, though in smaller amounts. Therefore, hypothesis 2 not confirmed because the effect does not turn into a negative effect; not an inverted U shape is found but a curve linear relation which can be seen in figure 4.

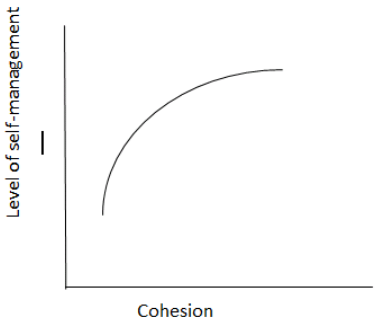


Figure 4: relation found between level of self-management and perceived team cohesion

Hypothesis 3 states that stability, split up in objective and subjective (perceived) team stability have a positive effect on the perceived level of self-management. In model 3 of table 5 it can be seen that for objective stability as well as for subjective the beta's are not significant. Therefore, hypothesis 3 is not supported.

Hypothesis 4 states that team involvement in training is positively related with the perceived level of self-management of a team. In table 5 (model 3) is can be seen that the effect is not significant. Therefore, hypothesis 4 is not supported.

In model 1 of table 5, the control variables (age, years of experience, task, and gender) are tested. Gender has a significant effect on the level of self-management. When only testing for the control variables, model one shows ($b_{\text{perceived team level of self-management}}$ -0.387= -, $p < 0.01$) that men perceive the teams' level of self-management -0.387 lower than women. In the complete model (model 3), men perceive the level of self-management -0.207 lower than women ($b_{\text{perceived team level of self-management}}$ - 0.207= -, $p < 0.1$). All other control variables were not significant.

When adding more variables into the model, the R^2 increases, implying that more variance of the perceived level of self-management is explained by the model. The adjusted R^2 does decrease a little when adding new predictors for model 3, this can be due to the small sample size and adding more predictors. Moreover, the F-values of all three models are significant. When looking at model 1 and 2,

adding both variables of psychological safety and cohesion, the F-value increases tremendously (respectively F=3.371, p<0,05 and F=7.740, p< 0,01). This indicates that model 2 predicts the level of self-management better, compared to the level of inaccuracy of the model. Hence, the prediction due to model 2 is large and the difference between the model and the observed data is small (Field, 2013). For model 3, this effect is smaller nevertheless bigger than in model 1.

The regression analysis is at individual level; nevertheless information can also be gained at team level to give a more complete image and because of the interviews are at team level. In table 7 all scores on the dependent and independent variables can be found per team and differences per team can be seen. The minimum and maximum scores are not presented in the table due to space issues.

	Level of self-management		**Psychological Safety: dare to make mistakes**		**Psychological safety: dare to speak up**		**Cohesion**		**Objective Team Stability**	**Subjective team stability**		**Team involvement in training**	
Team	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Blau's index	Effect changes	SD	Average percentage attended	*SD*
1	3.36	0.21	3.96	0.63	3.90	0.32	3.60	0.46	0.82	3.62	3.77	0.87	0.20
2	3.19	0.37	3.33	0.34	3.60	0.76	2.78	0.87	0.46	3.87	2.4	0.6	0.38
3	3.06	.	3.00	.	3.00	.	3.00	.	0	7	.	1	.
4	2.82	0.58	3.75	0.96	4.00	0.71	3.82	1.09	0.66	3	2.45	0.64	0.19
5	3.63	0.39	3.92	1.10	3.92	0.38	3.75	0.50	0.50	1.25	0.50	0.55	0.15
6	3.67	0.43	4.17	0.77	3.94	0.70	3.48	0.63	0	4.42	2.90	0.67	0.17
7	3.03	0.53	3.63	0.69	3.42	0.57	2.90	0.88	0,11	4.60	2.85	0.81	0.28
8	3.74	0.33	4.52	0.60	4.07	0.72	3.83	0.52	0,86	5.43	2.15	0.65	0.29
9	2.76	0.40	3.67	0.69	3.66	0.30	2.57	0.52	0,60	6.63	2.56	0.67	0.34
10	3.14	0.62	4.00	0.75	3.10	1.02	2.85	1.27	0,40	5.60	1.94	0.63	0.25
11	3.32	0.57	3.62	0.99	3.94	0.62	3.47	0.67	0	4.75	3.37	0.48	0.30
12	2.66	0.62	3.37	0.67	3.25	0.45	2.97	0.81	0,42	5.11	2.80	0.54	0.34
13	3.21	0.56	3.41	0.73	3.31	0.56	2.48	0.53	0,63	3.50	2.47	0.67	0.32
14	3.22	0.54	4.00	0.47	3.69	0.66	2.62	0.25	0,83	6.75	1.70	0.82	0.17
15	3.33	0.29	3.46	0.62	3.66	0.40	2.90	0.30	0	5.50	2.45	0.38	0.30
16	3.57	0.83	4.25	0.38	4.37	0.46	4.06	0.61	0,25	5.50	3.89	0.74	0.21
17	2.99	0.33	3.91	0.60	3.73	0.37	3.23	0.36	0,85	3.82	2.6	0.75	0.23

Table 7: team level descriptives

The lowest score on level of self-management is 2.66 (based upon a score between 1 and 5), which implies that the team members don't perceive a high level of autonomy in their work and don't participate fully in decision making and therefore, consider their team not as a fully implemented self-managing team. The highest score is 3.74, hence the respondents agree upon issues that they have autonomy to regulate and organize their work themselves and make decisions themselves. The size of the different standard deviations among the teams varies a lot, implying that some teams are more unanimous than other teams about their perception.

For perceived psychological safety to make mistakes the average scores for all team are above 3.41. Indicating that all respondents at least feel neutral or feeling safe to make mistakes. This is also the case for perceived psychological safety dare to speak up. The lowest score is a 3.01, which denotes that, on average, team-members feel neutral or safe to offer their opinion, even if it deviates from the norm.

The scores on cohesion are diverse. The lowest score is 2.57; hence on average team members don't feel cohesive at all. While the highest scoring team feels cohesive (4.06) with an average standard deviation (0.63).

The objective diversity ranges from 0 to 0.86. Some teams haven't changed at all and are still homogenous based upon old teams. While higher scoring teams have had some turnover recently and have changed in composition frequently.

Team 5 did not have the impression that their team composition altered frequently. On a scale from 1-10 they had the lowest score (1.25). Also, they agreed upon this since the standard deviation is just 0.5. The highest score on subjective team stability is 6.75, implying many changes, hence an instable team.

The attendance of the coaching meetings varied from teams that attended on average 38% to 86% of the 14 meetings.

4.2 Results of qualitative study

Semi structured interviews were held with six teams. Team 1, 6, 9, 11, 13 and 15 were random chosen and the sample characteristics of the teams can be seen in table 2. Table 8 provides an overview of all the aspects that were deliberated during the interviews and if the interviewees considered them as present or not. Table 8 can be seen as a reading guide. On the basis of the answers given, the aspects are grouped together if they are present within the teams or not. Some aspects are present in some teams and others not, hence those results are blended.

Concept/ variable	***Aspects that are present***	***Aspects that are absent***	***Blended results per team***
Self-management	Joint responsibility	Real team	Information availability
	Management of the team	Working together on daily basis	Adequate skills
	Decision making of operational decisions	Distinct, rounded task	Minimum level of supervision
	Feedback	Management of the (new) task	
		Decision making of strategic decisions	
		Clear framework and final goal	
Psychological safety	Open climate		
	Dare to speak up & proposing new ideas		
	Dare to make mistakes		
	Dare to take a risk		
	Dare to ask questions or ask help		
Cohesion	Collective task	Adaptation to group norms (in progress)	Level of social cohesion
		Familiarity (in progress)	Level of task cohesion
		Conformity	
Stability	Adjustment	Task flexibility	Amount of turnover
		Social integration	
Team involvement in training	New knowledge, information and skills (small amounts)	Focus	Engagement/ willingness to participate
	Reflection		
	Asking questions		

Table 8: overview of qualitative results

Level of self-management

To discuss the level of self-management during the interviews, the definition of level of self-management was cut up in smaller parts derived from the theory. They included: being a real team, working together on daily basis, joint responsibility, clear distinct task, managing of the task, managing of the team, information availability, skill availability, decision making about operational and strategic issues, supervision and feedback and can be seen in table 8.

Teams do not feel like they are a *real team* because of the many alterations in team formation and because some teams are decreasing in team size. It would already help to have the core clear because than tasks and roles don't have to be reallocated over and over. A respondent mentioned: *"I feel a real team with the core of the team. We as residential supervisors or as sub team are a real team. But if you talk about the whole team than I have to say 'no'. I doesn't feel like a real team yet because I don't know a lot of people that well'.* Furthermore, team-members don't *work together on daily basis*. This is due to the different roles, functions and shifts (24h health care), fulltime/part-time work, smaller teams and not having a real office. Some teams work mostly ambulant and don't have an office to go to. It is perceived as negative since having face-to-face contact is very hard and there is little room for meetings.

Though, this has no effect on the *joint responsibility of the performance or the management* of the team and tasks. This is perceived as important and team-members agree upon that they have high joint responsibility. In fact, this weighs heavier since there is no direct supervisor who holds responsibility.

Because of the early stage in the transition towards self-management, teams don't feel they have *a distinct, rounded team task*. It is unclear what and how many tasks will be transferred to the teams or what is expected from the teams. Furthermore, the environment and legislation will change and will have an influence on what tasks will be decentralized to the teams. The mission and vision towards the clients is clear, but the new decentralized tasks due of self-management are not yet clear.

The *management of the new tasks* that is associated with self-management is not clear yet. It is not clear what the new tasks will be, who will perform them or what has to be done. However, teams think that they manage already a lot of task and see opportunities in this. They perceive more responsibility and more freedom in managing their task; they are self-organizing. This is the same for the *organization of their team*, though; teams don't observe significant changes in the organization of their teams. For instance, work schedules are already made by team-members but more complicated organizational aspects, such as reimbursement of travel costs, not yet. It is unclear how this will be organized in later stages or what the final goal is.

The teams differ in opinion in the *information availability* by the management. Some team-members felt if they were thrown in at the deep end and blamed it on the management, while other team-

members thought that the organization did a good job, given the circumstances (e.g. changes in legislation, high uncertainty). One team had a different vision, they argued that the management provided them with sufficient information but that they did not use this integral.

Teams are multidisciplinary and for this reason they suspect they have *adequate skills available* to accomplish this transition successfully but they have to learn how to deploy these skills in the new situation. A respondent stated: *"I think we have a multidisciplinary team and everybody has qualities to offer. I think we especially have to pay attention how to deploy those qualities in the best way".* However, if new tasks or responsibilities will be decentralized to the teams, some teams suspect they don't have adequate skills yet. For every new responsibility or way of working, new skills have to be taught by the coaches and learned by the team. The teams are actively learning and do give each other feedback to facilitate this process and to facilitate learning behavior.

Another aspect of the level of self-management is *to what extent teams make strategic, tactical and operational decisions*. Teams are used to make operational decisions; nevertheless, the respondents agreed upon that they don't make tactical and operational decisions yet. They have to learn this and dare to make these kinds of decisions their selves, but this requires a new way of thinking. The teams are willing to learn this, are enthusiastic to think along, to take initiative and to seize the opportunity to do this in later stages, however the frame needs to be clear. At the moment of the interviews, it is not clear what is expected from them and to what extent they are able to make strategic and tactical decisions. Additionally, some team-members haven't done this in many years and are insecure to do so; they need to be more resolute and persistent.

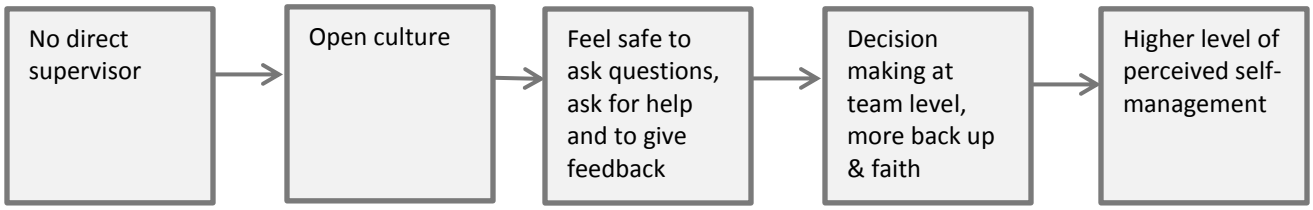
Self-management implies *minimal levels of supervision*. There is disagreement about this among the teams. Some teams think they are already very autonomous and do not notice any difference, while other teams think they are not autonomous because a lot is enforced upon them from higher management levels. Some teams don't have faith in this. A respondent mentioned "*formally yes, but in daily practice it has yet to be proven. There is a difference between the old situation, with the coordinators and the new situation, with the coaches. But I don't notice any difference. What is a coach supposed to do?"* Hence, some teams are skeptic about the transition and believe that self-management is only a formal change in this case, but in daily practice not a lot will and still a lot will be enforced from higher management levels.

A self-managing team is always part of an organization. The teams are aware of this and know that they never will be fully independent and have to operate concerning the guidelines of the company. Likewise, they know that they can make decisions their selves but that they have to do within the guidelines of the company.

Perceived team psychological safety

The climate in all teams is perceived as positive and open; there is space for discussion, making mistakes, asking questions and asking for help. As well everybody is motivated to make the transition work. However one team described that climate as waiting and scanning, because of the many uncertainties. This is perceived as negative but the team knows that they have to stay up to date. If a mistake is made, it is not held against them. This is also due to the newness of the teams; everybody is looking around and getting to know each other and new methods of working. Because of this, team-members feel safe in their teams and agree upon that this influences the transition towards self-management. *"I think there is a particular openness; you can say whatever you think. That makes me feel safe and having more faith in the team. Because of that trust I dare more and can we progress easier".* Personality plays a big part in this because some team-members don't feel confident to make mistakes at all.

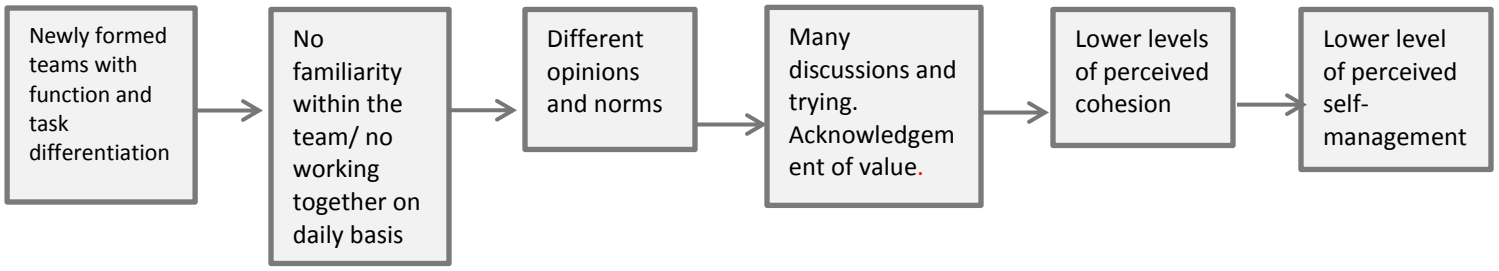
Moreover, team-members feel safer because no direct supervisor is present within the teams; which affects that employees are more confident in giving feedback and teams can make decisions themselves. Consequently, this results in more back-up of the employees and more belief in the things they have to do since it is not enforced upon them. *"The coordinator was very determinative. He/ she said we had to work in a specific way, so we did. Now we get looser and everything goes in a more relax way. This makes me believe more in what we do".* Having more faith and believe in the team positively influences the transition toward self-management and the level of self-management. This leads to the following model:



Perceived team cohesion

The teams see cohesion as having respect for each other and for the different ways of working and being able to make everything negotiable. A respondents' perspective on cohesion: *"I think we are a cohesive team, or indeed becoming cohesive including the differences. But I think that cohesion is having respect for each other and for each other's opinion. Not in a way that we go have drinks with each other or something like that".* Noticeable is that team-members vary on their perception of team cohesion. Within most teams, team-members disagree about their level of cohesion and if it is based upon social relations or the task of the team. The interviews show clearly that the teams are in the storming or

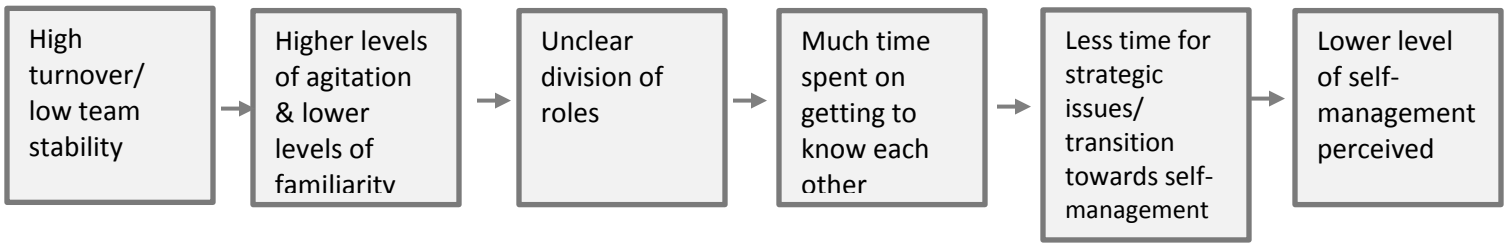
norming phase and therefore, show low levels of social cohesion and moderate levels of task cohesion within the teams. A respondent answered: *"It is not a close team, but that is not yet possible. It still has to grow".* The teams have a communal task but team-members vary in function, resulting in that some team-members don't see each other often, since they work solely and therefore are not familiar with each other. Moreover, because of the different functions and tasks within a team there are many different norms and opinions and commitment to the communal task is harder. A respondent mentioned: *"Everybody has a different opinion and lots of discussions take place. There is a lot of trying, so we are one our way towards self-management."* It is clear that teams still grow towards becoming more cohesive and see opportunities in this. A respondent argued: *"I think that cohesion positively influences the process. You can handle more from one and another".* The teams are aware that cohesion can be harmful too, but expect that, because of the many different functions and tasks within the team, this will not be the case in later stages. They are aware that team-members have different opinions and that they respect this. This reasoning leads to the following model:



Team stability

Team stability measured in the interviews is subjective; it is about how the team-members perceive the team stability. Many alterations in team composition are seen as negative. Though, sometimes it is enforced from higher levels and sometimes team-members leave or switch teams voluntarily. First, because it takes more time to get to know each other and discover the qualities of each other, secondly, divisions of roles and tasks are unclear e.g. team-members don't know who to ask if they have any questions, third, it increases agitation, fourth, also a lot of team member have to leave which is hard upon the remaining team members and lastly, because this interferes with their process towards self-management e.g. it consumes a lot of time to get to know each other, less time is left over to spend on new tasks. A respondent said: *"I don't know if it matters how long you know each other, but I think it matters how well you know each other. If you and your teammates are in agreement, it makes it much easier to bring in new ideas etc."* Hence, a lot of variations in team formation is holding back the development towards self-management. However, a small group of respondents mentions that it can be positive. *"It is both positive and negative in my experience; it is alright that you get jolted awake. That*

you have to think in a different way, get to know other people and different ways of working. I like that. But on the other side I miss the trust, the familiarity and that you know on who you can fall back to". The effect of turnover on the level of self-management is rather small if the base of the team stays the same. When a small amount of team-members are leaving or joining the team, it is perceived as manageable but time consuming. Moreover, it was mentioned a couple times that it matters at what moment the team composition alters. If new team members joined the team in early phases, the transition is perceived as easier. This leads to the following model:



Team involvement in training

How the coaching moments are perceived varies per team. Some teams think they are very useful, other teams think they bring more indistinctness, or that it was more an intervention instead of coaching. Likewise, the involvement per and within team varies. Some team members didn't go often to a coaching while other team-members went to all of them.

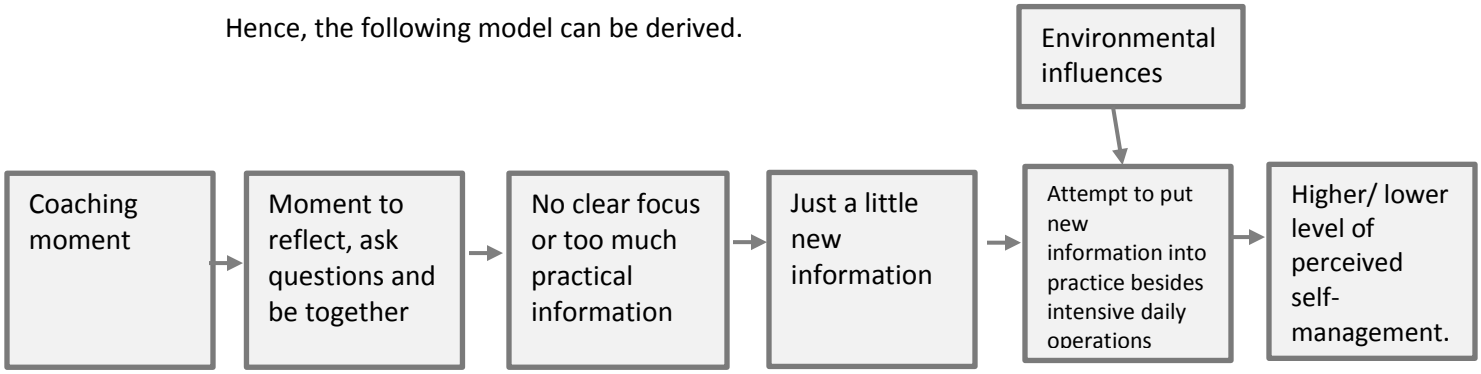
The coaching is perceived as negative because it is indistinct, with no clear focus or frame. Furthermore, the environment changes too quickly to implement the new information and skills. Also there is no room or time because of the intensive and hectic daily operations; hence one cannot bring into practice what was decided upon. Fourth, there can also be an information overload. Lastly, coaching moments often focused on practical issues (e.g. daily operations) instead on more strategic issues (how to deal with the transition towards self-management).

Some respondents said that it was only useful to get to know each other. One respondent noticed: *"The coaching moments are useful to get to know each other and to make an inventory what we have to do know and what is still coming. At the moment we are going to make it more concrete. We talked a lot about it but now it will be more concrete and tangible".*

Coaching is regarded as positive because it gives new information, it is moment to reflect, to ask questions and be together with the team. Additionally, high amounts of motivation were present to join the meetings. A respondent argued: *"I liked it that, once in a while, there was a moment, besides the daily business, to stand still and to reflect. What contains and implies self-management? Which ways to get there? You knew beforehand, that at that moment we will be together and discuss these issues. The*

daily hectic situation causes that you don't have time to think about that". Altogether, the effect of team involvement in training upon the transition towards self-management is inconsistent and considered small. Some team-members do hope that the effect is positive, others think the coaching came too early, while others think it was only useful to get to know each other.

Hence, the following model can be derived.



Hypothesis	Type of data	Result	Summary of results
H1: team psychological safety is positively related to level of self-management.	Quantitative	Not confirmed	Psychological safety was split up in two components: dare to make mistakes and dare to speak up. A positive (linear) relation was shown between psychological safety to speak up and level of self-management, however not significant. For psychological safety to make mistakes, no significant results were found. Moreover, both components do correlate significantly at a medium level with level of self-management.
	Qualitative	x	The climate in all teams is perceived as positive and open which makes team-members feel comfortable in their teams. There is space for discussion, making mistakes, asking questions and asking for help. Consequently, team-members consider that this affects the progress in a positive way.
H2: Team cohesion has an inverted U shape relation with level of self-management.	Quantitative	Not confirmed, positive relation with diminishing returns found	Cohesion contributes positively and strongly to the level of self-management. However, this effect does not become negative but just smaller when the level of self-management increases.
	Qualitative	x	The teams are in an early stage of development and therefore the level of social cohesion is perceived as low and the level of task cohesion is moderate. Though, this is not considered as negative and growth is expected.
H3: Team stability is positively related to level of self-management.	Quantitative	Not confirmed	Split up in objective and subjective stability. For both components no significant results were found. Correlations of subjective and objective stability with the level of self-management are very small.
	Qualitative	x	Mostly negative effects because it consumes time to get to know each other, indistinct divisions of roles and tasks, increased agitation which interferes with their process towards self-management. However, can be positive because of new input and new skills.
H4: Team involvement in training is positively related to level of self-management.	Quantitative	Not confirmed	No significant effect found. As well no significant correlation.
	Qualitative	x	Team-members were involved in the training but disagreed about the effect and size of the effect on level of self-management. Some experienced the coaching as effective while others not.
Control variables	Quantitative	x	For age, years of experience and task no significant effect on the level of self-management was found. However, the effect of gender was significant, which indicates that men perceive the level of self-management lower than women.

Table 9: overview of quantitative and qualitative results

5 Discussion & Conclusion

This research is conducted at a mental-health care organization that is in a transition of implementing self-managing teams. Self-management teams are considered as a means to achieve decentralization to become a more client-centered and flexible organization, which is needed in the increasing competitive environment. The study tries to answer the research question: *To what extent and how are perceived team psychological safety, perceived team cohesion, perceived team stability and team involvement in training related to the level of self-management of teams?* Based on a quantitative and qualitative analysis the following conclusions can be drawn. These conclusions are based on the answers given in 100 surveys and 6 team interviews.

Conclusion and theoretical implications

The major finding of this study is that the perceived level of self-management of a team is strongly predicted by the perceived level of cohesion within that specific team. This effect is positive and significant. The effect is larger for teams with low levels of perceived self-management and smaller for teams with high levels of perceived self-management. Expected was that if team-members perceive their level of cohesion as high, this has a positive effect on the perceived level of self-management but when the team becomes too cohesive, the effect will turn into a negative effect. However, the results show that high levels of cohesion will not have a negative effect, but the size of the positive effect diminishes. This supports previous research based on team effectiveness, since most studies report positive effects between team cohesion and team effectiveness (e.g. Gully, Devine & Whitney, 1995; Mullen & Copper, 1994; Evans & Dion, 2012).

The interviews show mixed results per team about their perceived level of cohesion within the team. This can be explained for the reason that cohesion is subject to group dynamics (Paskevich et al., 2001). The level of cohesion is influenced by many aspects depending on the dynamic nature of the group. Since some teams are newly formed and highly unstable while other teams are more established, it is reasonable that this influences the perceived level of cohesion. The interviews show low levels of social cohesion and moderate levels of task cohesion because of task and function differentiation. Hence, the group task unites the team and when the teams starts performing the task, social relations will be developed (Rovio et al., 2009). Moreover, cohesion is a multidimensional concept and is subject to the level of analysis and task interdependence (Mullen & Copper, 1994; Gully, Devine, Whitney, 2012). Gully, Devine and Whitney (2012) argue that task interdependence is often overlooked in studies containing cohesion. This is also the case for this study. The perceived level of cohesion varied among the team, but

also the type of tasks varied among the teams. Some tasks require more interpersonal interaction than others. Hence, this may be an explanation of the variety among the levels of cohesion in this study and it is recommended to take this into account in following studies.

The level of cohesion affects the level of self-management mainly through social integration. This is congruent with the findings of Harrison, Price and Bell (1998) who found that social integration is the main affective dimension of cohesion. Social integration is defined as "the degree to which group members are psychologically linked or attracted toward interacting with one another in pursuit of a common objective" (O'Reilly, Caldwell & Barnett, 1989). A cohesive team is familiar with each other, feels as a real team and is open for discussion. This positively influences the level of self-management because when feeling responsible as a team, the team should be open for feedback and can handle more from each other

This study gains insight into the mechanisms of how cohesion influences the level of self-management. As Lemieux-Charles and McGuire (2006) argue, for a later study, would it be interesting to provide insight in how to create conditions for the positive effects found. Resulting in better tools and knowledge for managers to support their team in the development towards improved self-management levels and, subsequently, enlarge performance.

Hypothesis 1 proposed that perceived team psychological safety is positively related to perceived level of self-management. Factor analysis showed that perceived psychological safety contained two different components: 'dare to make mistakes' and 'dare to speak up' while the original scale exist of one component (Edmonson, 1999). Based on the results of the regression analysis this hypothesis was rejected for both components. This suggest that the perceived level of self-management may not be influenced by the extent to which team members feel safe to make mistakes or ask for help and feel safe to speak up, offer their opinion or discuss mistakes openly.

However, the results of the interviews show that respondents deem that this has an effect. When the interviewees feel safe in their team, they are more open, dare more and do have more faith in the team. This positively influences the level of self-management since self-managing teams are responsible for their own management and monitoring of all processes within the team; team-members need to feel safe to bring in new ideas without being held against them and need to have faith in their team to make this work. For instance, when it is noticed that something goes wrong, it is the teams' responsibility that this will be solved and alterations will be made. Therefore, team members need to speak up or dare to bring in new ideas to accomplish this.

There are multiple explanations why no significant effect is found while the interviewees think this has an effect. First, the interviewees are not random chosen but by convenience. It might be possible that the team-members that were present have outspoken opinions about this concept which consequently bring generalization issues. Second, all interviewees perceived the climate as positive and open in their team which results in low variety of the concept. However, there are variances in personality such as personal insecurity; some respondents mentioned that they felt insecure about all the changes and did not felt confident to ask questions while they knew it is better to do so. Besides, the results of the quantitative study show sufficient variance looking at the individual scores on this concept. Lastly, it can also be due to conceptualization or operationalization issues. The questions are derived from Edmonson (1999) while the questions in the interviews are derived from multiple articles and thus contain small deviations from the questions ask in the survey.

An unexpected mechanism that was not identified before, but regarded important by the teams, is that no direct supervisor is present which looks down upon the team and therefore they feel more safe, relax, loosen and believe more in what they do. This is in alignment with the study of Nembhard and Edmonson (2006). They found in their study about leader inclusiveness in healthcare teams that if an leader is authoritarian the level of psychological safety is low but if an leader is supportive and actively invite team-members' input, the level of psychosocial safety is high. It is possible to imagine that if a leader was authoritarian and withdraws from the team or becomes an external team leader, that the perceived psychological safety in the team will increase. However, it is questionable if this leads to higher effectiveness such as higher manager and employee ratings of performance, higher quality of work life or lower withdrawal behaviors (Cohen, Ledford & Spreitzer, 1996). This study did not focus on the relation between the level of self-management and the performance of a team, hence, more research is needed to investigate this relation.

Contrary to hypothesis 3, team stability does not have a significant effect on the level of self-management. This suggest that stability, consisting of turnover and diversity based upon previous teams, does not influence the level of self-management by means of social integration, task flexibility and team learning behavior.

The interviews also show that team-members don't perceive that a highly diverse group or high turnover within the team troubling for the level of self-management. A stable team would be easier to work in because it is less time consuming to get to know each other and each other's task. Hence, social integration and task flexibility would be better. Nevertheless, because of high adjustment levels of team members, the effect of an unstable team on the level of self-management is perceived small.

Hypothesis 4 argued that team involvement in training has a positive effect on the level of self-management. No significant effects were found in the regression analysis and therefore hypothesis 4 is rejected.

This is congruent with the findings of the interviews because the effect of the coaching on the level of self-management was considered small. Training should have a clear focus and should be adequately timed (Yeats & Hyten, 1998) however this was lacking. A small positive effect was perceived because the moments were focused upon creating clarity, answering questions, getting to know each other and changing the mind setting.

Four control variables were tested whether or not they have a significant effect on the perceived level of self-management. Age, years of experience and task do not have a significant effect. Gender does have a significant effect; men perceive the level of self-management of their team lower than women do. To the knowledge of the researcher, there are no comparable studies done. However, many researchers studied the effect of gender and the resistance to change. The effects of gender upon a change or transition are fairly inconsistent. Some studies found no significant effect (e.g. Vakola, Tsaousis, Nikolaou, 2004; Iverson, 1996) while some studies found that man are more resistance towards learning new skills or change (Cordery, Sevastos, Mueller, & Parker, 1993). Hence, this result contribute to a better understanding of gender differences on the perception of the level of self-management and is in line with previous studies on resistance towards change.

The interviews show that perceived cohesion, perceived psychological safety and stability, all connected to each other, even though the analysis of the quantitative data did not show high correlations or multicollinearity between the independent variables, which implies that the independent variables do not correlate mutually.

The interviews show that because of the low stability and high diversity of the teams, low cohesion is perceived since team-members do not know each other well, which subsequently affects the perceived psychological safety within the team. This is also supported by Mickelson and Campbell (1975) who showed that cohesive groups are more committed to the organization and can let team members feel free to express different opinions. Van der Vegt, Bunderson and Kuipers (2010) found that high turnover leads to less social integration and to less learning behavior within the team. Edmonson (1999) argued that learning behavior is only present when there is a climate of psychological safety. Concluding that, for teams to have effective learning behavior, high stability and a psychological safe climate is

needed. These interaction effects are not taken into account but it is recommended to study these in following studies since they will contribute to a better understanding of the explanatory factors of successful implementation of self-managing teams.

Not part of the defined set of variables, but mentioned as important by the interviewees is that the interviews show clearly that environmental influences have a noteworthy effect upon the transition towards self-management and thus the level of self-management. This study took place during an organizational and national transition in the health-care and the teams perceive this as a barrier. Many tasks are decentralized towards municipality level instead of national level to cope with the complexity of the health-care. Past years the tasks became more individually; employees had to work solo, especially when working extramural. Nowadays, because of the implementation of self-managing teams employees have to become team workers again. This is a dynamic process which was often mentioned during the interviews as having an effect upon the cohesion or psychological safety of the team.

Furthermore, the interviews indicate that organizational structure has an impact upon the believe or trust in the transition. Some respondents said they did not have a lot of trust in the transition and only believed it is a formal change instead of practical. Tata and Prasad (2004) found that if an organizational structure is highly centralized, which the case in this setting is; employees accept that self-managing teams is a good concept; however they think it does not create a real transformations because employees believed that the management still made the important decisions. Manz (1992) named this phenomenon the illusion of control. Both issues may be very interesting topic for future research.

Managerial implications

The result of this study has important implications for managers involved in the implementation of self-managing teams. Specifically, this study confirms that cohesion predicts the level of self-management significantly and positively and why this is the case. The qualitative study showed that psychological safety is perceived as having an effect on the perceived level of self-management as well.

If teams have to be regrouped, voluntary choice of the team can be helpful to be sure that team-members are appealed to the team they are in. Moreover, it is proven that cohesion is higher in smaller groups (Widmeyer, Brawley, & Carron, 1990), hence attention should be paid to group size. Before the transition starts, some team-meetings should be set up, to let team-members get to know each other and focus upon building relationships among team members. Additionally, if team-members participate in team goal setting (Brawley, Carron, & Widmeyer, 1993) it will have a positive effect on the level of

cohesion within the team. Make sure that the goal and pathway of the transition is clear and let team-member think along on setting the goals for the team. Moreover, team-members need to have respect for each other and the different ways of working within the team. They have to know each other and each other's roles and tasks before the transition starts. Team building activities with both a focus on social cohesion as well on task cohesion can be set up.

Concerning the leadership of a self-management team, the qualitative study show that the leader should be external (Druskat & Wheeler, 2003) to improve the level of psychological safety and democratic to improve the level of cohesion within a team (Kozub, 1993; Westre & Weiss, 1991).

Limitations

Although this study has notable strengths, there were also some corresponding limitations.

The first limitation is that of the 135 respondents only 100 respondents were taken into account for the regression analysis. 35 respondents did not fill in the survey completely. Analyzed was why these 35 respondents did not fill in every question and per variable it was analyzed how many respondents fill in the corresponding questions. There was no pattern detected, hence, the non-response is non-selective. 100 respondents are sufficient for doing regression analysis; however more respondents would be better. This can affect the limited significant result.

Second, the study is done at one organization only, possibly causing a lack of variation due to the specific setting or limitations concerning generalization. Additionally, the study is done at one moment in time. Because of the cross sectional design, the results are a snapshot of one specific point in time. Though, the study focused upon the level of self-management, which is part of a transition, and therefore some variables can be given too much value while others are disregarded. Moreover, the teams were young and according to Tuckman (1965) in their storming or norming phase. It would be interesting to do this study in later team stages or repeatedly to give a more complete result. A longitudinal design would fit better.

Third, a major part of the respondents of the survey mentioned that the survey was held at a too early stage within the transition. Therefore, some questions were hard to answer or not fully applicable. However, because of the set timeline of the study, the survey had to be sent out at that moment. During the interviews these issues were recalled to make sure the survey was still reliable and valid. Additionally, the interviews were executed in a group. This was useful to create fruitful discussions and provided time benefits, however it could be that team members did not feel safe or secure enough to speak up freely because of other team-members were present. Hence, some information could be suppressed, resulting in a less comprehensive view. In addition, per group four till eight team members

joined the interview and their answers were aggregated to the group. Since the team-members were not random chosen, but by convenience caution is needed to generalize the results of the qualitative study to other settings.

Fourth; the word respect occurred frequently during the interviews when talking about cohesion and sometimes this was perceived as part of the definition of cohesion. The interviewees saw cohesion as having respect for each other and for the different ways of working and being able to make everything negotiable. This was not the definition used in this study and result therefore in conceptualization or operational issues.

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7 Appendix

I. Overview of scope of research

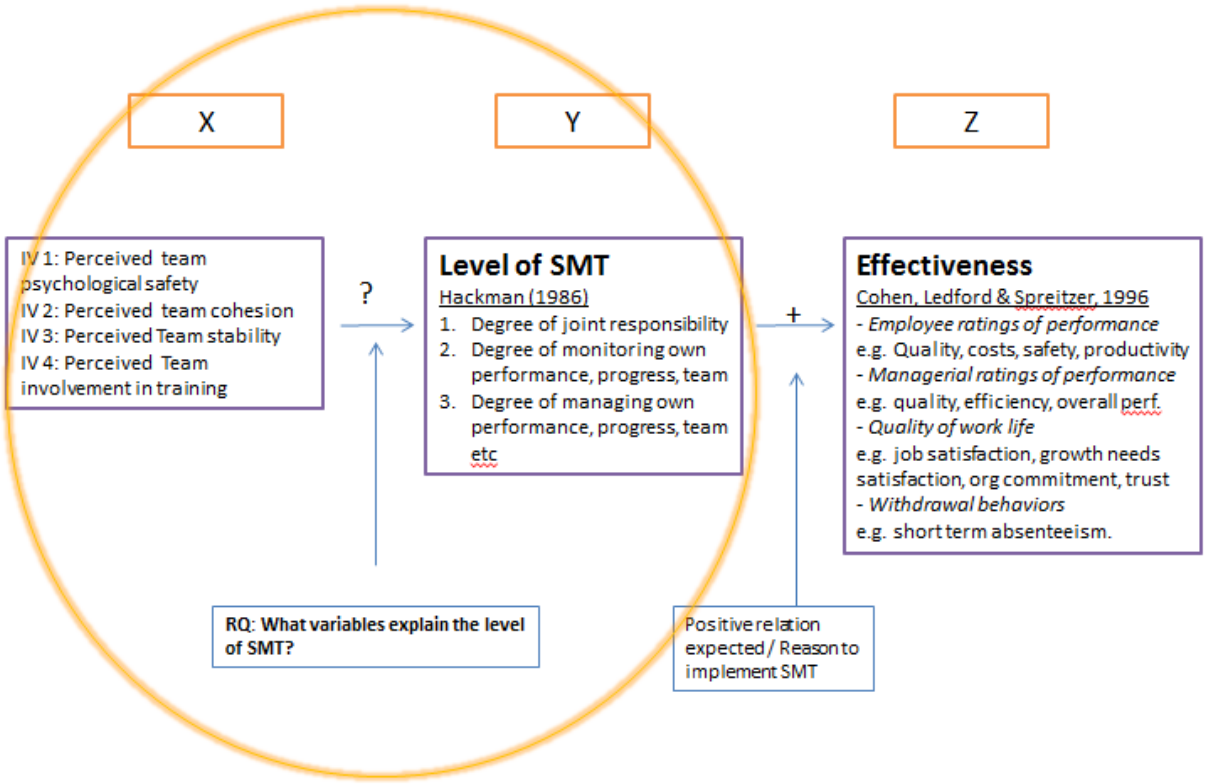

Figure 1: overview of scope of the research

II. Operationalization table

	Concept	Dimension	Indicators	Calculation of scores
Dependent variable	**Level of self-management of team** "… groups of interdependent individuals that can self-regulate their behavior on relatively whole tasks" (Cohen, Ledfort & Spreitzer, 1996, p. 644).	**Autonomy in work** (Veldhoven, Meijman, Broersen & Fortuin, 2002)	Mijn team heeft vrijheid bij het uitvoeren van de werkzaamheden.	1= helemaal oneens 2 = oneens 3= niet oneens/ niet eens 4= eens 5= helemaal eens
			Mijn team heeft invloed op de planning van de werkzaamheden.	
			Mijn team heeft invloed op het werktempo.	
			Mijn team kan zelf bepalen hoe het werk wordt uitgevoerd.	
			Mijn team kan het werk even onderbreken als mijn team dat nodig vindt.	
			Mijn team kan zelf de volgorde van de werkzaamheden bepalen.	
			Mijn team kan beslissen over het tijdstip waarop iets af moet zijn.	
			Mijn team kan zelf bepalen hoeveel tijd aan een bepaalde activiteit wordt besteed.	
			Mijn team lost problemen in de werkzaamheden zelf op.	
			Mijn team kan het werk zelf indelen.	
			Mijn team kan zelf de inhoud van de werkzaamheden bepalen.	
		Participation (Veldhoven, Meijman, Broersen & Fortuin, 2002)	Mijn team krijgt steun bij het oplossen van problemen op het werk.	
			Mijn team heeft veel te zeggen over wat er gebeurt op de werkplek.	
			Mijn team kan meebeslissen over dingen die met het werk te maken hebben.	
			Mijn team kan meebepalen wat wel en wat niet tot de taak behoort.	
			Mijn team kan meebeslissen over de aard van de werkzaamheden.	
			Mijn team heeft invloed op de verdeling van het werk onder elkaar.	
			Mijn team weet wat de kaders zijn waarbinnen ze moeten werken	
Independe	**Psychological safety** "a shared belief that the team is	Dare to make mistakes	Als je een fout maakt binnen mijn team, wordt dit later tegen je gebruikt. **reverse coded**	1= helemaal oneens 2 = oneens
		Dare to speak up	Leden van mijn team zijn in staat om lastige onderwerpen en problemen ter sprake te brengen.	
		Dare to be	Mensen in mijn team wijzen soms anderen af omdat ze anders zijn.	

	safe for interpersonal risk taking" (Edmonson, 1999, p. 354).	yourself	**reverse coded**	3= niet oneens/ niet eens 4= eens 5= helemaal eens
		Dare to speak-up	Ik durf in mijn team een afwijkende mening te geven	
		Dare to make mistakes	Het is moeilijk om andere teamleden om hulp te vragen. **reverse coded**	
		Dare to be yourself	Niemand in mijn team zou met opzet iets doen om mij te ondermijnen.	
		Dare to be yourself	In mijn team worden mijn unieke vaardigheden en talenten gewaardeerd en gebruikt	
Independent variable II	**Cohesion** "the motivation to develop and maintain social relationships within the group" (Carless and de Paola, 2000, p. 73).	Social relations	Teamleden in mijn team hebben onderling een sterke band.	1= helemaal oneens 2 = oneens 3= niet oneens/ niet eens 4= eens 5= helemaal eens
		Social relations	Teamleden zijn trots om deel van ons team uit te maken.	
		Social relations	Elk teamlid voelt zich verantwoordelijk voor het behouden en bewaken van het team.	
		Social relations	Wij zijn een hecht team.	
Independent variable III	**Team Stability** The continuity of group membership (Cohen, Ledford & Spreitzer, 1996).	Subjective continuity	Heeft u de indruk dat, vanaf 1-9-2013, de teamsamenstelling van uw overleg groep ("nieuwe team") vaak veranderd is?	0=geen wisselingen 9 = veel wisselingen
		Subjective effect continuity	Vindt u dat dit invloed heeft op de stabiliteit van uw team?	0= geen invloed 9 = veel invloed

Independent variable VI	**Team involvement in training** Training provides employees with the essential and *specific* knowledge or skills that are necessary to complete the team task (Yeats & Hyten, 1998)		Welke van onderstaande voorbereidingsbijeenkomsten heeft u bijgewoond? *Calculation of scores:* 0Plenaire bijeenkomst 26 september 2013 0 coachingsbijeenkomst team september 2013 0 coachingsbijeenkomst team oktober 2013 0 coachingsbijeenkomst team november 2013 0 coachingsbijeenkomst team december 2013 0 coachingsbijeenkomst team januari 2014 0 plenaire bijeenkomst 4 februari 2014 0 coachingsbijeenkomst team februari 2014 0 coachingsbijeenkomst team maart 2014 0 coachingsbijeenkomst team april 2014 0 coachingsbijeenkomst team mei 2014 0 coachingsbijeenkomst team juni 2014 0 coachingsbijeenkomst team juli 2014 0 coachingsbijeenkomst met aanwezigheid Hanneke en/of Rob (mei/juni/ juli 2014)

III. Questionnaire

Beste medewerker,

Sinds februari 2014 ben ik bij GGzE werkzaam als Junior Trainee vanuit de opleiding Organisation Studies aan de Universiteit van Tilburg. In het kader van mijn afstudeeronderzoek naar zelfsturende teams vraag ik uw medewerking voor het invullen van deze vragenlijst.

Het beantwoorden van de vragenlijst neemt 5 á 10 minuten in beslag. De meeste vragen kunt u beantwoorden door een antwoord aan te kruisen. Kruis slechts één antwoord aan. Probeer bij twijfel toch te kiezen voor de mogelijkheid die het dichtst bij de werkelijkheid komt.

De beantwoording van de vragenlijst is anoniem, de antwoorden kunnen dus niet naar individuele medewerkers herleid worden. De resultaten van het onderzoek zullen alleen gerapporteerd worden aan de universiteit van Tilburg en het management van GGzE de Boei. Ook zal per team een terugkoppeling plaatsvinden.

Let op: alle vragen gaan over het **voorbereidingsteam**. Dit is het team dat u op 1-9-2013 heeft gekozen en die per 1-9-2014 definitief wordt. Dus het team waar u ook de coaching bijeenkomsten bijwoont.

Hartelijk dank voor uw inbreng en medewerking.

Petra Smets

A. Algemeen

Dit eerste gedeelte van de vragenlijst bevat enkele algemene vragen.

2. Wat is uw leeftijd?	__ jaar	
3. Wat is uw geslacht?	0 Vrouw 0 Man	
4. Hoelang bent u al werkzaam in de zorg?	Ongeveer ____ jaar	
5. Waar was u voor 1-9-2013 werkzaam? **kruis één antwoord aan*	0 de Boei 0 GGzE centrum woonbegeleiding 0 MSS 0 Anders nl……	
6. In welk team bent u werkzaam **tot** 1-9-2014 (uw "oude team")? **kruis één antwoord aan*	0 BW Centrum 0 BW Ignatius 0 BW Kleinschalig Eindhoven 0 BW Dommelen & BW Veldhoven 0 Huiskamer projecten 0 BW Gerretsonplein 0 MSS	0 BW Best 0 BW Bladel Dagbesteding: 0 Grote Beek 0 Regio Zuid 0 Regio Noord 0 Anders nl…….
7. In welk overleg groep ("nieuwe team") zit u? **kruis één antwoord aan*	0 Best & Oirschot 0 Bladel & Reusel de Mierden 0 A2 gemeenten: Cranendonk, Heeze-Leende, Waalre 0 Eersel & Bergeijk 0 Gestel A 0 Gestel B 0 Grote Beek 0 Son, Nuenen, Geldrop	0 Stratum 0 Strijp 0 Tongelre A 0 Tongelre B 0 Valkenswaard 0 Veldhoven 0 Woensel Noord A 0 Woensel Noord B 0 Woensel Zuid
8. Wat is uw functie? **kruis één antwoord aan*.	0 woonbegeleider 0 woonbegeleider senior 0 kwartiermaker 0 ervaringsdeskundige begeleider 0 helpende 0 activiteiten begeleider 0 activiteiten begeleider senior 0 Verpleegkundige	0 verpleegkundige begeleider 0 verpleegkundig begeleider senior 0 sociaal pedagogisch hulpverlener 0 Agogisch 0 generalist 0 stagiaire / leerling 0 anders nl……
9. Waarbinnen bent u werkzaam? **Kies één hoofdtaak*	Participatie 0 Dagbesteding 0 MSS 0 Inloop	Wonen 0 Intramuraal 0 Ambulant

10. Welke van onderstaande bijeenkomsten heeft u bijgewoond? **meerdere antwoorden mogelijk*	0 Plenaire bijeenkomst 26 september 2013 0 coachingsbijeenkomst team september 2013 0 coachingsbijeenkomst team oktober 2013 0 coachingsbijeenkomst team november 2013 0 coachingsbijeenkomst team december 2013 0 coachingsbijeenkomst team januari 2014 0 plenaire bijeenkomst 4 februari 2014 0 coachingsbijeenkomst team februari 2014 0 coachingsbijeenkomst team maart 2014 0 coachingsbijeenkomst team april 2014 0 coachingsbijeenkomst team mei 2014 0 coachingsbijeenkomst team juni 2014 0 coachingsbijeenkomst team juli 2014 0 coachingsbijeenkomst met aanwezigheid Hanneke en/of Rob (mei/juni/ juli 2014)
11a. Heeft u de indruk dat, vanaf 1-9-2013, de teamsamenstelling van uw overleg groep ("nieuwe team") vaak veranderd is? **omcirkel het getal dat u van toepassing vindt.* Geen wisselingen veel wisselingen 0 1 2 3 4 5 6 7 8 9	
11b. Vindt u dat dit invloed heeft op de stabiliteit van uw team? **omcirkel het getal dat u van toepassing vindt.* Geen invloed veel invloed 0 1 2 3 4 5 6 7 8 9	

B. Mate van zelfsturing.

Het tweede deel van deze vragenlijst gaat over de mate van zelfstandigheid en regelmogelijkheden die uw team krijgt in zijn werkzaamheden. In hoeverre zijn onderstaande uitspraken op uw team van toepassing?

	1.Helemaal mee oneens	**2.**Mee oneens	**3.**niet eens/niet oneens	**4.** mee eens	**5.** Helemaal mee eens
Mijn team heeft vrijheid bij het uitvoeren van de werkzaamheden.					
Mijn team heeft invloed op de planning van de werkzaamheden.					
Mijn team heeft invloed op het werktempo.					
Mijn team kan zelf bepalen hoe het werk wordt					

uitgevoerd.					
Mijn team kan het werk even onderbreken als mijn team dat nodig vindt.					
Mijn team kan zelf de volgorde van de werkzaamheden bepalen.					
Mijn team kan beslissen over het tijdstip waarop iets af moet zijn.					
Mijn team kan zelf bepalen hoeveel tijd aan een bepaalde activiteit wordt besteed.					
Mijn team lost problemen in de werkzaamheden zelf op.					
Mijn team kan het werk zelf indelen.					
Mijn team kan zelf de inhoud van de werkzaamheden bepalen.					
Mijn team krijgt steun bij het oplossen van problemen op het werk.					
Mijn team heeft veel te zeggen over wat er gebeurt op de werkplek.					
Mijn team kan meebeslissen over dingen die met het werk te maken hebben.					
Mijn team kan meebepalen wat wel en wat niet tot de taak behoort.					
Mijn team kan meebeslissen over de aard van de werkzaamheden.					
Mijn team heeft invloed op de verdeling van het werk onder elkaar.					
Mijn team weet wat de kaders zijn waarbinnen ze moeten werken					

** Items afkomstig van VBBA (Veldhoven, Meijman, Broersen & Fortuin, 2002)*

C. Team psychologische vrijheid.

Het derde deel van deze vragenlijst gaat over de mate van psychologische veiligheid. Dit is hoe veilig u zich voelt in uw team om uw mening te geven. In hoeverre zijn onderstaande uitspraken op uw team van toepassing?

	1.Helemaal mee oneens	**2.**Mee oneens	**3.**niet eens/niet oneens	**4.** mee eens	**5.** Helemaal mee eens
Als je een fout maakt binnen mijn team, wordt dit later tegen je gebruikt.					

Leden van mijn team zijn in staat om lastige onderwerpen en problemen ter sprake te brengen.					
Mensen in mijn team wijzen soms anderen af omdat ze anders zijn.					
Ik durf in mijn team een afwijkende mening te geven					
Het is moeilijk om andere teamleden om hulp te vragen.					
Niemand in mijn team zou met opzet iets doen om mij te ondermijnen.					
In mijn team worden mijn unieke vaardigheden en talenten gewaardeerd en gebruikt.					

** Items afkomstig van Edmonson (1999)*

D. Cohesie

Het vierde deel van deze vragenlijst gaat over de cohesie binnen uw team. Dit is hoe hecht u uw team ervaart. In hoeverre zijn onderstaande uitspraken op uw team van toepassing?

	1.Helemaal mee oneens	**2.**Mee oneens	**3.**niet eens/niet oneens	**4.** mee eens	**5.** Helemaal mee eens
Teamleden in mijn team hebben onderling een sterke band.					
Teamleden zijn trots om deel van ons team uit te maken.					
Elk teamlid voelt zich verantwoordelijk voor het behouden en bewaken van het team.					
Wij zijn een hecht team.					

**Items afkomstig van Rijnsbergen (2003)*

E. Heeft u nog opmerkingen naar aanleiding van de vragenlijst?

IV. Codebook SPSS

In the first table an overview is given of the original SPSS items and their labels. In the second table, an overview is given of the manipulated SPSS items, their labels and their calculations.

Table 1: original items

	Question	**SPSS variable name**	**Label**	**Coding instructions**
1	Identification number	ID		Number assigned to each survey
2	Wat is uw leeftijd?	Age	Age	Age in years
3	Wat is uw geslacht?	Gender	Gender	1 = males 0 = females
4	Hoe lang bent u al werkzaam in de zorg?	Experience	Years of experience	Experience in years
5	Waar was u voor 1-9-2013 werkzaam?	Before	Worked before 1-9-2013	1 = de boei 2= GGzE 3 = MSS 4 = Anders
6	In welk team bent u werkzaam **tot** 1-9-2014 (uw "oude team")?	OldTeam	Old team	1 = BW Centrum 2 = BW Ignatius 3 = BW Kleinschalig Eindhoven 4 = BW Dommelen & BW Veldhoven 5 = Huiskamer projecten 6 = BW Gerretsonplein 7 = MSS 8 = BW Best 9 = BW Bladel Dagbesteding: 10 Grote Beek 11 Regio Zuid 12 Regio Noord 13 = Anders nl……
7	In welk overleg groep zit u?	NewTeam	NewTeam	1 = Best & Oirschot 2 = Bladel & Reusel de Mierden 3 = A2 gemeenten: Cranendonk, Heeze-Leende, Waalre 4 = Eersel & Bergeijk 5 = Gestel A 6 = Gestel B 7 =Grote Beek 8 = Son, Nuenen, Geldrop 9 = Stratum 10 = Strijp 11 = Tongelre A

				12 = Tongelre B 13 = Valkenswaard 14 = Veldhoven 15 = Woensel Noord A 16 = Woensel Noord B 17 = Woensel Zuid
	Question	**SPSS variable name**	**Label**	**Coding instructions**
8	Wat is uw functie?	Function	Function	0 = woonbegeleider 1 = woonbegeleider senior 2 = kwartiermaker 3 = ervaringsdeskundige begeleider 4 = helpende 5 = activiteiten begeleider 6 = activiteiten begeleider senior 7 = Verpleegkundige 8 verpleegkundig begeleider 9 = verpleegkundig begeleider senior 10= sociaal pedagogisch hulpverlener 11= Agogisch 12= generalist 13 = stagiair/ leerling 14= anders……
9	Waarbinnen bent u werkzaam?	Operative	Task	1 = participatie dagbesteding 2 = participatie mss 3 = participatie inloop 4 = wonen intramuraal 5 = wonen ambulant 6 = wonen ambulant en intramuraal
10	Welke van onderstaand coachingsbijeen-komsten heeft u bijgewoond?	Coaching	Coaching meetings	0 = niet bijgewoond 1= bijgewoond
11	Heeft u de indruk dat uw team samenstelling veel is veranderd?	changes	Changes in composition	0 = geen wisselingen 1 = zeer weinig wisselingen 2 = weinig wisselingen 3 = haast geen wisselingen 4 = enkele wisseling 5 = gemiddeld 6 = enkele wisselingen 7 = meerdere wisselingen 8 = veel wisselingen 9 = zeer veel wisselingen
12	Vindt u dat dit invloed heeft op de stabiliteit?	stability	Effect stability	0 = geen invloed 1 = heel weinig invloed

				2= weinig invloed 3 = bijna geen invloed 4 = kleine invloed 5 = gemiddeld 6 = behoorlijke invloed 7 = grote invloed 8 = veel invloed 9 = zeer veel invloed
	Question	**SPSS variable name**	**Label**	**Coding instructions**
13	Mijn team heeft vrijheid bij het uitvoeren van de werkzaamheden.	ST1	Vrijheid uitvoeren werkzaamheden	1 = helemaal mee oneens 2 = mee eens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
14	Mijn team heeft invloed op de planning van de werkzaamheden.	ST 2	Invloed planning werkzaamheden	1 = helemaal mee oneens 2 = mee eens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
15	Mijn team heeft invloed op het werktempo.	St 3	Invloed werktempo	1 = helemaal mee oneens 2 = mee eens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
16	Mijn team kan zelf bepalen hoe het werk wordt uitgevoerd.	ST 4	Bepalen werkuitvoering	1 = helemaal mee oneens 2 = mee eens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
17	Mijn team kan het werk even onderbreken als mijn team dat nodig vindt.	ST 5	Onderbreking werk	1 = helemaal mee oneens 2 = mee eens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
18	Mijn team kan zelf de volgorde van de werkzaamheden bepalen.	ST 6	Bepalen volgorde	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
19	Mijn team kan beslissen over het tijdstip waarop iets af moet zijn.	ST 7	Beslissen tijdstip	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
20	Mijn team kan zelf bepalen hoeveel tijd aan een bepaalde	ST 8	Belissen hoeveelheid tijd	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens

	activiteit wordt besteed.			5 = helemaal mee eens
21	Mijn team lost problemen in de werkzaamheden zelf op.	ST 9	Oplossen problemen	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
22	Mijn team kan het werk zelf indelen.	ST 10	Werk zelf indelen	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
23	Mijn team kan zelf de inhoud van de werkzaamheden bepalen.	ST 11	Inhoud werk bepalen	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
24	Mijn team krijgt steun bij het oplossen van problemen op het werk.	ST 12	Steun problemen	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
25	Mijn team heeft veel te zeggen over wat er gebeurt op de werkplek.	ST 13	Zeggenschap	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
26	Mijn team kan meebeslissen over dingen die met het werk te maken hebben.	ST 14	Meebeslissen	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
27	Mijn team kan meebepalen wat wel en wat niet tot de taak behoort.	ST 15	Taak meebepalen	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
28	Mijn team kan meebeslissen over de aard van de werkzaamheden.	ST 16	Meebeslissen aard werkzaamheden	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
29	Mijn team heeft invloed op de verdeling van het werk onder elkaar.	ST 17	Invloed verdeling werk	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens

30	Mijn team weet wat de kaders zijn waarbinnen ze moeten werken	ST 18	Kaders	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
	Vraag	**SPSS variable name**	**Label**	**Coding instructions**
31	Als je een fout maakt binnen mijn team, wordt dit later tegen je gebruikt.	PS 1	Fout maken REVERSE CODED	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
32	Leden van mijn team zijn in staat om lastige onderwerpen en problemen ter sprake te brengen.	PS 2	Lastige ow bespreken	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
33	Mensen in mijn team wijzen soms anderen af omdat ze anders zijn.	PS 3	Teamleden afwijzen REVERSE CODED	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
34	Ik durf in mijn team een afwijkende mening te geven	PS 4	Durf mening geven	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
35	Het is moeilijk om andere teamleden om hulp te vragen.	PS 5	Hulp vragen REVERSE CODED	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
36	Niemand in mijn team zou met opzet iets doen om mij te ondermijnen.	PS 6	Ondermijnen	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
37	In mijn team worden mijn unieke vaardigheden en talenten gewaardeerd en gebruikt.	PS 7	Vaardigheden gebruikt	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
	Vraag	**SPSS variable name**	**Label**	**Coding instructions**
38	Teamleden in mijn team hebben onderling een sterke	C 1	Sterke band	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens

	band.			4 = eens 5 = helemaal mee eens
39	Teamleden zijn trots om deel van ons team uit te maken.	C2	Trots	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
40	Elk teamlid voelt zich verantwoordelijk voor het behouden en bewaken van het team.	C3	Verantwoordelijk	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
41	Wij zijn een hecht team.	C4	Hecht team	1 = helemaal mee oneens 2 = mee oneens 3 = niet eens/ niet oneens 4 = eens 5 = helemaal mee eens
42	Opmerkingen?			Open vraag

Table 2:
Revised items and calculated items.

	question	SPSS variable name	Label	Calculation of scores
31B	Als je een fout maakt binnen mijn team, wordt dit later tegen je gebruikt.	PS1R	FoutMakenR	1 = helemaal mee eens 2 = mee eens 3 = niet eens/ niet oneens 4 = mee oneens 5 = helemaal mee oneens
33B	Mensen in mijn team wijzen soms anderen af omdat ze anders zijn.	PS3R	AfwijzenR	1 = helemaal mee eens 2 = mee eens 3 = niet eens/ niet oneens 4 = mee oneens 5 = helemaal mee oneens
35B	Het is moeilijk om andere teamleden om hulp te vragen.	PS5R	HulpvragenR	1 = helemaal mee eens 2 = mee eens 3 = niet eens/ niet oneens 4 = mee oneens 5 = helemaal mee oneens
		SUM_ST	Total of LofSM	Calculation of score: All answers of 17 items added up. 17 (17x1) low level of self-management - 85 (17x) high level of self-management
		AVER_ST	Average of LofSM	Calculation of scores: Total of LofSM / 17
		SUM_PS_mist	Sum of psy safety	Calculation of scores:

			to make mistakes	All answers of 3 items: PS1R + PS5R +PS3R 3 (3x1): low level of psychological safety: respondent does not feel safe to make mistakes or ask for help. - 15 (3x5): high level of psy safety: Respondent feels safe to make mistakes and ask for help.
		AVERAGE_PS_mist	Average of psy safety to make mistakes	Calculation of scores: SUM_PS_Mist/3 Should range between 1-5
		SUM_PS_DISC	sum psy safety discussion	Calculation of scores: All answers of 4 items: PS2 + PS4 +PS6 +PS7 4 (4x1): low level of psychological safety: respondent does not feel safe to give opinion or bring though issues into discussion - 20 (4x5): high level of psy safety: Respondent does feel safe to give opinion or bring though issues into discussion
		AVERAGE_PS_DISC	Average psy safety discussion	SUM_PS_DISC/ 4 Should range between 1-5
		SUM_COHESION	Sum cohesion	Calculation of scores: C1+C2+C3+C4 1 (4x1): respondent thinks team is not cohesive 20 (4x5): respondents sees team as very cohesive
		AVERAGE_COHESION	Average cohesion	Sum cohesion/ 4
		SUM_coaching	sum of attendence coaching	Added score of coaching meetings 1 to 14. 0: respondent did not go to any of the coachingmeetings 14: respondent did go to all of them.
		AVERAGE_coaching	average of attendence coaching	Percentage of how many coaching's meetings a respondent joined.

V. Topic list

Topic List self-managing teams

Introductie

- Voorstellen en uitleg onderzoek
- Doel van het interview
    - Bespreken resultaten vragenlijst over team
    - En dieper inzicht krijgen in die resultaten
- Uitleg interview situatie (anonimiteit, opname, niet door elkaar praten)

Eigenschappen team

Aantal leden:
Aantal samenstellende teams:
Taak:
Functie:

Resultaten vragenlijst team niveau

Score zelfsturing:
Score psychologische vrijheid fouten maken:
Score psychologische vrijheid discussie:
Score cohesie:
Score involvement/ voorbereiding:

Mate van team stabiliteit:
Objective - Blau:
Subjective:

- Lijst met kernbegrippen over zelfsturing (definitie). Deze lijst samen bespreken:
    - Hoe belangrijk vind je deze aspecten?
    - In hoeverre zijn deze aspecten op dit moment van toepassing binnen jullie team en binnen GGzE de Boei?
    - Wat willen jullie bereiken hierin wanneer volledige implementatie? Wat is jullie doel?
- Hoe verloopt het proces/ wat is nu precies veranderd afgelopen jaar?

- Hoe zouden jullie de sfeer binnen jullie team omschrijven?
- Staat jullie team open voor nieuwe ideeën?
- Hoe wordt er meestal in de groep gereageerd als je je mening uit of vragen stelt?
- Heb je het gevoel dat je fouten mag maken of hulp mag vragen in het proces naar zelfsturing?
    - Worden deze fouten openlijk besproken?

  - Wordt er geleerd van fouten?
  - Hoe denken jullie dat dit het proces naar zelfsturing beïnvloedt?
- *Vanuit de literatuur weten we dat wanneer mensen binnen een team zich vrij voelen om hun mening te geven dit de zelfsturing binnen dit team ten goede komt (goed interacties, leren).* Hoe zit dat bij jullie team? Hoe komt dat? Wat herkennen jullie hierin?

- Vinden jullie jezelf een hecht team?
- Vinden jullie dat jullie verbonden zijn door een gemeenschappelijk taak of door sociale factoren?
- Verwachten jullie hier verandering in per 1-9 (daadwerkelijke samenwerking)?
- Hoe denken jullie dat het wel of niet hecht zijn van het team de verandering naar zelfsturing beïnvloedt?

- Jullie team bestaat uit veel/ weinig verschillende 'oude' teams. Heeft dat jullie voortgang beïnvloed, en hoe?
  - Hebben jullie daardoor een langere tijd nodig om elkaar te leren kennen?
  - Zijn er veel verschillende manieren van werken en kennis?
  - Flexibeler?
- Zijn er subteams binnen jullie teams?
- Vinden jullie dat er (te)veel wisselingen in teamformatie zijn geweest sinds de aftrap van de transitie naar zelfsturing?
  - Hoe hebben jullie deze wisselingen ervaren?
  - Hoe beïnvloedt dat jullie groei naar zelfsturing denken jullie?

- Hoe hebben jullie de coaching momenten ervaren?
- Hoe denken jullie dat dit jullie groei naar zelfsturing beïnvloedt?
- Waar zit de focus in jullie trainingen?
- Hebben de maandelijkse bijeenkomsten jullie genoeg specifieke kennis (ook van managing) gegeven?
- Vonden de trainingen op het juiste moment plaats?
- Konden de nieuwe vaardigheden meteen ingezet worden?

Afsluiting
Eventuele vragen en opmerkingen
Afronding en bedanken

VI. Code list

1. Level of self-management

Based on literature:

1.1 Vaste groep
1.2 Dagelijks samenwerken
1.3 Gezamenlijke verantwoording over de dienst die jullie bieden
1.4 Hebben van een duidelijke taak
1.5 Als team managen van die taak
1.6 Als team managen van jullie team (denk aan roosters, vrije dagen)
1.7 Voldoende informatie beschikbaar
1.8 x
1.9 De juiste vaardigheden beschikbaar
1.10 Mogelijkheid om zelfstandig te beslissen over dagelijkse werkzaamheden
1.11 Mogelijkheid om zelfstandig te beslissen over werkmethoden / strategische beslissingen
1.12 Minder leiding / supervisie
1.13 Elkaar feedback kunnen geven

Based on interviews:

1.14 Kaders
1.15 x
1.16 x
1.17 x
1.18 (Geen) geloof erin
1.19 In werkelijkheid nog geen verantwoording krijgen/ overruled worden
1.20 x
1.21 Interdependence
1.22 Toekomst/ verdere vorm geving
1.23 Visie/ onduidelijkheden
1.24 Proces
1.25 besluitneming
1.26 rol coach
1.27 landelijke factoren

2. Psychological safety

2.1 Sfeer
~~2.2~~ Dare to make mistakes
2.3 x
2.4 Open cultuur / dare to be yourself
2.5 Persoonlijke onzekerheid
2.6 Dare to ask for help
2.7 Effect op zst

3. Cohesion

3.1 Mate van hechtheid
3.2 Groei naar hechtheid / relatie tot zelfsturing
3.3 Sociale hechtheid
3.4 Taak hechtheid

4. Team stability

4.1 Team samenstelling (composition)
4.2 Wisselingen (turnover/ withdrawal behaviors)
4.3 x
4.4 Subteams (gebaseerd op manier van denken/ taak/ informele rollen)
4.5 Taak/ rollen
4.6 Effect op transitie

5. Coaching

5.1 Nut van coaching
5.2 Effect coaching op zst
5.3 Focus

VII. Code scheme

Psychological safety			
Team	Category	Quote	Mechanism
1	Atmosphere	"Ik heb hier wel, ik vind het hier wel een open sfeer. En prettige werkwijze, in de zin van dat we elkaar de ruimte gunnen en dat iedereen die kan nemen"	climate
	Atmosphere	"Nu ontdooien we wat meer, en kan het allemaal, kan het op een relaxtere manier"	climate
	Effect on level of self-management	"Je neemt en krijgt de verantwoordelijkheid over wat je wilt en moet doen. En als er iemand anders achter je rug steeds zegt van: dat wel en dat niet.. dan denk ik ook dat je niet meer zo gemotiveerd bent om iets te proberen"	Responsibility & learning
	Open culture/ dare to be your self	"Zonder directe leidinggevende voel ik me veel veiliger. Maar niet top veilig, dat komt denk ik ook niet. Nee. Maar wel veiliger in mijn feedback geven ja"	Feedback & no direct supervision
2	Dare to make mistakes	ïk denk dat het nodig is om fouten te maken. Ja, ik denk dat het nodig is. Er gebeurt gewoon een hele hoop. Dus elkaar heb je nodig om te kijken of dingen nog lopen en of dingen oke zijn. Ja, ik kan me wel voorstellen dat je soms naar huis gaat met dingen dat je denkt van … pff.. nou dit was shit. En dan moet je dat mee naar huis nemen.	Dare to make mistakes

3	Open culture/ feeling safe Atmosphere Effect on level of self-management	"Ik vind wel dat er een bepaalde openheid is, dat je kan zeggen wat je vind, soms… En dat maakt dat ik me veiliger voel. En dat maakt dat ik vertrouwen heb. En doordat ik vertrouwen heb durft ik meer, makkelijker tot zelf tot groei te komen." "gespannen, onrust maar wel zoekende" "Ik denk dat het veel meer gaat over de manier waarop. Hoe ga je met elkaar om? Respect, grenzen. Dat soort basis principes. Maar ik denk dat openheid, an sich, wel heel erg kan bijdragen tot groei. En dat je ook.."	Trust Climate Climate & feedback
4	Atmosphere	"Wat ik goed vind, dat er mensen van andere teams bij zijn gekomen. Dat er meer kritische vragen zijn gesteld. Dat zorgt ervoor dat er een sfeer is waar ruimte is van he, als je een vraag stelt, dat is hartstikke leuk en dan vertel ik waarom ik zo iets doe of waarom ik denk dat het een goed idee is. En dan is er meer ruimte om dus te luisteren waarom voor iets is gekozen en niet zo zeer om te gaan te zeggen,, ik vind dat het a moet zijn, ik vind dat het B moet zijn. Je hebt geen discussie om gelijk te krijgen maar een discussie om je beeld te vergroten. Daarvoor is een discussie."	Climate & asking questions
5	Atmosphere Dare to be yourself	"een stress boel en veel onzekerheden, en ja, mensen die zeggen: echt ik wil dit zo niet meer en ik ben aan het uitkijken naar iets anders" "ik heb niet het idee dat mensen worden afgerekend op hoe ze het zien. Want als er verschillen zijn of meningen over hoe het ingevuld moet gaan worden. Het is niet wat daar worden mensen niet op afgerekend. Zo van 'ja die wil..'"	Climate Climate & dare to be yourself
6	Effect on level of self-management	"De tijd veranderd ook dingen, je moet ook bij de tijd blijven. Dat is ook goed, met je hoofd moet je er ook bij blijven. Als je in een vertrouwd team zit, dan kan je het veel eerder vragen. Dat vind ik, ja dan kom ik weer terug op het stuk dat ik niet zo snel iemand altijd kan vinden. En ik weet ook nog niet wat	Asking for help

	Open culture	iemand goed kan en wat niet goed kan. Ik weet niet precies bij wie ik dingen moet vragen" "Ik wil graag wel leren. Ik wil graag dingen.. ja .. ik werk al hartstikke lang, ik heb mijn eigen onvolkomen maar ik heb ook dingen opgepakt. Dus ik denk dat ik iets te bieden heb en ik wil nog leren van mensen die dingen die beter weten dan ik over sommige zaken. Ik denk dat dat ook zo moet zijn"	Learning
Cohesion			
Team	Category	Quote	Mechanism
1	Level of cohesion Task cohesion	"We hebben het er laatst over gehad. Dat we moeten respecteren dat iedereen zijn eigen werkwijze heeft en dat jij een andere manier van werken heeft dan ik. Dat we dat naast elkaar moeten kunnen laten bestaan, tenzij het elkaar enorm in de weg gaat zitten. Zo verschillend dat iedereen die hier woont is, zo verschillend zijn ook de mensen die hier werken." "Het zakelijk dat we daar wel hecht in zijn. Maar in het vriendschappelijke.. uh,.. we zijn vriendelijk naar elkaar en makken grappen en grollen maar echt hecht in de zin van… ja, nee. Je weet een beetje van elkaars prive, kinderen en zo"	Level of cohesion Task en social cohesion
2	Level of cohesion Level of cohesion	" Het is geen hecht team, maar dat kan toch ook niet. Dat moet nog groeien" "In dit team heb ik het idee dat we aardig groeien naar een goed hecht team. Iedereen mag zijn eigen mening hebben en niet, ik heb ervaring mijn andere team, zon kliek en dat zijn nare ervaringen. Dat werkt niet. Maar in dit team heb ik dat niet. Je mag er bij horen."	Grow towards cohesion Grow towards cohesion
3	Level of cohesion	" nee, dat zijn we nog niet. Dat kan ook niet" de mate van cohesie is gebaseerd op "functie, taak en oude bekendheid.	Level of cohesion

	Task cohesion	Sommige kenden elkaar al”	X
4	Level of cohesion Level of cohesion	“.. En als je dan gaat kijken in hoeverre zijn we los zand of te hecht. Te hecht denk ik echt niet. We zijn verschillende mensen die bij elkaar zijn gevoegd. Dus dan heb je een team wat verschillende input heeft, verschillende ideeën enzo. We zijn geen team dat al 10 jaar bij elkaar werkt, dat dat al heel lang bestaat. Dus dat is niet. En heel erg opbouwende fase..” “Ik denk dat wij wel een hecht team zijn. Of inderdaad in wording zijn, met wel de verschillen die er zijn. Maar ik denk dat hechtheid meer zit in het respect hebben voor anderen en voor ander mans mening dan, uh, god, wat zijn we hecht en we gaan elke vrijdag avond met z’n allen eten en dan gaan we bij elkaar slapen…	Level of cohesion/ getting to know each other Level of cohesion/ getting to know each other
5	Effect on level of self-management Level of cohesion	“lijkt me wel hoor dat de hechtheid het proces beïnvloedt, ik denk dat je wel wat meer van elkaar kunt hebben” “toch merk je wel een beetje voor een bepaald team gekozen hebben ook wel meer naar elkaar toetrekken, een beetje hetzelfde idee hebben”	Effect on level of self-management Level of cohesion
6	Level of cohesion Level of cohesion Task and social cohesion	“ik het idee heb dat wel nu wel dingen met elkaar kunnen bespreken en dat mensen wel dingen bij elkaar aankaarten maar dat het daar bij blijft. Dat we niets aan het opbouwen zijn.” “Ik denk dat als je een tijdje verder bent, en alles is duidelijker, dan krijg je er ook meer rust in en dan kan je naar elkaar toe werken/ groeien” dat is allebei op dit moment niet echt.	Grow towards cohesion Grow towards cohesion Task and social cohesion
Team stability			
Team	Category	Quote	Mechanism

1	Effect on level of self-management Subteams Team composition	"Ik weet niet of het veel uitmaakt als je elkaar langer kent, maar ik denk dat het wel makkelijk is als je elkaar beter kent. Hoeft niet per se langer te zijn. Als je op een lijn zit maakt het wel veel makkelijker als je wanneer je, andere ideeën hebt". "Ik vind dat geen kliekjes vorming maar wel dat je weet dat die, die denken ook meer links en die andere denken meer rechts. Dat je een beetje kan inschatten hoe iemand over zaken denkt. Dan is het wel fijner om steun te hebben van iemand dat die inbrengt hoe we willen gaan werken. Weet je wel? Maar goed.. tegengas is ook wel lekker. Dan kom je ook tot iets goeds" "Het maakt het wel makkelijker denk ik dat je elkaar al kent. Dat je weet wat je aan elkaar hebt. Anders is het heel moeilijk. Dat was echt een strijd. Wij tegen zij. En dat is heel naar. Dan is dit wel heel prettig vind ik"	Knowing each other Knowing each others viewpoint New input Knowing each other
2	Effect on level of self-management / transitie	"Nou, of het (wisselingen in team formatie) invloed heeft gehad op de groei dat weet ik zo net niet. Als je het hebt over zelfsturend team, dan is de laatste actie daarin, zeg maar, staat haaks op het principe van zelfsturing. Er werd gewoon min of mee via een lijstje verteld dat er twee mensen bij kwamen. Nou dat vind ik dan weer niet passen bij het proces naar zelfsturend team."	Top down forced?
3	Effect on level of self-management / transitie Team composition Effect on level of	"Op zich vind ik dat (aantal wisselingen) niet erg. Ik heb zo iets van, ik heb er vertrouwen in dat dat nog komt en ik denk dat ik die wel leer kennen. Alleen je moet er wat vrijheid voor inleveren" "Ik denk dat het wel fijn zou zijn geweest als we die mensen in de aanloop al hadden leren kennen. Dan was je nu, misschien, denk ik al wel verder met een aantal taken" "Het vergroot mijn onrust, die ik al had. En daardoor, uhm, dan zoek je eerst het oude bekende op. Dus je trekt eerder naar je oude collega's toe. Je	Getting to know each other Getting to know each other/ time agitation

	self-management	probeert een soort basis te creëren om vanuit daaruit verder te kunnen."	
4	Effect on level of self-management Changes in team composition	"Daar was in het begin wel moeite mee. Mensen hadden moeite mee om te ontdekken wat ze aan elkaar hadden. En daarmee ook om te weten wat de kwaliteit van de ander is. Dus ook vertrouwen ook van, he dit kan ik bij jou kwijt. Of juist niet want dan misschien gebeurd er iets raars mee.." "Eigenlijk denk ik dat er voor dit team super veel veranderd is. We zijn begonnen met verhuizen naar een team. Vervolgens is het tweede team bijgekomen. Vervolgens zijn een aantal collega's weg gegaan. Vervolgens hebben we een zwicht aan nieuwe collega's gekregen. We zijn compleet opzoek moeten gaan naar een nieuwe visie, missie, Het afstemmen van het team. Het zoeken naar ene nieuwe identiteit."	Getting to know each other Finding new identity
5	Effect on level of self-management/ transitie	"Ik denk dat het fijn is dat je in ieder geval geschiedenis met elkaar hebt en dat alles makkelijk kunt bespreken als je het ergens niet mee eens bent" "Diegenen die er de laatste half jaar bij zijn gekomen, toen was dit al gaande, dus die zijn eigenlijk een beetje warrige boel binnengekomen en ik denk dat dat wel wat lastiger is."	Knowing each other Agitation
6	Team composition Effect on level of self-management/ transitie	"Dat je een aantal dingen duidelijk hebt en dat je dan aan de rand van de mensen. Maar er moet een basis zijn. Anders moet je iedere keer nieuwe taken verdelen. Iedere keer nieuwe dingen afspreken. En dan blijf je steken in een stuk waar je eigenlijk nooit mee verder komt." "ja, we moeten elkaar nog leren kennen. Allemaal. We moeten leren, zien wie dat allemaal is. Wat die persoon kan, wat de gaves zijn. Wat de mindere stukken zijn. Zodat je een beroep kan doen op iemands sterke kan, wat die persoon goed kan. Zo moet ook iedereen ingezet worden op plekken waar	No base Getting to know each other

	Effect on level of self-management/ transitie	die goed in is. En, ik vind dat nog moeilijk met mensen die ik nog nauwelijks gezien heb. Dat ik niet weet hoe die werken." "het heeft van beide wel wat in mijn beleving. Het is goed, dat je een keer geschud wordt. Dat je een keer moet gaan nadenken over een andere manier, andere mensen leert kennen, andere werkwijzen. Dat vind ik heel fijn. De vertrouwdheid mis is wel. De vertrouwdheid en het weten op wie je kan terugvallen, voor wat."	New input Trust
Team involvement in training/ coaching			
Team	Category	Quote	Mechanism
1	sense of coaching sense of coaching	"ik vind het ook wel leuk om daar een tijdje mee door te gaan. Ik hoop daardoor net iets meer verdieping te krijgen. En elkaar beter te leren kennen" "…. Dat ging allemaal over de praktische invulling. Dan denk ik: ja, ik loop meer tegen aan. Ik vind bv dat hier een nachtdienst moet zijn. En geen samenwerkingsverband. Dan wordt er wel besloten dat dat gebeuren moet. Daar hebben wij niets over te zeggen. Daar heb ik wel eens moeite mee, dat je er niets over te zeggen hebt."	x Practical instead of strategic
2	sense of coaching Effect of coaching	"wel heel positief, als je kijkt naar de bijeenkomsten daar was iedereen wel gemotiveerd voor. Die drive was er wel" "Sowieso om elkaar wat beter te leren kennen. En te inventarissen wat ligt er allemaal, wat komt er allemaal aan? We zijn nu die slag aan het maken om het allemaal wat concreter te maken. We hebben er heel veel over gepraat. Nu gaan we wat concreter worden"	Motivation realisation
3	sense of coaching	In het begin vond ik het vooral frustrerend ofzo eigenlijk. Zo van, wat zitten	Motivation

	effect of coaching Effect of coaching	we hier allemaal te zeiken zo van.. ik weet dit niet ik weet dat niet” “Het was eigenlijk gewoon een hoop gepraat over onduidelijkheden. En uiteindelijk kwamen er geen duidelijkheden”. “we hebben ze gewoon gebruikt als een normale vergadering. Zoals we het altijd gewend zijn”	Effect Practical instead of strategic
4	sense of coaching Focus effect	“ Ik vond het fijn dat er altijd, eens in de zoveel tijd, dat er een moment was van even zo, ooh, los van alles wat we aan het doen waren, dat er even ene moment was om bij stil te staan. Uh, ja, wat dat zelfsturende nu in ging houden en op welke manieren dat ook werd besproken en op welke punten nu besproken werd. Dat je wist van, oke, nu gaan we het er even over hebben. De hectiek van alle dag zorgt er hier wel voor dat je niet alle tijd voor hebt” “Ik denk dat het wel iets is om wel erin te houden, straks als zelfsturend team. Uh, dat we wel gewoon moeten staan en dat we een vergadering hebben gewoon voor.. om daar eens de gang van zaken te bespreken maar ook de regel zaken. Dat we zeker ook eens in de zoveel tijd een vergadering inplannen dat iedereen gewoon zijn ding kan zeggen. Hoe zit je erbij? Hoe verhoudt het zich tot elkaar? Hoe zit het proces?” “Het was niet zinloos, alleen door, met de dagelijkse gang van zaken en het nog vol in beweging zijn van het team, was er gewoon te weinig ruimte [..] om door te gaan met buiten de vergaderingen en dergelijke met het zelfsturende. Er was te weinig ruimte voor. Je bent in de vergadering er mee bezig geweest en een enkele keer erna dat je even gaat nadenken of dat je het er even over hebt…”	Reflection moment Reflection moment No time or room for reflection
5	Focus	“dat het onduidelijk is, geen kaders, mensen wouden duidelijkheid, dat konden ze niet geven daardoor bleven mensen maar vragen over	Preparation

	Effect	duidelijkheid die niet gegeven kon worden dus was eigenlijk zo een. Achteraf dacht ik maar, soms heb ik het zo ervaren dat ze gewoon zichzelf gewoon praten om die mindsetting bij iedereen alvast een beetje te krijgen en dan is het in ieder geval al, dan komt het allemaal niet meer als helemaal een heel grote verrassing." "ik heb het vaag ervaren, vage omdat op gegeven moment van het begin dat het helemaal uitweiden en dan nooit beslissingen genomen. Op gegeven moment haak je ook gewoon af, na een uur anderhalf uur, was je gewoon helemaal."	motivation
6	Sense Sense Sense Sense	"Informatief denk ik. Het was iedere keer bijpraten wat er nu weer ging veranderen. Wat er weer anders moest gebeuren. Ik heb het idee dat we heel veel dweilen met de kraan open. Jeetje, je bent nog niet bezig met wat de vorige keer is gezegd en je het is al weer anders" " vooral het vragen kunnen stellen. Informatie kunnen krijgen. Met elkaar ook wel deels hebben over welke zorg moeten we, he, waar zijn we straks voor verantwoordelijk." "Het is heel informatief. Het ene is nog niet ingewerkt en er komt alweer een lading informatie bij." "het samen nadenken over nieuwe dingen. Maar er komt concreet op dat moment nog niet uit."	Preparation / information overload Effect/ information Effect/ information Realisation?

VIII. Thematic framework

By email.

IX. Transcripts of interviews

By email

X. Syntax SPSS

By email.