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Thesis

Interdisciplinary collaboration in the social domain in the Netherlands: a qualitative research on three learning networks within *NetwerkZON2020: the H(ealth) factor*

NETWERK ZON 2020 THE H(EALTH) FACTOR

Master thesis sociology
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Content

Summary

Collaboration between healthcare organizations and educational institutes that educate students to work in those healthcare organizations, is central in the network organization NetwerkZON. This way partners in the network can adjust together to changes in field of healthcare. Also in their project NetwerkZON2020: the H(ealth) factor which is subject of this thesis. The goal is to enable partners to learn from each other about the central topic healthy ageing and to create the best healthcare for the client/citizen. The policy reconstruction of the project: NetwerkZON2020: the H(ealth) factor resulted in three main mechanisms that are crucial for the policy. First, ‘interdisciplinary collaboration', interdisciplinary collaboration in networks helps to create an integral (better) solution for the client. To support successful collaboration, NetwerkZON organizes the networks in a certain structure (connectivity, multi-layered relationships, interdependence). Second, ‘interaction education-workfield' a reciprocal relation between education and interdisciplinary learning networks in which exchange of methods helps them to learn. This way, the client will be central and gets the care they need. The common history of collaboration for twenty years between healthcare institutes and educational institutes supports this mechanism. Third, ‘future education' in collaboration with interdisciplinary learning networks, education and other instances NetwerkZON is developing a robust education program. Because of changes in the healthcare system there is a need to adjust the educational system also. This way, the client will be central, also in the future. Interdisciplinary learning networks are set up to execute this policy, these networks are or will be formed around a target group healthy ageing. Three case studies about these networks revealed some characteristics that might be of influence to the collaboration in the networks: Face-to-face contact, focus on shared understanding and partners in the network who are students. Face-to-face contact and shared understanding are also mentioned in literature on collaboration in networks and link to one of the conditions that NetwerkZON uses for these networks: connectivity. The third characteristic, students in the network, is promising for all (fifty in the end) interdisciplinary learning networks because the aim of the project is to create the possibility for students to have their internship place in the networks.

1. Introduction

The Social domain in the Netherlands is subject to various changes (Dijkhoff, 2014). First, although the Netherlands has been a welfare state for years, there is now a transition to a new system: the so-called ‘participatiemaatschappij' (i.e. the participation society). This concept - introduced in 2013 in the context of the Dutch king's annual speech - suggests that citizens should take more responsibility and be more active (participate in) in solving their social problems. The intention is not to abolish the welfare state, but to find a new balance between individual and collective (state) responsibilities (Putters, 2014). According to this vision, citizens should take more responsibility for their jobs, (health) care and their livelihood, whereas the state should be more reluctant to provide care and support.

Second, there is a trend of decentralization in the social domain (Dijkhoff, 2014). Various laws have made Dutch municipalities essential actors in the ‘participatiemaatschappij', such as the ‘Wet Maatschappelijke ondersteuning', the ‘Participatiewet', and the ‘Jeugdwet'. Municipalities now must arrange support and social care for their citizens. For example, municipalities should establish and supply in the provision of a job or (additional) social security, so that an applicant can maintain a household. The decentralization trend already started before the introduction of the ‘participatiemaatschappij' but can also be seen as an instrument to realize this kind of society and to save costs for the welfare state.

The ‘participatiemaatschappij' is meant to stimulate citizens to provide for their health and welfare needs by using their environment and network. ‘Organized health care' will only be provided if citizens cannot find sufficient help in their environment (Dijkhoff, 2014). ‘Sociale wijkteams' are neighborhood-based workgroups set up by the municipality to support citizens in finding a solution for their (healthcare) problems (Oude Vrielink, 2014). These problems are mostly of social nature (such as children who are behind with their language skills and people with debts) or are healthcare related. Those problems are often combined with social care problems. For example an elderly couple of whom only one meets the criteria to get into a nursing home, but they do not want to get separated. The ‘sociale wijkteams' are supposed to address these problems in the context of the family and neighborhood and should be able to provide customized care. They can also complement care of specialized professionals (Dijkhoff, 2014).

The changes mentioned above in the Dutch social domain have consequences for the organization of healthcare as well as social care provision (Dijkhoff, 2014). Society has to be more involved; a more active kind of citizenship is needed. In this new environment, it is assumed that collaboration is a critical requirement to provide the best possible healthcare for citizens. NetwerkZON is an organization that aims to facilitate such collaboration in the Northern Netherlands. NetwerkZON is a network organization, in which different healthcare organizations and schools that prepare students to work in the healthcare sector collaborate. They try to create a situation in which all involved partners can learn from each other to provide better healthcare for patients. These partners function in the social domain and collaborate to provide the best services to their clients. Different educational institutions, government, healthcare and welfare institutions are involved (for example the social team of a neighborhood, a rehabilitation center, a nursing education institute). The network operates employing a consultation policy with its partners. The partners work together, in different roles, in different projects, such as 'platform innovation', 'platform planning' and 'Netwerkzon2020' (NetwerkZON, 2016).

This thesis is concerned with the project *NetwerkZON2020: the H(ealth) factor;* a public-private collaboration in which education and labor organizations in the social domain work together with the government to give content and form to the 'participatiemaatschappij' (NetwerkZON, 2016). *NetwerkZON2020: the H(ealth) factor* will provide a system in which these different organizations (health care providers and health care educators) can learn from each other and make it easier to coordinate educational matters. This is meant to help citizens in the social domain; to provide good healthcare for citizens. With this purpose, different 'interdisciplinary learning networks' are and will be set up. The aim of these interdisciplinary networks is to improve the health situation of the citizens. The networks are arranged according to the principles that are assumed to result in effective collaboration. For example, involvement in these networks of the multiple layers of organizations and society; citizens, teachers, students, managers (figure 1). By involving all these layers, a broad perspective can be arranged, and reciprocal behavior can be stimulated (Zuidersma 2012). The networks function in the same institutional setting and are arranged according to the same principles, which allows comparison of these networks[1].

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[1]. These networks are related to the 'Healthy aging' initiative, which is a concerted effort of the northern provinces of the Netherlands. NetwerkZON is also related to the program of 'Healthy aging' in the Northern Netherlands (Pomp, 2011). Healthy aging refers to the health in the full lifecycle of citizens and focuses on prevention. Different organizations are involved in the 'project' of healthy aging; education and research

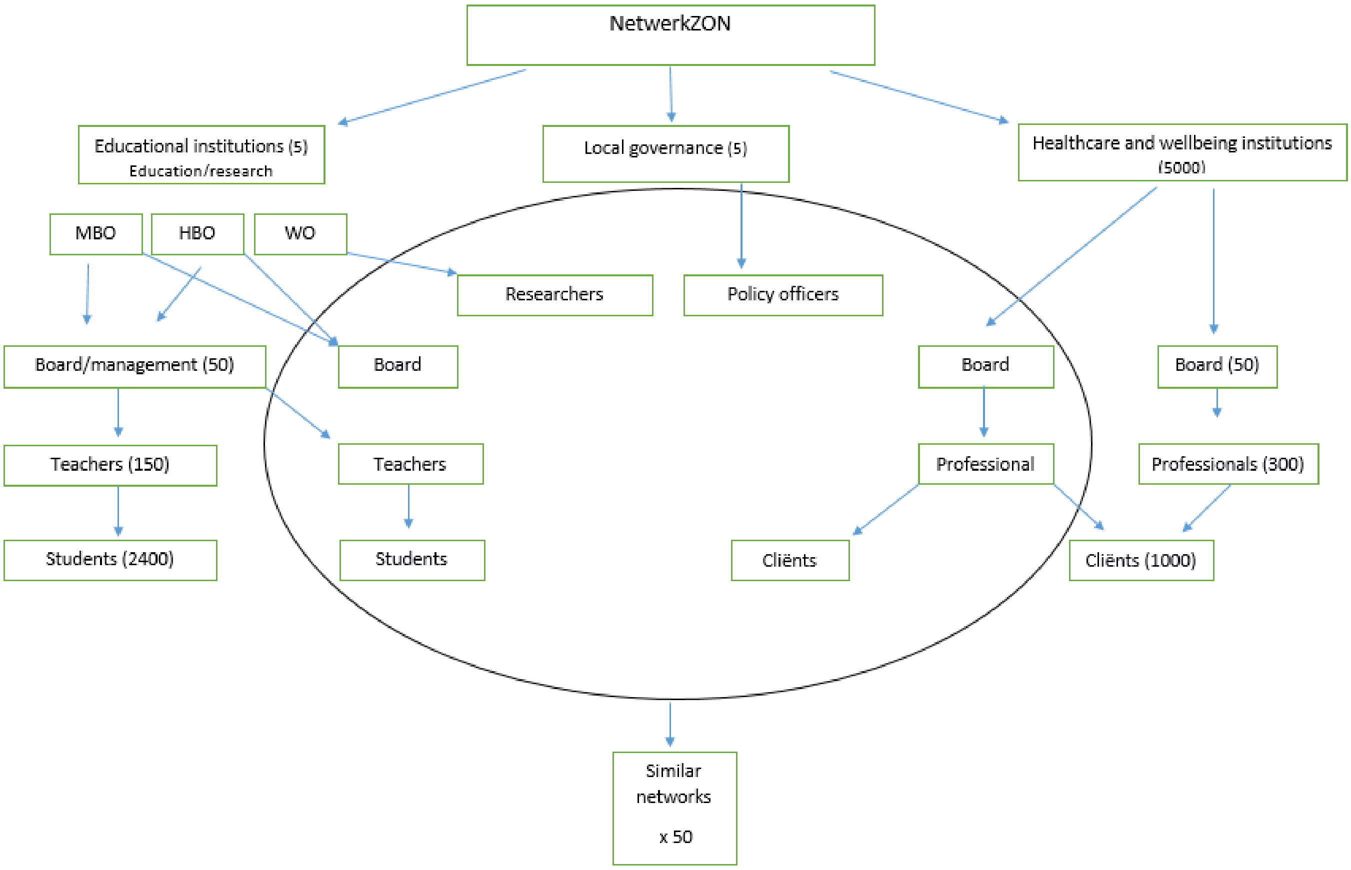

Figure 1: overview actors in *NetwerkZON2020: the H(ealth) factor*

Collaboration via networks of different institutions is a phenomenon that is getting more common (Ansell, 2008; for examples see also Manring, 2004; Lubell, 2014). Also in the social domain, the importance of cooperation increases, for example when taking care of patients with complex illnesses (Pittenger, 2013). Several authors have researched the process of inter-organizational cooperation and asked what ideal circumstances are for such cooperation, and what factors are significant for the success of cooperation (Ansell, 2008). With these findings as background information, I will try to uncover what does make the learning networks in *NetwerkZON2020: the H(ealth) factor* successful and sustainable. Thereby, I will focus on three specific learning networks within *NetwerkZON2020: the H(ealth) factor*. The primary research question in this thesis will therefore be:

> What are the outcomes of three learning networks in the project *NetwerkZON2020: the H(ealth) factor* and how can these outcomes be explained?

institutes (RUG, Hanze, Noorderpoort, HANNN etc), government institutes, healthcare institutes and business.

In order to answer this question, the following sub-questions are formulated:

1. What is the program theory (main assumptions) of *NetwerkZON2020: the H(ealth) factor* and the learning networks?
2. How do the Network and three learning networks operate in terms of processes and structures, and with what effects?
3. How can differences in the operation and effects of the learning networks be explained?
4. Is there a recognizable change over time? How can this change be explained?
5. Are the networks sustainable? What does make them sustainable?

The target group of the learning networks is broad, from children to elderly and people with all kinds of physical and mental problems. Therefore this research covers a large part of society. Health is a relevant topic for everyone especially if an individual, or someone in a person's network, is not healthy. While our life expectations rise (people are getting older), people are on average younger when they develop chronic diseases. As a result of these tendencies, people are getting chronically ill for a more substantial part of their lives (Pomp, 2011). Healthcare costs will rise as a result of this. To reduce these costs, it will be essential to prevent citizens from having chronical illnesses. The collaboration of and within learning networks holds sociological relevance since it can be a way of dealing with the current changes in our social domain. Interdisciplinary learning networks are involving different layers of society to provide the best help for citizens (NetwerkZON, 2016). By involving all these layers, it can be a platform in which changes in the social domain can be more fluently implemented. It is assumed that collaboration is needed to provide the best healthcare within the changing social domain. If successful, learning networks may help to realize the ambition of adding two extra healthy years of life for the population in the provinces Groningen and Drenthe (NetwerkZON, 2016).

Although research has shown the important factors that make collaboration successful, situations in which a collaboration actually lasts for this amount of time (20 years) are rare. Particular expertise from NetwerkZON on this subject is, therefore, expected to also influence the project *NetwerkZON2020: the H(ealth) factor*. This study has the aim to identify the aspects that (could) make this interdisciplinary collaboration successful.

The rest of the thesis will be structured in the following way: the next section will cover the theoretical framework for the thesis, followed by a methodology section. Then the findings of, first the policy part which describes the policy of NetwerkZON in the project N*etwerkZON2020: the H(ealth) factor* and, then the findings of three case studies;

interdisciplinary learning networks will follow. I shall close with a conclusion and discussion paragraph.

2. Theory: Collaboration in networks

The type of collaboration central to this study refers to collaboration processes between organizations. From the 1970s economists became interested in the ‘black box' between input and output of organizations which resulted in two dominant theories: the principal agent theory and transaction cost economics (Podolny, 1998). These perspectives were based on a dichotomous view which placed organizations in either markets or hierarchies (Powell, 1990). Both markets and hierarchies are organization forms for the transactions of goods. Markets were seen as an interface for operations in which the products are exchanged that are straightforward, non-repetitive and for which there is no necessity for transaction-specific investments. The preference shifts to hierarchies when the knowledge necessary for the transactions of products rise. In this way, all the contingencies are internalized in the hierarchy structure, for a market these products contain too much risk because stakeholders probably lack knowledge. In a hierarchical organization, one can invest in knowledge about such goods.

From the sociologist's point of view, these theories were too limited, and they argued that the organizational networks could not be seen as a hybrid between markets and hierarchies (Powel, 1990). These organizations did not function by market or hierarchy systems; instead, they were functioning following their own logic. For example, when it comes to relations, in markets the intention is to get the best deal in exchange of goods; in this situation, the relationship is less important than the deal itself. In hierarchies relations do matter, they are more long-term and based on the previous contact, but this relation is mainly based on their formal position in the hierarchy of an organization. However, in networks stakeholders are focused on indebtedness and trust in the relation on a long-term scale. This relation is what distinguishes networks from hierarchies and markets, the more traditional form of organizations (Brass, 2004).

An organizational network can be defined as a set of organizations that have some relationship. This relationship can, for example, exist of exchange of information, giving advice or offering services (Brass, 2004). Advantages of networks are substantial (Provan, 2008), mentioned in literature are: better use of resources, enhanced learning, more capacity to address complicated issues, improved services for consumers. Research on network organizations is focused on the relations between organizations, and under what conditions the collaboration results in the outcomes they are working on. For instance, the coordination of these relations that is called ‘network governance' (Jones, 1997) can appear in various ways. The embeddedness of these organizations can cause constraints and opportunities on their behavior in the work field. Granovetter (1992) distinguishes two components of embeddedness: a relational component and a structural component. The relational component of embeddedness refers to the quality of exchange between parties; to what amount they consider their partner's objectives and wishes, and whether they share information and entrust their partner. The structural component considers the overall structure of the network and how this structure influences behavior. The more efficient the spread of information through this overall network the more partners can shape their behavior accordingly. This kind of embeddedness is focused on the social control which is vital because partners in a network usually have limited formal accountability to the overall network objectives (Provan, 2008). Contracts in network governance are usually socially binding, not legally (Jones, 1997).

Also in the social domain, which is subject of this thesis, the importance of collaboration increases. For example, when taking care of patients with complex illnesses (Pittenger, 2013), several professions have to be involved to help these patients. The better they collaborate to create a plan to help the patients, the better they can help them because then their methods are better linked. This helps to prevent the patient to experience ‘medical homelessness', the feeling they have no ‘own doctor', someone who can give guidance in the process (Colwill, 2010). Complex illnesses can be hard to recognize and go together with other diseases. Therefore patients can be referred from doctor to doctor. When doctors mutually know what the others do it will be easier to coordinate this process.

The process of inter-organizational collaboration is researched by several authors. They study the ideal circumstances for such collaboration, and what factors are essential for the success of the collaboration (Ansell, 2008). Important factors of consideration according to the meta-analysis of Ansell et al. are the following: starting conditions, facilitative leadership, institutional design and collaborative process (see figure 2). In this literature review will become clear to what extent these factors are broadly supported in the literature and which other factors can be derived from the literature about processes of collaboration in network organizations.

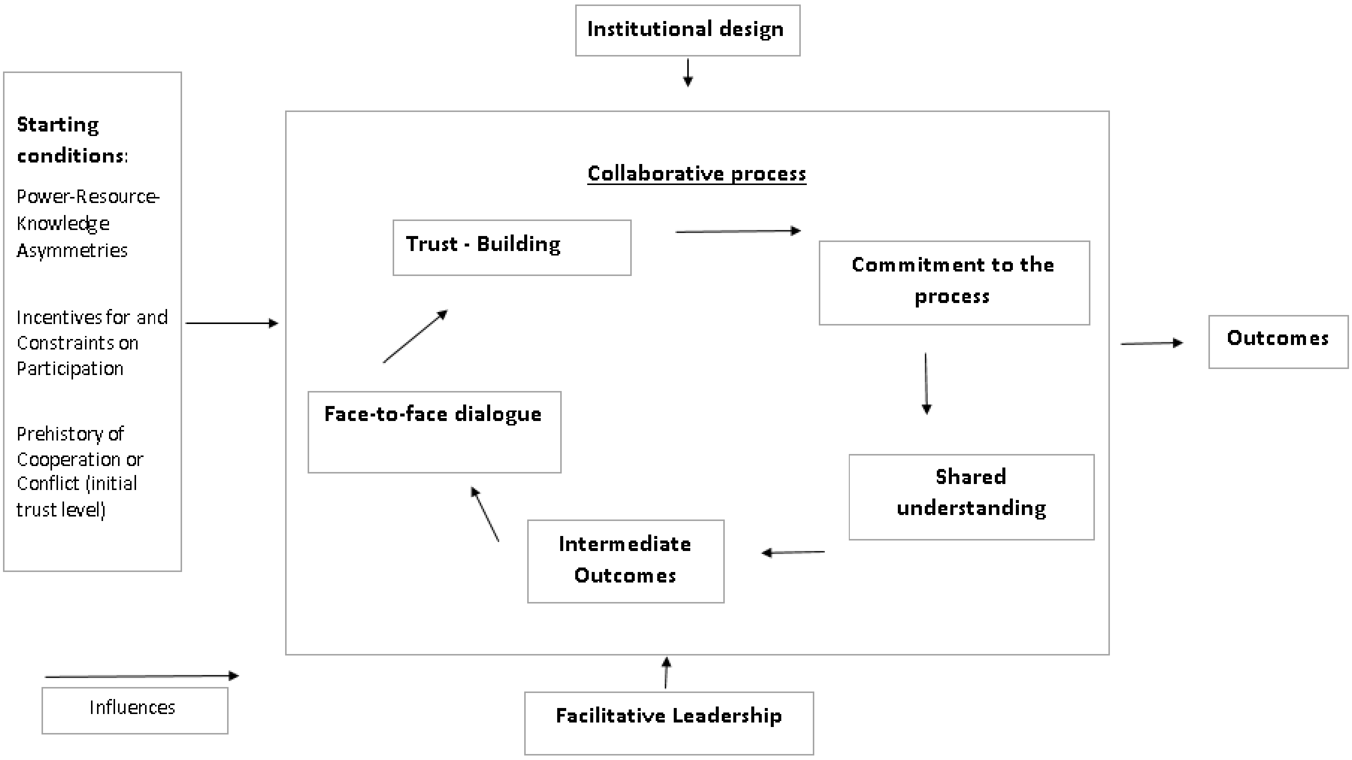

Figure 2: Framework collaborative governance (Ansell & Gash, 2008)

Starting conditions

Ansell et al. (2008) found in their meta-analysis that starting conditions can influence future collaboration. Starting conditions refer to the situation of how the partners relate to each other before the (current) collaboration. Three influencing starting conditions are distinguished: ‘power imbalances,' ‘incentives to participate' and ‘prehistory of antagonism and collaboration.'

The first condition, power imbalances, refers to power differences between partners before the collaboration starts (Ansell, 2008). These power imbalances can refer to differences in their capacity, resources or status. For example, when a stakeholder does not hold the same knowledge or expertise as other stakeholders, he or she is disadvantaged in conversations about the complex technical issues (Warner, 2006). It is easier for the stronger actors to manipulate the governance process. Moreover, this can result in distrust and weak commitment among actors because the less powerful actors can have a feeling of insignificance. These power imbalances are generally acclaimed as problematic because collaboration is then more susceptible to manipulation by the more powerful stakeholders. To avoid this problem, a strategy to empower and guarantee representation of the disadvantaged actors in the network will be important to succeed in the collaboration. Empowerment of the weaker, less powerful partners, will be a matter of learning (Mitchell, 2005). Collaborative partnerships generate learning which will result in empowerment and transformation of the weaker partners in more powerful ones. Learning takes place in a changing environment. For example, less powerful stakeholders firstly need to realize that they lack knowledge compared to the other stakeholders. Then they can share their problem, and the partners can discuss what is expected from the collaboration. This will create an environment which encourages learning because less powerful stakeholders get the possibility to explore opportunities and plan their empowerment. The other stakeholders are involved and provide feedback in this process to help less powerful stakeholder to reintegrate. When this process is successful, it will be beneficial for everyone involved in the collaboration. Because then all partners are on the same level and the collaboration from which all partners benefit will probably be more successful. Meanwhile, human nature is more competitive and not always that altruistic. Therefore the realization of this mechanism of empowerment is not certain.

However, power imbalances do not always fail the collaboration. Papp (2014) for example found in his study about the collaboration of disability organizations that the national, larger organizations had a more prominent role in realizing and implementing projects. They played a leading role in their collaborative projects, but they managed to do this harmoniously "thanks to their size and experience" (Papp, 2014 p.159). Why power balances are overcome in this collaboration is dedicated to their size and experience; they could have learned from the past and other collaborations.

Second, the incentives to collaborate will influence the collaborative process (Ansell, 2008). These incentives are the rewards coming from the collaboration that stimulate partners to collaborate. These incentives can be financial or focus on the common goals or interdependency. For instance, Ebrahim (2004) found that among several kinds of incentives used in irrigation and forest agencies in India the financial ones provided by the state funds were crucial for the collaboration in this case. This financial aid helped to invest in more sustainable solutions which were beneficial for all parties. How incentives influence, the collaboration process depends on the expectations of the stakeholders about the results of the collaboration. The more stakeholders expect the collaboration to have a positive effect on themselves the more incentives they have to collaborate. These incentives can be increased or decreased by several factors. The incentives will decrease when actors do not need the network to achieve the goals because either they can achieve them on their own or because of alternative means. The incentives will increase when actors recognize a direct connection between their participation in the network and outcomes of the network. Also when the achievement of the actor's goals depends on the collaboration of the network, this will increase their incentives to participate. Hence, the more interdependent the stakeholders are, the more incentives they have to collaborate, which will result in more involvement (Ansell, 2008).

Third, the prehistory of collaboration and antagonism between partners will influence their future collaboration in the network (Ansell, 2008). Several negative experiences in the past can negatively influence the future collaboration of the partners. Policy deadlocks, situations in which the collaboration between the stakeholders is in a state of impasse, can decrease the level of trust in future collaboration. As prehistory of negative experiences can cause an adverse vicious circle in which stakeholders have less belief in the success of their collaboration. A negative experience decreases trust in the future collaboration which may result in less commitment. The partners will not invest (shows commitment) in the collaboration if they do not think others will do the same (lack of trust). This lowered trust level in return will lead to even less commitment when partners do not invest (enough). In this situation of mutual suspicion, stakeholders blame each other, which will result in the distrust among the partners and stereotyping of each other. In addition, Papp (2014) found that rivalry among disability organizations in Hungary reduced the chance for collaboration, notably when they served the same target group because they often rely on the same funding and are therefore competitors. One negative experience with an organization has a more prominent influence than several positive experiences. However, when the involved stakeholders are deeply interdependent, conflicts can be easier overcome because both partners need each other (Ansell, 2008). Therefore they are more willing to compromise because otherwise, they cannot achieve their goals.

Facilitative leadership

Leadership, in general, has been studied worldwide in the past decades which resulted in many classifications to represent all relevant dimensions of leadership (Northouse, 2015). The important dimensions are the *power relation*, the *act or behavior* related to leadership, the *personality/skills* related to this behavior and the *transformative process* of the development of leadership. First, a more general approach to leadership will be provided below. This will then be specified to 'facilitative leadership'.

Leadership in traditional organizations is generally related to a formal hierarchical position (Alexander, 2001). This position then provides the leader with legitimate authority. The opposite applies to collaborative partnerships because those have no legitimate authority (Alexander, 2001): partners participate voluntary, without formal hierarchy and with a diverse culture and agenda. The governance of networks can be marked by two dimensions (Provan, 2008). First, a network can be either governed by the partner(s) in the network, or by an external partner. The partners can voluntarily choose an external partner or this can be mandated in the start-up phase. Such an external partner is called a ‘network administrative organization’ (NAO). Second, when the network is governed by its partner(s), leadership can be brokered (shared among all partners in the network) or not brokered (centered at one of the partners). When the network is completely governed by all partners in the network (shared), the governance is not brokered at all. In this situation, all partners interact with each other to govern their network. This form of governance is decentralized and results in a dense network. In a highly brokered network, the other extreme, the network would exist of a few direct interactions between partners, but it is governed by one partner who is central to the network and acts as a broker. These dimensions results in three forms of network governance: ‘shared governance,' ‘lead organization' and ‘network administrative organization (NAO).' These forms all have their strengths and weaknesses. Therefore no form is superior (Provan, 2008). In a shared governance form, partners themselves are responsible for all network relationships (internal as well as external), managing network activities and making decisions. Partners in the network should be collaborating on an equal basis to stay committed to the goals of their network. Power among the partners in the network should be approximately symmetrical when it comes to network-level decisions (Provan, 2008). Inefficiencies of this form of government concern mostly coordination matters. This form is especially inefficient when the amount of partners increases and the goal consensus decreases. A more centralized form of government would be preferred in that situation. Lead organizations are mostly in charge because they have access to resources and have the legitimacy to fulfill this role. An NAO (network administrative organization) is an external form of governing that can exist of a single person or a formal organization. This form of governance is usually used when the network is dealing with complex issues, and many partners are involved.

In the literature on collaboration, leadership is widely seen as a substantial factor to make the collaborative process beneficial (Ansell, 2008). Facilitative leadership, as Ansell chose to name it, focuses on managing the process of the collaboration. This leader is usually no stakeholder in the process and can, therefore, focus on getting everyone on board in the collaboration (Ansell, 2008). This form of leadership is comparable to the ‘network administrative organization' as mentioned in the previous paragraph. Leadership is especially crucial when starting conditions are not favorable, for example when the distribution of power or resources are distributed asymmetrically. In this case, chances of mutual distrust can be higher, but when stakeholders do have trust in the leadership, the collaboration might still work. Facilitative leadership can be important to assist bringing stakeholders together and get them to engage in a cooperative spirit (Ansell, 2008).

When actors in the network have to deal with several roles in the network, for example as a regular actor but also by taking the lead, this can cause tensions between the actors (Ansell, 2008). Actors might have more reason to be suspicious about tangled interest when a regular actor takes the lead. Facilitative leadership can help to prevent these tensions because this leader is neutral and has no tangled interests. Therefore this leader can focus on the process of the collaboration and ensure that everyone comes along. This leadership is meant to involve stakeholders and keep them involved in the collaborative process, empower them if necessary, and embrace them in the collaboration. When this is done, mobilizing the stakeholders to engage in the collaboration will be easier and more successful.

Institutional design

The institutional design of a network collaboration exists of ground rules and basic protocols for the collaboration (Ansell, 2008). These rules can, for example, be about who can have access to the collaborative process, rules about the deadlines, when the collaboration can speak of consensus, and how rewards and resources are going to be shared (Fjeldstad, 2012). These rules and protocols are crucial for the procedural legitimacy and process transparency of the collaboration. Stakeholders are often concerned about issues of power and manipulation. Hence transparency of the collaboration can make stakeholders feel more confident about their role and gives them more faith in a fair process. The most critical issue of the institutional design theme is probably about access to the collaboration. The literature emphasizes the importance of an open and inclusive process of collaboration (Ansell, 2008). Inclusiveness is vital to successful collaboration because this results in a broad scope of stakeholders who can articulate the problem that is the subject matter of this collaboration. Besides a broad scope also the opportunity to consult other significant stakeholders in the field facilitates a better understanding of the subject matter A broad scope of stakeholders is, therefore, more legitimate because outcomes of the collaboration are based on a broadly representative group of stakeholders. The exclusion of significant stakeholders is one of the main reasons for the lack of success in collaborations (Koch, 2005). This broad scope of stakeholders is not only something to tolerate; it is something that needs to be seriously sought for.

Collaborative process

The process of collaboration can be described following models with several phases or stages

(Ansell, 2008). For example, a consensus building process can consist of: a phase of pre-negotiation, a phase of negotiation and a phase of implementation. Another way of modeling the collaborative process is through a cyclical process instead of a linear process. Ansell (2008) used this cyclical way of modeling the process of collaboration because it seemed collaboration depends on the achievement of a process in which several features that have to be reached. These features influence the other features and can be seen as a process that repeats itself. In this cyclical process 'face-to-face dialogue,' 'trust building,' 'commitment to the process,' 'shared understanding' and 'intermediate outcomes' are decisive in all phases of the process of collaboration. (Ansell, 2008).

Face-to-face dialogue

Face-to-face dialogue is according to Ansell et al. (2008) a necessary condition for collaboration, but this alone will not be enough. Face-to-face dialogue as Ansell (2008) sees it is direct, face-to-face communication. A face-to-face dialogue allows stakeholders to find common grounds, because "thick communication" is possible in this situation. It also allows stakeholders to negotiate in a consensus-oriented process to find opportunities for conjoint gain. However, besides negotiation, a face-to-face dialogue is vital to overcoming barriers to communicate, mainly because the face-to-face dialogue is a way to clear up or prevent stereotypes. Stereotypes can hinder the process because not all possible options are discussable, stakeholders think they know the other stakeholders and how they would react but this might not be accurate. Face-to-face dialogue makes it easier to get rid of these stereotypes and makes room for exploring mutual gains. Nevertheless, the face-to-face dialogue could potentially stress status differences and stereotypes or grow feelings of mutual disrespect and antagonism. This can happen when partners get confirmation of the stereotypes stakeholders had in mind for each other. Therefore the condition of face-to-face dialogue is a necessary condition for collaboration but no guarantee for success.

Trust building

Trust seems to be an important factor in collaboration (Ansell, 2008). Several kinds of trust are distinguished in literature; relational trust, organizational trust, institutional trust and generalized trust (Latusek, 2016). Organizational trust is in this context the most appropriate kind of trust. This kind of trust is defined by Kramer (2010) as "a form of generalized expectation or belief that is predicated upon, and co-extensive with, shared membership in an organization" (p. 85). More generally, Fukuyama (1995) defined trust as: "the expectation that arises within a community of regular, honest, and cooperative behavior, based on commonly shared norms, on the part of other members of that community" (p. 26). Trust in collaborative networks will probably be covered by those two definitions because of the combination between the more general definition with the definition of trust in a work situation. The more trust, the lesser transaction costs, the more successful and efficient the collaboration will be, is a general idea (Williamson, 1985). If partners trust each other, they can collaborate without ensuring every detail of the collaboration in a contract. This saves time and costs which makes the collaboration more efficient and focused on the primary goal instead of making sure partners are not able to achieve their goals at the other partners' expense because trust allows stakeholders to collaborate without ensuring every detail in a contract.

The process of building trust can be time-consuming, especially when partners have a history of antagonism (Ansell, 2008). In a situation of a highly antagonistic prehistory among partners extra attention for building trust is needed because they are a step behind in the process of creating trust. Successful leaders in the collaborative process recognize the fact that they need to build trust before stakeholders are willing to risk their stakes in the collaboration especially when they are former opponents. Trust-building can (also) be modeled in a cyclical process in which three concepts are important: forming of expectations, taking risks and vulnerability (Vangen, 2003a). The capability of forming expectations can be based on information about collaboration in the past or be future-oriented. Future-oriented trust is based on agreements made in the collaboration. Taking risks is related to the fear that other stakeholders will be opportunistic in their behavior. The concept of taking risks is related to vulnerability because being dependent makes stakeholders more vulnerable. These three concepts work cyclically to build trust, every time stakeholders collaborate they will have expectations and take risks. When this collaboration works out as they expected and other stakeholders did not behave opportunistically their trust will be strengthened.

As mentioned before contracts in network governance are not legally binding, only socially. Therefore, partners need to trust each other. Also on network-level, the distribution of trust is crucial (Provan, 2008), for example, whether the trust is widely divided across partners or only concentrated within cliques. Trust can also be concentrated at one of the partners or a small group of partners. In this case the partner(s) at which the trust is concentrated has a crucial role in the collaboration, because the other partners (only) trust this partner(s). Also critical for the distribution of trust in a network is whether the trust is reciprocated. Provan and Kenis (2008) argue that the form of network government must be compatible with the overall level of trust among partners. Trust density, meaning most partners in the network trust the other partners which results in a dense web of relations based on trust, is especially crucial for shared governance. This kind of trust does not need to be rooted, the density of trust-based ties is more important (Provan, 2008). Without this, the basis upon which members collaborate is not stable, and shared governance will not be efficient. Without trust density, networks will be more effective with another form of governance: governance by a lead organization or NAO. For governance by a lead organization, trust density is even less critical than in case of governance by the NAO, because in that situation members need to monitor the behavior of the NAO collectively.

Commitment to the process

Commitment to the process of collaboration is a crucial factor for a successful collaboration (Ansell, 2008). Stakeholders are committed to the process when they develop the faith that by negotiating on good terms for mutual gains, stakeholders can accomplish beneficial policy outcomes. It can require a shift in their strategy, not only think about the interests of their organization but to consider the interests of the collaboration. Otherwise, stakeholders will not accomplish their common collaborative goals because they give priority to their interests. This shift requires mutual recognition (Saarikoski, 2000), also called joint appreciation in the literature on this subject (Gray, 1989). Stakeholders need to find common ground on which they can build the collaboration. Commitment can be tricky because of the nature of consensus on which most collaborations are based on. This consensus can go in directions which a stakeholder did not expect or support fully. In this light, it is also clear why trust is an essential aspect of collaboration. Stakeholders need to trust other stakeholders to consider their interests when they make decisions. Therefore commitment is built upon trust. Another element which is important for the commitment of stakeholders is "ownership of the process" (Ansell, 2008). When the stakeholders collectively own the process, they also share the responsibilities of the process. Again, trust is fundamental because the stakeholders need to trust the other stakeholders not to take advantage of the responsibilities ones take. An important issue in this process is the question whom to expect to take initiative. Stakeholders can have different opinions of who should take the initiative, power imbalances can influence this. Less powerful stakeholders might expect more powerful stakeholders to take the initiative. In other words, all these factors like trust, power imbalances and prehistory of collaboration in the model are related and cannot be seen apart from the rest.

Shared understanding

Shared understanding is about having the same understanding of relevant issues around the collaboration (Ansell, 2008). Somewhere in the process of collaboration, the stakeholders need to establish a shared understanding of the achievements they expect to accomplish collectively (Ansell, 2008). In the literature, several ways to describe shared understanding are recognized. Examples are 'common aims' (Huxham, 2003) and 'shared ideology' (Waage, 2001). Common and shared are used a lot in this regard, this emphasizes the importance of understanding the same by discussing relevant topics. Developing a shared understanding can be a component of a more extensive collaborative learning process during the collaboration. Stakeholders not only develop a way in which they understand the same by discussing relevant topics but also learn more issues related to this topic.

Goal consensus, which is closely related to the shared understanding, helps partners to improve their performance on organizational as well as inter-organizational level (Provan & Kenis, 2008). There are many possible reasons for partners to form collaborations, mentioned by Provan & Kenis are 'attracting network-wide funding, addressing community needs or improved client service.' These goals are quite clear, but collaborations can also serve goals that are 'process oriented,' meant to reduce conflicts or competition among partners. A governance form that would fit networks with a clear goal consensus is 'shared governance.' When partners agree on their goals, they do not need a 'lead organization' or 'NAO' to keep all partners involved in the collaboration. When the collaborations lack goal consensus, 'lead organization' or NOA are a better fit as governance forms. The NAO, and especially a lead organization, have an ability to keep partners on board of the collaboration which increases chances to accomplish their goals.

Intermediate outcomes

Intermediate outcomes are steps in the collaborative process that can give confidence to the stakeholders that the collaboration has the potential to be successful (Ansell, 2008). These intermediate outcomes should be relatively concrete, and these are also called small wins that can encourage the virtuous cycle of trust building. An example of such an intermediate outcome could be including a significant stakeholder in the collaboration. Without the inclusion of the significant stakeholders, the collaboration has less chance to become successful. Therefore including such a stakeholder is an essential step in the collaborative process which will probably result in a meeting with the new stakeholder (face-to-face contact) and more trust in a fruitful collaboration. In this way, the cyclical process goes on.

In conclusion Ansell et all (2008) consider three important factors that are the most crucial for effective collaboration. These are not all explicitly mentioned in the model because these are hard to catch. These factors are trust, time and interdependence; of which trust is already mentioned in the model. Time is also already mentioned in this regard because the process of trust building can be time-consuming. However, this is not the only part of the process of collaboration that can be time-consuming, reaching consensus is also a process that requires time. A high degree of interdependence is positive for collaboration, especially when there are high levels of antagonism or low levels of trust. When partners recognize their interdependence, they can easier overcome such problems, because there are no or no comparable solutions that do not involve these partners.

PART I Policy reconstruction of the project: *NetwerkZON2020: the H(ealth) factor*

Since 1997 several partners in education for nursing are collaborating in a partnership in Groningen, Drenthe and the north of Overijssel (http://netwerkzon.nl/nl/over-netwerk-zon/). Before 1997 education for nursing was provided by healthcare institutes supported by the ministry of public health. The collaboration NetwerkZON started in response to changes in this system; the education had to measure up to national guidelines and should be organized in 'mbo scholen'[2] in collaboration with healthcare institutes (Zuidersma, 2012). At the same time, every region got the ability to create a structure in which these educational institutes could collaborate with healthcare institutions. This collaboration was meant to coordinate quantitatively as well as qualitatively between education and labor market. All boards of healthcare institutions in the region were on board and thought that this was a process that was in need of collaboration (interview program manager). The collaboration aimed to develop a regionally coherent system of healthcare education in the region. Every five year this collaboration, then called ''Provo97', has evaluated their methods and objectives. During the evaluation of 2012, they decided to change the name of the collaboration in NetwerkZON. This is no abbreviation but stands for sustainability, cyclical, energy and networking in the sector of wellbeing and education. Involved in this collaboration are 12 'mbo scholen', 'Hanzehogeschool HBO-V' (Higher vocational training for nursing at institute the Hanze), SBB (an organization focusing on the connection between education and business) and more than 120 service organizations in wellbeing. *NetwerkZON2020: the H(ealth) factor* is one of the projects of NetwerkZON.

3. A realist ex-ante evaluation of the Health factor

NetwerkZON2020: the H(ealth) factor started in September 2016 and will end in September 2020. Therefore this policy reconstruction will be an *ex-ante* evaluation. *Ex-ante* evaluation is focused on the policy design, before the end of the program (Todd, 2008). *Ex post* evaluation is used after the policy is executed and is used to see whether the objectives of the policy were

[2] ''mbo scholen' are secondary vocational education institutions in which school-based and work-based education is provided. Those school- and work-based pathways offer equal opportunities, diploma's and qualifications; and they are both included in national qualification structures. (https://www.s-bb.nl/en/education/dutch-educational-system/complete-description-dutch-educational-system)

achieved and how come. In this case, it will be too early to answer that kind of questions.

Pawson and Tilley (1997) have developed a method that helps to reconstruct and evaluate policies. Realism is essential to their method. "To be realistic is to acknowledge that there is no universal ‘logic of evaluation,' no absolute ‘science of valuing,' no general ‘warranty for decision making' applicable to all judgments" (Pawson and Tilley, 1997, pp xiii). Realism is focused on the causal mechanism in policies; what explains the generated regularities in the causality of the policy? Therefore realism concentrates on answering the question why an intervention works. Just the fact that it worked once does not guarantee that it will work again in a new setting. The crucial characteristic that is decisive for the effect of an intervention in a particular context can be overlooked in that case. When these characteristics are missing in a new setting, the policy might not work as well as it did before. The realistic approach is a method to prevent this from happening by finding all crucial factors in the intervention.

At the center of realistic evaluation are CMO-configurations. In a CMO configuration, C stands for the context, M for mechanism and O for the outcome. These aspects together can help to reconstruct and evaluate policy.

Context, although this might be a part of it, does not per se relate to the location of the intervention (Pawson and Tilley, 1997). It refers to the conditions in which the intervention takes place. In this regard, structures of interpersonal/social relations can be of influence, but also technological, biological, institutional, demographic and economic conditions might matter. The context in which a policy is implemented can be decisive for the success of the policy. The context interferes with the policy. Therefore a policy can be a success in the first context but fail in the second. Therefore the context of a policy is related to the outcome of a policy.

The mechanism of a policy describes the working principles of policy; what is it that makes the policy work. What happens between input and output; it refers to the link in a certain context that explains how input changes and results into the output of a policy. The outcome of a policy is the result of an interplay between the context and the mechanism.

Method of policy reconstruction

This policy reconstruction will be designed following the method of Pawson and Tilley (1997) as explained in the previous paragraph. According to Pawson and Tilley social systems are complex; interdisciplinary learning networks that are at the center of the project (*NetwerkZON2020: the H(ealth) factor)* are a social system. Therefore learning networks can be seen as complex systems. Qualitative research can be used to understand these complex systems (Hennink, 2011). Because qualitative research is focused on how a system in its entirety works. Quantitative research would probably not uncover the whole working principle because it needs a more in-depth understanding.

The research cycle that Pawson and Tilley (1997) is very similar to the usual research cycle in social science. It starts with a policy theory of what is already known about the mechanism, context, and outcome. The next step is to formulate hypotheses about these CMO's. The research cycle then shifts to the observational part, meant to test the hypotheses. Mixed/multi-methods are the most revealing and complete way to create a reconstruction of the observation. This pluralist approach (mixed methods) should fit the hypotheses. For some hypotheses more detailed information is required than to others, this influences the method(s) of observation that is the most suitable to reveal the answers. These observations are meant to reveal the program specification, "what works for whom in what circumstances" (pp 85). This is a specification of the hypotheses that is revealed by a better understanding of the CMO-configuration. The research cycle then ends at the beginning of the cycle: the theory. The findings of this inquiry can further develop the theory.

I will try to follow this realistic method as described by Pawson and Tilley (1997) and identify CMO-configurations. Because this research has an explorative character as the project has just started, there may be some adjustments in this cycle. Instead of using hypotheses I will work with research questions to be as open as possible to new findings in the working principles of the project. The sub-question on which this chapter is focused is: What is the program theory (central assumptions) of *NetwerkZON2020: the H(ealth) factor* and the learning networks?

To make a reconstruction of the program theory of *NetwerkZON2020: the H(ealth) factor* I analyzed policy documents (plan van aanpak, regiovisie), observed during meetings (for example project team meetings) and interviewed participants in the organization. My intern position at NetwerkZON provided me access to documents of the organization and allowed me to observe. ‘Plan van aanpak' and ‘Regiovisie' are two documents meant for the subsidiary of the project. They provide a description of how the project is meant to go in the next four years and for what purpose it is used. The observations during meetings were used as background to understand how the project partners collaborate in the project structure.

In the organization NetwerkZON three members are actively involved in the project *NetwerkZON2020: the H(ealth) factor.* I interviewed all three: the program manager and two of the project staff. The research instrument for the interviews was developed using literature and in collaboration with the research group of the Department of Sociology which is also involved in this project. I asked the interviewees about the goals of the project, how they try to make this happen, how the project is developing and why they think it develops this way, and how they see the future of the project (interview questions are included in appendix 2). These interviews took place in July 2017, so approximately one year after the project started. The interview with the program manager lasted for about one hour and the other two for half an hour and they were held at their workplace in the meeting room. The program manager is involved in the collaboration NetwerkZON from the start (about twenty years ago), the other two for a few years.

4. Reconstruction of the program theory

I will start the reconstruction of the program theory with the context in which the project: *NetwerkZON2020: the H(ealth) factor* is implemented. After describing the context, I will link this to the mechanisms and outcomes of the project and come up with three cmo-configurations: 'interdisciplinary collaboration', 'interaction education-workfield' and 'future education'. This reconstruction of the policy is focused on the working principles in the project at the current stage (one year after start), it is no summary of the project.

Context

The project, *NetwerkZON2020: the H(ealth) factor,* is functioning in a context in which I have distinguished four macro contextual factors which are crucial to, important for, or influencing the project. The contextual factors in which this project is implemented are mostly institutional and structural. Those factors are: (social) changes in the wellbeing sector, 'North Netherlands', the common prehistory of collaboration, conditions that encourage reciprocity.

Changes in the sector

The first macro contextual influence has to do with (social) changes in the healthcare sector. Several changes are or have to be made, and most of them are imposed by the national government. Decentralization and more responsibilities for citizens are the most important ones (regiovisie). These changes will influence the focus of professionals working in the field, for example, collaboration with other disciplines, other caregivers is becoming more critical (regiovisie), program manager:

> "In terms of collaboration and content, it (the project) is connected to the social change and *tilting* reform in healthcare"
>
> ("qua samenwerken en inhoudelijk sluit het (project) ook helemaal aan bij de maatschappelijke verandering en kanteling hervorming in de zorg").

The North Netherlands

Second, the region North Netherlands is mentioned in all sources I used, most extensively in 'Regiovisie'. The region, North Netherlands is a generic term for several developments in this region. First, a robust collaborative structure between the government, educative, knowledge and care institutes already exists here.

Second, this region has the lead in knowledge about healthy aging in the Netherlands. Several partners express a necessity to research this subject and share the outcomes (regiovisie). This knowledge is already available in many educational organizations, social organizations, and companies but ‘mbo scholen' are behind in this development. Because NetwerkZON is originally involved with these ‘mbo scholen' they can share this knowledge with them. Third, an initiative in the region is ‘Zorgpact Noord' which is meant to stimulate collaboration between social wellbeing and healthcare organizations, ‘mbo and hbo onderwijs' and local governments. The national organization ‘Zorgpact' focuses on stimulation of this collaboration which should result in a well-organized wellbeing sector which is available and payable both now and in the future. *NetwerkZON2020: the H(ealth) factor* contributes significantly to this purpose in the North.

Fourth, the Northern Netherlands is also mentioned in meetings of the project team to contribute in making the collaboration successful. Institutions in this region behave less competitive compared to institutions in the ‘Randstad'. Competition, caused by more density of institutions in the ‘Randstad' is assumed to have a negative influence on the collaboration. In contrary, partners in the north need each other to provide the best healthcare, which is considered to be a better condition for collaboration.

A common history of collaboration

The third contextual factor of influence is the common history of collaboration. Partners already collaborate for 20 years, according to the program manager:

> “The partnership I work for that has developed over the last 20 years ... then they decided in the north not to do this (meaning adjust to structural changes in healthcare) separately but we are going to do this together, together with all the managers/directors we were very clear, this is a process that we will be better able to do together than leaving it to individual ROCs[3]"
>
> (“het samenwerkingsverband waar ik voor werk dat dat zich in de afgelopen 20 jaar heeft ontwikkeld … toen heeft men in het noorden gezegd van we gaan dit (dit duidt op aanpassen op structurele veranderingen in gezondheidszorg) niet afzonderlijk doen maar we gaan dit gezamenlijk doen we gaan met toenmalige bestuurders waren allemaal heel duidelijk, dit is een proces waar we dat beter samen kunnen gaan doen dan het overlaten aan afzonderlijke ROC ‘s”).

Several projects have been implemented, and the collaboration develops adjusting to changes

[3] Also HBO-V (Higher vocational training for nursing) is involved but seems to be less relevant in this regard

in the sector. When problems occurred, for example with finding the internship positions, NetwerkZON kept working on solutions despite the fact that most of the partners said the issue was beyond their abilities (information provided by the staff members during an informal meeting). They found a solution, namely the internship positions in Germany. Such a history comes with expectations and trust.

Conditions for reciprocity

The fourth contextual factor, the organizational structure of the cooperation partly existed, while it was somewhat consciously created this way. Since the network already existed for almost 20 years since the project started, the structure of the organization partly existed before the project began. The most important cause for this particular structure came from the dissertation of Zuidersma (2012), according to the program manager:

> "In 2012 when I wrote my dissertation, to what is actually the success of the collaboration between educational institutions and healthcare institutions and it became clear that collaboration and networking would be important, and it was also very clear that multi-layered collaboration had to be boosted"
> (“in 2012 toen ikzelf ook gepromoveerd ben op he wat is nu eigenlijk het succes van samenwerking tussen onderwijsinstellingen en gezondheidszorginstellingen en het heel duidelijk werd dat het om goede samenwerking en netwerken moest gaan en het ook heel duidelijk dat een meerlagige samenwerking ook weer steviger ingevuld moest worden”).

Since then, four conditions that she found to be decisive for the success of collaboration have been serving as a guideline for the structure of the network and organization. These are conditions under which reciprocity is likely to occur, instead of status behavior. Reciprocity helps when partners want to work successfully on a common goal. The following four conditions are essential for the reciprocity to emerge: connectivity, multi-layered relationships, interdependence and future perspective (Zuidersma, 2012).

First, connectivity concerns the ability of the partners to understand each other. Using the same terms for the same concepts is vital for accomplishing this. In this respect, actors also need to be able to come in contact with each other, and this needs to be facilitated both geographically and technically.

The second condition of multi-layered relationships has two directions. The first condition is met when relationships consist of several layers (from director and management to professionals on the job). The second one - when the stakeholders meet in several different contexts, not only during a weekly meeting they both attend but for example also in an informal setting like a sports club or during a seminar. This would increase the willingness to help each other. Project staff 2:

> "the multilayeredness you see here: the project leaders who are currently the lecturers so they look with a slightly translucent and abstract view, and then you have the project staff who really do the executive part, and the people in the platforms that's the sounding board, but there are also people who actively participate in this way, it comes back to different levels in organizations and gets a place, and the past has also shown that this works well"
> (“de meerlagigheid die je hierin terugkomt: dus je hebt dan de projectleiders dat zijn momenteel de lectoren dus die kijken met een iets overstijgende en abstractere blik, en dan heb je de projectmedewerkers die dan echt het uitvoerende deel oppakken, en de mensen in de platforms dat is het klankbord, maar dat zijn ook mensen die actief meedenken en meedoen op die manier komt het in verschillende lagen in organisaties terug en krijgt het een plekje, en het verleden heeft ook wel uitgewezen dat het goed werkt”).

The condition of multilayered-relationships is distinct from the concept density, a much-used concept in social network analysis. Density is measured by the number of existing ties in proportion to the possible amount of ties in the network (Robins, 2015), while multilayered-relationships is related to the number of situations in which partners meet.

Switching in roles between actors creates interdependence in the relation, the third condition. In one situation actor A provides knowledge to actor B and in the second situation, it is the other way around. The more such switching roles will occur the more interdependent they will be. In turn, it will result in more reciprocal behavior. Interdependence can be seen as a way to reciprocate a tie (Robins, 2015).

The last condition, future perspective, refers to the perspective of actors on the potential of future relationships. When the expectations of input and output of the collaboration increase, actors will have greater trust in future relationships.

Mechanisms and outcomes related to a context

Mechanisms are most of the time related to the context in which they take place, the interaction between the context and the mechanism is decisive for the success/outcome of the mechanism. Therefore, they cannot be seen unrelated to the context and outcome. The context of the project

NetwerkZON2020: the H(ealth) factor will be related to the mechanisms and outcomes of the policy in the next paragraphs.

The intended outcome of the project *NetwerkZON2020: the H(ealth) factor* is focused on improving healthcare. Three primary outcomes are distinguished. First, to make the client/citizen central. Second, a smooth transition for students from education to the work field. Third, to make a substantial contribution to fundamental changes in the wellbeing sector. Furthermore, sustainability of the interdisciplinary (knowledge of) learning networks is mentioned a few times in the interviews. Focusing on these outcomes is expected to contribute to better wellbeing in general.

In the center of the project is the mutual exchange between education and the different disciplines in the work field (interdisciplinary learning networks). The interdisciplinary method that is applied in the networks contributes to making the client/citizen central (CMO 1), because the disciplines collaborate to help the client instead of professionals of several disciplines who each work in their vacuum. The interaction with the education helps in sustaining this method to a new generation and it helps to create a smooth transition from school to work (CMO 2). Collaborating is the key action in this interaction; first in collaboration with other disciplines in the field to help the patient/citizen and the second collaboration with the educational institutes to educate a new generation of professionals (CMO 3). I will elaborate on these CMO's in the following paragraphs.

CMO 1: interdisciplinary collaboration to achieve client-centered care

<table>
<tr><td colspan="2">Context: network structure (connectivity, multi-layered relationships, interdependence)</td></tr>
<tr><td>Mechanism:
Interdisciplinary collaboration in networks helps to create an integral (better) solution for the client</td><td>Outcome: Client/ citizen central</td></tr>
</table>

Interdisciplinary learning networks are the core of the project, everything evolves around these networks. An interdisciplinary learning network is a network in which multiple disciplines collaborate on behalf of the client/citizen. In these networks, partners try to adapt to the changing environment of the healthcare sector and are in some way related to the principles of *Healthy Ageing*. An interdisciplinary method and relating to the principles of Healthy Ageing are necessary conditions to become an interdisciplinary network in this project. In the first year of the project, the development of these networks is the priority. Later on, the focus will shift to the educational matters as project staff 1 explains:

> “we start with the institutions where the learning networks come from and then we look at how we can integrate that into education”
>
> (“er wordt gestart met de instellingen waar de leernetwerken vandaan komen waar vervolgens dan toch wel gekeken wordt van hoe kunnen we dat in het onderwijs meenemen”).

Several stages are distinguished in the process to become a network with a H-factor . In the first stage, interdisciplinary collaboration in the network is central. The network gets the opportunity to present itself in a meeting called ‘open huis' this is also a moment to get feedback on their project and connect with other relevant actors. In the second stage, networks contribute to the school curriculum, cases in which interdisciplinary collaboration is central are retrieved from the networks to contribute to the study material for students. This is the first step in introducing the educational aspect into the networks. Eventually, in the third phase, students can do their internships in these networks, they will work and learn in the networks. The last phase is about preserving the interdisciplinary learning networks. Interdisciplinary methods will contribute to one integral solution for the patient/citizen. When disciplines collaborate on behalf of the client instead of disciplines who work in their vacuum they will be able to help the client better, because when professionals from different disciplines can discuss the possible solutions they will be able to help the client/citizen with a coherent plan that helps in every domain of their wellbeing. All professionals bring their expertise in this plan, but none of them is dominant. Every network has its own methods to discuss these matters, some have weekly meetings, others meet once a month and in some networks partners have more spontaneous meetings or collaborate in several subgroups (in the case studies there will be more information provided on this matter). By constructing these networks following the conditions that motivate reciprocity (Zuidersma, 2012) the collaboration is assumed to be more focused on the client/citizen. Project manager:

> “because that's just a big success factor that you keep in mind whoever it is, because that makes such mutual dependence so clear for all disciplines"
>
> (“want dat is gewoon een grote succesfactor dat je diegene om wie het gaat steeds in beeld hebt want dat maakt dan die onderlinge afhankelijkheid zo duidelijk voor alle disciplines.”).

The first intended outcome, to put the client/citizen at the center, is mentioned in every source I used; in some literally and in others more implicit. These clients/citizens are a broad group, all age categories can be involved, the restriction is in the region of this group, which is Groningen, Drenthe and the North of Overijssel. To make the client central is assumed to contribute to the wellbeing of the client, which is seen as a way to improve healthcare. Implied in this outcome of making the client central is that this would help the client, program manager:

> "always at the forefront is how can the client or student get better"
>
> (voorop staat is hoe wordt de cliënt of student hier he hoe wordt de cliënt er beter).

Putting the client central is also supposed to contribute to the third outcome of the project to contribute people's life for another two years. Project staff 2:

> "Then the citizen will be central and then it will also contribute to two extra healthy years of life"
>
> ("dan zal de burger centraal staan en dan zal dat ook bijdragen aan de twee gezonde levensjaren erbij").

These two extra healthy years in life that are referred to in this quote are part of the *third* outcome (substantial contribution). This shows how these outcomes relate to each other, to put the client central will contribute to the outcome to make a substantial contribution.

CMO 2: interaction education-work field to connect the healthcare education to the work field

Context: a common history of 20 years collaboration	
Mechanism: Reciprocal relation between education and interdisciplinary learning networks in which exchange of methods help them learn.	Outcome: The connection between education and workfield (contently and in numbers) Teach student properly

When the networks collaborate by their interdisciplinary method adequately, the next step is to connect educational institutes to the interdisciplinary learning networks (this part just started during this research). This should help students to be prepared for the changing work field in which they will work after they are graduated. The interdisciplinary method that is used to help clients/citizens in the networks is essential in this regard. Teachers use educational materials in the form of cases from the networks. These cases are developed in collaboration with NetwerkZON in the networks and are or will be made available for teachers. What the exact way of sharing these cases is, is not yet clear. Together with ‘eflow-tests' (these are online tests before and during internship) that are adjusted to the internship position, this will help them prepare for their internship in an interdisciplinary learning network. Role models in the networks can be used as an example for the students. The role models voice how professionals could work interdisciplinary to help clients/citizens in the new social well-being environment. Students who learn by these methods (cases, role models, and internships in the interdisciplinary context) will be able to work more smoothly in the interdisciplinary work environment. This process of connecting the educational aspect to the interdisciplinary learning networks is not fixed, every network develops in their own way and when it is their time.

The common history, of collaborating for twenty years, helps NetwerkZON to connect the interdisciplinary learning networks with the educational institutions. Mutual trust among the partners as result of the shared history helps in this regard. Partners more naturally invest in the collaboration. This helps to create a reciprocal relationship among them to help students, according to project manager:

> "Collaboration between education and healthcare institutions, that teachers and practitioners, nurses, showed reciprocal behavior because they spoke more the same language when their goals were aimed at the student (in this case)."
>
> (“Samenwerking tussen onderwijs en zorginstellingen he dat docenten en praktijkopleiders, verpleegkundigen verzorgenden wederkerigheidsgedrag vertonen doordat ze meer dezelfde taal gingen spreken wanneer hun doelstellingen gericht waren op de student (in dit geval).”)

The results of the second intended outcome of the project; a smooth transition from education to work field is focused on another target group, the upcoming professional. After four years of schooling students have to be able to do their job in the changed work field, also their course of study has to fit the employment opportunities. This issue is thus twofold. Students need to learn the things they will actually have to do in the work field (related to the content) and the number of educated students needs to fit the demand of the work field (related to numbers). Program manager:

> "Goal is to develop a robust learning line health care *healthy aging* from level 2 to level 5 that is the goal"
>
> (“doelstelling is een robuuste leerlijn zorgwelzijn healthy ageing te ontwikkelen van

niveau 2 t/m niveau 5 dat is de doelstelling”).

This outcome is also part of a newer project of NetwerkZON called ‘doelmatigheid’ but it was already recorded in this project as well. In ‘regiovisie’ this outcome is described extensively, substantiated with numbers of professionals in several subfields and students studying in this subfields. Especially the ratio between two territories in the social domain; wellbeing and (medical) care is mismatched[4]It is important to offer educational systems that can relate to the demand of the work field because this helps in taking care of clients more efficiently. More comprehensive training is mentioned to be a solution to the changing work field, in this way professionals can work in a broader range of jobs. This is needed to adjust to changes in the work field, those have been mentioned in the paragraph about contextual factors because interdisciplinary methods become more important it might be convenient to have professionals who are educated on more general topics. Project staff 1:

> “the matching of the students so to make the transition from education to labor, work environment, the labor market as smooth as possible and I think it has to do with the changing tasks of professionals that are becoming more diverse”
>
> (“de matching van de leerlingen dus het zo vloeiend mogelijk maken van de overgangen van onderwijs naar arbeid, werkomgeving de arbeidsmarkt en ik denk en daarbij heeft het te maken met de verandering van de taken van de zorgprofessional die worden steeds diverser”).

This interviewee mentioned how more diverse tasks in the work of the professionals asks for changes in education. This is also related to the before mentioned changes in the workfield.

CMO 3: future education

The third cmo-configuration aims the same outcome as the first, making the client/citizen central. Only this cmo-configuration is more focused on the future.

Context: (social) changes in healthcare; North Netherlands (knowledge HA)	
Mechanism: in collaboration with interdisciplinary learning networks, education and other instances developing a robust education program	Outcome: Client/ citizen central (also in the future)

[4]. The demand from the work field for wellbeing was in 2014 32% of the professionals (and is expected to stay the same in 2017) of the total demand in the branch. But the supply for wellbeing was 48% (students graduated) and was expected to stay the same in 2017. This would mean to many graduates in this branch.

The collaboration with interdisciplinary learning networks, educational institutes, and knowledge institutes allows NetwerkZON to work on a robust education program which makes the client/citizen central. The combination of practical information from the learning networks and the expertise of the educational and knowledge institutes can generate a robust education program because these partners can all add their expertise: practical information/situation, educational experience, knowledge of relevant study materials. Project manager:

> “The interdisciplinary learning networks have been consciously chosen as an intervention to develop that robust learning line and, in doing so, this increases the own control of the citizen”
>
> (“die interdisciplinaire leernetwerken zijn heel bewust gekozen als interventie om die robuuste leerlijn te ontwikkelen en ook daarmee weer die eigen regie van de burger te vergroten”).

In the context of (social) changes in healthcare all these partners are interested in such an education program. Another contextual factor that supports this is the area in which this development occurs, North Netherland. This area has expertise on *Healthy Ageing* knowledge, and adding this knowledge to ‘mbo-scholen' will help in the development of the practical application of the knowledge at all levels. This will help to educate students to become the professionals in respective fields, who can collaborate, makes the client/citizen central, put Healthy Aging knowledge into practice and will contribute in this way to better healthcare.

One intended outcome of *NetwerkZON2020: the H(ealth) factor* is not yet mentioned in these cmo-configurations. To make a substantial contribution to fundamental changes in wellbeing sector and add two healthy years of lifetime. This outcome is consistent with other institutions in the region, which is also mentioned in paragraph ‘*context*’. Project staff 2:

> “The goal of networkZON2020 is to contribute to the new care and welfare professional and thus contribute to two healthy years of life”
>
> (“het doel van netwerkZON2020 is een bijdrage leveren aan de nieuwe zorg en welzijnsprofessional en daarmee ook bijdragen aan twee gezonde levensjaren erbij”).

The two aforementioned outcomes are assumed to contribute to this last outcome. In the end, it is believed that all these intended outcomes will contribute to better healthcare in general, the overall intended outcome of the project. An overview of these cmo-configurations and the overall outcome is provided in Table 1.

Table 1: Overview the three CMO-configurations and the overall intended outcome

CMO 1	***Context*** : network structure (connectivity, multi-layered relationships, interdependence)		***Overall outcome*** : to make a substantial contribution to fundamental changes in the wellbeing sector and add two healthy years of lifetime
	Mechanism : Interdisciplinary cooperation in networks which helps creating an integral (better) solution for the client.	***Outcome*** : Client/ citizen central (also in the future)	
CMO 2	***Context*** : common history of 20 years collaboration		
	Mechanism : Reciprocal relation between education and interdisciplinary learning networks in which exchange of methods help them learn.	***Outcome*** : Connection between education and workfield	
CMO 3	***Context*** : (social) changes in healthcare; North Netherlands (knowledge HA)		
	Mechanism : In collaboration with interdisciplinary learning networks, education and other instances develop a robust educational program.	***Outcome*** : Client/ citizen central (also in the future)	

Conclusion PART I

The reconstruction of the policy of *NetwerkZON2020: the H(ealth) factor* has revealed several outcomes, contexts and mechanisms. These are reconstructed in the following three cmo-configurations: ‘interdisciplinary collaboration’, ‘interaction education-workfield’ and ‘future education’.

The theoretical paragraph, and the policy of *NetwerkZON2020: the H(ealth) factor* as described in the previous paragraphs, revealed some similarities. Relating to the starting conditions, Ansell (2008) distinguished three critical conditions that will influence the collaborative process.

First, ‘power imbalances', which refers to asymmetries in power, resources, and knowledge among partners (Ansell, 2008). This condition might be most comparable to the condition of multi-layered relationships (Zuidersma, 2012) in the program theory. Those conditions both refer to differences in the position of partners. The condition of multi-layered relations relates to persons, whereas the power differences in Ansell could also apply to the organizations/institutions, which is slightly different. Another difference between Ansell (2008) and the policy theory is how they approach differences in the partners' positions. The different layers in Zuidersma (2012) are meant to complement each other. The different layers together can get the full picture of an issue. This helps the collaboration to find a solution that works for everyone. But when it comes to the power balances in Ansell (2008) when one of the partners is more disadvantaged than the other, it might negatively influence the attractiveness of the collaboration. Therefore, they approach this in the opposite direction. In Ansell (2008) it is seen as a negative condition for the collaboration because power imbalances make the collaboration more susceptible to manipulation. But in Zuidersma (2012) this is a condition that encourages reciprocal behavior among partners because people in different positions might have another insight in the issue, which creates an opportunity to help each other. Differences in position are not focused on power in this regard. In light of the overall organization NetwerkZON, this project results in the empowerment of relational embeddedness (Granovetter, 1992). The project creates more reasons to collaborate, and it deepens the existing network relations because this project creates more reasons to collaborate, partners probably meet on more occasions which could also result in more multi-layered relations.

A second similarity pertains to ‘incentives and constraints for participation’ (Ansell, 2008) which can be compared to the notion of future perspective (Zuidersma, 2012). Important for both Ansell and Zuidersma in this condition is that partners see that their participation will be beneficial for achieving their goals. Otherwise, partners will be less motivated to collaborate.

The third starting condition, ‘prehistory of collaboration or conflict', is a given in this situation. NetwerkZON exists for twenty years and therefore has a history of collaboration, but for this project also new partners are and will be involved. In the documents, there is not much attention for this subject, but during conversations, it came up a few times how the prehistory of NetwerkZON influences this particular project. Trust has been built in times of a shortage of internships for students. Although all other partners said it was out of their league, NetwerkZON arranged internships in Germany what was a part of the solution for this problem. In this way NetwerkZON showed that they are trustworthy - they did not quit when things get complicated.

In the collaborative process, Ansell (2008) distinguished five factors that will help in successful collaboration. First, ‘face to face dialogue' is something that is also strived for by NetwerkZON. In several platforms that have different focuses, the different layers of organizations meet to make arrangements for particular topics. These platforms were already existing for other projects of NetwerkZON. Also during ‘open huizen' the interdisciplinary learning networks meet mutually but also with other actors in the network.

Second, ‘shared understanding' is something Zuidersma (2012) also mentions in her dissertation as a condition that encourages reciprocity, under the title connectivity. Connectivity refers (besides a geographic factor) to using the same language. Being on the same page in the collaboration is accordingly recognized to be important in the collaboration and to work on the same goal. Also Provan & Kenis (2008) mention goal consensus as a condition that improves the performance of inter-organizational collaboration.

The other three factors, ‘commitment to the process', ‘intermediate outcomes' and ‘trust' are not directly stated in the policy. Nevertheless, these factors can be recognized in the project in several ways. *Commitment to the process* could be created through platform meetings and newsletters. In platform meetings, members can ask questions and give their comments, in the newsletters NetwerkZON informs members about the progress of the project and invites them to meetings and workshops. This could be seen as a way to involve all members and create commitment among them.

Intermediate outcomes can be recognized in the form of ‘open huizen’ which can be a boost for the network. It provides the opportunity for interdisciplinary learning networks to present their work method, something they are proud of. This makes them realize how far they have already come and have an overview of the outcomes of their project so far.

Trust, or specifically the lack of trust is described as a risk for the collaboration. This might happen when members do not meet or spend not enough time to meet the other partners to develop trustful relationship. They acknowledge that creating trust is a time-consuming process as it is also stated by Ansell (2008).

When it comes to the ‘institutional design' of NetwerkZON, the attitude is to be open to everyone who wants to be involved in the network. No one is excluded from the collaboration. This is meant to prevent others from starting their comparable network organization and become competitors. Partners in the project have signed a letter of intent.

‘Facilitative leadership' is a role that would probably fit NetwerkZON in this project. An important task is to link partners who might collaborate beneficially and be around to manage this process. The governance form that NetwerkZON relates to is a ‘network administrative organization (Provan & Kenis, 2008), although they get partly paid by the network partners, they have no other function than to manage the collaboration. This form fits the extensive network that has to be governed.

PART II: Three learning networks in the Health Factor

In this chapter, I will describe the cases: the interdisciplinary learning networks that were chosen to be the cases in this study. This chapter concerns the following four sub-questions:

1. How do the Network and three learning networks operate in terms of processes and structures, and with what effects?
2. How can differences in the operation and effects of the learning networks be explained?
3. Is there a change over time recognizable? How can this change be explained?
4. Are the networks sustainable? What does make them sustainable?

First, the method used to study the cases will be described. Second, the three cases will be discussed. I shall start with a description of the governance structure of each network, in which matters like available time for this project, location, and hierarchy will be discussed. This is followed by an indication of how the partners in the networks are collaborating and a possible explanation for the degree and nature of the collaboration.

5. Methodology

The research question of this thesis is: What are the outcomes of three learning networks in the project *NetwerkZON2020: the H(ealth) factor* and how can these outcomes be explained?
To find the answers to my research questions I will conduct qualitative research. Qualitative research can be used when dealing with 'why' and 'how' questions. These kinds of questions are asked to understand and explain the topic of research and to describe processes (Hennink, 2011). Those questions are especially relevant because of the explorative character of this research. Distinctive for qualitative research is the perspective; the research objective is researched through the eyes of the participant. This also means there is not one truth, because everyone is seeing things from their own perspective. Therefore to analyze these results it will be important to take the context of participants into account. The context could reveal a (partial) explanation for different perspectives (Hennink, 2011). This holds for both parts of this thesis. First part is the reconstruction of the program theory. The second one are the interdisciplinary learning networks in the context of *NetwerkZON2020: the H(ealth) factor*. These two parts are described in separate chapters, 'Policy reconstruction' and 'Case studies'. The specifics of the data collection of the policy reconstruction are already described in that chapter.

Case study approach

The interdisciplinary learning networks central to this research can be considered case studies. In these networks, a central interdisciplinary method in which several disciplines collaborate to help clients is key to the collaboration. A case study is appropriate to get a thorough understanding of a social phenomenon (networks and collaboration therein) in a certain context (Yin, 2014). I will research these cases by in-depth interviews, observing at meetings and analyzing documents. In-depth interviews allow the participant to tell their story in their own context. By observing the meetings the context of the network will become more clear and it is a way to uncover unspoken rules of the network (Hennink et al, 2011). The documents can provide extra background information on the context.

Three interdisciplinary learning networks were chosen to be the research subject in this study. They all function in the same the same framework of *NetwerkZON2020: the H(ealth) factor,* which makes them comparable. But they also function in their own context of organizations and clients. Therefore this study concerns an embedded single-case design (Yin, 2014). The multiple units of analysis are the interdisciplinary learning networks; the design is embedded because multiple networks are identified, the single case is the project *NetwerkZON2020: the H(ealth) factor* of NetwerkZON.

Case study selection

At the time I had to choose my cases eight options were available; these were interdisciplinary learning networks that started at least half a year ago. Participants in newer networks where probably not able to answer my questions because they did not experience working in the network enough. Every network develops in its own way but at this point, two developments can be distinguished. First, organizing an ‘open huis' in cooperation with NetwerkZON. Second, the development of examples of work situations from their interdisciplinary method framed in cases that can be used for educational purposes. I chose to make these two developments a requirement for choosing the cases, because those networks have gone through the most stages of being an interdisciplinary learning network. Furthermore, those networks were in the same stage which makes them more comparable. Five networks complied with this condition. Another factor I decided to keep in mind for choosing the cases was my involvement in the networks during my internship. I expected this to make it easier to get access to the network; people would be more willing to help me when I already knew the network a little and met a few people. This left me with three cases I am going to study. Although the networks have a lot in common as I mentioned before, they differ in the following characteristics: partners work in one building vs. they work in several buildings, stakeholders work in one organization vs. several organizations, the network exists of students vs. exists of professionals, and there is a specific target audience vs broad audience (table 2). It can be interesting to see if these differences have an effect on the network and the collaboration process.

Table 2: overview characteristics cases

	Case 1: Healthy at early age	**Case 2: A multiple angel approach by students**	**Case 3: Client-centered care by management**
Partners in the network	Several organizations	Same organization	Same organization
Building	Several buildings	Same building	Several buildings
Members/partners	Professionals	Students	Professionals
Target audience	All children in a neighborhood	Specific clients/ everyone in the neighborhood	Specific clients

Data collection

When I started the data collection I already knew the networks a little because I attended several kinds of meetings with these networks. First I attended the 'open huizen' of the first two case, by then I was an intern at NetwerkZON and not yet working on my thesis. During these meetings the main goals of the networks became clear and also what kind of activities they organized and the kind of partners who were involved in this network. I did not know yet what this thesis would be about, so the notes I made are just things I noticed as a sociology student and intern at NetwerkZON. Second, when NetwerkZON was working on cases in the networks, I attended their meeting with the contact persons from all three networks (April 2017). Central in this meeting were examples from their interdisciplinary method with which they work in the network, these were described in the cases and can be used as examples for students. An extra meeting I attended in the second case was an event in their neighborhood meant for the elderly people (on may, 18th) in the neighborhood, one of the students organized a part of this event for her study with information about healthy food, etc. focusing on prevention. The notes I made during the meetings from when I was an intern will only be used as background information or be complementary.

The plan before the start of the case studies was to collect four kinds of data: via interviews, observations, documents and a questionnaire. In Table 3 an overview of the actual collected data is provided. When I had made the decision what interdisciplinary learning network I would study, I first contacted the contact persons of NetwerkZON for this networks. These persons told me that I could study these networks and that they were willing to help me.

Interviews

Participants I interviewed were stakeholders in the interdisciplinary learning networks, I tried to find at least one person per network who was coordinating the network, this was often also the contact of NetwerkZON. I chose these participants in consultation with NetwerkZON. These participants helped me to find the second participant in the network to interview. For the second participant, I tried to speak with someone in the network who had a more executive role in the network. This way I could speak to participants who had different positions in the network. Therefore they might have a different perspective on the collaboration in the network. For each of three networks, I conducted two interviews. For case 1 this was with the head of one of the schools (participant 1), this person is also the contact person of NetwerkZON, I spoke with her for about 45 minutes. The second interview was with the representative of the sports institute with which I spoke for about half an hour (participant 2). In the second interdisciplinary learning network, I interviewed the supervisor of the team (participant 1) who works full time in the team and is also the contact person for NetwerkZON. The second interview was with one of the students who was an intern in this team. During the first interview with the supervisor also a student was attending, she sometimes provided extra examples. This was a student 'social work' (participant 2), this interview lasted for about one hour. The other student I interviewed was studying 'legal service' (participant 3), so I interviewed students with different educational focus. This interview lasted for about half an hour. For the third case, I interviewed the project manager (participant 1) of the project for about one hour and our contact person (participant 2) who is 'head education' for about half an hour.

The questions in the interviews for the interdisciplinary learning networks are based on the conceptual model of the theory and the research questions (Hennink, 2011). I asked about every concept from the model in an open way, questions are added in appendix 2. For example: 'could you tell me about the way you collaborate in the network?' and 'With whom do you like to collaborate the most? And why?'. Further, I tried to take a context into account, asking for general information about their work situation, what they prefer to do and how they see their role in the network. I tested these questions in a pilot interview (Hennink, 2011), a report of this interview is added in appendix 1. It helped me since the interviewing was a good exercise to ask questions, follow up questions and when to be quiet and just wait for an answer to come. Besides I changed the formulation of the question - I asked about their method (werkwijze) but this word was not specific and clear enough, I replaced it with the way you collaborate. Additionally, one question was added in the beginning, asking with whom do they collaborate in the network. Due to this question, it became clearer what the other questions refer to.

Observations

I tried to observe the members meetings within three networks, wherein they discussed their methods. For the first case, this was during their 'kernteamoverleg' which is a meeting in which all partners send a representative. For the second case, I attended one of their weekly meetings, which is expected to be attended by all students and one supervisor, and they discuss their working methods. As regards the third case, I could not attend the meeting as most of the network's meetings are too confidential because they are concerned with clients who are also present during this meeting. Another methods-related meeting was canceled, so I could not attend it. During the meetings, I took notes and focused on how did the partners collaborate; how did they make decisions, who did take the lead, did the rest follow, how did they come to an agreement.

Documents

For all three networks, I used the background documents. Two documents for the first case: a summary of the application grant from the sports institute and a description of the project. For the second one document: kadernota WIJ Groningen.

For the third case, I made sure to have extra documents because for this case I did not get as much data as in the other two cases. On top of that, I did not know this case as good as the others from my internship. The open huis was before I started my internship at NetwerkZON so I did not attend this meeting. The contact person of NetwerkZON was willing to help with the research, but in the end, it was hard to get information from the 'personal supervisors' for several reasons. I could not get in touch with them because their meetings with the clients were confidential and they had no time to let me interview one of them. Therefore the input for this case is based on two interviews and several documents (overview in table 3).

Questionnaires

I would ask all members of the network to fill in a questionnaire (appendix 4), but there was not enough response to this questionnaire to use this information. A possible reason for the low response rate would be that most of the members in the networks are not familiar with the term 'interdisciplinary learning network' and mainly that they are not aware of being a part of these networks. The questionnaire was focused on checking whether the conditions of the policy theory for reciprocity were present in the networks and if partners trust each other. Therefore this could have revealed the link between the policy theory and the interdisciplinary learning networks; what impact these conditions have on the networks. In the table below an overview is given of the actual collected data.

Table 3: Collected data for case studies

	Case 1	**Case 2**	**Case 3**
Attended meetings before starting research	1. Open huis (February, 2017) 2. Collecting cases (April, 2017)	1. Open huis (February, 16th) 2. Collecting cases (April, 2017) 3. Event in their building meant for the elderly (on may, 18th)	1. Collecting cases (April, 2017)
Interviews	1. Head of one of the schools (4th of July) 2. A representative of the sports institute (5th of July)	1. Supervisor of the team and a student (August, 8th) 2. A student from the team (August, 9th)	1. Project manager (July 18th) 2. Head education (August 2th)
Observations	1. Open huis'(February, 2017) 2. Meeting (kernteamoverleg) of the partners in the network on 20th of June 2017	1. Open huis (February, 16th) 2. Weekly meeting of the team (June, 12th)	
Documents	1. Summary of the application grant from the sport institute 2. Description of the project.	1. Kadernota WIJ Groningen	1. Plan van aanpak 2. Verslag evaluatiebijeenkomst 3. Verslag projectgroep 4. Update
Questionnaires	Respons: 3	Respons: 4	Respons: 2

Analysis

Five steps in the analytical cycle from data to developing and grounding the theory can be recognized (Hennick, 2011), those are: describe, compare, categorize, conceptualize and explain. Based on the interview-questions and theory I developed a codebook with all the concepts I expected to come up in the interviews (Appendix 3). With these deductive codes, I coded the transcripts of the interviews with Atlas.ti. Additionally, new inductive codes appeared, for example: 'own interest first' and 'initiative'. It made me code the interviews again. After coding, I created a list of quotes from Atlas.ti per code and per case, and I used this as a guideline to make a description (Hennink, 2011). I described the three chosen networks regarding network characteristics; social activity/popularity, position in the network (structural), the existence of subgroups, network structure, outcomes, reciprocation. I also used the conceptual model (figure 1) in this regard. In addition to the network characteristics, I looked into the processes and sustainability, if there is a change over time and what could have caused this change. Differences between participants concerning these topics could, for example, reveal information about the potential difference in their perspective with regards to the comparison in the analytical cycle. The texts that came from these steps were a bit unstructured and loose, this is where the categorization and conceptualization started, I structured the text by (theoretical) subject. Eventually, I compared the networks to see if and how differences in outcome could be explained.

Trustworthiness

In quantitative research when it comes to trustworthiness authors refer to this as reliability or validity. However, these concepts do not fit qualitative research because it is more ambiguous and no established statistics are used. Therefore it is important to be transparent about the data collection and address issues of trustworthiness. According to Shenton (2004) four criteria are critical to ensuring a trustworthiness in qualitative research. Those four criteria are credibility, transferability, dependability, and confirmability. First, credibility provides information about how the results fit reality; it relates to the congruence between results and reality. This can be done by taking the context into account when interviewing. Do the answers fit with the context? Furthermore, making sure the question will not be answered as the participant might think is socially acceptable. To accomplish this it is important to ask open questions.

Second, transferability, to what extent the results of the research can be used in other contexts and situations. Providing information about the data collection is important in this regard. With this information other researchers can see for themselves if the results of the research can be used in their situation. To make sure this criterion is met I will provide all relevant information about the cases.

Third, dependability identifies the quality of the description of the research process. This criterion is met when this description is adequate to repeat the research and collect similar findings. Therefore concepts have to be clear. How the data collection is done has to be detailed enough and researchers have to reflect on the process of data collection. I will reflect on this in the discussion paragraph.

Fourth, the criterion of confirmability is met when researchers can show that results of the research emerge from data and not their perspective. To meet this criterion in qualitative research questions have to be open and non-suggestive. Furthermore, because the researchers are instrument themselves, they can influence the data. I will try to ask questions in an open, nonsuggestive way. I will reflect on this more in the discussion paragraph.

Ethical issues

Considering ethical issues, Hennink (2011) distinguished five principles important to qualitative research. First, before starting the research, informed consent needs to be requested for the participants of the research. I asked, in consultation with NetwerkZON, the contact of NetwerkZON from the three networks if they would be willing to participate in this research. I told them what I needed for my research and for what purposes I was doing this research.

Second, the assurance of anonymity for the participants needs to be discussed. I told the participants not to use their name or the name of their organization in my thesis. Only my advisers would get to know their names. Therefore I also will not use the networks' names in my thesis, because this would endanger their anonymity. It is not possible to anonymize the data entirely, for someone who is familiar with the organization it would be possible to uncover what interdisciplinary learning network is related to what case study. For the participants of NetwerkZON, guaranteeing anonymity was an even more challenging issue, because the organization has not that many members and only one program manager. I explained this issue to them and told them I would show them the quotes I will use in my thesis before handing it in. It creates an opportunity for them, to edit their quotes if it is not what they meant. They agreed with this procedure.

Third, the voluntary participation. Participants need to know they are participating in the research voluntarily. I told them so in the introduction of the interviews. If they would like to stop the interview no matter why I would stop the interview (temporarily).

Fourth, harm has to be minimized for participants and risks have to be avoided. During the interview, I looked after the possibility of asking about too sensitive topics. I interviewed them in their own context, often their office or another place in the building where they worked. It is important because participants feel more at ease in their own environment.

Last, the collected information should be treated confidentially. I stored the interviews at my RUG-account, that no one else can enter. I only shared this data with my advisors.

6. Case 1: Healthy at early age

This interdisciplinary learning network is located in a district of the city of Groningen. It is primarily focused on the health of young children (between 4 and 12 years old). The district is a disadvantaged district, and therefore they can use some extra help in this department. The goal of the project is to stabilize the overweight problem of children; the focus has to change from overweight/fat to a fit and active lifestyle. Children learn what healthy food is and how to cook with it, in this way most of them learn to eat food they did not know before. Besides, attention for sports is vital in this network. Teachers get a better education to motivate children and make the sport-lessons more fun for everyone (also children with overweight). Even during the breaks they try to motivate the children to go outside and play fun games in which they have to move around. So nutrition and sports are the central 'Healthy aging' topics in this network. All involved partners try to teach the children the same lessons considering these topics.

History

In Groningen, the municipality has encouraged collaboration in the form of 'vensterscholen' for about fifteen years. These are collaborations in which elementary schools collaborate with at least childcare institutions in the neighborhood, but most of the time also other care-institutions in the neighborhood like WIJ-team, library and the community center. Which partners are involved in this collaboration depends on the neighborhood. Participant 1:

> "Groningen has always been leading in the phenomenon of 'vensterscholen'; to seek cooperation with other partners in addition to partners in education ".
>
> ("altijd wel koploper in het fenomeen vensterscholen en dat is heel erg van de gemeente Groningen om naast onderwijs de samenwerking met andere partners te zoeken".)

This kind of collaboration also existed in the neighborhood in which this interdisciplinary learning network is located. They called this the 'kerngroep' which is also the heart of the interdisciplinary learning network. This collaboration already existed before the appearance of this project (I will refer to it as '*Healthy at early age*') and NetwerkZON. Involved in the 'kerngroep' were elementary schools, WIJ-team and childcare institutions. Participant 1:

> "Yes, we have been working together in this district for a number of years with our natural partners, these are of course the other two primary schools in the neighborhood and we also have a good collaborative relation with the providers for childcare, and actually these are all large organizations that are represented here in the neighborhood."
>
> ("Ja nou wij werken in deze wijk al een aantal jaren samen met onze natuurlijke partners

> en dat zijn natuurlijk in ieder geval de andere twee basisscholen die hier in de wijk staan en daarnaast hebben we ook een goede samenwerking met de aanbieders voor de kinderopvang en eigenlijk zijn dat alle grote organisaties die je hier ook in de wijk vertegenwoordigd zijn".)

Partners

Involved in this network are three elementary schools of which two are in the middle of the process to merge. The other school consists of two locations including one in this quarter. Also, two childcare institutions, the social district team (WIJ team) and a sports institute (an institute focused on stimulating people to do sport) are involved. All partners except for the sports institute are located in the same neighborhood, the sports institute is located on the other side of the city.

Only the sports institute is relatively new to the collaboration, they entered the collaboration because of their subsidy. This is a subsidy that is used in neighborhoods with overweight problems and is focused on healthy food and sports, because the other partners already collaborated this was a right situation to add the '*Healthy at early age* subsidy project' to this neighborhood. Participant 2:

> "That collaboration already existed, because this is not suddenly there, like *Healthy at early age* is there and we are now suddenly collaborating, I think it is an utopia to say because of *Healthy at early age* we suddenly started working together, no that collaboration was already there and it is just easier to do it this way because there already was a certain basis ".

> ("die samenwerking was er al want dat is niet ineens ontstaan zo van *Healthy at early age* is er en we gaan nu ineens samenwerken dat is denk ik een utopie om te zeggen van door *Healthy at early age* zijn we ineens gaan samenwerken en nee die samenwerking was er al en het is gewoon makkelijker om het op deze manier te doen omdat er al een bepaalde basis was".)

Each of the involved institutions has a representative in the 'kerngroep' who gather every six weeks to discuss matters in the district and how to implement the methods for the *Healthy at early age* project. Implied in this structure is that representatives will inform others in their organization about relevant matters. However, this brings the question: what is relevant for whom? In the 'kerngroep' everyone knows about *NetwerkZON2020: the H(ealth) factor* and their status of being an interdisciplinary learning network. But outside this group even though people are involved in the purpose of the network and the activities organized by it, they do not recognize this as something they are involved in. I first observed this during the ‘open huis', at that time it did not seem like the partners in the network they were fully acquainted with the ideas of their partners. These could be the partners who had not joined the ‘kernteamoverleggen'. Another explanation might be that the project just started at that time. The second time the division between ‘kerngroep' and the others became clear was when I contacted these people to fill in the questionnaire. Someone called me with questions about the questionnaire, and he thought that this questionnaire was not meant for him because he was not involved in the network. This person did not believe he was the right person to fill in the questionnaire about this interdisciplinary learning network.

During the *Healthy at early age* program also another project is going on in their neighborhood; the merging of two schools with one of the childcare institutes. Choosing one of the childcare institutions to become part of the same building with the two merging schools can influence the involvement of the childcare institution that is left out. They might feel and maybe also be less involved in the collaboration.

Contact

In two structural ways ‘face to face dialogue' is ensured for the partners in the neighborhood: the ‘kernteam'-meetings and the ‘soepinloop'. First, ‘kernteamoverleg' happens once in every six weeks and only one representative of all involved institutions is present during this meeting. The second meeting, ‘soepinloop', is organized every month at rotating places at the involved institutions, in this meeting everyone involved in the neighborhood is welcome to join. Participant 1:

> "In addition, we also have times when we meet to network because we have once a month a 'soepinloop' as we call this meeting on which we also just separate from the agenda meet and where always bring something and to pick up and it is not only the formal but also moments once a month to eat a soup and also to network and that also works very well."
>
> (“daarnaast hebben we ook momenten waarop we elkaar ook om te netwerken ontmoeten want we hebben een keer per maand is er een ‘soepinloop’ noemen we dat georganiseerd waarop we ook even los van de agenda elkaar ontmoeten en waar ook altijd weer iets te brengen en te halen hebt en het is dus niet alleen het formele maar ook momenten een keer per maand om even een soepje te eten en ook te netwerken en dat

> werkt ook heel prettig.”).

This ‘soepinloop' is a meeting that also existed before the interdisciplinary learning network was formed. It is designed for the partners' involvement in the neighborhood, so the sports institute is in principle not excluded from this meeting. But when they partners talked about this during the meeting the partner of the sports institute did not seem to be interested. Another signal that this meeting is not as open as it is meant to be is a discussion during the meeting I observed. A new employee at one of the schools wanted to go to this ‘soepinloop,' but at first, her access would have been denied. At least she did not feel welcome and did not want to push it.

Besides the ‘kernteamoverleg’ and ‘soepinloop’, partners in this neighborhood meet during several occasions, for example during a relay-race that was organized in the neighborhood by ‘WIJ-team’. During ‘open huis’ they told about this:

> Het wijkteam vertelt over een plan om een estafette te organiseren, deze is in 1948(?) ook al eens georganiseerd in de wijk. Dit kan ook dienen als een fysieke ontmoetingsplaats voor het netwerk. Het is de bedoeling dat er ook gezonde snacks te verkrijgen zijn. Iedereen wordt opgeroepen om mee te doen.

In the following table, an overview is provided of all the discussed topics related to the governance structure of this network.

Table 4: Governance structure case 1

Governance structure	Case 1
Location	Kernteam: in the same neighborhood Sports Institute: on the other side of town
Clients	Children in the neighborhood They are supposed to be helped preemptive therefore there is no specific client.
Hierarchy	Nothing official; although the sports institute seems to execute what the other partners want.
Time	For the partner the sports institute this project is part of her work, for the rest it is extra.
Contact	Once every six weeks ‘kernteamoverleg' Once a month ‘soepinloop’

Embeddedness	The partners involved with children in the neighborhood are involved. The sports institute has a lot of contacts.
Finances	The sports institute contributes subsidy to the project.

History of collaboration

Except for the sports institute, the other partners in the project have a collaborating history. They collaborated in the neighborhood and got used to meet regularly in the 'kernteam'. This collaborating history probably means these partners have developed their own informal non-explicit rules of how they collaborate. But with this new partner (the sports institute) that enters the collaboration, it takes a new turn. Sports and healthy foods are the new focus.

When the collaboration with the sports institute started (November 2016) all the involved partners did a baseline measurement to know on what level they were at the beginning of the project on the topics of the project; healthy food and sports. Participant 1:

> "Well now we made that baseline measurement, so at least at the organizational level we know where we stand, and also that next year we will try to get that certificate on sports and exercise ... the other school is very much focused on sport and moving, and they are going to pick up that other subject (healthy food) and so it is divided in the neighborhood, and we have someone... who contribute her thoughts and thinks along at district level of how can you enhance this, and of course it would be wonderful if we could be a 'healthy neighborhood', but that is a challenge ".
>
> ("nouja we hebben nu zeg ik die nulmeting gemaakt, dus in ieder geval op organisatieniveau weten we nou waar staan we, en ook dat wij dat volgend jaar wel op sport en bewegen proberen dat certificaat erbij te krijgen … de andere school zit erg op sport en bewegen en die gaat dat andere stukje oppakken (gezond eten) en dus zo ligt die wel in de wijk, en we hebben iemand … die probeert ook op wijkniveau mee te denken van zo van hoe kan je dat zo dat je dat breder wegzetten en dat zou natuurlijk prachtig mooi zijn dat we een 'gezonde wijk' zouden kunnen zijn, maargoed dat is dan een uitdaging ".)

This baseline measurement helps them to plan what they need to do to reach their goal. Therefore this is a first step to reach their goal. Also, several activities have already been taken place in the neighborhood. For example, almost every school has had someone who arranged 'smaaklessen' for the children, these are lessons about food and the taste of it. Although not everyone was happy with the content of these lessons, they achieved to arrange this at all schools.

Resource and knowledge asymmetries

In this network the different interests are crucial for the collaboration; there are the clear resource and knowledge asymmetries. The sports institute contributes the subsidy (financial resources) to the project and also knows how to organize the activities that are necessary for the goals of the collaboration. This asymmetry could affect the collaboration because this partner has more power (because of these differences). In the interview with the partner of the sports institute, it became clear how the other partners collaborate when they meet without her. They did not discuss her list of topics for the *Healthy at early age* project and just continued talking about other matters in the neighborhood. She got back from the other partners that there was no time left for her topics. Having these resources brings her in the position to take the lead; otherwise not much seems to happen. Because of this position, I shall refer to her as ‘team leader'.

The team leader fulfills a particular role in the network that cannot be compared to the other partners. It could be caused by the fact that the sports institute has more time and money for this project. As regards other partners, the project is an extra activity next to their normal activities. In a discussion during the meeting that I attended it became clear how the representative of the sports institute behaves as being the executor of the project and (some of) the others as being the client. For example when not all partners were enthusiastic about the activity ‘smaaklessen'. In this situation it was the team leader that should talk to the person who organized these ‘smaaklessen' and she said it would be a waste if they would not interfere because she could be useful in another position. This team leader collects the feedback and acts in reaction to this, she takes the lead in the process but contently the other partners seem to decide. In the interviews no one mentioned something about power imbalances, but it was clear how the sports institute has a particular role in this network. Participant 2:

> "I am the one who is the motor and I am the one who can make the link and I am the one who is the connector in that sense so I try to get all the wishes and needs together and come up with an action plan.”
>
> (“ik ben degene die de aanjager is en ik ben degene die de link kan leggen en ik ben degene die de verbinder is in die zin dus ik probeer alles alle wensen en behoeften bij elkaar te krijgen en daar actieplan op te bedenken.”)

Besides this particular role of the team leader in the project she also has another character which is related to the different organizations. In the sports sector, people have a more active attitude whilst the other partners in this project (schools/social team) think their interventions through. They talk about possible consequences and feelings. participant 2:

> "You really notice that people from the schools and the social team think more about what certain interventions does to you, and how do you feel about it. While we are more active in the sports sector, we just want to look for parties that can do something for each other and then get started. "
>
> (“Je merkt echt dat mensen van de scholen en het WIJ team meer nadenken over wat bepaalde interventies met je doen, en hoe voel je je daar dan bij. Terwijl wij in de sportsector meer doeners zijn, wij willen gewoon op zoek naar partijen die wat voor elkaar kunnen betekenen en dan aan de slag.”)

Incentives and constraints

The existence of collaboration in the neighborhood beforehand is an incentive for the sports institute to join the collaboration. Because there already was collaboration in the neighborhood it was easier to implement their project through this structure. Participant 1 mentioned another incentive to collaborate: teachers at the school sometimes do not know how to help their children. Therefore they ask other partners for help. Participant 1:

> "The social team that obviously consists of a collection of professionals which we sometimes need to hire, or when we want to brainstorm where we do not know how to help children in families with such complicated problems that we are not able to solve then we sometimes hire people ".
>
> (“WIJ Oosterpark waar je natuurlijk een verzameling van professionals hebt, die wij af en toe gewoon moeten inhuren, of waar we mee willen sparren daar waar wij tegen grenzen aanlopen van het helpen van kinderen in gezinnen waar bepaalde problematiek zo groot is dat wij niet alleen kunnen *handelen* dus dan huren we soms mensen in”.)

Due to the merger in the neighborhood one of the childcare institutions will be left out; of the neighborhood and the collaboration. This might be a constraint to collaborate for the childcare institution that is left out: participant 1:

> "What is already beginning to emerge is that we are going to merge in a new child center, and we only take one partner with us so the other partner of the childcare is a

different story, and then you also see that where you're talking about it that gives you disappointment, .. I do not always notice that very clearly, but sometimes body language also shows a lot. "

(“wat nu zich al wel begint af te tekenen is dat wij opgaan in een nieuw te bouwen kindcentrum, en we nemen maar één partner mee dus de andere partner van de kinderopvang ja dat is een ander verhaal, en dan zie je ook dat daar waar je het erover hebt dat dat teleurstelling geeft, … ja het is niet dat ik dat altijd heel duidelijk merk maar soms doet lichaamstaal ook heel veel.)

From this quote it becomes clear how this merging affects the child care institution who will be left out when the other partners merge. They are disappointed, and they will probably have fewer incentives to collaborate because it is only temporary for them.

Commitment/trust to/in the process

Partners have different interests in the collaboration; for the team leader, it is her job to help the other partners with the goals of the project. For the other partners this project is extra, their first priority is just to do their job. This difference also results in differences in their commitment to the process. It is important for the team leader that she can implement methods of *Healthy at the early age* in the neighborhood, she is committed to the project, but she depends on the other partners to do so. The other partners seem to be less committed since they did not discuss the topics of the project when the team leader was not attending the meeting. Also during the meetings, I attended some of them, were seeing a lot of obstacles for plans of the team leader. They were not willing to change things so this project could be implemented in their institute. For example in the case of the ‘pleinspelen', in which a coach of the sports institute would come to help teachers learn their children fun games the partners were focused on obstacles. One school was not willing to clear the schedule for the first half hour on Monday morning, and another one thought that it would not be appreciated by teachers if they would have to be present during the break to learn how to teach the children this games by practicing with the children.

This difference in cultures might not be noticed by other members, at least they do not act like they do. They seem to intend to continue the way they started the collaboration and are in charge to do so, participant 2:

"But I am not in a hurry, it is the good thing, it is not my responsibility. But it can also be frustrating sometimes. "

(“Maar ik heb geen haast, dat is het mooie het is niet mijn verantwoordelijkheid. Maar het kan soms ook wel frustrerend zijn.")

But for the new partner with the subsidy, this causes frustrations now and then. The team leader is used to more active attitudes in projects, with less thinking and talking and more doing. This does not really seem to change the 'kerngroep', if the team leader is not attending the meeting they continue as they are used to. The list of topics she wanted them to discuss was not discussed during that meeting because there was no time for this topics. This makes the representative of the sports institute doubt about the long-term outcomes of the project. But the team leader also mentioned about the responsibilities of the project are not hers, she adjusts to their speed in the project.

During the meeting that I observed all partners were attending this meeting. Apart from that, they seemed to be interested in the others and issues that came up. Only the representative of the sports institute seemed to be less interested in topics that were not on her list especially compared to the topics that were on her list. She took the lead during this part of the meeting (which was also the biggest part of the meeting). She was looking at her phone during most of the other topics (most of the agenda were her topics). This could be caused by the fact that she will only be part of this project for two years of which one and a half was left at that moment.

In general, partners seem to trust each other. During the meeting I observed, they asked questions, also about matters that they thought they should know the answers. They apparently felt comfortable enough to ask these questions. It can be a vulnerable position for the partners that do not know as much about the project than the others. Therefore it requires a trust to ask 'stupid' questions. Besides, they could discuss activities that they did not like and try to find a solution together. Participant 2, the team leader, felt like she had to take the lead to organize activities otherwise they would only discuss possible activities, but it would take a long time before they would actually arrange these activities. When the team leader was not present in a meeting all of the points she prepared and sent to the group were not discussed and shifted to the next meeting. I do not think she has no trust in the other partners, but she does have less trust in the outcomes of the project when she is not involved anymore. Participant 2:

> "I get paid to to do this, so if I am gone I am curious what will be left of it."
>
> ("ik word betaald om dit te kunnen doen dus als ik wegval ik ben benieuwd wat er dan van overblijft.")

It seems that the other partners in this collaboration depend on the representative of the sports institute to organize the events they want. But it does not work the other way around, the sport institute does not need the other partners as much. Besides the fact that the subsidy ends this could be a reason to leave the collaboration. At least it is not a reason to stay; there is no interdependence.

Future perspective

The partner of the sports institute will leave the collaboration after the subsidy ends. Therefore this collaboration is temporary. The last two years this project will still be part of *NetwerkZON2020:H(ealth)factor*, these years might be different because the subsidy from the sport institute for *Healthy at early age* is over by then. From the interview with participant two (sports institute) I could notice the team leader felt like being the initiator of the project and had doubt about the results when she would not be involved anymore. It was meant to teach the partners certain things about sports which they would implement in their methods and continue after the subsidy ends. Participant 2:

> "it is a subsidy project and it only lasts for two years, so you have to take great care of certain guarantees ... so how can I ensure that the projects that the project that are now active will be secured? "
>
> ("het is een subsidie en die loopt maar twee jaar dus je moet heel erg zorgen voor bepaalde borging … dus hoe moet ik er dan voor zorgen dat de projecten die nu lopen geborgd worden.")

The question is what happens after the two years of subsidy when the sport institute will leave the collaboration again; will two years of collaboration be enough to have the other partners continue the things they learned. The fact that the sports institute will leave the collaboration after two years could also affect their personal perspective for the collaboration. It could feel less useful to invest in private relations when there is a definite end of the collaboration.

Recognized by at least a few partners is how important it is to make activities, introduced in this collaboration, a part of the regular program. During the meetings that I attended such topics as getting a label with a financial reward for achievements (vignette) at their schools were discussed, for example, a healthy school. This is a structural concrete goal for the future. Setting goals like this will probably help to focus on the future.

It seems in this network the tasks have been divided and the tasks are usually done but there is not much collaboration in terms of shared ownership in the process. The sports institute is responsible for most of the tasks, she offers certain methods that can be used in the institutions of the other partners. For example, a training for teachers on games for the kids are conducted outdoors and for which they have to move around. Those other partners just need to manage where and when such a training can be given and to whom. The sports institute has special role in this network compared to the other partners. Probably because they have gotten the subsidy for the project and therefore have the time and financial support. Table 4 provides an overview of the aspects that seem to influence the collaboration in this network.

Table 5: overview case 1

	Case 1
Collaboration	Tasks are divided, all partners carry out their own tasks.
Learning	the sport institute organizes training and fulfills the role of teacher.
Asymmetry	the sport institute contributes subsidy and knowledge to the project.
History	The ‘kernteam’ collaborated for some time before *Healthy at early age* project started.
Incentives to participate	For the sports institute, it is her job, for the other, it helps ‘their children'
Commitment to the process	the sports institute is committed; it is her job. For the rest it is no priority, they do this project as extra.
Future perspective	the sports institute will leave the collaboration after two years.
Interdependence	Kernteam depends on the sports institute for the subsidy.

7. Case 2: a multiple angle approach by students

This interdisciplinary learning network is part of the social team in a neighborhood in the city Groningen. A team of about 60 professionals with different specializations provides support and care in the district, a ‘studentteam' is part of this bigger social team. The organization of the social team has changed a lot in the past years; the organization had several names with corresponding institutional changes. These changes make professionals in this team feel uncertain about their job.

The ‘studentteam' is a pilot project in collaboration with the school of the students (school for Higher Vocational Education). This project started in September 2016 and therefore existed for almost one year when I did this research. Students with a different educational focus, for example, social work and legal services, collaborate with this team which is their internship placement. In weekly meetings, they discuss cases on which they work in pairs. These cases are for example about residents/families who live in the neighborhood and who need help to solve multiple problems like overweight, drugs, language skills or residence permit. The students and the other professionals of the social team all work in the same building in the neighborhood, which also has the function of the community center in the neighborhood. This network is focused on all the residents in the neighborhood who need help, also they try to prevent residents from frequent occurrence problems like overweight.

Members

Three supervisors are working in the ‘studentteam'; one supervisor is full time working on this ‘studentteam', two others for about 8 hours a week. Before this project, almost everyone working on the social team was also the supervisor for a student. This new construction with one full-time supervisor is chosen because a lot of supervisors found this supervising hard to do besides their work. So now the job of supervisor is mainly collected at one person who was willing to do so. This ‘studentteam', consisting of about 6 to 9 students and three supervisors, have a weekly meeting of four hours in which they all tell what they are planning to do that week and they discuss their cases. Most of the students work for four days a week, they do not get paid for this internship.

There are also volunteers working in this team which results in some challenges. For example, they cannot get into the same computer system to make notes on patients; therefore it is harder to share information on clients which is not the most effective way of working. Apart from that, volunteers are not always sensible to situations, they cannot see when they are allowed to enter a room and when they should wait for example because a sensitive issue is discussed. The place in which they work is a community center in which citizens of the neighborhood can get together for a variety of activities, such as playing games or having lunch. This kind of activities can sometimes interfere with the sensitive conversations the social team has with residents. Participant 2:

> "While here we are having hard conversations over there they are playing 'Rummikub' (a tile based game), that sounds crazy but that is sometimes difficult".
>
> ("Terwijl hier zware gesprekken worden gehouden zitten ze daar te 'rummikubben' dat klinkt heel gek maar dat is soms wel lastig".)

They can be interrupted in their work, which makes it harder for them to do their job.

Contact

Time for face-to-face contact is ensured in three ways: weekly meetings, working in couples and working in the same building. But despite this, arranging a meeting can sometimes be difficult because of the interdisciplinary character of the organization; students of different educational focus have different obligations for their school work at the different times. When working on a case together, this can be an obstacle. Participant 2:

> "Yes, that is difficult when you look at cases, you have a first and a second generalist so you work together, but if the person works for two days, then there is not one if you see each other again. then you cannot do that much because you're busy most of the time explaining how the case is, in the meantime so much happens and that is sometimes really difficult "
>
> ("ja dat is dan lastig ook als je kijkt naar casussen, je hebt dan een eerste en een tweede generalist dus je werkt samen maar als diegene dan twee dagen werkt en die is er dan niet dan als je elkaar weer ziet dan kun je ook niet zoveel omdat je de meeste tijd bezig bent om uit te leggen hoe de casus zit dan ondertussen gebeurt er soms zoveel en dat is soms echt lastig.")

Also with people who do not work full time, but for example two days a week, arranging face-to-face contact can be hard. Collaborating on a case can take much more time in this situation. Also, communication is less direct through the mail and phone. It limits the possibilities for contact and therefore adds obstacles to the collaboration. For example when they need to share information about a client that is required before attending a meeting with the client. When one of them is not up to date on the case, it is harder to do their job. This holds for the student team as well as for the regular WIJ team as in both teams there is collaboration among people who do not work full-time.

In the following table, an overview is provided of the discussed topics related to the governance structure of this network.

Table 6: Governance structure case 2

Governance structure	Case 2
Location	In the same building, clients in the same neighborhood
Client	Citizens in the neighborhood, they are supposed to be helped preemptive but are mostly helped with their questions directly.
Hierarchy	supervisor officially above students in the hierarchy
Time	Part-time workers are harder to collaborate with
Contact	Weekly meeting
Embeddedness	Embedded in all kinds of organizations in the neighborhood; churches, schools etc. Only the school could be more active in the project
Finances	Students do not get any financial compensation

Collaboration

In this network students seem to learn from the other disciplines when they collaborate, they share knowledge and methods they gained in their education. During the meeting I observed an example of how much they (can) learn during this internship came up; in this meeting they were dividing the tasks for the upcoming week. A student nursery could do the financial consultation hour on her own, during this hour citizens from the neighborhood can ask all their questions about their financial situation. For example when they can receive social care. This student nursery learned enough about this subject during her internship from the other students to handle this consultation hour on her own. Observed during the meeting:

> The consultation hour for next Thursday is discussed, everyone is busy, student 1 is in any case present. She has already finished her assignments and has learned so much in recent times that she can run the financial consulting hour independently as a nurse. (There is pride in the way she talks about this).
>
> ('Het spreekuur voor komende donderdag wordt besproken, iedereen heeft het druk, student 1 is er in ieder geval bij. Zij is al klaar met als haar opdrachten en heeft in de

> afgelopen tijd zoveel geleerd dat ze als verpleegkundige zelfstandig het financieel spreekuur kan draaien. (Er blijkt trots uit de manier waarop ze hierover praat).')

This shows how much she learned from the other disciplines about this subject.

Institutional design

The obstacles for this network are in the institutional design; the school, part-time workers and volunteers.

School, in general, is seen as an obstacle for students to collaborate within the student team. During 'open huis' students complained about the school, because teachers were not involved and behind in new developments in the field:

> 'Teachers are not very involved in the internship according to students, this is unfortunate because they therefore participate less in the interdisciplinary learning network.'
>
> ('Docenten zijn weinig betrokken bij de stage volgens studenten, dit is jammer omdat ze hierdoor minder deelnemen aan het interdisciplinaire leernetwerk.')

During the meeting, I observed only part of the students were attending, the rest had other obligations for their school work.

> 'I am told that the group is normally larger but that people are too busy with their schoolwork to join them.'
>
> ('Er wordt mij verteld dat de groep normaal gesproken groter is maar door studiedrukte haken mensen af.')

Also, the supervisor mentioned during the interview something about the curriculum of the students; they did not learn (enough) about working on projects. Participant 1:

> "Setting up a project is also something that is actually necessary if you want to work in a neighborhood, that you can think a bit project-wise and school does not teach that, but many practitioners also experience this in other settings, so in that sense school is an obstacle. "
>
> ("een project opzetten dat is ook iets wat eigenlijk noodzakelijk is wil je in een wijk werken, dat je een beetje projectmatig kunt denken en dat wordt door school niet aangeleerd, maar dat ervaren veel praktijkbegeleiders ook in andere settingen dus in die zin is school wel een obstakel.")

It seems students are not enough prepared in school to work on projects, which is required in this kind of organization.

Part-time workers (these can be students, regular fellow workers or volunteers) in general are hard(er) to come in contact with; sometimes they are not around when decisions have to be made about a client and then they are not up to date anymore. When they work again, they need others to tell them what happened when they were not working; this takes time. Volunteers who have other manners and goals are harder to work with. They sometimes need help to do their work, because they cannot enter the system in which they make notes on the clients. In addition, they sometimes do not get how they should behave in certain circumstances. For example, they do not always recognize the meetings in which they can or cannot disturb to bring coffee or thee.

When there were only a few students and their supervisor was also not attending, the students had a meeting which was comparable to the meetings they usually had. They divided the tasks; made notes, there were some speakers. Several cases were discussed and also how to wrap up contact with clients before they finish their internship before the holiday. It shows their motivation and involvement with the organization and the clients.

Learning

Because this team exists of students, they are already in ‘learning mode'. Collaborating in this team is something that is part of their learning trajectory in this internship. Because this is integrated into their internship and they are students they might be more open to learning things in general. Students are not yet focused on common paths but more open to any path to work with.

Learning from each other happens when the students are working on a ‘case' together, they learn from the expertise of the other student. Of course, this principle especially holds when the students come from different educational backgrounds. Collaborating with other disciplines is encouraged in the student team: participant 1:

> "It is for example encouraged to go on home visits together because you have a different background".
>
> (“het wordt wel aangemoedigd van wij moeten samen op huisbezoek bijvoorbeeld want jij hebt een andere achtergrond”.)

The more educational differences the more the students can learn. Participant 2:

> "I notice that if you work with a sjd'er that is very different then they are very much focused on paperwork and then as a social worker you think oh this is a sensitive subject, there is something behind this, and then you talk about this later, have it later on of why did you leave that aside, and then the person reacts oh did I really do that, and that kind of situations occur more when your education is more different. I think that is more useful."
>
> ("ik merk dat als je met een sjd'er samenwerkt dat dan is heel anders die zijn heel erg van op papier en dan denk je als maatschappelijk werker snel van oh dit is een gevoelig onderwerp, hier zit iets onder, en dan heb je het er later over van waarom loop je daar dan zo overheen, en dan reageert diegene wel van oh echt deed ik dat zo en dat soort dingen krijg je wel sneller hoe verschillender je opleiding is. Ik denk dat je daar meer aan hebt".)

This participant mentioned that without this interdisciplinary work setting this problem would probably have been solved anyway, but now the student gets more understanding of the case and could develop a new skill to uncover such problems. This understanding will help this person deal with this kind of issues when they come up again next time. Participant 2:

> "If she had only had a supervisor, she would have been stuck in that frustration, and that would have been solved also, but now she has also learned to look at it in a different way because of that social worker, so she has learned a kind of skills, when nothing happens (with the patient), that person does nothing, maybe I have to look at it from another perspective and that's nice."
>
> ("als ze alleen een begeleider had gehad dan was zij heel erg in die frustratie blijven hangen en dat lost zich dan ook wel op maar nu heeft ze ook geleerd er op een andere manier naar te kijken door die maatschappelijk werker dus ze heeft een soort van skills gekregen zo van ja maar als er niks gebeurd, die persoon doet niets misschien moet ik het dan even van een andere kant bekijken en dat zijn mooie dingen.")

Another important opportunity in the 'studentteam' to learn from the other disciplines is during their weekly meeting in which they discuss these 'cases' and how they try to help this person. Participant 3:

> "I like it very much, there are always matters that you did not see yourself, or where someone else has a better perspective on, new fresh ideas that is always nice".

> (“ik vind het heel fijn er zijn altijd dingen die je zelf niet ziet of waar een ander beter zicht op heeft wat verse frisse ideeën dat is altijd wel fijn”.)

During these meetings, it becomes clear how disciplines have a different angle and other ways to deal with problems in a case. When all these views are combined it might result in a more balanced/reflected plan of action. Participant 1:

> "And in the cases it is also fun to see, if you have cases in the student team that everyone has a different perspective if you bring in a case, so it is not necessary to have a case together per se, when someone brings in a question like I am stuck at that point in that case then there is a methodology to discuss those matters and then you notice that everyone looks at it from another perspective."

> (“en in die casuïstiek is ook leuk om te zien he, als je dan casuïstiek hebt in het studententeam dat iedereen daar anders in staat he als je een casus inbrengt, dus je hoeft niet zozeer samen een casus te hebben maar iemand brengt een vraag in van ik loop vast op dat en dat punt in die casus en dan is er methodiek voor om dat te bespreken en dan merk je dat iedereen er heel anders naar kijkt.”)

During the internship, there is a strong focus on the shared understanding. Students learn how to work in an interdisciplinary team, and therefore need to understand how students of other disciplines think. Because they are students it could be more accepted or normal to ask questions and not know everything beforehand. Other professionals might feel more vulnerable or embarrassed to ask someone for help. Students work on cases together and discuss their method with the whole group. They take their time to explain why they act like they do and learn from the views of other students; they gain by trying to understand how students of the other disciplines do their work.

However, it is also mentioned in several interviews and during the meeting that collaboration is not always that normal, especially in the regular WIJ team sometimes professionals are not up to date about patients and do not inform their colleagues adequately. They refer to this as ‘being bogged down in today's thinking' (‘meegaan in de waan van de dag'), so just doing the necessary, but not thinking deeper.

Interdependence

In the examples of how students learn that were mentioned by the participants, I noticed they are mostly about students SJD (legal services) learning from students MWD (social work). Those students are likely to be the most different from the other; in their knowledge and how they approach problems. The SJD students focus on the official paperwork while the MWD students focus on how this would make the client feel and what underlying problem clients could suffer with. The other way around; MWD student learning from a SJD student was only mentioned one time. This is more about a little ‘knowledge thing’ while the SJD’er can learn a whole new way of seeing cases. Participant 3:

> "Yes, they sometimes come to me and then they ask about immigration law, then it has happened that a student from MWD has asked me to join (in a case), and we help each other where necessary".
>
> (“ja die komen ook wel eens naar mij toe en dan vragen ze over vreemdelingenrecht wat meer he dan is het wel een voorgekomen dat een student MWD bij heeft meegevraagd om mee te kijken we helpen we elkaar waar nodig”.)

This might not be fully egalitarian. Because the SJD'ers seem to be more dependent to learn in the student team of MJD students than the other way around. But this would also mean SJD'ers have more opportunities to learn new things. It could mean that they have more incentives to collaborate in this ‘studentteam' because for them there is more to learn. Another difference seems about the kind of things they can learn, SJD'ers seem to get the opportunity to learn a skill while MJD'ers get information from the SJD'ers expertise. Participant 2:

> "So she learned some sort of skills, so if nothing happens, that person does not do anything, I may have to look at it from a different angle and that's nice things".
>
> (“dus ze heeft een soort van skills gekregen zo van ja maar als er niks gebeurd, die persoon doet niets misschien moet ik het dan even van een andere kant bekijken en dat zijn mooie dingen”.)

Power and knowledge asymmetries

In this case, power and knowledge asymmetries are officially existing; the supervisor has more power and knowledge. Officially this supervisor is in charge, but she makes students also feel responsible for the project and their tasks. When she is not attending the meeting, the students still attend the meeting and try to discuss the topics as usual. Besides, they are allowed to come up with their ideas and perform them. The supervisor and students mutually do not behave according to these power and knowledge asymmetries but more like they are equals, without losing respect for one another.

It seems like students on this team feel like they could say what they think without being judged or anything. They want to help each other, are not judging others but give them the opportunity to learn: Participant 3:

> "that was really a learning experience, where I have really listened well, and occasionally ask questions uhm, and I also liked that my colleagues allowed me to do this".
>
> ("dat was wel echt een leermoment, waarbij ik wel echt goed heb zitten luisteren en af en toe ook vragen stellen uhm, en ik vond ook wel fijn dat mijn collega's me daar ruimte voor gaven".)

During the meeting everyone can give their opinion, they take their time. During the meeting students tell a volunteer:

> 'You are allowed to make mistakes as a volunteer. But giving money to clients is not allowed, the students say we will not say anything but you can be fired by things like this. The volunteer scrambles back a bit and says she might have said that if it really does not work with paying that she wants to pay partly, that is stupid of me, the others respond by saying that it is actually too kind (student 2) but that once she does this, it will soon be known be in those circles and then she will ask everyone if they want to pay things for her. The others take the time to go through with her again, they ask and help her She says she would like to help her compatriot, others assure her that she is already doing this and that she does not have to give money to help, see it as a lesson '.
>
> ('Je mag als vrijwilliger fouten maken. Maar geld geven aan cliënten mag niet, de studenten zeggen wij zullen niets zeggen maar je kan door dit soort dingen ontslagen worden. De vrijwilligster krabbelt een beetje terug en zegt dat ze misschien toch wel heeft gezegd dat als het echt niet lukt met betalen dat ze dan wel een deel wil betalen. Dit is dom van mij. De anderen reageren hierop door te zeggen dat het eigenlijk te goed is (student 2) maar dat wanneer ze dat eenmaal doet het snel bekend zal worden in die kringen en dat ze er dan van iedereen de vraag zal krijgen of ze dingen voor haar willen betalen. De anderen nemen de tijd om dit nogmaals goed met haar door te nemen, ze vragen door en helpen haar. Ze zegt dat ze haar landgenoot graag wil helpen. Anderen verzekeren haar ervan dat ze dit ook al doet en dat ze daarvoor geen geld hoeft te geven. Zie het als les'.)

Additionally, the opinion of the students is taken seriously, when they come up with an idea to improve working in the team, they get the opportunity to try this. Participant 3:

> "At one point we said maybe we should also look back at what we did last week, what went well and what went wrong, so just evaluate so then we did that for a while, but that was not such a success so then we stopped. This way you can try things all the time ".
>
> ("Op een gegeven moment zeiden we misschien moeten we ook even terugkijken wat hebben we vorige week gedaan, wat is goed gegaan en wat is minder goed gegaan, dus even evalueren dus toen hebben we dat een tijdje gedaan, maar dat bleek niet zo'n succes dus toen hebben we het weer laten liggen. Zo kan je continu dingen proberen".)

When this does not turn out as they supposed it would be they just end it and go back to the way it was before; so the students learn by trying new things.

Although the students and also their supervisor seem to recognize the importance of interdisciplinary collaboration and see how this can result in more understanding of the cases, they also acknowledge that working with people with the same background is tempting because they have the same kind of reasoning. Which means they do not have to explain every detail; they understand each other more easily and agree on most issues. Participant 3:

> "Well she also studies sjd, so we have kind of the same way of thinking so we almost always agree".
>
> ("nou zij doet ook sjd, dus wij hebben een beetje dezelfde gedachtegang dus we zijn het bijna altijd wel met elkaar eens".)

Table 7 provides an overview of the aspects that seem to influence the collaboration in this network.

Table 7: overview case 2

	Case 2
Collaboration	Students work in couples on cases and discuss their plans during weekly meetings.
Learning	Students are in learning modus because they are studying; they are consciously learning.
Asymmetry	The supervisor is in charge and has more knowledge than the students have.

Face-to-face dialogue	Everyone works in the same building, students work in couples and have a weekly meeting with their supervisors.
Shared understanding	Focus on shared understanding during meetings when they explain their method.
Institutional design	The school, part-time workers, and volunteers are obstacles.
Interdependence	SJD'ers seem to be more dependent to learn in the 'studentteam' of MJD students

8. Case 3: Client-centered care by management

This network concerns a method that is and will be used at nine locations of a healthcare institute in Drenthe. This method puts the client central and is focused on what could improve the well-being of the client. In this method, the ‘personal supervisor' (PB'er) asks the client "how can I help you?" to encourage them to tell what would make their life (a little) better. The ‘personal supervisor' and the client create a plan together of how this can be accomplished. The personal supervisors use a questionnaire to evaluate this plan with the client monthly. Often also other disciplines have a role in this method for example when a client wants to go outside in the morning but cannot unlock the door by herself, the technical staff is needed to help with this issue. Interdisciplinary collaboration is required to maintain this patient. Or, for example, a client who is very restless and the personal supervisor tries to find something that would make him calmer. In one of the monthly conversations, the client told that he used to swim often and that he would like to start swimming again. The personal supervisors consults several involved disciplines (physiotherapist, treating doctor and family). Talking to all those disciplines it became clear that it would be a possibility to organize a moment that the client could swim. The client is happy with this weekly activity which helps him to be calmer and more balanced. The personal supervisor is central to the collaboration to help the client. This person stays in touch with all involved parties.

Members

The network is split up in a management section and a section in which ‘personal supervisors' have to work with the method of the network. These personal supervisors collaborate with support services and doctors to help their client. The management section consist of a project team, in which the project manager collaborates with other departments of the organizations (secretarial support, manager, department of communication, department of quality). In this project team no one works in the field, only the project manager now and then. As far as I know, (part of) the project team only meets with the personal supervisors during the implementation of the project. In response to what their clients want, personal supervisor contact other disciplines (doctors, physiotherapist, family, informal care), in collaboration with whom they help their client.

Contact

In this paragraph, the contact in the project team will be discussed followed by the contact-moments of personal supervisors. The management section (project team) of the project seems to collaborate regularly. The project team meets a few times a year, one participant told me once every six weeks. During these meetings, the process of the project is discussed and tasks are divided. For example, they made a poster in which the method of the project is central, and at least the project manager and also the contact person of NetwerkZON were happy with the result. Participant 1:

> "That is actually the crux, and communication has made a nice picture of it so that is a nice collaboration".
>
> (“dat is eigenlijk de kern en communicatie heeft daar een mooi beeld van gemaakt dus dat is een mooie samenwerking”.)

The project manager describes how she gets support from the team and how she depends on this support: Participant 1:

> "That is very nice, and the secretarial support I cannot do without it, I cannot do everything so it is very nice that they are there, that they do the planning and elaborations, and all those measuring instruments that are still manual collected, I would not know how to do that, so that's great too, so with those three collaborating is nice".
>
> “dat is heel fijn, en de secretariële ondersteuning daar kan ik ook niet zonder, ik kan niet alles dus dat is wel heel fijn dat die er is, dat die de planningen doet en uitwerkingen doet, en al die meetinstrumenten die worden nu nog handmatig verzameld, dat zou ik niet weten hoe ik dat moest doen dus dat is ook heel fijn dus met die drie dat is wel heel goed samenwerken”.

And also the project manager and contact person have regular contact and align their activities. They transfer tasks when they go on holidays and catch up after.

As far as I know, there are no regularly planned meetings for the supervisors besides the meetings in which the method is implemented. The method is implemented in the nine locations during several meetings per locations, these are extra meetings and it seems like these ‘personal supervisors' do already have a lot of meetings. Therefore this might not get the attention it needs to be implemented as it should. The method should be implemented within approximately half a year in three meetings. This is or will be done at all nine locations of this organization. I planned to be present at one of these meetings but it got canceled because of understaffing. Unfortunately, it was not possible to reschedule this, therefore, I do not know how these meetings work exactly.

The personal supervisors meet for sure in other situations like in their training or other projects, but probably not with the other disciplines they collaborate with. The personal supervisors should take the initiative to get in contact with the disciplines they need help from to help their client. This is also not scheduled.

In the following table, an overview is provided of all the discussed topics related to the governance structure of this network.

Table 8: Governance structure case 3

Governance structure	Case 3
Location	nine locations in the same province
Client	Direct clients who live (temporarily) in one of the locations
Hierarchy	the project team are above the personal supervisors in the hierarchy
Time	Personal supervisors have a lack of time
Contact	At the most once in six weeks project meeting three meetings per location to implement the method
Embeddedness	embedded in several (national) collaborations in the field

Power asymmetries

In this case, clear power asymmetries are existing; the work method is hierarchically structured. The project team makes the decisions and they develop the project, the project manager is responsible and takes care of the accountability and coordination with VWS (ministry of health, wellbeing and sports). The personal supervisors have to execute the method that is supposed to be central to the project. Together with their lack of time this might get them resistant to this project.

The project manager would like to have personal advisor(s) in the project team but she was not yet working on the project when this was decided. Participant 1:

> "Actually, personal supervisors should be involved in the whole process, because now you see that personal supervisors sometimes feel like it is an extra task, so I (personal supervisor) have to do something, because then the boss gets more money for that, or another list with a check mark ".
>
> ("eigenlijk hadden in dat hele proces pb'ers (*personal supervisors*) moeten zitten he, want nu zie je dat persoonlijk begeleiders die voelen het soms als een soort opdracht,

> zo van ik moet dus iets doen, want de baas krijgt daar meer geld voor, of weer een lijstje waar een vinkje achter moet".)

When personal supervisors would be represented in the project team the project manager assumes that this would have helped in the implementation process. It would be easier to receive the project if someone working in the same situation was behind it, explained it and motivated it. So far, this method is just an extra task on their to-do list that their boss wants them to do besides all their compulsory training. When the 'personal supervisors' would have a more active role in the project team they would know better when it is feasible and how to help the 'personal supervisor' use this method during their work.

Incentives to participate

This structure of a management section who creates plans and personal supervisors who have to execute this plan. It might limit the incentives for personal supervisors to participate. They have no say in this project and therefore cannot make it their own. When they do not think it is feasible to do, this monthly conversation and they only do it because their boss wants them to, they might not have enough incentives to participate in the project.

Now 'personal supervisors' see this project as an extra thing on their to-do list. While this method should be something that comes naturally and is supported by a questionnaire to evaluate. Participant 1:

> "And you also see that not everyone is present there, and that is not possible because there is so much for which they are all called together and, so that is not entirely ideal".

> ("en je ziet ook dat niet iedereen is daar aanwezig, en dat kan ook niet want er is zoveel waarvoor ze allemaal bij elkaar geroepen worden, en dus dat is niet helemaal ideaal".)

Trust building

Because there is a split up between the management section and the section in which the personal supervisors have to execute the project, extra attention has to be paid to trust building. It is also something the project manager mentioned, she would prefer to have personal supervisors in the project team because they are more related to other supervisors. This should be easier when implementing the method because they would feel less distance.

The project manager mentioned several times how the method is harder to practice in reality then it seems. For example, the monthly evaluation that personal supervisors are supposed to have with their clients is often too much and not feasible because of holidays, hospitalization etc. This evaluation moment is turned down to once every three months after the interview with participant 1 (Update 24 juli).

The project manager is the only one in the management section, who also worked as a professional; the only one with practical experience in the workfield. It was hard to come in contact with these ‘personal supervisors' who are or should be in the center of the network. They should ask the patients "how can I help you?" and discuss with the client how to realize their wishes. They are the ones who should have interdisciplinary collaboration in the field. But these ‘personal supervisors' have full schedules, and therefore I could not speak with one of them. They also did not attend meetings of NetwerkZON because they were simply too busy doing their job. It raises the question if they actually have enough time to follow this method. Participant 2:

> "Perhaps, what I do notice is that it is difficult to get employees that are involved in the project deployed in things. This has nothing to do with the willingness of the employees, but it is just very difficult to plan"
>
> ("misschien is het wel wat ik wel merk is dat het lastig is om medewerkers die betrokken zijn bij het project om die ergens voor in te zetten. En dat heeft niets te maken met de inzet of de bereidwilligheid van die medewerkers maar dat het gewoon heel moeilijk is om in te plannen")

The meeting which I had planned to attend, wherein the method would be explained to the personal supervisors, was canceled due to the understaffing. Also during the interview with participant 1 it became clear that such a conversation a month is often not feasible. These are indications the project is hard to practice in reality, and the personal supervisors see this project as the new extra project which is extra work for them. But I did not have the opportunity to get to the heart of this project: the personal supervisors, therefore I have not enough information to come to any conclusions about this. There are good successful examples of how this collaboration sometimes works out, but in what proportion to the whole organization is not known by me.

Management

In the management section, partners seem to get along. Also a party that is usually quite strict and rigid (based on a description by participant 1) could get along in this project; the section that controls the quality of healthcare could see in this project the bigger picture. Participant 1:

> "Department quality was very much of all the check marks ... but they are gradually

coming, through this project, in the values norms/rules dilemma's story so that is also nice, that you get a movement in the organization that starts here with the resident and the personal supervisors, which is also reflected in the quality department that it also starting to think differently, so that is not so much an example of a nice collaboration but of harvesting a beautiful movement ".

("afdeling kwaliteit was heel erg van alle vinkjes he … maar die komen langzamerhand, ook door dit project, in het waarden normen/regels dilemma's verhaal dus dat is ook mooi, dat je een beweging in de organisatie krijgt die hier begint bij de bewoner en de pb'er (*Personal supervisor*) die dan ook zijn weerslag heeft in de afdeling kwaliteit dat die ook anders gaat denken dus dat is ook dat is niet zozeer een voorbeeld van een mooie samenwerking maar wel van het oogsten van een mooie beweging".)

Through the contacts in the team, these members that control the quality can now see things differently, outside their rigid ways. The network is embedded in a broader range of institutions concerning healthcare in the Netherlands with regular meetings. The project manager attends these meetings.

In conclusion, it seems the management section in the project is well covered, they collaborate successfully. Only the 'personal supervisor' section which is actually the heart of the project; they have the capability to make this project happen. But they seem to have two main obstacles. First, they have a lack of time. Second, they already have an overkill of training/projects. Also not beneficial for the project is the lack of 'personal supervisors' in the project team, an ambassador would help to make them aware of the project in another way. I could not actually speak with a 'personal supervisor' this makes it hard to make a statement about this. During the meeting with NetwerkZON in which cases were collected, I heard the project manager tell examples of how clients got help by using this method. But I could not find out to what extent these kind of examples are happening across the nine locations.

Table 9 provides an overview of the aspects that seem to influence the collaboration in this network.

Table 9: overview case 3

	Case 3
Collaboration	In project team collaboration seems alright; for personal supervisors, this is not clear.

Learning	Not observed during the research period.
Asymmetry	The management is in charge, the personal supervisors have to carry out the method (hierarchy)
Incentives to participate	These are limited for personal supervisors because it is imposed on them and they already have a lot to do.
Commitment to the process	‘personal supervisors’ seem less committed; they already have enough on their plate and they have no say in the project.
Trust building	Trust building is acknowledged to be highly important due to the gap between management and the ‘personal supervisors'.

Conclusion PART II

In this paragraph, the three cases will be compared and linked to the theoretical concepts of *collaboration in networks* and the policy theory. Table 10 presents an overview of factors that might have influenced the collaboration and learning process.

Table 10: comparison cases

	Case 1	Case 2	Case 3
Collaboration	Tasks are divided, all partners carry out their own tasks.	Students work in couples on cases and discuss their plans during weekly meetings.	In project team collaboration seems alright; for personal supervisors, this is not clear.
Learning	‘Sports institute'organizes training and fulfills role of teacher.	Students are in learning modus because they are studying; they are consciously learning.	Not demonstrable.
Asymmetry	‘Sports institute' contributes subsidy and knowledge to the project.	The supervisor is in charge and has more knowledge than the students have.	The management is in charge, the personal supervisors have to carry out the method
History	The ‘kernteam’ collaborated for some time before B-fit project started.	*None*	*Not mentionable*
Incentives to participate	*For ‘Sport institute' it is her job, for the other, it helps ‘their children'*	*to learn*	These are limited for personal supervisors because it is imposed on them, and they already have a lot to do.
Commitment to the process	‘Sport institute’ is committed; it is her job. For the rest it is no priority, they do this project as extra.	*Everyone seems to be committed and tries to make this pilot a success*	‘personal supervisors' are less committed; they already have enough on their plate, and they have no say in the project.

Future perspective	'sport institute' will leave the collaboration after two years.	Not clear; pilot	
Face-to-face dialogue	*Once every six weeks*	Everyone works in the same building, students work in couples and have a weekly meeting with their supervisors.	*Once every six weeks* *Three meetings for implementing*
Shared understanding	*nothing mentioned*	Focus on shared understanding during meetings when they explain their method.	*Probably during the three meetings of implementation, there will be attention paid to a shared understanding.*
Institutional design	*'sport institute' has a network of relevant contacts.*	Hanze, part-time workers, and volunteers are obstacles.	*The project manager attends several meetings with (national) organizations concerning the same kind of issues.*
Trust building	*the merger might influence trust also that 'sport institute' is only temporarily involved*	*They seem to trust one another.*	It is acknowledged to be important because of the gap between management and the 'personal supervisors'.
Time	For the sports institute this is part of her job, for the rest, it seems like an extra task	*Part-time workers sometimes hard to come in contact with.*	Lack of time especially for 'personal supervisors'

The outcomes of the three learning networks are quite different. Partners in the different networks had to deal with other obstacles in their collaborative process. There also seems to be a difference to what extent partners collaborate actively in the networks, and to what extent the partners can learn from other disciplines in the network.

In case 2 '*a multiple angle approach by students'* partners seems to be the most collaborative. Students in this network meet regularly, they collaborate in couples and with the whole 'studentteam'. During the interviews students mentioned what they and other students learned in the network due to this collaboration. Although it seems students in legal services can learn more from students in social work than the other way around. In this network challenges are of the institutional nature; the school is not enough aligned to the network, part-time workers are hard(er) to come in contact with, volunteers who have different manners and goals.

Several possible explanations of the successful collaboration in case 2 '*a multiple angle approach by students'* emerged: weekly meetings, working in couples, working in the same building, focus on shared understanding and the fact that members in the network are students. The first three explanations are all focused on different occasions in which the partners in the network meet. Partners attend their weekly meetings, therefore, they are familiar with the cases the others work which creates a better opportunity to help each other and collaborate easier in the future. Also working on cases in couples creates a situation when students have to collaborate and when they can learn from each other. Working in the same building strengthens this, partners meet during several occasions which creates opportunities to collaborate and help each other. Those three explanations can be related to the condition of *connectivity* that Zuidersma (2012) relates to reciprocal behavior; and *face to face dialogue* which is important for the collaborative process as Ansell (2008) recalled. These contact-moments results in a process in which students are able to learn from each other and are focused on *shared understanding* (Ansell, 2008). For example, during their weekly meeting, they figure out together the best way to help clients. They want to understand why someone from another discipline would suggest a particular method. Also, it might be easier for students to learn because they still are students and therefore they are supposed to learn because this is their internship. In this position, it might be easier to ask questions, make mistakes, while for others it might seem they should already know what they should do and they cannot afford to make mistakes.

In the other two networks, the collaboration seems to be less successful. In case 1 '*Healthy at early age'* the collaborative process is time-consuming, when the 'teamleader' was not present during a meeting none of her topics were discussed. During the meeting, most of the partners were not happy with an activity that was organized at most of the schools. Also when a new activity for the project was discussed partners seem to experience obstacles to organize this.

In case 3 *'Client-centered care by management'* the collaboration in the project team seems to go well, but it is not clear to what extent the personal supervisors execute the method that is concerned with the project and whether this is successful. Their schedule was full, and I could not speak to any of them because of their lack of time, the implementation meeting that I was planning to attend was canceled because of understaffing. Also, one participant would take one of the personal advisers with her to a meeting, but nobody was available. Even the monthly evaluations of personal supervisors with clients, which are part of the method, effectively took place once every three months. Once a month was not feasible for them.

Case 1 '*Healthy at early age'* and case 3 '*Client-centered care by management'* have revealed some similarities in their collaboration that could have influenced it and explain why these networks collaborate less successfully. Those explanations are: a division between the partners, asymmetries, commitment to the process, time and the locations that the partners work at.

The first similarity in case 1 and 3 is the division between partners in the networks that is making it harder to collaborate and to learn. In the case '*Healthy at early age',* this division exists between the former 'kernteam' and the sports institute, whereas in the case '*Client-centered care by management'* this division exists between the project team and the personal supervisors. Means of the following explanations will clarify the division in those networks: asymmetries, commitment to the process and time.

Second, clear *asymmetries* are present in these networks which could be (partly) responsible for the division in the networks and the obstacles partners experience in these networks. The personal supervisors in case three *'Client-centered care by management'* may not commit this project to make it a success. A possible reason is the hierarchical structure (*asymmetry*) of the project; the personal supervisors are not involved in the design of the project, they only need to execute their tasks in the project. Therefore, these personal supervisors lack the incentives to work for this project and there is no real interdependence. *Trust* needs to be nursed to improve this relationship and get the personal advisors on board of the project.

In case one '*Healthy at early age'* the *asymmetry* is slightly more complex. The sports institute brings in the subsidy and expertise to accomplish the project, in this sense the asymmetry should be in favor of the sports institute. The partners of the former 'kernteam' seem to learn from the sports institute, the other way around the sports institute appears to be less interested in learning from the others. The only thing they can offer in this collaboration is the structure of the 'kernteam' on which the sports institute can expand with this project. It is not the kind of interdependence that the collaboration should help, this structure can hardly compete with the subsidy, expertise, and leadership that the sports institute can offer. Despite the contribution of the sports institute to the collaboration, during the meeting, its representative behaves as being the executor and the rest (kerngroep) are perceived as the client. So the partner of the sports institute is an essential partner in various aspects; financially, providing expertise and taking the lead. But the sports institute also said during the interview that the project was not her responsibility.

Third, different interests are at stake in both networks which results in differences in their commitment to the process of collaboration.

In case three *'Client-centered care by management,'* the personal supervisors seem to lack commitment. For them, it is just another project, especially since this is not the only project that they are supposed to execute. Besides, they are short on time which makes it harder to commit to 'extra' tasks.

In case one, this makes the collaboration more fragile, especially since the partner who takes the lead is leaving the project, this is no good news for the sustainability of the collaboration. However, since the 'kernteam' has *collaborating history* chances are that this collaboration will continue in a way that is more comparable to how they collaborated with the sports institute. Hopefully taking with them some of the things they learned from their collaboration with the sports institute. Also, the fact that these partners are aiming for 'vignetten' could be positive for the future of the collaboration.

Fourth, the division shows also a division in the availability of time. It seems that the partners in the project who are the closest to the client are the shortest in time. In case one, for the sports institute, this project is her job. For the other partners in the network, although it is in line with their usual activities, it is extra. Also in case three, in which the personal supervisors should execute the project, they are the ones short on time. This might limit them in collaborating along in the projects.

Last, partners in case one and three do not work in the same building as they do in case two. In case one, the locations where the 'kernteam' works are all located in the same neighborhood, but the sports institute on the other side of town. The locations where the partners in case three work and even spread over the province. This could reduce situations in which partners meet *face-to-face*. In case two, on the contrary, partners in the network are located in the same building and see each other in several locations. This difference could be related to the success of the collaboration in the networks.

9. Conclusion & Discussion

A policy reconstruction and three case studies of the project *NetwerkZON2020: the H(ealth) factor* have revealed some insights in the collaboration in the network of NetwerkZON. Participants with different positions in the network saw the collaboration from their perspective. Therefore, a unanimous answer cannot be provided for the main research question of this thesis: *what are the outcomes of three learning networks in the project NetwerkZON2020: the H(ealth) factor and how can these outcomes be explained?* To answer this question, the thesis is divided into two sections. First, the policy reconstruction of the project. And second, three case studies of learning networks, which are at the heart of the project.

The following sub-question is related to the first section of this thesis, the reconstruction of the policy: *what is the program theory (main assumptions) of NetwerkZON2020: the H(ealth) factor and the learning networks?* Using the realistic method of Pawson and Tilley (1997), the reconstruction of the policy has revealed several outcomes, contexts and mechanisms. These are reconstructed in three cmo-configurations: 'interdisciplinary collaboration', 'interaction education-workfield' and 'future education'. In the first cmo-configuration is stated how interdisciplinary collaboration supports in finding integral and therefore better solutions for the client. The outcome should accordingly be putting the client central. This works best if the conditions: connectivity, multi-layered relationships, and interdependence are existent. The second cmo-configuration states that a reciprocal relation between educational institutes and interdisciplinary networks in which mutual exchange of methods help them to learn. This should result in a good connection between educational institutes and the work field as well as contently as in numbers. The shared history of twenty years of collaboration supports this mechanism. In the third cmo-configuration a robust educational program should be developed in collaboration with interdisciplinary learning networks, educational institutes and other parties involved in this matter. This would result in centering the client in the future, by properly educating students and with the interdisciplinary methods. The context of social changes in healthcare sector and Healthy Ageing knowledge supports this. Central in all these configurations is the mutual exchange between education and the different disciplines in the work field (interdisciplinary learning networks). This should stimulate the learning process which eventually should result in better (health)care for the client.

Regarding the case studies about three interdisciplinary learning networks, the following four questions are made.

1. *How do the Network and three learning networks operate in terms of processes and*

structures, and with what effects?

2. *How can differences in the operation and effects of the learning networks be explained?*
3. *Is there a change over time recognizable? How can this change be explained?*
4. *Are the networks sustainable? What does make them sustainable?*

In the interdisciplinary learning network '*a multiple angle approach by students'* the collaboration was more successful than the other two. On three characteristics this network is different from the other two. First, partners in this network have the most *face-to-face contact* (a few times a week). Second, there is a strong focus on *shared understanding*. Their goal is to learn from the other disciplines and help their clients. Third, the fact that most of the partners in the network are students could have stimulated this learning process, and they might also take more time (about three hours a week during their meeting) to accomplish this.

Although two of these characteristics (face-to-face contact, shared understanding) are related to the theoretical framework by Ansell (2008), this network differs from the theoretical framework because all partners in this network work in the same organization and the theory is focused on collaboration between organizations. Both, face-to-face contact and shared understanding, could be easier because partners work in the same organization. Most probably it results in more opportunities to meet and work in the same organization and also means that partners are in a comparable situation from which they could benefit if they want to understand each other.

The policy theory might fit the situation better. Connectivity is the condition that would cover those first two characteristics best. This condition is focused on possibilities for contact as well as understanding what the other person means when they have contact. The fact that the partners in this network consist of students is not something NetwerkZON strives for per se. Regardless the plan with all of the networks is that students can do their internship in those networks. Since these students need to learn how to collaborate with different disciplines, this might also be a refresher for the partners in the networks.

The other two interdisciplinary learning networks, '*Healthy at early age*' and *'Client-centered care by management'*, are dealing with a division among partners which also relates to the success of the collaboration. This division is the common theme in the explanations for less successful collaboration in those two networks. The asymmetry, differences in *commitment* and *time* in the collaboration seem to be in the same division. There is not much interdependence among the partners in the networks, but rather more dependence. In both the theoretical framework and the policy theory the interdependence is stated to be an important condition for collaboration. Especially in '*Healthy at early age'* it seems that one partner, the sports institute, is crucial to the collaboration. Since the subsidy with which this partner is working in the project is only for two years, the question is what happens after this ends. Luckily the other partners have a common history of collaboration, it means that the usual 'kernteam' will probably continue in a way they used to collaborate before the project. It is good news for the project's sustainability because it would be an excellent opportunity to continue with (some of the) things they learned during the project.

Discussion

During the research process, several steps have been taken to establish the trustworthiness of this research. I tried to consider the context by asking open-ended questions and by describing the research process. Using multiple methods: interviews, observation, documents and an attempt to use a questionnaire, provided additional information on the policy of *NetwerkZON2020: the H(ealth) factor* and the corresponding interdisciplinary learning networks (cases). Despite these arrangements, a few limitations could have influenced the findings.

As I was already for half a year involved in the organization I could have been already familiar with certain concepts and therefore did not question things anymore. Also, I knew the participants for the policy part at the time I interviewed them quite well. Thus it may have occurred that answers were not complete because they knew that I knew what they meant. It could have endangered the confirmability of the research.

Transferability of the study, which is comparable to external validity in quantitative research, may be limited. The findings of the three case studies (of the interdisciplinary learning networks) will be transferable to the fifty learning networks that NetwerkZON is aiming to have by 2020 for this project. These networks are or will be set up in a comparable context, the same project and criteria. At this moment networks that might be comparable to the cases I studied are operating. In some networks, where the partners are located in the same building, like in case 2 '*a multiple angle approach by students'*. Others in which the partners all belong to the same organization like in case 3 *'Client-centered care by management'* but are divided over more locations. For them, it might be good to focus on enough *face-to-face contact*. Thick description is provided to enable others to see whether this research is in any way transferable to theirs.

As mentioned before, the literature that is used for the theoretical framework is focused on collaboration between institutions, while in the interdisciplinary networks sometimes actors all belong to the same institute. The first case fits with this theory as several institutes are represented in the collaboration. But this is not the case for the other networks, especially the second one, '*a multiple angle approach by students'* in which all partners work full time in the same team. The theory would fit for the bigger network of NetworkZON as well. To ensure a better understanding of the collaboration in the other two networks it might be good to change the approach to a more micro level theory. For example, face-to-face contact is almost guaranteed if you work in the same organization, in the same building, and in the same team. Although this demonstrates an importance of the face-to-face contacts, the collaborative process is another perspective could have been more useful to get to the bottom of this collaboration.

The fact that the response rate for the questionnaire was very low, and is therefore not used, has been seen as a result of the unfamiliarity of partners in the project. Only a few people in the networks were familiar with NetwerkZON, the project and the status of them being an interdisciplinary learning network. This was based on one phone call and a few signs during meetings confirming this. It might be interesting if this is the case indeed and whether it influences the result of learning networks when not all partners are familiar with the project in this sense. This issue is beyond the scope of this thesis. This question also raises another issue that might be relevant to study. What are the criteria for a partner *to belong* to the network? Can someone be part of a network without knowledge?

This research has provided insight into the collaboration in three learning networks of the project *NetwerkZON2020: the H(ealth) factor*. In one network the collaboration seems successful, in the other two, the collaboration appears less successful. Regular meetings, face-to-face contact is an important factor for their success. Also the fact that there are students in this network that enable them to focus on shared understanding results in succesfull collaboration. Although most of the networks do not consist of students, in the end, all networks in this projects should provide internships for students. This could be a useful addition to all interdisciplinary learning networks in the project.

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Appendixes

Appendix 1: Pilot interview

Pilot verslag (26 juni 2017):

Ik heb een pilot interview afgenomen met een verpleegkundige die werkt op de psychiatrische afdeling op het UMCG. Het interview vond plaats in haar huis, er was verder niemand aanwezig.

Wat vooral naar voren kwam was dat de volgorde bij de key questions niet helemaal logisch was. Het is logischer om eerst te vragen naar de samenwerkingspartners en dan naar de werkwijze van het team. Werkwijze was ook een term die niet meteen duidelijk was. Het is goed om aan te geven dat het om de werkwijze gaat met eerder genoemde samenwerkingspartners.

Bij de vraag over samenwerking met andere partners verwees ze naar een ander persoon in de organisatie die zich daar meer mee bezig houdt. Deze vraag is wellicht niet voor iedereen relevant.

Bij de vraag met wie ze het liefste samenwerkt kwam veel respons, vooral toen ik doorvroeg waarom dat dan was. Lag het aan de functie of aan de persoon. Hier kwam veel terug uit literatuur over vertrouwen, langer met elkaar samenwerken (gezamenlijke geschiedenis).

Op een voorbeeld wanneer de samenwerking goed en minder goed ging duurde het iets langer voordat er respons kwam. Ik merkte dat ik in deze situatie door praatte over hoe zo'n situatie er uit zou kunnen zien. Dat de verschillende disciplines snel duidelijk contact hadden bijvoorbeeld en daardoor goed konden reageren op een situatie. Achteraf gezien had ik misschien beter eerst even kunnen wachten op een antwoord of de vraag beter herformuleren.

Het lukte goed om door te vragen en bij nieuwe vragen te refereren naar eerdere vragen. Het was soms wel lastig om uit de 'je' vorm te komen. Vragen naar een voorbeeld hielp dan wel, hier kon ze dan ook wel langer over doorpraten. Waardoor ik minder hoefde door te vragen. Ik heb wel gemerkt dat het belangrijk is om hier alert op te blijven, de 'je' vorm sluipt er snel in.

Appendix 2: Interviewschema[5]

Interviewschema beleidstheorie

Dit interview is onderdeel van mijn onderzoek naar het project de H(ealth) factor. Ik doe dit onderzoek naar aanleiding van mijn master sociologie: social networks in a sustainable society aan de RUG. Ik wil graag weten hoe het beleid tot stand gekomen is en hoe dat tot uiting komt in de praktijk. De vragen in dit interview zullen daaraan gerelateerd zijn.

Alles wat er tijdens dit interview gezegd wordt zal vertrouwelijk worden behandeld en zal enkel toegankelijk zijn voor mijn scriptiebegeleiders. Ik zal jouw naam niet noemen, zodat mensen dit interview niet aan jou kunnen linken. Desondanks is het in deze situatie makkelijk te achterhalen dat dit onderzoek gebaseerd is op dit interview met jou. Is dat een probleem? Eventueel kan ik je de quotes die ik in de tekst gebruik laten nalezen om te voorkomen dat er misverstanden zijn ontstaan Wanneer je geen antwoord wil geven op een vraag dan kan je dat aangeven en dan gaan we verder met de volgende vraag.

Zou ik dit interview mogen opnemen zodat ik het makkelijk kan opnemen? Ik zal het bestand na afronding van mijn scriptie verwijderen.

Heb je nog vragen voordat we beginnen?

1. <u>Achtergrondinformatie</u>

Kan je vertellen hoe je bij je huidige werk terecht bent gekomen?

2. <u>Openingsvragen</u>

Kan je me wat vertellen over het ontstaan van NetwerkZON?

3. <u>Hoofdvragen</u>

<u>Ontstaan van het project</u>

Hoe is het project de health factor tot stand gekomen?

(probes: omstandigheden? Situatie? Overwegingen? Betrokkenen?)

Hoe is besloten wie meewerken/deelnemen aan het project?

(probes: overwegingen? Rollen? Verantwoordelijkheden?)

<u>Doelstelling project</u>

Wat is het doel van NetwerkZON2020H(ealth)factor?

(probes: tussenliggende doelen?)

Op welke manier proberen jullie dit doel te bereiken?

(probes: middelen? Welke actoren? Wat?)

- Via leernetwerken, interdisciplinaire teams en zo verbeteren van zorg. (verschillende fasen van leernetwerken: open huis, casuïstiek, rolmodellen,)

[5] De openingsvragen en de afsluitende vragen verschillen per interview, deze zijn aangepast aan de persoon en situatie. Daarnaast heb ik voor de beleidsinterviews het schema voor de programmamanager toegevoegd, in de andere twee interviews zijn een aantal vragen weggelaten omdat deze niet van toepassing waren.

- Sturen op condities in die samenwerking. (meerlagigheid, toekomstperspectief, onderlinge afhankelijkheid, elkaar weten te bereiken)
- Leerlijn Healthy Ageing
- Digitale leeromgeving

Wat draagt elk facet van het beleid bij aan het uiteindelijke doel?

(probes: voorbeeld? Hoe werkt dat?)

Ik verwacht bij de vorige vraag genoemde facetten genoemd zullen worden, hier wil ik dan op doorvragen hoe deze losse facetten bijdragen aan het doel en hoe ze eventueel samenhangen.

Waarom is dit een goede manier om dit te bereiken?

(probes:

Samenwerking

Hoe draagt samenwerking bij aan verbetering van de zorg?

(probes: wie? Wat? Wanneer? Waar? voorbeeld?)

Assumptie samenwerken verbeterd de zorg?

Kan je iets vertellen over de taakverdeling in het project?

(probes:wie? Wat? Waarom? Hoe?)

Hoe is deze taakverdeling tot stand gekomen?

(afspraken?)

Stand van zaken

Het project loopt nu bijna een jaar,

Zou je een voorbeeld kunnen geven van een ontwikkeling van het project waarover je tevreden bent?

(waarom tevreden? Wat maakt dat dit goed ging? Bijdrage doelstelling?)

Zou je een voorbeeld kunnen geven van een ontwikkeling van het project waarover je minder tevreden bent?

(waarom minder tevreden? Wat maakt dat dit minder goed ging? gevolgen?)

(Het is een vierjarig project, er is een standenmotor die op alle vlakken van het project aangeeft of alle facetten lopen zoals gepland. Rolmodellen lopen bijvoorbeeld "anders dan gepland" en "digitale toetsing" is eerder begonnen. Verder loopt alles 'volgens plan'.

Kan je toelichten hoe het is gekomen dat de rolmodellen anders lopen dan gepland? Welke invloed zou dat kunnen hebben op het project?

Digitale toetsing is eerder begonnen. Hoe is dat zo gekomen?)

Toekomst

Hoe zie je de toekomst van de leernetwerken voor je?

(verschillen? Waarom? Duurzaam?)

(Vraag naar duurzaamheid van de leernetwerken en NetwerkZON. Wat draagt daar aan bij? Wat niet?)

Afsluitende vragen

Wat zie je als de grootste uitdaging voor komend schooljaar?

Waar kijk je het meest naar uit?

Heb je nog toevoegingen?

Interviewschema cases

Introductie:

Dit interview is een onderdeel van onderzoek naar de interdisciplinaire leernetwerken binnen NetwerkZON2020. Ik doe dit onderzoek naar aanleiding van mijn master sociologie: social networks in a sustainable society aan de RUG. Ik wil graag weten hoe er wordt samengewerkt in dit leernetwerk, de vragen in dit interview zullen daaraan gerelateerd zijn.

Alles wat er tijdens dit interview gezegd wordt zal vertrouwelijk worden behandeld en zal enkel toegankelijk zijn voor mijn scriptiebegeleiders. Ik zal jouw naam en organisatie niet noemen, zodat mensen dit interview niet aan jou kunnen linken.

Zou ik dit interview mogen opnemen zodat ik het makkelijk kan uitwerken? Ik zal het na afronding van mijn scriptie verwijderen.

Heb je nog vragen voordat we beginnen?

Achtergrondinformatie:

Hoe lang werk je hier al?

Wat vind je het leukst aan je werk?

Openingsvragen:

Hoe ben je in contact gekomen met NetwerkZON?

Key questions:

Met wie werk je samen binnen het leernetwerk?

(Probes: personen, rollen, functies, organisaties)

Ontstaan Netwerk

1. Hoe dacht je over deze partijen voordat je betrokken raakte bij deze samenwerking?

(Probes: ontstaan contact? Overwegingen deelname? Verschillen tussen partners?)

2. Wat is er afgesproken wat betreft deze samenwerking?

(Probes: omgangsvormen? Regels? Officieel? Communicatie? Leiderschap?)

Samenwerking:

1. Kun je wat vertellen over de werkwijze/de manier waarop jullie samenwerken in het leernetwerk?

(Probes: manier contact? Welke doelen? Welke rollen?)

2. Kun je een voorbeeld geven van een situatie waarbij de samenwerking goed verliep?

(Probes: wie? Situatie? Actie? Reactie?)

3. Kunt je mij een voorbeeld geven van een situatie waarbij de samenwerking minder goed verliep?

(Probes: wie? Situatie? Actie? Reactie?)

4. Met wie werk je het liefst samen? Waarom?

(Probes: Voorbeeld? Wat maakt samenwerking goed? Vergelijking minder goede samenwerking?

Verschil?)

Buiten leernetwerk

1. Met welke andere partners buiten het leernetwerk werk je samen?

(Probes: waarom? Wat toevoeging?)

2. Kun je me vertellen hoe deze samenwerking verloopt?

(Probes: tevreden? Waarom wel/niet? Bijdrage/doel?)

3. Zijn er factoren van buiten het leernetwerk die de samenwerking binnen dit leernetwerk beïnvloeden?

   (Probes: Op welke manier? voorbeeld? Positief/negatief?)

NetwerkZON

1. Wat merkt u ervan dat dit interdisciplinaire leernetwerk onderdeel is van NetwerkZON2020?

(Probes: Contact? frequentie? Bijdrage?)

Afsluitende vragen:

Wat zie je als grootste uitdaging voor dit leernetwerk?

Hoe zie je jouw rol in dit netwerk in de toekomst?

Ben je geïnteresseerd in de uitkomst van dit onderzoek? Ik kan je (een samenvatting van) mijn scriptie sturen wanneer die klaar is.

Wil je nog iets kwijt?

Appendix 3: Codeboek

Codeboek case studies

Code familie	code	soort	beschrijving	voorbeeld
Start condities	Ongelijkheid in macht	Deductief	Posities in het verleden zijn ongelijk in macht; de een was opdrachtgever van de ander	
	Ongelijkheid in kennis	Deductief	De ene partij heeft meer kennis over onderwerpen die van belang zijn in de samenwerking	
	Ongelijkheid in middelen	Deductief	De ene partij heeft meer beschikbare middelen die gebruikt kunnen worden in de samenwerking dan de ander	
	Stimulans voor deelname	Deductief	Er is in eerder contact gebleken dat de partijen iets voor elkaar zouden kunnen betekenen	waar we mee willen sparre het helpen van kinderen
	Beperkingen voor deelname	Deductief	Te weinig beschikbare middelen/vertrouwen voor deelname	
	Geschiedenis van onderling samenwerking	Deductief	Er is in het verleden samengewerkt zonder conflict	ja wij hadden contact met d de kinderopvangorganisati
	Geschiedenis van onderling conflict	Deductief	Samenwerking in het verleden liep (vaak) uit op conflict	
Institutioneel design	Transparantie van het proces	Deductief	Iedereen is op de hoogte, geen achterkamertjes politiek	goed ik blijf het bespreekba wel zolang we wel met elka doen
	Basis regels	Deductief	Basis regels voor samenwerking	dan moeten ze allemaal hu
	Inclusiviteit van belangrijke actoren	Deductief	Actoren waar graag mee samengewerkt wordt nemen deel aan samenwerkingsverband; dit is een reden om ook bij dit verband te blijven	
	Ontbreken van een alternatief	Deductief	Er bestaat geen alternatief samenwerkingsverband wat dezelfde of betere resultaten zou kunnen opleveren	
Faciliterend leiderschap	Faciliterend leider	Deductief	Leiderschap waarbij deze persoon/instantie geen deelnemer is in het netwerk, dit voorkomt verstrengelde belangen	
Samenwerkingsproces	Vertrouwen (opbouwen)	Deductief	Er wordt gewerkt aan het opbouwen van vertrouwen	
	Face-to-face dialoog	Deductief	Fysieke ontmoetingen vinden plaats	

	Onderhandeling en in goed overleg (face-to-face)	Deductief	Er wordt in goed overleg onerhandeld	
Tussenliggen de uitkomsten	Kleine overwinning	Deductief	Kleine overwinningen zijn behaald	bijvoorbeeld tijdens de buit hapjes waar er vorig jaar no
	Strategische plannen	Deductief	Er worden strategische plannen gemaakt	
	Gezamenlijke bevinding van plannen	Deductief	Partners verstaan hetzelfde onderplannen	
Shared understandi ng	Duidelijk doel	Deductief	Er wordt een duidelijk doel geformuleerd	we hebben gezegd dat we o
	Gemeenschappel ijke definitie van het probleem	Deductief	Een gemeenschappelijke definitie van het problem wordt geformuleerd	
	Identificeren van gemeenschappel ijke waarden	Deductief	Gemeenschappelijke warden worden geïdentificerd	
Inzet voor het proces	Wederzijdse erkenning van afhankelijkheid	Deductief	Er is sprake van wederzijdse erkenning van afhankelijkheid	we kunnen niet zonder elka je elkaar in zou kunnen ver overtuigd moet je elkaar ge
	Gedeeld eigenaar van het proces	Deductief	Partners zijn gedeeld eigenaar van het proces	we hebben een wisselende
	Openheid voor onderzoeken van wederzijdse winsten	Deductief	In openheid worden wederzijdse winsten onderzocht	bijvoorbeeld over voeding t jaar wetende dat de studen weer een rol in te pakken e heel mooi dat je gebruikt ku
Waardeoord eel	positief			
	negatief			
Beleidsrecon structie	Context			
	Mechanisme			
	Uitkomst			

Appendix 4

Notitie Vragenlijst wederkerigheid leernetwerken

Operationalisaties:

Vraag	Gemeten concept	Reden/overweging vraag	Gebaseerd op
1 t/m 4	Achtergrondvragen	Controleren voor opleiding geslacht en leeftijd	
5 en 6	Werkachtergrond		
7 t/m 10	Betrokkenheid bij welk leernetwerk		
11	Wederkerigheid		*Social wellbeing Scale* (Keyes, 1998) Eerder gebruikt in proefschrift Jelly Zuidersma (p.91)
12	Succes samenwerkingsverband		Zuidersma (2012)
13	Elkaar weten te bereiken		Zuidersma (2012)
14	Toekomstperspectief		Zuidersma (2012)
15	Onderlinge afhankelijkheid		Zuidersma (2012)
16	Meerlagigheid		Zuidersma (2012)
17	Vertrouwen		Zaheer, McEvily et al. (1998)