

Behavioral characteristics of team ambidexterity

A case study into the impact of socio-psychological elements on team ambidexterity

Master Thesis René Adriaanse



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Preface

Three and a half years ago, I visited Erasmus University for the first time. I had decided for myself I wanted to go back to school for several reasons. The work in the sector I am employed in is changing rapidly, for which I felt only in part properly equipped. I wanted to broaden my horizon beyond the field of health care and learn more about business administration and its mechanics. When orienting myself, Rotterdam School of Management (RSM) stood out, because of its down to earth approach. Here, I met professor Dr. Tom Mom who during an information evening explained that several business schools offer fine educational programs, however to him the most important difference was that those other schools will teach you how to use a hammer. RSM, he said, teaches you to figure out if you need a hammer, and if not, what instrument you need and how to use it. I was sold that evening and went home with a smile on my face and a plan in my mind.

But as life will have it, things don't always go as planned. My employer offered me the chance to enroll in an educational program focused on business administration specifically aimed at health care. So I did, but a year later, realizing I couldn't let go of the feeling I needed to go to RSM, I enrolled there as well. And even though it was an intense period of learning, in which I have had to juggle my time and put some of my personal life on hold at times, I would make that same choice again in a heartbeat. And now, in what will soon also feel like a heartbeat, those two years are coming to an end.

This thesis is the final piece of that learning journey. It focusses on the way teams learn and develop themselves towards becoming ambidextrous. The empirical part of this research I was able to perform at my place of employment Vincent van Gogh, voor geestelijke gezondheidszorg. It is wonderful to see how colleagues and teams were willing to participate enthusiastically. Especially so, when considering my research was done in a time when rapid changes in the health care sector put high levels of strain on the sector as a whole and all professionals working therein. Thank you all for participating so willingly.

I would like to thank some other people specifically in this preface, starting with my employer Vincent van Gogh, who has made it possible for me to go on this learning journey. Thank you for giving me the opportunity to develop myself further. I would like to thank my coach Justin Jansen and my co-reader Tom Mom for their feedback. Your knowledge, insights and critical questions have helped me improve upon my work. Some words of special appreciation are in order for all the people who taught us over the past two years, inspiring us with their knowledge, challenging us to think critically. Thanks go out to Lia Hof and her team, who through their effort, have made it a smooth experience. Finally, I would like to thank my fellow students. The enthusiasm with which we jumped in. The awe with which we were sometimes struck when realizing what we needed to accomplish, and the sense of victory when we, in the end, made it. I enjoyed every second of the experience. Among those fellow students are a group of people who I want to thank explicitly, CTC thank you for the wonderful friendship we've developed.

A final word goes out to all my friends and family, thank you for your support and understanding as I was at times unavailable. To Frank, my husband I say, thank you for your love and support and for putting up with me, my stress levels, and fuss over the past two years. Let's go and explore the world some more together.

René Adriaanse,
Eindhoven, September 2018

“Let us think the unthinkable, let us do the undoable. Let us prepare to grapple with the ineffable itself and see if we may not eff it after all.” (Adams, 1987)

Abstract

This research aims to understand the process which leads to teams becoming ambidextrous. The research within this thesis focusses on the question of how team ambidexterity is initiated and implemented and what influence the elements leadership, structure, context, and mindset have on the process of teams becoming ambidextrous. To answer the questions formulated, it must first be defined what team ambidexterity is specifically, and why it is important.

Research on ambidexterity has predominantly been performed on a macro-organizational level, research on team level ambidexterity is limited. It is important to get a better understanding of team ambidexterity, and the process teams go through when becoming ambidextrous. This is important because teams are the level at which, in current organizations, knowledge is exchanged with an organization's environment. It is also the level at which teams and their team members develop themselves, the level at which they learn. Team ambidexterity is described as a unit's ability to simultaneously focus on exploration and exploitation. In other words, the way teams are able to handle the paradox that arises from balancing exploratory and exploitative activities. Team ambidexterity can be seen as an extension to organizational ambidexterity, positively influencing team performance. This research describes the way teams handle the paradox that comes with exploratory and exploitative learning. Exploration as such focusses on discovery, experimentation, learning, and innovation. Exploitation is aimed at incremental improvements, efficiency, and refinement.

This research was performed in a Dutch health care organization, in which four cases, four teams were studied. A total of 20 semi-structured interviews were done. The results of this research show that the interconnectedness of several elements is of major importance in the process of teams becoming ambidextrous. When looking at teams from an organizational level, it is noteworthy that the way an organization orients itself to becoming ambidextrous, their overarching vision, the shared identity within the organization, within the teams, and their shared language are all important elements for teams in the process of becoming ambidextrous. The mindset that ensues enables teams to handle the paradox which comes from balancing exploration and exploitation. This research is found to align with current literature on team ambidexterity development within organizations.

When looking at the specific elements leadership, structure, context and mindset, the three most important results with regard to the process of initiation and implementation of team ambidexterity are found in how horizontal leadership - when combined with a clear context - has a positive effect on the development of team ambidexterity. Another noteworthy result is the positive effect a strong team structure has on the development of team effectivity which, when combined, positively influences the development of team ambidexterity. Finally, it is important to remark that the combination of team efficacy, a strong team structure, and clear team goals, have a positive influence on the development of team ambidexterity.

The management implications which seem most noteworthy are the way an organization and its teams orient themselves on becoming ambidextrous and the process that the organization and the teams go through, aren't a 'follow the recipe to achieve said result' principle. There is no clear-cut recipe, but what is of major importance though is the way an organization shapes and develops its learning ability to create a flexible mindset towards the paradoxes that will arise from teams becoming ambidextrous.

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Introduction

An organization's ability to adapt to changes within the organization's environment stems from their organizational flexibility. 'Changes within the environment are defined as substantial, uncertain, and fast occurring' (Aaker & Mascarenhas, 1984, p. 74). Within the study of adaptive processes, the relationship between exploration and exploitation plays a central role. There is a need for balance within adaptive systems because of the pitfalls both exploration and exploitation exhibit when solely pursued; too big a focus on exploration can bring an organization a large number of experiments without exploitation to gain the benefits possible. Exploitation without exploration can trap an organization in a suboptimal steady state (March, 1991; Nagji & Tuff, 2012). In the dynamic of the learning organization, these processes and the way they work can sometimes hinder organizations in their learning processes. Organizations need to balance out these processes to be able to capitalize on the newly developed knowledge, and to be able to, on the other hand, remain relevant and not to become obsolete (Levinthal & March, 1993).

Ambidexterity, hereby referring to the ability for organizations to simultaneously explore and exploit, is in itself an academic construct. Discussion on the meaning of ambidexterity and the way it functions in organizations remains mostly a theory based discussion (Birkinshaw & Gupta, 2013). Ambidexterity literature defines three different types of ambidexterity; sequential, contextual and simultaneous or structural ambidexterity (O'Reilly & Tushman, 2013). 'Contextual ambidexterity focusses on the behavioral capacity to simultaneously develop and demonstrate alignment and adaptability within a business unit' (Gibson & Birkinshaw, 2004, p. 209). Research on ambidexterity has mostly been focused on the organizational level, looking at how to achieve balance, from the perspective of the organization and management therein. Less attention is to the team level in organizations, and the way ambidexterity works at team level (Stadler, Rajwani, & Karaba, 2014). This is problematic as a lot is known about how ambidexterity theoretically works, and the way it works on the organizational level. However, knowledge of the application of the model in practical situations is limited, with questions regarding how integration within an organization, within its teams, may be achieved remain mostly unanswered at this point. These questions are relevant because of the indication of influence teams have on different organizational questions regarding ambidexterity (Stadler et al., 2014). Further research into team ambidexterity increasingly becomes more important (Haas, 2010).

'Teams are defined here as a group of professionals working interdependently' (Kirkman & Rosen, 1999, p. 58). A study into the socio-psychological elements of team ambidexterity focusses on how teams learn and develop skills while at the same time refining and honing their existing skillset (Jansen, Kostopoulos, Mihalache, & Papalexandris, 2016). To further develop the knowledge on team ambidexterity, this research focusses on work teams and specifically four important elements of teamwork. Firstly, autonomy and external knowledge because of the way they influence team effectiveness (Haas, 2010). Furthermore, team efficacy because of its ability to aid in problem-solving in complex and even in conflicting situations (Barrick, Bradley, Kristof-Brown, & Colbert, 2007; Gibson & Earley, 2007). Finally, shared leadership which increases team effectiveness through the sharing of mutual responsibility and reciprocal influence (Wang, Waldman, & Zhang, 2014).

Research question

When combining these elements, this leads to the following research question:

How do socio-psychological elements impact the initiation and implementation of team ambidexterity?

Underlying research questions

1. What are the attributes and challenges of ambidexterity at team level?
2. What is the relationship between the socio-psychological elements of teamwork and team ambidexterity?
3. Which socio-psychological elements influence the initiation and implementation of team ambidexterity?

Literature delineation

Until recently, research into the field of ambidexterity mainly focused on developing the ambidexterity field from several perspectives. This has, however, mostly been done on a macro-organizational level, focusing on the way organizations manage periods of disruptive transitions (Birkinshaw & Gupta, 2013; O'Reilly & Tushman, 2013; Tushman & O'Reilly, 1996). The ambidexterity paradox can be best described as the skills organizations develop to achieve the exploration of new capabilities and the exploitation of existing ones (Benner & Tushman, 2003; Gupta, Smith, & Shalley, 2006; O'Reilly & Tushman, 2004). The different perspectives of research into organizational ambidexterity can be divided into three distinct forms; structural, sequential and contextual ambidexterity. Structural ambidexterity focusses on achieving exploration and exploitation through separate business units (O'Reilly & Tushman, 2004). Sequential ambidexterity focusses on the process of evolving and adapting to changing market circumstances (O'Reilly & Tushman, 2013; Tushman & Romanelli, 1985). Contextual ambidexterity centers on the behavioral ability a business unit has at showing alignment and adaptability (Gibson & Birkinshaw, 2004). An organization's context influences the way an organization is able to balance out this alignment and adaptability (Birkinshaw & Gupta, 2013). Research on the operationalization of ambidexterity is still in its early stages. There is some knowledge of the processes of orientation, initiation, contextualization, and the implementation phase. However, the way units or teams actually become ambidextrous remains relatively unknown (Raisch & Zimmermann, 2017). This thesis specifically connects to this section of the ambidexterity literature, focusing on how teams become ambidextrous, and to what extent specific socio-psychological elements of teamwork influence this development. This in response to calls by Haas (2010) and Jansen et al. (2016) to further develop knowledge of the process of becoming ambidextrous.

Research method

This study's research was done in a health care organization in the Netherlands. For this research, multiple case studies were described, focusing on the process of achieving team ambidexterity. Prior to the case studies, a literature review was done, pinpointing and defining the most important elements in the current ambidexterity body of work. The case studies themselves focus on how the process of initiation and implementation of team ambidexterity takes shape over time. This empirical part of the research was done qualitatively, generating new insights into the subject of team ambidexterity. This was translated into several propositions set forth.

Thesis outline

This thesis consists of six main chapters. The first chapter; the introduction details the motivation for this research, specifying the subject being researched. It shows the gap identified in the scientific field it entails and the way it links to previous studies performed. It also gives a brief overview of the study itself. The second chapter contains the literature review, focusing on the ambidexterity body of research. This chapter shows how the ambidexterity literature has been developing over the years, what specific elements of this field are of interest to the subject in this thesis. It also delves into the literature on other topics linked to the research question identified in the previous chapter. Topics included are ambidexterity, team ambidexterity, teamwork, leadership, structure, context, and mindset. The end of this chapter shows the theoretical model developed, based on the literature studied. The third chapter describes how the empirical research has been designed, detailing which research methods were applied during this phase. Chapter four shows the results that the empirical phase of the research has yielded, described per case over time. Finally, a cross-case analysis is performed.

In the next part of the research, chapter five, the results and literature are analyzed, in unison, to answer the research question outlined in the introduction. This analysis leads to the formulation of several propositions. The discussion, chapter six, is a more in-depth reflection on the work done in this research. This chapter centers on the theoretical and practical implications and limitations of this research. It ends with several possible avenues for further research.

Literature Review

Ambidexterity: exploration and exploitation

Organizations need to be able to adapt, be flexible, and change with and to changing conditions. In his research into organizational change, March states organizations and their surroundings to be continually in a state of flux. Change herein is influenced by internal and external competitive processes. The extent to which such a process is more disruptive, in terms of its ability to generate change, influences the organizational response (1991). In “Ambidextrous organizations: Managing evolutionary and revolutionary change” Tushman and O’Reilly (1996) emphasize the patterns of sequential success and failure transecting industries. They focus on the question why management at times seems to be at a loss when dealing with disruptive transitional periods. One of the answers found through case studies in different companies in differing industries indicates this stems from a cultural inability to effectively ‘play two games at once’ (Tushman & O’Reilly, 1996, p. 10).

March defined these two sides of the game, these two perspectives, as exploration and exploitation. He states: ‘Exploration includes things captured by terms such as search, variation, risk-taking, experimentation, play, flexibility, discovery, innovation. Furthermore, March explains exploitation to include: such things as refinement, choice, production, efficiency, selection, implementation, execution’ (March, 1991, p. 71). Gupta et al. defined exploration and exploitation to be activities related to learning (2006). Activities focused on exploration increasing the broadness of knowledge generated, thereby creating the possibility to generate radical change. Activities focused on exploitation center on the depth of the knowledge generated, facilitating incremental change increasing reliability (Benner & Tushman, 2003). Duncan named this exploration and exploitation phenomenon ambidextrous organizations when describing the structures in companies dealing with *dual structures* (1976). Even though the management concept of ambidexterity has been researched and discussed in length for over two decades, the best way to achieve ambidexterity within organizations is part of a standing scientific discussion, in which the viewpoint of this discussion and the way organizations go about achieving ambidexterity differs. The concept of ambidexterity and the way this concept should be understood and implemented differs from these various viewpoints (O’Reilly & Tushman, 2013; Simsek, Heavey, Veiga, & Souder, 2009).

Exploration centers on the development of new organizational skills, exploitation centers on the furthering of existing skills. Exploitation would require organizational and management skills whereas exploration requires innovation and development skills. From this demand for different skill sets, the natural debate arising in firms is whether to support one over the other. This implies managers need to be ambidextrous; ‘A juggler who is very good at manipulating a single ball is not interesting. It is only when the juggler can handle multiple balls at one time that his or her skill is respected’ (Tushman & O’Reilly, 1996, p. 11). Ambidexterity describes the ability people have in using both hands in an equally able manner. Ambidexterity in management literature focusses on the skills organizations develop to achieve the exploration of new capabilities and the exploitation of existing ones (Benner & Tushman, 2003; Gupta et al., 2006; O’Reilly & Tushman, 2004).

Keeping a balance between exploration and exploitation is difficult to achieve because of their inherent attributes (Levinthal & March, 1993). Exploration focusses on ‘the pursuit of new knowledge where exploitation is involved with the use and development of things already known’ (Levinthal &

March, 1993, p. 105). Both activities require different, even contradictory organizational elements ranging over structure (O'Reilly & Tushman, 2008), context (Birkinshaw & Gibson, 2004) and cultural facets (Carmeli & Halevi, 2009). Ambidexterity can be seen at any level of the organization, on the strategic macro level of organizations down to and including the individual employees micro level (Raisch, Birkinshaw, Probst, & Tushman, 2009; Turner, Swart, & Maylor, 2013). Some research focusses on how a balance between exploration and exploitation within a business unit may be achieved through parallel, gradual learning, and management support, creating an organizational context supporting both sides of the scale (Gibson & Birkinshaw, 2004). Though little is known about the specific management behavior and skills needed to become an ambidextrous organization. Nor is there sufficient knowledge on when exactly managers should behave ambidextrously to further organizational performance (Mom, Fourné, & Jansen, 2015).

In the ambidexterity body of work, other studies look at the way simultaneous exploration and exploitation is possible by spatial, organizational separation as a way of balancing the inconsistent architecture this requires (Benner & Tushman, 2003; O'Reilly & Tushman, 2008). For any given organization the effort of efficiently balancing the use of knowledge and skills within the organization and the energy invested into innovation is paramount (Levinthal & March, 1993). The routines required to explore or exploit are inherently different (Dosi, Nelson, & Winter, 2001). These differences themselves vary; consistency, control, and stability when focusing on exploitation activities. When exploring new possibilities, the options range over risk-taking, flexibility and performing experiments (Benner & Tushman, 2003). In "Organizational Ambidexterity: Past, Present, Future" O'Reilly and Tushman indicate that ambidexterity is associated with sales growth, subjective performance evaluation, innovation and market valuation (2013). Ambidexterity remains a phenomenon that, although a lot of research has been performed in the last decades, is relatively poorly understood (Simsek, 2009). 'Although near consensus exists on the need for balance, there is considerably less clarity on how this balance can be achieved' (Gupta et al., 2006, p. 697). Besides the issue of balancing exploration and exploitation, the definition of organizational ambidexterity itself is somewhat suspect; the use of the term organizational ambidexterity is at times generic and vague, without a proper definition of the underlying elements. Definition of exploring and exploiting in its specific setting is not done rigorously which causes more differentiation in the terms used and the way they are sequentially interpreted. There is a risk of rebranding existing phenomena as ambidexterity (O'Reilly & Tushman, 2013). Turner, Swart, and Maylor conclude there is a lack of understanding of how ambidexterity functions within larger, complex organizational structures (2015). Previous studies have focused on higher knowledge flows increasing a leader's exploratory and exploitative capabilities (Mom, van den Bosch, & Volberda, 2007) and a focus on short and long-term goals (O'Reilly & Tushman, 2004; Probst & Raisch, 2005). The concepts are well thought out, knowledge of the application of these concepts, however, remains limited, and real-world application is difficult (O'Reilly & Tushman, 2013).

Ambidexterity at the organizational level

Ambidexterity, O'Reilly, and Tushman state, can be divided into three groups; sequential, contextual and simultaneous or structural ambidexterity. Sequential ambidexterity stems from the perspective of changing organizational environments and the ability organizations have in evolving and adapting to new market circumstances (O'Reilly & Tushman, 2013; Tushman & Romanelli, 1985). Simultaneous or structural ambidexterity is defined by its organization through separate units within an organization.

Both exploration and exploitation are pursued through separate business units. Integrity is organized through an overarching strategic vision and execution (O'Reilly & Tushman, 2004). Contextual ambidexterity is 'the behavioral capacity to simultaneously demonstrate alignment and adaptability across an entire business unit' (Gibson & Birkinshaw, 2004, p. 209).

Birkinshaw and Gupta looked at how organizational context influences the way organizations balance out the tensions arising between the organizations' capacity for alignment and stability (Birkinshaw & Gupta, 2013). They describe contextual ambidexterity as differing from the structural ambidexterity as outlined by Duncan (1976), Tushman and O'Reilly (1996). Organizations striving for contextual ambidexterity need to be stretched, build up trust within and be disciplined throughout. All of this in an environment that is supportive of change to be able to occur (O'Reilly & Tushman, 2013, 2016). Thus encouraging teams and individuals to make choices regarding the dividing of their time between exploration and exploitation (Gibson & Birkinshaw, 2004). 'The firm's ability to integrate, build and reconfigure internal and external competencies to address rapidly changing environments is a definition given for an organization's dynamic capabilities' (Teece, Pisano, & Shuen, 1997, p. 516). These dynamic capabilities are shown through an organizations capability to explore and exploit, they come from the decisions made by management and show themselves through an organizations capability in reallocating its assets and developing existing and new skills (O'Reilly & Tushman, 2013). The (im-)balance between exploration and exploitation have specific implications for the operationalization of ambidexterity. It focusses on the degree of (im-)balance in exploration and exploitation, not the level thereof (Cao, Gedajlovic, & Zhang, 2009). Organizations, teams or individuals are considered to be ambidextrous when effectively balancing both elements (Rosing & Zacher, 2017). This leads to the realization that it will not suffice to use static organizational frameworks (Raisch et al., 2009) as organizations constantly transition between and try to balance out explorative and exploitative phases (Boumgarden, Nickerson, & Zenger, 2012; Siggelkow & Levinthal, 2003; Simsek et al., 2009). A more process-oriented approach towards becoming ambidextrous has in recent years gotten traction in the ambidexterity literature (Raisch & Tushman, 2016; Zimmermann, Raisch, & Birkinshaw, 2015). To be able to study the paradoxical tensions arising from exploration and exploitation requires a framework that enables organizations and teams to conceptualize this phenomenon as a continuous process (Raisch & Zimmermann, 2017).

Ambidexterity, as such, is not just an organizational macro level construct. A wide range of different approaches to handle the inherent tension between exploration and exploitation have been researched (Mom et al., 2007; Mom, van den Bosch, & Volberda, 2009). Varying from the separation between activities which are explorational and exploitative in nature (O'Reilly & Tushman, 2008), transitioning between explorative and exploitative phases over time (Boumgarden et al., 2012) and the contextual variation, which focusses on the creation of a supportive context (Gibson & Birkinshaw, 2004). Although prior ambidexterity research has mainly been focused on the macro-organizational level, it can be looked at from different perspectives and on different organizational levels, for instance the team or individual level (Birkinshaw & Gupta, 2013; Bledow, Frese, Anderson, Erez, & Farr, 2009; Bonesso, Gerli, & Scapolan, 2014; Kauppila & Tempelaar, 2016). Research on team and individual level ambidexterity is still in the early stages of scientific development. The phases ambidexterity development goes through haven't been clearly defined, ambidexterity herein is conceived to be a temporally stable construct, it's variations and their effect over time are still relatively unknown (Rosing & Zacher, 2017).

At the moment an organization decides to orient itself towards becoming ambidextrous, the phase of orientation and eventually initiation is even less known. A noteworthy moment as the phase of initiation is also the moment an organization sets its strategic goals and aligns the organizational setup with those goals, bringing with it major organizational costs and risks (Gupta et al., 2006; O'Reilly & Tushman, 2013, 2016). This only increases the importance to learn how and why organizations initiate their ambidextrous orientation. The difference between initiation and implementation is an important element to point out, which is best described as the ambidextrous charter, described by Zimmerman et al. which built upon earlier work by Birkinshaw and Lingblad (2005) and Galunic and Eisenhardt (1996). Zimmerman et al. define this ambidextrous charter as 'the shared understanding that an organizational unit has responsibility for both exploitation and exploration' (2015, p. 1119).

Zimmerman et al. describe this charter process not top down, but as a bottom-up emergent process in which an organizational unit takes responsibility for the ambidextrous orientation of their business unit (2015). Raisch and Zimmermann further add definition to the development of this ambidexterity process in three stages; the initiation, contextualization and implementation stage. The first stage identifies the paradox the organization is struggling with, this stage is used to define a strategic plan to address this tension originating from the paradox. Zimmermann et al. have examined the way organizations change from building strategic charters with a one-sided focus to an ambidextrous approach in which a balance between exploration and exploitation can be achieved (Zimmermann et al., 2015). This process can happen top-down or bottom-up, and also on the organizational or on the unit level (Raisch & Zimmermann, 2017). The second stage, contextualization, is the stage in which the structures, processes and the organizational culture is (re-)designed, aimed at managing the organizational tensions. This is done through decisions made, mostly, by management, regarding the organizational design and the way the organization decides to pursue ambidexterity. Based on these decisions organizational design is further developed (Raisch & Zimmermann, 2017). The main task during this stage is creating an organizational context that lets managers and teams engage in exploration and exploitation (Raisch & Zimmermann, 2017). Ghoshal and Bartlett's mention discipline, stretch and support as important elements to achieve an ambidextrous context. They state the interplay of performance and social context to be the enablers of ambidexterity (1994). Emphasis is given to the informal context which strongly influences behavior within the organization (Gibson & Birkinshaw, 2004). The third stage, implementation, is aimed at working through the existing tension between exploration and exploitation in day-to-day operations (2017). Organizational members deal with this tension on the individual and team level in the day-to-day activities. The organizational context in which the teams and individuals are embedded determine the type of activities they focus on (Mom et al., 2007; Rogan & Mors, 2014; Smith & Tushman, 2005).

Contextual ambidexterity as described by Birkinshaw and Gibson provides us with a perspective on this organizational level, wherein specific emphasis is given to 'the behavioral capacity to simultaneously reconcile both exploration and exploitation across an entire business unit' (2004, p. 209). In previous research, it has been argued that ambidexterity can't be completely understood by solely looking at the organizational level. Ambidexterity and its underlying mechanisms have ramifications for units and the individuals within (Birkinshaw & Gupta, 2013; Bledow et al., 2009; Bonesso et al., 2014). Raisch et al. stated ambidexterity '...likely to be a function of closely interrelated

individual and organizational effects – but in most cases more than the sum of the individual activities’ (Raisch et al., 2009, p. 688).

Team ambidexterity

The argumentation can be made that the contextual approach as mentioned above can be extended to team level. Hereby referring to the context of multiple streams of innovation being maintained through the efforts of organizational teams. Organizational teams that are considered to demonstrate good performance are those that are able to show creativity in their work, looking at their task from different perspectives. Teams that are always looking for ways to improve their work, exploring new ways to achieve the team's tasks (Chi, Huang, & Lin, 2009; Gilson & Shalley, 2004). Within these teams, a context is created in which the connectedness of those innovation streams is enabled. Exploratory and exploitative learning within teams is facilitated (Sethi & Sethi, 2009; Tushman, Smith, Wood, Westerman, & O’Reilly, 2010). Exploratory learning refers to activities that facilitate a team to search for, experiment with, and develop new ideas and task-related capabilities. Exploitative learning, however, is associated with activities that help a team to refine, recombine and implement existing knowledge and skills (Kostopoulos & Bozionelos, 2011, pp. 388–389). This may create tension within those teams because of the inherent tension new knowledge development may have with the short-term refinement and improvement of existing skills and knowledge (Jansen, George, van den Bosch, & Volberda, 2008). Previous research by Bunderson and Sutcliffe (2003) and He and Wong (2004) has made the argument that a single-minded focus on exploration does not necessarily mean an increase in team performance. When a team overemphasizes its focus on exploration it may experience the increase in costs associated with experimentation without any actual results (March, 1991), they may also use resources like time without generating any tangible results or generate such a large amount of results that teams can’t use those results to improve team performance (Kostopoulos & Bozionelos, 2011). Furthermore, team members’ focus on and pursuit of multiple and divergent learning goals creates ambivalence among them and can reinforce discussion on the team identity (Smith, 2014). Previous research by Edmondson and Nembhard (2009) has shown that in teams where market conditions are unsure that for exploratory learning the equation still has more positive effects than there are risks associated.

Increasing interest has been developing for organizations which are able to continuously develop their dynamic capabilities through achieving ambidexterity at team level (Gibson & Birkinshaw, 2004; Gupta et al., 2006; O’Reilly & Tushman, 2008; Simsek et al., 2009). Team members in these organizations need to be able to pick up on, make interpretations of and handle the often ambiguous learning expectations within their teams. They need to be able to translate them into actions, fitting for their teams. It is these abilities teams, and team members have that are crucial when learning in an exploratory and exploitative manner when achieving ambidexterity within their team (Jansen et al., 2016). Team ambidexterity is the ability units in organizations have to simultaneously take on exploration and exploitation (Haas, 2010; Jansen et al., 2016). The conceptualization centering on the extent to which teams are able to learn simultaneously in ways that can be described to be exploratory and exploitative in nature (Edmondson, 2002b; Kostopoulos & Bozionelos, 2011). Their ability to, at team level, learn from and exploit activities at the organization's core business. They do this in markets they already operate in, with competences and resources already familiar to them. Exploration on the other end of the spectrum focusses on learning and developing new product possibilities, to enter new markets and pursue opportunities unfamiliar to their organization (Gibson &

Birkinshaw, 2004). 'An ambidextrous unit can create and capture additional value by combining insights, information, and input from other units' (Jansen, Simsek, & Cao, 2012, p. 1287).

On the organizational level, a lot of research has been done on the subject of exploration and exploitation. On team level, a lot of research has in recent years been initiated to increase knowledge on team ambidexterity (Raisch et al., 2009). This is important because of how we employ teams in current organizations; they are the levels at which knowledge is exchanged and the level at which teams and the individuals therein learn (Edmondson, 2002b, 2002b; Edmondson & Nembhard, 2009). It is necessary for these teams to be able to handle the competing and sometimes conflicting demands ambidexterity brings, they need to be able to reconcile the tensions arising from exploration and exploitation (Andriopoulos & Lewis, 2009; Lavie, Stettner, & Tushman, 2010). Team cohesion within those teams facilitates the development of team ambidexterity (Jansen et al., 2016). Decentralized organizations help improve team performance in the development of their ambidexterity by limiting the influence organizational top-level hierarchy has on them, and on the way they handle contradictory demands in day to day operation (C. D. Galunic & Eisenhardt, 2001; Siggelkow & Levinthal, 2003).

A lenient organizational context which removes some of the resource constraints on ambidextrous teams helps to improve their performance through the improvement on how they are able to implement and balance ambidexterity (Jansen et al., 2012). However, teams within organizations need regular interaction with its headquarters to get feedback on its operations and performance, and to make use of the HR organization headquarter offers. All these efforts are aimed at building an atmosphere which helps them put into effect the resources and knowledge needed to simultaneously perform the contradictory activities and goals involved with achieving and balancing exploration and exploitation (Jansen et al., 2012).

Research has been focusing on how knowledge stocks and knowledge development influence ambidexterity within teams and individuals working in those teams (Kang & Snell, 2009). Knowledge stocks are the accumulated intellectual capital utilized by an organization to achieve competitive advantage (Nahapiet & Ghoshal, 1998; Subramaniam & Youndt, 2005). Intellectual capital, comprising of human, social and organizational capital, contains all the knowledge stocks individuals have, their relationships and networks with individuals and the way they are connected within the organization itself (Subramaniam & Youndt, 2005). An organization's or team's intellectual capital has been shown to advance teams exploratory and exploitative capabilities (Subramaniam & Youndt, 2005). Two elements related to team ambidexterity should be mentioned specifically. The network ties that team members have within and across the internal and external network, the so-called social capital of an organization, is said to strengthen the way team members interact within said network and exchange their differentiating views and knowledge with one another. This also helps create, through that same exchange, the development or renewal of knowledge, by accessing the networks valuable resources and communicating with dissimilar external actors. Teams that are able to create those strong internal and external network ties will be more capable of balancing the contradictory knowledge generated within. This, in turn, will help them achieve their ambidextrous goals (Kostopoulos, Bozionelos, & Syrigos, 2015). Organizational capital shows mixed results. Research by Subramaniam & Youndt has shown some positive results in which organizational capital stimulates exploitative capabilities and under certain circumstances contributes to developing ambidextrous learning capabilities (Kang &

Snell, 2009; Subramaniam & Youndt, 2005). Findings from the research by Kostopoulos et al. show that organizational capital, through codifying and storing of knowledge in structures, processes and norms constrain teams development towards ambidexterity (Kostopoulos et al., 2015). The third element, human capital focusses on employees skillset and knowledge. Human capital can positively contribute to learning (as an element of ambidexterity) in that it stimulates the development and refinement of existing knowledge and the generation of new knowledge (Kang & Snell, 2009; Snell & Dean, 1992). Human capital can be a force aiding teams in developing more diverse knowledge, help them broaden their mental frameworks and aid in initiating paradoxical thinking while reflecting on knowledge and information sources available to them (Gibson & Birkinshaw, 2004; Mom et al., 2009). The paradoxical mental frameworks arising through human capital facilitate teams in their learning process of the short and long-term opportunities and aid them in the handling of exploration and exploitation based learning and development (Mom et al., 2009; O'Reilly & Tushman, 2004). Kostopoulos et al. argue that ambidextrous teams need the combination of 'the unique knowledge, skills and abilities of individual members (i.e., human capital) as well as the knowledge residing in and available through members interpersonal networks (i.e., social capital) to realize synergies between divergent learning activities' (2015, p. S112). Furthermore, it is stated that knowledge within a teams or organizations structure, it's systems or processes (i.e., organizational capital) may hinder their ability at problem-solving, inherently rendering them locally focused and shortsighted in the way they tackle paradoxical problems (Kostopoulos et al., 2015). Their research shows how a team's knowledge, their skill set, and creativity enables teams at handling complex paradoxical learning (Kostopoulos et al., 2015).

Individual team members within these units have the ability to make their own choices regarding which time to allocate to exploration or exploitation (Bonesso et al., 2014; Gibson & Birkinshaw, 2004). In their study, Gibson and Birkinshaw identified several contextual factors within organizations facilitating organizational ambidexterity; the social context and that of performance management (Gibson & Birkinshaw, 2004). Research on the behavioral theory of the firm, discussion on organizations capabilities have shown the importance of team members individual antecedents (Bonesso et al., 2014). Contextual ambidexterity creates a supportive context which allows frontline team members to handle the exploitation and exploration tensions arising in business units and teams (Carmeli & Halevi, 2009; Im & Rai, 2008; Koza & Lewin, 1998; Lavie & Rosenkopf, 2006). Contextual ambidexterity is relevant at the organizational unit level, especially so since these units don't have the resources to use other variations in implementing ambidexterity (Lubatkin, Simsek, Ling, & Veiga, 2006). The disadvantage this creates is the strain this puts on teams and team members who have to be able to handle conflicting tasks (Gupta et al., 2006; Smith & Tushman, 2005) and handle the resource limitations that arise while balancing the simultaneous optimization of exploration and exploitation (Gupta et al., 2006). Teams show their exploratory and exploitative capabilities through the way individual team members develop knowledge and skills while simultaneously exploiting existing skills to achieve the teams or organizational goals (Gilson, Mathieu, Shalley, & Ruddy, 2005; Kostopoulos & Bozionelos, 2011). Through the exploitation and exploration of existing and new technologies, it may be learned how teams within organizations become ambidexter teams (Jansen et al., 2016).

Teamwork and the socio-psychological elements associated

Teamwork can be defined as the ability teams have working together interdependently, through the individual team members capabilities, the teams combined effort and the processes they use during their regular work (Cohen & Bailey, 1997; Marks, Mathieu, & Zaccaro, 2001). Work teams as Cohen describes them are 'continuing work units responsible for producing goods or providing services' (Cohen & Bailey, 1997, p. 242). They work together in the pursuit of achieving their teams or organizational goals (Marks et al., 2001). A more defined description is given by Cohen and Bailey 'a collection of individuals who are interdependent in their tasks, who share responsibility for outcomes, who see themselves and who are seen by others as an intact social entity embedded in one or more larger social systems (for example, business unit or the corporation), and who manage their relationships across organizational boundaries' (1997, p. 241). Raisch et al. (2009) pointed out that more understanding of the way ambidexterity works within teams or units can be achieved through further investigating personal ambidexterity. The acknowledgment ambidexterity literature extends towards the differentiated and contradictory roles ambidextrous individuals perform however doesn't answer questions on how individual team members perceive and behaviorally execute their ambidextrous role (Bonesso et al., 2014). At the individual team member level, ambidexterity manifests itself in the way team members are able to combine exploratory and exploitative behavior. Pertaining to the way they explore new competence domains while at the same time exploiting their existing competencies (Bledow et al., 2009; Mom et al., 2009). Individual ambidexterity can be described as a multidimensional construct encompassing the degree to which individual employees are able to pursue explorative and exploitative activities in their work (Bledow et al., 2009; Mom et al., 2009). It is not just a psychological trait. It's the degree to which individuals can alternate between conflicting tasks, perceived from their behavioral capacity. (Bledow et al., 2009; Miron-Spektor, Gino, & Argote, 2011; Smith & Tushman, 2005). Ambidexterity on the individual level facilitates organizations in the combination and synergy creation for their exploration and exploitation activities on the unit and organizational level (Kaupilla & Tempelaar, 2016). Thereby becoming more than just the mechanism to reconcile exploratory and exploitative activities through individual organization members (Adler, Goldoftas, & Levine, 1999; Miron-Spektor et al., 2011). Exploration at the team member level can be defined as behavior focused on experimentation, learning from mistakes and searching for new ways to get work done. While exploring team members try new routes and deviate from routines, they explicitly deviate from existing knowledge. Exploitation, on the other hand, relies on experience previously attained, putting those lessons learned to the task at hand and incrementally improving hereupon. Exploitation centers around doing things the way they have been done, thereby relying on the existing set of rules previously developed. Exploration and exploitation influence the variability of individual team members behavior (Gupta et al., 2006; Rosing, Frese, & Bausch, 2011). In particular, ambidexterity seems to be relevant with regards to innovative performance; in the sense of indicating the individual team members proficiency towards innovative behavior (Rosing & Zacher, 2017). Rosing and Zacher make the argument that the individual team members engagement towards both exploration and exploitation is needed to generate and implement innovative ideas for the team's goal realization (Bledow et al., 2009; Rosing et al., 2011; Rosing & Zacher, 2017).

A study into the socio-psychological elements of team ambidexterity focusses on how teams learn and develop skills while at the same time refining and honing their existing skillset (Jansen et al., 2016). Social cohesion within teams is an important element in shaping teams abilities at pursuing ambidextrous learning activities (Jansen et al., 2016; Marks et al., 2001). Teams can be defined as a

group of two or more people working together to achieve a common goal. Furthermore they interact socially, work together to achieve tasks relevant to the organization, are inter-dependent to a certain level with regard to goals, outcomes, and workflow, they have different roles and responsibilities, and they are part of an organizational system, with boundaries and linkages to an encompassing environment and systemwide context (Kozlowski & Ilgen, 2006; Salas, Dickinson, Converse, & Tannenbaum, 1992). Social cohesion is shown to be an important driver for problem-solving, quality improvement, and trade-off decision-making abilities within teams (Sheremata, 2000). The capturing of synergies between exploratory and exploitative learning activities is the reason why team cohesion is important. It helps facilitate a context in which teams are able to handle the conflicting theme's that arise from the diverging learning demands (Jansen et al., 2016).

A team's capability to effectively work together originates in a team member's knowledge, their skills, and attitudes (Cannon-Bowers, Tannenbaum, Salas, & Volpe, 1995; Salas, Sims, & Burke, 2005). Teams in many organizations are involved with work that is considered to be knowledge-intensive (Haas, 2010). This knowledge-intensive work is performed by skilled professionals. It requires a significant amount of investment in these professionals' intellectual capital. There's an easy explanation for this; it has been getting more difficult for one person to have all the knowledge, skills and abilities needed to perform this knowledge work (C. L. Pearce & Barkus, 2004). Work teams focus on generating outcome for their organization; outcome can be seen at the individual, team, business unit or organizational level. The way outcome is achieved, determines the level of effectiveness of the specific unit, in this case, the team level (Cohen & Bailey, 1997). The conceptualization of team effectiveness stems from the heuristic logic formulated by McGrath in the Input-process-output (I-P-O) framework (Gladstein, 1984; McGrath, 1964; Salas et al., 1992). Inputs herein referring to the way a team is built; its composition, the individual characteristics of the team members and the resources the team can utilize at different levels. The processes refer to how team members engage in activities and resolve tasks and goals set. Processes refer to the way inputs are translated into outcomes. Team processes are in its very definition a dynamic process; they generally get referred to as static emerging processes in the development of and during the interaction of team members (Kozlowski, DeShon, Schmidt, Chambers, & Milner, 1999; Marks et al., 2001). Output can be classified into three separate facets; First is performance, which is evaluated externally to the team. Second is if and how team member's needs are met. And third is team member's willingness to stay within the team (Hackman, 1987; Kozlowski & Ilgen, 2006). When looking at important elements towards achieving team effectiveness prior research has found four requirements that are critical throughout the endeavor to achieve effective teams: compelling leadership (direction), a strong structure and a supportive context (Haas & Mortensen, 2016). To prevent the pitfalls of 'us versus them' thinking and the effects of incomplete information flows a fourth element comes into play; a shared mindset (Haas & Mortensen, 2016).

Direction or leadership is an essential element towards achieving effectiveness in teams (Cohen & Bailey, 1997). Leadership is the foundation that energizes, orients and engages every great team. Teams need to know what they're working towards and have clear set goals to be inspired. The goals they aim for should be challenging but not overwhelming. Goals need to be meaningful; whether it resonates with team member's extrinsic or intrinsic rewards (Haas & Mortensen, 2016). Leadership from a traditional viewpoint has been conceived around the 'one person firmly in charge' idea, with the other team members being defined followers; so-called vertical leadership. The more recent development in research indicating leadership being shared among team members in which the

leadership role focusses more on the person with the key knowledge, skills, and abilities needed for the specific task at hand. Leadership in this context rotates amongst team members as the need for a specific skill set or a specific need regarding the issues a team faces arises (C. L. Pearce & Barkus, 2004). A single leader can't handle all current complexity in teamwork situations. Furthermore, high knowledge work attracts team members who in the application of skills to their work seek autonomy; they seek a role in facets of leadership within their teams (Carson, Tesluk, & Marrone, 2007). Shared leadership as such is a simultaneous, mutual and ongoing influencing process in teams. In this process, there is a serial emergence of leaders, both official and unofficial. Shared leadership can be viewed as the developed empowerment in and of teams (C. L. Pearce & Barkus, 2004). It's a dynamic, developing, interactive process of influencing amongst members of the team. This process of influencing is done using both the horizontal (peer influencing) and vertical axis (hierarchical influencing). The main objective of this influencing is to reach the achievement of the team's goals (C. L. Pearce, Manz, & Sims, 2009). Pearce and Barkus add to this that the role of the vertical leader remains necessary to maintain the success horizontal, or shared leadership has towards knowledge work (C. L. Pearce & Barkus, 2004). Through offering their skills and influence team members add to team goals and commitment increases. Shared leadership positively influences this dynamic (Carson et al., 2007) Shared leadership has a positive influence on performance and team development (Day, Gronn, & Salas, 2006). It can be described as a process of social influencing team members engage in. The goal within is to through this process achieve the team's goals (Hoch, Pearce, & Welzel, 2010). Shared leadership can be defined 'as an emergent team property of mutual influence and shared responsibility among team members, whereby they lead each other toward goal achievement' (Wang et al., 2014, p. 181). Carson, Tesluk, and Marrone add the distribution of leadership influence across multiple team members (2007). 'It represents a condition of mutual influence embedded in the interactions among team members that can significantly improve team and organizational performance' (Carson et al., 2007, p. 1218). In situations of high interdependence shared leadership is especially effective in achieving an increase in team performance (Nicolaidis et al., 2014). High interdependence requires that teams and team members work together closely and coordinate their work accordingly (Stewart & Barrick, 2000). Supportive leadership by senior executives may affect team functioning and ambidextrous behavior (Gibson & Birkinshaw, 2004; O'Reilly & Tushman, 2004). Direct involvement and engagement with team members may be enacted through the encouragement of initiatives, the clarification of responsibilities, the emphasis of group relationships and the demonstration of team member trust (Carmeli, Gelbard, & Gefen, 2010; Jansen et al., 2016; Van de Ven & Chu, 1989)

The second element in achieving effectiveness in teams is a strong structure. They need the right mix of team members, the right amount of people required to perform the team's tasks and they have a need for tasks and processes that are designed optimally. Lastly, they need team norms that discourage behavior that is destructive to the team and have a need for behavior that promotes and reinforces positive team dynamics. There is a need for a mix of knowledge, viewpoints, age, gender, even race. All these elements help teams become more creative through diversity and help them avoid groupthink (Haas & Mortensen, 2016). All these help teams be more effective. However the design of assignments they are tasked with needs to be performed with equal care and attention. The motivation needed for a task can be increased by the team leader by ensuring team members have the possibility to take on responsibility for the task at hand or at least a significant part thereof. The team members need to have a lot of autonomy in the performance of their task, and they need to get feedback from the organization on the way they perform said task. A key construct in describing how

a team coordinates with the organization is team-level autonomy (Stewart, 2006). Haas says 'autonomy allows teams to exploit their capabilities, and external knowledge allows them to explore new approaches and opportunities, the combination of these conditions can be viewed as facilitating ambidexterity' (Haas, 2010, p. 1005). Autonomy works advantageously to team effectiveness in stable teams (Cohen & Bailey, 1997). In situations when team decisions and responsibility are shared team autonomy increases at the expense of individual autonomy (Kirkman & Rosen, 1999). Team autonomy is most beneficial in situations where there is a high level of uncertainty and dynamism (Stewart, 2006). Autonomy focusses on the way coordination of tasks with other units within the organization takes place. Teams who enjoy a higher level of autonomy can make decisions independently, plan their work and adapt when changing conditions require it (Stewart, 2006). At team level autonomy improves internal motivation (Cohen & Ledford, 1994; Wall, Kemp, Jackson, & Clegg, 1986). Furthermore, it helps improve team performance through adaption and variation of teamwork (J. A. I. Pearce & Ravlin, 1987).

With regard to the job at hand, teams need to be able to, as was said earlier, take on meaningful tasks and be able to achieve them. The effectiveness of teams, their performance, their team-efficacy, is positively influenced by task-centered team efficacy and potency for abilities ranging over tasks and situations (Gully, Incalcaterra, Joshi, & Beaubien, 2002). Team efficacy originates in a group's collective belief that it can perform specific tasks successfully (Jansen et al., 2016; Lindsley, Brass, & Thomas, 1995). Teams persevere trying to achieve positive results when facing difficulty if their efficacy and potency levels are high (Gully et al., 2002). General self-efficacy stimulates the individual performance (Bandura, 1982), it also supports the development of ambidextrous behavior (Kauppila & Tempelaar, 2016).

Further studies have established group efficacy as a phenomenon on group-level wherein a positive relationship between group-efficacy and performance has been shown (Gibson, 1999; Lindsley et al., 1995). Team efficacy resonates with motivation – need fulfillment research. It creates a context for team members to have more confidence and resilience to partake in complex learning activities (Gibson & Earley, 2007; Gong, Huang, & Farh, 2009). Efficacy beliefs resonate with team members intrinsic motivation to increase the effort and the hard work shown in complex situations. They will constantly and persistently direct their work and effort towards accomplishing the complex tasks they need to perform or the goals they need to master themselves in (Jansen et al., 2016).

Teams that are able to perform challenging tasks, who act on opportunities to attaining divergent, and contradictory learning abilities, are teams that also show a collective perception of high competence. They will through this behavior show themselves more able at mastering contradictory learning goals. Furthermore, they will show themselves able at pursuing learning efforts that are exploitative or exploratory in nature. On the other hand, teams that have a low level of team efficacy could experience levels of apathy or social loafing in situations like these. This could make it difficult for them to deal with the different agenda's that demand different facets from them, that are divergent in nature (Mulvey & Klein, 1998). Teams and team members that are efficacious in nature have a natural appreciation for tackling complex tasks set out for them. They will experiment with new knowledge and ideas; they will experiment with that new knowledge to attain new possibilities while maintaining their focus on and refining their current skillset and competencies (Gong et al., 2009). Research by Edmondson (1999) has yielded information that has shown that team efficacy does not have a significant relationship with teams learning behavior when elements like psychological safety are added to the equation. One could state that it's not the amount of shared belief in team efficacy

that matters it's the level of attraction to the team, the way they interact and resolve their problems. Prior research has focused on indirect effects leadership has on teams, and the way leadership can facilitate the creation of a supportive organizational context that stimulates ambidextrous behavior.

Such a supportive context is of major importance to attain effective teams and is described as the third element needed to achieve this. This encompasses a reward system reinforcing good performance achievements, also providing access to information, feedback and data needed to perform the job. The supportive context also provides a system that facilitates education through training and helps teams secure the right resources needed to perform the job (Haas & Mortensen, 2016). Knowledge is at the center of this. Existing knowledge offers teams the tools to further enhance current work processes by incrementally enhancing them and minimizing variation. Because it revolves around existing knowledge, the accomplishments derived from it may, however, be limited (Abernathy & Clark, 1985; Burgelman, 2002; Tushman & Anderson, 1986). The focus of exploration is the development of new technology, new knowledge, through the increase of variation and the adaptation to new environments (Abernathy & Clark, 1985; Burgelman, 2002; Tushman & Anderson, 1986). In tasks where exploration is at the forefront, team members try to solve problems they encounter through incorporating external knowledge in the process. Their problem-solving abilities change, they attain more information regarding their environment (Hong, Yu, & Hyun, 2018). External knowledge influences autonomy in work teams, positively influencing their effectiveness. It allows teams to explore new possibilities and new ways of achieving them (Haas, 2010). Increasing information flows from external sources that thereby positively influence decision making in teams (Haas & Hansen, 2005). Research has shown a positive relationship between knowledge sharing with parties outside of the team and performance (Ancona & Caldwell, 1992). This counterbalances the detrimental effects autonomy, and external knowledge sources separately could have on team effectiveness (Collins & Clark, 2003; Haas, 2010; Haas & Hansen, 2005; Reagans, Zuckerman, & McEvily, 2004). Teams that are considered to be effective share knowledge (information, know-how, and feedback), they exchange it internally, but also externally with their customers, and other external parties (Cummings, 2004).

Because of changing conditions and a shift in the way teams work together another element is needed for teams to effectively work together (Haas & Mortensen, 2016). Exploration and exploitation require different mindsets, each requiring distinct behavior from the individual team members, also requiring the ability to switch between different mindsets (Mom et al., 2009; Simsek et al., 2009). Switching between these different mindsets is a specific cognitive challenge and a necessary ability for ambidextrous team members (Parker, 2014). This ability to switch between mindsets, to perform contradictory activities, can be defined as ambidextrous behavior. This, for instance, entails the switching between unconstrained creative processes and the scrutinization of ideas for their usefulness (Bledow et al., 2009). Teams, these days, because of distance between them, diversity in their make-up, an increase in their digital communication and an increase in team member changes, are at risk to the pitfall of us-versus-them thinking and incomplete information flows. This requires a shared overarching mindset in the organization, within teams, and among team members. This can be achieved through the development of a common identity, a common language, common understanding (Haas & Mortensen, 2016). This is needed to counteract the heterogeneous makeup of teams, the evermore prevalent fact that work is done together virtually. Teams no longer think of themselves as one cohesive group, but as subgroups linked together. The heterogeneous makeup of

teams can also affect the incomplete information within teams. Specific team members will have more or other information, because of their expertise in a certain area of the team's tasks. This information needs to be shared to work together effectively (Haas & Mortensen, 2016). These four elements in relation to team ambidexterity lead to the model shown in figure 1 (p. 24).

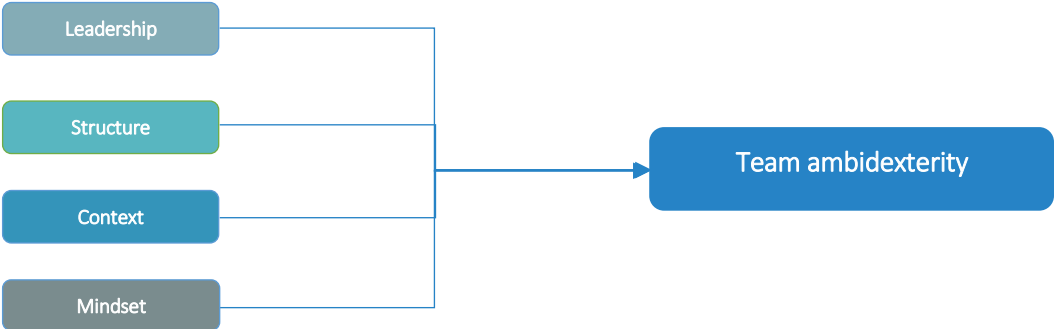


Figure 1 - Theoretical model team ambidexterity

Research Methodology

This study focuses on the way teams achieve ambidextrous behavior. It looks at different elements influencing the achievement of said ambidextrous behavior and generates theory from there. This focal point is chosen because of a lack of research in this specific area with previous research inviting researchers to add to this field because of a current lack of understanding of the mechanics underpinning team ambidexterity and a need to further develop this part of the ambidexterity body of literature (Jansen et al., 2016). The research strategy is designed as an inductive multi-case study, through its multi-case setup increasing the external validity (Yin, 2014). Case studies are useful when developing theoretical insights (Eisenhardt, 1989; Verschuren & Doorewaard, 2015). Case studies enable the collection of comparative data, which provides the opportunity to yield generalizable theory. “The theory is emergent in the sense that it is situated in and developed by recognizing patterns of relationships among constructs within and across their underlying logical arguments” (Eisenhardt & Graebner, 2007, p. 25). A single case study setup would negatively influence the generalizability and validity of research results (Gibbert, Ruigrok, & Wicki, 2008).

Since the effect of team ambidexterity is largely unexplored more research is warranted (Haas, 2010; Jansen et al., 2016). The research will focus on how team ambidexterity is achieved. It will focus on the aforementioned elements of leadership (vertical and horizontal leadership), context (autonomy, self-efficacy), structure (external knowledge) and mindset influencing the way team ambidexterity is visible in work teams. This thesis will focus on how this effect can be seen in Dutch (mental) health care facilities, specifically multidisciplinary teams with knowledge workers within health care organizations. The selection of health care organizations and their teams are selected through available contacts and further ad-hoc sampling (Easterby-Smith, Thorpe, & Jackson, 2015). These organizations and their specific dynamics differ, but within, innovations are developed and implemented under the same overarching innovation program (VGZ, 2017), this makes the organizations and the findings this research will generate comparable and generalizable for replication in future research (Easterby-Smith et al., 2015).

Data selection

This thesis will focus on four teams in a mental health care organization. The thesis subject focusses on the way these teams within their organization have developed ambidextrous behavior and how the elements leadership, structure, context, and mindset influence team ambidexterity within teamwork. More specifically, this study will focus on autonomy, external knowledge, team efficacy and shared leadership as influential elements in the development of team ambidexterity. Themes that are enclosed in this research are team ambidexterity, autonomy, external knowledge, shared leadership and team and (mental) health care organizations. The research will consist of a literature section containing those elements and the combination of these themes in prior research if applicable. Selection of respondents from the total group of respondents available in the different case studies is crucial as a selection of the right participants for the research helps define the limitations of the research (Eisenhardt, 1989).

Data collection

The data collection will take place within the aforementioned teams in a Dutch health care organization. The method of data collection will be semi-structured interviews an example of the interview guide can be found in appendix 2 (p. 94). This appendix contains one of the original Dutch

interview guides and an English translation. The method of semi-structured interviews was chosen for its characteristics. On the one hand, it creates a repeatable, partly comparable conversation with respondents. On the other hand, the semi-structured nature allows for more depth in the interview and allows for a deviation of subjects discussed in order to allow for a broader spectrum of information to be shared by respondents (Edwards & Holland, 2013). Within each team, four interviews are held with team members, management, and innovation project leaders. A total of four teams will be interviewed. Furthermore, interviews will be performed with analysts and management involved with the overarching innovation program; this will be a further six interviews (VGZ, 2017). In total 20 interviews are held. The teams and people who are interviewed are selected across the organization through the teams they work in or their affiliation with the innovation program. The total set of participants is comprised of different stakeholders. It is important to select an appropriate population as it “controls extraneous variation and helps to define the limits for generalizing the findings” (Eisenhardt, 1989, p. 537). The data will be analyzed and synthesized based on the research question and the sub-questions deducted from the main question.

Secondary sources contain retrospective data¹, collected from within the teams participating in this study and from the organizations they are a part of. Finally, information gathered from other sources and organizations working within the same or an adjacent field this study focusses on is used. A list of documents used can be found in appendix 1 (p. 93). The combination of these sources strengthens the reliability of retrospective data. It enables efficient collection of a wide range of observations and thus reducing retrospective bias (Leonard-Barton, 1990). Triangulation of data collected from multiple sources can improve the accuracy of findings. It also gives a complete representation of the subject of research (Jick, 1979).

Data analysis

Data analysis for this thesis will be done within the cases as defined in the previous paragraphs. The data generated during the interviews with respondents, the context generated by the teams and the organization they are operating within is analyzed and compared (Voss, Tsikriktsis, & Frohlich, 2002). It allows for an analysis of all data collected in order to analyze for structure within that data. This is achieved by thoroughly analyzing the data from the interviews and secondary datasets. The data is then analyzed and compared, through a process of familiarization, coding, conceptualization, re-coding, linking and (re-)evaluation to see if themes or concepts may arise (Easterby-Smith et al., 2015). The data analysis focuses on two data groups, the primary and secondary data sources. The primary data sources are the interviews conducted. The research is based on semi-structured interviews (Saunders, Lewis, & Thornhill, 2015) in which a topic guide is used to structure the interviews. The secondary dataset consists of sets of retrospective data the case-teams generated, combined with site visit notes. The site visit notes are organized on a standardized form, recording practical information about the visited organization. It contains noteworthy information or themes observed during the visit, specific questions or key topics that are formulated in advance regarding the site visit. The site visit notes are used as supplemental data to the data generated during the interviews, containing descriptive, organized and accurate information focused on the research topics (Schwandt, 2007). Research results in qualitative research always show a certain level of multi interpretability. To allow for verification of the research, an audit trail is maintained, which is achieved through the topic

¹ These are existing data that have been recorded for reasons other than research findings (Rose, Spinks, & Canhoto, 2015).

mentioned above and interview guides, interview transcripts, site visit notes and, depending on the availability, secondary information sources. The data generated is then analyzed and compared to the information attained from previous research into the field of team ambidexterity, and the influence of leadership, structure, context, and mindset have on the development of team-ambidexterity. This process of data analysis is shown in the model in figure 2 (p. 27).

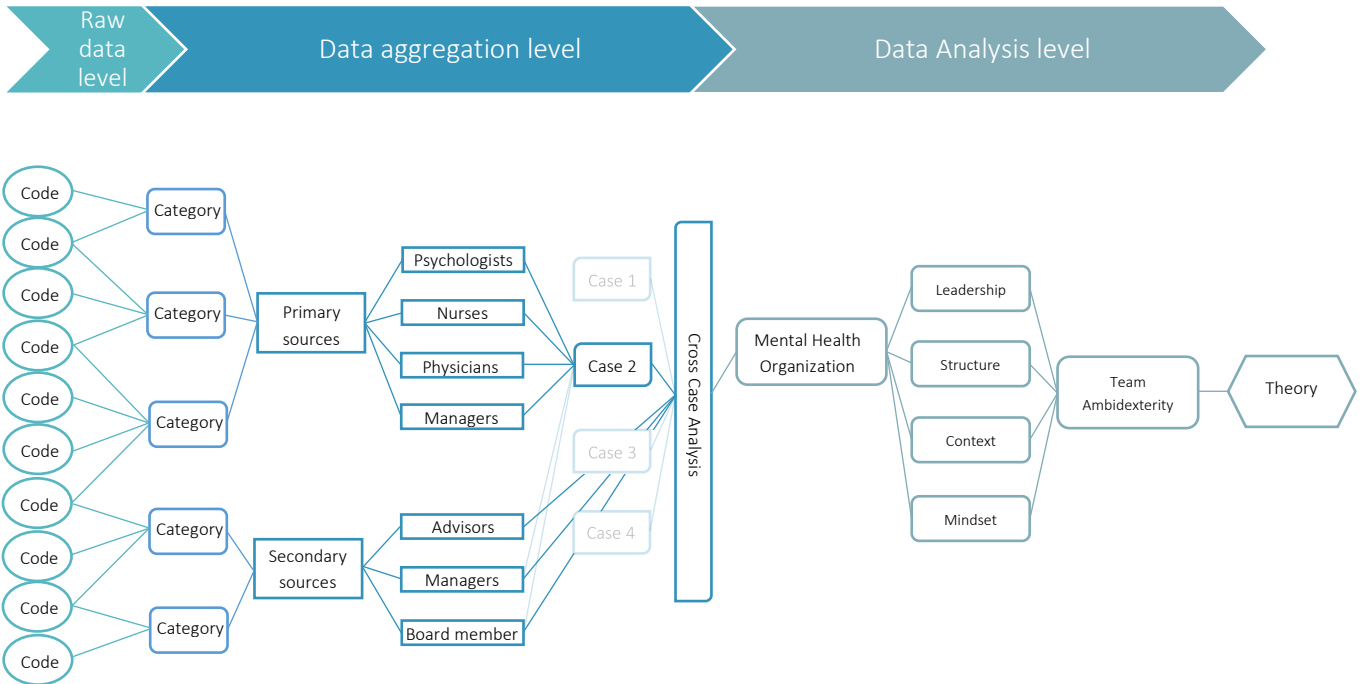


Figure 2 - Data analysis model

Results

Explanation and context of team-ambidexterity research

This research consists of data collected within four teams in a Dutch mental health care organization. A total of 20 people were interviewed, of whom 16 work in or very close to the selected teams; the other respondents bring a selection of perspectives which helps create a complete picture of the changes taking place within these teams. These interviews were all conducted in one-on-one sessions, most of them at the organization's location except two interviews which were performed at offsite locations due to practical reasons.

Since 2012, the organization in which the cases are embedded has been going through a major change program, which when examined closely resemble the initiation and contextualization phases described by Raisch and Zimmermann (2017). The organization has identified a paradox in the sector they operate within and have developed a plan on how to transform the organization (Idenburg & Philippens, 2018, p. 191). Since 2015, the health care organization has been participating in an innovation program initiated in cooperation with at least one of their major stakeholders. The aim of this learning program called "Samenspel" is to achieve in generating a different perspective and practice on the patient and the way their treatment should be organized. Interventions will increasingly be organized around a patient's environment. More outpatient care is provided, and new ambulatory health care products are on offer (Zorgvisie, 2016). This program's framework is based on three principles: *"I think the first principle is the medical professional in the lead, or even more daring in your case; the psychotherapist, the psychologist or the psychiatrist in the lead. They have the best and most relevant knowledge and are closest to the patients". "Direct involvement and ownership of the intervention on design so as to enable them to generate proof in their work practice regarding the claims made in innovation projects."* *"The second is the belief that we should go about it in this way because we don't have the reputation as an insurance company to define the way innovation should take place."* *"Third in the framework is the fact that we are at risk of fragmented investing, in the sense that we might give a good impulse to innovation or change somewhere in the health care chain which might have an unexpected benefit somewhere else. Which could lead to a discrepancy in investment and benefit, in it not going hand in hand". (RP18)*

Team ambidexterity centers on a team's ability to simultaneously take on exploratory and exploitative tasks (Haas, 2010; Jansen et al., 2016). A team's ambidexterity conceptualization focusses on the ability teams have to learn simultaneously in exploratory and exploitative ways (Edmondson, 2002a; Kostopoulos & Bozionelos, 2011). The cases in this study show a selection of teams, which over the course of several years have been part of an ambidextrous change program, and have furthermore been working in teams on the forefront of change and innovation, showing ambidextrous behavior in this process. The empirical data collection as such is comprised of interviews with these team members and is complemented by several secondary sources. For a full list of the secondary sources used see appendix 1 (p. 93). The data generated from the interviews are analyzed within the boundaries of each case and compared to the information attained from previous research into the field of team ambidexterity. Specific focus is given to team ambidexterity and the way the elements of leadership, structure, context, and mindset influence the development thereof.

Each interview, which lasted approximately one hour, was held by one researcher. A full audio recording of the interview was made in each instance and during the interview or directly after that interview notes were made. The audio files and notes were transcribed separately. All of the interviews were then analyzed through text analyses and labeled accordingly. A data sheet containing key-words derived from the interviews was generated and was then used to complement a list of keywords already derived from literature. The labeled interviews were then analyzed again with this combined data-table. Specific phrases and quotes mentioning ambidexterity, team ambidexterity or the four elements leadership, structure, context or mindset were selected. These phrases and quotes were plotted in a data-table containing the specific elements of analysis, and the quotes per case. (Eisenhardt & Graebner, 2007; Voss et al., 2002). Finally, a cross-case comparison is made to look for overarching patterns. In this cross-case comparison data from secondary sources were used when applicable.

Depending on the type of case, the type of team and the way they function on a daily basis, different combinations emerged regarding the four elements leadership, structure, context, and mindset in relation to team ambidexterity and the way they influence the development of team ambidexterity. The data analysis shows these differentiating patterns, which were examined in further detail in the subsequent results per case. The total overarching pattern analysis and the interpretations of these results were then compared to the data collected from secondary sources. These secondary sources consist of several documents, books, and employee research files regarding the organization and the teams within. A complete list of documents used is added in appendix 1 (p. 93). By combining the original data with the secondary source data, the data has led to the results in the following paragraphs. The data analysis leads to the following findings and results classified under three major theme's.

- The first level of analysis focusses on the influence leadership, structure, context, and mindset have on and the way it impacts the initiation and development of team ambidexterity. This analysis is done per case.
- The second level of analysis focusses on the influence leadership, structure, context, and mindset have on one another and the way the different configurations visible per case influence the initiation and development of team ambidexterity. This is done per case.
- The third level of analysis centers on the overall analysis combining the results from the different cases, and it provides an overall perspective of the overarching results.

Case descriptions

Case 123Psychiatrie

The first case focusses on health care consultation platform 123psychiatrie. Over the last few years, the demand for consultation has increased, among other reasons due to law and policy changes. These changes' goal is to increase the type and amount of health care activities provided for by general practitioners. This shift in the provision of mental health care towards general practitioners requires more specialist coordination, inter collegial consultation and one-off consultation to guarantee the quality and safety of mental health offered to patients. Specialist diagnostics and consultation is expected to become more important, and product development hereof is an important development. The increase in demand for consultation is expected to reduce referrals to specialist mental health care facilities (Vincent van Gogh, 2012). Preliminary data with current users show every four consultations reducing referrals to specialist mental healthcare facilities with one. The main goal in developing the psychiatric consultation platform 123Psychiatrie is developing a service concept in which physicians, health care workers operating from general practitioners practices (POH) are unburdened in their search for consultation from mental health care professionals.

"...its goal is to, in the broadest sense of the word, connect supply and demand. The different types of consultation can be scheduled or unscheduled, time independent or right now, direct or through a broad selection of different media. By phone, text messages, VoIP or through email, whichever the user prefers. We are preparing to go into the next phase of development and scale-up; we're going nationwide." (RP1)

The main aim of this platform is to offer a technical solution, in which consultation of a mental health care specialist is easy, offers a full solution regarding planning, finances, and offers a broad selection of specialties to consult from. It provides the organization with access to a sizeable portion of the online consultation market (Paffen, 2015). During the interviews for this case, ambidexterity and the elements leadership, structure, context, and mindset are mentioned directly and through association. Figure 3 (p. 31) shows the timeline for this team. It shows how, over time, specific interventions and choices were made regarding this teams development. It also creates an image of how, over time, the elements leadership, structure, context, and mindset have influenced the initiation of ambidexterity, but also how these elements influenced one or the other. The bottom half of the timeline shows interventions done on the organizational level, with a clear impact on teams and their development, the upper half shows specific important moments for this team itself. For this team, the bottom half pertains to the core-team 123psychiatrie and a part of their consultation providers since only they are working within the parent organization, Vincent van Gogh. This is important because the interventions done in the parent organization have shaped the initiation phase of this team.

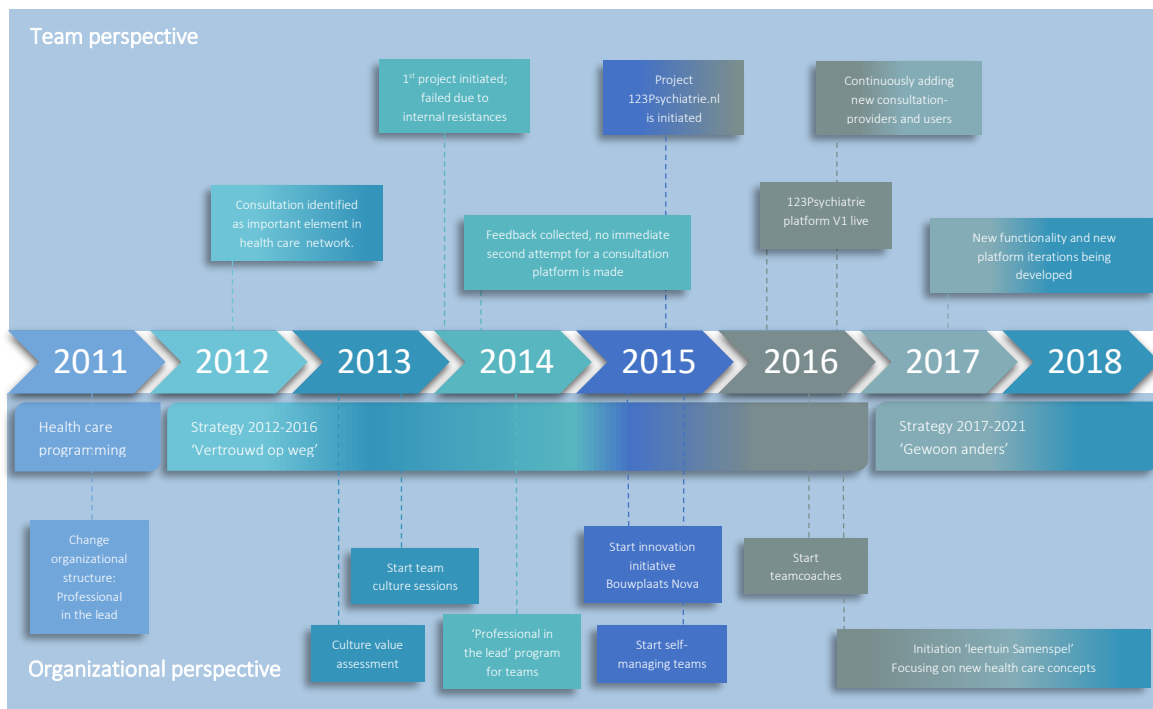


Figure 3 - Timeline team 123Psychiatrie (Vincent van Gogh, 2012; Paffen, 2015)

Leadership

Since 123psychiatrie is a platform focused on networking, connecting the demand and supply of consultation among medical professionals, leadership, in this case, pertains more to these networking aspects. The way the team is building the platform and maintaining the relationships with the different internal and external stakeholders emphasizes these relationships and the way the team needs to build on those and maintain them for future development. The fact that these networks pertain mostly to non-hierarchical relationships can be seen as an explanation for the prevalence the team shows towards horizontal leadership and horizontal influencing elements visible when coding the interviews. There is, however, a clear difference visible in leadership styles when looking at the initiation phase, and the current development phase 123psychiatrie is in, which initially showed a more vertical prevalence. Over time, it has changed to a mix which comprises vertical and horizontal elements with a focus on learning together as a network.

"... I had to be directive, keep on going, take action and not pay too much attention to others within the organization. This specifically had to be done when there was no unanimity about the project and the direction it should be heading in. If I hadn't done that, nothing would've happened. When things got up and running I needed to change my leadership and communication style so as to be able to generate further cooperation and cohesion." (RP2)

"The value of the network we create does not only depend on the functionality and the organization behind it, but depends so much more on the value created by the users in the space of supply and demand." "One of the core elements of 123psychiatrie is that technical platform where you have a very large degree of dependence on internal and external stakeholders." "Stakeholder management, whether internal or external, is of great significance to us." (RP1)

This last quotation indicates a shift over time in the way the initial project came about and the current phase the team is in. Because of the way the team is organized and the type of product they develop and deliver the current leadership style is focused on networking, connecting different stakeholders. It further indicates the aforementioned prevalence for horizontal influencing and leadership. This combination seems especially important due to the configuration of the team, in which there is a technical backbone being developed by the team itself and a much larger group of professionals who provide consultation to network partners. These professionals work individually, autonomously while using the technical backbone as a means. They build the network from relationships forged through the use of the platform.

"... you could in fact compare it with Uber, in the sense that 123psychiatrie is a network model, in which you have supply and demand, the two reinforcing each other, they influence each other. At the moment, I can offer supply, demand can grow and vice versa. When there is no demand, supply is unnecessary and if I do not have supply, the demand for consultation remains unanswered. This is the perspective from which you have to start and let the platform grow." (RP1)

The core-team itself seems to have clear set goals, in which they demonstrate their vision on which course to take, having developed different scenarios for the growth possibility's the team and their product has. They show a clear modus operandi in the way in which they as a team work together in the development of the product and the further scale-up of the platform. The team seems to be aspiring to reach their goals, even focusing on the most complex goals they have set for themselves. They seem to be able to handle the complexities involved, are engaged in achieving them. The team explicitly connects their goals to the way they as a team operate, giving the way they learn individually and as a team an important role in this process. They also link the influence they have on the realization of those goals with the way this influence increases the way the team aspires to them.

"... the strategic course is clear, we only need to solve a number of puzzles before we can be successful on a national scale, puzzles which we have defined on the four elements; supply, demand, organization and promise". (RP2)

"We have developed three scenarios. The difference between these three scenarios is investment, risk and growth, so if I'm going to invest more, growth will be quicker, however it increases the risk involved because I have to do more things at the same time. Scenario A is continuing as we are, Scenario B is more growth, regionally and supra-regionally, Scenario C is going all in, with nationwide development and growth. We have expressed the ambition for scenario C. To me that also implies a huge importance for the learning process we as a team go through. A learning process similar to that of a startup going through a scaleup process. If you'd ask me how big I would estimate the chance for success we have now, I would say; you can't know that. You can't know that due to the high amount of variables involved and the different choices still needing to be made, adding that most of those choices are still in the future. This is, at least for me personally, the reason you have to aspire to reach your goals, mark a spot on the horizon and work towards it. This also implies a steep learning process to attain that goal." (RP1)

"Ultimately, the team and their goals have evolved very naturally, because if people start to believe in something, they will not give a hundred percent but two hundred. They will then work very hard to realize those goals, that dream. Especially so when they experience that they can actually contribute in realizing it, that they not only think they can, but experience that they actually can contribute."
(RP2)

Structure

Team 123psychiatrie's structure can be looked at from two perspectives. It consists of a core-team tasked with the development of the architecture. The other perspective is the users on the supply and demand side who make use of the platform. Interviewees mention their makeup, the different skills and perspectives they bring to the job at hand. They refer to the team members personalities and their skillset as an important combination to achieve success. Specific emphasis is given to the mix of people and the way they as a group function towards the realization of goals.

"It all depends on which type of people your team consists of, in which stage of life are they, what are their ambitions, how do they act and interact professionally? If you're able to build a team like that, with a proper mix, a diverse composition. A team consisting of different professional personality's; a caregiver, an analyst and so on... If you can attain that mix, and at the same time have a team that has the right skills capacity wise... I think with a team like this you can create a twinkle in people's eyes. If you see that twinkle, you then know your team's enthusiastic, from there you can continue building. Celebrating successes with each other." (RP15)

"Team 123 consists of a core team of 6 people working part-time on the product. We have weekly scrum sessions to share how product development and our individual tasks are coming along. We do this using a dashboard, after this session we each go our separate ways. Ideally, we will be a team of 4 to 6 people working fulltime on the team by the end of 2019. If we scale up, we will be able to have a more complete team." (RP2)

In the interviews, the interviewees further emphasize the way they work together, developing the platform. They mention the importance this has for them in achieving their goals, working together effectively, and what norms they think are important while working together. The respondents mention their different view on things, on the way they learn, individually but also as a team. They connect their team's success to skill development, which in their words can only happen when learning together. One could assume team success to be dependent on a team's learning abilities, on the way they as a group develop the necessary skills to achieve the goals set. There seems to be a specific focus on individual versus team-skills, using the different individual skills to equip the team and through the combination of individual skills enable it to realize its goals.

"In our work, it's very important and relevant to reflect on the learning effect. How are we going to learn as a team and how do we tackle the challenges mentioned previously?" "It's in this space, that you have to learn together, as a team, because you can only learn the necessary skills for success in conjunction with one another." (RP1)

"... the other theme is to talk to each other about how the system operates, how the behavioral elements of the platform function. What are the elements that ensure our progression? How do we discuss those? From what perspective? Who of us brings what perspective to the table....? (RP1)

123psychiatrie's team, besides the core team mentioned earlier, also includes another layer. In a broader sense, their team also incorporates the professionals providing the consultation services. They aren't a primary part of the team; they do however serve as important liaisons towards the platform's users. As the interviewees comment, they are crucial in fulfilling the role of ambassador towards the end-users. This further indicates the way they operate within a network to be of great importance, as a partner, but also as a source of new information and development. There is a difference between the core-development team and the consultation providers in this sense that the core-team doesn't interact with end-users, this is done by the consultation providers. The interviewees describe a pattern of learning and developing, taking place between consultation providers and end users, but also of a process of feedback and development between providers and developers to develop and enhance the platform. Their interaction with end users is where learning and development of the platform and the way it functions take shape, a feedback process towards the core-team seems to be crucial for development. One could assume this to be connected to the focus on learning mentioned previously.

"...the interesting thing is more about how you, as a team of professionals, shape your ambassador function. Someone within the team so to say, who monitors what happens and addresses how the team wants to shape it as a whole. Also someone who interacts with end-users and discusses with them how consultation should take shape. Getting feedback from users and giving feedback to 123psychiatrie's development team." (RP2)

"...that is not an interaction we have with the psychiatrists, they themselves can discuss on the supply side on the issues they see and how they want to address those. That's more the dynamic taking place between consultation users and suppliers. What I do notice is the psychiatrists contacting me sooner when confronted with certain issues or questions they might have." (RP2)

Several direct and indirect responses were given on the topic of autonomy, indicating its importance in the design and development of the team. Interviewees stated to be able to develop themselves as a team, learn in different ways and on different levels using their inherent skills and developing them further. They've mentioned and shown to be able to organize and plan their work as they need to, to address the current phase of development and to be able to adapt their work to new situations that may arise. When looking at the previous elements mentioned, a pattern becomes discernible, a pattern in which individual and team-level autonomy contribute to the way team 123Psychiatrie functions. The commitment to team goals and aspirations seems to regulate the balance between these two sides of autonomy.

Besides autonomy, several respondents have made remarks on the belief the team has in achieving its goals. On the way in which they can achieve those goals, the setting of the goals themselves and on the way they as a team deal with the difficulties arising from the complexities the development of this

platform has brought until now and will bring them in the future. This can also be seen in earlier quotes mentioning learning, team development, and goal realization. Based on these quotes, one could assume team efficacy to be linked to a team's makeup, their autonomy, and the way they as a team formulate their goals and the way they commit themselves to work towards achieving them.

"Center stage in this project, was and remains at all times the starting point in which we said and to which we have over time come back to the statement we made during the initiation: this is a project we stand for together, one we will realize together." "If we were on the eve of a project phase, I always went back to my project group or my team, and we said to each other: we have agreed on this, we have done this, and these are the results it yielded. Staying true on what you say you'll do and actually doing it. Very simple, although it often seems to be much more difficult in practice than one would think beforehand." (RP2)

"I think that actually changes everything. Every result depends on how much people already believe in it, how much they want to go for it, in realizing it. I think it also depends on how much the focus on achieving these results is in the forefront in people's professional development, how they have internalized the realization of the team goals as their own. Everyone wants to feel appreciated, a feeling that touches people's core. That feeling is necessary in order to achieve something, for it to become a team effort, a team result" (RP15)

Context

When talking with respondents about the element of context they mostly comment on the importance of the network of professional consultation givers and users. This is related to the different elements involved, the knowledge generated with regard to the specific consultations on offer, but also the information and knowledge the suppliers and users of medical consultation can offer them on current and future functionality of the platform. Respondents mention that inherent to the platform, and its functions and purpose is the connection of knowledge it facilitates and generates. This is one of the main goals the platform has and for the team one of the main drivers for building the platform in the first place. Interviewees place knowledge at the heart of their team, organizing product development around knowledge and knowledge sharing. As mentioned previously, the team has linked goal achievement and success to learning with the core-team members, but also to learning through feedback received from consultation providers and users.

"We hardly offer any consultation, actually none, which means that we are entirely dependent on external stakeholders for both the demand and supply of consultation, we only offer the matching of those two elements." (RP15)

"We are working on a plan to go into the next phase of upscaling, we're going nationwide. In this phase, the external knowledge stakeholders bring to the table is of major importance. At this point, we're working on the business case for national upscaling. 123psychiatrie is a technical platform in which you are to a very large degree dependent on external factors." (RP1)

"... You can look at it very practically. The platform itself only matches supply and demand. But that is not the value that it touches upon. The value that it touches upon is the connection of knowledge sources in a network environment. Now you see interaction between different professionals in the medical field, a personal connection. It contributes to the goal we have formulated with each other in the health care field. More cooperation with the general physician, prolonged care organized around a patient's home, more ambulatory interventions. Intensive interventions where necessary, light interventions when possible ." " As, As, As, As principle. As light as possible, as intensive as it needs to be, as close as possible, and as far away as needed." (RP1)

"If you want to build something new, the time has to be ripe. If a stakeholder says to you: 'now then, I would like to start this cooperation with you', you must be ready to participate, and take that opportunity at that moment. If you don't, momentum will soon be gone again. So on the one hand, time is an important factor. On the other hand, you also have need for a budget. Something we got when starting this project; we had a certain budget, and we were free to spend that according to our own judgement. We did have to report to the board about how we were using the budget. To my judgement, the third element which is important is freedom in your role. That you can decide which people to talk to, which people to hire, the freedom to decide how much people to hire, as long as you keep showing progress. For me, these facets have been the success factors with which we have been able build the initial team of 123psychiatrie." (RP2)

Mindset

In the previous paragraphs, several remarks made by respondents were discussed dealing with the theme of mindset and the flexibility in mindset ambidexterity in teams requires of team members. In this case, respondents have remarked that due to time constraints they've sometimes had to make choices to give prevalence to specific tasks over others. It was not possible to maintain all activities at once, or they weren't able to achieve the tasks at the same time, because at times they were confronted with tasks which had interdependent and sequential elements. They also note the importance of networking in- and externally from a common idea, based on the organization's mindset combined, if applicable, with the network partners own mindset. Teams and team members need to balance these differentiating viewpoints and have to show that they are capable of balancing and maintaining the sometimes paradoxical activities. One could assume this requires team members to strive towards achieving their own goals while being open to the goals of network partners, learning together, incorporating new knowledge enabling the team to be successful. They would need to be flexible in the way they keep focus on their own goals while cooperating with network partners. Thus opening themselves up to outside influences, adding to their knowledge, influencing one another.

"Four things, you have the development process, the ICT backbone, the primary organization and the internal and external stakeholders. Elements which have to be balanced, which means, for example, that.... I do not want to develop anything unless it's given the stakeholders support, and on the other hand I can ... The organization can only get 123psychiatrie working the moment that I can offer enough consultation supply, which means working hours of professionals available for consultation. There are interdependencies there, in that sense that you won't be able to fully organize them in conjunction, that is not possible. Some tasks must be done first." (RP1)

“Zinnige Zorg is about making health care sustainable. To me that means that if I save on quality, it will have an effect on costs. If I reason from costs, it will have a negative effect on quality and if I reason the other way, from quality the effect will be on reducing costs. You can see the same thing happening in our team, we believe that our plans can contribute to Zinnige Zorg (VGZ, 2017). That is why it is included in de leertuin.” “... we need to do more work in health care with fewer people available to perform said work, how the hell are we going to do that? The answer is, we will need to do it smarter and more efficiently or we will not do it anymore. In my opinion, these are the values that 123psychiatrie contributes to.” (RP1)

“Do you mean the change assignment, working towards Zinnige Zorg, from an innovative idea and at the same time minimizing losses exploitation wise?” “When I think about the first assignment, we have brokered a deal with our financiers, in which we have set an ambition together to fully commit to innovation over a period of 5 years while at the same time production wise reducing our revenue drastically. This is a task at which I look very positively; we all know the health care system in the Netherlands deals with rising costs, as a health care worker I know how much money goes around in health care, how the costs are rising which I think doesn’t necessarily have to be the case from a quality of health care perspective.” “At the same time, this is a time in which a lot of change is happening in the technological and digital world. New generations are brought up in a different way and they have to be able to handle themselves in this new world.” “If health care costs keep rising, and the way health care is delivered remains the same, the system will in the end come to a halt. In that scenario, people will become more rather than less dependent.” “I think it’s important to contribute to a health care that is more focused on self-management and resilience. Which can also reduce the costs involved in the system.” (RP2)

“...the balance lies somewhere between growth of innovation and growth of exploitation. Not focused solely on exploitation anyway. It depends on the time you have available; how do you manage it, and how can you... Let me give you a practical example, say time can be spent on innovation, for instance the development of a new functionality for the platform or new end-products stakeholders can use. At the same time, you also need time and resources to set up your back office.” “The time and resources we have are limited, we do have to make choices, which can lead to not being able to serve certain users. The rate at which you can allocate resources for innovation is, in part, influenced by the exploitation and the growth of the primary organization you have built.” (RP1)

Wrap up case 123psychiatrie, elements of team-ambidexterity

Over the course of the interviews for the case 123psychiatrie, ambidexterity, and ambidextrous behavior were mentioned several times, both directly and indirectly. As can be deduced from quotes cited in the previous topics, there is a keen sense of necessity of balancing exploration and exploitation. There’s also a certain tension which at times makes it difficult to do so. The core-team focuses on platform development and networking in conjunction with consultation providers, opening up knowledge sources and thereby creating a process which stimulates exploration. During development, the core-team makes clear considerations on elements of product development content-wise, but also regarding the further scale-up of the product. This is due to the scarcity of resources which demands them to carefully consider what moves to make in the process of building

their team and the further development of the platform. For them the elements of balancing exploration and exploitation are centered on learning and learning behavior, but also on the technological development, the community of therapist providing consultation and the users of the platform they're building and the way they as a team continue to be able to maintain this balance during the coming period of development. The teams makeup, the skills they bring, their personalities, and their learning behavior are all elements which seemingly influence the way they as a team are able to reach their team's goals. The way leadership is organized aids in this process, further enhancing those separate elements, creating space and time to learn together. This process is further stimulated through the balance the team has achieved between individual and team autonomy, enhancing their effectiveness.

Case Impact

This case focuses on IMPACT, which is an abbreviation for Integrated, Mobile Professionals in Addiction and Comorbidities Team. It offers intensive treatment for people struggling with addiction and comorbid psychiatric problems. This integrated and outreaching treatment prevents admission and results in fewer relapses. IMPACT offers short-term ambulatory restorative treatment with a clear goal set in consultation with the client. It focusses on stabilization, abstinence, and guidance towards further addiction health care, other programs in mental health care or other types of specialized care facilities. The client's IMPACT centers on are people who suffer from a disorder in substance use and who have comorbidities with psychiatric disorders. The way IMPACT operates is compliant with the FACT (Flexible Assertive Community Treatment) method, specifically adapted for clients suffering from substance use disorders. This method offers a combination of treatment, guidance, crisis treatment, and rehabilitation. A multidisciplinary team of specialists works closely together to achieve positive results in cooperation with the client. Treatment is preferably performed with both client and their support system participating.

“IMPACT is an innovation from ‘de leertuin’, I am a therapist in IMPACT and we see patients for home detoxification, treatment and stabilization.” “Home Detoxification of addictive substances, diverse in the different substances and the intensity of abuse. We focus on setting proper diagnosis for treatment, treatment through psychotherapeutic interventions, monitor further substance abuse through periodic checks of a patients urine samples and offer them ways of remaining sober. In consultation with the patient, we investigate what additional causes are underlying for the addiction the patients suffer from, and, if necessary, we refer them to other psychiatric programs.” (RP10)

This integral, outpatient treatment, first of all, focuses on abstinence from substance use. To achieve this, the team first works on detoxification preferably done in the client’s home situation. The treatment then shifts to the maintenance of abstinence and refers the client to the appropriate treatment of the comorbid problems. IMPACT offers intensive, short-term customized care for its clients. IMPACT was initiated at the end of 2016, with the product development and experimentation phase taking place in 2017. IMPACT is a team of specialists working together on a ‘client case’ basis. The other hours of their employment, these professionals mostly work within other addiction treatment teams. In figure 4 (p.40) the timeline for the development of this team is detailed. It is noted that this team, which operates within the boundaries of and is formed from members of the addiction healthcare teams, follows the addiction healthcare’s teams development process. The timeline itself offers a perspective on the phases of team development the addiction healthcare teams have gone through, both through interventions made on the organizational level, shown on the lower level of the figure and specific events and elements for this team on the upper level of the figure. The underlying results are shown with that timeline in mind, showing the process of team development, detailing the elements leadership, structure, context, and mindset towards achieving ambidexterity over time.

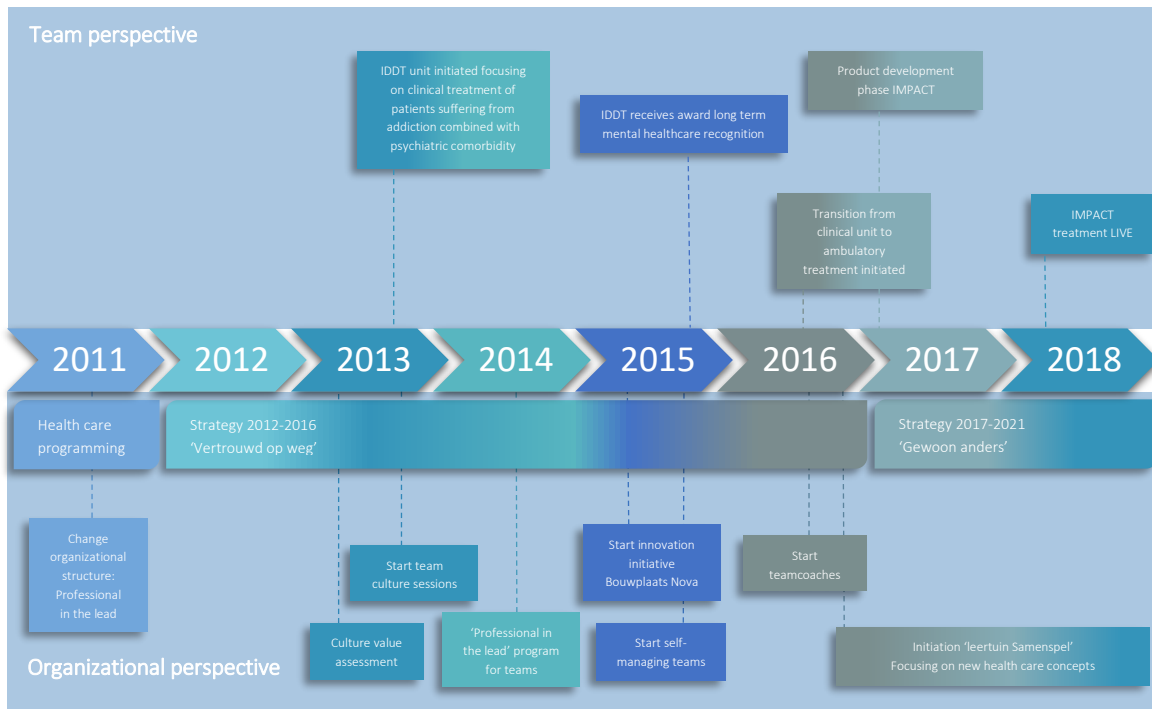


Figure 4 - Timeline team IMPACT

Leadership

The various respondents for this case made fewer references to leadership or terms referring to leadership, whether being vertical or horizontal in nature. The level of mentioning horizontal or vertical leadership is equal to one another in the amount of times references to either are made. There is a clear call for horizontal leadership to be heard, even though the number of references to the vertical or horizontal elements of leadership do not differ in numbers. There is a difference between management and team members to be heard in which management, though they have the power to decide, wants to focus on a combination of vertical and horizontal leadership. Team members show more ambivalence towards experimenting with horizontal leadership and a call for someone (not necessarily management) who makes clear decisions to further build the team is heard.

"Yes, more and more, and that also brings tension, because one team might ask for a higher level of vertical leadership interventions than the other team. As a whole group, we have spoken out that we prefer horizontal leadership, we talk about this within our teams." "We all have roles we fulfill, everyone within our teams does so, together we are the addiction health care team. Everyone has their own area of expertise, their specific roles and responsibility. Together we prepare our self-management meetings, consciously shaping those. Together we tackle issues on the spot. (RP12)

"Sometimes someone has to make decisions, not the most pleasant or the best, but sometimes it's necessary decisions are made." Set frameworks together, giving others the feeling that they're part of the determination process. Not just giving them the feeling that they participate, but actually doing this together, building the team. You have to focus on where you are going, to define a goal together." (RP13)

Teams within addiction health care and the IMPACT team have set clear goals for themselves. It gives them the focus needed to perform their job; it's clear to them what is expected and how they as a team can go about achieving their goals. Respondents note that within the new IMPACT team, some members need some guidance in their new job since the work they needed to perform was new to them. It seems together they found ways to overcome those new elements and learn to perform in those new conditions. There seems to be a clear focus on interdisciplinary cooperation, from a basis of horizontal leadership. A focus on knowledge and context changes from new product development which requires team learning, comprised of new skill development and behavioral changes. Exploration and new context seem to have an impact on the individual autonomy of professionals. It requires them to learn, to through training, apply their existing skills in new situations, increasing confidence and enhancing their (team) autonomy.

"In the beginning we were searching, searching for the right balance, the right way to develop the team and the work." "During the team development and selection process, we screened for nurses that knew what addiction health care was, were able to properly and safely perform a detoxification treatment, they needed to have experience in that field. They needed to have medical knowledge pertaining to addiction health care." "While setting up IMPACT, I noticed the team of nurses was really depending on me. They were sometimes insecure on how to perform their jobs. They weren't sure what tasks they were expected to do in a patients home, weren't sure how to properly perform their jobs during detoxification. Were sometimes insecure how to properly handle crises that might arise. Even though they had the technical skills, the new context made it a learning experience. There is a proper balance to achieve between that development side of the work and further shaping and developing of IMPACT as we're not done yet... Even today I find maintaining that balance between the regular work and innovation difficult to maintain." (RP10)

One last element which several respondents mention - even though it doesn't directly, and solely pertain to leadership - is the way the team positions itself. Respondents mention a willingness in teams, the power to innovate. The freedom to experiment and develop, which is done in conjunction. This also touches on elements of structure, context, and even mindset. The respondents added a level of entrepreneurship, a sense of meaningfulness and empowerment. Elements of what is said below in the quotations are also relevant to structure, context, and mindset. The goals this teams sets for itself are based on a task they have within the organization, only working from that task from the basis of what they as a team should achieve, not on how they should achieve it. Throughout the responses related to this subject, with a critical remark that there is some ambivalence on decision making, this mindset shows that the team seems to prefer a leader, be it a medical professional or a manager. In other words, there is a tendency to look for someone who has the final say on things.

"In addiction care, I sense a willingness to go about innovating in a meaningful way, proper, one could say. To do it well, to make the outcome useful. This is something they can relate to." "these teams do not seem to constantly crave for set frameworks. Which is a term I hear a lot within our organization. That is something I hear less within the addiction health care teams, seems to be less prominent. Within our teams we make the conscious choice not to build a framework, we prefer allowing for innovation and development." (RP11)

"... how far am I willing to go, dare I develop myself? How hard dare I fail? That is the risk one takes, but that is also entrepreneurship. Something one is more willing to do than another." "Trying new things is important. Although it always should be able to stand the test of qualitative inspection. This process, for me, also pertains to working together with medical professionals in developing new and improving upon existing content. How can we together improve health care? That is a continuous process, that cannot be separate from each other, nor do I think we should try to separate that, even at the strategic level." (RP11)

"I think it is much more within the program itself, where we started using a different language, more focused on ambulatory health care, less on the clinical. We started by defining what we do and what direction our care should go. It is not one single person who comes up with that, that is something we think of together..." (RP12)

Structure

According to respondents, team IMPACT was built from within the teams working in addiction health care, which makes them equipped to perform the job. Explicit attention, however, was given to what types of professionals to add to their team, and what kind of types of people they should be, in terms of skillset but also in terms of behavior. This seems to be of importance because of the mix of people knowledge wise but also in the types of people they've been choosing for their team. They were looking for people willing to contribute to change, who are flexible, focused on innovation. They've selected these people to, from the start, be a part of building the team. Thus aligning the different perspectives brought to the table, either from personal perspectives or their professional roles. They emphasize the importance of being able to balance out the different tasks involved. A pattern is discernible in which this team was built from the idea that the mix of people, their characters and personalities contribute to the team's different point of views which enhance its innovative capabilities, its capacity for change.

"There are several different disciplines working in the team; a psychiatrist, an addiction medicine physician, a nurse practitioner, a psychiatric nurse and a health care- psychologist." "...there are also several nurses doing home visits." (RP10)

"Of course we looked at who works at what location, what do they feel comfortable with in their work." "What is their skillset, and what skills are needed for this job?" "Not everyone wants to, or can work in an outreaching manner, so you look for people possessing the type of qualities needed to do that job." "... qualities like being willing to innovate, being innovative. People who want to contribute to change, who are flexible." "... the team members who were going to work in IMPACT would often have several other roles and tasks, IMPACT won't become a fulltime job for most. They will need to be able to divide their time, balance their different roles, be able to continuously balance and maintain, to sustain several tasks at the same time." (RP10)

Another element mentioned several times was the amount of autonomy team members experience and have experienced from the start of team development for IMPACT. Respondents mention a high level of autonomy in developing new products as well as a high level of autonomy when thinking of the implementation of small and big changes in the current or future programs in the addiction health care teams. Remarks were also made on the actual influence team members thought they had on product development beyond the input given from their medical professional perspective. The impression was given that certain decisions regarding product development were out of their purview. During the interviews, references were made to autonomy being attainable by ensuring preconditions, which when met facilitate working autonomously. One respondent specifically links autonomy to horizontal leadership. This connection was based on the idea that through horizontal leadership connections would be made, within but also outside of the team. Respondents do realize that those connections are necessary, that autonomy in itself doesn't solve issues regarding intrateam cooperation or empower them to cross the threshold when it comes to team decisions which they hadn't made in the past. All in all, respondents state this to be a learning process they are going through. When looking at the responses, it can be assumed that autonomy is linked to learning as a team, thereby increasing team-autonomy. This can be directly linked to previous references made to the combination of horizontal and vertical leadership, stimulating the development of learning behavior.

"When you look at autonomy, people in the team feel autonomous and feel equipped to initiate and execute things as a team. If they signal issues that could be improved, inter-collegial consultation takes place, and changes are made." (RP10)

"If we want to change things in the contents of the health care program, we can do that. If we, as professionals, agree with one another, we can just initiate and implement those changes. When looking at the process of health care product development, in my experience, our autonomy and influence is somewhat limited. I do think that once the product reaches maturity, we will be able to effect changes, however during the development phase our influence is limited." (RP13)

"I do not think teams can fully be autonomous. It's nice to think they can, but from my perspective teams will always need assistance with certain things. When you work together from a horizontal, a shared leadership position, you're already involved, connected. If you're able to connect beyond your own task, your own team, you can actually create and add value. For me, team autonomy, is the creation of connections amongst ourselves, within our teams and beyond." (RP12)

"... we feel absolutely free to provide high quality treatment. High quality according to our medical standards. We do realize however that to do so we are dependent on money to develop programs for instance. We will always need certain facilities of a clinical setting, as a safety net to be able to safely develop and provide this kind of outreaching home detox treatments. If such preconditions couldn't be guaranteed, we wouldn't be able to offer this treatment." (RP10)

The level at which teams are able to realize the goals they set for themselves is mentioned during the interviews. Team members are invited to join in if they want to participate; this creates positive energy associated with participation and belief. With regard to the realization of team goals, interviewees speak of several ways in which they achieve this. For example through experiments which yield small, quick and relatively high levels of success. By making teams diverse so as to spread knowledge quickly throughout the total program. By making use of team members as ambassadors for change. There is a high level of energy and willingness to just put the collective energy of the team towards reaching their goals. There also seems to be a high level of belief in the attainability of the goals the teams set for themselves; several respondents, however, remark that there also seems to be a level of dependence on someone, be it management or a medical professional who would decide which direction they as a whole should go. When looking at patterns, this slight dependence on vertical leadership has shown up previously, possibly creating some disconnect. One could conclude it points towards some gaps in the domain of ownership in terms of fully participating in and embracing off the team's goals and aspirations.

"I think the team has the feeling it's able to achieve their goals, believes it. But I also get a sense of ... the word dependency comes to mind. From my perspective, the teams seems to need management decisions more than they themselves seem aware of. Perhaps that stems from the organizational culture from the past, in which there was little room for maneuvering. We are as a whole perhaps not good at letting those mechanisms go." (RP12)

"We have established very clear in- and exclusion criteria for IMPACT. We defined which patient we could provide care for, under what conditions. We sort of said; 'this is what we are capable of'. With regard to the interventions within the program; how many sessions, how long, we left that up to the professional's discretion and estimation, as long as you stay within a predefined margin. When creating the team, we deliberately put different people from different teams together. It helped us share information. All innovative ideas for IMPACT were developed in teams, comprised of a mixed bag of colleagues. Colleagues who had indicated; I want to do this, I want to contribute. This way of working in retrospect seems to be one of the success factors in all the changes occurring within our team. Getting people from all layers and parts of the program involved, we were able to successfully get a number of innovations under way." (RP10)

"It is being described as a large team that offers home treatment for addiction health care. As far as I am concerned, the reality is that it is a relatively new team experimenting with home treatments in addiction health care, different ways of looking at the same thing.

"Yes, how do you deal with those different points of view? I think the first answer is to stumble and get back up. We started the team, we're developing ourselves. Even the start itself has different perspectives. Our management thought we should just start. We, or at least I as a medical professional, wanted to attain a critical mass in our team, to further develop our knowledge. We preferred piloting more, evaluate and build from there. The reality is, however, that as soon as soon as you tell the world you're going to do this new thing, there will be interest, people will ask for that treatment, so then you just have to go and do it." (RP13)

"Esprit de Corp, being proud of what you've developed as a team. Having the people who're going to work with it develop it. No blueprint development, but going through the process together, without spreadsheets dominating the conversation. If you want it to succeed, you should keep that from taking center stage." (RP11)

Context

The respondents mentioned support in several different ways and on several different occasions. They refer to the overall organizational support while developing innovative programs, in this case specifically referring to IMPACT. Furthermore, they refer to the widespread support for their product within their teams. This level of support was something they gave specific attention to during the period of development, in which they had a diverse development team contributing to the project, to further increase the support during the development process. When looking at the overall respondents and their remarks on this subject, a pattern of focusing on 'answering a question' instead of 'having a dialogue' with their network partners is discernable, even though all respondents state the importance of this cooperation with the network. There is a number of network partners involved during the development phase, but respondents, over the course of the interviews, indicate a strong focus on internal product development and alignment. An external focus on the positioning of the product. Their efforts over the course of the conversation seem to focus less on the external interaction and collaboration.

"It's a good thing there was broad support during the development of IMPACT. We managed to get everyone on board with ease, we chose to inform our teams in the early stages and keep them connected and informed during the project." (RP10)

"I think it has been beneficial that there has been broad support. It is an innovation that was developed in 'de leertuin', the support during that development process has been greatly appreciated." (RP11)

"Yes, you know, IMPACT is co-funded by our health insurers. They have contributed to the development of IMPACT. It is, if you'd ask me, a long-term innovative product. There's support for it throughout the organization" (RP10)

Another theme directly linked to context is knowledge. The development of knowledge, the way this is used, internalized and used for new solutions and development. The interviewees have indicated external knowledge and relationships with network partners to be very important to them. Important because of the new possibilities that open up, because of the new solutions that might open up and have opened up through this sharing of knowledge and incorporating new knowledge. When looking at the pattern showing through, adding to previous remarks, the cooperation with their external network seems to focus on a mutual sharing of questions regarding supply and demand. Cooperating with one another on specific areas and thus enhancing their functioning. According to respondents, this does lead to new insights, subsequently leading to new product development. There are no

mentions of teams learning with and from network partners, no mention of a learning process ensuing.

“We, as the addiction health care teams, are connected to several network partners. You can imagine that we, as a network partner in the addiction health care sector, work with many more partners than the average mental health care service. There are contacts with the police and the judiciary system, the homeless sector, the health care sector for the mentally impaired.” (RP11)

“The team visits other health care programs, internally and externally to share what we do and to hear what is needed there. We focus on sharing knowledge, on connecting our and their wants and needs, to discover how we can complement each other and perhaps develop something new to do something to fulfil those wants and needs.” (RP12)

“The sense of urgency to cooperate is there.” “... addiction health care is in a lot of cases not the only diagnosis a patient has. Often, there is comorbidity with other diagnoses. That requires cooperation and collaboration. If you ask me what is the implication for my teams, then I think it is the awareness of the cooperation and collaboration that they have to develop, nurture and grow. They can’t say; what we’re doing is fine, and continue on doing it like that for the next thirty years or so. There is a necessity to continuously develop new knowledge, for new ideas to grow. The development, innovation, futureproofing yourself is the bottom-line.”

During the development of IMPACT I explicitly kept saying I didn’t know what the future was going to hold. Not even for the next ten years. I do know there is and will remain to be a huge focus on outreaching, home treatment. There will be a remaining focus on innovation in health care in general. So I encourage people to participate with the development, the design process. They will have been at the cradle of something new. Even if only for the experience of being part of a change process, in having developed a new outreaching health care product. That experience is added to your knowledge and skillset.” (RP11)

“External knowledge to us is also scientific research. The further development of evidence based treatment methods or best practices. We benchmark our work in IMPACT, among other things by looking at Mondriaan’s research data (red. another mental health care facility). We study the successful experiences patients have, we do the same for our health care professionals. Mondriaan has been performing a larger effect study on the subject of home-detoxification, we exchange knowledge on this subject with them to further our work and to further improve upon the treatment. That piece of research and benchmarking is also a good indicator to me about the chances of success IMPACT has.” (RP10)

Mindset

During the interviews, respondents comment from different perspectives on the subject of mindset. Remarks range over themes like entrepreneurship as a way of describing if and how people dare think outside the box and come up with new solutions, all the while maintaining the level of care they provide for in their regular work. They describe a process of innovation and mention the redesign of

the way they organize their health care program. This links back to the cognitive switching necessary to paradoxically balance exploration and exploitation. It can be assumed this development, this learning process, of a different outlook on how and what the health care they offer could be, is needed before further change can take shape. Furthermore, it can be argued that this change process influences their role, the change process itself linked to autonomy and efficacy. This mindset change enables the respondents to look beyond their current role and helps them redefine the shape of the health care they provide, and over the course of that process learning as an individual and as a team.

“You mainly look at what you can add, how you’re aid can help the client and their system. As a therapist in IMPACT you’re of secondary importance. The client and their system are of primary importance. They define which question and which type of care they need. Within IMPACT you perform a proper analysis and find out how best to aid. In the past, it was the other way around, clients were admitted, washed so to speak, and put back into a system which hadn’t experienced the treatment two weeks later. They haven’t been a part of the patients treatment, so they haven’t learned new behavior, which increased the chance of relapses dramatically. Our therapists have had to learn this new mindset.” (RP11)

Wrap up case IMPACT, elements of team-ambidexterity

Specific mentions of ambidextrous behavior, interventions were made over the course of the interviews for IMPACT. They range from subjects regarding the development of the product and team to the way they started implementing the product. Experimentation, set up small in scale, was the way this was organized, to increase the chances of success and, through these experiments, to refine the way IMPACT was shaped. These experiments also served a second purpose; to give the team the chance to gather initial experience, and to let the other teams within addiction health care gradually get used to the new offering. It helped them reduce the initial resistance some might have felt. A third element mentioned focused on looking toward the future. It helped them reorient themselves as teams and therapists to new ways of developing and delivering health care initiatives to patients.

“...by starting small... There was initial resistance. Some people were seeing all sorts of risks, felt hesitant. We responded, from our team of therapist within the team, focusing on giving it a try, on doing small experiments. Safely. We did a first home treatment with an easy patient, carefully, to create a sense of comfort with the process. By just doing this process gradually, we reduced (and hopefully removed) resistances over time.” (RP11)

“It should be about how we provide health care going forward. Reducing the overall costs, but more so, creating health care solutions which are future-proof. By making it ‘zinnig en zuinig’ (VGZ, 2017) we aim to future-proof our health care program.” (RP11)

“If you’d ask me personally, the fact that it is less disruptive for a patient is important; people can go through treatment in their own environment. It is therefore ... they do not have to go to a clinic, they do not have to be admitted, they can go through a treatment in their own environment, personal care the right way I would say.” “This is the main reason we have developed this outreaching treatment. If you admit a patient in a clinic, nothing will change in the home situation, in their system. What I like about IMPACT is that we treat the whole system. Patient’s partners, brothers, sister, parents, children. They can all partake, we want them to partake to increase the chances of success. That is the strongest feature of IMPACT.” (RP10)

Case Ambulatory network for alcohol and cognitive disorders

The third case discusses the Korsakov Center for alcohol-related cognitive disorders, and, specifically, the team which since late 2014 has been developing interventions on three specific elements of their treatment of alcohol-related cognitive disorders; prevention, treatment, and aftercare. When looking at the patient group; people dealing with alcohol-related cognitive disorders are usually late in seeking out health care. This usually only happens when a myriad of problems has arisen. Once clients are admitted to the Korsakov Center, the first step is focused on getting a definitive diagnosis, to establish if there is indeed an alcohol-related cognitive disorder. An individual treatment plan is made for each patient. The starting point for all treatments is that patients do not use alcohol. During treatment, patients work step by step on improving self-reliance. The focus in the treatment of a cognitive disorder as a result of alcohol addiction is to improve the patients cognitive functioning. Through targeted treatments and therapies, patients work on 'functions' that no longer operate automatically, such as remembering things, processing new information and keeping an overview.

"... the ambulatory health care team originated from an idea the founding therapist of this department had. He came up with the idea of 'providing good health care' but there wasn't a lot additional definition. We now notice, through the way we've been developing it over time, that it has become a broader product, incorporating network partners and other health care providers. We had the time, space and financial resources to do this. Through this effort the program has gotten more traction, we could build on from there. We've always thought an intervention like this was missing from the health care chain. This way you start to realize a solution like this is also missed and realizable on the micro, meso and macro levels. If you look at this from the perspective of ambulatisation in the Netherlands, this type of intervention fits in with these ambitions. If you look at it from the organizational level it reduces clinical care costs and reduces the amount of relapses. If you look at it from an individual patient level it provides better care and is more patient friendly to monitor their improvement." (RP3)

Over the years the team has been working with clients who suffer from alcohol-related cognitive disorders. These patients have been experiencing problems in the health care provided to them. The team focusses on these health care chain problems as they think health care for these patients can only be improved by cooperating in the health care chain, focusing on coordinated prevention, more effective treatment and better aftercare. In figure 5 (p.50), the timeline of this team's development is shown. It focusses on this specific team, which itself is a part of the broader Korsakov center for alcohol-related cognitive disorders. The organizational and team development process follows a pattern observed in previous cases, specifically the organizational section which, although slightly different in approach when executed, is the same in its overall design. Therefore, the lower half of the timeline is roughly the same throughout all cases, with specific elements on the team level being shown in the section on the upper half of the timeline. The timeline as a whole shows the teams development process over time, with interventions initiated at the organizational level and the specific events which formed this team. The following sections detail specific elements influencing the team's development over time, showing their development process.

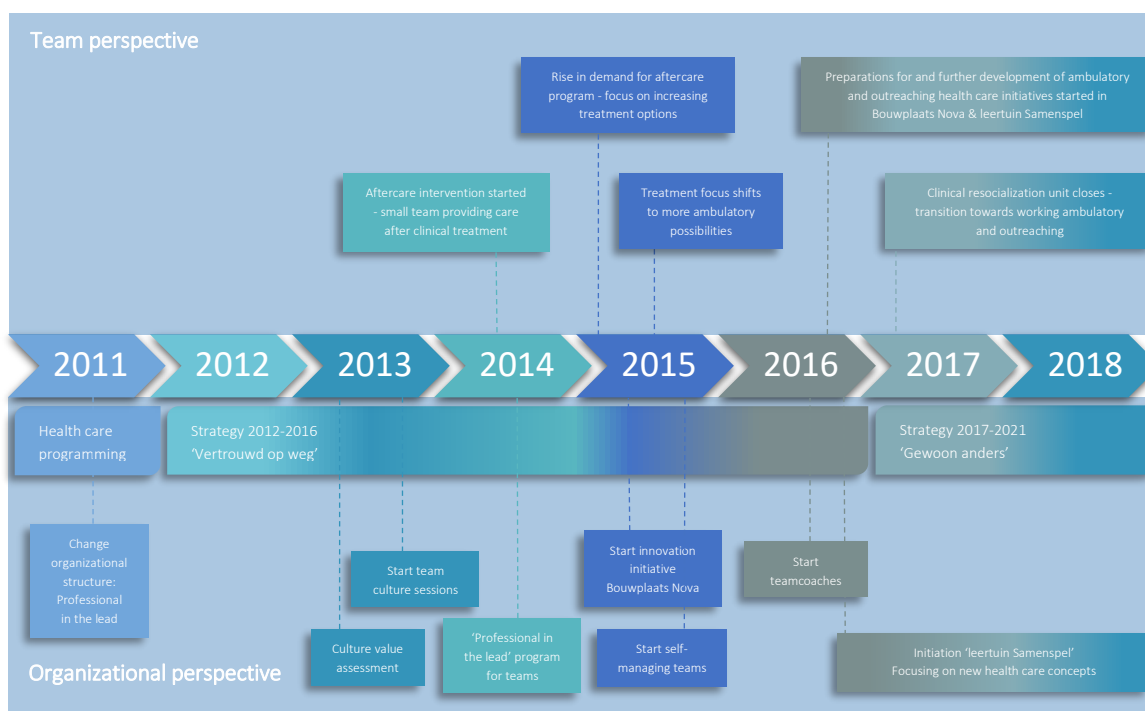


Figure 5 - Timeline team Ambulatory Network for Alcohol and Cognitive Disorders

Leadership

The respondents only made a handful of references to the subject of leadership. The only references made were by association while discussing other subjects. The team members seem to have a preference for working horizontally, although a level of vertical leadership (i.e., professional leadership) seems to be involved. This combination seems to have a positive influence on the way they operate in day to day situations and also helps them achieve their goals. Respondents, however, have mentioned a preference and need for more autonomy in the team, to see horizontal leadership increase to achieve more effectiveness and more ownership within teams. Furthermore, there is mention of a need for teams to grow into a higher level of autonomy and ownership in their work. A pattern can be observed here, at the point where autonomy and horizontal leadership influence team effectiveness and ownership.

"I try to lay down the framework in terms of indicating what is important in our work. I do always try to explain those elements, and ask people what their ideas and perspective is. I try to boost their own initiative. It's not about my ideas, what matters to me is people thinking for themselves, voicing their ideas. This is what I'm trying to do, that is also what the case managers, nurse practitioners are trying to do with the people who they're educating. You try to empower people, I think I'm also trying to do this with our patient group, with the team providing them with treatment." (RP6)

"... too much in response based on asking for permission, asking; is it ok that? Instead of saying; I have done this and this. And there is an immediately parallel to the way we treat our patients, where you see the same expectant behavior, instead of proactive acting from the professionals knowledge and experience." (RP4)

"I think there is a large group of people in our organization who I think, just aren't able to do it anymore... People who find change difficult. Something as basic as working together as a team then because a very difficult task. You see teams struggling with this, because they don't want to work together with the other team. Change will have to start from somewhere, the world is changing rapidly, our organization will have to change with it. Teams will have to change." (RP5)

Structure

The team members working in the ambulatory network for alcohol and cognitive disorders have mentioned structure as an element in several different ways. They mentioned their team, the way it's built and the different team members that make up its concrete structure. They also mentioned behavioral elements, how they behave as a team, what they think their core values are and how these core values contribute towards being effective teams in the process of treating patients. They define rules and norms together and expect every team member to uphold those; they actively discuss this together. Several aspects of teamwork are important to them, for instance, communication, being able as a team to individually act from the same idea, the same mindset. Serious in nature, hardworking, with a drive to realize the best possible care for their patients. When looking at the patterns emerging, one can see a team makeup, their structure, norms and beliefs, and how these elements when put together increase a team's effectiveness. It also shows how, through these values, teamwork generates a shared system, a mindset among team members from which they operate.

"a mixed club of people from different professional backgrounds, from different departments, led by therapists directing the health care process. Amongst whom are psychologists, doctors, but also a nurse practitioner, who is also continuously assisted by a nurse practitioner in training. The fact that there is the continuous presence of a student in the team is also very important, because their presence also contributes to new knowledge and insights being brought in through education itself. I think that this is a very good thing, and I can imagine that in time we will be able to expand the learning possibilities within the team. Hopefully, it will further increase our flexibility, for instance regarding diagnostic research a patient might need. At this point, to perform diagnostic research on a patient means they will have to come to our clinic, in the future I think it will be possible to organize it in such a way that we can do this outreaching." (RP6)

"I think our team's a very serious team, which in turn has the effect on me, that it makes me want to stick to what we have agreed upon. Also, there's a really well developed feedback culture within our team, addressing each other when necessary. To me it feels like a pleasant and safe team atmosphere, in which we give each other feedback on our responsibilities when necessary." (RP3)

"...communication... yes communication is key to me, very important. Sometimes you see 'kromcommunicatie' happening. When things are perceived differently than they were intended. When one person thinks something was said, while the person saying it didn't mean it that way." (RP5)

Autonomy seems to be very important to this team. Interviewees individually mention the way they've been able to work on building the team and health care product. Comment on what autonomy means to them in their work and how it resonates with their outlook on their work as professionals. They connect the autonomy of people, in teams to the way people build relationships, start feeling more and more competent in their work which enables a team to achieve a greater degree of effectiveness. They do, however, remark that this level of autonomy and the team's effectiveness in working together and realizing their goals could be improved upon, the realization that they're not quite there yet.

"... I think we have been able to build quite autonomously. The center of excellence for Korsakov and alcohol related cognitive disorders is, even within the confine of our organization a relative autonomous center. Self-sufficient, self-reliant, we organize our own work, create the room to do things our way. I think we have been able to define this new team and health care product ourselves." (RP3)

"... I think that is different for every individual. Within our team there are two new team members. When dealing with patients, it seems to be going fine, in that respect they, in my opinion, are very well functioning colleagues, doing great work. But they themselves don't feel fully competent and autonomous in their day to day work, aren't completely secure in how they handle themselves." (RP4)

"I think that's important because ... my background is in child and youth psychology, in that line of work it's always about autonomy, competence and relationship. That's sort of the holy trinity there. If people feel competent, they will develop themselves, people must be able to make autonomous decisions, in this case they should not have to wait for team approval. If those conditions are met people will start to build relationships. Finally, people must feel competent in what they're doing. If you can strengthen those three elements in a team, you will be able to start celebrating successes together." (RP6)

On the subject of efficacy respondents remark on the way, the team has been developing. From their perspective, the team is capable of achieving their goals, has a clear focus on what results they want to achieve and how to go about achieving them. They, however, show some reserves, respondents state they feel the team could develop even more, they could broaden the level of ownership within the team to be more effective. They say it seems that for some people within the team there is some overview missing, in that they don't seem able to see the long-term development in play fully. At times, respondents felt like some team members were too passive in their role definition and fulfillment, too focused on doing their work, going through the motions, without ownership. A pattern can be observed here, in which team level efficacy is high, but the level of ownership is somewhat lacking. An increase of this level of ownership can be assumed to increase team-effectiveness towards achieving the team goals.

"I think the team works hard. But, I don't think we're there yet, we can go much further in terms of our team's efficacy. Whether this means we will achieve this through adding more team members who will bring skills to help us broaden and intensify this level of belief in our power as a team we have yet to reach. We might also develop this more over time. We do have belief in the fact that we can achieve our goals. But I also think there sometimes seems to be a larger perspective lacking, no real clear perspective on why we do this. Even when this is at times explained and shared in conversation, it doesn't seem to ring home with some people. As far as I am concerned, there sometimes seems to be a sort of attitude focused on doing chores, going through the motions. Seems to be too little insight into the why of an assignment. Too little ownership on the task at hand." RP6)

"I have always thought that this was feasible, yes. Partly because I believed in it myself. I really thought yes, this is a ... This is indeed something to which I can contribute something, of which I saw the usefulness. I believed this, in part because this is... quite a sensible team. I have also always thought 'this is going to work', because the usefulness made it sort of obvious to me that a program like this should exist, that was always clear to me." RP3)

What would be very nice is the response when an assignment comes questions would be asked; What do I think of that assignment? Should we carry out that assignment? And if we are going to execute that task, how do we go about that? A response would go like this; I have some ideas about that, we could go about it in this or this way. Such responses are, from my perspective, a bit lacking. I think that has to do with the level of maturity of the team, and on the other hand with the fact that this is all relatively new to them. People are perhaps a bit too cautious in that respect." RP3)

Context

Within this team, this case, team learning, and individual learning behavior, feedback on that learning behavior and the team's development from there was described as being paramount. Team learning is described as a parallel process to the learning stages patients go through. Information and feedback are not prominent in the respondents' remarks regarding this subject. When remarks are made, they focus more on mindset and learning as elements in this process.

"As a sort of parallel process to the same learning we go through with our clients, where the central question for me is: how do you learn and how does that work. What is going well and what is missing?" (RP4)

“Do not copy my behavior, but follow your own path.” “From the students working in our department the question arose; ‘what should I do?’ My answer has always been; ‘just go and experience the work and the interaction with patients, afterwards we will discuss and reflect on what you have done.’ Through this process we hope to, create continuous learning and reflection. Personal learning is best done, I think, through experiencing and reflecting. There is also a more technical side to learning; gathering information, being up to date. From my experience the side of learning focused on experiencing, reflecting is not something nurses are too good at, they prefer the more technical side of it. I try to circumvent that by pairing them up with social work students, as coaches, so as to stimulate their own learning process.” (RP4)

Because of the outreaching nature of the team, networking is mentioned a lot during the interviews. Sharing and generating (scientific) knowledge with one another across the network, clear communication within the team and with partners, these are of the utmost importance. Clearly defined roles fulfilled by all the network partners help improve health care for patients. The network partners all aid in optimizing the patient journey. For this team, this networking, cooperating with one another wasn't the norm when they started out. In the early phases, they would admit a patient and take over all the different tasks associated with the patient's health care. They needed to learn to cooperate, share their knowledge, and in this way become a partner themselves, participating in a bi-directional relationship. Because of the teams nature to work beyond the boundaries of the region, (they have a nationwide function as a center of excellence for the treatment of Korsakov and cognitive disorders), they have had to learn to develop relationship with network partners in regions that aren't their own, share knowledge on what is necessary for a specific patient involved and build a temporary network around those patients to get the health care necessary organized. It is through this sharing of knowledge with their network that new ideas and opportunities have arisen and still arise, with different regions requiring different solutions and generating new possibilities. When looking at this subject, the formation of a pattern can be observed where external knowledge leads to the generation of new knowledge, information and through the process within the team, new possibilities. Being aware of change, responding to it, acting upon it to create new possibilities. An important aspect seems to be communication, with network partners to obtain information and pose questions outside of the respondents' purview, but also awareness of changes happening which a team can respond to. This in itself triggers a process of internal development and learning of new skills, new possibilities through the process individual team members and the team as a whole go through.

“You then notice that by working together, by sharing knowledge, cooperation arises from understanding each other's position. By understanding the question's the different partners at the table have, the perspectives they bring to the table.” “That is negotiating, explaining, trying to get them to understand what kind of citizens these patients are. What their underlying problem is. With some government officials you see that they understand, then you can as a team start working together on the solution.” (RP4)

“To me the challenge of innovation is this; I think we really need to have our eyes and ears open to all the changes happening in society around us, that's where it's happening right now. A lot of the work we do depends on being aware of those changes, on innovation, and connecting to them.” (RP5)

“You just have to figure out together who fulfils what role during the patients treatment. Figuring out together who takes part in the treatment, be it in our clinical setting or at home in the patients surroundings. Our intention is that a period of treatment in our ward is temporary, as a bypass in a patient’s life, only intervening for the necessary parts and then stepping back into the background, having treated the patient and having shared knowledge with them and all others involved, be it their system or other partners in health care.” (RP5)

“The best part of this development is that now we develop ourselves further in ‘de leertuin’. So now we can get people on board from municipalities, other care providers so as to be able to further shape this program across the boundaries of the organization itself. Through such a thing as ‘de leertuin’ you start noticing that what we have built is now expanding further, embedded in the health care network.” (RP5)

Mindset

The cognitive challenges associated with being able to switch mindsets necessary to be able to explore or exploit in its totality are rarely mentioned during the interviews. What respondents do mention is learning and a learning perspective in their daily work as a basis for further development. They also mention different mindsets being necessary to develop new interventions like the outreaching care for a patient with a cognitive disorder. Without it being mentioned literally, it resonates through several of the earlier quotes highlighted in this case description. They emphasize the importance of working together in networks of health care providers, be it internally or externally. What is even clearer when looking at this case is that there seems to be a shared language, a shared identity in this team. This aligns with the organization's overarching mindset, which refers to innovation, business development and reinvention of the mental health care the organization offers.

“I think we are already doing a lot of things right, already on the right track in shaping ‘zinnige zorg’ (VGZ, 2017), even before our strategic course has made this a central theme. This, for us, is based on the idea that something is not right in the way we care for our patients. We are a center of excellence, where people come to receive a very complex highly specialized treatment. People are treated with success, go home, and over time we see some of those patients returning with the same complaints. When we started the home treatment we said to ourselves; how can we expect patients to come here, with all sorts of cognitive disorders, receive treatment, which is hard for them to understand, in a surrounding that isn’t familiar to them, which further disrupts their cognitive functioning. We have to treat people at home, that’s where they have to learn new behavioral modes. We started with this in 2014, we have over time developed it and seen a positive effect.” (RP6)

“What was new to me is that you can cooperate with external partners on that level. For a time I have been doing these things on my own, instead of proactively calling my network partners and sort of brainstorming what to do in a certain case. Now that I’ve broadened my contacts, built a network, now I easily pick up the phone and talk to network partners about it. I share my perspective, and they can share theirs, this way we can both proactively brainstorm with the other on the best possible solution for an individual client or think of a solution for a more complex systematic problem.” (RP6)

Wrap up case Ambulatory network for alcohol and cognitive disorders, elements of team-ambidexterity

Over the course of the interviews, innovations, innovative behavior, and exploration were mentioned several times. This was almost always, at least in part, mentioned parallel to remarks about doing the regular work involved. The team has over the course of time been able to balance explorational activities with exploitative ones, further developing the treatment they offer their patients, offering new solutions and researching new possibilities. They are self-critical regarding the level to which they have achieved this, mention further development possibilities. They also refer to limitations they sometimes encounter, frustrations when things don’t seem to go as quickly or smoothly as they had envisioned. Within this case, there seems to be a prevalence for learning and learning behavior, and there is less focus on (horizontal) leadership. Autonomy and efficacy are discussed, partly in relation to mindset and ownership. Ownership is one of the elements of which respondents are self-critical, emphasizing the importance of more ownership within teams to improve team effectiveness. The identity they have created for themselves, within the organization's identity and vision, has created a mindset in which they are able to explore new learning while balancing their current work.

“...that also balances it out. You cannot keep coming up with new ideas, you also have to act upon them, use them. Our project is in part aimed at preventing relapse and if you would think of that in terms of money saved, you can image it is cheaper if a person doesn’t have a relapse. Yes, if you look at it from a patient perspective, you’ll want to prevent serious cognitive damage, of course, because every relapse is also a direct attack on the brain. So that’s the professional perspective in cases like this. But purely from a financial perspective, when you think of the money being spent on health care with every clinical admission, having no relapses has a huge impact.” (RP3)

“What I really like is that I'm stimulated, triggered to think outside the box. And that leads to innovative thinking, but also to small improvements. What I sometimes find difficult is that it is... It’s not all nice and cheerful, saying look at how innovative we are... You also get frustrated sometimes because of limitations you encounter, especially when I look at it from a patients perspective, I sometimes wish the system would work better.” (RP3)

"I see an organization going through a very large evolutionary process, which has been going on for years. The steps teams themselves are making in that process are at times quite difficult. There is serious work being done on innovation in our organization. New programs being developed, new products, you can see teams working on those innovations giving serious thought how to organize and develop new ways for our mental health care system." (RP5)

"What is innovative is that most, and that is what I mentioned earlier, most treatments in health care are aimed at getting you to come to the office of the therapist. That has an advantage for the therapist, because you can stay in one place, you can plan your logistics better. You let patients fill out a few questionnaires and you have all the information you need. You can be critical about that process, because you'd have to ask yourself what people's insight into their illness is, in what way will they fill out those questionnaires? What is innovative, is that you as a therapist go to someone's home. Not to do tasks, but to observe, how's the house looking, is there food in the kitchen, is the bathroom clean? You immediately have a very good idea how someone is doing." (RP5)

Case Centiv

The fourth case in this study discusses Centiv. A subsidiary of Vincent van Gogh, founded in September 2014, first as a project within the parent company, from early 2015 on as a separate entity. This company was founded with the aim of creating a proposition for generalist mental health care. The proposition was based on the idea that Centiv would offer treatment to clients who didn't require specialist mental health care, but who needed more health care than the general practitioner or their practice supporter were able to offer. In the initial phase, Centiv started out with about five part-time therapists, working partly from the systems Vincent van Gogh was at that time using. In 2018, Centiv sees on average 3.500 clients per year, has a team of about forty therapists, a back office staffing five medical secretaries and one director. They have moved away from the parent organization and are self-sufficient, having organized their own systems and support organization. Centiv offers generalist mental health care in the region of Noord Limburg and Zuid-Oost Brabant, in which they have, since their founding, become the largest provider of generalist mental health care, offering treatment from 19 locations (Idenburg & Philippens, 2018; Paffen, 2014).

"What is important for Centiv is growth. We must continue to grow, and that's what we do. At the same time we try to ensure that we grow in such a way that we are able to hold on to our company culture and our values." (RP9)

"...open, flexible, innovative and self-managing. Those are the most important elements I would attribute. With most companies you can still get the feeling that you are in some way restricted in your possibilities, in your intellectual capacities. At Centiv, the focus is on using those capacities, you're even stimulated to participate." (RP14)

Figure 6 (p.59) shows the timeline for Centiv. The case description focusses on this team, which is a subsidiary of the parent organization Vincent van Gogh, voor geestelijke gezondheidszorg. The organizational and team development process shares several elements with cases discussed previously, although in the case of Centiv the way they influenced the company is somewhat different. It does fit with the overall organizational change program design. The lower half of the timeline shows the organizational interventions, which up until 2014 influenced the initial coming about for Centiv, this team didn't exist prior to that date, but did and still does employ several people who have been working at the parent organization. In the period starting from 2015 onwards, Centiv has been a separate entity which hasn't officially followed all interventions executed in the parent organization, although the implementation of self-management in teams has followed the same timeline. They haven't been an official part of the change and innovation programs when it comes to agreements with stakeholders; they are however in several ways participating in specific interventions, these are shown on the bottom half of the timeline starting from 2014 and onwards. The upper half of the timeline shows specific important moments in time or specific interventions done on the team level. In the following paragraphs, details will be discussed of the way in which specific elements influencing the teams have developed over time, displaying the process of this team towards becoming ambidextrous.

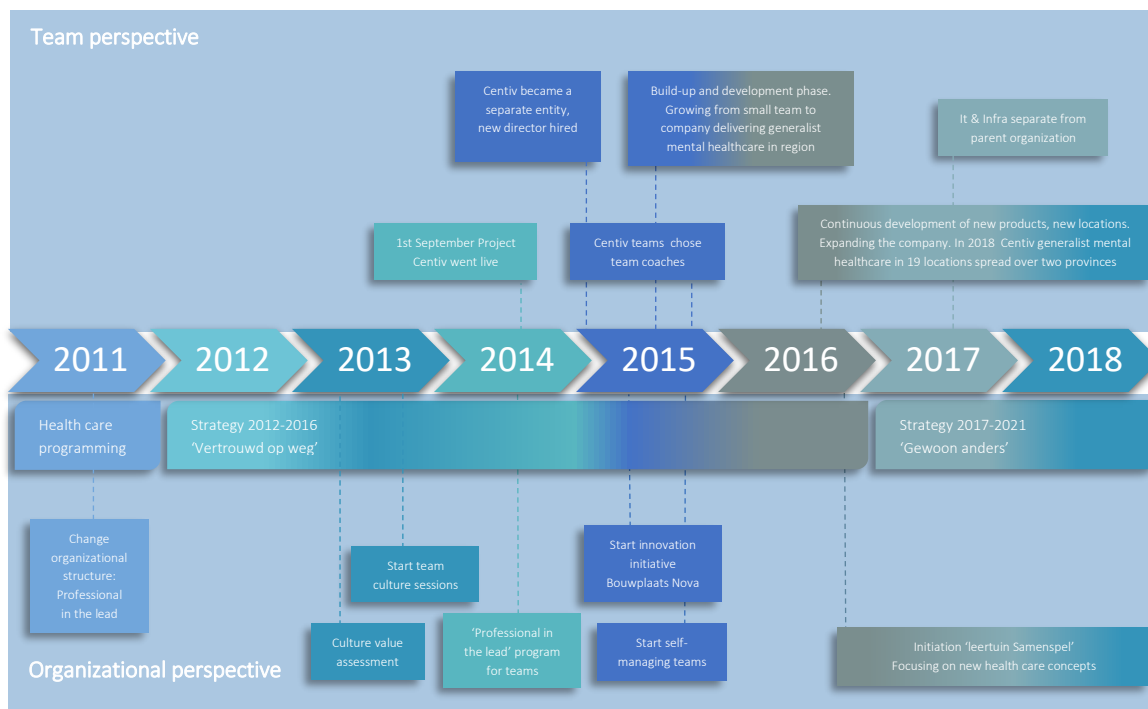


Figure 6 - Timeline team Centiv

Leadership

The various respondents interviewed for this case have made several remarks regarding leadership. The remarks dealt with horizontal versus vertical leadership as well as the effect leadership has on them as a team and the way they operationalize the shared responsibility within the organization and their teams. In remarks, links are made to autonomy, to self-management, to their functioning as a whole. Over the course of the years, horizontal leadership and team self-management have been actively employed to improve team autonomy. Freedom is mentioned several times, the freedom to contribute, to co-create, or perform the regular work. The respondents mention their attitude as a whole to make shared decisions on product development, on expansions. They experiment with new possibilities. However, there is also a sense of trepidation to take shared leadership and cooperation to the level in which they talk to each other on true dysfunctioning. They do give each other feedback, but true dysfunctioning is a topic they think is difficult, and for which they say they would, if it arises, turn to management, to vertical leadership. They have expressed the wish to research if they are able to develop some skills with which they would be more self-reliant and self-managing on topics like these. Overall, this team seems to have reached a balance between high levels of horizontal leadership, with vertical leadership mostly focusing on the what, and not the how of their work. In this case, the what refers to things like overall turnover as agreed on with external stakeholders, while the how refers to the types of health care being provided for.

“Centiv is very much a self-managing organization, very young, very progressive and absolutely not afraid to take on things. We are more inclined to just do it and see how it goes. We can decide this as a team. Our director is only there for the framework, defining the legal and financial terms. The rest the Centiv teams define themselves. On subjects touching on treatment he always says: ‘I am not burdened by any relevant knowledge on that subject’. That is a phrase that he constantly repeats, which is why I can easily reproduce it now. He really does that, gives us the freedom to define the content and guides us through defining the framework.” (RP9)

"It is a company which had the aim to grow very quickly. That does define it, that constantly determines what we're doing, what we're aiming for. It's a company that is very open, with a lot of freedom, very flat in terms of hierarchy. It's a dynamic company, there's always things happening. If I would use an analogy, I think I would describe it as a new car. One which you would get into, drive away, or try to, and realize it doesn't work. To only realize you forgot to put some wheels on it. Typical startup problems I would say." (RP7)

"I firmly believe in self-management. In my experience professionals with an advanced education know very well how to steer themselves, provided they know the context in which they are working. That makes it so much easier for a manager. In the early phases of working with Centiv, I had already started working with the socio technique; decentralizing work, having little specialization, and people having clear sight on what the context was they were working in. That's the philosophy which I've used to build up Centiv." (RP8)

Within Centiv the team's goals are very clear, all respondents remark on this subject. The team's goals are based on growth, expansion, and doing this in a manner which is sustainable for the organization in terms of learning and developing. During the interviews, respondents have vocalized questions regarding the continual growth, on the one hand referring to the durability and sustainability of this development, and on the other hand speaking their mind on worries regarding the strain this pace of growth could put on team members.

Structure

During the interviews for the Centiv case, respondents regularly discussed the topic of structure. Centiv seems, judging from the interviews, to have a clear make-up, all be it, as remarked, growing rather quick which clarifies why respondents have mentioned that depending on the phase of growth there sometimes seem to be too few people to bear the workload. They say when looking for new team members they look for the right DNA, the right fit. They mention having clear norms within their teams, although that's not a one size fits all norm. They state that team members can perform their regular work and treat patients, that not everybody needs to be at the forefront of developing new products and open new business locations. The DNA referred to earlier, whether team members fit, seems to have the effect that the people working there are mostly the type of people that do want to contribute something more instead of only doing the work required. One of the disadvantages of working in a company growing this fast, as mentioned by respondents, is not being connected to a local team. They mention being too spread out at times, too disconnected from their teammates. They say they all feel connected to Centiv, however, the speed of growth seems to have had a negative effect on team connectedness. Respondents state that they have recently made adjustments in their structure to counteract these effects. Overall, team members fitting at Centiv, upholding the norms and values they have themselves formulated, are important to them as a team. It facilitates them, even across the distances of their companies area, to maintain a connection to the company. All respondents describe their company and team in positive words, stating that the way they as a team operate enhances their problem-solving abilities, enhances their overall effectiveness.

"... if you have a positive corporate culture, people will want to work there. And if you have people working there for whom you don't need an instruction manual to properly work with people will want to work with them, work together. This also extends to patient care. Through this mechanism you get kind of a golden circle..." (RP8)

"...those are of course very big, the teams DNA, the teams norms and values, the way they are able to influence reality, create possibilities for them as a team. They know how the game is played, what the field looks like, and they have experienced that they can actually exert influence. So then you can expect people to do so. After that, a lot of issues will just dissolve after that." (RP8)

"Per region there is a main location and a few sublocations. In those regions we also do our team meetings. Next to that there's an overarching meeting, which we've just named Centiv Heart. That meeting takes place once every two months, to which every region sends its representatives, in that meeting organizational matters are discussed. So basically every region is allowed to do things themselves, within the culture and structure that's Centiv." (RP9)

"Intuitively, and that is my first feeling, is that there is no cohesion, I know that sounds a bit sad. On the one hand, we have our group identity. We periodically meet as a group, everyone who wants to attend in Centiv can attend. We feel quite connected to Centiv, connected to the brand and the company. We all feel like we have a say in the company. On the other hand however we don't see each other very much, even though we feel involved with each other. We feel a need for our teams to become smaller. That's the step we're making now, we think this will reconnect us. To put it into perspective, we are all aware that with a job a team, just like in a relationship, there are difficult times, and that's fine too. (RP9)

"How do you keep it balanced? By paying attention to each other By writing our own vision down, which makes us think on what our vision actually is... It's important as well, that you truly see each other, pay attention to one another. Being aware of the work that we do. A theme that's been coming up lately is the question if we want all those changes? Another question arose, saying: Who came up with this? The answer would be that we did that together, and that helps us every time. That we pause, think and realize that there's no one that thought of all the changes we are making, we do this ourselves." (RP9)

What's mentioned further, by several respondents, is autonomy. The autonomy felt to develop Centiv further, build on their product portfolio, develop their teams. They state to feel a lot of freedom to do just that, be it within the context set by their director. Respondents say that from that freedom comes a sense of responsibility, commitment. Even though in the end it's not their company, they feel that through their actions they shape Centiv. Their responses show links to several other topics, like leadership and the setting and realization of goals. They state that, through the actions (or absence thereof) of their director, encouraging them to decide and act themselves, they have become more empowered over the years, enhancing their autonomy. For them, this team autonomy has created a

sense of responsibility too, in which they feel they should act responsibly within the company. This has increased commitment and ownership towards the teams, the company's goals. They have over the last few years developed themselves into a company that feels strong enough to diversify itself, to let the differences that occur exist and use them to their advantage.

"We all consider it to be fun to do new things. I also think that's a combination of that real autonomy and freedom. To be able to do all those things. Ranging from what coffee to serve, what groups to offer as treatment. That's what makes it really fun to do. And our director is the type of person who extends a lot of freedom and responsibilities to us. He also creates a clear context to operate within. To me, and that is really personal, if I don't want to partake in this, contribute to Centiv's growth, then I should leave. I either show my commitment and go for it or leave for another job. One in which I don't need to choose what coffee to buy, won't have to go for building a new location, but also not a job in which I can make any substantive choices." (RP7)

"Team autonomy... Until recently, we had a northern and middle region, in which north functioned differently from middle. North is a bit more proactive, wanting to try new things. We take a different approach to how the middle region team does it. At region team level we are free, we can be creative. We coordinate these differences in the Centiv Heart meetings; there we look at the differences between the regions and the way each team shapes their work. In those meetings we also look at how to do that within the culture, standards, values and agreements made within Centiv." (RP9)

The respondents have in prior quotations already made clear references to the team's realization of goals, their belief in being able to achieve those goals. In a few specific instances quoted below, the learning behavior associated with this is referred to. Interviewees mention the effect this has had on their personal development and their belief that, as a team, they can achieve the challenges being thrown their way. They look at the risks they face as a team and think of ways to influence those, to critically support each other's plan to make them succeed. Overall, respondents remark on the way they as a team focus on realizing the team's goals, behaving as if this is their own company, experimenting, learning and finetuning as they go along.

"Our director was the difference between.... If I might use a parent metaphor. He is like a father saying; 'you can do this yourself. You can do this, so just go for it!' This is the context you're operating within, but you can do this. By reaffirming that sense of ability, for the team, the organization but also for the individuals, his attitude makes me go for it. He challenges us to just try, make mistakes, and try again. Says he prefers us trying ten times and making mistakes instead of asking nine times. You don't start working for a start-up company if you're very nervous or anxious. This kind of companies, I think, usually attract the kind of people who'll say; 'hey that sounds fun, let's try it'. That's what the people who worked at Centiv at that time were like, they were like that. It's in that period when we were challenged to try and experiment, to make mistakes, that we as a company really started to blossom. Now that we're getting bigger, we also have more people to fall back on. More people with different qualities." (RP7)

"I think we do both well. I think it helps that we have team coaches who coach us at the individual and team level. They coach us , on how healthy our team is, how good we are at performing our jobs. We manage to realize our budget plans, although we've had a bit more absenteeism lately but there are reasons for that. So I still think we are quite effective." (RP9)

Context

On the subject of context within the Centiv case, some references are made regarding good performance and feedback. However, most references point to another element of context which is knowledge. Be it the refinement of existing knowledge or the development of new knowledge, both are mentioned and pointed out as being important for Centiv in its continuing development as a company. They specifically point out the importance for them in networking with several health care organizations around them. Important in terms of the individual client care, but also important in terms of wants and needs in those organizations, which they as a company can connect to and develop new products for. They have embedded themselves as sensors in those networks, listening, sensing and quickly developing, whenever the need is there and, equally important, whenever Centiv as a company wants to develop itself in that direction. Centiv's development then becomes more dependent on which individuals are working in which team within Centiv. In- and external knowledge, the sharing of information and building from there is an important driver for them, facilitating them with new opportunities and new growth possibilities. This seems to positively influence their ambidextrous behavior, the way they as a team and company actively pursue new business and refine existing business. This seems to be linked to their focus on achieving the company goals, with references being made to a higher goal or purpose; improving generalist mental health care.

"Yes, very important, because I think it is really valuable to work together and learn from each other. So when I look at my health care partners; the general practitioner's practice support, the general practitioners, the specialized mental health care. Together with them I try to determine, what exactly do we do, I listen to their wants and needs." (RP7)

"We are in the practices of general practitioners, consult with general practitioner's practice supporter's, we try to be as close to our health care partners as possible. We try to keep our hands free. We do our best to keep our hands free, communication lines open, that helps." (RP9)

"...and also that reset module, that's the name it has now. That is actually what another health care facility offers, but then translated to the context of the generalist mental health care. We notice questions in the networks around us. In this case there was a demand for generalist EMDR, or better said, trauma treatment. We will then develop that, start treating that. I had some meetings with the program manager for personality disorders in specialist health care, because of some questions on schema focused therapy. She mentioned there was some research being done into models for schema focused therapy which were shorter than the regular programs. From there I started to look and finally developed a new personality disorder program for generalist health care. That's what we do, we look at the gaps in the market, where there is demand, and then we look at whether we can create a solution, a product offering for it." (RP9)

Mindset

Mindset is referred to directly and indirectly over the course of the interviews. Several elements of mindset, of cognitive switching, have been mentioned, for instance in the way the team critically supports each other when developing new products. In the interviews, it's referred to as having the right DNA, the right make-up. People who can be creative but also critical when needed. This mindset comes through in several tangible ways during the interviews, in which the respondents periodically refer to the way their team's DNA positively influences their behavior and effectiveness as a team. How it positively influences them in achieving the team's goals and the way they want to do this.

"...that is the right DNA, people who are entrepreneurial, who look at their environment and think how can I improve upon that? Who will look a bit further than just doing their job. I think that's essential if you want to be an ambidextrous organization, then you'll need to have enough people who are able to do that. There needs to be hope to change things, otherwise it will be very difficult. And if there's resistance, it should be wanting to change things." (RP8)

They will do this experimenting with a few colleagues, so it does not immediately get bogged down on the first setback. They will put it into practice, and if it seems to be working for us, we will go and scale-up that product. We don't do that by saying it needs to be implemented everywhere, we do this by sharing enthusiasm about products. They know they don't have to do these new things, but they can if they want to. What you'll see then is that if people have the right DNA, they'll pick up on those new ideas and start implementing them, because they can. Usually it goes fast from there. (RP8)

Wrap up case Centiv, elements of team ambidexterity

The Centiv case offers some specific insight into the way this company, these teams have developed themselves over the past years and how they view their work, and the elements that come with that. Over the course of the interviews, several remarks were made on the way exploration and exploitation are operationalized within Centiv. Respondents have mentioned exploratory and exploitative activities being necessary for the development of Centiv as a whole. They have reflected on their personal learning, and also on the growth of the company. They mention a need for balance on several levels; on a personal learning level, on the internal team development and on the way they put energy into the growth and development, the enrichment of the organization. Overall, looking at the case analysis,

a pattern is discernable which links structure (team buildup), autonomy, and leadership (combination of horizontal / self-management and vertical boundaries), context (networking and employing external knowledge), mindset (cognitive switching, having the right DNA) together in several cross element connections with these elements, positively influencing the team members ambidextrous behavior.

"Yes, if an organization is growing very fast, it is always crucial to keep a balance between what is possible and how to keep the growth manageable. You look at dampening mechanisms, for example, allowing people to start gradually, growing locations and teams in stages, making use of the regulatory effects of internet marketing, regulating intake flows. You will have to think about how you maintain that balance." (RP8)

"I think that you have to keep a balance between these developments. Focus on being a team and on investing in and with each other during these transitions." (RP7)

"Yes, and that is due to two things I think. If we have to grow then we'll grow. That's in Centiv's DNA, not so much a question as it is about how fast and where we need to grow. These are all things that we can influence. The second thing is how much we need to grow, that we can't really influence, but I also think that would be a bit beyond us to determine anyway." (RP7)

Cross-case analysis

Following the separate within-case analyses, the empirical findings of the cases will be analyzed in unison. Cases 1, 2 and 3 are directly connected to the parent organization; case 4 is a separate entity which does operate from within the overarching organization. Out of the 3 cases within the parent organization, two are based within the regular business units, while the third case is operated from within the new business development unit. All four cases have been looked at from the perspective of the four elements leadership, structure, context, and mindset with regard to the development of team ambidexterity. Besides taking into account the elements which were found in the interviews with the primary respondents in the four cases, in this analysis, the interviews with other respondents in the organization are added, specifically because of elements pertaining to the initiation and contextualization phase mentioned by Raisch and Zimmermann (2017). They will be added in the overall conclusion of this cross-case analysis.

Leadership

On the subject of leadership, there is an overall preference for horizontal leadership. Respondents throughout the case descriptions have, however, described horizontal leadership along with elements of vertical leadership to enhance effectivity. The vertical elements of leadership described by respondents referred to mostly discuss the offering of context, a framework to operate within to facilitate teams. This is further defined by the vision teams have on what they're contributing to the organization they work in or how they're helping shape the future of the sector in which their organization is set, which in this case is the mental health care sector. Differences can be noted on how this is operationalized. Ranging from a more network-based way of operating, thereby enhancing the product further, linking to especially the external knowledge aspects and the networking elements of context and structure, less to autonomy and efficacy. The second variation noticeable is more horizontally based in a more traditional leadership sense of the word. This horizontal leadership configuration aided teams in day to day operations through the stimulation of team members autonomy and ownership. There are differences noticeable in the way teams describe the level of autonomy and ownership that is achieved. Teams describe how through increasing horizontal ownership, team autonomy can increase which has a positive effect on team effectiveness. A few critical remarks were made concerning the mix of vertical and horizontal leadership, referring to a certain level of vertical leadership always being necessary. In one case, the level of horizontal leadership developed further over the course of the case; they are now on the verge of taking shared leadership to the next level in which they take on more elements traditionally associated with vertical leadership.

The overarching program within the organization has over the last years given leadership an important role, focussing on shared or, as it's internally referred to, distributed leadership. The change program's designers have given this element a specific role, referring to the 'professional in the lead', not aimed at just the medical professional within the organization, but meant from the outset as 'anyone professional who knows it (has ideas or solutions) may speak up' (Idenburg & Philippens, 2018, pp. 192, 196).

“Yes, in my opinion, in everything that we do, the distribution of leadership has always been the starting point. This, to me, is a difficulty working with medical professionals. Professionals, I think, often use a very classic leadership paradigm. Often about their profession, their own ego, their own blood groups. For me, professional in the lead went on to say that we are all professionals and that whoever knows it may speak up. That, to me, is distributed leadership. In my analysis, when thinking from 2011 to today, we are much more mature today, we skipped phases of development at that time. We thought the organization could do that, that people were ready, we weren’t. That has created holes, caused pain and created a level of distrust.” (RP19)

All teams show to have set a very clear goal for themselves, from an overarching vision, within their team, or sometimes referring to the overarching vision of the organization. Leadership configuration as described above is indicated to have a positive influence on this realization of goals. Respondents indicate this stems from the clarity given by the framework to operate within and the freedom provided with shared leadership. The teams being interviewed show a preference for aiming at their highest goals. They haven’t shown any dilution of the goals they’ve set for themselves. Teams show an aptitude to learn together to achieve the goals set, to experiment and develop themselves as a team or the product they’re developing.

Structure

Across all cases, clearly defined, structured teams are in place. The teams overall have the right amount and mix of people to effectively perform their tasks, with the exception of case 4 which has over the course of its development seen periods in which the number of people was insufficient, thereby sometimes hindering the speed of development. Reference was made that the differences between the team members, their different skill sets and perspectives help to further increase the team’s effectiveness in realizing their goals. Furthermore, behavioral elements of teamwork are mentioned, the way they as team members work together, the way in which they feel connected to the team and each other, the personal perspectives they bring to the table, the norms and values that drive them. Team members expect of each other that they uphold those. Also a team members DNA seems to be of importance, team members at that point are able to select new team members reinforcing the values that drive their team.

Teams attach a lot of importance to the subject of team autonomy, ascribing its importance to the way the team is able to function. They describe it as facilitating them in the continued design and development of their team. Influencing their learning behavior as a team, enabling them to develop their skills, broadening their entire skillset through the freedom experienced by having this level of autonomy. Teams report the ability to organize their work as needed, to explore and adapt their work to new situations arising, linking it to in- and external knowledge. A framework or context is mentioned to operate within to fully benefit from autonomy, as contradictory as that may seem. Respondents remarked autonomy contributing to their feeling of connectedness to the team, adding to their level of competence. This, in turn, seems to add to their ability at achieving a higher level of effectiveness. In 3 of the 4 cases, albeit in different forms, remarks were made on the level of autonomy and the interaction between autonomy and leadership. Stating levels of autonomy could be increased, at least in part through the employment (and increase) of horizontal leadership, so as to further improve team effectiveness.

The team members in the four cases all state they believe they can achieve the goal they as teams set for themselves, they speak of several ways which enable them to do so. On the belief itself, they say they have a clear image of what they want to achieve and how to get there, several respondents do add nuance to these statements by saying they don't know if this level of belief is the same for all team members. Since this research doesn't look at the level in terms of the amount of belief, just in the fact whether they can believe in the achievement of set goals, this is not researched any further. Also, specific remarks linking efficacy to learning behavior were made. Stating teams learn to deal with the complexities new knowledge, and new development brings forth. How this helps team members individually develop themselves. In cases 2 and 3 a critical note was added, saying there is a certain level of dependence on someone making decisions when necessary (case 2), thereby referring to experiences in which there was too much horizontal leadership and too little decisiveness. In case 3, a similar remark was made, when respondents remarked upon some team members' lack of ownership, stating they had a sense that some team members were going through the motions without fully committing themselves to the goals set. Both remarks link efficacy to leadership and structure in terms of decisiveness and group norms set to abide by.

Context

Over the course of the cases, only a few remarks were made on elements of context dealing with information, feedback and data regarding performance achievement. Some were made on the necessity to be productive to achieve one's goals. Respondents did mention their productivity norms as therapists, their team's productivity norms and the way they influence their day to day work. No one mentioned whether this invigorates them, only a few mentioned reward systems reinforcing positive behavior. The outlier here being case 4, which did seem to have a system in place, specifically focusing on team norms in terms of productivity, enabling team members to pursue personal projects in terms of product development. Because of the link to personal drive and goals, this could be labeled as a sort of reward system.

During the research, support systems were mentioned, referring to the organization and the team they are a part of, in which they feel supported in team development and the goals they've set. A system which actively supports them in the development of their specific goals and challenges. This system reinforces their autonomy in trying out new possibilities and stimulates their efficacy at setting and realizing their goals.

A different subject within the element of context is knowledge, either new or existing. All cases report knowledge being important to them in some way; whether it's from the networks of health care providers or other network partners. Important aspects are information flows from outside sources as a stimulant to development within the teams. This new knowledge generated, whether within the team or in co-creation with the network partners mentioned, enables teams to reach their current goals and helps them set new ones for the future. Interviewees also mention information inflows opening up new possibilities for the teams involved. A sidestep from knowledge but linked to the theme is learning, specifically individual and team learning behavior being stimulated through adding new knowledge and refining existing knowledge. Teams' participation, their link to the networks surrounding them creates a position where new information can easily find its way into the

organization thereby reinforcing the development process. Teams describe external knowledge to have a positive effect on their learning behavior, which in turn positively influences their exploratory behavior.

Mindset

Mindset is a less tangible element in developing an ambidextrous organization, in becoming ambidextrous as a team. The respondents don't mention this directly in their responses, but more covertly in describing the way they handle the inherent tension in developing new products, new knowledge and at the same time continuously putting effort into their regular business. Other topics are mentioned more explicitly, in most cases linking back to knowledge development in the networks they operate within and their learning behavior as an example of balancing the cognitive challenges, of switching mindsets. In the first case, a direct mention was made referring to balancing the differentiating points of view the different partners in a network have while developing new knowledge together. In that case, there was a very clear focus on creating a common identity and language even past the boundaries of the regular organization. This was due to the nature of the product which as a platform connects medical specialist across the boundaries of organizations and even regions. In the other cases, remarks point to the way their mindset as a team enables them to handle the paradoxical and complex tasks involved. Linking back to how they behave themselves when creating possibilities from new knowledge, all the while maintaining their regular work. Creating an overarching identity, vision, and language in their work. The interviews with secondary sources bring another element regarding mindset into play; experimenting and creating space within an organization, behaviorally and literally, to experiment. Creating space for teams to learn and develop themselves within those experiments. The organization's interventions focus on creating a new mindset within the organization based on the overarching vision. All interventions derived from that vision and mindset are performed on several organizational levels, stimulating team-learning and team-development.

"I think this involves creating a space for experimentation within an organization, which means not only facilitating this on a board of directors level, but really initiating this from the bottom of an organization: getting people to move, figuring out what makes them want to experiment." (R17)

Elements of team ambidexterity

During the interviews for the different cases, no direct mentions were made on the initiation, contextualization and implementation stages (Raisch & Zimmermann, 2017). When focusing on the specific elements involved in the development of team ambidexterity, there were several statements made by respondents referring to experimentation, balancing exploration and exploitation. These mentions concerned innovation, learning behavior, innovative behavior, exploration always at the same time with activities that focus on the exploitative elements, their team's regular work, the refinement of existing knowledge, or the refinement of team processes with which to increase efficiency. Teams indicate horizontal leadership, context and autonomy enhance team effectiveness, stimulating their ambidextrous behavior. The organizational mindset changes, the growth of team autonomy and team efficacy also have a positive effect on the teams' ambidextrous behavior.

In the secondary sources, the process of innovation and exploitation was mentioned. Most of these remarks, however, were made on the process the organization as a whole has been going through,

pertaining to the overarching program, not specifically to the four cases researched. Several quotes will be mentioned below because they do refer to the initiation and contextualization phase as described by Raisch and Zimmermann (2017). The case description given on the organization (Idenburg & Philippens, 2018, pp. 190–205), supported by several other secondary sources as added in appendix 1 (p. 93) and figure 7 (p. 71) show that over the past years a program was initiated within the organization that in its makeup show a design that matches the description given by Raisch and Zimmermann (2017) of the phases of initiation and contextualization. It started with the realization, that, because of several internal and a number of external factors the future of the organization and the sector it operates within would drastically change. A design was made to develop over the years and build towards a new organization, based on a new paradigm developing within the sector and the organization itself. Important drives are innovation, the courage to address things differently, to operate within networks. The board focused on stretching its employees, its teams.

“... I was trained as a landscape architect, in which you also make a design. In landscape architectural designs you take into account cycles of day and night, you take into account the time during the day. Take into account the fact that trees are not static, start out small and gradually grow with your landscape. Many people when talking of a design they think of a building; a more definitive way of designing, static, and then the 4th dimension of time and the 5th dimension of other layers is missing. The 3-D design is there, you only lack the 4th dimension of time and the 5th dimension of so to speak, spirituality.” (RP19)

“... we would always be looking at the point at which the rubber band would snap. You put tension on the organization for something being developed today and you increase that tension over time to develop future skills and stimulate the organizational development. There’s a gap there, that gap, which I always refer to as the gap between ambition and ability, shouldn’t be too big. If the gap between ambition and ability is too large, you have a problem. The trick is to put so much tension on the rubber band but keep it stretched before its breaking point. It’s the same for every team, you seek out that point of stretching their abilities.” (RP20)

Timeline organization Vincent van Gogh

The timeline below depicts the development of Vincent van Gogh, the organization where the cases from the case study are embedded. This timeline is originally printed in the book *Diagnose transformatie: een toolkit voor grensverleggers in de zorg* (Idenburg & Philippens, 2018). It has been adapted from that source to show the different interventions done over time to become an ambidextrous organization. The timeline focusses on the change program running within. The timeline shows activities with clear links to learning activities, structural changes in the organization and business development.

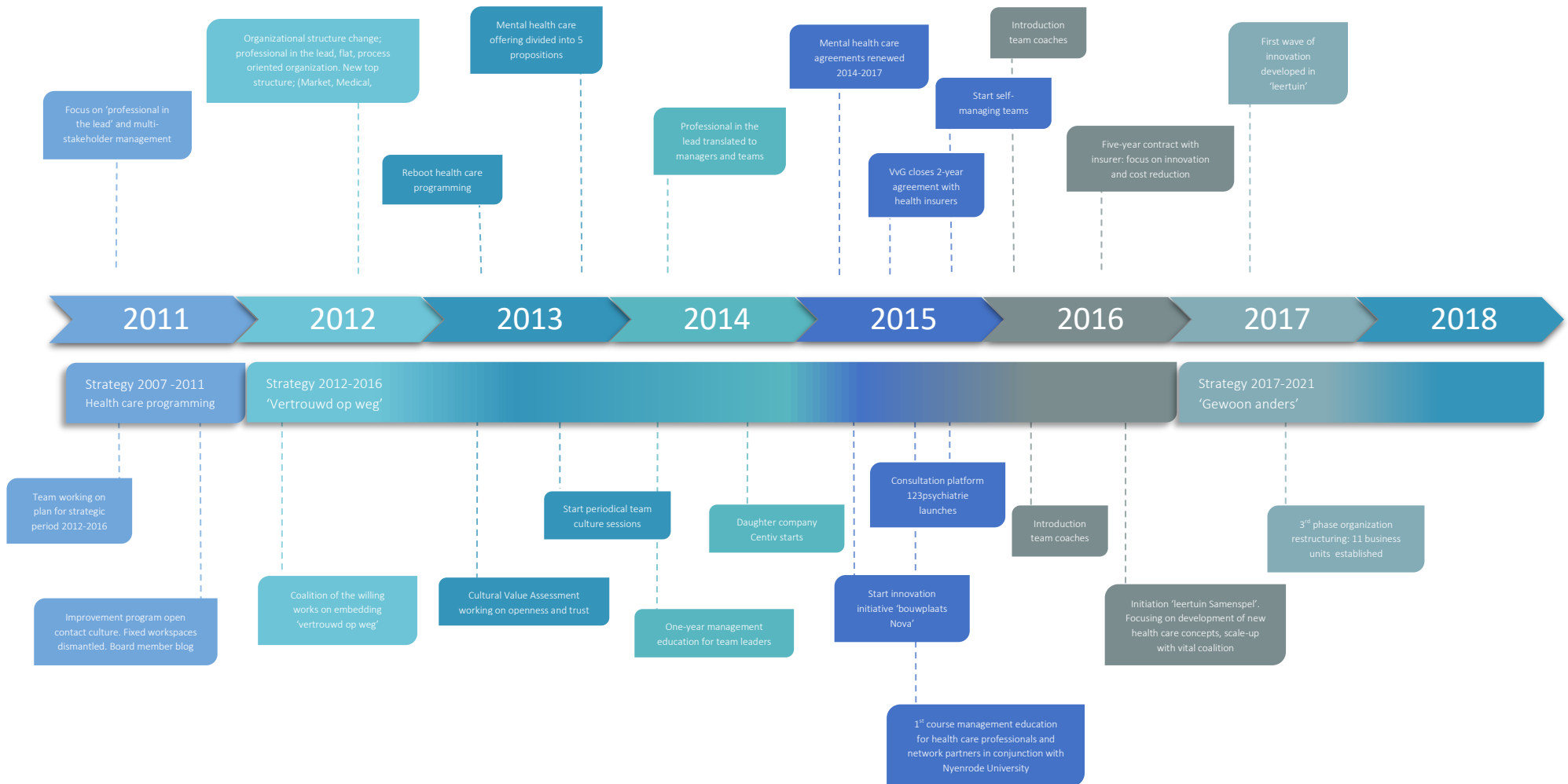


Figure 7 - Timeline Vincent van Gogh adapted from *Diagnose Transformatie* (Idenburg & Philippens, 2018)

Conclusion

Research question & propositions

This thesis' main question focusses on the way the elements leadership, structure, context, and mindset influence the development of team ambidexterity. The research focusses on how these separate elements influence the development of ambidexterity, and on the way they influence each other in the process of becoming ambidextrous teams. This research was designed upon the following research question:

How do socio-psychological elements impact the initiation and implementation of team ambidexterity?

In the broad field of literature discussing ambidexterity the larger part of research performed deals with ambidexterity on the organizational level, not specifically with the topic of team ambidexterity. Only a few studies have been conducted dealing with the way ambidexterity is achieved, dealing with the initiation, contextualization and implementation phase of ambidexterity (Raisch & Zimmermann, 2017). This research provides an answer to the influence a number of socio-psychological elements of teamwork have on the development of team ambidexterity. Prior research has shown team ambidexterity is best described as a team's ability to simultaneously explore and exploit (Haas, 2010; Jansen et al., 2016), balancing their exploratory and exploitative learning ability (Edmondson, 2002b; Kostopoulos & Bozionelos, 2011). The initiation and implementation phase of ambidexterity is described in a bottom-up process in three phases, initiation, contextualization and implementation. The first focusing on identifying the organizational paradox, the second on the organizational (re-) design, the final phase focusing on working through the everyday tension of balancing exploration and exploitation (Zimmermann et al., 2017).

Organizations which want to become ambidextrous need to stretch their teams, build trust within and be disciplined in this pursuit. Within the organization, an environment needs to be created that supports and facilitates change (O'Reilly & Tushman, 2013, 2016). Being ambidextrous, effectively balancing exploration and exploitation is difficult because of the attributes this requires. At times, organizations and teams will require paradoxical organizational elements (Levinthal & March, 1993). Teams will need to be able to channel and resolve the tensions arising from these paradoxical demands (Andriopoulos & Lewis, 2009; Lavie et al., 2010).

Teams and teamwork have in prior literature been defined as groups of individuals working together interdependently, through the use of their individual capabilities, their effort as a team, through the processes used in their day to day work. They work together producing goods or services and share responsibility for outcomes (Cohen & Bailey, 1997; Marks et al., 2001). Previous ambidexterity research into socio-psychological elements focused on team learning abilities and skill development, be it existing or new skills (Jansen et al., 2016).

This multi-case study focusses on how the elements leadership, structure, context, and mindset influence the development of team ambidexterity. The results of this research show how these elements influence the development of team ambidexterity and how they influence each other creating a mix which assists the development of team ambidexterity.

Leadership

Prior literature has already indicated the importance of leadership on the effectiveness of teams in organizations (Cohen & Bailey, 1997). Within this research, the results show teams preferring horizontal leadership, accompanied by elements of vertical leadership, where these vertical elements are mostly associated with the creation of strong context, a framework to work within. This is in line with previous research referring to horizontal and vertical leadership as influencing processes (C. L. Pearce et al., 2009) where horizontal leadership influencing processes are being balanced out by elements of vertical leadership to maintain effectiveness (C. L. Pearce & Barkus, 2004). Horizontal leadership assists teams in their day to day operation of their work, helping teams deal with the tensions arising from exploratory or exploitative learning activities. It stimulates their sense of autonomy in their work and increases the level of ownership team members experience. This lines up with current theory on high knowledge work and the professionals working within seeking autonomy in their job (Carson et al., 2007). Horizontal or shared leadership focusses on the team member who has for that part of the task at hand the most applicable knowledge, abilities or skills (C. L. Pearce & Barkus, 2004). This leads to the following propositions:

Proposition 1a - Horizontal leadership, combined with a clear set context to operate within, has a positive effect on the development of team ambidexterity

Proposition 1b - Horizontal leadership has a positive influence on team autonomy, combined they positively influence team effectiveness

The research results show teams setting clear goals in line with within the overarching vision of the organization, within team norms. Prior research has shown the importance of clear set goals for teams to work within (Haas & Mortensen, 2016). Respondents reaffirm the positive influence horizontal leadership has on their effectiveness. Horizontal leadership within a clear framework provides teams the freedom to aim for the realization of their goals. It assists them in performing experiments, learning and developing themselves as teams. This conclusion aligns with research done by Wang et al. referring to shared leadership as a process of mutual influence facilitating teams in their goal realization (Wang et al., 2014). It also resonates with previous research done on the subject of efficacy (Gibson, 1999; Jansen et al., 2016; Lindsley et al., 1995). This leads to the next proposition:

Proposition 2a - Horizontal leadership combined with clear team goals positively influence team-efficacy

Proposition 2b - Horizontal leadership combined with clear team goals positively influence team goal realization

Structure

Over the course of the interviews, respondents have remarked upon their team, the way it was made up, their structure, the differences in terms of skill sets, different perspectives. This all adds to their effectiveness, as was also previously found in research done by Haas and Haas et al. (Haas, 2010; Haas & Mortensen, 2016). It compliments their functioning as a team, assisting them in striving for exploration on the one hand and exploitation on the other. Their structure, their norms facilitate them to explore without losing connection to the parent organization. These same team norms and values, their structure also assist in staying connected to the tasks associated with exploitation.

Proposition 3 - A strong team structure positively influences, through its effects on team effectiveness the development of team ambidexterity

Respondents mention autonomy when describing the way they as a team are able to function. Develop themselves as a team, in the way they learn. Enabling them to exploit their capabilities, their skillsets, even broadening it. They say it also facilitates them in the development of new knowledge, helps them handle new types of situations; new knowledge being generated, new situations arising. The combination of autonomy and external knowledge has in previous studies been stated to positively influence the development of team ambidexterity (Haas, 2010). The results of this research reinforce that previous finding. Teams add to this the necessity of a clear context to work within, a clear definition of what is expected of them. This leads to the following proposition.

Proposition 4 - Autonomy is positively influenced by a clearly defined context to operate within

Respondents mention team efficacy in several ways, all linked to the primary belief in goal realization they as a team have, although they state this may be differentiated within the teams. Several respondents link team efficacy to the teams learning behavior. Specifically their ability to learn to handle new knowledge and deal with new developments within or outside of the organization. This aligns with previous research into team efficacy, linking it to problem-solving abilities within teams, adding to their effectiveness (Jansen et al., 2016), and their perseverance in complex and sometimes contradictory learning situations to attain positive results (Gully et al., 2002).

During the interviews, respondents have linked efficacy to leadership and structure; group norms in terms of participation and ownership were said to be important drives for goal realization in conjunction with decisiveness within teams; linking that to leadership, either horizontal or vertical. This leads to the following proposition.

Proposition 5 - Team efficacy, when combined with a strong team structure and clearly defined goals enable teams to develop ambidextrous behavior

Context

The cases show how a supportive context is in place, reinforcing respondents individual and team-based learning behavior. It makes team members feel reinforced in their development. This lines up with previous work done by Haas and Mortensen (2016), which stated supportive contexts to be of major importance in creating effective teams. They also mention a system facilitating education through training. Respondents, however, did not mention specific elements of a rewards system, reinforcing good behavior, access to information, feedback or data required for their work. The supportive context mentioned by respondents, focusing on learning behavior, reinforcing their autonomy as a team, in terms of experimenting and trying out new possibilities. Also, it is mentioned that it stimulates their efficacy in terms of realizing their goals. Because of only partially finding results affirming context, as described above no specific propositions, will be formulated. Further research would be necessary to specify.

A topic respondents do remark on is external knowledge, existing knowledge and knowledge development. Saying new knowledge is important to them in the networks they operate within, the innovations they develop, new knowledge being a stimulant to their teams. External knowledge helps them operate within the networks they are a part of, in seeing new opportunities, but also in defining what their partners' wants and needs are, to which they might develop an answer. Finally, it is stated that existing knowledge is refined through interaction with network partners, stimulating development through learning from knowledge, reaching teams from in- and external sources. When looking at the literature on the subject of knowledge development, this is confirmed by multiple sources, differentiating them into the two sides of existing and new knowledge (Abernathy & Clark, 1985; Burgelman, 2002; Tushman & Anderson, 1986). In situations of exploration, team members try to incorporate external knowledge they have obtained (Hong et al., 2018). External knowledge, knowledge sharing has been shown to have a positive relationship with team performance (Ancona & Caldwell, 1992). This leads to the following proposition.

Proposition 6 - Knowledge sharing with their in- and external networks enables teams to develop and demonstrate ambidextrous behavior

Mindset

Mindset is mentioned in the case descriptions, but it's mostly mentioned indirectly. When mentioned, however, comments were made on its nature to facilitate team members with ways of managing the tensions coming forth from balancing exploration and exploitation. It enables team members to handle the paradoxical and complex tasks coming forth from doing this in their day to day work. On the organizational level, references are made to the organizational vision, the language shared and the identity as a modern mental health care organization to develop themselves by. This aligns with previous work done by Haas and Mortensen (Haas & Mortensen, 2016). An element mentioned by sources outside the direct group of respondents involved with the four cases is experimentation, as an element facilitating change within an organization. Although not a lot of direct remarks were made, when looking at the literature discussing mindset there are a lot of similarities. Research by Mom et al. (Mom et al., 2009) and Simsek et al. (Simsek et al., 2009) refers to the distinctive behavior warranted from team members when dealing with the different mindsets necessary to explore or exploit. Switching between these mindsets is a specific cognitive challenge and ability necessary for ambidextrous team members as defined by Parker (2014). This leads to the following proposition.

Proposition 7 - A team's mindset, built upon the organization's overarching vision, identity, and language, enables teams to handle the paradoxical and complex tasks facing them when becoming ambidextrous teams

Team ambidexterity

As discussed in the results section within the cases, only a few remarks pertaining to ambidexterity were made. Respondents who operate within or on the overarching organizational change program in several instances mentioned ambidexterity or ambidextrous elements. Interviewees were referring to the definition of a problem within the organization, the development of a plan, a program to redesign the organization over the course of several years, in phases developing towards becoming an organization able to act and react to changes within the health care sector (Idenburg & Philippens, 2018). In that program, the creation of an overarching identity, a vision for the future and a new language to develop the organization by were important elements. In that program, experimentation is an important method of learning and developing. Learning as such, is an important element in that program, whether individually, as a team or learning done by the organization as a whole. This all aligns with research done by Raisch and Zimmermann (2017). Looking at their research and comparing this to the results shown, the contours of the initiation and contextualization phase can be seen here. What stands out is the element of learning, the learning behavior mentioned in the results, this leads to the following proposition.

Proposition 8 - Organizations orienting themselves towards becoming ambidextrous benefit from focusing on organizational learning behavior, this positively influences their ability to achieve team ambidexterity

At the end of the literature review, a theoretical model was formed. Over the course of this research, the empirical data has led to new insights on how the elements leadership, structure, context, and mindset influence the development of ambidextrous behavior in teams. These new insights based on the propositions generated in the previous paragraphs lead to the visualizations of these propositions as shown in figures 8, 9, and 10 (p. 77). The propositions in this research focus on the process of

achieving ambidexterity in teams. This figure shows an overview of how, when put together, the different propositions influence the development of team ambidexterity.

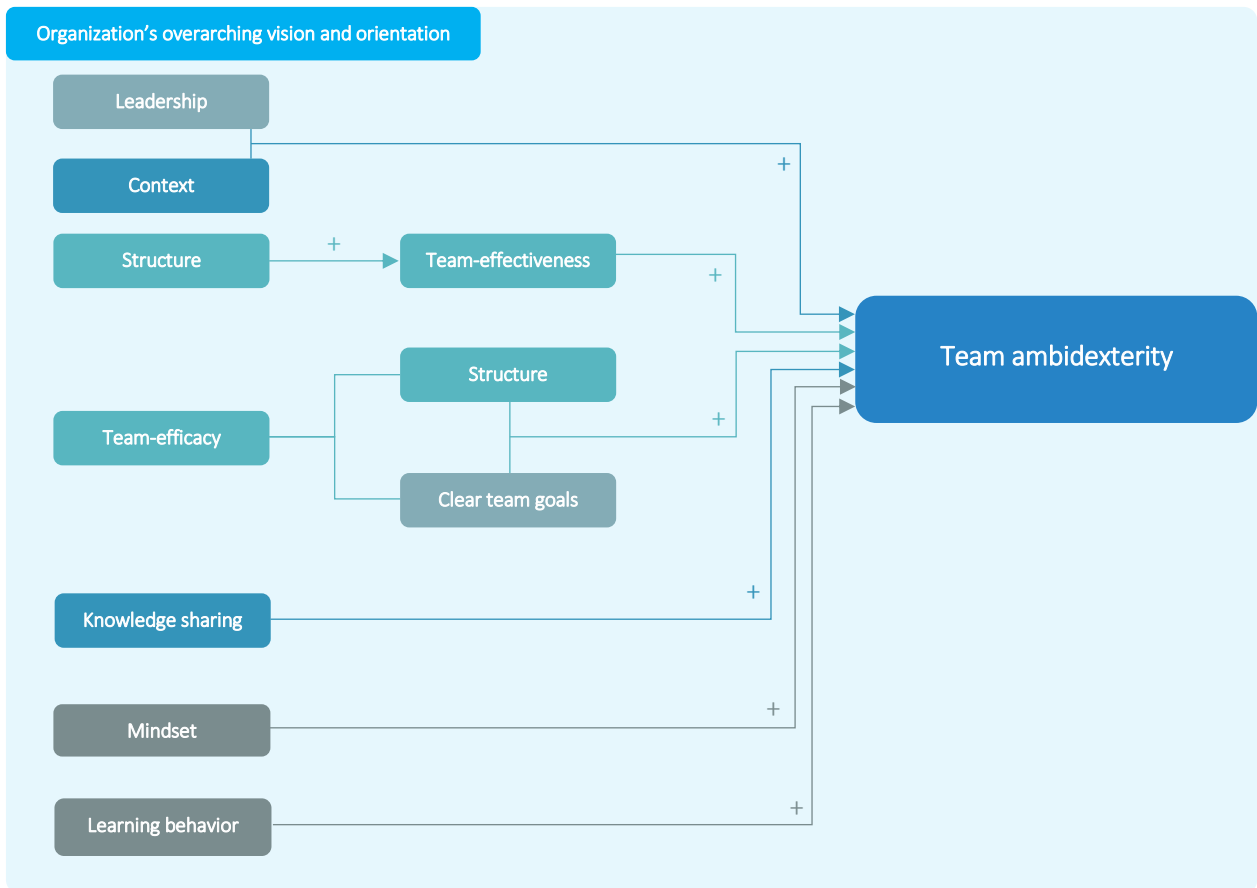


Figure 8 - Conceptual model of propositions on team ambidexterity

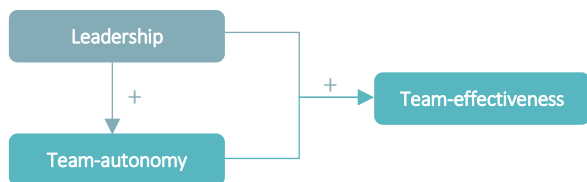


Figure 9 - Effects of horizontal leadership on team effectiveness

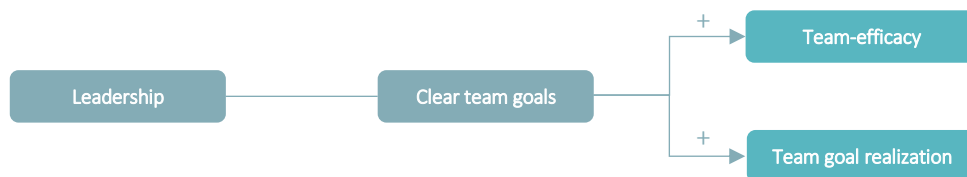


Figure 10 - Effects of horizontal leadership on team efficacy

Discussion

Methodological reflection

Research into the initiation and implementation phase of team ambidexterity is limited. Specific research into the influence socio-psychological elements have on the initiation and implementation phase even more so. Prior research into ambidexterity has shown that ambidextrous organizations perform better than non-ambidextrous organizations. Ambidexterity research has, however, mostly been aimed at the macro-organizational level. Research on team level is warranted to further understand how teams actually become ambidextrous. This thesis is in part a response to prior studies calling for more research on team ambidexterity (Haas, 2010). It contributes to the ambidexterity literature body of work by looking at which socio-psychological elements of teamwork influence the initiation and implementation of team ambidexterity, it adds to previous research on the socio-psychological elements of teams (Jansen et al., 2016).

Theoretical implications

Team ambidexterity is the ability units have to engage in exploration and exploitation simultaneously (Haas, 2010; Jansen et al., 2016). Ambidextrous teams are able to balance and handle the paradox arising from these two perspectives (Andriopoulos & Lewis, 2009; Lavie et al., 2010; Raisch & Zimmermann, 2017). This research in part answers the question how socio-psychological elements of teamwork influence the development of team ambidexterity. Answering questions on the effect leadership, structure, context, and mindset have on that development. It demonstrates its relevancy through the alignment with current literature on ambidexterity development within organizations, specifically, the ambidextrous charter as developed by Zimmermann et al. (Zimmermann et al., 2015). Raisch and Zimmermann have further refined the definition of this process in their work on the pathways to ambidexterity, a process description of the initiation, contextualization and implementation phase of ambidexterity within organizations (Raisch & Zimmermann, 2017). This research focusses mainly on the implementation phase, showing teams ability to translate the initial framing of the paradox their organization is facing, dealing with the way the contextualization takes shape (how their organization is structured and aligned) and transform this into their learning behavior in day to day operations.

Team ambidexterity can be seen as an extension to contextual ambidexterity, which stimulates stretch, builds up trust and does so in a disciplined matter, in an environment which supports change (O'Reilly & Tushman, 2013, 2016). This, in turn, stimulates ambidextrous behavior and facilitates teams and individual members of the organization to make their own choices regarding how to divide their time between exploration and exploitation (Gibson & Birkinshaw, 2004). This is supported in this research where the organizational focus on learning and learning behavior was found to be an important aspect of achieving team ambidexterity. The ambidexterity literature focuses on teams behavioral capacity to handle the tension arising from exploration and exploitation, to handle the sometimes paradoxical abilities required for explorational and exploitative learning (Birkinshaw & Gibson, 2004; Jansen et al., 2016). This research adds further nuance to this process; it has pointed out the importance of an organization's overarching vision, their shared identity, and language which in turn helps teams be flexible in their mindset, this mindset then enables teams to handle the tensions coming forth from becoming ambidextrous.

Teams themselves can be defined as groups of people working together interdependently. In this organization, in line with current literature teams are built around work that is knowledge intensive,

performed by skilled professionals (Haas, 2010; C. L. Pearce & Barkus, 2004). Team members put forth their individual capabilities to achieve their team's goals, set within the organizational goals. They share a responsibility to employ their skills towards creating goods or services, creating outcome (Cohen & Bailey, 1997; Marks et al., 2001). The way outcome is achieved determines the success of the team, determines their effectiveness. Leadership is one of the requirements influencing team effectiveness,

With regard to leadership, this study finds leadership, as was found in prior studies to be of importance in achieving team effectiveness. Lining up with current literature horizontal leadership was found to be a positive influence on team effectiveness, assisting teams in day to day operations, helping them deal with the tensions coming forth from explorational and exploitative activities. As was found by Pearce and Barkus (2004) teams indicate horizontal leadership to benefit from elements of vertical leadership, it was even found in situations when vertical leadership was lacking this was experienced by team members to have a detrimental effect on horizontal leadership. Where this research adds to current literature is on the link found between leadership and context, teams indicated to experience a positive influence of the combination between horizontal leadership and a clear set context to perform their work in. Teams want to have a clear set context to work within, a proper definition of what their outcome is supposed to be, so they can work towards how to achieve that. The 'how' mentioned here emphasizes another important find, which states horizontal leadership to positively influence team autonomy. Together they, according to the findings within the teams, are said to positively influence team effectiveness. This is in part in line with current literature, stating autonomy in self-managing teams to be a positive influence on team effectiveness, when combined with external knowledge, avoiding team-isolation which might occur with self-managing teams (Cohen & Bailey, 1997; Haas, 2010; Stewart, 2006). Team members also seek a certain level of autonomy to perform their jobs as professionals in multi-professional, multidisciplinary teams. This is in line with literature stating high knowledge work to attract team members who seek autonomy in their work. They look for a role they can perform in elements of team leadership (Carson et al., 2007). Another influence was found, in which horizontal leadership positively influences team-efficacy. This is partly in line with findings in previous literature, adding to it the element of mindset and clear set goals, the 'what' of team outcome. Previous studies found horizontal leadership to positively influence the dynamic of achieving team goals, development, and performance (Carson et al., 2007; Day et al., 2006).

When looking at the requirement structure, two facets were noteworthy over the course of the research. In line with previous findings (Haas, 2010; Haas & Mortensen, 2016) a strong team structure, positively influences team effectiveness. What's added to current literature is that through their strong team structure they are enabled to, from the norms and values they have set for themselves behave ambidextrous, in that they explore new possibilities and exploit existing ones. Their norms and values, set in the overarching organizational identity keeps them connected to the organizational goals, wants and needs. Another facet mentioned regarding structure is team efficacy, which was found to be, in line with current literature (Gully et al., 2002; Kauppila & Tempelaar, 2016), a positive influence on becoming ambidextrous. What's added in this research is the influence clear defined goals and a strong team structure have. Teams were found to positively respond to the combination of these elements. This could in part be explained by the way these teams are organized, teams of professional health care workers, operating in multi-professional (multidisciplinary) teams. A second

explanation could be found in the contextual ambidextrous orientation of the organization, linking the team goals specifically to the overarching vision the organization has set forth.

The last requirement is context, in which specific attention is given to external knowledge, existing knowledge, and knowledge development. Results found were somewhat deviating from current literature, in that without linkages to other requirements external knowledge, at least for these teams, was found to positively influence team ambidextrous behavior. This is only partly in conjunction with current literature which states external knowledge and knowledge sharing to have been found to have a positive effect on team performance (Ancona & Caldwell, 1992; Cummings, 2004; Haas, 2010), team effectiveness. But it also states team performance to experience a detrimental effect from the separate application of external knowledge or autonomy (Collins & Clark, 2003; Haas, 2010; Haas & Hansen, 2005; Reagans et al., 2004). This could be explained by the way these teams function, the fact they self-manage, experience high levels of autonomy. It could also in part be explained by the way the organization's contextual ambidexterity architecture is built. Teams function, are placed within the overarching identity of the organization, in their structure. Team's mindset has over time developed from that premise, leadership, autonomy, structure, and context are all elements of the design used to orient the organization towards ambidextrous behavior. This could influence the way team members discuss certain elements, wherein they don't mention other, to them at least, influencing factors.

Managerial implications

For organizations orienting themselves towards becoming ambidextrous this research and the alignment to prior research indicates several important elements on how to design such a process. It's important for organizations and teams to be aware that 'becoming ambidextrous' isn't a static decision made one day and then acted upon the next. Organizational ambidexterity and team ambidexterity, specifically from a contextual point of view is a process which requires the organization or team to invest significant effort, learning in new ways, developing itself towards being able to handle the tensions arising from exploring new knowledge, new business opportunities, while at the same time maintaining (exploiting) it's existing knowledge, even refining it in the process. This is not something achieved overnight. There is no clear-cut recipe to follow, which stems from the different ways several influences vary per organization and the network they operate within. This also influences the way the elements leadership, structure, context, and mindset interlink with one another and how they influence the development of team ambidexterity. This requires organizations and managers to be able to handle new configurations facing them in their organizations. One of the main elements standing out from this research is the way an organization's learning orientation, its learning behavior seems to be of the utmost importance because it creates the flexibility and mindset towards new paradoxes arising, treating them equally as the one before it, studying it, learning from it and in the end solving it to achieve the organizations goals.

Limitations of the research

Literature perspective

Even though a lot of research has been done on the subject in recent years, the ambidexterity literature is still relatively segmented and differentiated. Different approaches on how to look at and handle the tensions arising from ambidexterity have been researched. Different perspectives on how to balance exploration and exploitation have been researched. This has yielded differentiated ways of defining and looking at ambidexterity, and because of its broad definition has sometimes even created discussion whether certain phenomena observed could be considered ambidextrous behavior (O'Reilly & Tushman, 2013). In *Organizational Ambidexterity: Past, Present and Future*, O'Reilly and Tushman (2013, p. 330) state: *"A similar ambiguity exists in the meanings of 'explore' and 'exploit'. In a simplistic sense, exploration might simply refer to actions taken to improve existing capabilities."* *"Ambidexterity is not simply about whether a firm can pursue efficiency and innovation or compete in multiple markets but about developing the capabilities necessary to compete in new markets and technologies that enable the firm to survive in the face of changed market conditions."* This research doesn't in detail address these systemic issues and questions within the ambidexterity research literature, it acknowledges them but doesn't explore them fully. It is focused on a specific element within the body of work on ambidexterity; the initiation and implementation of team ambidexterity. From this focus on a specific aspect of the ambidexterity literature, there is a risk of creating a narrow perspective, which at least in part dismisses the issues which a more systemic view might leave more room for. This narrow perspective could thereby create a too simplified view on the process of initiation, contextualization, and implementation of team ambidexterity.

A second limitation arises from this same process mentioned in the previous limitation; the process of initiation, contextualization, and implementation. From this literature perspective team ambidexterity only represents one element in the process of becoming ambidextrous. By focusing on this element of becoming ambidextrous, a large part of the journey a company sets out on is assumed to be planned out. In the literature review, this research does mention the different phases an organization goes through when aligning itself to become ambidextrous; it doesn't however fully link the development of team ambidexterity to this process of initiation, contextualization, and implementation (Raisch & Zimmermann, 2017). This research mostly looks at the implementation phase, even though it does acknowledge the other two phases.

Methodological perspective

The first methodological limitation would be the setup of the research, looking at four cases, four teams within one organization. With a broader setup, more teams in other organizations could have been included which would have increased the research's level of variation and validity in defining the propositions set forth.

Secondly, a longitudinal perspective could have been added taking into account the long-term development of the organization. When case studies had been performed from that starting point, this would have increased the level of definition on team ambidexterity and would have provided more finely defined links to the initiation and contextualization process elements of becoming an ambidextrous organization (Raisch & Zimmermann, 2017).

When looking at this research and the process of initiating and implementing team ambidexterity this research has a third limitation in its setup, since it looks at four cases, specific teams within one organization. It only in part looks at the organization as a whole and the way ambidexterity is pursued there. It doesn't look beyond the boundaries of this organization, at other teams in other organizations. Furthermore, the teams which were looked at are teams within a Dutch mental health care organization, which because of the way it is organized and financed could be argued to be only in part comparable to organizations operating in other markets.

The teams in the cases looked at in this study vary in their makeup, differing from teams of health care professionals working in an outreach or ambulatory sense to a team working project based on a digital platform. This influences the way these teams operate on a day to day basis, influences the way they are able to behave and develop themselves, which limits the generalizability of the outcome generated through research.

Empirical perspective

One important empirical limitation is the fact that the researcher works at the organization where the cases have been researched. This influences objectivity. By maintaining a clear audit trail, audio recordings, full transcripts of the interviews and publication of the interview guide, a certain level of clarity on how objectivity was pursued can be given. However, a certain level of bias cannot be excluded. Respondents have been selected within teams, teams, however, have been selected by the researcher, which influenced by availability and the recommendation of other managers within the organization.

Within cases, three to four team members were interviewed, which number was maintained per case. Teams, however, differ in size and makeup, which could create questions regarding generalizability. Furthermore, the selection of team members differed. In one case, team members were approached specifically because of the role they have in their team. In other cases, respondents self-selected or were recommended by colleagues, a certain level of bias (self-selection or otherwise) can't be excluded here.

The interviews done in the empirical phase of the research have been conducted in the Dutch language. The researcher transcribed all interviews fully in Dutch and translated the quotations used in the thesis to English. Due to grammatical differences between these languages, certain phrasing elements changed during this translation process. During translation, special attention was paid to ensure that even though phrasing changed, meaning and context were maintained. No assurances can be given though that certain aspects of quotations given in the Dutch language were not lost during translation.

Suggestions for further research

Specific suggestions for further research could be aimed at quantitatively testing the propositions set forth in this research. It would allow for further definition and refinement of the ambidexterity literature, adding detail to the process of achieving team ambidexterity.

Secondly, a logic suggestion for further research seems to be to see if specific evidence can be found for supportive context as a positive influence on the development of team ambidexterity. During this research, respondents hinted in this direction, however, results obtained were only partial and unclear. This resulted in no propositions being written down, and it would require further research to see if there is scientific evidence to support this.

Another suggestion is to expand ambidexterity research and more specific team ambidexterity research by performing a longitudinal study, in which the process of initiation, contextualization, and implementation of ambidexterity can be observed. It would allow for further in-depth testing of the process set forth by Raisch and Zimmermann. Through its process-oriented nature, it would also allow for an elaboration on research done by Haas (2010) and Jansen et al. (2016) looking at the specific elements of team ambidexterity, and the behavioral elements involved therein.

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Appendices

Appendix 1 List of retrospective data sources

Source 1	Barrett Values Centre	- 7 levels of Consciousness figure
	BVC website August 2018	- 7 levels of Leadership figure
		- 7 levels of Organisational Consciousness figure
		- 7 levels of Personal Consciousness figure
	Barrett Values Centre Vincent van Gogh Group Report - May 2013	
	Barrett Values Centre - Basis presentatie VvG april 2013	
	Barrett Values Centre - Initial Presentation VvG April 2013	
Source 2	Diagnose Transformatie. Een toolkit voor grensverleggers in de zorg. <i>Diagnosis Transformation. A toolkit for pioneers in health care</i> Authors: Philip J Idenburg, Monique Phillipens. Publisher: BeBright, 2018	
Source 3	Projectopdracht Centiv 27 oktober 2014 <i>Project assignment Centiv 27 October 2014</i>	
Source 4	Projectplan Bouwplaats Nova - 123Psychiatrie 7 december 2015 <i>Project plan Bouwplaats Nova - 123Psychiatrie 7 December 2015</i>	
Source 5	VvG Gewoon Anders (Sios) de koers naar 2021 - december 2017 <i>VvG Just Different (Sios) strategic roadmap to 2021 - December 2017</i>	
Source 6	VvG Sios 2021 Strategische hoofdlijnen - november 2016 <i>VvG Sios 2021 Main strategic theme's - November 2016</i>	
Source 7	VvG Strategische Keuzen 2012-2016 Kerndocument - september 2012 <i>VvG Strategic Choices 2012-2016 Core document - September 2012</i>	
Source 8	VvG Strategische Keuzen 2012-2016 - september 2012 VvG Strategic Choices 2012-2016 - September 2012	

Appendix 2 Interview guides

Interview guide English (translation from the Dutch language)

Opening & aim of the research

This research takes place within the framework of a thesis for the part-time master in business administration, Rotterdam School of Management, Erasmus University. This research consists of one part literature study and one part study of a number of different cases (case study research) consisting of teams in healthcare institutions (organizations) in the Netherlands. The research focuses on the question of how socio-psychological antecedents influence the initiation and implementation of team ambidexterity.

Team ambidexterity entails the way in which teams and team members are able to explore, explore new domains in addition to exploiting, among other things the maximum use of existing skills. Interviews are conducted within various teams, and furthermore, staff and senior management members are interviewed for this study. The interview itself has no wrong answers, the research does not serve a business goal, and it is only intended for scientific research.

Practical issues

The interview will last approximately 1 hour

The interview will be processed anonymously.

The interviews will be transcribed individually and are analyzed per team (per case), after which a cross-case analysis takes place.

After handing in and defending this thesis, you will receive a digital copy if you so wish. To be able to transcribe and process the interview properly I would like to ask for your permission to record the interview. The recordings will be destroyed after transcribing it, is this ok with you?

Do you have questions prior to the interview?

General questions & personal background

- Could you tell me who you are and what your professional background is (education, work experience)?
- What is your position and role in this organization? What are your most important tasks & responsibilities?
- How long have you been working for this organization?
- What is your organization's objective? And your team's?
- In what team do you work and how many team members are there?
- How would you describe the mutual cohesion in your organization?

Ambidexterity

Briefly explain ambidexterity and reflect on how ambidexterity can work in organizations.

- hearing the short explanation of the term ambidexterity, do you recognize elements of ambidexterity within your organization? How would you describe those elements in your organization?
- Do you see elements of ambidexterity and if so, what elements, in your organization's strategy? What, if any, elements are perceivable within your team?

- Your team is part of the learning garden projects within 'Zinnige Zorg', what are the important characteristics of this according to you?
- To you as a professional, what are important elements to take into account in your team in relation to the level of organizational change?

Team ambidexterity

Team ambidexterity is the capability units in organizations to take on exploration and exploitation (Haas, 2010, Jansen et al., 2016).

- Team ambidexterity is the aforementioned phenomenon at team level. How do you see the differentiation between exploration and exploitation in your team?
- How does this translate into personal and team behavior?
- How do you see your colleagues handling team ambidexterity? Can you give an example?
- How do you do this yourself (if applicable)? How do you personally manage the tension between exploration and exploitation?

Leadership, structure, context, and mindset

In addition to ambidexterity, this research focuses in particular on the way in which certain characteristics of leadership, structure, context, and mindset facilitate the development of ambidexterity.

- In what way have you encountered these four elements in your team?
- What role, if any, do they play in your team and team development? Can you give an example of this?
- What have been important aspects of these characteristics for you in your team? Can you explain this?

Team Efficacy

- How would you describe team efficiency for yourself?
 - Do you perceive this within your team, and if so in which way?
 - To what extent, in your opinion, are you as a team able (or have you been able) to achieve and realize your goals?
 - In your opinion, what are the most pressing themes or issues that you observe relates to this subject? How do you take on, how do you handle these issues?
 - How can you, as a team, increase your ability to realize your goals? How can you increase your performance?
- How, in your opinion, does team efficacy influence ambidexterity?

Autonomy

- How would you define (team) autonomy?
- How do you perceive (team) autonomy within your team?
- How do you, as a team, coordinate with teams you work with? What are important elements for you in this collaboration?
- How do you shape your work in the daily situation? How autonomously can you execute your work? To what amount are you as a team able to make decisions? How do you influence this level and these decisions?
- How, in your opinion, does (team) autonomy influence ambidexterity.

External Knowledge

- What does external knowledge mean to you?
- What role does external knowledge play in collaborations within your team and beyond? Can you give an example of this?
- What role do you personally have in this (how do you help give shape to sharing, gathering, and obtaining external knowledge)?
- Collaborations with external people happen in different ways in your organization. How does your team do this? Can you give an example?
- What does it, for you as a team, mean to be connected to external sources (a collaboration with different perspectives and goals)?

Leadership - Shared Leadership

- How do you define leadership? How do you define shared leadership?
- What are important elements of (shared) leadership to you?
- In self-management teams, in teams in healthcare organizations, you can often find a form of shared leadership taking shape. In these situations, teams and team members influence one another via social systems to achieve their team goals. Do you, and if so, how do you see this reflected in the teams you work with (are a part of)?
- In what way do you, as a team, shape your internal cooperation and development?
- What does this mean to you? What does it mean for the further development of your team's innovations?
- How would you describe the relationship between leadership and ambidexterity? Does this help you keep a balance between exploration and exploitation? If so, how?
- Do you see this balancing within your team? Do you have an example of this?

Wrap-up

Thank you for your time and effort, glance back at the general goals mentioned at the beginning of the interview.

- Do you have anything to add?
- Do you have any tips or suggestions?

Interview guide Dutch

Opening & doel van het onderzoek

Dit onderzoek vindt plaats in het kader van een thesis voor de parttime master bedrijfskunde, Rotterdam School of Management, Erasmus University. Dit onderzoek krijgt vorm via een deel literatuur onderzoek en het bekijken van een aantal cases (case-study research) bij teams van gezondheidszorginstelling in Nederland. Het onderzoek richt zich op de vraag op welke wijze socio-psychologische antecedenten de initiatie en implementatie van team-ambidexteriteit beïnvloeden.

Team-ambidexteriteit gaat over de wijze waarop teams en teamleden in staat zijn te exploreren, nieuwe domeinen te verkennen naast het exploiteren, onder andere het maximaal inzetten van bestaande vaardigheden. Binnen verschillende teams worden interviews uitgevoerd, verder worden t.b.v. dit onderzoek enkele staf en hogere managementleden geïnterviewd. Het interview kent geen foute antwoorden, het onderzoek dient geen bedrijfsdoelstelling, maar is alleen bedoeld voor wetenschappelijk onderzoek.

Praktische zaken

Het interview zal +/- 1 uur duren

Het interview zal in anoniem verwerkt worden.

De interviews worden individueel uitgeschreven en worden vanuit een team (per case) geanalyseerd, daarna vindt nog een cross-case analyse plaats.

Na het inleveren en verdedigen van deze thesis zal indien u dit wenst digitaal een exemplaar verstrekt worden. T.b.v. het verwerken van het interview wil ik bij deze toestemming vragen het interview te mogen opnemen. De opnames zullen na verwerking worden vernietigd. Is dit akkoord?

Heeft u vragen voorafgaand aan het interview?

Algemene vragen & persoonlijke achtergrond

- Wie bent u en wat is uw achtergrond (opleiding, werkervaring)?
- Wat is uw rol in deze organisatie? Wat zijn uw belangrijkste taken & verantwoordelijkheden?
- Hoe lang werkt u al binnen deze organisatie?
- Wat is de doelstelling van uw organisatie? En van uw onderdeel?
- In wat voor team werkt u en hoeveel teamleden zijn er?
- Hoe zou u de onderlinge samenhang in uw organisatie beschrijven?

Ambidexteriteit

Kort ambidexteriteit toelichten en stilstaan bij de wijze waarop ambidexteriteit in organisaties kan werken. (Exploration includes things captured by terms such as search, variation, risk-taking, experimentation, play, flexibility, discovery, innovation. Exploitation includes refinement, choice, production, efficiency, selection, implementation, execution).

- Als u de korte uitleg hoort, hoe zou u ambidexteriteit in uw organisatie omschrijven?
- Welke effecten ziet u hiervan terug in de strategie van de organisatie?
- Wat ziet u hiervan in uw eigen organisatieonderdeel?

- Uw team is een onderdeel van de leertuinprojecten binnen 'Zinnige Zorg', wat zijn hiervan de belangrijke kenmerken volgens u?
- Wat zijn op veranderkundige niveau voor u als professional in uw team belangrijke kenmerken?

Team-ambidexteriteit

Team ambidexterity is the ability units in organizations have to simultaneously take on exploration and exploitation (Haas, 2010; Jansen et al., 2016).

- Team ambidexteriteit is het eerder genoemde fenomeen op teamniveau? Hoe ziet u in uw team de differentiatie tussen exploratie en exploitatie terugkomen?
- Hoe vertaald dit zich in het gedrag van u en uw teamleden?
- Op welke wijze ziet u hen hier vorm aan geven? Kunt u een voorbeeld geven?
- Hoe doet u dit zelf (voor zover van toepassing)? Hoe gaat u persoonlijk om met het spanningsveld tussen exploratie en exploitatie?

Leiderschap, structuur, context en mindset

Naast ambidexteriteit focust dit onderzoek zich met name op de wijze waarop bepaalde kenmerken van leiderschap, structuur, context en mindset ambidexteriteit mogelijk maken. A study into the socio-psychological elements of team ambidexterity focusses on how teams learn and develop skills while at the same time refining and honing their existing skillset (Jansen et al., 2016).

- Op welke wijze bent u in uw team deze vier kenmerken tegengekomen? Hoe spelen zij een rol in uw team en teamontwikkeling? Kunt u hier een voorbeeld van geven?
- Wat zijn voor u belangrijke facetten van die kenmerken geweest in uw team? Kunt u dit uitleggen?

Team Efficacy

- Hoe zou u voor uzelf team-efficacy omschrijven?
- Neemt u dit, en zo ja op welke wijze, waar in het team waarin u werkzaam bent?
- Hoe schat (schatte) u de mate in waarin u als team in staat zou zijn uw doelen te realiseren?
- Wat zijn thema's of issues die u hierbij waarneemt? Hoe geeft u vorm aan het hanteren van deze issues?
- Hoe kunt u als team uw vermogen tot het realiseren van uw doelen? Hoe kunt u als team uw performance vergroten?
- Hoe is volgens u team-efficacy van invloed op ambidexteriteit.

Autonomy

- Hoe zou u (team-)autonomie definiëren?
- Hoe neemt u (team-)autonomie waar in uw team?
- Hoe stemt u als team af met teams waarmee u samenwerkt? Wat zijn hierin voor u belangrijke elementen?
- Hoe geeft u in de dagdagelijkse situatie vorm aan uw werk? Hoe autonoom kunt u werken? Welke beslisbevoegdheid ziet u hierbij in uw teams? Hoe bent u hierop van invloed?
- Hoe is volgens u (team-)autonomie van invloed op ambidexteriteit.

External Knowledge

- Wat is de betekenis van externe kennis voor u?

- Welke rol vervult externe kennis in samenwerkingen binnen uw team en daarbuiten? Heeft u hier een voorbeeld van?
- Welke rol heeft u hierin (hoe geeft u vorm aan het delen van en vergaren/verkrijgen van externe kennis)
- Samenwerkingen met externen gebeurt op verschillende manieren in uw organisatie. Hoe doet u team dit? Heeft u hier een voorbeeld van?
- Wat betekent het aangehaakt zijn op externen (een daarmee het samenwerken vanuit verschillende perspectieven en doelen) voor u als team?

Leiderschap - Shared Leadership

- Hoe zou u leiderschap definiëren? Hoe zou u shared leiderschap definiëren?
- Wat zijn daarbij voor u belangrijke elementen van (shared) leiderschap?
- Vanuit zelfsturing en vanuit inhoudelijke zorgverlening zie je in teams veelal een vorm van shared leiderschap terugkomen, waarbij de teamleden elkaar via sociale systemen beïnvloeden om hun teamdoelen te bereiken. Hoe ziet u dit terug in de teams waarmee u werkt?
- Op welke wijze geeft u daarbij als team uw samenwerking en ontwikkeling vorm?
- Wat betekent dit voor u voor de doorontwikkeling van uw innovaties?
- Hoe zou u de relatie tussen leiderschap en ambidexteriteit omschrijven? Helpt dit u om de balans te houden tussen exploratie en exploitatie? Zo ja, hoe dan?
- Ziet u dit in uw team terug? Heeft u hiervan een voorbeeld?

Wrap-up

Dank voor uw tijd en inzet, terugblik op algemene uitgangspunten bovenaan genoemd.

Heeft u nog aanvullingen?

Heeft u nog tips of suggesties?