

Building (in) the future with policy entrepreneurs

A qualitative research about the characteristics of policy entrepreneurs(hip) and their relation with institutional factors during the process of policy implementation in spatial planning projects – applied to four projects in the municipality of Nijmegen



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Preface

In front of you lies my master thesis, carried out within the master Spatial Planning (Planning, Land, and Real Estate Development). The focus of this research is on the personal characteristics of policy entrepreneurship in relation to the institutional factors during the process of policy implementation in spatial planning projects.

After attending a presentation in early 2020 and due to my own experience and knowledge in the field of spatial-administrative projects from the professional field, I decided that I wanted to research new forms of collaboration and innovation within the spatial-administrative field. I had the opportunity to do this under supervision at the AMPHI research institute in Nijmegen, under the expert guidance of Kristine Mourits. Together with another intern, we participated in the research Space2Move, a program that investigates the role of exercise and health within spatial planning projects.

In the period from March 2020 to December 2020, I worked with a lot of dedication and attention on this research. It has been an extraordinary period; after 2 weeks, the Netherlands went into a lockdown due to the Corona crisis. Despite that, we were able to do a lot of useful work for the Space2Move project.

To be fair, I must admit that the thesis period was not always easy; after 2 years of having enjoyed working full-time as a consultant in a dynamic and challenging field, it was regularly a strange sensation to be a full-time student again and to think and act like that again. Especially in the actual writing process of the thesis; scientific thinking and writing were not always easy for me as a practical and pragmatic person.

I would like to express my gratitude to Kristine Mourits and fellow intern Simone Stegeman, thanks to them I have had a very nice and educational (online) internship period at AMPHI. I am very grateful for the respondents, mostly working for the municipality of Nijmegen, for their useful information, Dr. Ir. Henk-Jan Kooij, for his understanding, help, and patience. Finally, I want to thank family and friends for their support during the study.

Abstract

Due to many changes in the policy field of spatial planning, such as the demand for sustainability and a healthy living environment, these themes generate a place on the spatial planning agenda. In order to realize themes from the spatial planning agenda to the living environment in practice, there is a need for actors in policy work who are progressive and dare to implement change and decisions. Implementing new themes in policy requires courage, patience and perseverance. Policy entrepreneurs are these actors who can make a difference.

However, policy entrepreneurs do not operate individually, but often in networks and in this they depend on personal, team and contextual factors in order to complete the implementation process as effectively as possible.

Current literature often focuses on the strategies that the individual policy entrepreneur applies, but there is often a deeper layer missing on the question of what the personal characteristics of the policy entrepreneur are and what effect the contextual, institutional factors are on the policy entrepreneur and the process of policy implementation. Therefore, this research aims to answer the following question: *How do the personal characteristics of policy entrepreneurship relate to the institutional factors that influence policy implementation?* By doing so, it is aimed to gain in-depth insight into the personal characteristics of policymakers in a contextual setting.

By means of the application of various theories concerning policy entrepreneur and policy implementation (Kingdon, 1984; Meter & van Horn, 1975), a theoretical framework has been outlined concerning the policy entrepreneur as the central point in it. To place the policy entrepreneur in a contextual setting, a theoretical framework has been outlined on the basis of an institutional setting with the help of the Policy Arrangements Approach (Arts & Leroy, 2003). The aggregation of these theoretical concepts forms a basis for the conceptual model.

The research question is answered by using a comparative case-study and conducting 18 semi-structured in-depth interviews with policymakers in the field on spatial planning projects, who worked on four spatial planning projects for the municipality of Nijmegen.

The results show that project members who possess the competences of being: decisive, steadfast, creative, accessible, uninhibited, contribute often entrepreneurial ideas and options for policy implementation. Project members who possess one or more of these competences strive for personal goals with a high degree of personal dedication.

At a team level, complementarity of competences is a stimulating factor to allow space for policy entrepreneurship. When the team is aware of the characteristics and qualities within the team itself, it provides support and understanding inside the team. Goals and possibilities can be formulated more clearly within a complementary team so that possibilities for new ideas can become visible at an early stage.

The actual effect and possibility to express policy entrepreneurship by individuals and teams, does depend on institutional factors as well: hierarchy, current policy, feasibility, and necessity. These external factors can be seen as accelerating or slowing down the process of policy entrepreneurship and - implementation. The presence of a policy entrepreneur can achieve a positive feedback loop. If effective strategies are applied, it will accelerate even more.

The insights into the personal characteristics of policy entrepreneurs on a personal and team level can contribute to targeted team composition when policy implementation is attempted. Due to the contextual nature of the research, it has become clear that the effectiveness of policy implementation and the opportunities offered to policy entrepreneurs are of great importance. These institutional factors act as a catalyst or delay in the process of policy implementation.

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1. Introduction to the research

1.1 Research goal

Space in the Netherlands is limited. Figuratively, a certain function is intended for every square meter, such as water, nature, agriculture, industry, living or recreation. In addition to these traditional functions, the call for stricter consideration of the environment, climate, safety and health has become stronger in recent years. To give all these functions a place in harmony with the physical living environment, a range of laws and regulations have been developed in the Netherlands, which are placed in the current Spatial Planning Act; the Wro.

The new Environment and Planning Act is planned to come into force in 2022, in which safe and healthy physical living conditions are taken into account in urban planning. The law focuses on: "achieving and maintaining a safe and healthy physical living environment and good environmental quality" (Article 1.3 of the Environment and Planning Act). With the arrival of the Environment and Planning Act, a healthy living environment is expected to be put on the spatial planning agenda.

More often new themes are introduced on the spatial planning agenda, which is done by means of agenda-setting (Kingdon, 1984). Agenda-setting is one of the starting points in the process of policy implementation. Policy entrepreneurs are important during the process of policy implementation and can have great added value in this process. "Policy entrepreneurs are energetic actors who engage in collaborative efforts in and around governments to promote policy innovations. Given the enormous challenges now facing humanity, the need is great for such actors to step forward and catalyze change processes." (Mintrom, 2019, p. 1).

However, policy entrepreneurship and policy implementation does not take place in a vacuum, policy entrepreneurs are continuously subject to external, institutional factors. To put the process of policy implementation in perspective, this research uses the policy arrangements approach (Arts and Leroy, 2003). The policy arrangements approach combines existing approaches to find a middle position between the strategic behavior of actors on the one hand and the influential institutional developments on the other (Arts and Leroy, 2003).

The focus in this research is on the personal characteristics of policy entrepreneurship and how these are related to the institutional factors, influencing the process of policy implementation. The relationship between policy entrepreneurship and institutional factors are studied through four case studies of spatial planning projects within the municipality of Nijmegen.

The research objective of this research is to gain insight into the personal characteristics of policy entrepreneurship in relation to the degree of influence of institutional factors during the process of policy implementation.

1.2 Scientific relevance

Policy implementation is a process that depends on human work and policy entrepreneurs can play a decisive role in this, since they represent a special class of political actors. They have a willingness to invest in their resources – time, energy, reputation, and sometimes money – in the hope of future returns (Kingdon, 1984). With the arrival of new themes on the spatial planning agenda, such as sustainability and health, the need is great for such actors to step forward and catalyze change. However the question remains under what circumstances policy entrepreneurs can do this; which personal qualities should they possess and how does this relate to the degree of influence of institutional factors during the policy implementation process?

Close focus on the work of policy entrepreneurs is a recent phenomenon. In the past many scholars have contributed to the development of theory and evidence concerning policy entrepreneurship (Mintrom, 1997). Policy entrepreneurs reveal themselves through efforts to transform policy ideas into actions. “Policy entrepreneurs tend to work hard at (1) defining and framing problems; (2) building powerful teams that tap relevant knowledge networks; (3) amassing evidence to show the workability of their proposals and (4) creating strong coalitions of diverse supporters.” (Mintrom and Norman 2009, p. 10). Missing in the study of Mintrom and Norman (2009) are the required characteristics to carry out the above actions as a policy entrepreneur. Verduijn (2014) represents the same and states that “what exactly drives individuals to partake in this risk-taking endeavor remains unclear” (p. 39).

The above studies describe that there is less research and knowledge available about the personal characteristics of policy entrepreneurs(hip) and how these relate to institutional factors. This research applies an innovative approach, by taking the characteristics of policy entrepreneurs in relation to institutional factors as its key focus, thereby adding substantially to the body of literature on the topic. This research identifies and responds to a knowledge gap, providing key insights and expanding the foundation for further research.

Existing literature on policy entrepreneurship often focuses on individual strategies. However, how policy entrepreneurship interact with others is always fundamental to explain the development and promotion of policy innovations (Meijerink, 2011). The complexity of an implementation task makes it unlikely to be achieved by a single individual (Petchey, Williams, & Carter, 2008). Although current literature focuses on the individual role, it appears that there are often partnerships and teams in which policy entrepreneurs work (Mintrom, 2019). The specific properties associated with the implementation strategies of policy entrepreneurs are hence less discussed. This research acknowledges the importance of understanding the complexity of interactions between policy entrepreneurs and their connection to implementation strategies. It therefore sheds new light on what is known about the dynamics of policy entrepreneurship with scientific argumentation.

Summarized, this research takes a closer look at the personal characteristics of policy entrepreneurs, which they need to possess to transform policy ideas into policy implementations. Furthermore, policy entrepreneurs are not only dependent on their abilities and assets, but in practice, external influences in the form of institutional factors affect the process and possibilities of policy implementation as well. This research aims to expand existing knowledge and literature based on the empirical part of the research, which aims to reduce discrepancies between theory and practice.

1.3 Societal relevance

This research aims to contribute to knowledge about the personal characteristics of policy entrepreneurship and how these relate to the degree of influence from institutional factors during the process of policy implementation. This provides insight into the driving and inhibiting factors of policy implementation, elaborating on why certain themes were successfully implemented to a greater or lesser extent and also providing recommendations for future forms of spatial planning projects in which policy implementation plays a role. In this regard, the research connects underlying theoretical knowledge of policy entrepreneurship to optimization of practical policy implementation strategies.

Comparing different forms of policy implementation in practice allows for identification of corresponding forms of successful implementation strategies. Success factors derived from this comparative analysis can be applied by policy entrepreneurs in practice, allowing for more successful efforts to accelerate policy implementation, innovation and impact.

Furthermore, the empirical part of the research attempts to look at the effects of institutional factors and the extent to which these factors influence the process of policy implementation in practice. Specific added value of this research is that it describes how to navigate the landscape in which policy entrepreneurs operate, by providing practical case studies from the field. It translates observations of trends into applicable tools and recommendations.

The trigger of this research concerns the theme of health, which has gained a place on the spatial planning agenda with the arrival of the Environment and Planning Act in 2022. The concept of health is a new and broad theme on the spatial planning agenda. By using tools on how such a new concept can be implemented in combination with knowledge of what concrete elements of health in spatial planning are, smoothens this process..

However, this research retains a general character, because it is not inconceivable that another new policy theme will gain a place in the policy field of spatial planning in the future. Sustainability was a predecessor of this.

This research provides insights into a successful process of policy implementation and how this can be stimulated by entrepreneurial individuals/teams when the Environment and Planning Act comes into force. When policy change is necessary, a team can consciously be set up with the knowledge of personal characteristics required to achieve new goals. Also, the awareness of institutional factors as provided by this research is crucial to keep the process streamlined.

1.4 Research model

Figure 1 shows the research model, applied in this study. By (a) structuring and differentiating between personal characteristics and institutional factors that influence policy entrepreneurs, the role and dependencies of policy entrepreneurs are clarified in the process of policy implementation. After having introduced this structure, the factors of policy implementation, agenda setting and policy entrepreneurs are complemented to this. With this preliminary research (a) a conceptual model was drawn up in which the unknown factors play a role in the empirical research (b). After the analysis the results of the study follow (c), whereby feedback and comparison to the theoretical framework (b) follows.

Ad (a)

The policy arrangements approach will structure the influencing factors and the relationships between them within the policy composition. Next, the theories of policy entrepreneurship and policy implementation are being studied. This will yield a conceptual model. Furthermore, the main concepts will be operationalized based on the literature study.

Ad (b)

The second step is empirical research, guided by (a), the data is collected by analyzing documents published by the actors involved and conducting interviews.

Ad (c)

The results of the study follow from the analysis. The results of the research are compared with the concepts from the (available) theory and supplement or change the conceptual model.

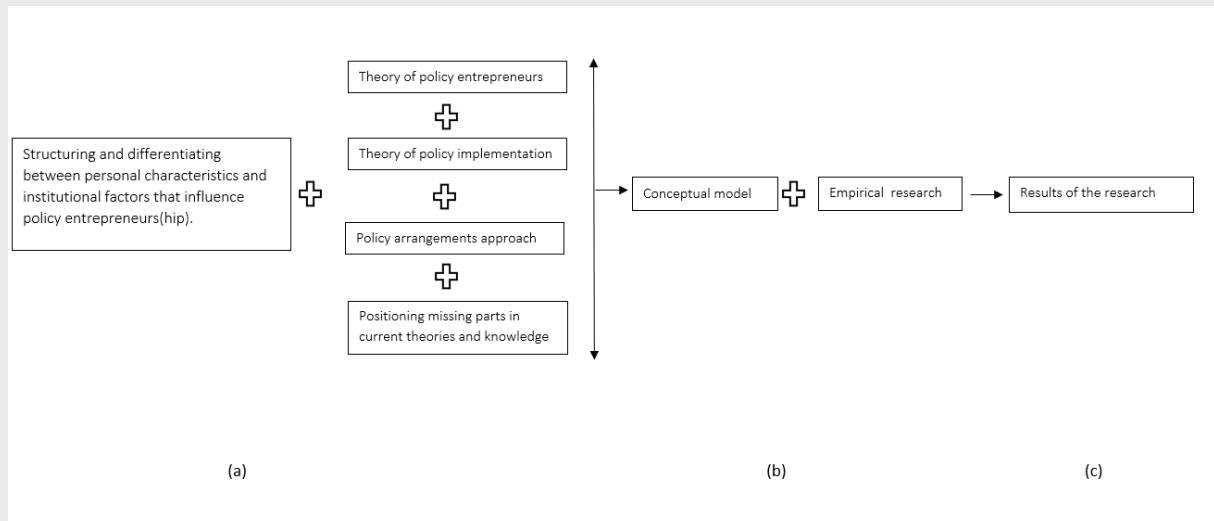


Figure 1 – Research model (Author's work, 2020)

1.5 Research questions

The main question that follows from the research objective concerns:

How do the personal characteristics of policy entrepreneurship relate to the institutional factors that influence policy implementation?

1. Which characteristics at individual- and team level, shape policy entrepreneurship within spatial planning projects?
2. Which institutional factors influence policy entrepreneurship, with regard to policy implementation, during the planning process?
3. What kind of strategies are applied by respondents for the purpose of policy implementation and what lessons can be learned out of that?

The first question will be answered in section 4.2, question two in section 4.3, and question three in section 4.4 of this research. The sub-questions were answered with use of the empirical part of this research, which has focused on four spatial planning projects in the municipality of Nijmegen. Section 3.3. elaborates the case-selection. This research is part of a larger study; Space2Move. This involves research into the role of health and exercise within spatial planning projects. During the research period in 2020, intensive collaboration with a co-worker took place. This researcher had a background in health sciences and focused in her research on what is considered 'a healthy living environment' by policymakers. The results of this research can be viewed on request, the details of the contact persons can be found in Annex I.

1.6 Reading guide

The structure of this thesis will be explained in this section. Chapter 2 forms the theoretical framework of this research. Here, the theories used will be explained and the conceptual model will be drawn up. Chapter 3 explains the case-selection and which methods were used in this study. Chapter 4 discusses the results of the study. Chapter 5 contains the conclusion of this research, the recommendations and the discussion will follow up in this chapter as well.

2. Theoretical Framework

2.1 Introduction to the theories

This section is an introduction to, and the reason for choosing, the theories used in this research. The following sections discuss the chosen approaches one by one. To understand what the personal characteristics of policy entrepreneurs are and how they relate to the institutional factors that influence policy implementation, a combination of theories was sought that could contribute to this theme of the research.

To provide additional insights about the characteristics of policy entrepreneurs, it is essential to first understand what policy entrepreneurship and policy implementation entail and which institutional factors may exist in a policy context. Not only to help to distinguish the main concepts in this research but also to understand what scientific information is already available and what kind of concepts are relatively unknown. Based on the most important concepts in the theoretical framework and the missing elements to answer the main question, a conceptual model has been drawn up which is presented in section 2.6.

To understand the role of policy entrepreneurs during the process of policy implementation, a combination of two theoretical foundations in the field of policy implementation was chosen: the model of Meter & Van Horn about policy performance (1975) and the three-streams model of Kingdon about agenda-setting and policy entrepreneurs (1984).

Firstly, the model of Meter & Van Horn (1975) conceptualizes the independent variables in policy implementation as contextual factors. The policy outcome (or policy effect) is also taken as a dependent variable in this model. This model is based on organizational changes, the impact of government policy and the relationships between government layers.

Secondly, Kingdon (1984) analyses the policy process as a function of three streams: problems, policies, and politics. When those three streams come together, Kingdon speaks of a “policy windows” or “windows of opportunity” a situation where a “problem is recognized, a solution is developed and available in the policy community, a political change makes the right time for policy change, and potential constraints are not severe” (Kingdon, 1984, p. 174).

In order to establish the relationship with contextual, institutional factors that policy entrepreneurs have to deal with in the process of policy implementation in practice, it was decided to look at the concept of the policy arrangements approach. After all, policy entrepreneurs do not operate in a vacuum, but are subject to many external factors.

The choice of the policy arrangements approach is based on the scope of the problem definition, given that there is a need for contextual meaning. This institutional approach has been developed to enable a coherent description of changes in substantive and organizational characteristics of policy domains (Van Tatenhove et al., 2000; Arts and Leroy, 2006). In it, the characteristics of policy areas are linked to certain changes in society and the management thereof. Actors form the basis of the policy arrangements approach. Institutional factors form the framework around the actors in the policy arrangement approach.

In this study, the policy entrepreneurs are regarded as the actors: “policy entrepreneurs are energetic actors who engage in collaborative efforts in and around government to promote policy innovations” (Mintrom, 2019, p.1). The policy arrangements approach combines existing approaches to find a middle position between the strategic behavior of actors on the one hand and the influential structural developments on the other (Arts and Leroy, 2003). Another option to place the role of actors working in cooperation forms, is the actor-network theory (Latour, 1987). This gives shape to the network cooperation and the contextual role of actors in this cooperation. Such a theory was less appropriate for this study, because here the emphasis is too much on organizational factors and too little on external factors.

The combination of the Meter & van Horn's model, Kingdon's three-streams model and the policy arrangements approach, form the basis for the deductive part of the conceptual model in this research. This combinations lays a foundation for policy entrepreneurs in a contextual setting during the process of policy implementation.

Section 2.2 explains the different actions in the process of policy implementation, such as agenda-setting and policy implementation and the role of policy entrepreneurs in this process. Section 2.3 provides insight into the different strategies that policy entrepreneurs apply in the process of policy implementation. In section 2.4, the focus shifts from the separate concepts, such as policy entrepreneurship and policy implementation, to a broader, contextual explanation. 2.4 explains the institutional perspective, which is then further explained in 2.5 on the basis of networks and in 2.6 on the basis of the policy arrangements approach. The theoretical concepts are merged and given a place in the conceptual model, which is shown in 2.7.

2.2 Policy entrepreneurs in policy performance

In this research, the actors involved in policy entrepreneurship and policy implementation are the main focus. In both terms, the word 'policy' is used. The term policy in this study is defined as "the pursuit of achieving certain goals with certain means and certain time choices" (Bressers & Hoogerwerf, 1991, p. 19). Policy consists of means, goals and choices to provide an answer to an existing or future problem. In other words, government policy aims to reduce, solve or prevent a social problem by goal-oriented thinking and acting (Hoogerwerf & Herweijer, 2003).

Various policy processes have an effect on the effect of policy implementation (Pressman & Wildavsky, 1973). For this reason, we first consider the various moments in the process of policy implementation. The policy process is an iterative process with a dynamic course of actions and interactions in policy. Agenda setting and policy implementation are part of this policy cycle. In this study these concepts are defined as: **agenda setting; the process whereby social problems receive the attention of the public and / or policymakers** (Kingdon, 1984). Framing strategies can be employed by policy entrepreneurs to raise awareness of perceptions of the issue at stake. Public and political support is crucial to setting the agenda. By framing 'a healthy living environment' in the new Environmental Act in 2022, agenda-setting has 'started'.

Pressman & Wildavsky (1973) show how large numbers of actors, decisions and agreements of the implementation process make a complex whole. Policy implementation can have an impact on policy effectiveness, as a result of which this process should not be considered a 'black box' (Bressers & Hoogerwerf, 1991). The realization of policy goals is often referred as policy implementation. For this research is opted for the definition: **"Policy implementation results in specific policy performances, which in turn produce intended or unintended policy effects"** (Maarse, 1998, p.99).

Meter & Van Horn (1975) used a model where policy implementation plays a role in the performance and the realization of goals in policy. This model conceptualizes the independent variables in policy implementation as contextual factors. The policy outcome (or policy effect) is also taken as a dependent variable in this model. This model is based on organizational changes, the impact of government policy and the relationships between government layers. The purpose of this model is to provide a blueprint for the analysis of the implementation process and to explain policy successes and failures. The Van Meter & Van Horn model offers six variables to describe policy performance and change:

First, (1) standards and goals form the yardstick by which the results can be assessed. These standards and goals are said to influence **communication** between policymakers. Goals should be transparent to provide sufficient direction (Van Meter & Van Horn, 1975, p. 463-465).

Second, the (2) **resources** made available by a decision for the implementation of policy are important (Van Meter & Van Horn, 1975, p. 465). The number of available resources influences the **communication** process, the degree of possibilities and benevolence, but also the economic / political / social conditions.

Thirdly, it is important how (3) the **communication** between policy makers and policy implementers proceeds in and between the organizations involved (Van Meter & Van Horn, 1975, p. 465-470). Communication determines how the other variables are interpreted by policy implementers, the size and quality of the staff, the degree of hierarchical control, the political circumstances, the vitality of the organization, the degree of openness about communication and the formal and informal connection with policy makers determines the course of communication. Furthermore, resources determine how goals are interpreted, which can influence communication.

Fourth, the (4) **characteristics** of organizations are important that make it possible to influence the policy implementation process. Characteristics consist of the following components: (a) the competences and size of the personnel, (b) the degree of hierarchical management of decisions and processes, (c) the political resources of an organization, (d) the vitality of the organization, (e) the degree of open communication in an organization and (f) the formal and informal connections with the organization or department that imposes the policy.

Fifth (5) **the economic, social and political conditions** that can influence implementation (Van Meter & Van Horn, 1975, p. 471-472).

Finally, in the model (6) the **possibilities and willingness** of those involved to actually implement the policy are important. It is important that (1) the implementers understand the policy, (2) the acceptance and (3) the intensity of the response to the policy. The rejection of policy by policy implementers has an effect on achieving policy effects (Van Meter & Van Horn, 1975, p. 472-473).

Based on the Meter & Van Horn model, the dependencies are visualized in figure 2; with the help of conceptual blocks that contribute to understanding the role of policy entrepreneurs in the process of policy implementation.

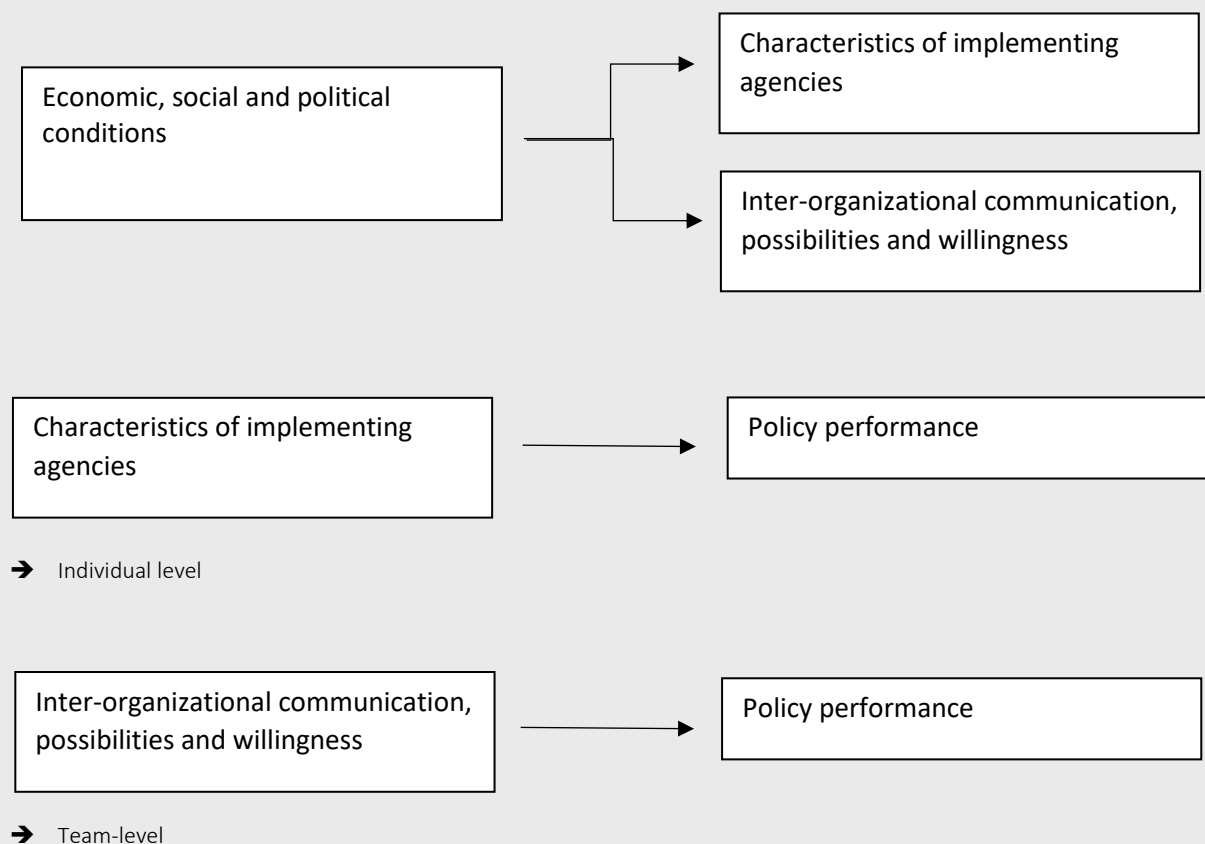


Figure 2 – The model of Van Meter & Horn, explained and conceptualized (Author's work, 2020)

2.3 Strategies of policy entrepreneurs

Kingdon (1984) analyses the policy process with the help of three streams: problems, policies, and politics.

The problem stream displays the issue itself. “Three mechanisms bring problems to the attention of policy makers: indicators are the first one, focusing events such as disasters and symbols are second and other feedback channels such as media are the third one.” (Kingdon, 1984, p. 148)

The policy stream appoints Kingdon as “primeval soup” in which ideas float around, sometimes these ideas are confronted with each other or merged. In this “soup” some ideas float to the top of the agenda and others fall to the bottom. The swimmers in this soup are the policy entrepreneurs **“who are willing to invest resources of various kinds in hopes of a future return in the form of policies they favour”** (Kingdon, 1984, p. 151).

The political stream is a more separate stream. Kingdon (1984, p. 154) states this stream exists of the next elements: “national mood, public opinion. Organized political forces: parties, legislative politics, pressure groups. Government: change in personnel and jurisdiction. Consensus-building: bargaining, band wagons, and tipping.”

When those three streams come together, Kingdon speaks of a “policy windows” or “windows of opportunity” a situation where a “problem is recognized, a solution is developed and available in the policy community, a political change makes the right time for policy change, and potential constraints are not severe” (Kingdon, 1984, p. 174).

Policy change has to be prepared in advance, and this is done by individuals who work hard to develop and sell alternative approaches. This is why, in this research, the characteristics of policy entrepreneurs are explored during the process of policy implementation. The concept of ‘policy entrepreneurs’ was introduced to policy analysis by Kingdon (1984), who portrays them as **‘advocates for proposals or for the prominence of ideas’** and notes that **‘their defining characteristic, much in the case of a business entrepreneur, is their willingness to invest their resources—time, energy, reputation, and sometimes money—in the hope of a future return’** (p. 122)

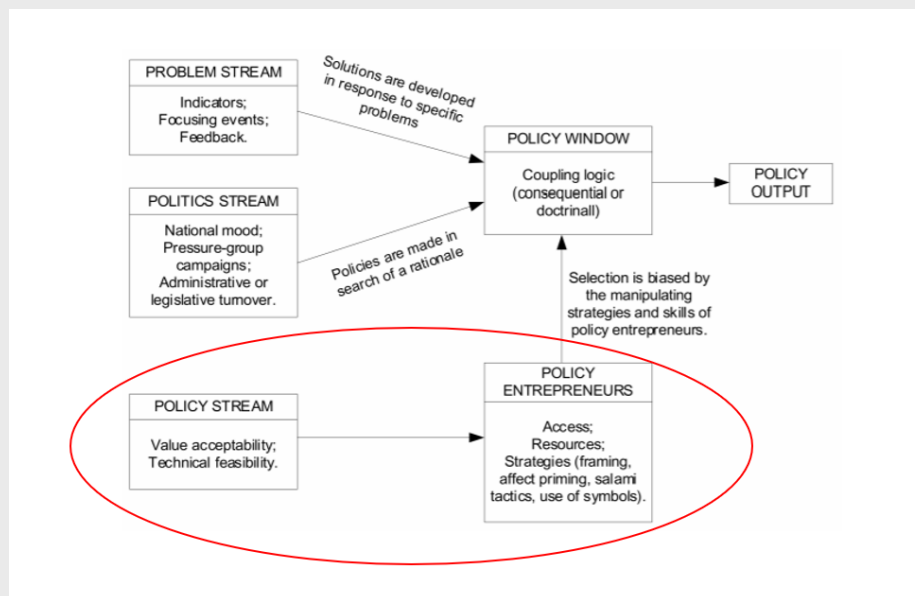


Figure 3 – The 3-streams model of Kingdon (1984)

As shown in figure 3, this study focuses on the policy stream. The characteristics of policy entrepreneurs and the strategies they apply for successful policy output. The concepts of access and resources are also referred to in this model. Since these factors correspond to the factors 'economic, social and political conditions' (-> resources) and possibilities and willingness (-> access) in the policy arrangement approach, they will be further elaborated in section 2.6.

Policy entrepreneurs have different strategies to realize policy implementation. These strategies take place throughout the entire process from agenda setting to policy performance. Five strategies are listed which are commonly applied by policy entrepreneurs, summarized from the research of Huitema & Meijerink (2010):

1) The development of new ideas

Policy change requires at least an idea to provide a direction in which the situation is desirable to change. "The policy sciences suggest that more extreme visions of alternative futures develop among actors who are outside of government." (Huitema & Meijerink, 2010, p. 15)

2) Build coalitions and sell ideas

Policy entrepreneurs can work on an individual- or team level. The degree to which collaboration is needed depends on various factors, including the institutional factors during the process decision-making. Forms of collaboration appears to be necessary in any situation for policy entrepreneurs. "Such coalitions are referred to as "discourse coalitions", "advocacy coalitions", and "shadow networks". Coalition building is often a delicate task because it entails sensitive issues such as differences of opinion and power asymmetries among actors." (Huitema & Meijerink, 2010, p. 16)

3) Recognize and exploit windows of opportunity

Kingdon's concept of a "window of opportunity" (Kingdon 1984) is highly acknowledged in the field of policy implementations. Windows are particular moments in time that offer opportunities for policy entrepreneurs to start with the implementation process of new policy ideas. However, these windows must be recognized by policy entrepreneurs. "They do so by linking solutions to problems and by working to get the resulting policy packages accepted by decision makers, thus bringing about a convergence of the problem, policy, and political streams." (Huitema & Meijerink, 2010, p.16)

4) Recognize, exploit, create, and/or manipulate the multiple venues in modern societies

The opportunity of a venue is created by characteristics of the institutional factors during the contextual setting of policy implementation, which are policy entrepreneurs working in. "In spite of the possibility of the opening of a policy window, there are always multiple venues (such as political and administrative venues on different levels of government, scientific venues, or the media)." (Huitema & Meijerink, 2010, p.16)

5) Orchestrate and manage networks

"Coalitions are characterized by an (implicit) agreement on particular policy ideas or objectives, either because coalition members share similar beliefs or because they are mutually dependent." (Huitema & Meijerink, 2010, p.17) Networks define the broader range of people who are working on the same problem or have the same interest. A network differs from a coalition, since the actors in a network might not share any policy idea or objective. These actors could even be a member of opposing (advocacy) coalitions.

2.4 The institutional perspective in social sciences

Policy processes in the social sciences are approached from different angles, according to Driessen and Leroy (2007). An institutional perspective assigns an important role to the structural functioning of institutions as a driving force behind policy processes. With institutions you can think of norms, roles, responsibilities, ways to approach or tackle problems and power relations. To realize implementation, various soft and hard institutions are continuously 'under construction'.

The institutional perspective opposes purely goal-rational and intentional thinking about social action. From institutionalism, attention is focused on the limitations that the context imposes on social action: traditional patterns of action are at least as important as goal-rational thinking. Institutionalism not only focuses on the interactions that take place in the here and now, but it also assigns an important influence to certain patterns, agreements and rules from the past (Healey, 1999).

The concept of the institutional perspective is the most applicable in this research, since we assume that in the case of policy implementation, directions must be sought in institutional variables, including strategic behavior and interaction between actors.

The temporary stabilization of the organization and content of a policy field at a specific level of policy making is referred to institutionalization. **"Institutionalization means the process in which the daily behavior of actors solidifies into patterns and structures over time"** (Arts and Leroy, 2006, p. 7). These patterns and structures subsequently influence the behavior of actors. A policy arrangement is also defined as "a temporary stabilization of the organization and content of a policy field at a specific level of policy making" (Van Tatenhove et al., 2000, p. 54), section 2.6 explores the concept of policy arrangements further. In general terms, institutions ensure organization and regulation in society. They provide actors possibilities, but at the same time they impose restrictions (Meijerink and Van Tatenhove, 2007).

Institutions can arise from the interaction between actors involved in policymaking. In addition, institutions also arise under the influence of social developments that occur at a higher scale and that are related to social and political changes over which the actors themselves have virtually no influence, but as a result it influences their actions (Van Tatenhove et. al, 2000). Institutionalization refers to the stabilization of the policy process. Gradually, fixed organizational structures are formed, with fixed rules of conduct and a stable problem definition (Arts and Leroy, 2006).

2.5 The networks of policy makers

The shift from government to governance is part of an institutionalized concept (Teisman, 2005). It is important to provide some explanation here, because within the term governance certain institutions are important that can also be found in the policy arrangement approach. Institutionalized terms, such as policy networks, mutual dependence and governance, are contemporary terms for policymakers- and innovators.

The concept of governance has gained popularity in the social science literature. Governance is the new "vocabulary" for designating public administration by scientists and practitioners alike (Hajer and Wagenaar, 2003; Hajer, Tatenhove and Laurent, 2004). The "old" vocabulary uses terms such as government, power, authority, state and sovereignty. These have given way to terms related to governance: policy networks, complexity, decentralization, dependence and consultation (Hajer and Wagenaar, 2003, p. 1).

In the shift of vocabulary, one can perceive a change in both the nature and the location of political processes. In the current governance perspective, the hierarchically governing government has lost power and a polycentric management view has emerged (Hajer, Tatenhove and Laurent, 2004). This means that a variety of controlling actors are present in society. In developing and implementing policy, the government interacts with different types of actors (such as private parties, or other policy makers) by entering into horizontal relationships. These so-called policy networks are characterized by their

informal character, mutual dependence on actors and have the common goal of solving complex problems (Hajer, Tatenhove and Laurent, 2004).

Which actors are involved in a network depends on the policy field or policy problem. Policy development takes place in consultation with the actors who influence the policy and the actors who are influenced by the policy. In the case of the spatial planning policy field, a shift has been underway in which new actors associated with the spatial domain had to be connected (with the implementation of sustainability) and the same shift is currently underway in preparation for the Environment and Planning Act (with the implementation of health in the spatial planning domain). With implementing and innovating concepts as sustainability and health, the spatial policy field is bound by dependence on each other's services, expertise and information. In addition, cooperation is required by the majority of actors as there is uncertainty about boundaries and responsibilities in solving the problem (Rhodes, 2000).

Policy networks contribute to solving contemporary social issues. Characteristic of contemporary problems is the complexity with which one has to deal. In the case of this research, it concerns the increasing interdependence of concepts such as sustainability and health in the previously traditional spatial planning policy field. Contemporary problems are described as "wicked problems". These are issues where people are uncertain about the knowledge of the problem and solutions and where there are differences of opinion about the necessary standards (Klijn, Bueren and Koppenjan, 2000).

2.6 The policy arrangements approach

The policy arrangement combines existing approaches to find a middle position between the strategic behavior of actors on the one hand and the influential structural developments on the other (Arts and Leroy, 2003). Since this research aims to find the contextual influences during the process of policy implementation and the role of policy entrepreneurs, the current literature on contextual factors based on the policy arrangements approach can be used as a guide for this.

Although the policy arrangements approach does not aspire to be a synthesis of different policy perspectives, it does try to combine the points of attention and the advantages of the various approaches. A policy arrangement approach does not state in advance whether game rules, rational behavior of actors, environment or other factors structure the policy domain (Arts and Leroy, 2006).

Policy processes and policy outcomes are in practice limited rationally. Through cognitive impairments, not all relevant information can be understood or processed. Decision-makers and policymakers do not usually strive for optimal solutions either, but towards satisfactory solutions.

Policy arrangements are the result of institutionalized processes and are defined as "the temporary stabilization of the content and organization of a (environmental) policy area (or another part of it to be further defined)" (Arts and Leroy, 2003, p 11).

The temporary nature of a policy arrangement refers to the fact that institutions, no matter how stable at first sight, are subject to constant change and adaptation or to demolition and reconstruction. The concept of political modernization - the second central concept in the policy arrangements approach - refers to underlying social developments and mechanisms that may underlie this type of change.

A policy arrangement is further operationalized on the basis of four dimensions in which the substantive and organizational aspects of a policy domain lie. These four dimensions are inextricably linked, which means that a change on one of the dimensions induces change on the other dimensions anyway (Arts and Leroy, 2003). Following Liefferink (2006), this concerns:

- the actors involved in the policy domain and their coalitions (and oppositions);

- the distribution of power and influence between these actors, where power refers to the mobilization, distribution and use of resources and the influence on how policy outcomes are determined;
- the current rules of the game, both in terms of actual rules for (political) interaction and in terms of formal procedures for policy making and decision-making;
- the current policy discourses and programs in which the concept of discourse refers to the views and stories of the actors involved - in terms of norms and values, problem definitions and solutions - and the concept of program refers to the specific content of policy notes and measures.

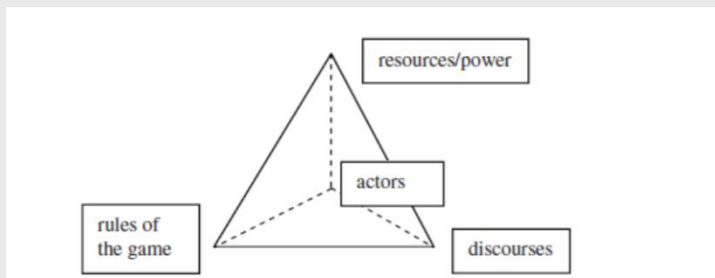


Figure 4- Relationships in a policy arrangement (Arts & Leroy, 2003)

To achieve the purpose of this research: *gain insight into the personal characteristics of policy entrepreneurship in relation to the degree of influence of institutional factors during the process of policy implementation*, a conceptual model has been drawn up in section 2.7. The most relevant concepts from the explained theories which have been used in the theoretical framework, were used in the conceptual framework. The actors are the starting point in the conceptual model. As explained in section 1.1, the actors in this study are the policy entrepreneurs, who are then broken down at individual and team level, the: “**Policy entrepreneurs** are energetic **actors** who engage in collaborative efforts in and around government to promote policy innovations. Given the enormous challenges now facing humanity, the need is great for such actors to step forward and catalyze change processes.” (Mintrom, 2019, p. 1).

The influence of the other three factors in the original tetrahedron of the policy arrangements approach are considered in this study as the institutional factors, this was deliberately chosen, as the study is partly performed inductively (see section 3.2). For this study, this means that the rules of the game, discourses and resources / power are not excluded, but other factors can also be considered as an option for influencing factors in the policy implementation process, which will be researched in the empirical part of this study.

2.7 Conceptual model

The focus of the research objective is on the personal characteristics of policy entrepreneurs in relation to the degree of influence of institutional factors during the process of policy implementation. The conceptual framework further elaborates on the role of actors in the dichotomy of individuals and teams. The assumption is that, based on the existing literature, this is what the world of policy entrepreneurs looks like.

The model works (viewed from the reader) from left to right and starts with the position of actors. As explained in section 2.6, these actors are considered policy entrepreneurs in this research. Since policy entrepreneurs do not achieve the goals of policy implementation by themselves, but often work together and / or are dependent on team members (Mintrom, 2019), they have been divided both at individual and team level.

Figure 8 shows the addition of blue aspects for both the entrepreneurial individuals, as well as the entrepreneurial teams. These blue additions are the aspects of the model of Meter & Van Horn

(1975), which explain characteristics of policy entrepreneurs at an individual- and team level (see section 2.2).

However, as mentioned in section 1.2, there is little scientific literature available that describes which characteristics these are exactly. This discrepancy is indicated with the green marks in figure 8.

Based on the existing literature, it has been assumed in this research, that if the correct characteristics and forms of communication are present, these have positive effects on the result of policy entrepreneurship. These positive effects are indicated with a '+'.

In addition, the policy entrepreneurship strategies have been added to the model. These strategies, as summarized in section 2.3, are displayed by means of the red additions to the conceptual model. Similar to what was done for characteristics the "+" means that an application of these strategies have a positive effect on policy entrepreneurship. Using the green marks, it was examined whether an addition or change to the strategies, as shown in figure 8, can be made with the aid of the empirical part of this research.

Finally, the conceptual model assumes a relationship of policy entrepreneurship to the process of policy implementation. A positive or negative influence has deliberately not yet been chosen, given that, in accordance with the contextual nature of the research, this may depend on external, institutional factors. These factors have not been directly assigned a location in the conceptual model, as this could possibly provide too much direction at that point in the process, partly because of the methodical choices (see chapter 3).

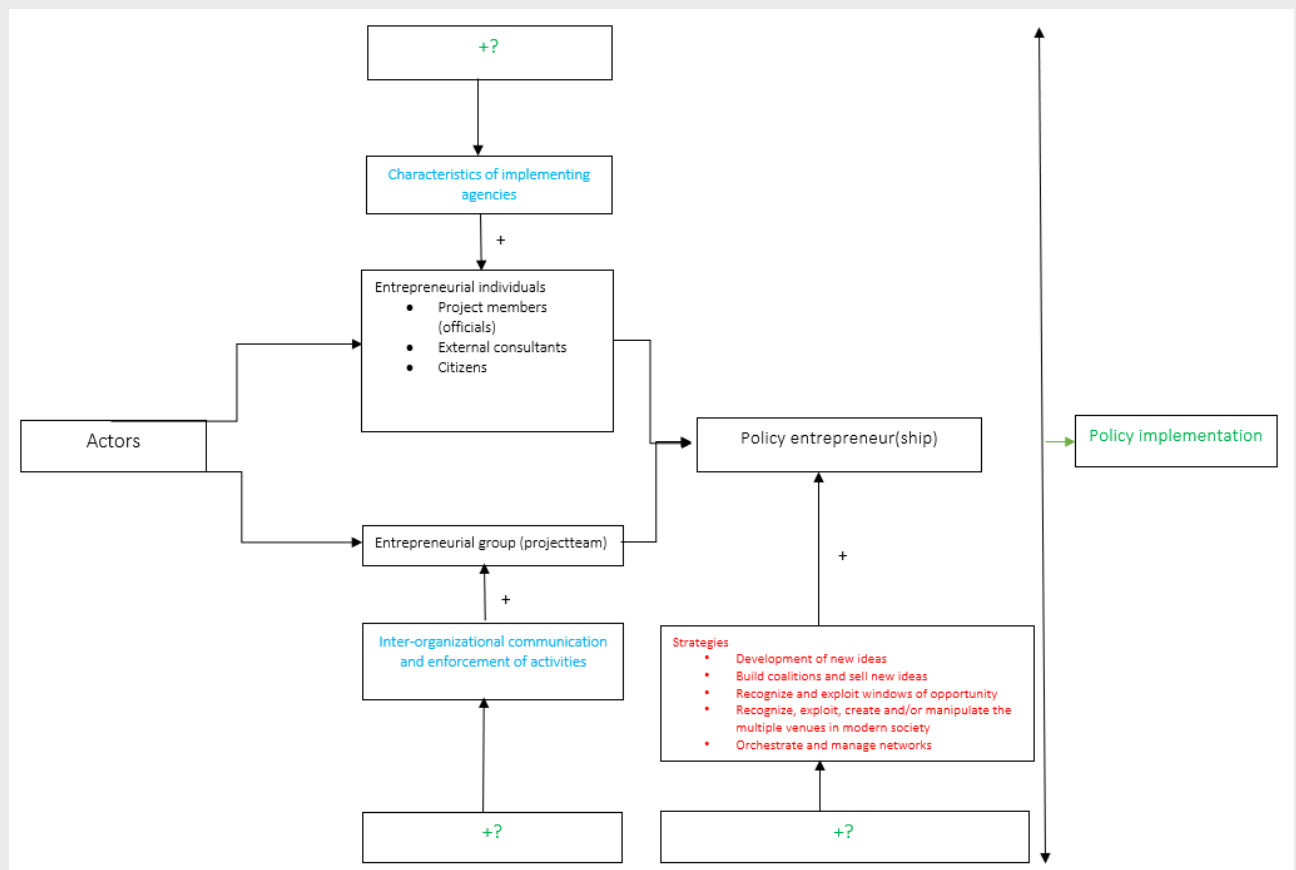


Figure 5 – Conceptual model (Author's work, 2020)

3. Methods

The purpose of this chapter is to elaborate upon the research methodology for this qualitative exploration regarding explanations for a deeper understanding of the characteristics which underlie policy entrepreneurs in spatial planning projects and how this is related to external factors in terms of policy implementation.

This chapter will discuss the choices that were made considering the research methodology, research strategy and data collection. Other main components are the selection of cases, the operationalization of concepts and a step by step discussion of the data analysis.

3.1 Research paradigm

The research philosophy contains assumptions about the way in which the world is viewed from the researcher's perspective. In this research, interpretivism (also known as subjectivism or social constructivism) forms the philosophical basis (Cohen et al, 2007). This philosophy states that it is necessary for the researcher to understand differences between people in our role as social actors. Since the goal of this research is to understand the interpretations of individuals about the social phenomena they interact with and not to discover universal, context and value free knowledge, the interpretivist approach is chosen.

Just like the interpretative research tradition, this approach distances itself from a positivist scientific view and the conviction that the objective (natural) scientific method can be transferred to the social sciences. This makes a distinction between objects and people, whereby people interpret the social actors in the world around them. Based on these interpretations, meanings are assigned to the world and behavior.

"Social researchers can only collect data from some point of view, by making 'observations' through spectacles with lenses that are shaped and colored by the researcher's language, culture, discipline-based knowledge, past experiences (professional and lay), and experiences that follow from these [...] Therefore, there will always be a gap of some kind between the data that are collected and the reality that they are supposed to represent." (Blaikie, 2000, p. 120)

A combination of an inductive and deductive approach is central in this research. On the one hand, an attempt is made to contribute to the theoretical development of policy implementation studies in spatial planning projects. On the other hand, the researcher builds on existing theoretical frameworks.

3.2 Research strategy

Due to the aim of the research and its interpretive nature, in which an attempt is made to obtain in-depth results, it was decided to use a qualitative approach for the study. Qualitative research differs from quantitative research since it does not focus on numerical insight into a large number of complex interrelated variables, but rather on an analysis of underlying thoughts, opinions, and behavior (Hubert and De Vries, 1995). For this research, a qualitative strategy offers the opportunity to describe the characteristics of policy entrepreneurship in local planning projects, and also to identify the perceptions, interpretations, and recommendations of the respondents.

Because this research conducts a qualitative interpretive research, a case study has been chosen in this study. In a case study, data is collected through the stories of participants that give insight into their opinion and their behavior (Baxter & Jack, 2008). Through these stories, in-depth understanding can be gained of the researched behavior and the meaning that the researched participants attach to their actions. In a case study, a certain social phenomenon with one or a few research units is studied relatively intensively and described and analyzed in a reducing manner (Pligte and De Vries, 1995).

The aim of this research strategy is not so much to provide a causal explanation as to generalize from there to other cases, but rather to map the uniqueness of a case to interpret the problem (Verschuren and Doorewaard, 2004). According to Metselaar (2000), a case study would "provide insight

into a complicated social phenomenon, while retaining both an overview of the whole and insight into the individual characteristics."(Metselaar, 2000).

There are several variants of a case study (Verschuren & Doorewaard, 2004). For example, a distinction can be made between a single case study and a comparative case study. Since four spatial planning projects were studied in this research, this can be considered as a comparative case study. Section 3.3 explains the case-selection and the choice for a comparative case study.

By conducting a comparative case study it is possible to compare and test results across cases (Baxter & Jack, 2008). The possibility to compare results can help to substantiate the found results and improve their generalizability. Therefore, founding the results upon multiple cases can help to build on a stronger theory (Gustafsson, 2017).

A disadvantage of the case study, however, is that external validity comes under pressure. This external validity is an important point in conducting research that concerns the extent to which the results are generalized, generalized, to the entire population. The higher the validity, the better the quality of the research (Vennix, 2011).

The interviews were recorded and transcribed in ATLAS.ti, a computer program for processing qualitative data. Transcribing interviews makes it possible for researchers to imitate or repeat the steps of the research. By showing all steps of the research, the reliability of the research is increased (Vennix, 2011).

3.3 Case-selection

In this study, four spatial planning projects that were executed in Nijmegen, the Netherlands, were analyzed. Nijmegen is a city and a municipality in the east of the Netherlands. It counts 176,731 inhabitants and is therefore the biggest city of the province of Gelderland, and the tenth biggest city of the Netherlands. All of the included projects involve the building or renovation of residential areas, and are named 'Grote Boel', 'Stelt Noord', 'Kolpingbuurt', and 'Malvert'. As the map in figure shows, the projects were located at various locations in Nijmegen.

As described in 3.2, a multiple case study is more generalizable to a single case study. From the point of view of the overall Space2Move research (see Annex I) and the relatively short time span for the research, a multiple case study was chosen in the municipality of Nijmegen.

'Grote Boel' is part of the urban expansion in the North of the city, called 'Waalsprong', and therefore includes new build houses. This residential area has a bit of a rural character as it has low density housing. Eventually, a total of 850 residences will be built here. The project 'Stelt Noord' is also part of the 'Waalsprong', in the north of the city. It is located next to a care facility, which makes it suitable for elderly residents. This area is therefore focused on life cycle proof homes for elderly.

'Malvert', on the other hand, is an older neighborhood and part of a city district in the South-West of Nijmegen, and was built in 1965. In 2017 it had 2,380 inhabitants. In order to renovate the area, 120 houses were refurbished. Lastly, the 'Kolpingbuurt', a working-class neighborhood, is completely renovated between 2018 and 2019. In total 242 houses were renovated or rebuilt in order to increase home convenience, energy-efficiency and to offer a broader range of housing types. All of the projects are in the last phase of building or already completed.

space, housing, mobility, or playing and movement	
Project leader	3
Quality management green space	1
Urban planner	4

Table 1 - Amount of respondents per project and job position (Author's work, 2020)

3.4 Data collection

Several techniques of data collection were used in this research. Data collection must meet several scientific criteria. These criteria relate to practical matters such as efficiency, but also quality criteria such as validity and verifiability. Because in a case study, meaning and interpretations make up a large part of it, it is wise to compile research material from different angles. This triangulates the obtained research data, with which the reliability of the research is increased. The techniques used in this research are: 'document analysis', 'interviews' and 'participatory observation'. Data triangulation increases the validity of the research (Vennix, 2011).

Document analysis: in document analysis, existing and original documents from the research field have been collected for subsequent study. The main documents consulted as a data source in this study are policy notes, minutes of meetings, organizational reports, legal texts, and websites of relevant authorities. A complete overview of the sources used and desk research workmethod is included in Appendix II. The documents served to gain insight into the background of the cases. This includes, for example, the type of project, size, duration, and location.

Interviews: document analysis is limitedly suitable for discovering perceptions (Braster, 2000). In an interview, a person is seen as a source of information that harbors a great deal of diversity. A person can provide information about his or her views or motives, as well as disclose information about people or situations outside the person in question. Interviews can be rigged in several ways. They can be taken orally, in writing, or by telephone and have a 'closed' or 'open' structure (Segers, 1999). Because this research focuses on a nuanced and personal view, oral and semi-structured interviews were used in which some statements were cited to help the respondents get started. These In-depth interviews were useful when seeking to understand individual behavior and motivations because they can provide detailed insight into individual experiences and perceptions (Verschuren & Doorewaard, 2004). Interviewing requires good preparation because the interviewer must be able to continue to question important aspects of the presented story. An interview guide is drawn up before the interview and has been continuously under construction during the development of the interviews. Respondents received information about the interview guide on beforehand of the interviews.

The benefit of not fully structuring the interviews in this research is that partly structure is provided whilst keeping an open perspective towards topics that were not anticipated but raised by the participants (Charmaz & Belgrave, 2007). This is of special value because this stimulates the researcher to adapt to what the research participant brings up, rather than focussing on a framework (Charmaz & Belgrave, 2007).

Participatory observations: during the research, it was not possible to have physical participant observations take place because of the Covid-19 crisis. Instead, attention was paid to non-verbal communication which was visible during the online interviews.

This research has combined an inductive and deductive working method. Inductive research implies that certain factors emerge from empirics, can be generalized, and are thus theory-building. This can be regarded as a bottom-up method, working towards a theory. A deductive method can be seen as a top-down method, in which factors have emerged from the theory, in which predictions are made and then empirical evidence shows whether this is correct (Verschuren and Doorewaard, 2015).

In this research, a straight line cannot be drawn between the use of an inductive and deductive mode. As shown in section 1.5, there is a missing part in the theory with regard to the characteristics of policy entrepreneurs in relation with the degree of influence of institutional factors during policy implementation. For this purpose, criteria have been drawn up based on the existing literature, which has proved to be relevant for characteristics on policy entrepreneurship and institutional factors. In addition, inductive research has been carried out into factors that occur in practice and which can ultimately be generalized and in this way are an addition to the (current) theory.

3.5 Data analysis

Several steps were made during the process of the data analysis. These steps existed of recording the interviews, transcribing, the coding process (with a co-coder and the constant comparative analysis) and finally; analyzing the data with the help of code co-occurrence tables. The data analysis happened through an iterative process of continuous assessment and reflection on the resulting data. This took place in collaboration with colleagues from AMPHI, whereby the iterative process took place in coordination with a fellow intern and the supervisor of the research.

Recording: All interviews were recorded and transcribed with the consent of the participants. The recording took place via a manual recorder, after which the recordings were transferred to an audio file on the computer.

Transcribing: Due to the size of the empirical part of the research, the transcription process was carried out by an external party on behalf of the research institute AMPHI. The transcripts are then used for the next step in the data analysis; the coding process.

Coding process: ATLAS.ti 8 was used for the data analysis; a computer program for processing qualitative data. All interviews were coded in ATLAS.ti 8. This means that the interviews are provided with codes, whereby categories were created. These categories have been drawn up on the basis of the most important terms from the theoretical framework in combination with fellow researchers of this research. Simply put, the scrambling of the data means that fragments are distinguished in the transcripts (Vennix, 2011). Then the fragments that belong together are searched based on interpretation. That category of associated fragments is given a name; a code. Coding is the most important tool for the analysis of this study. When coding, themes or categories in the research data are distinguished and identified with a code.

Co-coding process: The coding process took place in collaboration with a co-coder, in this way a well-developed coding system has been created, the process of coding in reconciliation is considered as 'inter-coding reliability'. Collaboration between team members promotes the exchange of alternative interpretations, which contributes to the validity of the results of the study (Vennix, 2011).

Constant comparative analysis: Since this research has an inductive and deductive approach, the coding-process firstly had an inductive working-method, whereby new general categories were created and afterwards in a deductive working-method, in which existing concepts from the theory were tested. The conceptual framework as presented in section 2.7 was taken as a starting point in the coding process and line by line coding and focused coding were used as inductive coding methods to specify

and adapt codes whenever appropriate. A framework of codes (Annex VIII) has been drawn up whereby codes originate in the theory and are subsequently named in the interviews.

This alternation between inductive and deductive data analysis helped to create a coherent theory whilst remaining open for new insights that emerged from the data. This working method can be seen as a constant comparative analysis method (CCA). CCA is an iterative process of reducing the data throughout constant re-coding (Glaser & Strauss, 1967). The data is continuously compared to other data during the process of coding. This process begins with open coding to develop categories from the first round of data and allows possible core categories to emerge (Fram, 2013). A purely inductive method would have likely resulted in confusing codes and untrustworthy results, while a purely deductive method risked the exclusion of important codes and would not have done justice to the complexity of the data and reality. In this way, through an iterative process of continuous reflection, a complete system of codes was created using a combination of theoretically based codes and new, more specific codes that emerged from the data.

First, a couple of interviews were coded using open, line by line, coding. By using open coding instead of starting the analysis with the codes that were based on the theory the data analysis started with a more open mind. In this way, after open coding some interviews, the theoretical codes could be compared to the open code. This made it possible to check the suitability of the framework for the data and make adjustments where necessary.

Second, categories were developed with the use of grouped codes. Again, this took place in collaboration with the co-researchers and continuous reflection on the theory and recurring themes in the data. In this way, many codes were found to be a sub-code of a bigger category and relations between the codes and concepts were analyzed. Through this reflection, codes were categorized and their content connected (Annex VIII).

Code co-occurrence: The analysis after coding and interpretation of the data took place with the help of code co-occurrence tables in ATLAS.ti. This makes it easy to find and analyze coincident codes and the accompanying text fragments and also provides a partly quantitative view.. The code co-occurrence table shows how often two codes occur together (Armborst, 2017). The codes can completely overlap each other in the same quotation, but also partially overlap at the beginning or end of a quotation or overlap because one quotation falls entirely within or around the other. Code co-occurrence purely looks at the number of quotations for a certain code combination (based on the options mentioned), regardless of the document in which this combination occurs. By means of the code co-occurrence tables in this study, insight was obtained which codes were often mentioned together and therefore had a relationship, high co-occurrence numbers meant strong relationships between codes. The code co-occurrence tables can be found in the results sections, as this is a supporting quantitative impetus to supplement the quotes.

In total, 85 codes were used in the analysis in Atlas.Ti. Not all of these codes were relevant to this particular study, as the interviews are also coded for other and future analyzes, as mentioned in section 1.5. In the results section the following codes will be discussed, these codes were chosen because they are relevant and contribute to the aim of the study.

Used codes in the results-section
Competences of the respondent
Complementarity in the project teams
Current policy
Forms of decision-making
General recommendations
Hierarchies
Implementation (successes or failures)

Integral forms of cooperation
Interest in the work field of the respondent
Need to implement/change
Personal dedication
Personal goals in the projects
Process barriers
Process promoting factors
Project goals
Results in the projects
Results of health in urban space in the projects
Strategy
Support inside the project teams
Tactics of implementing health
To be (or not to be) executable
Understanding each other in the project teams

Table 2 – Codes for results-analysis (Author's work, 2020)

4. Results

In the previous chapters, the theoretical background for this research and the research design and analysis were detailed. Together, these provide the foundation of this research that aims to gain an understanding which personal characteristics underly policy entrepreneurship and how these are related to external factors.

This chapter starts in 4.1 with some general information and general goals and results of the four spatial planning projects examined. Section 4.2 focuses on promoting personal characteristics of policy entrepreneurship, 4.3 shows the institutional factors in the policy implementation process and how they can act as a process barrier or process facilitator. 4.4 discusses the applied policy implementation strategies.

4.1 General results

4.1.1 Goals of the researched case studies

Four urban planning projects in Nijmegen were analyzed. the main goal of each project was to revitalize a residential area, or to realize new residential areas. Table 3 gives a summary of the secondary project goals, and whether the project was directed by the municipality or an external housing corporation. Table 3 shows goals that have called for a new approach or way of thinking from policy makers. Compared to 20 years ago, these were not the most obvious goals of spatial planning projects.

Project	Secondary project goal	Project leader
Grote Boel	Attracting citizens to new area of the city; creating a low density neighborhood, with unique character; creating a favorable bike environment	Municipality
Stelt Noord	Attracting citizens to new area of the city; creating a low density neighborhood, with unique character	Municipality
Kolping	Creating more space; improving public space, while maintaining existing culture; involvement of current residents	External housing corporation
Malvert	Improving social housing; improving public space	Municipality

Table 3 – secondary project goals (Author's work, 2020)

The secondary goals of projects 'Grote Boel' and 'Stelt Noord' were focused on creating spacious living environments. Respondents mentioned that they wanted to create green urban living environments. These living environments should have possibilities to have walks within the area, and opportunities to meet other people and for kids to play. Furthermore, multiple housing types were built to create suitable housing opportunities for different target groups. In addition, 'Grote Boel' was focused on stimulating active transport:

R3: *"We created a structure with courtyards, which allows for social control, but also for people to go for a walk and meet others outside."*

The secondary goals of 'Kolping' and 'Malvert' mostly regarded improving the public space. The main health related topics incorporated in 'Kolping' included the ability to have physical activity outside. Specifically, attention was paid to playgrounds that can be watched from inside the houses, so children can visit them on their own. Furthermore, the provision of a safe crossroad, enables residents to visit the adjacent parc more easily.

A health related topic was noise nuisance, as 'Kolping' is located next to the train tracks. This was addressed with the strategic relocation of houses.

Furthermore, a lot of attention was paid to social cohesion within the neighborhood. One of the results of this focus was the creation of multiple squares within the neighborhood. Each of the squares was designed as a meeting point with its own theme and target group.

Lastly, resident participation played an important role within this project. A special residential commission was involved in redesigning the area:

R17: "It's a fairly close-knit community. A group of residents was serving as a sounding board for the entire project development. Throughout the process, wishes for the living environment were discussed with this group, so they were able to think along with the architect and urban planner."



Figure 7 – The structure of the Kolpingbuurt in its original form (source: indekolpingbuurt.nl)

Within ‘Malvert’ the improvement of the public space was mainly focused on creating more greenery, and improving accessibility. Participation by residents was not part of this project, as the area was inhabited by temporary residents at the time. The main health concern respondents mentioned about this area, regarded the housing supply that mostly consisted of so-called maisonette houses. These houses are relatively big and cheap, which mainly attracts residents with a low socio-economic status.

Furthermore, this housing type is not suitable for elderly. In order to provide suitable housing for elderly, homes for assisted living were built.

All projects had in common that health was not explicitly discussed, but elements of a healthy living environment were included by improving the public spaces:

R3: “Little attention was paid to this [healthy living environment] at the start. (...) We first had to convince people to move from the existing city across the Waal, because many saw the bridge as a kind of barrier.”

4.1.2 Argumentation in-depth results

This section explains the code co-occurrence tables displayed in the results sections. Before zooming in at the code co-occurrence tables in the results section, table 4 shows the complete table with the analyzed codes. Section 3.5 has shown the used codes for the code co-occurrence analysis.

For clarification; this does not rule out other codes in the results section, however, this table does provide insight into high and low amounts of the simultaneous occurrence of certain codes. In this case, the empty boxes do not mean that there is no question of code co-occurrence, but they have not been taken into account in the analysis, as they do not directly relate to the issue in this study. Parts of the table will be highlighted per section, to support the quotes and explanation thereof.

An important point of attention in this complete table is the interpretation of the code co-occurrence figures. In table 4, a ‘10’ is the highest amount of code co-occurrence; this can be considered in this study as a strong relationship between two examined codes. The lower the code co-occurrence number between codes (such as 1), the less strong the relationship between the codes was considered.

Amount of co-occurrence ↴	Recommendations	Implementation	Cooperation	Interest	Process barriers	Process promoting	Projectgoals	Results project	Results health
Competences of the respondent		10							
Complementarity in the projectteams			6					2	
Current policy					6	2			
Forms of decisionmaking					4	7			
General recommendations									
Hierarchics					4	5			
Need to implement/change					3	9			
Personal dedication	4			6		4			
Personal goals in the projects				4				3	
Strategy		4				10	4	4	
Support inside the projectteams	5					2		5	
Tactics of implementing health		4				2	1		2
To be (or not to be) executable					9	4			
Understanding eachother in the projectteams						10			

Table 4 –code co-occurrence table of the topics discussed in the results (Author’s work based on Atlas.ti analysis, 2020)

4.2 Promoting personal characteristics of policy entrepreneurship

The conceptual model, as shown in section 2.7, was used as a starting point for the analysis and was found to be of great service especially for understanding the relations between found codes and themes. This chapter presents the main findings using the conceptual model as a framework. The theoretical framework describes the characteristics for policy entrepreneurship and how these relate to external institutional factors during the process of policy implementation.

Throughout the following sections of this chapter, quotations are used as a way to support and illustrate the presented results. All interviews were conducted in Dutch. Therefore, the quotes that were used as exemplification in this chapter were translated into English. In some cases, to enhance readability, quotes were shortened, indicated by: (...). Also, co-occurrence tables have been used to provide insight into the relationships and effects of the found results.

Section 4.2 answers the sub-question:

1. Which characteristics at individual- and team level shape policy entrepreneurship within spatial planning projects?

4.2.1. Competences on an individual level that contribute to policy entrepreneurship

When exploring the role of individual characteristics that contribute to policy entrepreneurship, the respondents mentioned this in their own way and sometimes in different words. To keep this clear, the analysis opted for the overarching theme of ‘promoting competences’, which was then summarized by the researcher in 5 core competences.

Co-occurrence ↘	Successful policy implementation
Promoting competences of the individuals	10

Table 5 – code co-occurrence table of promoting competences regarding successful policy implementation (Author’s work, 2020)

As shown in section 4.1, a code co-occurrence of 10 in this research concerns a high relationship between the two relevant codes. Based on the following quotes, an in-depth insight will be provided.

In short, the next 5 competences promote the role of entrepreneurial individuals: Based on the quotes, these competences will be emphasized in bold words.

- Decisive
- Steadfast
- Creative
- Accessible
- Uninhibited

A policy entrepreneur is busy emphasizing and substantiating why a new policy field or topic in an existing policy field should be implemented. These ideas were regularly run counter to existing working methods, ideas, or views. A certain degree of **decisiveness**, being **steadfast** and **uninhibited** is often reflected in this during the research. For example, R17, with a developer role, says:

*“In this position, it is important to be able to **listen carefully** and to have all the interests listed, and then to consider: what do we as a municipality participate in and what do we not participate in? (...) in terms of competences, I think the most important thing is simply to **keep an overview** of those interests, but also keep in eye of what you **want to reach** in the project by yourself and **dare to choose** for what is necessary to reach those goals.”*

The above quote shows that being approachable, keeping an overview and at the same time, dare to make choices, are competences that help this respondent with the implementation of certain themes or components within his policy field. Furthermore, he describes that in the position he is in, these competences actually fit this role and are also required of him.

Another developer (R9) indicates similar competences (listening, creating ideas and connecting them, goal-oriented, and daring to make choices):

*"I think I should be able to **listen carefully**, that I should be able to **connect things**. This applies both internally and with external parties. Sometimes you also have to be **firm** (..) so you always have to be alert to what kind of choices are there and what you can achieve. But sometimes you also have to be able to admit something, so you also have to-- Yes, you have to **make trade-offs and explain them**"*

A project leader (R4) indicates that making decisions and sometimes make big choices plays an important role in innovation and implementation:

*"The **choice** I had to make was immediately about a million euros, but still, I had no doubts, I thought the neighborhood must make a good neighborhood. So those are some core values. I think if you do something like that you should do it right and certainly because the assignment was a perspective of at least 25 years. Then you also have to **dare to make big choices**."*

Various respondents also indicate being approachable in the form of being open-minded helps them to fulfill their entrepreneurial role. By being approachable and open-minded, people start thinking out of the set frameworks or their quarters and are more open to policy implementation and innovation.

R15: *"Current policy themes and implementing new ideas and new themes should be **discussed across different levels**. Because I mean by "green" we don't all agree on "green". But, it is just about understanding what others mean. Yes, that kind of consultation is very important. Thereby it is important to have some kind of **open-mindedness**. (..) Wanting to see the overarching importance. And, being able to **step outside** your theme. "*

In conclusion, the respondents all had their own way of representing the promoting competences in their opinion. However, there appeared to be a common thread, whereby, as mentioned, a distinction can be made between five competencies that are summarized in five key words:

- Decisive
- Steadfast
- Creative
- Accessible
- Uninhibited

The common feature of these competences, is that these are qualities that people naturally possess.

4.2.2 The presence of complementarity in the project team

When analyzing the results, the researcher was looking for influencing factors that underlie inter-organizational communication and the enforcement of activities. Based on this research, this can be summarized as ‘the complementary of a team and the insight of the team itself on this’.

Often the respondents mentioned complementarity and team composition as a facilitating factor for mutual communication and goal achievement. As shown in the table below, complementarity is considered as a general recommendation. Steering on complementarity and attention in the team composition is considered as a missing factor due to the respondents. A balance between knowledge/skills and characteristics that fits within the team composition is important in this.

Co-occurrence ↘	Recommendations for policy implementation
Complementarity of the project team	6

Table 6 – code co-occurrence table of complementarity in the project team regarding recommendations for policy implementation (Author’s work, 2020)

Table 6 shows that there is in terms of strong relations between the codes ‘complementarity in the project team’ and ‘recommendations for policy implementation’ is medium strong in this research. This means that this is not the most driving factor of policy implementation, but that complementarity should certainly not be underexposed to achieve policy implementation.

An example of missing attention in terms of complementarity is explained by the respondents below. Respondent R13 mentions that being complementary is a bit of a forbidden subject inside the municipality, she indicates that this can sometimes be pursued a bit more businesslike:

R13: *“I feel that this (a complementary team) is a bit sensitive within the municipality because it is said: “Every project leader should simply be able to do everything. So, we assign you a project manager and you have to do it with that. ” While you know, “Okay. If I get that project leader, it would be a lot better - let's say - than if I got that project leader. ” So no, I think we should just have much fairer conversations about that. We did work with insights for a while, so what colors are you? Red, green, yellow, or blue? Your team should also consist of all those colors of people and that we dare to say: “I need a blue person and that is Mister X, that is colleague X, so I want to have colleague X. ” So, that you know for sure: is the right man actually in the right place or the right woman? That we are too neat or too sweet there - say - or just do not feel like conflicts, but in that respect, I think... you notice that we are not a company. Because, companies simply say: “We have to make a profit, so the best person has to be on it. It is not that difficult, say. ” I think we should just dare to be more businesslike with each other.”*

R11 agrees with the opinion of R13, R11 indicates that despite people know each other one on one, the dynamics are different in every team composition and an understanding of this can promote integral cooperation and the achievement of formulated goals:

“Incidentally, it is interesting to see how you manage to get energy into the project. These are things that I - perhaps because I have quite a lot of energy myself - I also like to be able to contribute that within the projects. Well, that means being alert and good anyway. Now I have different project teams, but also quite a lot of people with whom I have worked before. So, then there is something of trust and expectations towards each other. It is not a new person every time, but every dynamic in every team can be different.”

Complementarity is also mentioned as a stimulating factor for integral cooperation and integral goal achievement, as shown in table 7. R12, by example, mentions that with respect and knowledge for each other in an organization, it strengthens up the project team.

Co-occurrence ∇	Integral cooperation in the project team
Complementarity of the project team	6

Table 7 – code co-occurrence table of complementarity in the project team regarding integral cooperation in the project team (Author's work, 2020)

Another example concerns the presence of correct team composition to promote the results of policy implementation in project teams. The respondent below (R7) substantiates this by naming the benefits of a complementary working team in a project:

"You have to see who is best suited for the process. Who is best for operating in the lead? Then you are going to take a look at the right team composition and then look more emphatically at those colors, just very simple, at that employee's background to ensure—Sometimes this happens and then you see immediately enormous benefits.. Then you also see how efficiently people work and that things are awarded to each other and that there is trust. And of course, in a group, sometimes project members are not fitting in so well. That stops the rest. Ideally, that should be the case, but in practice, it is unruly, because then it will fail. "

In conclusion, the respondents agree that attention to complementarity promotes achieving goals and offering a place where one can express one's qualities and the project members are aware of each other's qualities. When a project member has promoting characteristics of policy entrepreneurship, these can be better expressed when the team is aware of who possesses these characteristics. To delve deeper into the theme of competences and complementarity and what this brings about, the sections 4.2.3 and 4.2.4 zoomed in at personal features and support and understanding.

4.2.3 Personal features: personal goals and personal dedication promoting policy entrepreneurship

During the research, it became clear that the respondents have personal goals that correspond to the pursuit of the innovation of a (new) theme. Personal goals can be interpreted twofold: goals on a personal level in the form of personal development and goals on a business level in the form of pursuing certain goals within the big picture of a project. The last variant is discussed in this case.

Next to the presence of personal goals, personal dedication turned out to be a promoting factor for policy entrepreneurship in the spatial planning project as well. These were examined through personal observation of non-verbal communication.

Both the presence of personal goals and personal dedication, are not belonging to the promoting competences for policy entrepreneurship, as 'personal goals' or 'personal dedication' is not a character trait or strategy. It is an individual characteristic, which partly has to do with a natural drive, but also partly to do with a certain degree of coincidence. These two properties are referred to in this research as personal features, they can be reinforced by the presence of the promoting competences for policy entrepreneurship.

Co-occurrence ∇	Work goals (interest) in the spatial planning projects
Personal goals in the spatial planning projects	6

Table 8 – code co-occurrence table of personal goals in the spatial planning projects regarding work goals (interest) in the spatial planning projects (Author's work, 2020)

Table 8 shows that the respondents who pursue personal goals or ideas within the projects have a clear vision and definition of the subject in question. R8 mentions by example that he has his personal goals clear at the beginning of the project so that he can pursue it. As seen in the code co-occurrence table in this paragraph, the importance of "the role and purpose of a person on a business level" and the

personal purpose and commitment are mentioned six times together in a quote. In addition to business interests, the respondents also include personal goals in the projects.

R10, with the position of district manager, considers it important to deal with the future and data in her role. She notices that it is not always possible to underline the need for this, but continues to maintain this passionately.

Co-occurrence ∇	Successful policy implementation
Personal goals in the spatial planning projects	3
Work goals in the spatial planning projects	6

Table 9 – code co-occurrence table of personal goals and work goals in the spatial planning projects regarding successful policy implementation (Author's work, 2020)

Table 9 shows that the amount of personal goals matching with successful implementation is quite low. This can be explained by the idea that not every function appears to be suitable for the pursuit of policy implementation. R1 often indicates that he comes up with an idea and then chases it. However, it also proves to be difficult in some positions when a large goal is attached to the position, and that some new (good) ideas are difficult to implement while chasing the large goals in a project:

"Well, I can imagine that there are other disciplines, if you look at, for example, project development, the objectives from the position when it comes to financial results, that they are more under pressure. Which can conflict at the moment that you would also like to achieve certain quality goals based on your conviction. Well, they are of course also part of what is expected from the position, but I can imagine that in those kinds of areas that will happen sooner."

Through personal observation of non-verbal communication, personal dedication turned out to be a promoting factor for policy entrepreneurship in the spatial planning projects which were involved in this research. The personal dedication factor is difficult to name in concrete examples, it is a feeling that is noticeable when you are talking to a person who is very passionate about a certain subject. It was noteworthy that it often involved long answers on a relatively small subject or detail. The respondents with this form of passion and dedication also began to speak more with their hands, to speak faster, or to smile. As shown in Annex X, these factors can be distinguished in the parts of "non-verbal" communication.

The moments when some form of this non-verbal communication became visible are coded in the analysis as entrepreneurial promoting factors. Table 10 shows that these two factors have been mentioned together ten times, which means that this can be seen as a strong relationship. The explanation for this can be found in the fact that passion in the form of personal dedication is seen as a promoting factor for policy entrepreneurship.

Co-occurrence ∇	General recommendations	Entrepreneurial promoting factors
Personal dedication	4	10

Table 10 – code co-occurrence of personal dedication regarding general recommendations for policy implementation and entrepreneurial promoting factors (Author's work, 2020)

In conclusion, 'personal goals' and 'personal dedication' are individual characteristics, which partly has to do with a natural drive, but also partly to do with a certain degree of coincidence. Personal goals have an extra strong influence on policy entrepreneurship, when these personal goals correspond with goals during the project. Personal goals and personal dedication are referred to in this research as personal

features, they can be reinforced by the presence of the promoting competences for policy entrepreneurship.

4.2.4 Support and understanding in project teams; promoting factors for policy entrepreneurship

Section 4.2.2 shows that complementarity is considered an important factor for policy entrepreneurship within a team. But what is the deeper meaning behind complementarity and what does this deeper meaning mean?

This section zooms in on this question and can be answered with the presence of 2 factors described through **support** and **understanding** inside the project team.

Support refers to the support within the project team, as well as outside the project team, for example in the environment. Support on the implementation of a new theme, support on the vision of a project member. The support on which can therefore differ. Table 11 shows that support is mentioned as a recurring recommendation, but has also led to results being achieved.

Co-occurrence ∇	General recommendations	Promoting entrepreneurial factors	Results of implemented ideas/themes
Support inside the team for bringing up new themes/ideas.	5	2	5

Table 11 – code co-occurrence of support inside the team for bringing up new themes/ideas regarding general recommendations for policy implementation, entrepreneurial promoting factors and results of implemented ideas/themes (Author's work, 2020)

Understanding refers to understanding the purpose or necessity of change/implementation into the spatial planning project. Table 12 shows that there is a strong relationship between the codes of understanding, which is frequently cited as a promoting entrepreneurial factor.

Co-occurrence ∇	Promoting entrepreneurial factor
Understanding in the project team for change/implementation	10

Table 12 – code co-occurrence of understanding regarding promoting entrepreneurial factor (Author's work, 2020)

R18 gives an example of how she creates understanding within the team to implement and roll out her policy (change) in the project. She uses her competences (communicative, steadfast) to achieve this, this is supported because the team knows what her role was during the project:

R18: *"It is important during the project to articulate why you make some choices. Also, come with examples from other projects and work together well and give good input. And, also try... That's it, I think, sometimes, that you try to translate sometimes into more concrete details to implement it."*

Finally, another respondent (R5) says that by presenting benefits to other colleagues, (s)he quickly fosters understanding for the implementation of certain elements within his policy field:

"So I already mentioned the health side, I stimulated active mobility from that side, but you see that this also lands more and more with urban planners because in this way you create more attractive neighborhoods, where people feel safer and are therefore embraced purely from a broad spatial quality."

In conclusion, support and understanding are derived factors when a team is complementary and people are aware of each other's skills, knowledge and role within the project. Due to the presence of support and understanding, there is good communication and the ability to achieve goals of the entrepreneurial people in the project team.

4.2.5 Sub conclusion – personal characteristics of policy entrepreneurship

In conclusion, on the basis of the above six paragraphs, an answer can be given to the sub-question: *Which personal characteristics shape policy entrepreneurship within spatial planning projects?*

On an individual level, organizational characteristics in this case mean the presence of the competencies that influence the behavior of policy entrepreneurs. These can be concluded in the following 5 competences:

- Decisive
- Steadfast
- Creative
- Accessible
- Uninhibited

These competences are qualities that are partly present or not naturally present and which can partly be formed during a career. The power and strength of policy entrepreneurship is enhanced when policymakers can put personal goals and dedication into the project.

However, policy entrepreneurs do not operate alone. Spatial planning projects take place in a team. There must be support for the policy entrepreneur within the project team or it can be an entrepreneurial team in itself. It has been found that complementarity for policy implementation is important in this case.

Complementarity means that different competences and characteristics of project members are present in a team and that they complement each other to achieve the goal. An important footnote here is that it is important that the team is aware of each other's qualities and pitfalls and knows who has such an entrepreneurial role.

This complementarity contributes to support and understanding within the team and in particular why a certain change or implementation is necessary. Support and understanding generate support for policy entrepreneurship and implementation.

4.3 The influencing institutional factors during the process of policy implementation

Section 4.3 zooms in on the external, institutional factors throughout the policy implementation process. As stated in chapter 2, policy implementation does not take place in a vacuum and in practice there is a contextual setting to which policy entrepreneurs and policy implementation are subject of.

The results of this research show that four factors can be distinguished that influence the process of the possibilities for policy entrepreneurship and policy implementation. This section will answer the sub-question:

- *Which institutional factors influence policy entrepreneurship with regard to policy implementation during the planning process?*

The following four factors will be explored per subsection:

- Feasibility
- Hierarchy
- Current policy
- Necessity

4.3.1 Feasibility

In this research, feasibility refers to the availability of practical matters such as money, personnel capacity and time. Table 13 shows that in the four examined projects, feasibility was more often seen as a process barrier for policy implementation, than as a promoting factor.

Co-occurrence ∇	Process barriers	Process promoting
Feasibility	9	4

Table 13 – Code co-occurrence table of feasibility regarding process barriers and process promoting (Author's work, 2020)

According to this respondent, money plays an important factor in the municipal apparatus of the possibility of implementation:

R16: "You have to distinguish n two things. One is simply the municipal apparatus itself and the municipal apparatus with the external parties in the area development. So developers, investors who start working there. If there are conflicts with parties outside the municipality... that goes... It often goes through an alderman. So then that will be presented to the councilor or the college and the college will then take a position on this. Based on this, negotiations are again conducted with such an external party. When you talk about the municipal organization, you will notice that the person who deals with the money wins."

Ditto for personnel capacity; this can have a positive effect when there is sufficient staff and complementary teams can be formed but can be a hindrance when there is a shortage of staff. While this may concern people who can stimulate a new idea or theme and have the qualities to complete it.

In conclusion, in practice, it turns out that the institutional factor; feasibility, has a stronger relationship as a process barrier than as a process promoter. This can be explained by the absence of sufficient personnel, sufficient money and time to actually work on the process of policy implementation and innovation.

4.3.2 Hierarchy

Hierarchy can work out as a process promoting effect when a project leader or councilor stimulates the new idea or endorses the necessity. However, a hierarchy can also hinder implementation processes when decisions are made that ignore the new idea or topic.

Co-occurrence ∇	Process barrier	Process promoting
Hierarchy	5	6

Table 14 – code co-occurrence table of hierarchy regarding process barrier and process promoting (Author's work, 2020)

Respondent R18 gives an example of when hierarchy can act as a process barrier in a project that has been completed:

"There are regular discussions and it has sometimes been played up to the management level of: "Yes, how is it possible that this decision was made at once?" So, there have been discussions about this, it has not always - in the past - went smoothly. So, you were also sometimes confronted with: "Oh, we agreed on that very differently in a project team."

The following respondent (R12) also indicated that she had the feeling that she had to follow the aldermen, but at the same time she said that the civil servants could sometimes have more courage to express their opinion and ideas and stick to them:

"Yes, well, first of all at the highest management level. You also need directors who want to think ahead for so long. Because civil servants are always running after the issues of the day. If the counselor wants something, we can object, but he also has to make choices. The alderman can score for the next four years. This also requires us, officials, to always remain critical and always keep in mind the long term. These councilors change every four years, but we generally stay. I have also been with district management for ten years. So, we have much more insight into this. Maybe we could have a little more guts."

In conclusion, in practice, the institutional factor hierarchy has an equivalent effect as process promoting, as a process barrier. People with power can accelerate implementation or provide the right resources to policy entrepreneurs, but at the same time unnecessarily deflect ideas or offer the right resources. The respondents thought it was a sensitive topic and sometimes some frustration was felt about this.

4.3.3 Current policy

Co-occurrence ∇	Process barriers	Process promoting
Current policy	6	2

Table 15 – code co-occurrence table of current policy regarding process barriers and process promoting (Author's work, 2020)

Table 15 indicates that existing policy is perceived more as a process barrier than a process-promoting factor by respondents. Existing policy refers to the political preference within the municipal apparatus (left or right), but also existing (local) regulations and legislation. The policy is perceived as a barrier because of the often exclusion of out-of-the-box ideas that are not suitable or possible. The policy is beneficial if it links up with new ideas:

R18: "A coalition agreement also plays a part, aldermen became more committed to green choices, by example in sustainable neighborhoods The municipality of Nijmegen is giving the bicycle a priority in residential areas."

In conclusion, in practice, current policy often appears to act as a process barrier on the process of policy implementation. National policy in particular makes changes and innovations difficult. If it is possible, legally speaking, it is often a long and slow process. On the other hand, local political policy, such as the green municipality of Nijmegen, can promote new ideas and facilitate initiatives.

4.3.4 Urgency

Urgency refers to the urgency of the introduction/execution of a theme or task, for example. The interviews showed that necessity often emerges and becomes tangible at the moment of a crisis and that this stimulates the process of, in this case, a new element within the policy field of the project. A crisis can manifest itself in various forms; a financial crisis, a political crisis, or a pandemic for example. One respondent (R5) gives an example of how residents in a neighborhood are suddenly more aware of their living environment during the corona crisis:

“A crisis can also hinder or promote. Suddenly, due to a pandemic like the corona crisis, there may be more time to think about a particular topic. However, due to a financial crisis, less money may be available to pursue new themes and ideas at the policy level. “

Another respondent (R18) indicates that a financial crisis sometimes removes the pressure and haste in a project and this offers opportunities and possibilities, so according to him a crisis can promote process:

“When it is a crisis, you see that much more is possible again sometimes. Some plans are on hold and more times to review and rethink new developments plans. When development is at its peak, things are just being developed, without ever having been able to advise and give another view at the development area.

Co-occurrence ∇	Process barriers	Process promoting
Urgency	3	9

Table 16 – code co-occurrence table of urgency regarding process barriers and process promoting (Author’s work, 2020)

In conclusion, in practice, urgency appears to be an important process promoting factor in the process of policy implementation. In particular, the factor of time and a new look at certain current ideas have a positive effect on the process of policy implementation, as shown in table 16. Urgency was often mentioned in the form of a (sudden change) or a crisis.

4.3.5 Sub conclusion – external institutional factors during the process of policy implementation

In conclusion, an answer can be given to the sub-question:

Which institutional factors influence policy entrepreneurship with regard to policy implementation during the planning process?

The following four factors are considered the most influential in this research:

- Feasibility
- Hierarchy
- Current policy
- Necessity

These four factors are considered as process barriers or process facilitators in the process and the influence of policy entrepreneurs and implementation. A process barrier can be seen as opposing or delaying. A process facilitator can be seen as motivating or accelerating. All of these four factors can work in either direction. These external institutional factors are beyond the control of the policy entrepreneurs as individuals or the entrepreneurial teams with the ambition to implement. These external factors are continuously subject to change and degree of influence during the process of policy implementation.

4.4 Successful implementation strategies

4.4.1 The use of effective strategies catalyzes the policy implementation process

Based on the theoretical framework, five strategies have been drawn up that have frequently been seen in the literature. These five strategies concern:

- Development of new ideas
- Build coalitions and sell new ideas
- Recognize and exploit windows of opportunity
- Recognize, exploit, create and/or manipulate the multiple venous in modern society
- Orchestrate and manage networks

Based on the empirical part of the research, it was examined whether these strategies are applied in practice, or whether other strategies could be added to the list. This section focusses on the next sub-question:

- What kind of strategies are applied by respondents for the purpose of policy implementation and what lessons can be learned out of that?

Based on the results it can be concluded that the use of strategies was useful during the planning projects and has led to successful implementation. Moreover, the use of strategies has a strong relation with the code of promoting implementation factor. Table 17 shows that the application of a strategy can lead to actual implementation and is also referred as a promoting implementation factor.

Co-occurrence ↘	Successful implementation	Promoting implementation factor	Reaching project goals	General results	Health results
Applied strategy in general	4	10	4	4	
Applied health strategy	4	2	1		2

Table 17 – code co-occurrence of applied strategies (Author's work, 2020)

Many strategies and tactics have been mentioned by the respondents, Annex XI shows the full list of these strategies. The respondent below (R15) states that drawing up a toolbox for residential areas himself, this contributed to the implementation process:

"The toolbox was adopted by the Commission last February (...) so we have also worked extensively with urban planners and landscape architects, it is a story that is not only for me, or my green colleague, but it is a supported story of several people and even of the development company itself because they have given up for it themselves."

Respondent (R2) indicates that citizen participation is a strategy to catalyze the implementation-process:

“And if you want it radically different, that is a very long way to get it done. So it took us about 30 years to make new-build houses energy-neutral. (..) While nobody knew exactly how to do it. We now have something similar to the sustainable use of materials, so we are going to build more with wood, for example. And use more reusable materials. It goes together with traditional developments and has started with small steps. And you can see that if you choose a different process, involve the users more closely, that the process went faster.”

Retrieving information and scientific knowledge is used by this respondent (R4) to substantiate new ideas within his team:

“At Pakhuis de Zwijger there are very interesting lectures in Amsterdam about the new phenomenon (such as health) in the cities that keeps us busy. Not only physical and spatial things but also sociologically, so what the social problems are and what is hidden behind them. To substantiate my ideas with my colleagues, I refer to the literature that I have picked up at those lectures.”

In conclusion, in practice, it turns out that every team member has his own way of implementing new ideas or themes. There is a general trend in the application and explanation of example projects, the use of scientific research and the application of frameworks supported by fellow team members.

4.4.2 Sub conclusion – successful implementation strategies

In conclusion, an answer can be given to the sub question:

What kind of implementation-strategies are applied by respondents for the purpose of policy implementation and what lessons can be learned out of that?

As mentioned in section 4.4.1 and in Annex XI, the strategies mentioned by the respondents correspond to the strategies mentioned in the theoretical framework. It should be noted here that the aforementioned strategies are quite abstract in the theoretical framework and that in practice each gives it its own touch. For example, the strategies of: *development of new ideas* and *build coalitions and sell new ideas*, can be understood in practice as coming up with new ideas on the basis of example projects and visiting them in order to create support among colleagues. *Windows of opportunity and recognize multiple venues* can be explored through the modern scientific literature. The five effective implementation-strategies concern the next strategies:

- Development of new ideas
- Build coalitions and sell new ideas
- Recognize and exploit windows of opportunity
- Recognize, exploit, create and/or manipulate the multiple venues in modern society
- Orchestrate and manage networks

The data showed that both the applied strategies in the field of policy implementation in general, and in the field of health in spatial planning are considered successful and that there is a strong relationship between the application of implementation strategies such as a promoting implementation factor. Applying effective strategies thus acts as a catalyst in the policy implementation process.

5. Conclusion

The previous chapter has provided in-depth insights into the found results. This chapter will explicate the main conclusions concerning the research objective. Furthermore, the results will be interpreted in relation to the conceptual model. Afterwards, the research limitations will be discussed, followed by the recommendations. This chapter will answer the main question, which is:

How do the personal characteristics of policy entrepreneurship relate to the institutional factors that influence policy implementation?

A concluding answer can be given to this question, which consists of several parts. The five points below contain the core of the story. In successive paragraphs, a comparison with the literature will be made for each point and an explanation will be given for the differences or similarities between the existing literature and the conducted research:

- 1) If project members of a spatial planning project have the competences of being: *decisive, steadfast, creative, accessible, uninhibited*, this will contribute to more entrepreneurial ideas and options for policy implementation. Project members who possess one or more of these competences strive for personal goals with a high degree of personal dedication.
- 2) At the team level within the project team, complementarity of competences is a stimulating factor to allow space for policy entrepreneurship. When the team is aware of the characteristics and qualities within the team itself, it provides support and understanding inside the team. Goals and possibilities can be formulated more clearly within a complementary team, in that way, possibilities for new ideas can become visible at an early stage.
- 3) The actual effect and possibility to express policy entrepreneurship by individuals and teams, does depend on institutional factors as well: *feasibility, hierarchy, current policy and urgency*.
- 4) These external, institutional factors can be seen as accelerating or slowing down the process of policy entrepreneurship and - implementation. The presence of a policy entrepreneur can achieve a positive feedback loop. If effective strategies are applied, it will accelerate even more.
- 5) Policy entrepreneurs are seen in many functions and forms. It is not a function in itself, which sometimes appears to be in the literature.

5.1 Personal characteristics that stimulate policy entrepreneurship

The results show that the following five competences related to policy entrepreneurship are considered to be conducive to the process of policy change and implementation: *decisive, steadfast, creative, accessible, uninhibited*. These characteristics are beneficial because they contribute to the entrepreneurship of the project members. The meaning as used in this research of a policy entrepreneur; 'advocates for proposals or for the prominence of ideas, who are defining characteristic, much in the case of a business entrepreneur, is their willingness to invest their resources - time, energy, reputation, and sometimes money - in the hope of a future return' (Kingdon, p. 122).

For example, when a project member dares to take decisions, is creative and unconventional, this is reflected in practice in the personal dedication and personal goals that a professional shows during the project. Both, the presence of personal goals and personal dedication, are not belonging to competences, as 'personal goals' or 'personal dedication' is not a character trait or strategy. It is an individual characteristic, which partly has to do with a natural drive, but also partly to do with a certain degree of coincidence. These two properties are referred to in this research as personal features, they can be reinforced by the presence of the promoting competences for policy entrepreneurship.

Project members who have personal goals can hold on to small victories and these goals are often close to the person's standards and core values, which makes it easier to invest their resources. The personal dedication that follows helps to continue during difficult moments and to substantiate the

need for change/implementation. Based on earlier research (see Mintrom, 2019 & Verduijn, 2014) little scientific information was known about the personal characteristics of policy entrepreneurs in planning projects. With this research, an attempt has been made to explore these properties.

5.2 Team factors that stimulate policy entrepreneurship

Project members work together within spatial planning projects, thus, an individual project member cannot (generally) work out and implement a new idea all by him or herself. This is in line with the observation of Mintrom et al. (2014, p 436): “Energetic, creative and well-placed individuals can make direction-setting proposals for policy change. At the same time, they can never progress those proposals without securing support from many other people”. With an understanding of the role of the team as a whole, complementarity turned out to be a driving factor for policy entrepreneurship in a spatial planning projects. Based on this research, it was demonstrated that understanding and support is fostered within the project team with insight into the complementarity of the team. If the team is aware of the characteristics and qualities inside the team itself, it can be anticipated who has and/or is given an entrepreneurial role. This leads to support and understanding inside the project team. Goals and possibilities can be formulated more clearly within a team that is more complementary, though which possibilities for the implementation of new ideas can become visible at an earlier stage.

5.3 Process barriers and process facilitators for policy implementation

Institutional factors of the planning project determine the leeway for policy entrepreneurship to emerge and consequently play a role in the implementation of new themes and ideas. To be precise, four factors determine the possibilities for policy entrepreneurship and implementation:

- 1) Feasibility of new ideas and implementing new themes inside the planning projects.
- 2) The necessity to integrate a new theme or idea within the planning project.
- 3) The hierarchy inside the project team of the planning project itself, as well as the hierarchy inside the municipal administration.
- 4) Current policy, in which options are open/closed to renewal and change.

We will now review these factors one by one.

1) Feasibility can be expressed in terms of money, time, and personnel capacity. When these factors are sufficiently present, this contributes to policy entrepreneurship and policy implementation. For example, money may be needed to realize an idea, time to develop an idea, and people (with knowledge and skills) are needed to structure and shape the idea.

2) Necessity can be distinguished as two forms: expected or sudden. Implementation of a new theme may become necessary when legislation changes (such as with the health theme in the new Environmental Act). But an accelerated process of policy entrepreneurship and implementation may also become necessary through a crisis. The corona crisis suddenly makes it clear how important health is and how important your living environment is. This can suddenly offer the space to give a new theme (such as health) a place within a planning project.

3) Hierarchy influences both the internal and external dynamics of the the project team. Within the team, there are project members with a managerial function who can use their power as a barrier for the policy entrepreneurs in their team. When it comes to large or project-transcending ideas, the municipal administration can also play a role in this. When an idea or theme is not suitable/possible according to a counselor, this can be seen as a process barrier on policy entrepreneurship and implementation. On the other hand, managers (both within and outside the project team) can also play an accelerating role concerning policy entrepreneurship and implementation. When they see the positive effects of implementing a new theme or idea, they can facilitate this process.

4) Current policy can offer opportunities and a wider scope for the implementation of a new idea. For example, visions have been drawn up in a fairly broad and abstract manner, which offers scope

for the implementation of the policy. However, standards (such as parking standards), expressed in quantitative measures, can act as a barrier when there is a need for change or implementation.

These external, institutional factors can be seen as accelerating or slowing down the process of policy entrepreneurship and - implementation. In other words, despite the presence of the right personal characteristics and the right team composition for policy entrepreneurs, the effect and the possibilities they have within the process of policy implementation depends on the institutional factors, which can act as a process promoter or process barrier.

5.4 Effective strategies used in planning projects for policy implementation

To implement a theme, the theme must have a place on the agenda, as is the case with the theme of health in the Environmental Act. But also with existing themes, there is continuous renewal and change within that theme. Five effective policy implementation strategies were outlined to get a theme on the policy agenda or to bring about changes or additions to an existing policy theme. These five strategies concern:

- 1) The development of new ideas,
- 2) build coalitions and sell ideas,
- 3) recognize and exploit windows of opportunity,
- 4) recognize, exploit, create, and/or manipulate the multiple venues in modern societies and
- 5) orchestrate and manage networks.

The five strategies could also be observed within this research. Themes such as sustainability and mobility are subject to continuous changes and innovations. Entrepreneurial thinking is required on all fronts. The policy entrepreneur can be seen as the accelerated snowball, the driver of the process. Once he or she is present in the project, the so-called snowball effect occurs. By using effective strategies, the policy entrepreneur accelerates the policy implementation process.

5.5 Entrepreneurship is distributed

The term policy entrepreneur is often seen as a function in itself, but this term cannot be distinguished that easily. This is in line with the observation of Mintrom and Norman: 'Just as entrepreneurs cannot be blamed or credited for all changes that occur in the business realm, we should not assume that policy change is always and everywhere driven by policy entrepreneurship' (Mintrom & Norman, 2009, p. 650). During the research, it became clear that nearly everyone involved in the spatial planning project has to a greater or lesser degree entrepreneurial ideas and ambitions. A project leader or developer generally appeared to have certain character traits that promotes the implementation of a new policy theme. But it often had to do with process barriers such as time and money. A policymaker devises good strategies to clarify the necessity and benefits of the implementation of a particular theme but may have to do with process barriers in the form of a hierarchy or are disconnected from colleagues. The policymakers are close to practice and very well aware of what is needed and can devise beautiful and concrete methods for implementation, but are often involved too late in the process.

The above examples indicate that it usually does not concern one person or one position in which policy entrepreneurship is concentrated. Often, several people have some promoting competences for policy entrepreneurship and different process barriers and facilitators play a role during the planning project. Using the policy arrangement approach, the complexity and dependency of individuals operating in a project team became clear. Thus, policy implementation is not only due to the policy entrepreneur. As stated in section 4.3, many institutionalized external factors play a role during the process of policy implementation.

5.6 Reflection upon and revision of the conceptual model

Policy implementation is a complex process. This research, zooming in on the role of entrepreneurial individuals and teams is an attempt to describe and characterize these components. However, institutional factors (the process-barriers and process-facilitators in figure 11) play an ongoing role throughout the process, from agenda-setting to policy implementation, and influence policy entrepreneurship opportunities within planning projects. In section 2.7 a conceptual model was built by combining different aspects of existing theories and literature. Figure 11 shows the insights from this research. This figure is a combination of the conceptual model combined with the results found in this research. The parts that come from the theory and correspond with the results of the research are shown in **purple**. Elements that came from the results of the empirical research and were added to the conceptual model as mentioned in section 2.6 are shown in **green**.

Compared to the initial conceptual model, figure 11 shows a positive relationship between the promoting competences of the individuals and the promoting team factor of the project team. The presence of these components within the spatial planning projects, promotes policy entrepreneurship. When effective strategies are applied by the policy entrepreneurs (which can be seen both in the literature and in practice, as mentioned in sections 4.4 and 5.4), this promotes the process of policy implementation. Results of this study show that during the entire process of the individual's behaviors and the role of the project teams as a whole, are continuously influenced by the four established process barriers and process facilitators. Compared to the initial conceptual model, this is an extra and unexpected addition. In the initial conceptual model, this process appeared to be straightforward and less continuously influenced by these process barriers and facilitators.

The above chapter has shown that the five elements mentioned, are all an important part of answering the main question. These elements all have influence at policy entrepreneurship and policy implementation during the planning projects. Seeing it as the metaphorical table with five legs, the more legs are cut away, the more unstable the table will become. The more elements are missing, the smaller the chance of effective policy entrepreneurship. Therefore, it can be concluded that the policy entrepreneur can bring about a positive feedback loop for the process of policy implementation, when the promoting competences, team factors, and process facilitators are present within spatial planning projects.

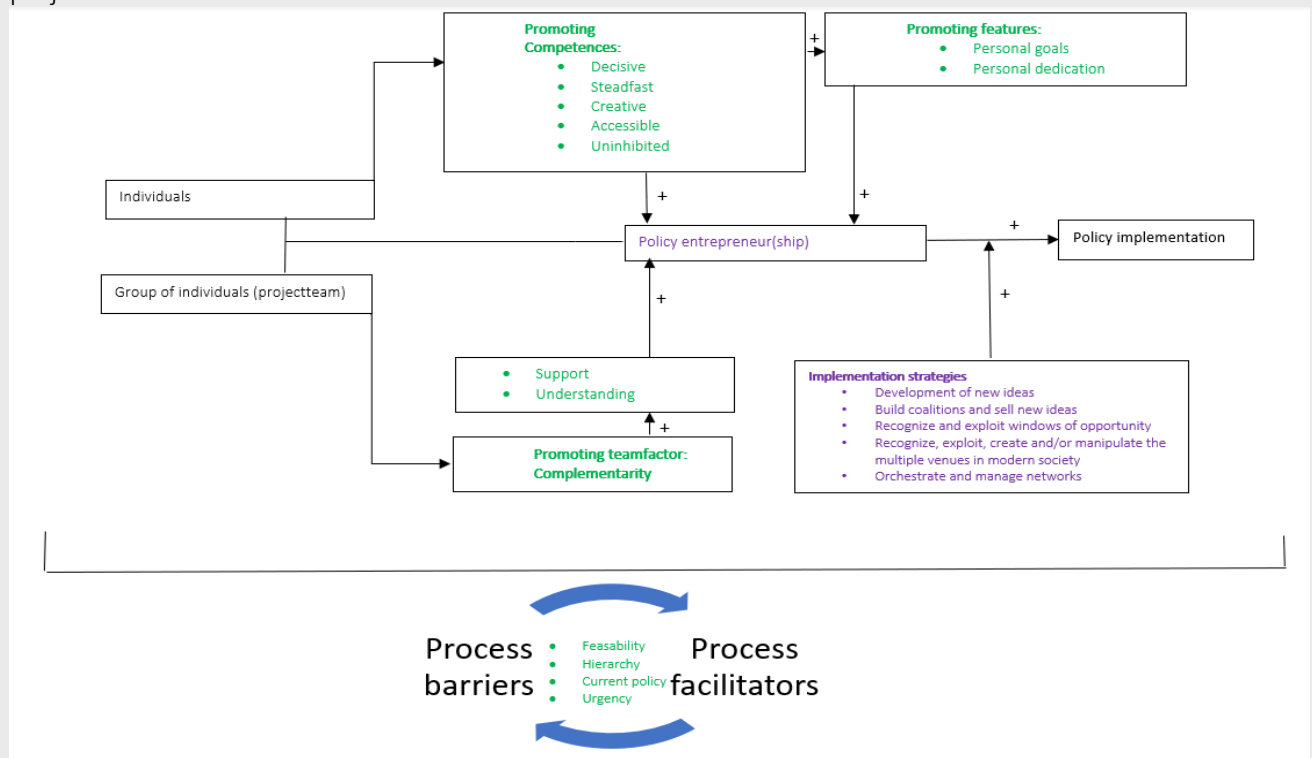


Figure 8 - The concluding model, based on the results of this research (Author's work, 2020)

5.7 Discussion

So far this chapter has explained the main findings and conclusions of this research and how these can be interpreted. It is important to be aware of the limitations of the research and the boundaries of the findings. This section will, therefore, discuss some of the choices that were made that influenced the found results.

5.7.1 Limitations of the research

First of all, compared to previous research, this research aimed for in-depth information about characteristics at the individual- and team level of policy entrepreneurship. The role of the actor (the policy entrepreneur) played the leading role in this research. Because of that choice, other factors and their influence may have become underexposed. Compared to the factors as stated in the Kingdon Multiple Streams model (problems, politics, policies), this research only focuses on the policy stream. However, it also means that part of the process that leads to policy implementation is excluded from the analysis. This possibly results in a misinterpretation of the data or to a blind spot in the conclusions. The inclusion of these variables would have led to a broader more complete model but would have missed some of the depth that was now created.

Secondly, the conceptual model is drawn up with factors from different theories (the policy arrangement approach, the multiple streams model of Kingdon, and the policy performance model of Meter & Van Horn). The policy entrepreneur idea could also be researched with policy network concepts (Huitema & Meijerink, 2010) or more organizational theories (Desa, 2012; Henriksen & Seabrooke, 2016). By adding concepts from such theories, the actor and characteristics could become more central to the research. With this, the research can be supplemented and expanded in subsequent research and both theoretical perspectives can then be approached from the start. Nevertheless, the open approach to 'the actor' as the central research object also gave an open and unbiased view within this research.

Finally, the aforementioned institutional factors, which act as process barriers or process promoters on the policy implementation process, are not finite or exclusive. These factors are based on this research and can possibly be expanded with further research.

5.7.2 Limitations of the methods

All data was gathered through one-on-one interviews with project members of a spatial planning project in the municipality of Nijmegen. An interesting addition would have been to also conduct group interviews with project members to understand more of the team identity. It could have created a different perspective on the role of the group factor(s). However, it was chosen not to do so because of the time it would have required from the participants and during the Corona crisis, physical meetings were not possible.

A conscious choice was made to research policy entrepreneurship in a contextual situation. With the introduction of the Environmental Act, much will be decentralized, giving local authorities more decision-making and steering powers concerning formulating and implementing policy. If there had been a case comparison between different levels of government, this might have yielded different results. In line with that, Nijmegen has a 'left' political preference. No distinction can be made here with municipalities with a more 'right' or center preference in politics. A case comparison between municipalities with different political preferences might have yielded different results.

Finally, to increase the reliability of the research, the entire analysis took place in collaboration with a co-researcher. Also, everything has been checked by the overseeing supervisor of the research project. The perspective of each of the researchers has helped to look at the data from different angles resulting in more comprehensive conclusions.

5.7.3 Findings in relation to other research

Mintrom (2019) names attributes as characteristics that can be nurtured and he names skills as characteristics that can be learned. Mintrom (2019) sees a positive relationship in applying implementation strategies, when these attributes and skills are present. The attributes he cites in his research (ambition, social sharpness, credibility, social worthiness and tenacity) are comparable to the competences formulated in this research (decisive, steadfast, creative, accessible, uninhibited).

However, what is different between Mintrom's (2019) research and this research is the link that is made with the skills. He names skills as derived factors from the attributes and uses examples such as; making arguments, networking, collecting evidence. This is in contrast to this research, in which such skills are considered part of the strategies, where it is only a practical translation of the formulated strategies from the theory.

Finally, Mintrom's (2019) research has a less contextual basis. Contextual, institutional factors play no role in his research, which could be a nice addition to his line of research as well, since policy entrepreneurs never act in their own vacuum, but always in a contextual setting with mutual dependencies.

5.8 Recommendations

Now that the conclusions are put in the perspective of the scope and limitations, this final section will continue by explaining what the implications of these conclusions are for society as well as for scientific research. This will be done by first explaining how to use these findings in practice and then explaining how these results can guide further scientific research.

5.8.1 Recommendations for practice

This research is found to be of service for society in multiple ways. First, understanding the characteristics of entrepreneurial individuals and team in spatial planning projects can provide insight during the policy implementation process and prevent hiccups. In addition, it can also provide insight when there is a conscious need for policy entrepreneurship and it may be possible to ask specifically about the characteristics as mentioned in this study.

Second, by understanding effective policy-making strategies, lessons can be learned and these strategies can be applied more consciously in practice.

Thirdly, with the insight into continuous external influencing process factors, it can be seen at an early stage why entrepreneurship or implementation of a policy theme is not sufficiently implemented.

A short elaboration of these three aspects follow:

Firstly, governments can steer policy implementation with the knowledge of promoting characteristics of policy entrepreneurship. Local authorities, in particular, can anticipate intended policy change in the future through (inter) national changes in policy, regulations, and legislation. With knowledge of policy entrepreneurship and policy implementation, they can respond to this desired change at an early stage.

Secondly, good examples can already be seen in the practice of effective strategies that are used for policy implementation. By sharing these strategies and showing the results obtained, other project members will have benefits from this knowledge.

Finally, many spatial planning projects have tight deadlines. A tunnel vision towards the final goal can arise, causing intended developments or changes to lose priority. The institutional process factors influence the entire process from setting an idea on the policy-agenda to implementing the idea.

5.8.2 Recommendations for research

This study has proved to be very insightful in understanding what characteristics underlie policy entrepreneurship within a spatial planning project and how these relate to influencing institutional factors of policy implementation. Based on the research findings, four main directions would be of interest for further research:

Firstly, during the research five promoting competences for policy entrepreneurship were found. The interviewed respondents who possessed these competences themselves appeared to have mainly management-related functions. In a follow-up study, the relationship between the five competences, management-related functions, and policy entrepreneurship could be researched.

Secondly, one could distinguish between hard and soft themes within spatial planning projects. Hard themes are e.g. air quality, noise, quantitative data. Soft themes include the living environment, feeling of safety, health, etc. A deepening of this research could be how certain of these 'softer' themes that cannot always be expressed in concrete policy documents are incorporated in certain strategies and methods to demonstrate the usefulness and necessity of the subject in question and thereby gain support.

Thirdly, it has been shown that momentum is important and that entrepreneurial individuals or teams with their associated characteristics can respond to this and take advantage of the momentum. During the time of this study, the corona crisis was occurring; a pandemic. Resources/power can change: more time can be released, but less money is available, for example. Under the pressure of the crisis, ways of thinking and patterns can change, rules and regulations may change. This factor could be further explored in a follow-up study.

Finally, it is important to mention that at the time of the research the theme of health is not yet a framed and established concept in the Netherlands. Even though the rules and legislation will already address this in 2022 and many municipalities anticipate this, it is not yet such an embedded concept on the agenda of policy themes. The theme of health has been a subject in this research to be able to consider the results of policy implementation of a new theme. During the research, it appeared that some themes about (e.g) sustainability were also fitting in the theme of health. A follow-up study into the possibilities of understanding which health effects a particular spatial design has (a deeper insight into the effects of the theme of a healthy living environment), instead of unclear texts about health. By examining this part of implementing a specific theme (in this case; health), the intrinsic goal behind the implementation of the new theme can become more clear.

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Annexes

Annex I – Request data

Request for primary data – belonging to the research of ‘Building (in) the future with policy entrepreneurs’ (Fraaije, 2020).

The research, called ‘building (in) the future with policy entrepreneurs’ (Fraaije, 2020) is part of the Space2Move research. Space2Move works together with social partners from the Arnhem – Nijmegen region. Space2Move selects spatial projects to investigate what effects they have on physical activity. We use interviews, questionnaires and measure physical activity and health for this. In this way we assess which interventions lead to more daily exercise. (<https://www.zonmw.nl/nl/onderzoek-resultaten/gezondheidsbescherming/programmas/project-detail/preventieprogramma-5/ruimte-voor-bewegen-in-de-regio-space2move/>)

Space2Move is part of a bigger research, called The (5th) Prevention Program, which is an ongoing program that ties in with the four-year cycle for health and prevention policy from the Public Health Act. The program stimulates, connects and strengthens awareness about the importance of prevention and lifestyle in particular.

Internship supervisor, Kristine Mourits, will obtain her PhD within the Space2Move research. Since the obtained data will also be used later in her research and the entire research has not yet been completed, data obtained in this research is only available on request.

For data requests or further questions, please contact Kristine Mourits (Kristine.mourits@radboudumc.nl) or Henk-Jan Kooij (h.kooij@fm.ru.nl).

Annex II - Worksteps deskresearch

Document analysis strategy - Desk Research Space2Move

Analyzed documents:

- Ambitiedocument De Stelt, 2013 (publicly available)
- Projectplan Malvert, 2013 (publicly available)
- Actualisatie Planopzet de Grote Boel (publicly available)
- PSU Kolpingbuurt (available on request)
- Ambitiedocument Malvert Maisonnets (publicly available)
- Raadsvoorstel Bestemmingsplan De Stelt (publicly available)
- Raadsbrief Beeldkwaliteitsplan Grote Boel (publicly available)
- Projectplan Kolpingbuurt (publicly available)

Document analysis steps:

All analyzed documents were Dutch documents. Therefore, it was decided not to translate the keywords, used in the analysis. The results of this can only be consulted on request.

Step 1: Global scanning & highlight relevant information

Relevant information in this case includes aspects related to the process and project management of the relevant projects.

Onderwerp	Kernwoorden
Belangenafstemming	Noodzaak Betrokken beleidsthema's Tegenstrijdige (belangen/thema's)
Bescherming core values	Kernwaarden PSU/PFU Focus
Procesafspraken	Afspraken Planning
Interactieve beleidsvoering	Integraal Documentmanagement Kennis Expertise

Openheid	Communicatie Betrokkenheid
Innovatie	Eenduidigheid Doel
Procesmanagement	Management Relaties Verhoudingen
Inzichten en afstemmingen	Kennisuitbreiding Onduidelijkheden
Behalen doelstellingen	Overlegstructuur Efficiëntie Effectiviteit
Kosten en baten	Duur Marges Tijd Energie Planning
Implementatie nieuwe beleidsthema's	Procesmanagement Gezondheid Integraal

Step 2: Analyze and interpret relevant information, with the aim of controlling the current knowledge and information with regard to the process management of the projects involved.

Step 3: Carrying out a check between the known knowledge and information and parts to be investigated.

Step 4: Distill follow-up questions regarding the interview guide & implement known information in the theoretical framework of the thesis.

Sound recording by telephone interview

The interviewer calls the respondent from a closed / private space. The interviewer informs the respondent about the purpose of the admission, which is to record the declaration of consent and conduct the interview. Recording starts as soon as the respondent has given permission for this. The phone is put on speaker mode for this. The recording is made with equipment from the Department of Primary Care at Radboud university medical center or Radboud University.

Before the admission, the respondent is asked for his / her name and whether it may be known in the research results (other options herein are functions / respondent numbers). The last question in the questionnaire concerns contact details of the respondent in case he / she would like to receive more information about health-related activities in the neighborhood. Recording is stopped before this question is asked. Start and stop of the recording are announced to the respondent in advance.

Audio recording interview by video calling

If the interviewer agrees with the respondent to have the interview take place by means of video calling, in principle the same procedure applies as with the telephone interview. Some video calling programs have their own recording function, however during a try-out it turned out that the recording quality of the laptops concerned is not sufficient. The video call will therefore also use a recording device or a telephone with a recording function.

Laws and regulations

For a formal statement of agreement, a respondent's signature as an interviewer would normally be placed after a physical face-to-face interview. In view of the current corona situation, it is not possible until at least 1 June to have the interview take place physically. There are some online programs with which an online initial can be placed by both parties. However, the free versions of this are not always sufficient and it is not known whether these versions are adequately protected online. It must be investigated whether an oral statement during the recording is sufficient, or a written statement of approval by email. Should this not be the case, scanning signed statements appears to be another option.

Annex IV – Interviewgide Dutch version

17-04-2020

Opname staat nog uit:

Hallo (naam respondent), ik ben Kelly/ Simone. We willen u allereerst bedanken voor het meedoen aan ons onderzoek en zijn erg geïnteresseerd in uw ervaringen. Momenteel staat de opnameapparatuur nog uit, ter introductie zal ik kort wat over mezelf en mijn afstudeeronderwerp vertellen, daarnaast ben ik natuurlijk ook erg benieuwd naar uw rol binnen project (projectnaam).

Introductie interviewer en onderwerp

Zoals ook is benoemd in de korte introductie die we hebben meegestuurd, zijn we beiden (zowel ik als ...) masterstudenten en doen ons afstudeeronderzoek bij Kristine Mourits. Kristine schrijft haar promotieonderzoek binnen het project Space2Move. Dit onderzoek focust op de factor gezondheid in ruimtelijke ordening projecten. We willen enerzijds het procesverloop van projecten evalueren en anderzijds bekijken wat de rol van gezondheid hierin heeft gespeeld en hoe we dit kunnen optimaliseren.

Mochten er gedurende het interview problemen met de wifi-verbinding ontstaan of storingen in het geluid/scherm aanwezig zijn, mijn telefoonnummer onderaan de informatiebrief is vermeld die Kristine u heeft gestuurd. Mocht u die niet zo snel kunnen vinden is er altijd de optie om rechtsonderin het skypescherm de chat te openen.

De opnameapparatuur zal nu aangezet worden.

Opname gaat aan:

Voordat we starten met het interview zouden we graag de toestemmingsverklaring op de audio opnemen. Heeft u deze door kunnen nemen? *(Als deelnemer de verklaring niet heeft doorgenomen, dit zijn de belangrijkste punten:)*

Het interview zal door middel van audio apparatuur worden opgenomen. Deze opname zal gebruikt worden voor de verwerking van onderzoeksgegevens. Uw opname zal anoniem verwerkt worden en de resultaten zullen niet herleidbaar zijn naar u. Binnen dit interview wordt geen onderscheid gemaakt tussen goede of foute antwoorden. Wij zijn namelijk geïnteresseerd in de verschillende meningen en opvattingen over het onderwerp.

Dit onderzoek is onderdeel van het promotieonderzoek van Kristine Mourits en van Consortium Space2Move wat behoort tot het ZonMW programma 'Maak ruimte voor gezondheid'. In het kader van dit programma werken we samen met Consortium GELIJK (Eindhoven University of Technology & Tilburg University) en PHAROS. Onderzoek data kan gedeeld worden met deze onderzoeksgroepen.

Kunt u voor de volledigheid van de toestemmingsverklaring uw voor- en achternaam en de datum van vandaag benoemen?

U bent ermee bekend dat de opnameapparatuur momenteel aan staat en deze gedurende het interview ons gesprek op zal nemen?

Gezien de huidige situatie omtrent de corona-crisis, zal Kristine op het moment dat het weer mogelijk is bij u langskomen voor de handtekening op de toestemmingsverklaring.

Start interview

Dan stel ik voor dat we nu beginnen.

1. Kernwaarde/belang deelnemer

(Indien respondent moeite heeft met het woord kernwaarde/belang leggen we het volgende uit: Kernwaarden zijn eigenschappen of drijfveren waarom en hoe je iets doet. Deze waarden zijn intrinsiek, dus het gaat niet over de dienst of product, maar over de mentaliteit of de cultuur binnen een organisatie of persoon. Voorbeelden hiervan kunnen zijn: doelgericht, enthousiast, eerlijk, zorgvuldig. Een belang is meer doelgericht en wel gefocust op het product of dienst, het belang van ervaring opdoen, belang van geld verdienen, etc. Doel van vragen omtrent kernwaarden en belangen betreft het achterhalen of binnen de projectsamenstelling de kernwaarden en belangen op groepsniveau en individueel niveau zijn bepaald en nageleefd.)

Openingsvraag: Kunt u misschien wat meer vertellen over het project waar u bij betrokken bent (geweest)?

1. Wat hield uw taak binnen het project in?

a. Was deze taak u gedurende het project duidelijk?

2. Heeft u ervoor gezorgd dat uw kernwaarde(n)/belang naar voren is/zijn gekomen in het project?

a. Heeft u uw eigen kernwaarde(n)/belang helder gehad aan de start van het project?

b. Wat waren de 2/3 belangrijkste dingen die u wilde inbrengen in het project?

c. Hoe is met uw inbreng omgegaan in het project?

d. Hoe heeft u ervoor gezorgd dat uw kernwaarden/beleidsthema's in het project meegenomen zijn? (zowel op persoonlijk niveau als werkgerelateerd niveau)

e. Zijn er kernwaarden/belangen tijdens de start van het project op groepsniveau geformuleerd?

Ter check of ik uw hoofddoel/belang binnen het project goed heb begrepen; klopt het dat ?

In het volgende onderdeel van het interview zal de focus liggen op de waarde gezondheid.

2. Rol van gezondheid binnen project

1. Is er tijdens het project bewust stilgestaan bij gezondheid en het vormen van een gezonde leefomgeving voor toekomstige bewoners?

(Indien mogelijk ingaan op zowel nee en ja vragen)

Nee:

a. Waarom denkt u dat dit niet gebeurd is?

l. Wat zijn volgens u barrières geweest om gezondheid in het project in te brengen?

b. Denkt u dat het een gemis is dat er geen aandacht is besteed aan gezondheid?

c. Als u gezondheid en een gezonde leefomgeving wel zou willen meenemen in het project, hoe zou u dat dan doen?

d. Wat denkt u dat er in het vervolg anders gedaan kan worden om gezondheid en een gezonde leefomgeving wel terug te laten komen in een soortgelijk project?

Ja:

a. Is gezondheid van het begin af aan een onderwerp van gesprek geweest?

b. Door wie kwam dit onderwerp aan bod?

c. Op welke manieren is hier aandacht aan besteed? Welke onderwerpen betrof dit?

l. Hoe wisten jullie wat te doen en welke maatregelen te nemen?

i. Waar kwam deze kennis vandaan?

ii. Is hierbij gebruik gemaakt van wetenschappelijk onderzoek?

- II. Zijn hierbij win-win kansen of koppelkansen geweest?
Is gezondheid hierbij gekoppeld aan een andere beleidsdoelstelling?
- d. Wat was het resultaat hiervan?
- e. **Is dit terug te zien in het project?**
 - I. Ja,
 - i. Kunt u hier een voorbeeld van noemen?
 - II. Nee,
 - i. **Waarom niet?**
 - ii. Wat zijn eventuele barrières geweest?
- f. Hoe was de verhouding tussen gezondheid en andere kernwaarden/uw eigen kernwaarde in het project?
 - I. **Was hierbij sprake van tegengestelde belangen?**
 - II. Welke partijen speelden hierbij een rol?
 - III. **Wat heeft uiteindelijk de doorslag gegeven in dit conflict?**
 - i. Waar zijn eventuele keuzes op gebaseerd?
 - ii. Is hierbij gebruik gemaakt van wetenschappelijk onderzoek?

2. **Is er tijdens het project contact geweest met een gezondheidsprofessional?**

- a. Ja,
 - I. Wat was zijn/haar expertise en vanuit welke organisatie kwam hij/zij?
 - II. Waarvoor is deze professional geraadpleegd?
 - III. Heeft dit contact toegevoegde waarde gehad voor het project?
- b. Nee,
 - I. Wanneer zou de hulp van een gezondheidsprofessional mogelijk nuttig zijn geweest?

3. **Denkt u dat het belangrijk is om aandacht te besteden aan gezondheid binnen ruimtelijke ordening?**

- a. **Op wat voor manier is gezondheid volgens u verbonden aan ruimtelijke planning in het algemeen?**
Wat is uw definitie van/visie op gezondheid in relatie tot ruimtelijke ordening?
- b. **U benoemt de volgende onderwerpen als zijnde een gezonde leefomgeving en belangrijk om aandacht aan te besteden binnen ruimtelijke ordening. Denkt u dat de volgende onderwerpen hier ook bij horen? Zie lijst ☐ Behoren deze onderdelen volgens u tot het thema gezondheid of juist tot een ander thema (zoals milieu)?**
- c. Denkt u dat het een taak van de overheid is om zich bezig te houden met een gezonde leefomgeving?
Zou het thema gezondheid daarmee ook in beleid betrokken moeten worden?
- d. **Welke aspecten denkt u die bijdragen aan de implementatie van een nieuw beleidsthema?**

(Indien respondent vraagt wat wij hieronder verstaan: Een gezonde leefomgeving is een omgeving die als prettig wordt ervaren, uitnodigt tot gezond gedrag en waar de druk op gezondheid zo laag mogelijk is. Invloed kan direct zijn door bijvoorbeeld luchtkwaliteit en verkeersveiligheid, maar ook indirect, bijvoorbeeld door stress van geluidshinder of ontevredenheid over (mensen in) de buurt. Meer concreet houdt dit in dat een gezonde leefomgeving betrekking heeft op zowel de fysieke als sociale omgeving. Verschillende thema's zijn hierbij van belang, zoals openbare ruimte waar ruimte is voor ontmoeting, groen en water, mogelijkheid tot lichaamsbeweging, milieukwaliteit en binnenmilieu.)

3. **Verloop van project en besluitvorming**

1. Is er een gezamenlijk doel in het project gedefinieerd?

- a. *Zo ja, hoe is dat gedaan? Is dit volgens een bepaalde methode/aanpak gedaan?*
- b. *Zo nee, waarom niet?*
- c. ***Zijn er problemen opgetreden gedurende het project i.v.m. verschillende belangen/beleidsthema's (anders dan het thema gezondheid)?***
 - I. *Zo ja, kunt u hier wat meer over vertellen?*
 - II. ***Wat is er gedaan om verschillen te overbruggen?***
 - III. *Wie hadden daarin een rol?*
 - IV. *Hoe is dat proces verlopen?*
 - V. *Is het verschil opgelost?*
 - i. *Zo nee, hoe kwam dat? En wat heeft dat voor gevolg gehad voor het uiteindelijke resultaat?*

2. Is er sprake geweest van verschillende kernwaarden tussen de betrokken partijen?

- a. *Zijn deze gedurende het proces dichter of verder van elkaar af komen liggen? Waarom? Heeft u tips dergelijke verschillen in de toekomst te verkleinen?*
- b. ***Zijn er ooit kernwaarden van sommige betrokkenen/betrokken partijen in het geding gekomen?***
- c. *Hoe kwam dit naar voren/heeft u hier een voorbeeld van?*
- d. ***Hoe heeft u ervoor gezorgd dat uw eigen kernwaarde in de juiste positie is gebleven?***

3. Had u wel eens het idee dat de kennis tussen de verschillende partijen dermate verschillend was dit problemen opleverde?

- a. *Zo ja, wat kan helpen om dit in volgende projecten te verminderen/voorkomen?*
- b. ***Is hiervoor een extra/buitenstaande professional ingeschakeld?***
 - I. *Wat was de toegevoegde waarde hiervan/wat heeft dit opgeleverd?*

4. Hoe is de besluitvorming in het algemeen verlopen?

- a. *Was er voor uw gevoel een gelijke en eerlijke besluitvorming aanwezig (hadden de betrokken partijen een gelijkwaardige mate van invloed en was hier in de praktijk ook daadwerkelijk sprake van)?*
- b. *Waar in kenmerkte zich dat wel/niet?*
- c. ***Wat was uw eigen strategie in de besluitvorming? (Met welke mensen maakte u coalities en waar was dit dan op gebaseerd? Competenties bijvoorbeeld?)***
- d. *Hoe denkt u dat besluitvorming in een project als deze in het vervolg beter kan verlopen?*
- e. ***In welke fasen van het project zou het nuttig zijn bepaalde strategieën in te zetten? Waarom dan juist die strategie?***

5. Heeft u uw beoogde resultaat bereikt in dit project?

- a. *Heeft er een evaluatie plaatsgevonden wat men van elkaars inbreng vond?*
 - I. *Zo ja, wat vonden anderen van uw inbreng?*
 - II. *Zo nee, had u dit gewenst?*
 - III. *Zijn er onverwachte resultaten behaald? (sturen op implementatie van gezondheid)?*

6. Heeft u het idee dat er thema's/belangrijke onderwerpen in het betreffende project ontbraken?

7. Zou u in het vervolg dezelfde inspanning in het project steken, met de kennis die u nu heeft over het verloop en de waardering van het project en uw projectleden?

8. Wat zou u zelf graag anders willen doen in de toekomst bij dergelijke projecten met betrekking tot het meenemen van uw eigen beleidsthema?

Afsluiting interview

Zijn er nog belangrijke onderwerpen die we gemist hebben? Zou u nog iets anders willen toevoegen? Wie zouden we nog meer kunnen benaderen om meer informatie over dit onderwerp te verkrijgen?

Heel erg bedankt voor uw tijd, dan stoppen we nu de opname. Als u later nog met overige vragen zit, kunt u hiervoor Kristine bereiken.

Annex V - Interviewguide English version

Recording is still out:

Hello (respondent name), I am Kelly / Simone. First of all, we would like to thank you for participating in our survey and are very interested in your experience. At the moment the recording equipment is still switched off, for the introduction I will briefly tell you something about myself and my graduation subject, and of course I am also very curious about your role within the project (project name).

Introduction interviewer and subject

As mentioned in the short introduction that we sent along, we are both (both me and ...) master students and do our graduation research with Kristine Mourits. Kristine writes her PhD research within the project Space2Move. This research focuses on the health factor in spatial planning projects. On the one hand, we want to evaluate the process progress of projects and, on the other hand, we want to see what health has played in this and how we can optimize this.

If during the interview there are problems with the WiFi connection or there are malfunctions in the sound / screen, my telephone number is stated at the bottom of the information letter that Kristine has sent you. If you can not find it so quickly, there is always the option to open the chat at the bottom right of the Skype screen.

The recording equipment will now be turned on.

Recording turns on:

Before we start the interview, we would like to record the consent statement on the audio. Have you been able to read it? (*If participant has not gone through the statement, these are the main points :*)

The interview will be recorded using audio equipment. This recording will be used for the processing of research data. Your withdrawal will be processed anonymously and the results will not be traceable to you. Within this interview, no distinction is made between right or wrong answers. We are interested in the different opinions and views on the subject.

This research is part of the PhD research by Kristine Mourits and Consortium Space2Move, which is part of the ZonMW program 'Make room for health'. In the context of this program, we work together with Consortium GELIJK (Eindhoven University of Technology & Tilburg University) and PHAROS. Research data can be shared with these research groups.

For the completeness of the declaration of consent, can you state your first and last name and today's date?

Are you aware that the recording equipment is currently on and will record our conversation during the interview?

In view of the current situation regarding the corona crisis, Kristine will visit you when the weather is possible for the signature on the declaration of consent.

Start interview

Then I suggest we start now.

1. Core value / interest of the participant

(If respondent has difficulty with the word core value / interest, we explain the following: Core values are characteristics or motives why and how you do something. These values are intrinsic, so it is not about the service or product, but about the mentality or the culture within an organization or person Examples can be: goal-

oriented, enthusiastic, honest, careful An interest is more focused and focused on the product or service, the importance of gaining experience, the importance of making money, etc. Purpose of questions with regard to core values and interests concerns whether the core values and interests have been determined and observed within the project composition at group and individual level.)

Opening question: Can you perhaps tell us more about the project you are or have been involved in?

1. What did your task within the project involve?

a. Was this task clear to you during the project?

2. Have you ensured that your core value (s) / interest is / have been highlighted in the project?

- a. Did you clearly have your own core value (s) / interest at the start of the project?
- b. What were the 2/3 most important things you wanted to contribute to the project?
- c. How has your contribution been dealt with in the project?
- d. How did you ensure that your core values / policy themes were included in the project? (both at a personal and work-related level)
- e. Have core values / interests been formulated at group level at the start of the project?

To check whether I have properly understood your main goal / interest within the project; is it right that ?

The next part of the interview will focus on health value.

2. Role of health within the project

1. Did the project consciously consider health and create a healthy living environment for future residents?

(If possible, answer both no and yes questions)

No:

a. Why do you think this did not happen?

- I. What do you think have been barriers to bringing health into the project?
- b. Do you think it is a loss that no attention has been paid to health?
- c. If you would like to include health and a healthy living environment in the project, how would you do that?
- d. What do you think can be done differently in the future to bring health and a healthy living environment back in a similar project?**

Yes:

a. Has health been a topic of discussion from the beginning?

b. Who addressed this topic?

c. In what ways has this been addressed? Which subjects did this concern?

I. How did you know what to do and what measures to take?

i. Where did this knowledge come from?

ii. Has scientific research been used for this?

II. Have there been win-win opportunities or matching opportunities?

Is health linked to a different policy objective?

d. What was the result of this?

e. Is this reflected in the project?

I. Yes,

i. Can you give an example of this?

II. No,

i. Why not?

ii. What have been any barriers?

f. How was the relationship between health and other core values / your own core value in the project?

I. Was there conflicting interests?

II. Which parties played a role in this?

III. What ultimately determined the outcome of this conflict?

- i. What are any choices based on?
- ii. Has scientific research been used for this?

2. Was there contact with a health professional during the project?

a. Yes,

I. What was his / her expertise and from which organization did he / she come?

II. What was this professional consulted for?

III. Has this contact added value to the project?

b. No,

I. When could the help of a health professional have been helpful?

3. Do you think it is important to pay attention to health within spatial planning?

a. **How do you think health is linked to spatial planning in general?**

What is your definition of / vision on health in relation to spatial planning?

b. **You mention the following topics as being a healthy living environment and important to pay attention to within spatial planning. Do you think that the following topics are also part of this? See list volgens Do you think these parts belong to the theme of health or to another theme (such as the environment)?**

c. **Do you think it is the task of the government to focus on a healthy living environment? Should the theme of health also be included in policy?**

d. **What aspects do you think contribute to the implementation of a new policy theme?**

(If respondent asks what we mean by this: A healthy living environment is an environment that is perceived as pleasant, invites healthy behavior and where the pressure on health is as low as possible. Influence can be direct, for example through air quality and road safety, but also indirectly. for example due to stress from noise pollution or dissatisfaction with (people in) the neighborhood. More concretely, this means that a healthy living environment relates to both the physical and social environment. Various themes are important here, such as public space where there is room for meeting, green and water, possibility of exercise, environmental quality and indoor environment.)

3. Conduct of project and decision-making

1. Has a common goal been defined in the project?

a. *If so, how was it done? Was this done according to a certain method / approach?*

b. *If not, why not?*

c. **Did any problems arise during the project regarding different interests / policy themes (other than the health theme)?**

I. If so, can you tell us more about it?

II. What has been done to bridge differences?

III. Who had a role in this?

IV. How did that process go?

V. Has the difference been resolved?

i. If not, why was that? And what did that mean for the final result?

2. Have there been different core values between the parties involved?

a. *Did these come closer or further apart during the process? Why? Do you have any tips to reduce such differences in the future?*

- b. *Have core values of some of those involved / involved parties ever been compromised?*
- c. *How did this come up / do you have an example of this?*
- d. *How did you ensure that your own core value remained in the right position?*

3. Did you ever have the idea that the knowledge between the different parties was so different that this caused problems?

- a. *If so, what can help to reduce / prevent this in subsequent projects?*
- b. *Has an extra / external professional been engaged for this?*
I.What was the added value of this / what did this yield?

4. How has the decision-making process generally gone?

- a. *In your opinion, was there equal and fair decision-making (did the parties involved have an equal degree of influence and was this actually the case in practice)?*
- b. *In what was / was not?*
- c. *What was your own strategy in decision making? (With which people did you form coalitions and what was this based on? Competences, for example?)*
- d. *How do you think decision-making in a project like this can go better in the future?*
- e. *In which phases of the project would it be useful to implement certain strategies? Why exactly that strategy?*

5. Have you achieved your intended result in this project?

- a. *Has there been an evaluation of what people thought of each other's input?*
I.If so, what did others think of your input?
II.If not, did you wish this?
III.Have unexpected results been achieved? (focus on health implementation)?

6. Do you feel that themes / important topics were missing from the project in question?

7. Would you continue to put the same effort into the project in the future, with the knowledge you now have about the progress and valuation of the project and your project members?

8. What would you like to do differently in the future with such projects with regard to including your own policy theme?

Closing interview

Are there any other important topics we missed? Would you like to add anything else?
Who else could we approach to get more information on this topic?

Thank you very much for your time, we will stop recording now.
If you have other questions later, you can reach Kristine.

1. Algemeen

1.1. Voorbeeld

Concrete voorbeelden binnen het project, waarbij de betreffende factor van het voorbeeld tevens gecodeerd zal worden.

1.2. Herhaling

Wanneer er herhaling van informatie is in het interview.

1.3. Corona gerelateerd

1.3.1. Corona-inhoud

Als de inhoud of resultaten van het project anders zijn door de specifieke situatie op dit moment rondom het Coronavirus.

1.3.2. Corona-werkwijze

Als de werkwijze op dit moment anders is door de specifieke situatie rondom het Coronavirus.

2. Inhoud persoonlijk niveau

2.1. Functie

Functie van projectlid binnen het project en uitleg functie inhoud.

2.2. Belang

Doelgerichte focus op een product of dienst binnen het project, zakelijke drijfveer.

2.3. Kernwaarde

Persoonlijke eigenschappen en/of drijfveren waarom men iets doet binnen een project.

2.4. Persoonlijk

doel

Het doel op individueel niveau wat kan matchen met zijn/haar kernwaarden of belangen. Is een doel wat iemand naast de doelen binnen zijn/haar werk functie heeft.

2.5. Verwachtingen

De ongedefinieerde aanname of hoop dat een handeling of gebeurtenis werkelijk gaat plaatsvinden, zowel op persoonlijk of projectniveau.

2.6. Persoonlijke

toewijding

Met overgave, aandacht en energie de taak binnen het project dienen. Achterliggende gedachte waarom men in een specifiek project of onderwerp met passie aan het werk is.

2.7. Betrokkenheid

Men voelt zich verbonden met zijn taak en het doel van het project.

2.8. Persoonlijke

beleving

Mening van projectlid over de manier van handelen binnen het project.

2.9. Strategie

Plan waarmee doelstellingen kunnen worden gerealiseerd.

- 2.10. Aanbevelingen algemeen
Ideeën van het project lid over wat er in toekomstige projecten beter kan en hoe dit gedaan kan worden.
- 2.11. Ervaring
De kennis en kunde van een projectlid die door toepassing daarvan is opgedaan.
- 2.12 Kennisbron
Waar heeft men kennis vandaan gehaald om keuzes op te baseren/hoe wist men wat te doen?

3. Gezondheid

- 3.1. Definitie gezondheid
De visie van een project lid op gezondheid in relatie tot ruimtelijke ordening.
- 3.2. Gezondheidsaspecten binnen project
Gezondheidsaspecten die zijn meegenomen binnen het project.
- 3.3. Gezondheidsresultaten
Behaalde resultaten binnen het project met betrekking tot gezondheid.
- 3.4. Contact gezondheidsprofessional
Uitleg over eventueel contact met een gezondheidsprofessional tijdens het project, de functie en organisatie van deze professional, en de toegevoegde waarde voor het project.
- 3.5. Barrières gezondheid
Factoren die het projectlid als belemmerend heeft ervaren om rekening te houden met gezondheid binnen het project.
- 3.6. Bevorderende factoren gezondheid
Factoren die het projectlid als bevorderend heeft ervaren om rekening te houden met gezondheid binnen het project.
- 3.7. Aanbevelingen gezondheid
Ideeën van het project lid over hoe er in toekomstige projecten beter rekening gehouden kan worden met gezondheid.
- 3.8. Tactiek gezondheid
Toegepaste tactieken om gezondheid gerelateerd onderwerp onder de aandacht te brengen.

4. Inhoud project niveau

- 4.1. Project
Ieder nieuw besproken project.
- 4.1.1. Grote Boel
Informatie die specifiek over Grote Boel gaat.
- 4.1.2. Stelt Noord
Informatie die specifiek over Stelt Noord gaat.
- 4.1.3. Malvert
Informatie die specifiek over Malvert gaat.
- 4.1.4. Kolping
Informatie die specifiek over de Kolping gaat.

- 4.2. Karakteristieken wijk/project
Uitleg over de wijk waar het project plaatsvindt.
- 4.3. Projectdoel
Van te voren vastgestelde doelstelling op projectniveau.
- 4.4. Rolverdeling
Uitleg over de verdeling en samenstelling binnen het projectteam.
- 4.5. Beleidsthema's
Betrokken beleidsthema's in het betreffende project. Deze kunnen terugkomen in doelen. Bijv. groen, wonen, etc. Deze kunnen ook worden gecodeerd wanneer men spreekt over verschillende beleids disciplines.
- 4.6. Zakelijke focus
Beschrijving van waar de focus ligt binnen een project. Dit kan een specifiek thema of onderwerp. De hoeveelheid energie en scherpte die binnen een project in een onderwerp of doel zijn gestoken.
- 4.7. Projectverloop
Over de genomen stappen in een project, niet zozeer in tijd of geld uiteengezet, wel de beschrijving van de genomen stappen en/of (bepalende) momenten.

5. Procesverloop/voortgang

- 5.1. Integrale samenwerking
Samenwerking tussen mensen van verschillende sectoren of beleidsthema's.
- 5.2. Externe personen
Samenwerking met mensen van buiten het projectteam en waarom deze personen zijn ingeschakeld.
- 5.3. Hiërarchie
De wel of niet aanwezigheid van machtsverdeling binnen een projectteam.
- 5.4. PSU/PFU
Project start-up/project follow-up: manier waarop projectleden elkaar aan het begin of tijdens een project leren kennen op persoonlijk en zakelijk vlak.
- 5.5. Besluitvorming
De uitleg die een projectlid geeft over de manier waarop besluiten worden genomen en wie hierbij betrokken zijn. Niet zozeer waar besluiten op gebaseerd zijn, maar het proces van komen tot een besluit met elkaar. Bijv. besluitvorming rondes.
- 5.6. Consensus
Beschrijving van het proces van bereiken van overeenstemming.
- 5.7. Oplossing
Het antwoord op een probleem. Uitleg over het probleem en de oplossing.
- 5.8. Efficiëntie
Het bereiken van een doel met zo weinig mogelijk middelen. Wordt het doel bereikt door middel van de toegepaste maatregel?
- 5.9. Koppelkansen
Win-win situaties of koppelkansen die worden gezocht met andere beleidsthema's of partijen.
- 5.10. Uitvoerbaarheid
De uitvoerbaarheid van projectplannen. Heeft te maken met beschikbaarheid van financiële en andere middelen, maar ook met de verdeling van deze middelen.

- 5.11. Planning
Wordt er gezorgd voor een juiste en tijdige uitvoering van het projectplan? Heeft betrekking op het proces om tot een plan te komen.
- 5.12. Resultaat
Het bereiken van het (gewenste) resultaat. Uitleg over hoe dit resultaat er uit ziet.
- 5.13. Proces barrières
Factoren die als belemmerend ervaren zijn om bepaalde niet-gezondheid gerelateerde onderwerpen onder de aandacht te brengen en in te brengen in het project.
- 5.14. Proces bevorderende factoren
Factoren die als bevorderend ervaren zijn om bepaalde niet-gezondheid gerelateerde onderwerpen onder de aandacht te brengen en in te brengen in het project.
- 5.15. Negatieve zij-effecten project
Effecten die naast de beoogde doelstellingen vallen en als niet bevorderlijk worden gezien.
- 5.16. Positieve zij-effecten project
Effecten die naast de beoogde doelstellingen vallen en als bevorderlijk worden gezien.
- 5.17. Noodzaak
De urgentie van het uitvoeren van een taak.
- 5.18. Evaluatie
Het wel/niet toepassen van een evaluatie na afronding van een project.

6. Samenwerking/teamverband

- 6.1. Communicatie
Uitleg over het plaatsvinden van communicatie tussen verschillende partijen en de manier waarop dit gebeurt. De algemene wijze waarop men binnen het projectteam onderwerpen ter sprake brengt, zaken overdraagt en informatie deelt.
- 6.2. Open/gesloten werkwijze
De manier waarop een projectlid informatie bij zich houdt en deze toedeelt tot het projectteam. De mate waarin informatie wordt gedeelt en besluiten samen/in overleg worden gemaakt.
- 6.3. Belangen afstemming
Heeft er afstemming tussen verschillende belangen in het projectteam plaatsgevonden? Gaat niet zozeer om de manier waarop dit uiteindelijk gebeurt, maar eerder of erbij stilgestaan is.
- 6.4. Tegenstrijdigheid belangen
Is er strijd tussen verschillende belangen/doelen? Uitleg over de belangen waartussen tegenstrijdigheid was in het projectteam.
- 6.5. Tegenstrijdigheid kernwaarden
Verschillen in kernwaarden van projectleden. Uitleg over het verschil in normen en waarden, dit kan zich bijvoorbeeld uiten in werkwijze en samenwerking.
- 6.6. Complementair
Wanneer een team elkaar aanvult middels kwaliteiten en competenties. Weten projectleden van elkaar wat elkaars competenties zijn en wordt hierop ingespeeld bij zowel samenstelling en samenwerking van het team?
- 6.7. Competenties
Welke competenties/sterke punten geeft het projectlid aan te bezitten op persoonlijk niveau? Het vermogen om een taak met de juiste kennis en vaardigheden te verrichten.

6.8. Onderlinge relaties
Sociale relaties die (al dan niet) ontstaan in teamverbanden.

6.9. Individualisme
Het moment dat een projectlid zijn/haar persoonlijke doelen boven het gemeenschappelijke doel in het project stelt.

6.10. Afspraken
Overeenkomst waarbij 2 of meer personen zich binden aan een te behalen doel.

6.11. Waardering
De uitspraak of gevoel waarbij het voor de persoon in kwestie duidelijk is welke waarde (hoe belangrijk hij/zij) is geweest in een project.

6.12 Factoren teamsamenstelling

Factoren die de respondent aanhaalt met betrekking tot de teamsamenstelling of rolverdeling binnen het project

7. Kennis

7.1. Eenduidigheid
De wijze waarop iets op te vatten valt kent 1 manier. Bedoelt men hetzelfde als ergens over gepraat wordt?

7.2. Begrip
Manier om mensen te laten inzien en te laten begrijpen waarom iets gebeurt of dient te gebeuren.

7.3. Expertise
Wanneer deelnemer aangeeft dat hij ergens specialistische kennis van heeft.

7.4. Kennisverschillen
Verschillen in de mate van kennis en/of kunde met betrekking tot het project.

8. Externe factoren

8.1. Steun
Steun van buitenaf voor het project en instemming met genomen besluiten op het gebied van gezondheid. Draagvlak voor het project en de gemaakte keuzes. Bijvoorbeeld bewoners, overheid, etc.

8.2. Rechtmatigheid
Waar ligt de verantwoordelijkheid voor een gezonde leefomgeving volgens het project lid? Bijvoorbeeld regels vanuit nationale of lokale overheid.

9. Ruimtelijk domein

9.1. Ruimte tekort
Krapte voor de in te richten ruimte.

9.2. Woongenot
Materiële en immateriële waarde die men hecht aan zijn/haar woning.

9.3. Burgerparticipatie
Een proces dat inwoners de mogelijkheid biedt om de publieke besluitvorming te beïnvloeden. Publieke betrokkenheid is een middel om ervoor te zorgen dat burgers een directe stem hebben bij publieke beslissingen.

9.4. Bestaand

beleid

Worden er bestaande regelingen, beleid of normen benoemd die gebruikt zijn om op terug te vallen?

9.5. Ambitiedocument

Is er een ambitiedocument opgesteld voor het project? Dit is een vooraf opgesteld document ten behoeve van het project, waarin beleidsthema's en doelstellingen worden beschreven.

9.6. Planspecifieke documenten

Documenten waarmee ruimtelijke factoren of projectfactoren (onderling) worden vastgelegd (notulen/bestemmingsplan/etc.).

10. Overig

10.1. Implementatie

Factoren die betrokken zijn bij implementatie/inbrengen van iets nieuws.

10.2. Duurzaamheid

Wordt er nagedacht over de duurzaamheid van de plannen? Hoe wordt ervoor gezorgd dat plannen langdurig mee gaan en wordt er stilgestaan bij de effecten voor de toekomst?

10.3. Voorbeeld ander project

Een voorbeeld wat door de respondent benoemd wordt maar geen betrekking heeft op de 4 onderzoekscases

Green: coding in advance based on conceptual model (inductive)

Purple: compiled during coding based on conducted empirical research (deductive)

1. General

1.1. Example *Concrete examples within the project, in which the relevant factor of the example will also be coded.*

1.2. Repetition *When there is repetition of information in the interview.*

1.3. Corona related

1.3.1. Corona content *If the content or results of the project are different due to the specific situation currently surrounding the Corona virus.*

1.3.2. Corona method *If the method is currently different due to the specific situation surrounding the Corona virus.*

2. Content personal level

2.1. Function *Function of project member within the project and explanation of function content.*

2.2. Importance *Targeted focus on a product or service within the project, business motive.*

2.3. Core value *Personal characteristics and / or motives why one does something within a project.*

2.4. Personal goal *The goal at an individual level that can match his / her core values or interests. Is a goal that someone has in addition to the goals within his / her work function.*

2.5. Expectations *The undefined assumption or hope that an action or event will actually take place, both on a personal or project level.*

2.6. Personal dedication *Serving the task within the project with dedication, attention and energy. The rationale behind why people work with passion in a specific project or topic.*

2.7. Question of *One feels connected to his task and purpose of the project.*

2.8. Personal experience *Opinion of the project member about the way of acting within the project.*

2.9. Strategy *Plan with which objectives can be realized.*

2.10. General recommendations *Ideas of the project member about what can be improved in future projects and how this can be done.*

2.11. Experience

The knowledge and skills of a project member that has been gained through application .

2.12 Knowledge source

Where did knowledge come from to base choices on / how did they know what to do?

3. Health

3.1. Definition of health *A project member's vision of health in relation to spatial planning.*

3.2. Health aspects within the project *Health aspects included in the project.*

3.3. Health results *Achievements within the project regarding health .*

3.4. Contact health professional *Explanation about possible contact with a health professional during the project, the function and organization of this professional, and the added value for the project.*

3.5. Health barriers *Factors that the project member has found hindering to take into account health within the project.*

3.6. Health promoting factors *Factors that the project member has experienced as promoting to take into account health within the project.*

3.7. Recom gene Health *Ideas project member on how in future projects better take into account health.*

3.8. Health tactics *Applied tactics to draw attention to health-related subject.*

4. Content project level

4.1. Project Any *newly discussed project.*

4.1.1. Big Boel

Information specific to Grote Boel.

4.1.2. Stelt Noord *Information specifically about Stelt Noord.*

4.1.3. Malvert *Information specific to Malvert.*

4.1.4. Kolping *Information specific to Kolping.*

4.2. District / project characteristics *Explanation of the district where the project takes place.*

4.3. Project objective *Predetermined objective at project level .*

4.4. Of roles Sharing *Explanation about the distribution and composition within the project team.*

4.5. Policy themes *Policy themes involved in the project concerned. These can be reflected in goals. E.g. green, living, etc. These can also be coded when talking about different policy disciplines.*

4.6. Business focus *Description of where the focus is within a project. This can be a specific theme or topic. The amount of energy and focus that has been put into a subject or goal within a project.*

4.7. Project progress

About the steps taken in a project, not so much in terms of time or money, but the description of the steps taken and / or (determining) moments.

5. Process flow / progress

5.1. Integral cooperation *Cooperation between people from different sectors or policy themes.*

5.2. External persons *Collaboration with people from outside the project team and why these people have been engaged.*

5.3. Hierarchy *The presence or absence of power distribution within a project team.*

5.4. PSU / PFU *Project start-up / project follow-up: way in which project members get to know each other at the beginning or during a project on a personal and business level.*

5.5. Decision-making *The explanation given by a project member about how decisions are made and who is involved. Not so much what decisions are based on, but the process of reaching a decision together. E.g. decision making rounds.*

5.6. Consensus *Description of the process of reaching an agreement.*

5.7. Solution *The answer to a problem. Explanation of the problem and the solution.*

5.8. Efficiency *Achieving a goal with as few resources as possible. Is the objective achieved through the measure applied?*

5.9. Matching opportunities *Win-win situations or matching opportunities that are sought with other policy themes or parties.*

5.10. Feasibility *The feasibility of project plans. This has to do with the availability of financial and other resources, but also with the distribution of these resources.*

5.11. Planning *Is correct and timely implementation of the project plan ensured ? Relates to the process of arriving at a plan.*

5.12. Result *Achieving the (desired) result. Explanation of what this result looks like.*

5.13. Process barriers *Factors that have been perceived as impeding to draw attention to certain non-health-related subjects and to bring them into the project.*

5.14. Process promoting factors *Factors that have been experienced as promoting to bring certain non-health related topics to the attention and to bring them into the project.*

5.15. Negative side effects of project *Effects that fall outside the intended objectives and are considered not to be beneficial.*

5.16. Positive side effects project *Effects that fall outside the intended objectives and are considered to be promoted .*

5.17. Necessity *The urgency of performing a task.*

5.18. Evaluation

The application / non-application of an evaluation after completion of a project.

6. Collaboration / teamwork

6.1. Communication *Explanation of how communication takes place between different parties and how this is done. The general way in which the project team discusses subjects, transfers matters and shares information.*

6.2. Open / closed working method *The way in which a project member keeps information and allocates it to the project team. The extent to which information is shared and decisions are made jointly / in consultation.*

6.3. Coordination interests *Has there been coordination between different interests in the project team? It is not so much about the way in which this happens in the end, but rather whether it has been thought about.*

6.4. Conflict of interests *Is there a conflict between different interests / goals? Explanation of the conflicting interests in the project team.*

6.5. Contradiction core values *Differences in core values of project members. Explanation about the difference in standards and values, which can for example be expressed in working methods and cooperation.*

6.6. Complementary *When a team complements each other through qualities and competences. Do project members know about each other's competences and is this anticipated in both team composition and cooperation?*

6.7. Competences *What competences / strengths does the project member indicate to have on a personal level? The ability to perform a task with the right knowledge and skills.*

6.8. Mutual relationships *Social relationships that may or may not arise in team relationships.*

6.9. Individualism *The moment when a project member puts his / her personal goals above the common goal in the project.*

6.10. Agreements *Agreement whereby 2 or more persons commit themselves to a goal to be achieved.*

6.11. Appreciation

The statement or feeling in which it is clear to the person in question what value (how important he / she) has been in a project.

6.12 Team composition factors

Factors that the respondent cites regarding the team composition or division of roles within the project

7. Knowledge

7.1. Clarity *The way in which something can be understood has one way. Does one mean the same thing as being talked about?*

7.2. Concept *Way to make people understand and understand why something happens or should happen.*

7.3. Expertise *When a participant indicates that he has specialist knowledge of something.*

7.4. Knowledge differences *Differences in the degree of knowledge and / or skills related to the project.*

8. External factors

8.1. Support *External support for the project and agreement to decisions taken in the field of health. Support for the project and the choices made. For example residents, government, etc.*

8.2. Legality *According to the project member, where is the responsibility for a healthy living environment? For example, rules from national or local government.*

9. Spatial domain

9.1. Shortage of space *Shortage for the space to be set up.*

9.2. Living pleasure *Material and intangible value that people attach to their home.*

9.3. Citizen participation *A process that offers residents the opportunity to influence public decision-making. Public involvement is a means of ensuring that citizens have a direct voice in public decisions.*

9.4. Existing policy *Have existing regulations, policies or standards been used that have been used to fall back on?*

9.5. Ambition document *Has an ambition document been drawn up for the project? This is a pre-prepared document for the project, which describes policy themes and objectives.*

9.6. Plan-specific documents

Documents with which spatial factors or project factors (mutually) are recorded (minutes / zoning / etc.).

10. Other

10.1. Implementation *Factors involved in implementing / contributing something new.*

10.2. Sustainability *Is the sustainability of the plans considered? How is it ensured that plans last for a long time and is the impact on the future considered?*

10.3. Example of another project

An example that is mentioned by the respondent but does not relate to the 4 research cases

Annex VIII - Personal observation – non-verbal communication

Interview 1

Resume:

Respondent smiles a lot more when he is talking about the recipebook he invented and elaborated. Bends forward and starts talking more with his hands

Interview 2

Resume:

Respondent talks a lot about the political way of thinking in Nijmegen, starts sitting a bit more closed, but sometimes bends forwards and starts talking louder when he gives his own opinion about political influences and implementation.

Interview 3

Resume:

Very bubbly en talks enthousiastic about nearly everything. Starts talking louder en laughing even more when he starts talking about new themes in his project; de Waalsprong.

Interview 4

Resume:

Telephonic interview, no physical observation possible. Starts quitte timide, after a half hour starts laughing a bit more and gives easier and elaborated answers/

Interview 5

Resume:

Keeps in her role and is not talking very passionate or elaborating about her function and goals.

Interview 6

Resume:

Starts frowning when talking about problems about not innovating/implementing, sitting more closed and starts talking slower.

Interview 7

Resume:

Very enthousiastic about her function and starts talking louder and with her hands when she is talking about the changes the policy field has gone through the last years.

Interview 8

Resume:

Keeps pretty timid about implementing new themes and changes, becomes more enthusiastic about keeping the same, the same.

Interview 9

Resume:

Not very happy, keeps in his role as developer.

Interview 10

Resume:

Looking questionable, hands in hair and face, when talking about implementing new themes.

Interview 11

Resume:

Very passionate about complementarity and competences, coming back at those points in almost every question and start sitting more and more forward.

Interview 12

Resume:

Pretty frustrated and moaning when talking about implementing and changes, rubbing his arms etc.

Interview 13

Resume:

Passionate about personal goals, smiling, talking with hands.

Interview 14

Resume:

Thinking a lot before answering, talking a lot with his hands and rubbing his face. Changes between happy and looking questionable.

Interview 15

Resume:

Very enthusiastic about his own work, like a hobby, smiling and talking loud.

Interview 16

Resume:

Looking sometimes questionable about implementing and changes due to money and politics, but starts smiling and talking louder when talking about reached goals.

Interview 17

Resume:

Very passionate about his own work and the subjects of the interviews.

Interview 18

Resume:

Smiling and thinking, complementarity and competences really important for her, gives examples and uses her body a lot.

Annex IX – Examples of used strategies for implementation by the respondents

- Example projects as proof: Tilburg-kolping - almere duinen (interview 3)
- Scientific substantiation
- Add professional with the right expertise (all interviews)
- Ambition document (all interviews)
- Recipe book (interview 1)
- Area marketing (interview 3)
- Draw up frameworks, so that something is always certain (interview 18)
- If the implementation involves other parties (such as external project developers who invest), it must be demonstrated to them that it does not necessarily cost more money or it must be demonstrated, for example, that it generates more money. When a housing association is behind a development, this is much less the case. (interview 18) In order to be able to indicate that importance, scientific research can be used as evidence.

Annex X - Code co-occurrence table, full version

Amount of co-occurrence ↙	Competences	Complementarity	Policy	Decision	Recommendations	Hierarchies	Implementation	Cooperation	Interest	Need	Personal dedication	Personal goals	Process barriers	Process promoting	Project goals	Results project	Results health	Strategy	Support	Tactics	Executable	Understanding
Competences of the respondent							10															
Complementarity in the projectteams								6								2						
Current policy													6	2								
Forms of decisionmaking													4	7								
General recommendations																						
Hierarchies													4	5								
Implementation (successes or failures)																						
Integrated forms of cooperation																						
Interest in the workfield of the respondent																						
Need to implement/change													3	9								
Personal dedication				4					6				4									
Personal goals in the projects									4							3						
Process barriers																						
Process promoting factors																						
Project goals																						
Results in the projects																						
Results of health in urban space in the projects																						
Strategy						4								10	4	4						
Support inside the projectteams				5										2		5						
Tactics of implementing health						4								2	1		2					
To be (or not to be) executable													9	4								
Understanding each other in the projectteams														10								

Co-occurrence table, own work from Atlas.Ti

Resultaten

3) Welke leerscenen dragen op individueel- en teamniveau bij aan beleidsondernemerschap binnen een integraal ruimtelijk ordening project?

Op teamniveau zijn bepaalde karaktersistaken te onderscheiden die bijdragen aan het beleidsondernemerschap en daadwerkelijke implementatie in de praktijk:

Met name de complementariteit van een integraal verstand team wordt verduidelijkt benoemd. In de vorm van bevoordeling voor integrale samenwerking, als samenwerking, evenals in de vorm van resultaat-bevoordeling, het complementariteit wordt getoond op het complex zijn van kennis en kunde, maar ook op het gebied van persoonlijke kenmerken (attitudes), omgevings, specialist, generalist, creëer, etc.)

Integrale samenwerking	Resultaat
Complementariteit 11	Complementariteit 11
Complementariteit 11	Complementariteit 11

7

Resultaten

3) Welke factoren beïnvloeden de mogelijkheid tot beleidsondernemerschap met betrekking tot beleidsimplementatie tijdens het project?

Onderscheid kan gemaakt worden tussen proces bevoordende en proces-barrière.

5 terugkerende karaktersistaken zijn:

- Geld (schikbaarheid)
- Hiërarchie/beschikking
- Personeelscapaciteit (schikbaarheid)
- Politieke kleur van de gemeente & regier- en wettgeving (bestaand beleid)
- Noodzaak

Proces bevoordende factoren	Proces-barrière factoren
Geld 11	Geld 11
Hiërarchie 11	Hiërarchie 11
Personeelscapaciteit 11	Personeelscapaciteit 11
Politieke kleur 11	Politieke kleur 11
Noodzaak 11	Noodzaak 11

8

Resultaten

3) Wat voor soort implementatie-strategieën passen huidige teamleden toe in de 4 onderscheidt cases en welke lessen kunnen daaruit worden getrokken?

Implementatie-strategieën	Teamleden	Implementatie-strategieën	Teamleden
11	11	11	11
11	11	11	11

Vanuit de bestaande wetenschappelijke theorie zijn de volgende strategieën geformuleerd die beleidsondernemers bevoordelen:

- Ontwikkeling van nieuwe ideeën
- Bouw coalities en verloop nieuwe ideeën
- Herken en gebruik kanalen
- Orden en beheer netwerken

Proces bevoordende factoren
11
11

9

Resultaten

3) Wat voor soort implementatie-strategieën passen huidige teamleden toe in de 4 onderscheidt cases en welke lessen kunnen daaruit worden getrokken?

Implementatie-strategieën	Teamleden	Implementatie-strategieën	Teamleden
11	11	11	11
11	11	11	11

In de praktijk bestaande succesvolle strategieën t.b.v. implementatie (onder andere):

- Ontwikkeling van nieuwe ideeën → d.m.v. leiding/wetenschappelijke onderzoeken externe specialisten
- Bouw coalities en verloop nieuwe ideeën → op werkdag-besluit om resultaten en effectiviteit aan te kunnen toonen, burgerparticipatie
- Herken en gebruik kanalen → vastleggen in beleid, gebiedsmarketing
- Orden en beheer netwerken → PGI/RFU, ambtelingsdocument, receptenboek → continue de projectieiden van nut en noodzaak op de huidige zaken.

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Conclusie

- De aan-/ afwezigheid van beleidsondernemerschap is een onderdeel wat beleidsimplementatie beïnvloed;
- Indien de juiste competenties (beelwaerdig, standvastig, creatief, toegankelijk, opengeend) aanwezig zijn en zichtbaar zijn voor teamleden (complementariteit), werkt beleidsondernemerschap proces-bevoordende;
- Het daadwerkelijke effect en mogelijkheid tot beïnvloeden door beleidsondernemerschap is echter wel afhankelijk van externe factoren: geld, hiërarchie, personeelscapaciteit, politieke kleur van de gemeente, regier- en wettgeving en noodzaak;
- Deze externe factoren kunnen gezien worden als veronvold of vertragend op beleidsondernemerschap en -implementatie. Door de aanwezigheid van beleidsondernemerschap kan de aanwezigheid van beleidsimplementatie steeds sneller gaan rollen. Indien er effectieve strategieën worden toegepast naast deze nog meer in versnelling.

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