Project Work and Innovativeness:

Potential for innovation in a project-based organization's structure

A qualitative case-study on the potential for innovation in a temporary organization in the non-profit sector and the benefits and drawbacks of this structural form on innovativeness

MASTER THESIS

Radboud Universiteit

Name:	H.C. Lankman (Coenraad)
Student number:	S4797736
Master:	Organizational Design and Development
Supervisors:	E. de Jong (Eline)
Second examiner:	Dr. N. Lohmeyer (Nora)
Date:	21-06-2021

Abstract

Working and organizing project-wise is a trend that develops itself more and more. Shifting between subjects of projects and dealing with every project on its own is asking for flexible organizations. The structure of organizations that adapt such a flexible form are called temporary organizations. However, the understanding of this new form of organizing and how they deal with innovations is quite complex, therefore this study focused to better understand innovation in the structure of these project-based organizations. The purpose of this research was to gain more insight into the degree of the potential for innovation in temporary organizations in the non-profit sector and what benefits and drawbacks this organizational form has on the innovativeness in the organization. In order to reach this, a qualitative case study has been conducted at the non-profit organization Woord&Daad. This case study consisted of thirteen semi-structured interviews, and a document analysis of the website and the policy plan.

The results of this case study show that project-based organization are very effective to deal with innovations and for innovations to occur, as long as the regulatory potential is high and the probability of disturbances is kept low. The benefits consist of having a lot of responsibility and space as a member of the organization to cope with changes and to be innovative. Subsequently, there is a quick reaction time on issues that present themselves. The drawbacks consist of losing the holistic view on the organization's goal, having a lot of time constraints, and being highly dependent on proper skilled employees.

Key words: Temporary organization, Project-based organization, Potential for innovation, Organizational innovation structure, Socio-technical system design (STSD), MIOS model

Table of Contents

Introduction of the topic - Potential for innovation in a project-based organization

In today's business society project-based thinking and organizing is becoming more popular (He et al., 2019; Miterev et al., 2017). Project-based thinking and organizing refers to organizations using the setup of projects to achieve their outcomes (Turner & Miterev, 2019). This means project-based organizations rely on many projects that are being carried out simultaneously; in this almost all work within the organization is concentrated around and executed as part of the projects, because this is required through the nature of the products and services delivered (Canonico & Söderlund, 2010). Already an estimate one third of the Western countries' GDP is coming from project work (Schoper et al., 2018). Using 'projectified' thinking and organizing helps to better cope with dynamic and more complex situations (Hanisch & Wald, 2014); project-based thinking seems to improve the average creative and critical skills of thinking of humans (Miterev et al., 2017; Sumarni & Kadarwati, 2020). Project-based organizing can have comprehensive impacts for organizations, as strategies and structures are fully being shaped and reshaped around this concept (Bakker, 2010; He et al., 2019). Achterbergh and Vriens (2019) explain the shaping of a structure as followed: *"the structure of an organization co-determines interaction, but the structure itself is made by organization members who interacted about what an appropriate structure might be. And as a result of that interaction, these members decide to define and relate tasks in a particular way, thus shaping the structure"* (p. 13). Therefore, a project-based structure has an impact on the entire organization.

Organizations with operational outcomes, achieved during a project-based form of organizing, are considered 'temporary organizations' (TO's) (Hanisch & Wald, 2014). It appears that these TO's are better able to perform in dynamic contexts in which contingencies play a considerable role; as these dynamic and complex situations ask for creativity which is improved when using a project-based approach (Sumarni & Kadarwati, 2020; Van de Ven et al., 2013). The reason for this is TO's are structured in a flexible way in which routines are not central (Hanisch & Wald, 2014). The projects in a TO are performed by a team in which regulation is not highly specialized nor differentiated (He et al., 2019); leading to a higher potential for regulation and a lower probability for disturbances in the coordination of the project (Achterbergh & Vriens, 2019; De Sitter et al., 1997). Therefore, it can be assumed that a TO has a decentralized structure. According to Miterev et al. (2017) decentralization leads to a better holistic view of the organization in which the operational outcomes are easier to

monitor. They suggest that 'molecular units' within the organization take better into account different or even conflicting goals, external and internal contingencies, and design choices between parts of the organization. Subsequently, projects within TO's itself are also considered 'temporary'; implying not necessarily to have a short duration, however there is a collective awareness of the upcoming termination of the project (Hanisch & Wald, 2014; Maaninen-Olsson & Müllern, 2009).

With this knowledge it can be argued that TO's, dealing with a complex and dynamic environment, create the need for a certain degree of flexibility. According to Ghorban and Gholipour (2018) strategic flexibility has a positive effect on innovativeness. Their study shows that a flexible strategy and policy will lead to more opportunities for innovation, and thus lead to more potential for innovativeness. However, the organization's own actions determine the impact and effectiveness of these opportunities, by actually seizing the opportunities in innovation or not. It is known that innovativeness creates better structures and processes to support the managing of projects, leading to higher transparency and makes it easier to recognize threats and opportunities (Gemünden et al., 2018). The study of Gemünden et al. (2018) also shows that innovative management, in other words being more future-oriented and pro-active, makes it possible to discover and choose the higher valued projects. These higher valued projects in the first place have a better tested business plan and in the second place are more mature and therefore have a greater opportunity for the project to be successful. This study of Gemünden et al. (2018) shows the importance of supporting innovativeness in the managing of projects within a TO, however research in the context on how employees cope with being innovative in a project-based organization (TO's) is still shallow. According to Miterev et al. (2017) the connection between theoretical concepts within the field of organizational design and project-based context in a temporary organization is still poorly represented and their paper can be a starting point to *"take stock of existing theoretical concepts within the organization design field"* (p. 489). For example, the concept 'potential for innovation' is explained in the book of Achterbergh and Vriens (2019), however this is not yet linked to the theory of the TO. Subsequently, several studies in the field of project-based organizing are focused on the construction sector, and merely research projects; therefore, more empirical research is needed on knowledge-intensive, flexible and goal-oriented projects outside the already known sectors (Crawford et al., 2006; Hanisch & Wald, 2014). Studies that are focusing on project-based organizations, complying with the latter set of variables, also take into account context factors like complexity.

For this study, Woord&Daad (W&D) is the temporary organization of interest, which is knowledge-intensive, flexible and uses a project-based strategy to reach its goal-oriented operational outcomes. W&D is a non-profit organization that is committed to several charity projects in a complex environment. In 2016 the structure of W&D was restructured into four different programs with projects, a project-based structure (Woord&Daad, 2021a). A program of projects acts as a framework that encompasses multiple projects as a group and such a program provides strategic directions to this specific group of projects. Such a program could be seen as a portfolio of projects is an organization, (temporary or permanent) in which a group of projects is managed together to coordinate interfaces and prioritize resources between them and thereby reduce uncertainty (Turner & Müller, 2003). Therefore, the themed programs of W&D have the purpose to create a better focus and to better cope with the dynamic contexts of the projects itself.

Obviously, the structure of this organization is fully organized around projects, which makes it an interesting organization to use in a case study to better represent the potential for innovation in a TO and the additional benefits and drawbacks on the potential for innovation of such a structure in the field of organizational design. The potential for innovation is seen as a social phenomenon in this organization. To best understand this phenomenon, a qualitative approach is chosen in which interviews primarily are used to gather the information needed.

1.1 Research Goals

By conducting a case study on several programs of projects within the temporary organization W&D, the goal is to bring literature on organizational design and project-based organizations (TO's) together and to create a relationship between the concepts. As described above, the flexibility together with the creativity that emerges from project-based organizing possibly enhances the innovativeness in the TO and the other way around, implying a mutual constitutive relation. By taking a closer look to this relationship, literature on organizational design, specifically the potential for innovation is researched within multiple projects; benefits and drawbacks of the project-based structure on innovativeness will also be brought to light. Subsequently, this study contributes by going in depth within already existing theory on innovative management and organizational design outside and within a TO in order to determine whether these theories are still relevant in today's business designs.

From a managerial perspective this in-depth case study aims to help the organization of W&D to better understand the importance in supporting the members to be innovative and to

what extent they already do this; also, they could learn from the drawbacks caused by the project-based structure. Additionally, this study could be an example to use as a tool for comparing one's own structure (with regards to the potential for innovation) with the structure of W&D from this case study. This could hold for other non-profit organizations to make the shift in their structure to that of a project-based organization. However, not necessarily non-profit organizations could learn from this, but all sort of organizations which circumstances are related to that of W&D. Therefore, the focus of this study is bilateral. On the one hand it has an academic goal and on the other hand a practical goal.

First, the academic goal of this research:

> *"Performing an in-depth case study on the potential for innovation in the structure of the temporary organization W&D with its benefits and drawbacks, in order to extent literature on innovativeness in project-based organizations with knowledge about knowledge-intensive, flexible and goal-oriented projects in the non-profit sector"*

Secondly, the practical goal of this research:

> *"Performing a diagnose of the potential for innovation in the structure of the temporary organization W&D, in order to analyze the degree of innovativeness within the organization and additionally its benefits and drawbacks on the innovativeness, to ensure an optimal performance for the present and for the future."*

1.2 Research Question

In order to achieve these goals, the following research question needs to be answered:

> *"What degree of potential for innovation exists in the structure, within the projects of Education (EDU) and Inclusive Agribusiness (IA), in the organization Woord&Daad as a temporary organization?"*
>
> - *"What benefits for the potential for innovation exist in this project-based structure?"*
> - *"What drawbacks for the potential for innovation exist in this project-based structure?"*

1.3 Scientific Relevance

The scientific relevance of this study consists of multiple parts. As a first, a response is given to earlier work of Miterev et al. (2017). As beforementioned, connections between the field of organizational design and project-based organizational context are missing for many constructs. Therefore, this study is elaborating and expanding on the construct of potential for innovation within a project-based organization. Secondly, the case studied in this research is one that does not have any affiliation with the construction industry, neither does it purely focus on research projects. This study contributes to the empirical knowledge of a knowledge-intensive, flexible, and goal-oriented project-based organization in the non-profit sector; something that is not done very often (Crawford et al., 2006; Hanisch & Wald, 2014). Thirdly, different theories within the field of organizational design will be used in the diagnose, leading to a set of indicators that together will gather the information needed. The parameters of L. U. De Sitter et al. (1997) will be used, indicators for potential for innovation of Achterbergh and Vriens (2019) will be used, a diagram of the structure of a project-based organization (TO) will be used (Gemünden et al., 2018). These theories are chosen, because they seem to be the most suitable to examine the potential for innovation within W&D and the benefits and drawbacks on the potential for innovation in a project-based structure (see Chapter 2). The merging of the different theories can lead to interesting insights for conducting a diagnose of a structure in the field of organizational design.

Notable is that the socio-technique, when it was firstly developed in the 80's, did not get the wide distribution on an international scale as was presumed (De Lange & De Prins, 2019); through the years some attempts were made to get more international acknowledgement, but for example the approach of lean by Womack and Jones (2007) and the theory of 'Tavistock Institute of Human Relations' (Brown, 1967) on the sociology of the human capital were more popular (De Lange & De Prins, 2019). In 2018 the Global Network for SMART Organization Design was connected to the worldwide network of the Sociotechnical System Design (STSD), leading to more acknowledgement and publicity (De Lange & De Prins, 2019). Growing attention in new technologies and in the future of work, affected by more digitalization and robotization, probably will create a higher interest of socio-technical and socially innovative strategies (De Lange & De Prins, 2019). By applying theories on STSD in this academic research, the underlying aim is to contribute to its well-deserved international acknowledgement, although it be of very little impact, and confirm that the STSD can handle

the going together of human capital and the digital and technical developments in the coming future.

1.4 Practical Relevance

The practical relevance arises from the results of this study. Firstly, the organization W&D obtains a comprehensive overview on the potential for innovation in their organization and to what extent this is effective in the outcomes. Subsequently, both benefits and drawbacks of their adopted structure on innovativeness will be brought to light, giving W&D the opportunity to alter it if needed, possible, and if desired.

Secondly, TO's can compare their own capabilities on innovativeness within their structure with those of W&D. Struggling organizations can learn from this case study and improve their own structure. However, it is plausible that such a comparison is context specific, for non-profit organization, and therefore not generalizable for every TO or organization that is desiring to become a TO.

1.5 Research Outline

In Chapter 1 an introduction on the topic of the 'temporary organization' was given. Additionally, the goals of this research with the corresponding research question were mentioned. Lastly, the scientific and practical relevance was described. In Chapter 2, definitions to clarify the concepts in this study together with the relevant fundamental theory that is needed to eventually answer the research, will be described. In Chapter 3, the methods used in this research are elaborated. In this, the quality criterions of this study will be discussed. Thereafter, Chapter 4 will entail the results of the collected and analyzed data. The results will be discussed in Chapter 5 of this research, the conclusion. Also, practical recommendation will be given to the organization W&D and TO's like W&D. Additionally, limitations adhering to this study and the methods used to conduct this study will be discussed, including possible directions for future research.

2. Theoretical Framework

The content of this chapter focuses on relevant literature, written on the key concepts of this research. Thereby, it provides the conceptual framework that is seen as the basis for this research. The first section starts with an explanation on literature of the TO. This includes several definitions of projects within a TO. Additionally, two different views on the characteristics of a TO will be elaborated on. Hereafter, the next section will explain how the innovation structure, with the help of several design parameters, can be examined. In this, a literature review will be included to explain the reason to choose for this theory in the nature of this research. The concluding part of this chapter gives an explanation on how the potential for innovation can be determined.

2.1 Temporary Organizations

The form and structure of an organization defines it ways of working. On one hand there are administrative, bureaucratic organizations and on the other hand more organic, less hierarchical organizations (Lee & Edmondson, 2017). According to Lee and Edmondson (2017) different trends help to motivate the development of more organic and less hierarchical structures in today's businesses. For instance, the rapid technological developments; these turbulent and uncertain developments ask for faster and more effective ways of dealing with them. Also, the higher management does not have all the knowledge needed anymore, but becomes more dependent on the employees below them. Therefore, the dynamic between staff and lower levels are different and a more flattened approach in the structure could be more beneficial. As a third trend, the employees work experiences are more important in todays' life. Meaning personal fulfillments are becoming more important for the millennials and future generations in the execution of work. This all contributes in new developments of doing business and in the organizations of this. This is why the TO is interesting, because it can adapt easily.

Organizations are known to change and need to adapt to their environment in order to outperform rivals and to remain viable (Achterbergh & Vriens, 2019; Porter, 1997; Schreyögg & Sydow, 2010). The temporary form that some organization adapt is such a change. The form of a TO has developed itself in the last decades as a new strategy of structure for organizations (Bakker, 2010; Modig, 2007; Sydow & Braun, 2018). Project management played a significant role in this development (Lundin & Söderholm, 1995); as projects take a central place in the definition of the TO (Turner & Müller, 2003). According to Cleland and Kerzner (1985) cited by Turner and Müller (2003) a project can be defined as followed:

> *"A combination of human and non-human resources pulled together into a temporary organization to achieve a specified purpose."* (p. 3)

This early definition of a project in a TO is not a wrong one, however it is not extensive enough to use in this research because it misses specificity. As a response to this definition Turner and Müller (2003) created a new definition of a project, which is more elaborated and has the specificity to proper distinguish what a project is:

> *"A project is a temporary organization to which resources are assigned to undertake a unique, novel and transient endeavour managing the inherent uncertainty and need for integration in order to deliver beneficial objectives of change."* (p. 7)

Turner and Müller (2003) link this definition to that of the organization theory of projects in TO's. Additionally, they take it one step further by arguing that a program consisting of projects is the overarching, ultimate form of a TO, also known as the portfolio of projects as mentioned in the introduction of this research. This leads to the following and another relevant definition of Turner and Müller (2003) for this research, because W&D also has programs as an overarching level of the coordination of their projects (Woord&Daad, 2021a):

> *"A programme of projects is a temporary organization in which a group of projects are managed together to deliver higher order strategic objectives not delivered by any of the projects on their own."* (p. 7)

2.1.1 Time, Team, Task, and Context

The definitions above give clearance on the understanding of the projects in a TO, however it gives no indicators on how to be effective in the outcomes as a TO. In order to determine this, the 4T-framework of Lundin and Söderholm (1995), elaborated on by Bakker (2010), can be used as a tool to indicate the effectiveness of the TO in this study. Four concepts help to demarcate the boundaries of the existence of a TO: time, team, task, and context.

Time

There can be at least two ways to make a conception of time in organizations. For a firm this is the conception of time being cyclical, whereas a TO follows the conception of time being linear (Ibert, 2004). The first implies whenever a sequence of steps or cycle is finished it starts over again; like a manufacturer of cars in its simplest form, when one car is finished another car's production is started. However, a conception of time in a linear form leads from a starting point to termination; the project is accomplished and has ended.

Time is an important factor to keep an eye on in TO's. Exceeding of the time-limit of a project is a waste of resources.

Team

Within TO's constraints of uncertainty, vulnerability, risk, and interdependence often are phenomena in which groups of people operate (Jones & Lichtenstein, 2008). Therefore, TO's depend on interdependent knowledge sets and diverse skills sets; however, time to build confidence among team members is often lacking. This is why 'swift trust' is occurring, meaning trust swiftly emerges presumptively rather than slowly over gradual experiences (Bakker, 2010; Meyerson et al., 1996). Face to face interaction is a common means of interaction in such teams (Bechky, 2006). In this, the communications adhere to norms of respectful interaction, also enhancing the swift trust. Subsequently, the type of leaderships used is mostly concerned with the 'soft' side of leading. Team members make decisions in a democratically fashion. The 'hard' side of leadership is often only used when project leaders face severe sanctions in exceeding the budget or the time limit.

The composition of a team in a TO can be seen as a delicate process. The skills required to finish the project needs to be considered. Subsequently, the working atmosphere needs to be right for trust to establish and to support a proper coordination; possibly not every management style supports such an environment.

Task

The tasks performed by a TO can be very diverse (Meyerson et al., 1996). However as already mentioned, one similarity every task has is the attribute of being 'finite', in other words having a deadline. Therefore, as a consequence of this finiteness of the tasks, the focus in a task is most of the times not on the decision-making, which is time-consuming, but on action. A frequently seen pitfall in achieving time-limited tasks in a TO is the failing of dispersion of knowledge gained during the task (Grabher, 2004). Most of the times after the finishing of the project/task, the team is being dissolved and the team members are being assigned to different tasks which is leading to problems in knowledge transfer and learning. The developing of project capabilities could be a solution to this problem (Brady & Davies, 2004). This refers to tasks and systems in a TO being repetitive in kind and therefore previous set ups and instructions of executing the tasks can be used to capture the knowledge.

When looking at the tasks in a TO, it would be wise that there should be thought of on how to capture the knowledge gained during the process, before the execution of the tasks in a project. Also, the focus should be on actually achieving the tasks and not to waste time on an extensive decision-making procedure.

Context

The context a TO has to deal with is often complex (Bakker, 2010). Within each projects several other organizations are involved and as a consequence dependencies and relations evolve. These complex contexts ask for the creation or recreation of the organization's structure to meet the demands of specific projects; innovation and handling this innovation is required. Pitfalls to handle innovations could be the integration of new business and project processes in the current organizational structure, because the current structure could possible not support such changes. Also, the management style chosen is important to consider, because a strict leadership policy is not supporting innovativeness (Achterbergh & Vriens, 2019).

For the context, it is important to map all the stakeholders of importance. Doing this will help to establish the right relationships with other organizations involved. Subsequently, the structure of the current organization should support its own improvement by given opportunities for innovations to develop and to be implemented.

These four basic concepts for effectiveness are in correspondence with the characteristics of a TO described by Hanisch and Wald (2014). The first characteristic is temporariness, suggesting every project and task is temporary. The second characteristic is the uniqueness of every project and his tasks. This can lead to difficulties in executing the project and to capture gained knowledge, as mentioned above. Thirdly, the teams executing the tasks of a projects are composed of diversely skilled experts, coming from different parts of the organization or even from a different organization. This suggests the heterogeneity and diversity as a characteristic of a TO. The fourth characteristic is the ambiguous hierarchy. The members of a team are superior in their line of work. In this, project leaders are superior, however the informal coordination of tasks, the fifth characteristic, creates a non-hierarchical structure.

Although there is little difference, the 4T-framework of Lundin and Söderholm (1995), elaborated on by Bakker (2010), is of more relevance for this case study from a literature perspective. Firstly, in a TO with programs of projects uniqueness of every project is less, because projects are to some extent managed together to deliver higher order strategic

objectives (Turner & Müller, 2003). This is in contradiction with Hanisch and Wald (2014) who state that every project is unique. The 4T-framework does not have a focus point on the uniqueness of the project, making it more suitable to use in this research.

The second reason to use the 4T-framework is for the 'context' also taken into consideration, which is not the case with the characteristics of a TO described by Hanisch and Wald (2014). Innovation is the central concept in this research and knowing how TO's deals with changes in the context and how TO's prepare themself against such changes is of interest. In many projects of non-profit TO's there is a dependency on donors and on local knowledge; which come could from a different culture like a non-western environment (Mizruchi & Yoo, 2017). Meaning a divers and different context is not uncommon for TO in the non-profit sector, like W&D (Bakker, 2010). This is why the context is also contributing in determining the potential for innovation of a TO.

2.2 Design Theory

In this research, the socio-technical system design (STSD) approach is used to define the structure of TO. As the name of this approach already tells, the focus is on both the technical systems and the social systems of an organization in an integral way. By using this approach, the technical systems will be examined to what extent they are able to support innovation, and the social systems will be tested on the skills the human resources have and to what extent they can deal with innovativeness. For the diagnose of the technical systems the MIOS model of Lekkerkerk (2012) will be used as an addition, which will be explained further on in this chapter.

To examine a structure and to examine the way things are organized in an organization it is possible to use other literature than the STSD. For example the theory of Mintzberg (1980) or Thompson (2017). First of all the theory of Mintzberg (1980), which is well-known in the organizational design literature. Mintzberg (1980) provides eight parameters to measure the effectiveness of the organization. However, the measuring of the concept 'effectiveness' is difficult, because this is a broad term and can be different for each separate organization. In the contrary, the quality of the organization described by Achterbergh and Vriens (2019), in which potential for innovation is included, can be measured more specific; also with in addition the MIOS model of Lekkerkerk (2012).

Secondly the theory of Thompson (2017). This theory primarily focuses on the diagnose of the level of predictability and adaptability and to lower the coordination costs. In this, the

structure is divided into the micro, meso, and macro part. The aim is to design the inside, and by that to deal with the outside. However, no clear parameters are provided, but more points of attention. This is one reason to not use this theory for measuring the potential for innovation, because it is lacking specific parameters and only points of attention are provided in the theory of Thompson (2017). Secondly, in the STSD as described by Achterbergh and Vriens (2019) also the different levels of micro, meso, and macro are included, which sets the theory of (Thompson, 2017) out of play. Lastly, in 2016 W&D already changed their whole structure to be more adaptable, therefore the findings on weaknesses in adaptability will probably not be very significant from a practical perspective.

Although the STSD theory is adopted in this research, a point of critic needs to be taken into account. Namely, this theory is best applicable on functional, bureaucratic organizations and structures; in which the focus is on high value parameters. The structure of TO's is not designed as functional and bureaucratic, but as organic and flexible organizations. This means a very critical view is needed to still find the weaknesses on the parameters within a TO, provided by the STSD theory.

On the other side, the STSD clearly takes the social side of the organization into account, in making the diagnose of the structure. In contrary to the other theories of Mintzberg (1980) and Thompson (2017), who primarily look to the technical and structural characteristics and leave the social aspects out. Especially in researching the potential for innovation, it is important to know how the social side of the structure is supporting this, because innovation is not only about the product, but also on the process, as will be more explained in section 2.3 (CHEAH & Yuen-Ping, 2021).

2.2.1 Socio-Technical System Design

In the literature on STSD a distinction is made of four basic activities that are required to reach the organization's goal (Achterbergh & Vriens, 2019). These are the strategic regulation, regulation by design, operational regulation and performing primary processes.

Strategic regulation (SR): contains the higher strategy choices that steer the long-term goals of the organization. Setting goals is seen as strategic regulation, those goals are set and adapted when necessary.

Regulation by design (DR): focuses on providing an adequate infrastructure. Part of the infrastructure are human resources, technology and structure. An adequate infrastructure is reached when the organizational activities can efficiently and effectively be performed.

Operational regulation (OR): relate to the activity that explains to what extent the level of regulation is dealt with on the operational level, hence the primary processes. It focuses on: *"The degree to which operational tasks cover only a small part of the complete operational process"* (Vriens, 2020). When there are disturbances or there is damage in the primary process, these disturbances or damages should be prevented or repaired.

Performing primary processes: the focus in this activity is on the operational levels. It contains an overview of how the operational and regulation levels are distributed into a visual diagram that shows how the structure of an organization is furnished. Examples are the layout of a functional structure or a line structure as described by Achterbergh and Vriens (2019), however the emphasizes is on the design of a parallel structure, which they state is the best structure.

The abovementioned four basic activities are related to the definition of a 'proper structure': *"a structure of an organization defines tasks and relates human resources and technology to organizational activities and goals"* (Achterbergh & Vriens, 2019. p. 27). In other words, the four basic activities need to support each other in the structure. If the structure has a low probability of disturbances and enough potential for regulatory aspects the structure of the organization is a proper one. In the STSD approach De Sitter (1997) has distinguished seven parameters to help create a proper structure based on the four activities. If scoring low on the parameters the probability of disturbances is low and the potential for regulatory aspects is high, which means a good structure. A bad structure is the other way around. The seven parameters can be sub-divided into the production structure and the control structure, with one parameter showing the relation between them (Achterbergh & Vriens, 2019). In explaining the parameters, an example of a furniture manufacturer will be used.

As a first, the production structure. The production structure is the network of tasks related to carrying out primary processes. Tasks in the production structure can be divided into 3 aspects. These are the preparing, making/production, and the supporting. The following three parameters are related to the production structure:

1. *Functional concentration (Figure 1):* degree to which operational tasks are related to all order types; order types are the products/services demanded by the clients. i.e., one is involved in the production process of both chairs and tables, which also themselves have different types. When related to few order types this parameter scores low; when related to many order types this parameter scores high.
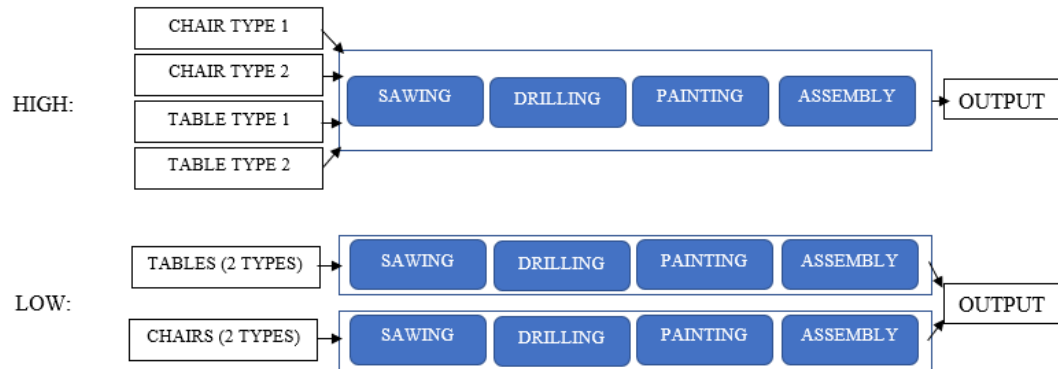
Figure 1: Functional concentration

2. *Differentiation of operational activities (Figure 2):* degree to which operational activities are differentiated into aspects of 'making', 'preparing, and 'support' tasks. i.e., being involved in just one aspect of the production process of the furniture (preparing). A high differentiation also leads to a high score on this parameter; a low differentiation leads to a low score on this parameter.
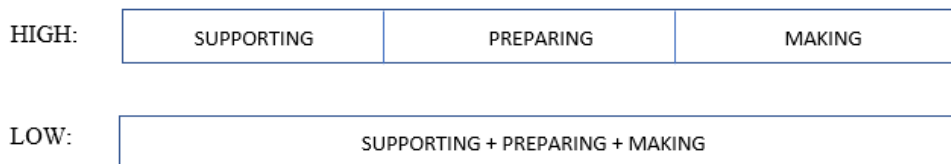
Figure 2: Differentiation of operational activities

3. *Specialization of operational activities (Figure 3):* degree to which operational tasks cover only a small part of the complete operational process, i.e., performing one specific task the whole day or performing all-round tasks, such as gluing the backrest to the seat of a chair.

Figure 3: Specialization of operational activities

The next three parameters are related to the control structure. The control structure has control over the primary processes in the production structure. If the production structure is designed properly, the control structure becomes less complex and probability of disturbances are lowered.
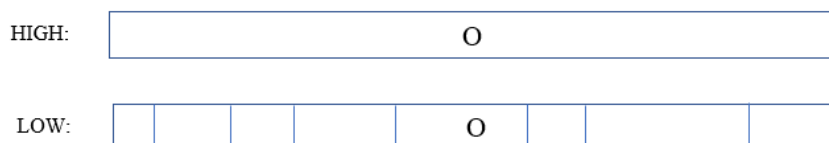
4. *Differentiation of regulatory activities into parts (Figure 4):* degree to which regulation is differentiated. Every regulation activity can be sub-divided into three parts: 'monitoring', 'assessing', and 'acting'. This regulation only affects a small part of a regulation level as well as on the operational level i.e., one is only involved in the monitoring part of regulating some making activities on the operational level, such as a line manager. Again, a high level of differentiation leads to a high score on this parameter; a low level of differentiation leads to a preferred lower score on this parameter.
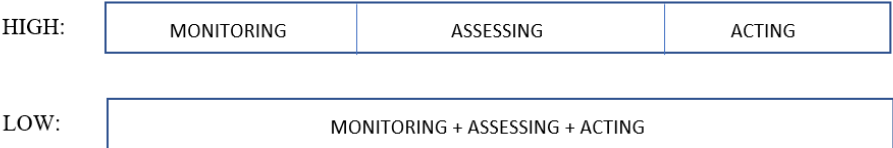
Figure 4: Differentiation of regulatory activities into parts

5. *Differentiation of regulatory activities into aspects (Figure 5):* this refers to the *"degree whether regulation is assigned to separate tasks or whether tasks exist containing all three forms of regulation"* (Achterbergh & Vriens, 2019, p. 60). Again, the three forms of regulation are: strategic, operational, and regulation by design. i.e., one is only involved in the strategic regulation aspect and therefore does not thinks about the operational process of the firm. On the strategic level sustainable furniture is the goal, but how this is going to be executed and what materials are needed is not thought of. A low level of differentiation is preferred.
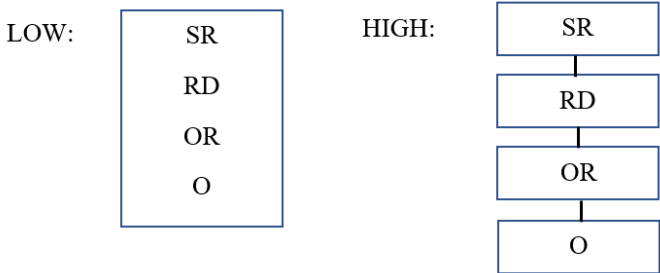
Figure 5: Differentiation of regulatory activities into aspects

6. *Specialization of regulatory activities (Figure 6):* degree to which regulatory tasks are divided into small tasks with a small regulatory scope, i.e., one only regulates a specific part of the manufacturing process of a chair, such as the chair legs. A low level of specialization leads to a low score, which is preferred for a proper structure.
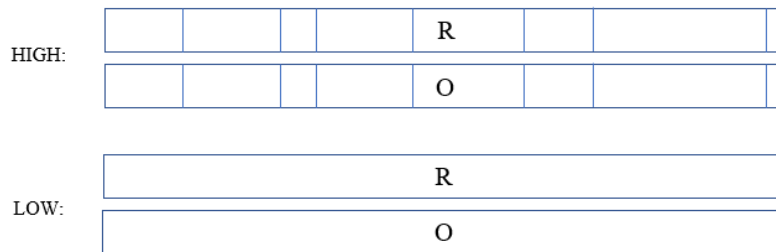
Figure 6: Specialization of regulatory activities

The last parameter is related to the relation between operational and regulatory activities. In other words, the relation between the production and control structure. The control structure will be elaborated on hereafter.

7. *Separation (Figure 7):* degree to which operational (preparing, making, and supporting) and regulatory (SR, OR, DR) activities are assigned to different tasks. i.e., an employee is only involved in the making of chairs and is not involved in any regulating activities, such as monitoring if the production process is going well and if time limits are being met.
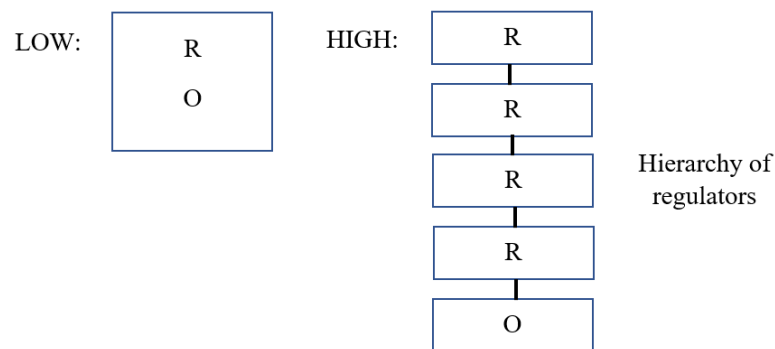
Figure 7: Separation of operational and regulatory activities

2.2.2 Model Innovation and Organization Structure (MIOS)

As mentioned before, the 'model innovation and organization structure' (MIOS) of Lekkerkerk (2012) in this study is used as an addition on the STSD approach of De Sitter et al. (1997) cited by Achterbergh and Vriens (2019). In the organizational design literature, no other model or tool was found to measure the innovation structure of an organization. Therefore, this model (Figure 8) is most suitable in the diagnose of the technical innovation system of an organization, because it helps to research what innovation structure is most efficient and effective. The aim of this model is to expose different structural functions regarding the exploring and exploiting of innovations. Figure 8 shows that twelve functions are created to design or diagnose the innovation structure of an organization (Lekkerkerk, 2012, p. 3). In Table 1 all the twelve functions are briefly explained (Kruyt, 2019, p. 15). As can be seen, there are three categories that can be distinguished in the model. The V-functions, which are related to the production; I functions, which are related to innovation; and the C-functions, which are central functions (Lekkerkerk, 2012).
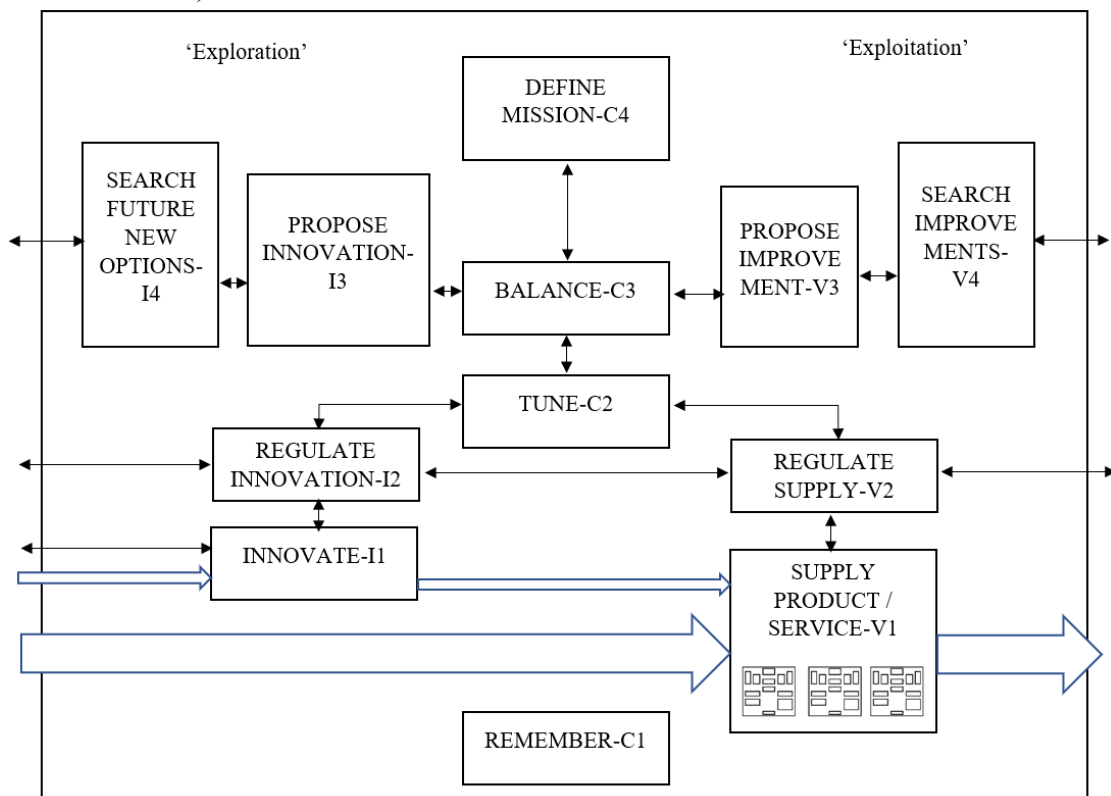
Figure 4: MIOS visualization

These functions are all related to each other. If these functions are implemented in the right way the organization is supposed to be and to remain viable; it can survive. Achterbergh and Vriens (2019) take it one step further by saying that whenever an organization strives to deliver a

'positive' societal contribution it can be referred to as 'rich meaningful survival'. A good innovation structure, as described by Lekkerkerk (2012) in the MIOS, contributes to this rich meaningful survival by creating an even more adaptive and flexible structure to make striving for a positive societal contribution more easier. However, the functions need to be executed properly by well-trained managers and employees; the design of the innovation structure itself is not the only thing that counts. Therefore, the social systems should also be properly designed to support the innovation structure; here the design parameters come into play.

Each function will be examined within W&D on being present in the organization formally or informally; additionally, it will be decided whether it is present in a sufficient or insufficient amount. For an example see page 182 of Lekkerkerk (2012).

Function	Explanation
Supply product / service – V1	Represents the primary process supplying products and/or services by transforming inputs in the required output. Includes recurring, order-related activities like logistic, sales, finance, procurement. Includes supporting activities maintenance, facility management etc.
Regulate supply – V2	Operational regulation of the primary process including continuous improvement
Propose improvement – V3	Make project proposals for the best opportunities for improvement received from V4
Search improvements – V4	Search for and find ways to improve exploitation of current products, markets, facilities etc.
Innovate – I1	Carry out all approved innovation projects and improvement projects
Regulate innovation – I2	Operational regulation of individual innovation projects and operationally manage the portfolio of projects in progress
Propose innovation – I3	Make project proposals for the best future options for innovation received from I4
Search future new options – I4	Exploration of environment and search for future options for innovation, aimed at new and existing markets
Remember – C1	Organizational memory storing codified knowledge relevant for the organization
Tune – C2	Tuning V1 and I1 enabling smooth implementation of innovations and tuning the upper six functions contributing to the strategic planning process
Balance – C3	Balancing the project portfolio by strategically choosing which new proposals (from V3 & I3) should be funded and at the same time which of the projects in progress should be continued, paused or aborted

Table 1: Brief description of the functions in the MIOS of Lekkerkerk (2012), cited by Kruyt (2019)

2.3 Potential for Innovation – Conceptual Framework

In the end the MIOS model together with the design parameters will give an overview of the quality of a structure. The aim is to determine with these tools to what extent innovations can be performed and what the benefits and drawbacks are on the potential for innovation of the project-based organization. But first it is important to have clearance on the concept 'innovation' and what this means.

Innovation can be defined as the *"implementation of a new production or delivery method or significant improvement in offered value perceived by end user"* (Ghorban & Gholipour, 2018, p. 2). Another definition of innovation, as described in the Oslo manual (OECD. et al., 2005), is: *"an innovation is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organizational method in business practices, workplace organization or external relations"* (Gault, 2018, p. 617). This definition, which includes product and process innovations, is closely related to the potential for innovation (CHEAH & Yuen-Ping, 2021); the potential for innovation refers to the extent of the innovations being possible and the relevance they have for the value stream of the organization (Achterbergh & Vriens, 2019). Product innovations refer to significant improvements of a good or service or the introduction of a totally new product or service (CHEAH & Yuen-Ping, 2021). The innovation process refers to the managing and designing process to create or even improve already existing value outputs of the organization in the form of technologies, services, business systems, processes (CHEAH & Yuen-Ping, 2021; Edwards et al., 2002). Both the innovation process and the product innovation does involve significant changes (OECD. et al., 2005). Organizations that lack behind and fail to innovate, will be disrupted by the competition that does succeed in innovating (Arvidsson & Mønsted, 2018).

In this study, the focus will be on the process and product innovations in the light of the potential for innovation. In this, the diagnose will show to what extent the innovation structure, as part of the whole structure of W&D, makes it possible for relevant innovations to occur and if both the product innovation and process innovation are present. A high degree of potential for innovation means the design parameters scoring low, creating a low probability of disturbances and a high regulatory potential. Also, all the functions of the MIOS model need to be present in the organization to deal with innovations. Notable is that in the production functions of the MIOS model the first three design parameters can be found and measured, because the activities in these functions relate to the primary and operational activities; existing of making, preparing, and supporting (Kruyt, 2019; Lekkerkerk, 2012). The other remaining design parameters are related to the regulatory activities in the structure. These can be found and measured in the other functions of the MIOS model (Lekkerkerk, 2012). In doing so, the production functions are V1, V3, V4, I1, I3, and I4 because they relate to the primary and

operational activities. The other functions: V2, I2, C1, C2, C3, and C4 are all focusing on and related to regulating the actual execution of the tasks to innovate.

3. Methodology

3.1 Research Design

In conducting this case study, a deductive and qualitative approach has been taken. This is most suitable, because the aim of this research is to investigate the potential for innovation in the work practices of the temporary organization W&D as a social phenomenon, with in addition the benefits and drawbacks of the TO form on innovativeness (Yin, 2013). In other words, W&D is a case in which innovativeness is of importance and which is also considered to be a temporary organization. This case study is done by investigating multiple programs within the organization of W&D.

In addition, this research is primarily providing information and knowledge on the potential for innovation in a TO, by searching, understanding and solving practical issues within TO's in the non-profit sector. Therefore, this research is practice oriented. Within a practice oriented research there are five different stages to be distinguished: the problem analysis, the diagnosis, the design, the intervention, and the evaluation stage (Verschuren & Doorewaard, 2015). This study relates to the stages of the problem analysis and the diagnosis, because the innovation structure of W&D is being diagnosed and explanations for issues in this structure are being looked for.

3.2 Data Collection

The collection of data will be done by conducting thirteen semi-structured interviews. Reason for the interviews to be semi-structured is the ability to on the one hand include all important concepts and aspects of relevance, while on the other hand the opportunity still exists to act on the answers of the respondents; i.e., innovation is a concept which can have different meanings, whenever someone thinks different on this, new questions can be developed on the spot to seek for underlying reasons for such a different perspective. Another example and reason to use semi-structured interviews is the possibility to keep asking questions whenever someone gives a hesitant answer. This eventually could lead to a clear answer and even currently unknown and important aspects. Subsequently, using this method the respondent has enough freedom in their answering to possibly introduce additional thought that are overlooked in the assembling of the interview questions.

The conducting of the semi-structured interviews will be done either by face-to-face or via Microsoft Teams, due to circumstances caused by the pandemic COVID-19. The first interviewee will be an employee of the HR-department; this member of the organization will have a good overview of the organization and in which ways members of the organization are organized and structured. Hereafter, ten members with different roles will be interviewed; in total six roles are available within one project-team and from each role at least one person will be interviewed. At last, the two program leaders of the EDU and IA programs will be interviewed, as well as the CEO of W&D. Within each interview, the same or comparative question will be asked to the respondents. The way this is structured is based on the operationalization of the concepts. First the characteristics and indicators of a TO will be asked for. Thereafter the existing innovativeness in the organization will be questioned. In this, the innovation structure especially will be investigated, as well as the probability for disturbances and the regulatory potential, because they all are connected to each other. The overview of interviews conducted can be found in Appendix C. Subsequently, an example of a questionnaire can be found in appendix D.

In addition to the data collection by means of interviews, a document analysis will be done. An important document, policy plan (Woord&Daad, 2021a), that defines the structure of W&D will be analyzed. Also the website of W&D is full of relevant information (Woord&Daad, 2021b). This is a great opportunity to test the 'theoretical' practices versus the actual practices in the organization, with regards to the innovativeness in their policy. Saying something and actually doing that, are two different things. Subsequently, the mission and vision are stated in this policy plan which give better insight in the societal contribution the organization has in mind and tries to achieve. This will make it easier to understand the organization and to conduct this research.

3.3 Data Analysis

After the data is collected, the data will be analyzed. First, the interviews will be transcribed. This will give a better overview of the information that is gathered. However, since this will generate a comprehensive amount of data it needs to be reduced to a more specific amount of data in which relevant information is separated from the side issues of lesser relevance. This reduction of the data is done by assigning the information to constructs, dimensions, and eventually indicators. In this process the program Atlas.ti will be used, which is designed to code raw data gathered by interviews. The constructs consist of topics on the

temporary organization, STSD design parameters, and the MIOS model. Eventually, the coding process exists of linking the indicators to the transcripts of the interviews. These codes are thereafter being arranged as quotes into a codebook. This codebook creates an all-encompassing overview of the relevant data and enables the analysis of the information gathered. By using this data analysis technique, the researcher aims to include all relevant information based on the theoretical concepts, however attention will also be paid to possible emerging concepts that might come to light during the interviews.

For the document analysis, the policy plan (Woord&Daad, 2021a) will be analyzed on the relevant constructs, as mentioned above. In doing so, the goal is to find 'theoretical' strategies in the dealing with strategic project development and the dealing with innovations.

As can be seen in the operationalization of the constructs in Appendix A and as is explained in the previous chapter, the functions Supply product service-V1, Propose improvements-V3, Search improvements-V4, Innovate-I1, Propose innovation-I3, and Search innovation-I4 refer to executing and performing activities by which the product or service is innovated. The remaining functions: Regulate supply-V2, Regulate innovation-I2, Remember-C1, Tune-C2, Balance-C3, and Define mission-C4; are more focusing on the innovation process, because they focus more on the regulating the process of the innovation instead of focusing on the actual execution of it. This distinction will be used in the description of the results.

3.4 Case Description

In this research, the organization of W&D will be the unit of analysis. W&D exists already for 48 years, founded in 1973. As a biblical Dutch foundation, W&D, together with local partners and actors from relevant sectors, connects people worldwide. They want to create and sustain a dignified life for the poor and the rich to transcend poverty in the world. In this, the Christian norms and values have a central place and together with the development projects they spread the word of God. The headquarters of W&D is located in Gorinchem, a city in the Netherlands. The workforce of W&D consist of around 85 employees, besides all the partner organizations and entrepreneurs that are linked to W&D (Woord&Daad, 2021a). The main source of income for W&D is the funding they receive from their donors and institutional funds. As an addition W&D itself has thrift shops through the whole Netherlands to increase their disposable income.

As a result of the restructuring of the organization W&D a few years ago in 2016, four programs with projects were formed: education (EDU), inclusive agribusiness (IA), work and

training (WT), sustainable water (SW) (Woord&Daad, 2021a). The current strategy of W&D of 2021-2025 focuses on three issues. Firstly, on reaching the unreached, as worldwide reports show an upward trend in poverty and inequality. In addition, it is not easy to reach the poorest that W&D has in mind with their work, according to their experience. Secondly, W&D focuses on the resilience to the effects of climate change. Signals that natural resources are increasingly under pressure and that it is precisely the poor that are severely affected by this. Thirdly, the focus is on value-driven systemic change, because the increasing complexity and the continuing inequality problems asks for a different approach that focuses more and more on structural and systemic change.

This study will demarcate to a chosen set of programs and projects. These are the inclusive agri-business program (IA) and the education program (EDU). The program EDU is included because this is representing the more social side of development aid in poor regions of the world, which is the same for the programs Job Booster and Sustainable Water, which are therefore not included. On the other hand, the program IA represents a more business side in providing development aid in supply chains in which poor farmers are struggling. By including a social aid and business aid program, both sides are being represented in this research, resulting in taking possible internal differences into account.

The projects within these programs will be the unit of observation. Each program with projects is linked to a theme or multiple themes, determining the policies chosen to realize them (Woord&Daad, 2021a). Central themes in the program IA are to eliminate poverty, to create gender equality, to create dignified work and economic growth, and lastly to create corporate responsible consumption and production for mainly farmers; the overall aim is to contribute to an inclusive, competitive, and sustainable value chain for these farmers in poverty regions. The central theme in the program EDU is to ensure equal access to quality education, with the aim to promote lifelong learning for everyone.

3.5 Operationalization

To better understand the operationalization of the most important concepts in this research, explained in this section, it is recommended to look at Appendix A; which gives a good overview of all the concepts, dimensions, and indicators.

The form of TO can be operationalized into four general dimensions. These are 'time', 'team', 'task', and 'context'. Several indicators are developed to investigate how W&D as a

TO is scoring on these four characteristics. For instance, questions on how they cope with deadlines and what leadership styles they use in the organization.

Potential for innovation can be operationalized into several general dimensions. In the study of De Sitter et al. (1994) cited by Achterbergh and Vriens (2019) potential for innovation is operationalized into two dimensions: 'the strategic project development' and 'innovation time'. The first one refers to the degree to which product and process innovations are relevant innovations, which in this research is perceived as the potential for innovation. The innovation time refers to the average time needed from the product idea to the product launch; in this case the product is the project. The MIOS model together with the design parameter are used as tools to measure this potential for innovativeness. A project, and in broader term the structure of W&D, is considered innovative when the designing parameters of the tasks of the project team members (the members of the organization) have a low score, and if it scores good on all the functions of the MIOS model.

The created indicators help researching to what extent the current potential for innovation makes it possible for relevant innovations to occur and to investigate the benefits and drawbacks in the structure that possible has an effect on the potential for innovation within TO's.

3.6 Quality of the Research

In this qualitative research credibility, dependability, transferability, and confirmability are important to take into consideration in order to reach a high-quality research (Bleijenbergh, 2015; Vennix, 2011). In this section it will be discussed to what extent these quality criteria are present and thought of in this case study. The latter one, confirmability, will mainly be addressed in the next section, in the research ethics. Because this is mostly about the objectivity of the researcher and the neutral outcomes of the research.

3.6.1 Credibility

In order to reach a high credibility and to draw the correct conclusions based on the chosen research methods in this research, several measurements are implemented (Vennix, 2011). This is done to prevent, among other things, context-specificity and socially-desirability in the answers of the respondents during the interviews or misinterpretations in the results due to lack of experience of the researcher (Tuckett, 2005; Vennix, 2011) The first measurement is using

data triangulation; conducting semi-structured interviews and doing document analysis. Subsequently, the interviews will be recorded, transcribed, and a member check will be performed; this entails sending the transcription back to the interviewee to check and review if all is transcribed correctly. In this, all interviews will follow the same structure as well as the same similar set of questions with guaranteed anonymity to the respondents in order to enhance neutral and honest results. A third way to guarantee credibility is the usage of and building upon theoretical concepts, already existing in current literature, to compare the theory with practice. Lastly, the researcher has experience in doing qualitative research and also has some knowledge in the organizational design field, making it more feasible to maintain a higher quality.

3.6.2 Transferability

In this research generalization is not the main goal, however by investigating two of the four programs of the organization of W&D it is feasible to generalize the results to the entire organization of W&D, which is explained in a previous section of this chapter. It is possible to make a soft generalization for the whole organization concerning their innovativeness in their temporary organizational form. Furthermore, the results of this research are not representing every TO, although similar structured non-profit organization do come close to make comparisons and to generalize with W&D as organization. Therefore, it can be stated that the theoretical applicability and thus the transferability is valid in similar situations and cases. However, the degree to which the conclusions of this research can be generalized to or be applicable for the entire population or other situations, groups or persons than being studied in this particular research is rather low (Tuckett, 2005; Vennix, 2011).

3.6.3 Dependability

In this research triangulation of data has been applied to track measurements performed in this research, which makes repeating of this research more feasible if needed (Boeije & Bleijenbergh, 2019; Tuckett, 2005; Vennix, 2011). Subsequently, as already been said before, the interviews will be recorded, transcribed, coded and analyzed with in addition the member checks. This all is done to contribute to the dependency and to increase transparency towards the respondents and to maintain consistency in the understanding of the results by the researcher, academics, and the interviewees.

3.7 Research Ethics

Research ethics in this qualitative research *"refers to the moral deliberation, choice and accountability on the part of researchers throughout the research process"* (Miller et al., 2012, p. 14). However, the point of views taken by each researcher can be different. For instance, one could regard ethics as the right thing to do, while someone else treats maximizing what is good or minimizing the harm as a central point in ethics (Hammersley & Traianou, 2012). In regard of this research, the point of view taken is 'doing the right things' and to not choose sides; meaning an objective and neutral attitude is needed; confirmability therefore will be central (Tuckett, 2005). In this research the following actions will be taken to ensure this will be an ethical research.

Firstly, in this research participants are being treated respectfully and transparency with all participants in the process of this research is key. This is done by informing the participants on the objectives of this research to ensure confidentiality. Also, before conducting the interviews consent will be asked for recording the interviews. Additionally, a member check will be executed with the interviewees; after transcribing the interviews the transcription will be send to the interviewee for a consistency check. In doing so, misinterpretations are eliminated and this gives the interviewees the opportunity to withdraw statements. All these steps will enhance the confirmability and builds trust. Subsequently, to improve the confidentiality no real names will be used.

Secondly, the intersubjectivity by means of the member checks will enhance the credibility, dependability and confirmability in this research. The researcher itself also has no affiliation with the organization or close relationships with members of the organization. Besides, reflexivity is thought of, because self-reflection is applied by the researcher between each interview to improve the process and content if needed. Together, all these measurements should contribute to an objective, neutral attitude and position of the researcher in the process and in the results of this research.

4. Results

As a first, the general characteristics of W&D will be described. This data is mostly gathered from the policy plan (Woord&Daad, 2021a) and the website of W&D (Woord&Daad, 2021b), which has much elaborated information of their work practices in theory. Subsequently, some data from the interviews is used to help describe W&D's general characteristics. The reason to describe the overall and general characteristics of W&D is to better understand W&D's way of organization and with that the innovation structure that it has in the end. After this section, the indicators of the MIOS model and the parameters will be described. Most of the data used to score these indicators are coming from the analyses of the interviews. The last sections of this chapter will show the benefits and drawbacks that the respondents perceive in this project-based organization and what effects these have on the potential for innovation.

4.1 General Characteristics of W&D

The projects within the programs of W&D can have different phases, which can be seen in Figure 9. First of all, there are the thematic programs with the projects, such as the EDU and IA programs. These projects have a central place and everything is organized around these themes. However, before a project becomes an actual implemented project within a theme, the Business Development phase precedes it. In this, the project is designed in such a way that it has the needed resources and can survive on its own. Important here is that the funds are taken care for, because W&D does not start projects that are not fully funded (interview 11, CEO). Besides these phases, there are also the regional and internal projects, which are subject to customization and are connected to the running or still in developing projects. As can be seen in Figure 9, the 'Strategy and Knowledge' gearwheel is the motor of all these projects and contribute to facilitate interdependence and learning between and within the programs and projects.

Funds are very important for W&D and that is why the 'funds' are set as the foundation of the model in Figure 9. The 'BoD' (board of the directors), but mostly the CEO, acts as a gatekeeper and helps to facilitate the project-based work and the optimal functioning of the project teams and the (self-managing) support teams (interview 1, HR-department). This is done by appointing a project leader per project who is best fit to lead the project and the corresponding team members. These team members are known as the 'experts', and there are different roles in this: Program-leader, Project-leader, Project-Expert, PMEL expert (project monitoring, evaluation, and learning expert), IF-expert (institutional fundraising expert), Communication expert, Grant manager (financial expert). Subsequently, the 'Externs' play an important role to help achieve set goals; externals could be: Partner organization, Local institutions etc. All these activities are supported by the 'Resources', which make sure the project teams can operate and achieve their goals and can be seen as the support side of the organization.

Figure 5: Overview W&D

4.2 The Potential for Innovation of W&D

4.2.1 Product Innovation of W&D

In the production process of W&D the distinction in the designing and implementation phases of projects is found, to help navigate through the product innovation. A program leader stated: *"So I think you could say the business development phase, you could say there's a more explorative phase in a more working out the plan phase, so to speak. And let's say if the plan is ready and if there are funds, either institutional funds or other types of funds available, then you can let's say plan the implementation phase."* (Interview 9)

To smoothly perform in these phases the operational activities (supporting, preparing, making) can be assigned to different roles within W&D. As a first the supporting activities, these consist of the nine teams that are shared under the topic 'resources' in Figure 9. According to the CEO and HR-department they are not directly involved internally within the project teams, however this is possible if wanted or needed. Their main responsibility is to provide the means necessary to develop and actually execute innovations, often translated in projects; as a HR employee stated: *"In general, I don't work in project teams, but I have my own work and we look within the team to see who does what when it comes to HRM matters"* (Interview 1)

In considering the 'preparing' activities to promote significant improvements, the interviews with the IF-expert and the project leaders give clearance. They mostly are active in the designing phase of projects, grouped under business development. The writing, getting the funds, and approval of a project assignment are the central activities and are needed before a project can be launched and executed by a project team. According to the CEO such a project assignment is considered as the 'WHAT' of a project and needs to be checked by the CEO. If approved, the 'HOW' of executing the actual project is seen as the responsibility of the project leader; there are many innovations that are only concerned to the 'HOW' in the execution of innovations in projects, meaning informal adjustments and adaptions in the team itself takes place: *"What I usually do is within the project and I try to develop new projects and the CEO gives me quite some freedom to do that."* (Interview 11)

According to the respondents, it is quite easy to develop new innovations and new projects within W&D. The freedom in the responsibility contributes to this: *"We have freedom to look around to see what is everyone doing, and we can make different connections, and that's yeah, can lead to nice innovative projects."* (Interview 3, project expert)

Eventually the 'making' activities that relate to actual performing the innovations and to executing the projects can be assigned to the roles in the project teams. The project leaders are clearly the ones responsible for the whole project and not the program leaders or the CEO; one program leader said: *"I'm not involved in all the projects because the project leaders are responsible for their projects."* (Interview 10)

Program leaders, as they say it, take on an advisory role in making sure there is coherence in the plans and that the targets of projects make sense in the program framework; the CEO is only concerned with the 'WHAT'. Therefore, in close collaboration with other team members, the project leader is responsible for the delegating of the tasks to make sure the innovation in projects and the projects themselves are properly executed and goals are achieved. Closely working together with partner organizations is part of this; without the partners W&D cannot achieve those goals: *"We are based here and we depend on our partners to deliver. So, to a certain extent we do depend on their performance, yeah."* (Interview 5, project leader)

Every project also has a project expert, who has knowledge on the specific topics and the knowhow in the project. An example out of an interview with an expert refers to one that knows how to best irrigate and plant certain crops in Ethiopia and knows everything about seeds. The project experts say they are busy with sharing that knowledge with the target group, often also in close collaboration with local 'fieldworkers', who are the eyes and ears of W&D. Finding and using new and context specific ways to do this is part of that and their expertise helps in determining the added value of an innovation.

Another team member is the PMEL expert. PMEL experts explain that they are responsible for monitoring, evaluating, and learning in the projects and also on program level; this can both be in the designing as well in the implementation phase of projects. One PMEL expert said: *"sometimes I'm involved in the design phase to come up with a theory of change with the results frameworks, to come up with relevant indicators which need to be measured. In the project which are already running it's also a lot of, well to keep track of the data collection, the data analysis and also yeah to see what we can learn from it"* (interview 7)

The focus therefore is on the progress of the projects, as PMEL experts experience it. The PMEL experts play an important role in the proposing and searching for innovations, which will be elaborated in the next section.

Also, an important team member is the communication expert. One communication expert described his tasks as followed: *"I write to the project proposals for the fund raises,*

mainly for fundraising in the Netherlands amongst entrepreneurs and for our volunteer groups and the second-hand shops. Uh, and I write reports for the donors of the projects." (Interview 8)

By doing this, the donors are kept informed and are given an overview of the progresses and of newly implemented innovations and projects, keeping them satisfied. Subsequently, new entrepreneurs are reached and made enthusiastic to also become a donor. The communication expert is responsible for the appearance of W&D; in this creativity is key, which goes together with freedom to self- determine on how to do this.

The last member of a project team is the grant manager. Out of the interviews it became clear that the grant managers are relieving the project leader of the tasks of budgeting, because in the past this was becoming too much for the project leaders to also deal with in their own tasks. The grant managers see themselves responsible for the financial overview of a project and unburdens the project leaders on financial aspects, as the CEO stated: *"We interviewed some project leaders who are very experienced and they said I have too much on my desk; I have to think about fundraising, about the content, about contract management, I do need an assistant or something like that. During that time, we decide to put in each project a Grant Manager, who is responsible for the grant management, which were very helpful."* (Interview 11)

According the interview with a grant manager his tasks are to support, however by also being involved in whole projects they also think along with the other team members and have a part in the 'making'.

Proposing functions & searching functions

Both the exploring and exploiting sides of innovations (Figure 8) are seen within W&D. As the first quote stated in the section 4.2.1, the designing phase of projects can be linked to the exploring side of innovations and the implementing phase to the exploiting side of the innovations. Also, within already existing projects, innovations are being searched for and proposed. The PMEL expert in collaboration with the project leader mostly are involved in this, however the other team member is not excluded perse, it is a mutual process. The atmosphere at W&D is very informal and everyone can always propose a good idea: *"Whether you're sitting in a higher tree or answering the phone, if you have a good idea then share it and feel free to share it and we'll see what we can do with it."* (Interview 1, HR-department)

The indicators that the PMEL experts develop show whether targets are met or not; this gives room to look for ways to improve current activities to boost the achieved targets on the indicators. The project plan, a yearly evaluation activity for each project, plays a part in this. The CEO, program leaders and project leaders say that the project plans are taken seriously and lead to adaptive learning and programming, causing innovation to be more tangible to exploit. According to the respondents the purpose of the project plan is twofold. On one hand an evaluation is made of the past year; thoughts on what went well and which goals have been achieved are written down. On the other hand, the nearby future is thought of and new goals are set and opportunities will be exploited; also, things that had a more negative impact are taken into consideration to improve or avoid in the coming year. Therefore, there is evaluated on the past period to improve current activities, but also on future new options that arise in the coming year. These evaluations are done in a certain routine, however one can always evaluate more: *"You can always do an additional evaluation too, but you also have to find the balance, and I think we have found that as W&D. Balance between learning and implementing, so doing things."* (Interview 2, project leader)

Subsequently, in the interview with the HR-department it came forward that there are two kinds of improvements to be proposed. The first one is the more in dept and on the content side improvement, which is mostly always relevant for a specific project. The other is a more technical and organizational kind of improvement, which is not context specific and can be relevant for many or even all members of W&D.

Eventually, all interviewees agreed that opportunities for improvement are also often discussed, be it at the weekly opening on Monday morning, the weekly project meeting, the monthly program meeting, or the quarterly meetings. The CEO said that W&D is a very flexible and a broad organization in which all ideas of everyone are taken seriously.

Design parameters of the production structure

Functional concentration

There are four parallel flows, which are the four programs. Also, clear roles are defined with expected tasks to be fulfilled by the appointed persons; each role in a project receives a number of hours. This is used as an indicator to have an overview of persons who still have time to do more and also to prevent a too high workload. The HR-department is the one who is keeping an eye on the workloads of its employees. In general, this seems to work very well, however during the interviews it appears that due to some busy periods within a year, concerning

multiple important and hard deadlines, this can give a distorted picture. Persons within W&D easily exceed the participation of ten projects or more. For some roles this is doable, such as the grant manager, however for other roles this may lead to a too high number of projects to focus on. An example is one project leader who is doing too much: *"Uh, at this moment, uh, actually I have too much projects which I joined. I think I'm involved in maybe 14 or 15 projects, and actually that's too much so…"* (interview 13)

The consequence is a lower focus on the in-depth content of the projects and missing opportunities because of time constraints. Also, this means to network with a lot of different people in which the overview is easily lost. For W&D this indicates a <u>MEDIUM</u> to <u>HIGH</u> level of functional concentration.

Differentiation of operational activities

Each project can be seen as an island on its own, which is part of a drawback that will be elaborated on later in this chapter. However, for the second design parameter this results in a low score. The interviews all overlap and confirm that the teams themselves are responsible to achieve a proper execution of the project and that the 'supporting', 'preparing', and 'making' is represented in all roles that are present and needed in a project team. The specific roles needed can differ per project and can easily be adapted if needed. Therefore, in the output of W&D the differentiation of operational activities indicates a <u>LOW</u> level.

Specialization of operational activities

Tasks within W&D are not highly specialized. The formal roles within the organization are to some extent specialized in certain aspects, but this is done for the sake of efficiency and to try preventing having too much order types in the tasks. Everyone is free to do more tasks than prescribed in their role if they are up to it: *"On one hand it's very helpful because you have the different tasks. On the other hand, it means that you're doing 10 things at the same time, and that sometimes means that you cannot do all 10 things as in depth or as profound as you would like to do."* (Interview 12, IF-expert)

As said before, it is possible to have multiple roles and to be active in the design phase of new project and/or in the implementation phase of current projects. This indicates in a <u>LOW</u> level of specialization of operational activities within W&D.

4.2.2 Innovation Process of W&D

W&D is such organized that it has no middle management. Only the so-called 'WHAT' of the projects needs to be accountable to the CEO and the board of directors. The TO has a 'flat' structure and the decision-making process is for everyone. Anyone that has an idea on something is able to share that and gets the opportunity to make a good idea work, giving a lot of space for innovation to develop. The given responsibility is high for each employee, active in the project teams. However, to prevent chaos in setting goals and strategies three roles in the decision-making process can be defined, as a program leader stated: *"We have three roles in the organization defined for the decision-making, it is: deciding along, thinking along, and knowing along."* (Interview 10)

The knowing along is for everyone. The weekly opening on Monday mornings contributes in this by sharing announcements that are of importance, such as a new funds that have been collected, or a new project that is going to start. Also, according to the CEO, during this weekly meeting the monthly schedule (dashboard) of the CEO is shared, so everyone that has pressing and important issues can see at what time this can be discussed with the CEO. However, in the interviews with the project leaders it appears that most of the times they are able to deal with issues internally in the project team, as the teams have a lot of freedom to navigate in. The thinking and deciding along are integrated in other meetings, such as the monthly meetings; everyone connected to the theme and projects are invited to this monthly meeting and can raise their hand, so to say, if they want to share something: *"We have every month the meeting and there is room to share stories or success stories, things you learned and have done which makes you proud to say Uh, to share those stories."* (Interview 6, grant manager)

Within W&D there are also two different levels in which plans are set. First of all, there is the policy plan, which consists of the three focus points and is set for five years, from 2021 till 2025. The three focus points are system change, reaching the unreached and create better resilience to climate change for vulnerable people. According to all respondents these can be seen as the red thread that comes back in the policies and actions taken in each project executed by W&D. As a second there is the annual year plan (project plan), which is made yearly and acts as a guideline to achieve yearly goals as already explained. In focusing on the managing of innovations and not on the proposing and searching of innovations, the year plans are created mainly by the project leader of a project, however the other team members are involved in this process to make additions and to help create a feasible plan; as one project leader stated*: "...on the regular basis have contact with each other so that everyone is yeah, is good involved in the*

project so that I not only as a project leader knows what happens, but that that we as a project team all knows what what's going on in our project." (Interview 5, project leader

Remarkable is that the integration of the innovations is done by all members who are involved in that certain activity. The CEO has to give a GO, but the integration is the responsibility of the project leaders and the teams, as long as it does not go outside the W&D framework: *"These are all self-managing teams, so there is not a manager who says: you should do this and this now"* (interview 3, project leader)

Although, to steer the making of improvements and the implementation of innovations, a basic ground of knowledge is needed of the organization and its practices. Within W&D the respondents see SharePoint as their knowledgebase. One respondent said: *"We store everything or what we do in the project on the SharePoint website. Yeah, we need to structure it a bit, because sometimes we are lost, but the good thing from SharePoint is that you can easily search and get back your information."* (Interview 3, Project Leader & Expert)

In talking with the respondents, it became apparent that this tool is somewhat neglected or not fully effectively used, however SharePoint helps to store and share knowledge. Another way of storing knowledge is storing it in the people. The respondents say that knowledge and experiences are shared between the members of the organization so that they can learn from each other and think outside the box. A third way in which knowledge is stored and shared in W&D is using the W&D Academy. The interviewees say that the Academy organizes all kinds of workshops from colleagues or from external parties.

These appear to be the three most important ways of storing knowledge within W&D. Although there is one sidenote to the storing of knowledge in the people: *"... but storage I sometimes think that's a challenge, because you sometimes have people who are really having a lot of knowledge, but then when they leave the organization its leaves a gap and I think that's a weaker point."* (Interview 12, IF-expert)

This is also a drawback and will be elaborated on in section 4.4

Another finding is that entrepreneurship is central in the work practices of W&D and that the organization stimulates his people to be entrepreneurial, as one project leader stated: *"I think this project-based structure gives a lot of freedom to work and then W&D wants to stimulate entrepreneurial thinking, entrepreneurship, and yeah having this structure makes it quite flexible."* (Interview 5)

The entrepreneurial mindset of W&D therefore provides the room to be flexible as a member of the organization in trying new things or to improve things. The key to prevent a highly controlled structure is the separation of the 'WHAT' and the 'HOW', according to the CEO. This prevents the staff of the organization going into too much detail: *"That is the key element. The 'WHAT", the trust, the Freedom, and navigate very clear on headlines, not on details."* (Interview 11)

This is why the respondents of the project team perceive a good and comfortable balance in the defining of tasks, roles, and responsibility for taking initiative to propose a change and to let one's voice heard; all members are involved somehow, be it in the knowing-along, thinking-along, or deciding-along.

Lastly, when looking to the identity of W&D, the people working in the organization are bonded by their Christian identity, which makes this organization also more unique. The Christian values are also seen in the mission and vision W&D has.

Their mission:

"In a broken world, marked by poverty and injustice, W&D strives for visible signs of God's coming Kingdom. The Biblical perspective on justice and mercy drives us to contribute daily to a sustainable change of people here and there." (Woord&Daad, 2021a)

Their vision:

"As a biblical organization we connect people worldwide, together with local partners and actors from relevant sectors. In this way we shape a dignified existence for the rich and poor and we create hope and opportunities to overcome poverty." (Woord&Daad, 2021a)

By already having a Biblical perspective, the members of the organization share a common identity, which strengthens the working together and creates a higher swift trust the colleagues have in each other.

Design parameters of the control structure

Differentiation of regulatory activities into aspect

The aspects of regulatory activities are all three found in the self-managing teams. Mutual adjustments are central in this, as one project leader said in the executing of a project: *"We designed it together with them* (the team)*."* (Interview 5)

At W&D the CEO, the program leaders, and the project leaders are mostly involved in the strategy setting and designing on the organizational level. However, on project level all other team members and roles are involved in strategy setting, designing, and operational activities: *"Not on an organizational level. Although it is of course true that you also bring in the practical situation from the projects, say for example, about the structure of cooperation."* (Interview 6, grant manager)

This indicates a <u>LOW</u> level of differentiation of the regulatory activities into aspects.

Differentiation of regulatory activities into parts

"Because I think it's a bit of all three." (Interview 8, communication expert)

This statement is representative for all members of W&D when looking to supervising, assessing, and monitoring activities and tasks. Also due to the low specialization of tasks, the tasks are very diverse and ask for different parts of regulation. This is possible due to the freedom in responsibility the members have, entrepreneurships as they call it, to reach the goals and fulfill one's role(s): *"Let's say for all everything we do within W&D, so entrepreneurship and taking initiative is within all the roles is key so it is also expected of us."* (Interview 9, program leader)

The distribution is not always proportional and the focus on especially one of the three or on two of the three can differ per role. As another program leader stated: *"So of the three, all three are true, but I think the most important one is the third one."* (Interview 9, program leader)

The indication of this design parameter is therefore of a <u>LOW</u> level.

Specialization of regulatory activities

The scope of all employees, concerning the regulatory activities, is quite broad: *"So I'm involved in the whole project, yeah."* (Interview 8, communication expert)

Members of a project are involved in the everything that takes place. As said before, everyone can think along and give input. Also, everyone has a lot of responsibility and has the freedom to oversee their own tasks and design them to be feasible.

"So that is a very important starting point, that you put the things where someone can do something with them. And then a lot of people have the space and freedom and responsibility to do something with something." (interview 1, HR-department)

Therefore, this design parameter also indicates a <u>LOW</u> level.

Separation of the operational and regulatory level

By now there are several sorts of separation to be distinguished within W&D. For example, the three levels of decision-making, the designing and implementation phase of projects, and the four different programs. However, when looking to the tasks the employees have, there is no separation between the operational part and the regulatory part of tasks. All respondents perceive the same, there is a proper balance:

"Yes, I think so, that most of the time there is a balance. Yes, sometimes to regulate the things that takes a lot of time, especially in a time of when we make an annual plan or we make the animal reports. In those periods I always think it takes maybe too much time and also when you have a proposal to write in those periods and it's difficult to have the people in your team. But I think the rest of the year that it's in a good balance." (Interview 12, IF-expert)

Only certain deadlines seem to give a temporarily increased workload. Overall, the separation of the two levels indicates a <u>LOW</u> level.

4.3 Benefits & Drawbacks

Benefits

The benefits of this TO that strengthen the potential for innovation are multiple. First of all, the respondents perceive that it is easy to be innovative due to the 'flat' hierarchy and the organizing in self-managing teams. Subsequently, project leaders and their self-managing teams are themselves responsible to design the way forward in order to achieve their goals; providing a lot of freedom in the work to innovate and take on challenges. According to some respondents this is even giving W&D a competitive advantage in their sector: *I think that W&D compared to other NGOs is an innovative organization which I think is true. Uh, it's mainly because of the very fact that we can move as we want to, is definitely one of the criteria that has been very beneficial for the innovativeness."* (Interview 5, project leader)

One respondent linked the freedom with having space; and said space is needed in order for innovation to be developed. Therefore, this TO also strengthens developing innovations by providing space.

In addition to the high responsibility, a benefit is that people live up to their tasks. It is not possible to shift the responsibility of failure to someone else. This is also related to the high and

swift trust that is common in a TO. This trust helps to make working together in teams more efficient and makes solving problems by implementing improvements easier.

Lastly, within W&D there is some internal competition for donors, as many projects want to get these funds. From the perspective of the CEO this is very important and helpful: "*it makes people entrepreneurial, competitive, but it is very important to create a safe environment to work. So that is a threshold criterion.*" (Interview 11)

The internal competition amongst the teams helps to ensure a healthy rivalry in which out-of-the-box thinking is stimulated, resulting in innovative thoughts and solutions.

Drawbacks

On the other hand, there are also drawbacks that come with this TO, lowering the potential for innovation. The first one is the need for highly skilled employees, who can manage on their own and have the right mindset; as the CEO said: "*You ask a lot from your staff. So, you should be aware with recruitment, who is able to manage this. Especially on the project part, you really need skilled people, but also people who work independently, entrepreneurial.*" (Interview 11)

When hiring lesser skilled employees, the innovation power of the organization will decrease, resulting in a higher dependency on the job market.

Furthermore, it came forward that those new employees have a hard time to settle and often need a long time to get used to the practices of W&D as TO / project-based organization; leading to a lower input on innovative thoughts of those new employees. Most people are not very familiar with such an entrepreneurial structure which makes it hard to make a quick start. To tackle this risk W&D provides peer to peer guidance and also has the W&D Academy, which provides a lot of tools to learn: "*I sometimes see challenges is when there are new people coming in the organization. It takes sometimes a lot of time before they really understand the way of working and they really get involved.*" (Interview 12, IF-expert)

Another drawback of the TO for the potential for innovation is the risk of developing islands / modules of loose projects. According to the respondents this can lead to incoherence on the goals and in the work practices; consequences are the missing of innovative opportunities. However, W&D itself knows and acknowledges this risk and has taken measures to deal with it: "*But there is always a risk of a project organization to create islands and we should avoid it.*" (Interview 11, CEO)

In addition, the development of islands of loose projects can be reinforced by the internal competition. In contrary to the perspective of the CEO on internal competition between self-managing teams, different respondents perceive this to be a drawback. The less attractive projects have a hard time to get funds, which disadvantages their position; lowering their opportunities to be creative because of lower budgets. Also, some respondents said that the internal competition can be a waste of energy to a certain extent.

4.5 Summary

One benefit of a TO is the flat organization, in which one can get quick responses on pressing issues. Therefore, when something needs to be investigated or changed and adaption is necessary it can be discussed very easily within the self-managing teams and with the CEO. Also, the high level of trust contributes in the efficiency of tasks being allocated to the persons responsible for it. Thereby, a healthy competition is existing and leading to a higher productivity and thinking outside-the-box, according to the CEO. The drawbacks on the other hand counteracts a higher potential for innovation on several points. First there is the dependence on highly skilled people, who can deal with a high responsibility and who can do their work without a middle manager telling them what to do every day. Therefore, a TO is more dependent on the job market. Besides this, there is the risk of islands, which narrows down the scope of a team to only their goals and thereby losing a holistic view on the organization; creating the possibility of making decision that are good for one particular project, but that can have a negative impact for the program or the organization. Lastly, the internal competition is also seen as a drawback by some of the members of W&D. By having to focus intensively on getting a donor, energy is lost and time to be innovative is difficult because of the fierce competition. There are already enough other external competitors, as they perceive it.

This is in relation to the first design parameter, functional concentration, which is the only one that scores medium to high. Due to the many tasks and roles some members have, their efficiency is not optimal. Being involved in many projects is nice, however it also has the consequence of having time constraints, leading to a less intensive participation in some projects involved. The consequence is that projects, whether in the design phase or implementation phase, have team members who are too busy to always give a proper input and therefore the chance to be the better project in the internal competition is lost. Time to try new things is being cut in, because due to the time constraints people focus too much on getting their tasks done. Also remarkable in this is the busy period in the year, in which deadlines pile up. This additionally can result in a lower quality of work and outputs, in which there is little time

to be creative and have innovative thoughts and thereby lowering the potential for innovation. However, it cannot be denied that all the other parameters are scoring low, meaning members of W&D have a high responsibility in designing their own work. They are also giving the freedom to be innovative and try new things which are different than the current habits. Therefore, a good time management of the tasks of the team members is important in order to actually use the full potential for the innovation within the organization.

In the end the innovation structure of W&D is solid and gives enough room and opportunity for innovation to occur; all functions to a certain extent are formally represented in the structure. Both the exploring and exploiting of improvements and innovations are included in the product innovation and innovation process, which together give a good view on the potential for innovation. The only point of remark is the function remember-C1, which is a known issue within TO's as is described in Chapter 2. It appears that there are certain tools provided within W&D such as the platform SharePoint and the Academy, however not everyone is keeping these knowledge banks up to date. This is resulting in an unnecessary loss of knowledge, causing a reinventing of the wheel so to say. Subsequently, relying on the storing of knowledge in humans is a risk whenever important and knowledgeable persons leave the organization. However, according to one program leader, to prevent becoming an administrative organization instead of remaining an organic organization this is somewhat inevitable.

5. Discussion & Conclusion

The first section of this chapter will be the discussion on resemblances and extension of the literature. Secondly, in the conclusion it will be determined what the potential for innovation is of the temporary organization W&D, focusing on the projects of EDU and IA. Subsequently to this, the benefits and drawbacks on the potential for innovation of a TO in the sector of W&D will be determined. The third section of this chapter will focus on theoretical recommendations and managerial implications. This chapter will end with the limitations of this research as a critical reflection.

5.1 Discussion

Even though this research is leaning towards the more practical side there is a theoretical implication. This implication concerns the development of islands of projects within a TO. Within the used literature nothing was found on this. Context (Achterbergh & Vriens, 2019) and time-limited tasks with not properly storing knowledge (Grabher, 2004) are known pitfalls for TO's and innovations, however islands of projects were not considered as a pitfall. The possible reason for this is because most TO's have projects that are not grouped under a common topic with an overarching policy, such as W&D. Therefore, this research has a theoretical contribution and extended the literature on a pitfall for TO's that look like W&D.

The known pitfalls in the literature on context and time are also seen in the temporary organization W&D. The context in which W&D operates is very divers and it is a challenge to deal with all the different factors. However, W&D as a TO is able to cope with the context by working context specific and to adapt in the processes where it is needed. Close collaboration with their partner organization in the foreign countries is important in this. There is no strict hierarchy and the self-managing team have the opportunity to be creative and innovative in their work. Subsequently, time management is sometimes a constraint to be innovative. Deadlines within W&D are clear and often feasible, except when many hard deadlines for the evaluation report are piling up together at one moment in the year; having the consequence of soft deadlines to be exceeded. Besides, the medium to high level of functional concentration amplifies the effect and pressure on time constraints.

In addition, in the theory trust is occurring swiftly within TO's (Bakker, 2010; Meyerson et al., 1996). In the diagnose of W&D this is confirmed. Trust is seen as the cement and without this trust the temporary organization W&D would not be able to function and to be as flexible as it is. Trusting on one's skills and the taking of their responsibility is key to achieve the goals

of a project-based organization. Notable for W&D as TO is their common Christian identity. This strengthens the swiftness in trusting each other even further and contributes to the unity in the organization. Therefore, the creation of a common identity in a TO can lead to more unity and strengthen the trust levels in the organization. This is also an additional finding which is not founded in the literature on the 'team' characteristic of a TO.

In using the MIOS model of Lekkerkerk (2012) and the design parameters of De Sitter et al. (1994) cited by Achterbergh and Vriens (2019) in this research, to measure the potential for innovation, this research proved and confirmed that all seven the design parameters are underlying to the innovation structure and can be measured in this. The design parameters of the production structure can be primarily found in the V1, V3, V4, I1, I3, and I4 functions (Figure 8), which refer to the product innovations as part of the potential for innovation; the design parameters of the control structure can be primarily found in the remaining regulatory functions V2, I2, C1, C2, C3, and C4 of the MIOS model, which refer to the innovation process of the potential for innovation. In applying the MIOS model all functions were relevant and the model is perceived to be complete to diagnose the innovation structure.

This research has brought literature on organizational design and project-based organizations (TO's) together and created a relationship between the relevant concepts, by conducting a diagnose based on the MIOS model with the design parameters and the literature on the temporary organization. It appears that the flexibility together with the creativity that emerges from project-based organizing within a TO enhances the potential for innovativeness in the TO and the other way around. Therefore, this can be seen as a mutual constitutive relation.

5.2 Conclusion

The findings of the diagnose result in the following answer on the main question in this research:

"What degree of potential for innovation exists in the structure, within the projects of EDU and IA, in the organization Woord&Daad as a temporary organization?"

Six of the seven design parameters have a low level, with only the functional concentration scoring medium to high. The innovation structure appears to be strong; only the storing of knowledge needs to be improved and is lowering the potential to be innovative. The project-based structure of W&D is contributing to the high degree of innovativeness, as long as the holistic perspective of the organization is preserved and islands of projects are prevented. The self-managing teams of the projects are fully responsible of the 'HOW' in the execution of their

projects, leaving them with a lot of freedom to use measures they see fit to reach the goals, thus to be innovative. There is a lot of room for 'product' innovations and 'process' innovation to be developed; therefore, innovations are definitely possible and also are relevant for the value stream of W&D as TO. Concluding, these findings indicate a high degree of potential for innovation within the projects of EDU and IA in the organization W&D as temporary organization. This indicates a rather low level of disturbance and a high regulatory potential for the members of the projects; and thereby contributing on the flexibility and innovativeness of W&D's members. Therefore, the TO form is also perceived to be effective in innovating, in the non-profit sector in which W&D is active.

5.3 Further Research & Practical Implications

Theoretical recommendations

A recurring issue is to store knowledge properly within TO's. This is caused by time pressures and the liquidity of the team members that participate in the projects. Knowledge is most often only stored in the head of the people. To properly deal with this issue it is important that further research will be done on how to best deal with knowledge acquired in projects in a TO by the human resources and how this can best be stored, without the structure of the organization becoming an administrative structure and to remain a high potential for innovation.

Subsequently, W&D is a case without any middle management. Further research can focus on a TO with a middle management and examine whether knowledge is better stored and preserved because of this middle management. Additionally, a TO with middle management could have a different score on the design parameters which could be positive or negative for the potential for innovation.

Also, in this research an additional pitfall was found in the structure of a TO. This is the developing of loose islands of projects, resulting in losing the holistic view of goals of the organization within the self-managing teams. So far only W&D seems to know this pitfall and acknowledges this risk. Further research is needed among other TO's to investigate whether this shortsightedness is a pitfall for all TO's.

Another unique finding within the temporary organization W&D is the common identity shared by all the members of the organization; this is the Christian identity. Findings show that this common identity also reinforces the unity and trust level within the organization. Therefore, it could be interesting to do further research on the creation of a common identity within any TO to investigate the difference between a Christian and a non-Christian TO. Subsequently, it

would be interesting to search for possibilities to create a common identity for every TO to make of the exception the rule.

Managerial implications

Several points of remark are the result of this research for TO's like W&D or organizations that want to adapt a similar project-based form as W&D. As a first it is important to give the members of the projects enough regulatory power to deal with the disturbances they encounter. W&D does this by creating self-managing team who are fully responsible for the outcomes in their projects. The middle management has been removed in this. This freedom provides the space for innovation to be explored and exploited.

Secondly, it is wise to train the members of the organization to be entrepreneurial and to think outside-the-box. The internal Academy of W&D contributes in this. However, a common struggle among the members is having time constraints. People easily are involved in too many projects, causing to have too many things to do in too less time. Therefore, to better deal with the time constraints it is realistic to train employees on time management and saying 'no'. Certain amounts of hours are allocated for certain tasks within W&D, which creates an overview of the calculated hours one has. However, it is easy to take more than you can handle. A revision on how many hours an average member in a certain role can have can improve this for W&D. In addition, within W&D the risk is to plan important and hard deadlines around the same time of the year, creating a 'busy' period. If feasible deadlines could be more divided over the year instead of letting it pile up to one moment. Other TO's should keep these risks on time management in mind.

In addition, the functional concentration should be kept in mind, which is also reinforcing the time constraints due to inefficiency in the work of the team members. Within W&D this design parameter is scoring rather high because the workload and the broadness of tasks are generally too high. The involvement in many projects also has consequences; some people tend to know a little bit of every project involved and therefore cannot focus to go in-depth during meetings if needed. By being busy with reaching many different deadlines there is the risk of having less time and room to have innovative thoughts.

Lastly, the storing of knowledge can also be seen as a struggle for TO's such as W&D. Often it is the most convenient to store the knowledge in the head and to share if necessary. However, long-term-thinking this is not wise, because when knowledgeable persons leave the organization, the knowledge is immediately lost. Therefore, it is wise and important to allocate

more time on managing knowledge than W&D is doing, which indirectly creates more time to explore and exploit innovative thoughts.

5.4 Limitations

In this research the confirmability is considered high. This is due to the detailed description of the methods used in gathering the information from the interviews, the policy plan and the website of W&D. Also, in analyzing the data, the program Atlas.ti is used and resulted in an extensive codebook in which quotes of every interview has been linked to all the relevant concepts in this study the codebook is not added as an Appendix in this document, but can be requested by asking the researcher. Subsequently, an objective, neutral attitude and position of the researcher was achieved due to the restriction in contact of the COVID-19 pandemic. This prevents the opportunity to work on the office and to develop personal relations with the organization and its members.

The first limitation is related to the dependability in this research. Triangulation of data collection has been used, which is enhancing the dependability, however no peer review has been done. Also, the researcher is the only one who coded the data, therefore the intercoder reliability is lacking. This could have been prevented with a better and stricter planning. Also, in the analyzing of the documents used, no notes or code book were made, leading to a low dependability on the document analysis.

Secondly, there is a limitation in the credibility. Due to the Covid-19 consequences only one face-to-face interview could be conducted. All the other interview were conducted by using the online tool Microsoft Teams. Therefore, the non-verbal language was harder to read. This possible caused the missing on keep asking further questions on certain topics by which the respondents felt uncomfortable. Subsequently, it was not possible to work on the office and to get a taste of the atmosphere on the work floor; missing the opportunity to examine the answers in the interview with the practice of actually doing things.

The third and last limitation found in this research is related to the transferability. Only two of the four programs were included in this case study. To be totally sure if the results and the conclusion are representative for the whole organization a follow up research is needed with the inclusion of the other programs. Subsequently, it is not possible to generalize the findings with other general TO's. A careful generalization could be made to other look-a-like project-based organizations in the non-profit sector, however to make more general assumptions further research is needed.

References

Achterbergh, J., & Vriens, D. (2019). *Organizational development: Designing episodic interventions*. Routledge.

Arvidsson, V., & Mønsted, T. (2018). Generating innovation potential: How digital entrepreneurs conceal, sequence, anchor, and propagate new technology. *the Journal of strategic information systems, 27*(4), 369-383.

Bakker, R. M. (2010). Taking Stock of Temporary Organizational Forms: A Systematic Review and Research Agenda Temporary Organizational Forms. *International Journal of Management Reviews, 12*(4), 466-486. https://doi.org/10.1111/j.1468-2370.2010.00281.x

Bechky, B. A. (2006). Gaffers, Gofers, and Grips: Role-Based Coordination in Temporary Organizations. *Organization Science, 17*(1), 3-21.

Bleijenbergh, I. (2015). *Kwalitatief onderzoek in organisaties* (Tweede druk. ed.). Boom Lemma uitgevers.

Boeije, H. R., & Bleijenbergh, I. (2019). *Analyseren in kwalitatief onderzoek : denken en doen* (Derde druk. ed.). Boom.

Brady, T., & Davies, A. (2004). Building Project Capabilities: From Exploratory to Exploitative Learning. *ORGANIZATION STUDIES -BERLIN- EUROPEAN GROUP FOR ORGANIZATIONAL STUDIES-, 25*(9), 1601-1622.

Brown, R. K. (1967). Research and consultancy in industrial enterprises: a review of the contribution of the Tavistock Institute of Human Relations to the development of industrial sociology. *Sociology, 1*(1), 33-60.

Canonico, P., & Söderlund, J. (2010, 2010/12/01/). Getting control of multi-project organizations: Combining contingent control mechanisms. *International Journal of Project Management, 28*(8), 796-806. https://doi.org/10.1016/j.ijproman.2010.05.005

CHEAH, S. L.-Y., & Yuen-Ping, H. (2021). Commercialization performance of outbound open innovation projects in public research organizations: The roles of innovation potential and organizational capabilities. *Industrial Marketing Management*.

Cleland, D. I., & Kerzner, H. (1985). *A project management dictionary of terms*. Van Nostrand Reinhold.

Crawford, L., Pollack, J., & England, D. (2006, 2006/02/01/). Uncovering the trends in project management: Journal emphases over the last 10 years. *International Journal of Project Management, 24*(2), 175-184. https://doi.org/10.1016/j.ijproman.2005.10.005

De Lange, W., & De Prins, P. (2019). *Canon van HRM: 50 theorieën over een vakgebied in ontwikkeling*. Vakmedianet.

De Sitter, Den Hertog, & Dankbaar. (1997). From complex organizations with simple jobs to simple organizations with complex jobs. *Human relations, 50*(5), 497-534.

De Sitter, L. U., Dankbaar, B., & Den Hertog, F. (1994). Designing simple organizations and complex jobs.

De Sitter, L. U., Den Hertog, J. F., & Dankbaarl, B. (1997). From complex organizations with simple jobs to simple organizations with complex jobs. *Human relations, 50*(5), 497-534.

Edwards, R. W., Kumar, P., & Ranjan, R. (2002). Understanding organisation culture and innovation: a case study approach. Sixth International Research Conference on Quality, Innovation and Knowledge Management held in Malaysia in February,

Gault, F. (2018). Defining and measuring innovation in all sectors of the economy. *Research policy, 47*(3), 617-622.

Gemünden, H. G., Lehner, P., & Kock, A. (2018). The project-oriented organization and its contribution to innovation. *International Journal of Project Management, 36*(1), 147-160.

Ghorban, R., & Gholipour, K. (2018). Investigating the impact of strategic flexibility on organizational innovation. *International Review of Management and Marketing, 8*(3), 1.

Grabher, G. (2004). Temporary architectures of learning: Knowledge governance in project ecologies. *Organization Studies, 25*(9), 1491-1514.

Hammersley, M., & Traianou, A. (2012). *Ethics in qualitative research : controversies and contexts*. SAGE Publications. http://site.ebrary.com/id/10827392

Hanisch, B., & Wald, A. (2014, 2014/06/01/). Effects of complexity on the success of temporary organizations: Relationship quality and transparency as substitutes for formal coordination mechanisms. *Scandinavian Journal of Management, 30*(2), 197-213. https://doi.org/10.1016/j.scaman.2013.08.005

He, H. K., Lin, Z., & Liang, S. (2019). Creating a high-performance exhibitor team: A temporary-organization perspective. *International Journal of Hospitality Management, 81*, 21-29.

Ibert, O. (2004). Projects and firms as discordant complements: Organisational learning in the Munich software ecology. *Research policy, 33*(10), 1529-1546.

Jones, C., & Lichtenstein, B. B. (2008). Temporary inter-organizational projects. In *The Oxford handbook of inter-organizational relations*.

Kruyt, O. (2019). *Innovation using both hands: Ambidexterity at Fresh Forces* Radboud University Nijmegen]. https://theses.ubn.ru.nl/handle/123456789/6875.

Lee, M. Y., & Edmondson, A. C. (2017). Self-managing organizations: Exploring the limits of less-hierarchical organizing. *Research in organizational behavior, 37*, 35-58.

Lekkerkerk, L. J. (2012). *Innovatie-en Organisatiestructuur. Ontwikkeling en test van een functiemodel voor structuuronderzoek en-diagnose*. Nijmegen: Radboud Universiteit Nijmegen.

Lundin, R. A., & Söderholm, A. (1995). A theory of the temporary organization. *Scandinavian Journal of Management, 11*(4), 437-455.

Maaninen-Olsson, E., & Müllern, T. (2009, 2009/09/01/). A contextual understanding of projects—The importance of space and time. *Scandinavian Journal of Management, 25*(3), 327-339. https://doi.org/10.1016/j.scaman.2009.03.011

Meyerson, D., Weick, K. E., & Kramer, R. M. (1996). Swift trust and temporary groups. *Trust in organizations: Frontiers of theory and research, 166*, 195.

Miller, T., Birch, M., Mauthner, M. L., & Jessop, J. (2012). *Ethics in qualitative research* (Second edition. ed.). London. https://dx.doi.org/10.4135/9781473913912

Mintzberg, H. (1980). Structure in 5's: A Synthesis of the Research on Organization Design. *Management science, 26*(3), 322-341.

Miterev, M., Mancini, M., & Turner, R. (2017, 2017/04/01/). Towards a design for the project-based organization. *International Journal of Project Management, 35*(3), 479-491. https://doi.org/10.1016/j.ijproman.2016.12.007

Mizruchi, M. S., & Yoo, M. (2017). Interorganizational power and dependence. *The Blackwell companion to organizations*, 599-620.

Modig, N. (2007). A continuum of organizations formed to carry out projects: Temporary and stationary organization forms. *International Journal of Project Management, 25*(8), 807-814. https://doi.org/10.1016/j.ijproman.2007.03.008

OECD., Staff, D., ., D., Centre, D. D., économiques, O. d. c. e. d. d., Communities, S. O. o. t. E., & Development, S. f. I. (2005). *Oslo manual: Guidelines for collecting and interpreting innovation data*. Org. for Economic Cooperation & Development.

Porter, M. E. (1997). Competitive strategy. *Measuring business excellence*.

Schoper, Y.-G., Wald, A., Ingason, H. T., & Fridgeirsson, T. V. (2018). Projectification in Western economies: A comparative study of Germany, Norway and Iceland. *International Journal of Project Management, 36*(1), 71-82.

Schreyögg, G., & Sydow, J. r. (2010). CROSSROADS—Organizing for Fluidity? Dilemmas of New Organizational Forms. *Organization Science, 21*(6), 1251-1262.

Sumarni, W., & Kadarwati, S. (2020). Ethno-STEM project-based learning: Its impact to Critical and creative thinking skills. *Jurnal Pendidikan IPA Indonesia, 9*(1), 11-21.

Sydow, J., & Braun, T. (2018). Projects as temporary organizations: An agenda for further theorizing the interorganizational dimension. *International Journal of Project Management, 36*(1), 4-11.

Thompson, J. D. (2017). *Organizations in action : social science bases of administrative theory*. Routledge. http://www.vlebooks.com/vleweb/product/openreader?id=none&isbn=9781351501101

Tuckett, A. G. (2005). Part II. Rigour in qualitative research: complexities and solutions. *Nurse researcher, 13*(1).

Turner, & Müller, R. (2003, 2003/01/01/). On the nature of the project as a temporary organization. *International Journal of Project Management, 21*(1), 1-8. https://doi.org/10.1016/S0263-7863(02)00020-0

Turner, R., & Miterev, M. (2019). The organizational design of the project-based organization. *Project Management Journal, 50*(4), 487-498.

Van de Ven, A. H., Ganco, M., & Hinings, C. R. (2013). Returning to the frontier of contingency theory of organizational and institutional designs. *Academy of Management Annals, 7*(1), 393-440.

Vennix, J. (2011). *Theorie en praktijk van empirisch onderzoek* (5e ed. ed.). Pearson/ Custom Publishing.

Verschuren, P. J. M., & Doorewaard, J. (2015). *Het ontwerpen van een onderzoek*. Boom Lemma.

Vriens, D. (2020). *Intervention in Organizations | Lecture 2 [Slides]*.

Womack, J. P., Jones, D. T., & Roos, D. (2007). *The machine that changed the world: The story of lean production--Toyota's secret weapon in the global car wars that is now revolutionizing world industry*. Simon and Schuster.

Woord&Daad. (2021a). *Beleidsplan 2021 - 2025*.

Woord&Daad. (2021b). *Website*. https://www.woordendaad.nl/wie-zijn-wij/#tab-id-2

Yin, R. K. (2013). *Case study research : design and methods* (5th edition. ed.). SAGE.

Concept		Dimension	Indicator	Quotes
Temporary organizational form (4T-framework)		Time	Linearity of projects	
			Exceeding deadlines	
		Team	Diversity of skills	
			Swift trust	
			Leadership style	
		Task	Capturing knowledge	
			'Acting' culture	
		Context	Stakeholder management	
			Degree of dependence	
Potential for innovation	Design parameters (Low P of D, High P for I)	Functional concentration	The number of orders/tasks/projects related to and involved in	
		Differentiation of operational activities	Amount of 'making' tasks	
			Amount of 'preparing tasks	
			Amount of 'support' tasks	
		Specialization of operational activities	The broadness of daily tasks performed in projects	

		Separation	Degree of separately organizing operational and regulatory tasks among actors	
		Differentiation of regulatory activities into parts	Amount of 'monitoring' tasks	
			Amount of 'assessing' tasks	
			Amount of 'acting' tasks	
		Differentiation of regulatory activities into aspects	Amount of 'strategic regulation' tasks	
			Amount of 'designing' tasks	
			Number of 'operational' tasks	
		Specialization of regulatory activities	Scope of regulatory tasks (controlling a small part or rather a bigger part of the tasks involved)	
	MIOS (Innovation structure)	Supply product service-V1	Description of the production process, the supporting, preparing, and making activities. This is measured by the former dimension and indicators concerning the design parameters; concentrating on the production	

			Regulate supply-V2	Description of the control structure. This is measured by the former dimension and indicators concerning the design parameters; concentrating on the control structure	
			Propose improvement-V3	Involvement in development of project-plans	
				Discussing opportunities of V4	
			Search improvements-V4	Evaluation of current activities for improvement	
			Innovate-I1	Execution of / exploitation of innovations	
			Regulate innovation-I2	Involvement of regulating the exploiting of innovations	
			Propose innovation-I3	Discussing opportunities of I4	
			Search future new options-I4	Evaluation of future activities for improvement	
			Remember-C1	Storing knowledge on paper	
				Storing knowledge in HR	

		Tune-C2	Involvement in integrating innovations in current activities	
		Balance-C3	Involvement in the decision-making process for possible innovations	
		Define mission-C4	Involvement in determining mission, vision, and goals	

Concept	Dimension	Indicator	Quotes
Temporary organizational form (4T-framework)	Time	Linearity of projects	
		Exceeding deadlines	
	Team	Diversity of skills	
		Swift trust	
		Leadership style	
	Task	Capturing knowledge	
		'Acting' culture	
	Context	Stakeholder management	
		Degree of dependence	
Organizational structure	Design parameters (Low P of D, High P for I)	Functional concentration	
		Differentiation of operational activities	
		Specialization of operational activities	
		Separation	
		Differentiation of regulatory activities into parts	
		Differentiation of regulatory activities into aspects	
		Specialization of regulatory activities	
		Supply product service-V1	
		Regulate supply-V2	

	MIOS (Innovation structure)	Propose improvement-V3	
		Search improvements-V4	
		Innovate-I1	
		Regulate innovation-I2	
		Propose innovation-I3	
		Search future new options-I4	
		Remember-C1	
		Tune-C2	
		Balance-C3	
		Define mission-C4	

Appendix C: Overview Interviews Conducted

No.	Description	Duration
1.	Exploratory, introduction interview staff-member HR	01:09:31
2.	EDU Project leader	00:54:00
3.	EDU Project expert and former project leader	00:54:59
4.	EDU IF-expert	00:42:01
5.	IA Project leader	01:01:03
6.	IA Grant manager	00:50:33
7.	IA PMEL expert	01:05:59
8.	IA Communication expert	01:01:39
9.	IA Program leader	01:00:28
10.	EDU Program leader	01:02:35
11.	CEO	00:48:33
12.	IA IF-expert	00:50:22
13.	IA Project expert and project leader	00:52:24

Beste [NAAM],

Mijn naam is Coenraad Lankman.

Vanaf februari dit jaar ben ik begonnen met het doen van een onderzoek binnen W&D. Dit onderzoek doe ik voor mijn studie; op dit moment zit ik in het laatste traject van mijn Bedrijfskunde Master: Organisational Design and Development.

De afgelopen twee maanden heb ik gebruikt om mijn onderzoek op te zetten volgens de normen die gesteld zijn binnen mijn opleiding. Nu het hieraan voldoet, kan ik beginnen met het binnenhalen van informatie om uiteindelijk mijn onderzoek te volbrengen. Dit wil ik doen door het afnemen van interviews in de organisatie van verschillende medewerkers met diverse rollen en functies in de projectteams. In afstemming met … en … heb ik uw naam ook als aanrader gekregen om een interview mee af te nemen.

Ik hoop dat u wilt bijdragen aan dit onderzoek!

Ik zal het onderzoek even kort toelichten:

In het kader van dit onderzoek staan projectmatig gestructureerde organisaties centraal, welke W&D zeker is. In deze afbakening wil ik de innovativiteit onderzoeken en kijken in hoeverre de structuur hieraan bijdraagt. In mijn vakjargon doe ik dus onderzoek naar de 'potential for innovation' van W&D. Vaak gaat projectmatig werken gepaard met een flexibele structuur, wat ook weer zou kunnen bijdragen aan innovativiteit. Om dit te bevestigen en ook de verschillen of overeenkomsten omtrent innovativiteit tussen projecten en programma's aan te duiden binnen W&D zou ik graag ook uw perspectief hierin mee willen nemen.

De duur van het interview zal tussen de 30 en 60 minuten liggen. Hierin zal ik vragen stellen omtrent uw functie, de structuur van de organisatie en van uw werk, en hoe innovatie is georganiseerd in de organisatie. De resultaten van het interview zullen geheel anoniem blijven. Met uw toestemming zal het interview tevens worden opgenomen en in zijn geheel worden uitgetypt; vervolgens wordt dit naar u gestuurd om u de kans te geven eventuele statements te wijzigen of weg te laten.

Om verwarring en misinterpretaties te voorkomen geef ik één definitie en een uitleg van twee begrippen:

1. Definitie van "innovatie" in mijn onderzoek:

"An innovation is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organizational method in business practices, workplace organization or external relations" (Gault, 2018, pp. 617 - 618).

2. Uitleg van "potential for innovation" in mijn onderzoek:

The potential for innovation refers to the extent of the innovations being possible and the relevance they have for the value stream of the organization (Achterbergh & Vriens, 2019).

 Met vriendelijke groet,

Coenraad Lankman

Semi-structured interviews are conducted for this research. With a semi-structured interview, there is a greater chance of obtaining the information to answer the question in this study, as the answers of the respondents can be explored in more detail. A semi-structured interview means that questions are formulated in advance; these will be open questions. In addition, the order of the questions is also fixed. However, it is possible that a question may be asked earlier during the interview, if the situation calls for it.

When drafting the questions, careful attention has been paid to the relevance of the questions. This means that the questions link up with the research question, so that they can be answered with the answers from the interviews. The set-up of the interviews follows below.

Instructions:

- *Create a relaxed atmosphere.*
- *As an interviewer, try to go into the answers that the interviewee gives as deeply as possible; keep asking more in-depth questions.*
- *Ask neutral questions, so that the interviewee is not influenced in giving his / her answer.*
- *Ask about topics about which there are still uncertainties or when more information about certain topics is available.*
- *Have the interviewee speak up so that he / she does not feel rushed and he / she is also free to disclose any information he / she thinks is important.*
- *Ask if the interviewee is comfortable with the recording of the interview*

1. *Definition of "innovation" in my research:*

"An innovation is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organizational method in business practices, workplace organization or external relations" (Gault, 2018, pp. 617 - 618).

2. *Explanation of "potential for innovation" in my research:*

The potential for innovation refers to the extent of the innovations being possible and the relevance they have for the value stream of the organization (Achterbergh & Vriens, 2019).

Dear Sir / Madam,

I would like to thank you in advance for your participation in my research. The interview in which you participate aims to gain more insight into the degree of innovation in the project-based organization W&D, with its drawbacks and benefits. The setup of this interview is semi-structured. This means that the questions you will be asked will all be open questions. These questions arise from certain indicators. The details of your responses will remain anonymous and will be used in confidence in this survey.

Questions:

1. Who are you and what is your position within W&D?
    a. Duration working at W&D?

    TO – time, team, task, context
2. To what extent deadlines are set?
    a. Are these often not met?

3. How does trust arise within a project team and how is this guaranteed?
    a. What leadership styles are used?

4. What skillsets are needed in the organization, is this very diverse?

    MIOS – C1
5. How do you store acquired knowledge in the organization? Are there 'project capabilities', in which the approach and setup of previous and repetitive tasks / projects apply in future projects?

6. What does the decision-making process for projects look like? Extensive or more impulsive (acting-culture).

7. How do you deal with environmental factors? Is a stakeholder analysis performed for each project?

8. Does W&D have a dependent position or is it the one that generates dependence among clients?

MIOS – V1 _ Operational process – Production structure parameters

9. How many projects are you involved in?

    a. How many projects are there in [THEME]?

10. How many different tasks and roles do you have within these projects?

    a. Are these "creating",

    b. "preparatory",

    c. and "support" tasks and roles?

11. In these projects, are you involved in the entire project or only part of the project?

MIOS – V2, C4 _ Regulation process - Control structure parameters

12. What roles and why are of importance and relevance:

    a. Supervisory role (Monitoring)

    b. Assessing role over the process (Assessing / criticizing)

    c. Entrepreneurial role (Act / take action / initiative)

13. Are you involved in activities regarding:

    a. strategy setting,

    b. project design,

    c. and the organization of your own tasks?

14. Are these regulatory activities part of the process or the entire process?

15. According to you, are your operational tasks [Q10] and regulatory tasks [Q12+13] balanced or do you perceive an imbalance, and why so?

16. According to you, how are missions, visions, and goals set in the organization?

    a. What is your role in this?

MIOS – V3, V4, I1, I2, I3, I4, C2, C3 _ Exploration & Strategic regulation _ Exploitation

17. Do you think about areas for improvement in current processes?
    a. So called 'project-plans'
    b. Is there an evaluation activity about what can be done better in the future after a project is closed?

18. How would you define de concept 'innovation'?

19. How do you communicate these improvements to the organization, do you submit this on paper to the organization, and if so, how do you do this?
    a. Is this communicated directly with colleagues?

20. Are you involved in the innovation process?
    a. Are you exploring the possibilities for new markets / projects?

21. Are you involved in the determination on which innovations will and will not be accepted and which current projects will persist, be paused or even be terminated?

22. Is there an overview of innovations (portfolio) that can be applied in future activities?

23. How are innovations implemented in the organization?
    a. How is this checked according to your knowledge?

24. Do you perceive W&D and yourself to be innovative?
    a. Is this of relevance for the value stream of W&D?

25. Are you satisfied with your role and current situation within W&D?
    a. Are you content working in a project-oriented environment?

26. What means provided are by the organization to be innovative?
    a. What means are missing according your experience?

27. What differences do you perceive between programs and projects, concerning the dealing with organizing and innovating?

28. What are the drawbacks of a project-based organization?
    a. What are the benefits?

29. What impact did the pandemic had on projects? _SIDE QUESTION

Thank you for your participation!

Semi-structured interviews are conducted for this research. With a semi-structured interview, there is a greater chance of obtaining the information to answer the question in this study, as the answers of the respondents can be explored in more detail. A semi-structured interview means that questions are formulated in advance; these will be open questions. In addition, the order of the questions is also fixed. However, it is possible that a question may be asked earlier during the interview, if the situation calls for it.

When drafting the questions, careful attention has been paid to the relevance of the questions. This means that the questions link up with the research question, so that they can be answered with the answers from the interviews. The set-up of the interviews follows below.

Instructions:

- *Create a relaxed atmosphere.*
- *As an interviewer, try to go into the answers that the interviewee gives as deeply as possible; keep asking more in-depth questions.*
- *Ask neutral questions, so that the interviewee is not influenced in giving his / her answer.*
- *Ask about topics about which there are still uncertainties or when more information about certain topics is available.*
- *Have the interviewee speak up so that he / she does not feel rushed and he / she is also free to disclose any information he / she thinks is important.*
- *Ask if the interviewee is comfortable with the recording of the interview*

1.   *Definition of "innovation" in my research:*

"An innovation is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organizational method in business practices, workplace organization or external relations" (Gault, 2018, pp. 617 - 618).

2.   *Explanation of "potential for innovation" in my research:*

The potential for innovation refers to the extent of the innovations being possible and the relevance they have for the value stream of the organization (Achterbergh & Vriens, 2019).

Dear Sir / Madam,

I would like to thank you in advance for your participation in my research. The interview in which you participate aims to gain more insight into the degree of, the differences and the similarities regarding innovation in the project-based organization W&D. The setup of this interview is semi-structured. This means that the questions you will be asked will all be open questions. These questions arise from certain indicators. The details of your responses will remain anonymous and will be used in confidence in this survey.

Questions:

1. Who are you and what is your position within W&D?
    a. Duration working at W&D?

TO – time, team, task, context

2. How does trust arise within a project team and how is this guaranteed?

MIOS – C1

3. How do you store acquired knowledge in the organization? Are there 'project capabilities', in which the approach and setup of previous and repetitive tasks / projects apply in future projects?

4. What does the decision-making process for projects look like? Extensive or more impulsive.

5. How do you deal with environmental factors? Is a stakeholder analysis performed for each project?

6. Does W&D have a dependent position or is it the one that generates dependence among clients?

MIOS – V1 _ Operational process

7. How many projects are you involved in?

8. How many different tasks and roles do you have within these projects? Are these "creating", "preparatory", and "support" tasks and roles?

9. In these projects, are you involved in the entire project or only part of the project?

MIOS – V2, C4 _ Regulation process

10. In the involvement of regulatory activities, do you have more of a supervisory role, an assessing role over the process, an entrepreneurial role, or all three? (Monitor, assess, act / take action)

11. Are you involved in regulatory activities regarding strategy, project design and the organization of your own tasks?

12. Are these regulatory activities part of the process or the entire process?

13. Could you say that you are more involved in operational activities or more involved in regulatory activities within W&D?

14. According to you, how are goals set in the organization?

MIOS – V3, V4 _ Exploitation

15. Do you think about areas for improvement in current processes?

16. How do you communicate these improvements to the organization?

MIOS – I1, I2, I3, I4, C2, C3 _ Exploration & Strategic regulation

17. Is there an evaluation activity about what can be done better in the future after a project is closed?

18. Are you involved in the innovation process?

    a. Are you exploring the possibilities for new markets / projects?
    b. Do you determine which innovations will and will not be accepted?

19. Do you submit these innovations to the organization, and if so, how do you do this?

20. Is there an overview of innovations (portfolio) that can be applied in future activities?

21. Are you involved in determining which new projects to start and which current projects will persist, be paused or even be terminated?

22. How are innovations implemented in the organization?
    a. How is this checked according to your knowledge?

Potential for innovation

23. Are you satisfied with your role and current situation within W&D?
    a. Are you content working in a project-oriented environment?

24. Do you perceive W&D and yourself to be innovative?
    a. Is this of relevance for the value stream of W&D?

25. Are enough means provided by the organization to be innovative?

26. What impact did the pandemic had on projects?

Thank you for your participation!

Interview 3

Date: 06-05-2021

Roles interviewee: Project-expert and Project leader EDU

00:00:00.000 --> 00:01:05.650

Interviewer

OK, I would like to thank you in advance for your participation in my research. The interview in which you participate aims to gain more insight into the degree off, the differences and the similarities regarding innovation in the project-based organization of W&D. The setup of this interview is semi structured. This means that the questions you will be asked will all be open questions. These questions arise from certain indicators in my research. The details of your responses will remain anonymous and will be using confidence in my research. Then the first question.

Who are you and what is your position within W&D?

00:01:07.310 --> 00:01:42.370

Interviewee

my name is [NAME] and my position. Yeah, as we have a project-based organization that differs so often. So, at this time I'm the project lead for one project in Ethiopia. That the name is combating modern slavery. And yeah, the second I think that for the for the remaining time I'm a I'm part-time colleague. And remaining time I do they call it business development for education.

00:01:43.530 --> 00:01:43.980

Interviewer

OK.

00:01:43.690 --> 00:02:05.790

Interviewee

So yeah, it depends a bit on which country and which projects. I do also a bit of business development for another project in Ethiopia that's related to migration and job placements. So yeah, it's very different, very wide scope of work.

00:02:06.250 --> 00:02:06.720

Interviewer

Yeah.

00:02:07.320 --> 00:02:17.500

Interviewee

And I present I'm starting up after my pregnancy leave so I'm just in the office now for my third week or so, so still.

00:02:15.700 --> 00:02:16.160

Interviewer

OK.

00:02:18.710 --> 00:02:27.280

Interviewee

Still, there is a lack of knowledge from about four months, but before the time is that also. Yeah, I was doing similar projects and also in Haiti.

00:02:29.260 --> 00:02:38.300

Interviewer

OK, interesting and all those products you are participating in, are they all clustered under education.

00:02:39.980 --> 00:02:49.480

Interviewee

Mostly yes, only yeah. The one, one is clustered as job Booster and how do they call it work and income?

00:02:49.930 --> 00:02:50.430

Interviewer

OK.

00:02:50.100 --> 00:03:01.230

Interviewee

That therefore I'm only doing business develop new business development, but the others are all constant under education. That's also my main, yeah, background, in educational science.

00:02:54.060 --> 00:03:14.690

Interviewer

OK, yeah. Is this, did you from the beginning you worked under education or also on the Agri business? Or I don't know.

00:03:14.980 --> 00:03:40.000

Interviewee

No, mainly education. I started ooh, that's a long time ago. I think 2004. I did my internship an also my master thesis in the in Ethiopia for educational science. And then. After that I joined your organization as education Project Officer. I don't know how they called it at that time, but W&D is changing this structure often?

00:03:40.330 --> 00:03:40.790

Interviewer

Yeah.

00:03:41.390 --> 00:03:44.760

Interviewee

Since that time, I think this is just up to the fourth structure that we have.

00:03:44.920 --> 00:03:45.750

Interviewer

Really OK.

00:03:46.010 --> 00:04:34.180

Interviewee

And yeah, but is this project-based working is now. Yeah, it's for about. Three years or so, I'm not. I'm not aware exactly, but I think it's also it started. Yeah, it was a logical choice for us, because at the end the projects were organized in that in that way, so it was a further and further development. And yeah, but mainly education. That's true education. But education for us is also child rights. Modern slavery. Then focused on child labor. So, it's a wide scope. Is it all about children?

00:04:34.440 --> 00:04:39.430

Interviewer

Yeah. And you're especially specialized in modern slavery, slavery?

00:04:39.870 --> 00:05:06.810

Interviewee

Yeah. They called the theme they call exploited children. And part of that is modern slavery, but also yeah, different types of abuse of children. Uh, yeah. All kinds of different issues that that are under this theme, but that depends on the context.

00:05:07.110 --> 00:05:07.860

Interviewer

OK, yeah.

00:05:08.190 --> 00:05:08.450

Interviewee

Yeah.

00:05:09.150 --> 00:05:22.420

Interviewer

Uh, and uh, what is your opinion about all the structure changes? Are you content with the current structure or do you think yeah, OK, I missed this from the old structure or this could be better?

00:05:23.140 --> 00:06:25.600

Interviewee

I think this this project-based structure is very. Uh, it gives a lot of freedom to work and then W&D wants to stimulate entrepreneurial thinking, entrepreneurship, and yeah having this structure makes it quite flexible. Uh, we start up new projects. Some projects are finishing and then there is room for something new, and. Yeah, it's quite easy to develop new innovations or new projects. If yeah, if the need arises if there are opportunities for fund raising if there are needs in the context we look always for different matches. Between stakeholders, between partners. Yeah, team problems in the in the in the countries we work. And the way how it is organized now for me it is, yeah, it fits well.

00:06:26.100 --> 00:06:27.400

Interviewer

OK, yeah.

00:06:26.290 --> 00:07:08.440

Interviewee

Yeah, yeah. Yeah, I think for when new colleagues join the organization, they have to get used to it. Uh. Yeah, it's got it, so I think what we're still missing a bit is when a new colleague joins then they say OK, you are in this in this project and then that's it. But we can make a bit more, yeah, maybe guidelines about how certain yeah processes go. OK, yeah, I think it's as a project lead and I yeah working for quite some time for W&D, it works well.

00:07:08.620 --> 00:07:17.540

Interviewer

OK yeah OK, interesting. And how does trust arise within a project team? And how is this guaranteed sort of?

00:07:19.260 --> 00:09:53.930

Interviewee

Yeah, the project team consists of colleagues within the Dutch organization but usually also with colleagues from the partner organizations. Yeah, it is a bit personal. I think my way working is different from [NAME], and our other colleagues but and also differs per country. But what we usually do, we do regular project meetings and we really start practical exercises.

So, when we yeah, usually the implementation of the project is in the country itself in Haiti or Ethiopia, or the whatever Asian or African country. And so there yeah, they have a different view and they have all kinds of problems in the implementation. And for us sometimes it's easy on our side to say OK, you can do this and this and this. But yeah, implementation is in our hands, making policy and writing something is easy, but when you actually do the work itself, it's another story. An and I think it's. Yeah, it's the personal contact is very important and having clarity on the different roles in the team. Usually, we have a team of 5 till 10 persons, usually four or five here in the in the office, in the Netherlands, and then others join from the partner organizations. It depends a bit on the project, how many there are. But yeah, I don't, with some organizations we work for many years. So then trust has a background in the history. And we continue to, yeah, from one project we built up on the new project. And then you build upon the previous experiences. I think it is still wise that that we really do something on the ground and the other part is that we, yeah, we stimulate personal conversations, relationships, meetings. Also, yeah, we want to inspire people to bring in their own knowledge from the context in the countries we work, but also from the experts we have in our office and then altogether sometimes new ideas go. That's what we want to stimulate.

00:09:54.150 --> 00:10:10.840

Interviewer

Yeah, OK, so I heard something about using previous knowledge, so you actually like sort of store that knowledge. Do you do that on paper or just in your head and then use it like in an experience sort of way?

00:10:11.820 --> 00:12:02.370

Interviewee

Yeah, we try to do it also on paper and because, yeah, that's for, sometimes we need it also for donors to show to have a proven concept and to show that to others and to share it with, yeah, what we… What I usually do is I I'm just open minded, I look around when I see or I know other organizations, I just contact them, share with them and if they if you have something written on paper from your, uh, a proven concept where you working with, that can easily help to start up the conversation, or to say OK, we know each other now, I have something to share with you. Yeah, and we restore everything or what we do in the project on the SharePoint Web sites. It depends a bit on. Yeah, we need to structure it a bit. Sometimes we are lost, but the

good thing from SharePoint is that you can easily search and get back your information. But still, it's mostly… a lot of knowledge is in the in the heads of the people and yeah, what's very important if a project, a colleague leaves the project and is succeeded by another one, that there's a good hand over. Like I'm coming back now from my leave and yeah in I think 2 projects I was replaced by another person and then then over is really crucial and usually it goes well, because it's all structured in the in the project websites and then. Yeah, we just move on.

00:12:03.040 --> 00:12:22.080

Interviewer

OK, OK this is the first time I heard like you use SharePoint, so that's a nice thing to know. And, uh, what does the decision-making process for projects looks like in in your perspective? Are you extensively involved in that or?

00:12:23.010 --> 00:14:08.710

Interviewee

Yeah, what I do is. Uh, we write project assignments and send them. Yeah, well. I'm usually involved in developing the project assignment, getting input from the team from the partner organizations and it is complete I sent it to our CEO [NAME] and yeah sometimes she sends it back with questions and other times she is just agreed or she, or she's asking a question about the financing and then yeah, she takes the decisions, but when the product is approved. She just gave the go ahead and says OK, implement it according to this project assignment and within the project assignment we have, yeah, we have results for the implementation in in the countries but also results, planned results for the fund raising and we need to make sure that it is in line with each other so that the fund raising is going fast enough, otherwise we have a problem at the end and probably implemented without funds. It's not what we want. But yeah, within the project I can take decisions on. OK, let's go faster or slower or, Yeah, well this was in the project assignment. And if there is a change I can go back to [NAME] and when we talk and say, OK there is a new insight. We want to change this and this and this. Yeah, usually in the discussion she says OK, this logical just go ahead or sometimes she says make a new project of it and. It depends a bit.

00:14:09.100 --> 00:14:20.750

Interviewer

OK, and uh, how often does the fundraising not comply with the actions you have like that when you "scheef uitkomen"?

00:14:20.100 --> 00:16:22.470

Interviewee

Yeah, we don't want it, but it depends a bit on the market and. Yeah, I usually W&D has quite a stable, how do they call it…, supporters base. And yeah, like the project I do now for the Ethiopia, that has a 2/3 funding from the Norway Government, so NORAD, the government from Norway. And that's a subsidy. And we got it at the end of last year. But then there's still 1/3 I think it's about €900,000 per year, so it's quite a large project, but still 1/3 so 300,000 we still have to raise during the year. Uh, yeah, but I have contacts with my colleagues from the private fund raising for the Dutch public. Uh, that's that is sponsoring children, but also with other colleagues who really have contacts with businesses. Yeah, and in the beginning when we when the project is approved, I have already have some yeah input OK if it is realistic what I'm planning to do and they said OK the yeah the 300,000 is not yet raised now at this moment but it's quite realistic. We will try to put it in the magazine of W&D, we will they are they are planning some actions for fund raising and if that all goes well, it's realistic and we will raise the end of funding. Yeah, and if half of it if it is usually it's about September, you can see already if you are, yeah, really getting out of order or that it will work out fine. And if you raise too much you can use it in the next year usually.

00:16:05.880 --> 00:16:33.980

Interviewer

OK, yeah. Yeah, of course OK. And does W&D have a dependent position or is it dependent on many other stakeholders usually?

00:16:36.250 --> 00:17:09.950

Interviewee

Yeah, usually we are in between. We are in between partner organizations who need to have implementing capacity. Uh, we have, yeah donors. If the funding stops and donors do not give any money anymore, yeah, we can also stop our work. But I think there is, we have really a stable donor base and people trust the organization. So yeah, we can. We trust that it will continue.

00:17:10.920 --> 00:17:24.570

Interviewer

OK. OK, the next set of questions, then how many projects are you personally involved in and are like are they are all under education? I already asked it, sort of but…

00:17:25.670 --> 00:18:28.260

Interviewee

Yeah. Yeah, I'm thinking. Yeah, I'm, I even don't know yet what I'm all involved now because I'm just back from my leave, but I think I'm I think I'm the project lead of this large project in Ethiopia, of the €900,000, and that's the most important one. So that's what I'm doing most of the work for it. And I'm also involved in in two projects in Nepal and in Chad. And yeah, the other projects are all business development, so that depends, sometimes I just write to the proposal with a team and then it stops and then I can do another one. So, you can say it's one project, that makes 4 in total. So, the project in Ethiopia, Chad, Nepal and business development. And that's all in education. Are you still there because the screen is?

00:18:29.820 --> 00:18:32.150

Interviewer

Sorry, I lost my connection I think.

00:18:31.690 --> 00:18:32.650

Interviewee

Yeah, yeah.

00:18:33.520 --> 00:18:36.460

Interviewer

OK, so you're, uh, mostly in one involved.

00:18:36.320 --> 00:18:41.310

Interviewee

Yeah, let me give me one minute and I close the door because other children are coming in.

00:18:37.510 --> 00:18:42.430

Interviewer

OK.

00:19:27.250 --> 00:19:28.280

Interviewee

I'm back again.

00:19:28.710 --> 00:19:50.490

Interviewer

OK, great. Uh, OK, so uh. In general, there are like 3 parts or three sort of roles that one can take which is creating or preparing... always difficult word preparatory or supporting roles. Which one are you involved in like?

00:19:53.570 --> 00:19:58.900

Interviewee

Uhh just for my understanding, creating so, creating new projects?

00:19:59.160 --> 00:19:59.700

Interviewer

Yeah.

00:20:00.440 --> 00:20:54.050

Interviewee

That's at least what I'm doing in the in the business development part. So yeah, we come together with, I try to connect different partners together. So, partners in the countries like this project in Ethiopia and what we did we developed a consortium of five or six organizations last year, and we sat together, OK, what is our vision? What is our mission? What do we want to reach? And there was an opportunity from the NORAD, the Norway government. And that together, yeah, gave this a lot of inspiration to develop this new project. Yeah, that's what sort of that in there creating a new project. But the other others, supporting and preparatory is…

00:20:55.260 --> 00:21:01.680

Interviewer

Yeah, like preparing, like planning things or, yeah.

00:21:02.780 --> 00:21:06.620

Interviewee

Yeah, and supporting is then involved in the project.

00:21:07.400 --> 00:21:11.810

Interviewer

Yeah, like playing supportive part in a team for example.

00:21:11.430 --> 22:16.860

Interviewee

Yeah. Yeah, I think I do them all, but they did not start projects. Yeah, the preparatory part. Maybe as a product leader from this project in Ethiopia, I do a lot of planning. Maybe planning what we're going to do with the partners, you are planning how many children we are going to reach, whatever. And also. Yeah. Planning their imports and whatever. And but in the product from Chad and Nepal I'm I have a role as a product expert, so then I'm more supportive to that to the other team members to the partners in bringing in, yeah insights during the project implementation. But I think it's the best to have one roll per project. You cannot do them all together in in one project.

00:22:17.120 --> 00:22:22.510

Interviewer

OK, because that's like becoming too difficult or?

00:22:23.280 --> 00:22:29.410

Interviewee

I would get mixed up. Maybe other people can do it, but yeah.

00:22:27.470 --> 00:22:27.960

Interviewer

OK.

00:22:31.060 --> 00:23:34.850

Interviewee

Also, yeah I, project-based way of working sometimes we had projects that's that one person had two rules, so he was in the project lead and he was also the monitoring and evaluation officer or so. And then these two these two positions, yeah you can do them but usually you give priority to one or. It doesn't work very well. So, when there is really no other option you can do it, but the best is, I think when you have a clear role in one project and for me, I like it to have different roles to go to another project and say OK, I don't need to be product leader uh, for another project that I may be part of the team and let someone else be the product of that project. And that's also what I like from this way of organizing. that you can have different roles in different projects, so that makes the work also different.

00:23:33.750 --> 00:23:34.760

Interviewer

Yeah, OK.

00:23:36.070 --> 00:23:38.550

Interviewee

I don't want to do the same work the whole day, so.

00:23:38.740 --> 00:24:09.170

Interviewer

No. Uh, I have the same. OK, uh, then the next question let me see. Yeah, let's go for it. So, you are mostly involved in operational activities and not perse like in the regulatory activities. Oh, are you? Do you say, well, it's sort of intertwined with each other?

00:24:09.720 --> 00:24:19.120

Interviewee

Yeah. Yeah. What do you mean exactly with regulatory activities?

00:24:18.850 --> 00:24:33.340

Interviewer

Uh. Well like a supervising or like more of a leader, yeah? I don't know if leader is a good word for it, but. Like the upper staff of the organization.

00:24:34.210 -->00:25:01.450

Interviewee

Yeah, within one project I am I'm the project lead, leader. So that position, uh, the others report to me about this project, but usually I'm not involved in no, I'm not doing what [NAME] is doing and finance director, they are more in yeah in getting synergy between all the projects, the different projects.

00:25:01.810 --> 00:25:08.900

Interviewer

Yeah, OK, so like the, it's behind the project itself. It's like sort of the…

00:25:07.860 --> 00:25:37.370

Interviewee

Yeah yeah, but what I usually do is within the project and I try to develop new projects and [NAME] gives me quite some freedom to do that. She says OK, we have a policy for education for exploited children. Also, for work and income. OK, if there opportunities arise, just watch around. Yeah, so he's always open for new ideas.

00:25:38.070 --> 00:25:55.930

Interviewer

OK, that's nice. And, UM. How are goals set in the organization like? Are they all determined by [NAME-Director] or you said like, OK, if I have an idea, I can shoot it into the group and then?

00:25:57.210 --> 00:27:19.660

Interviewee

Yeah. Yeah, at the end [NAME-Director] calls the shots, but. Uh. Yes, she gives, she gives a lot of freedom to new ideas. So, when I have a new idea, usually I sit together with yeah, [NAME] or someone else from the institutional fund raising or. Yeah, or [NAME]. I think you talked [NAME] as the program, I don't know how you call it program leader. Or I just find other

people that I think OK, they maybe they are interested in my idea or in this thing that I, that comes around. And yeah, if sometimes we try bit if it could work. And then yeah, we yeah it depends a bit on what is the idea. But usually when you have something, what is that that I go to [NAME-Director], I say, OK, we have an idea, and these and these people also like the idea. You see, she says, just go ahead and develop something that is practical, that you can implement. And if you raise the funds for it and it is within our policies, yes, she's happy to see new initiatives.

00:27:20.120 --> 00:27:29.430

Interviewer

Yeah, OK. And do you think you are innovative and also the organization itself?

00:27:31.300 --> 00:29:51.140

Interviewee

I think we are, but we are bit searching in our in our focus. I think W&D has a broad field, we vary from Agri business, to water and call it a sustainable water, job placement, education, emergency relief now whatever and all these domains have a lot of contents, have lots of priorities and for example in education we try to focus more on certain specific fields otherwise. Yeah, you, to be innovative, you cannot be innovative in everything and then I think that's a bit. Yeah, I will struggle sometimes. But we, uh, we're also not developing. Usually, we do not develop the innovation itself, but we try to connect different partners together and then something innovative can arise or grow or. Sometimes it is an innovative approach or we try to use something from the education sector in economic sector or health sector we try to. But usually, we look for partners that have the technical knowledge. Because yeah, we only have an office in Gorinchem and that says people who are good in policy development in all kinds of writings but not in yeah, in doing practical work in the field. Yeah, but I think that that also makes it, because we are we are not. Yeah, how do you call it a? We don't have our own operations. We have the. We have more freedom to look around to see what is everyone doing, and can we make different connections? And that's yeah can lead to nice innovative uh, projects.

00:29:51.380 --> 00:30:16.920

Interviewer

Yeah, so you sort of like accommodating opportunities for people in in a certain country. Like you say, OK, if you do this, uh, then then it's going to be better. Only we not really ourselves know how to get there, so we need you to also help us in that?

00:30:17.200 --> 00:30:51.550

Interviewee

Yeah, we can. Yeah, sometimes we connect them to a university or so: this University in that country maybe can be involved in this project and yeah getting these connections right, I think that we're good in that and if that is innovation, yeah it's, uh, it's innovative. Uh, yeah, and maybe we're also innovative in our own structure and so on, But that's different yeah. I'm looking more at the project level.

00:30:51.960 --> 00:31:02.830

Interviewer

Yeah, and you said we struggling with that. Could you more elaborate on that? Like what are these specific struggles that hat is dealt with or?

00:31:04.080 --> 00:34:14.820

Interviewee

Yeah, for example. Yeah, in modern slavery you can do things with children that, we focus already on children, but you can work for children that's really working companies or in mining or in, Yeah, uh, agricultural labor. But what we but usually these are part of large companies and the way how you deal with them is also through this, yeah, through these companies, they hire children. But we said, OK, it's not our focus to yeah to deal with this kind of problems, but we focus now more on the child domestic Labor, the children who are in the yeah in the houses. Uh, and there are many, but it's a kind of informal child labor, so we have to we. Now we focus more on the informal child labor instead of the child labor in the formal companies. But then fund raising opportunities arise and usually yeah, then you look at something and say, OK, this is really a nice opportunity, but it is in the mining sector or so and then yeah, we think OK shall we move? Shall we keep our focus or? Yeah, and sometimes we also need, we need the funding, so it's a bit searching: OK what is still but within our focus and what is ,Yeah, what should we let go for others an. Yeah, we see. Also, if you go for. Yeah, for opportunities. You need to have a track record in a certain domain. So, we can say we have track records in education. But

when there is for example something innovative fundraising opportunity for literacy, there we say: OK, we do a lot in education, but not specific enough in literacy. And now what I think what we do now as W&D is really a lot in one program. So, in one project we do bit of literacy. In other projects we do this informal child labor and in other projects we do sexual abuse of children, in other projects we do. Yeah, what else? We have so many different projects and yeah that becomes too much to, Uh, to deal with and to have a strong tracker, track records. But yeah, on the other hand it makes us also flexible. I think some parts grow as if we find more partners in a certain domain, like the informal child labor. We're now really developing in that. And because we are not too specialized, I think we yeah, we also see more opportunities.

00:34:16.460 --> 00:34:55.910

Interviewer

OK, yeah. Uh, OK, interesting. Yeah, OK, I got my answer. Let me see, uh? Yeah, that's covered. OK, then the personal question is you satisfied with your role and current situation within W&D? And are you also content working in a project-oriented environment?

00:34:57.010 --> 00:36:59.260

Interviewee

uh yes I am. Yeah, but yeah it depends a bit on how you are as a person. I really like to have quite some freedom and to be able to develop new things. And I think that's also the good thing from W&D from [NAME], our HRM officer, that he really tries to ask people: OK, what do you want? What do you prefer? If you want more stability, more of the same, OK, then you should not have my position and also these fund-raising opportunities, sometimes they give quite some stress. There is a deadline and we have to meet a deadline whether we have time or not. The deadline is there and yeah, you need to deal with that. And yeah, in one way or the other, I think I like it to have a team that really goes for that. And after that, we need we need some rest we cannot, you cannot continuously have this Keiko of projects. I think when you do one in in Spring, another one in the summer or autumn, but don't do it 10 times a year then yeah, we lack the energy. But for now, I'm really happy in, Yeah in in having the opportunity to develop projects, to run projects that also link to the mission of W&D. It's motivating to see that that you can really reach thousands of children, yeah, if you're able to develop this kind of projects. And yeah, these children, they really deserve it. Yeah, without the projects, uh, their future would be really different. So that's motivating and that's why I personally like it.

00:36:59.890 --> 00:37:14.940

Interviewer

OK, yeah, and are there, from the organization out, also enough means provided to be like flexible and innovative, innovative and. Yeah, yeah.

00:37:15.170 --> 00:38:58.510

Interviewee

Yeah, it's…. In the past it was less flexible and I think it's improving. I think we are getting more used and when and also we need to have the people in the right positions. I think that we sometimes we had in the past people who, yeah, they did not perform very well and then the yeah the modus was a bit more checking, more information, more questions, more reporting and then everything and everyone had to report more and stricter. But that doesn't inspire people and I think now we're moving in the right direction with. Yeah, we still you still need somehow reporting and some guidelines to have everyone in good order, but. Yeah, also in our work. Yeah I have quite some freedom to plan my own working days and working hours, even if I do it by night it doesn't matter. But yeah, at the end the projects to benefit an. I think there is there is trust in the organization that that people really do their best and then also in the teams I see people motivated when they're in the right place. They really go for a good result and we don't need to check and yeah, check them every time whether they're working or not. Maybe they do it all the time, but they really will deliver the result.

00:38:59.030 --> 00:39:47.330

Interviewer

OK, yeah. That's nice. And if you look to like the program of Agri, I don't know how it's Agri business or yeah, and yeah. The abbreviation is IA. Yeah it's Inclusive Agribusiness, OK, if you look to that program and that of education, what are differences that you see? In ways of organizing things or of doing things within the project teams and so.

00:39:49.220 --> 00:42:26.030

Interviewee

Yeah I yeah, I think that the theme is different. So uh, we have quite a number of education projects that are bit similar, because education usually takes school years. So yeah, the results

it is more of the same, getting children in school and getting, yeah they stay there for one year. So, it's not like with Agri business that you can say: OK what does the market do? So yeah, the type of projects is very different. And yeah, some of the education projects are also flexible. Yeah, in the in the exploited children they have different. Yeah, this uh. That also. Yeah, not so. Not so structured with the sponsoring projects are really started school school-year-wise. OK, there are thousand children in it and thousand children go to school and that is already a very good results. But then you don't need to, you don't have a lot of work on this project during the year because it doesn't change. Other projects really need adaptive programming because the context is changing and the after-data strategies and when you do something with policy influencing, yeah you really have to adapt to what is going on in the country and I think that is maybe the same in some education projects and in some Agri business projects. But the team in education, I think is more is already there for longer time. So, the team in Agri business is newer and they think more market-wise. They get there, they have to think OK how can we develop a viable business case? And at the end it can run, it can sustain itself. An in education you still you will always need the funding from the from the government or whatever. So yeah, the theme is different and I think this you can also see in the in the projects itself that Agri business projects are more, yeah, more business where a business like an education is more bureaucratic maybe, don't know that this is the right word.

00:42:24.480 --> 00:42:29.320

Interviewer

OK. More, focusing on the social aspects.

00:42:29.500 --> 00:42:30.320

Interviewee

Yeah, yeah.

00:42:30.680 --> 00:42:36.410

Interviewer

Yeah, OK, but like the overall ways of doing things are the same then?

00:42:37.030 --> 00:42:47.900

Interviewee

Yeah, yeah everything all the projects are organized project-wise and all of our project leads and all other projects experts and finances.

00:42:49.050 --> 00:42:56.740

Interviewer

So, if you would be put in in a, uh, Agri business project, you would also get around.

00:42:57.230 --> 00:44:00.010

Interviewee

I would get around, but I told [NAME] not to do that. Because I really yeah with this. That's also personal that I think I have a passion for education and for children and more social aspects. So that's what motivates me more an so I've one project, and [NAME] convinced me to do that, in Ethiopia for work and employment, so I'm able to do that. But yeah, that's also for youth in vocational education and so on. And that part. Yeah, it's related and it's linked to my migration, which is also very social and cultural aspect, yeah, story, but if you put me in, in the cashew or the tropical crops or whatever and other projects in W&D I think I would be able to run it, but I would not be so motivated because it's not my, my background, not my knowledge.

00:44:00.480 --> 00:44:12.990

Interviewer

OK yeah OK. Uhm. I'm running to the end I see. What impact did the pandemic had on the projects?

00:44:14.670 --> 00:46:46.530

Interviewee

Boy, I still don't know what will happen? Yeah, many schools were all closed and what she last year tried to do in Haiti. Yeah, in the Netherlands we close the school. We say OK, we continue with home education and we send a lot of stuff to the parents and we do things digitally. But you cannot do that in many of our projects. In so some areas you can do it. But yeah, usually the parents have to work and will or they are illiterate. How can they teach their children? And also, the digital yeah environment is not there. So, we try to do something with homework that the parents pick up the homework from school and then they bring it back and so that that's that they still got it. Still at least learn something. And yeah, differs a bit per country, but one country

95

I think we tried radio education. But it's all. yeah, it is really a solution for this time. We are looking forward to for everyone to go to school again, because that's much better than all the options for home education. Uh, and the second yeah issue that that the pandemic brings us. We work with children that are really yeah the poorest. But if you, yeah, let's say the home. How did you call it… the domestic labor, the children work for other families in their homes Now, sometimes they're like 8 or 9 or 10 years old. They do all the work and don't go to school. Now the pandemic has large economic effects on this type of families, so they have less money and less food, then their own children from the family get the food and the domestic laborers, also children they don't get anything or get less or yeah, so they are the ones that, uh, that are in the yeah in in very bad situations. Yeah, when something happens, they how do you call, they suffer the most.

00:46:47.110 --> 00:46:48.370

Interviewer

Yeah OK, yeah.

00:46:48.160 --> 00:47:24.950

Interviewee

Another thing that that was in our project was we have a project for online sexual abuse. So, the child pornographic scene. And yeah, the worst thing from this pandemic is that child porn is growing and there is a lot, yeah it's growing faster than ever, so that there is also a lot needs of the…

00:47:23.810 --> 00:47:26.220

Interviewer

Uh, so supply?

00:47:25.880 --> 00:47:35.670

Interviewee

Yeah yeah, they want poor so many more children are a part of this, I think criminal game.

00:47:28.510 --> 00:47:49.200

Interviewer

Yeah, and did it also brought up some changes in in the way W&D is organizing their projects, or there are ways of doing or not so not especially.

00:47:49.660 --> 00:48:46.980

Interviewee

What we what we did in the in the Haiti project is we, Yeah, we developed this home education project as a separate project. And we raised also extra funds for it. So yeah, so we yeah, the thing we can easily adapt projects and or add new ones. That's what we did. And then we also try, we were a bit curious if the funding would still come in. Because yeah, many people lose their jobs or are, yeah, look, uh, get the less income but still we are still getting a lot of funds so you still that we are very happy for that. We didn't need to adapt our projects that much. Maybe a little bit, but not very large.

00:48:47.620 --> 00:49:02.760

Interviewer

OK, yeah, that's all clear. Uh, OK, that's it from my side for the questions. I don't know if you yourself have something that you want to add, or you think this is still interesting for me.

00:49:02.230 --> 00:49:40.810

Interviewee

Yeah. Now when I think about innovation and about W&D, Yeah, and knowledge management in W&D. We still can learn I think, uh, when new people come in the organization. Uh, we yeah, it's better than a few years ago, but still it's quite a quite a job to get used to all the. To the way of working. And yeah, I hope that we can find a solution for that so that they get faster used to how we work.

00:49:41.100 --> 00:49:45.870

Interviewer

OK, so like more guide and take my hand and.

00:49:45.470 --> 00:49:46.180

Interviewee

Yeah.

00:49:46.570 --> 00:49:49.000

Interviewer

Because now they're just thrown in the depth and.

00:49:46.850 --> 00:50:01.190

Interviewee

Yeah yeah. Depends a bit on the person itself, if he asks for help. And some do very well and it goes well and some ask too late.

00:50:01.430 --> 00:50:02.180

Interviewer

OK, yeah.

00:50:02.640 --> 00:50:14.880

Interviewee

And yeah, I think that is where we're working on. We're not a perfect organization. But yeah, there are lot of good things are happening.

00:50:12.230 --> 00:50:15.570

Interviewer

Uh-huh, OK.

00:50:15.450 --> 00:50:51.060

Interviewee

And yeah, and also the knowledge management part, Yeah, in the projects it's still a bit of a challenge too. Yeah, also to learn between the projects we have. I think we are also developing good issues on that. We have the Academy that is what [NAME] is doing an we share lessons. But it's not yet, uh, yeah, I think there's still room to grow.

00:50:51.520 --> 00:50:55.430

Interviewer

And what especially like? Is there a knowledge loss between projects or?

00:50:51.660 --> 00:51:46.850

Interviewee

Yeah. Yeah, and but that's because people change often. Sometimes they have a project and then yeah, some projects are very stable and people stay there for a few years when the project is finished and then there is, Yeah, the knowledge is grown and at the end usually there is a good handover or report or whatever that that knowledge is kept for the organization. But I think we have also projects that people change too fast or due to different reasons and then knowledges is yeah left and, Yeah, then it's difficult also to learn from that project because people are leaving or whatever, but yeah.

00:51:46.300 --> 00:51:53.400

Interviewer

So that's sort of the negative side of the flexible way people are going and coming, yeah?

00:51:49.140 --> 00:52:12.570

Interviewee

Yeah. Yeah, I think so. I think yeah in general it is definitely positive. But we yeah, sometimes I think let's look: OK how can we make it a bit more stable or keep the knowledge where we need it.

00:52:12.820 --> 00:52:28.590

Interviewer

Yeah, and for newcomers. Uh, are they heard too? Like if they did come with something new, are they like immediately heard or is it more like you have to prove yourself for a few years within the organization and then…?

00:52:22.580 --> 00:52:48.230

Interviewee

No, I think they are immediately heard. Yeah, I think, and also that's also the culture. Uh, OK, when newcomers come in, yeah, let them bring in their knowledge and we will adapt to them, because yeah, usually they bring in good knowledge because HR is able to find the right people.

00:52:49.760 --> 00:52:50.460

Interviewer

That's important.

00:52:49.780 --> 00:53:02.280

Interviewee

And yeah, I think if you know [NAME], she is now here for one year. I think she brought in a lot of knowledge and, yeah, the culture is open for that.

00:53:02.900 --> 00:53:03.510

Interviewer

OK.

00:53:04.300 --> 00:53:32.830

Interviewer

Yeah, yeah, I'm also going to interview [NAME], so I'm interested she has to say. Well, thank you for your participation.

00:53:27.690 --> 00:53:28.620

Interviewee

Yeah, yeah.