



Managing Organisational Change Under Extreme Societal Conditions:

A Qualitative Case Study Within the Dutch Mental Healthcare Sector in a COVID-19 Context

Author: Laura van Bethraij

Student number: s1026651

Supervisor: dr. Michel van Berkel

Second examiner: dr. Claudia Gross

Acknowledgements

I would like to express my gratitude towards dr. Michel van Berkel for all the support during my thesis trajectory. I very much enjoyed the multiple interesting epistemological discussions that we have had during the past half year and they very much helped me to take a step back and realise that, more often than not, I was making things too complicated and that I often had to allow myself to 'go with the flow' of an iterative, qualitative research process. I would also like to thank the participants of the interviews that provided the input for this study's data analysis. Their enthusiasm about the subject was much appreciated and motivated me to be even more enthusiastic about my own research, as well.

Abstract

The COVID-19 pandemic has forced contemporary organisations to drastically change their organisational processes and structures, leaving organisational change managers with the difficult task of managing change in extremely impactful, uncertain and turbulent societal circumstances, that they had yet to understand themselves. The purpose of this study is to contribute to the stock of knowledge about organisational change, by exploring change management approaches adopted throughout this extreme societal context of the COVID-19 pandemic. This multiple case study is based on in-depth interviews that were conducted amongst a diverse set of Dutch mental healthcare practitioners from multiple organisational backgrounds. Participants were asked what change management efforts they experienced within their organisation during the sudden change process to a highly virtual work environment due to the COVID-19 pandemic, and how this COVID-19 context affected their reactions throughout the change process. This study shows how change managers seemingly adopted two different types of change management efforts alternatively, throughout different stages of the COVID-19 pandemic. It also shows how the pandemic provided a large part of sensemaking about the change amongst change recipients, leading to an overall high degree of acceptance of the change and of change managers' efforts, regardless of the difficulties that they experienced.

Key words: Organisational change, Change management, COVID-19 pandemic.

Table of Contents

| | |
|---|-----------|
| Chapter 1. Introduction..... | 6 |
| Chapter 2. Theoretical Background..... | 9 |
| 2.1. The Role of Managerial Assumptions in Managing Change | 9 |
| 2.1.1. <i>Managing as an Activity of ‘Control’</i> | 9 |
| 2.1.2. <i>Managing as an Activity of ‘Shaping’</i> | 10 |
| 2.1.3. <i>The Achievability of Change Outcomes</i> | 10 |
| 2.2. Approaches to Managing Organisational Change | 11 |
| 2.2.1. <i>A ‘Directing’ Approach to Managing Change</i> | 11 |
| 2.2.2. <i>A ‘Navigating’ Approach to Managing Change</i> | 12 |
| 2.2.3. <i>A ‘Caretaking’ Approach to Managing Change</i> | 12 |
| 2.2.4. <i>A ‘Coaching’ Approach to Managing Change</i> | 13 |
| 2.2.5. <i>An ‘Interpreting’ Approach to Managing Change</i> | 14 |
| 2.2.6. <i>A ‘Nurturing’ Approach to Managing Change</i> | 15 |
| Chapter 3. Methodology | 16 |
| 3.1. Research Design..... | 16 |
| 3.2. Research Sample | 17 |
| 3.3. Data Analysis | 18 |
| 3.3.1. <i>Template Analysis</i> | 18 |
| 3.3.2. <i>Process-Based Method</i> | 19 |
| 3.4. Research Ethics | 20 |
| 3.5. Research Quality | 21 |
| 3.5.1. <i>Credibility</i> | 21 |
| 3.5.2. <i>Transferability</i> | 22 |
| 3.5.3. <i>Dependability</i> | 22 |
| 3.5.4. <i>Confirmability</i> | 22 |
| Chapter 4. Results..... | 23 |
| 4.1. Organisational Change Management Efforts in Times of the COVID-19 Pandemic..... | 25 |
| 4.1.1. <i>Guideline-Oriented, Management-Initiated and Generalised Change Management Efforts</i> | 25 |
| 4.1.2. <i>Flexible, Caring and Collaborative Change Management Efforts</i> | 26 |
| 4.1.3. <i>The Grey Area Between the Two Types of Change Management Efforts</i> | 28 |
| 4.1.4. <i>The Availability and Quality of Technological Resources and -Support Options</i> | 29 |
| 4.2. The COVID-19 Pandemic as an Extremely Impactful, Uncertain and Turbulent Societal Context for Change Processes | 29 |
| 4.2.1. <i>The Impact of the COVID-19 Context on Resistance to the Change Process</i> | 29 |

| | |
|---|-----------|
| 4.2.2. <i>The Impact of the COVID-19 Context on Acceptance of the Change Process</i> | 30 |
| 4.3. How the COVID-19 Pandemic Intervened with Organisational Change Management Efforts | 32 |
| 4.3.1. <i>How Stages of the COVID-19 Pandemic Interfered in Organisational Change Management Efforts</i> | 32 |
| 4.3.2. <i>How the COVID-19 Context Affected the Power of Change Management Efforts</i> | 33 |
| 4.4. An Integrative Theme: The Inappropriateness of the Change Contents and the Regardless Acceptance of the Change Itself | 34 |
| 4.5. A Conceptual Model: The Dynamics of Organisational Change Management in a COVID-19 Context | 35 |
| Chapter 5. Conclusion | 38 |
| Chapter 6. Discussion | 39 |
| 6.1. Theoretical Contributions | 39 |
| 6.1.1. <i>Relating the Model to Palmer and Dunford's (2008) 'Images of Managing Change'</i> ... | 39 |
| 6.1.2. <i>The Power of an Extremely Impactful, Uncertain and Turbulent Societal Context for Organisational Change Processes</i> | 41 |
| 6.1.3. <i>The Power of the Limitations of Virtual Working</i> | 42 |
| 6.2. Managerial Implications | 42 |
| 6.3. Recommendations for Future Research | 44 |
| 6.4. Limitations | 44 |
| References | 47 |
| Appendix A. Topic List for Interviews | 51 |
| Appendix B. The Initial Template | 53 |
| Appendix C. Overview of Change Management Approaches | 55 |
| Appendix D. Overview of Open Codes and Illustrative Quotes | 57 |

Chapter 1. Introduction

Traditional organisational change management approaches have been described in a diverse collection of existing studies on the topic of ‘organisational change management’, where a multitude of diverse theoretical perspectives and prescriptive frameworks have become available over the years (Palmer & Dunford, 2008). However, the recent COVID-19 pandemic as a new and impactful societal context for organisational change processes, may disturb assumptions from previous organisational studies. For example, early studies on the topic of organisational decision-making have shown how uncertain and turbulent organisational contexts require managers to adapt their strategic decisions to their own understanding of the external environment (e.g., Bower, 1972), but what if change managers themselves are still struggling to understand the extreme societal context of the organisational change they are expected to manage? Especially the high degrees of uncertainty and turbulence of the COVID-19 pandemic as a context for organisational change processes, thus make it an interesting new context to explore organisational change processes from. This study aims to contribute to existing research within the field of organisational change management, by making an analysis of how the extreme societal context of the COVID-19 pandemic influenced change management approaches and change recipients’ reactions to change, during the sudden change to a highly virtual work environment within the Dutch mental healthcare sector.

From the start of the COVID-19 pandemic in the Netherlands in early 2020 (NOS, 2020), mental healthcare practitioners were suddenly forced to change to a highly virtual work environment by government restrictions, as they were urged to work from home as much as possible (Rijksoverheid, n.d.-b). The suddenness of, and motivation for, this organisational change made the beginning stages of the change process extremely chaotic and fast paced. Such fast paced change processes have been referred to in existing literature as ‘revolutionary change’ (Miller et al., 1997) or ‘episodic change’ (Weick & Quinn, 1999). A worldwide societal health crisis is thus a rather unusual motivation for an organisational change process of this nature, as Plowman et al. (2007, p. 517) stated: “revolutionary or episodic change is often viewed as a response to growing inertia and most often takes the form of a planned replacement whereby a new structure, strategy, or program replaces an old one”. Evidently, the COVID-19 pandemic was anything but a planned or strategic choice of the organisation, which asks for an exploration of how managers in this situation dealt with managing the change process, and whether and how this relates to existing literature on organisational change management.

This study aims to contribute to existing theory on organisational change management, by making an analysis of how the extreme societal context of the COVID-19 pandemic influenced organisational change management approaches and of the way in which change recipients experienced and reacted to those approaches, in the change to a highly virtual work environment in the Dutch mental healthcare sector. With ‘reactions to change management approaches,’ I mean whether change recipients felt accepting and acted compliant throughout the change process, or whether they felt and exuded

resistance to the change process. The specific research question that was used to reach that research goal is: “How has the extreme societal context of the COVID-19 pandemic influenced organisational change management approaches and how change recipients experienced and reacted to those approaches, in the change to a highly virtual work environment in the Dutch mental healthcare sector?”

The results of this study shed new light on organisational change processes in extremely uncertain and turbulent societal contexts, showing what change management approaches seemingly are best suited for such conditions in order to receive positive reactions from change recipients. The results of this study have practical relevance for change managers who are tasked with implementing an organisational change in an extremely uncertain and turbulent societal context. Those change managers may be inspired by the findings of this study in the sense that it has shown what types of change management efforts are most likely to be well received amongst change recipients in these particular situations. Additionally, though this study is not particularly focused on providing strategic advice for mental healthcare managers; the results of this study also provide some insight for managers within mental healthcare organisations, as participants explained how they experienced quite a few difficulties with virtual working in their specific occupations. Furthermore, the results of this study may inspire future research on organisational change management in extreme societal contexts, which may build forth on the results of this exploratory study, or possibly even test these results on a deeper or broader level.

This study exploratory in nature, since the goal is to gather new in-depth insights about a phenomenon, i.e., change management approaches, in a new light, i.e., in the context of the COVID-19 pandemic (Saunders, 2012, p. 37). This in-depth understanding was gained by conducting a multiple case study, including semi-structured interviews for data gathering. Interview transcripts were then analysed through a detailed template analysis, focused on exploring how the context of the COVID-19 pandemic influenced change management approaches, as well as how it influenced change recipients’ reactions throughout the change process. The interviews were conducted amongst a diverse set of Dutch mental healthcare practitioners from multiple different occupations and organisational backgrounds. This diversity in participants’ occupational and organisational backgrounds was used to provide comprehensive and transferable results about the organisational change processes under study, so that the results of this study can be inspiring for organisational change processes in similar extreme societal circumstances.

In order to contribute to existing theory, the results of the data analysis for this exploratory study on change management approaches in a COVID-19 context are compared to findings in pre-COVID-19 studies on similar topics, highlighting both key differences and key similarities. I have chosen to pick a specific framework from traditional organisational change literature, to be able to formulate some sensitising concepts for the interview questions, as well to compare the results of this study to the knowledge described in existing literature in a somewhat structured and comprehensive manner. The framework that I used for this was the one by Palmer and Dunford (2008), since this framework is quite

comprehensive and encompasses a wide variety of different views on how organisational change processes can be managed.

Palmer and Dunford (2008) saw the diversity of theoretical perspectives in organisational change literature and have developed their own comprehensive framework of six 'images of managing change'. Their review broadly describes what assumptions different types of change managers hold about managing and about the controllability of organisational change processes and how those assumptions influence how managers manage a change process, including how they view and handle resistance and how they communicate with change recipients. These approaches range from rather top-down management styles, all the way to highly participative approaches. The findings of this study were related to the change approaches that Palmer and Dunford (2008) recognised in organisational change literature in the final chapter of this report, in order to compare the findings of this study to earlier studies in a somewhat structured and comprehensive manner.

An overview of the framework by Palmer and Dunford (2008) and some related existing change management literature in Chapter 2 contains some sensitising concepts that formed the basis for semi-structured interview questions. Chapter 3 contains further elaboration on the methodological choices that I made to generate the appropriate data for this study. The findings from the data analysis process are elaborated in Chapter 4, summarised in Chapter 5, and related to existing theory during the discussion of this study's theoretical contributions in Chapter 6, followed by managerial implications, recommendations for future research and the limitations of this study.

Chapter 2. Theoretical Background

This chapter functions as a general review of existing theory on change management approaches, as this is the phenomenon that is explored in a new light (i.e., the COVID-19 pandemic) in this study. Concepts from existing literature mentioned in this chapter function as sensitising concepts, which were used for the for the formulation of semi-structured interview questions. Because of the multitude of studies on change management approaches, some degree of structure was brought to this chapter by basing it on the review by Palmer and Dunford (2008), who provided a comprehensive framework that unites multiple different assumptions and approaches regarding change management into six ‘images of managing change’. This framework is therefore also the backbone for the interpretation of the change management approaches found in this study, especially in for relating them to the approaches described previously in traditional organisational change literature (see Chapter 6).

2.1. The Role of Managerial Assumptions in Managing Change

The diverse collection of literature on organisational change has been challenging for researchers wanting to develop new frameworks (Weick & Quinn, 1999). According to Palmer and Dunford (2008), the diversity in theoretical perspectives on change management mainly stems from differing assumptions regarding two subjects: the notion of ‘managing’, and the notion of ‘change’. According to them, there are two recognisable assumptions about managing, and three competing assumptions about whether change outcomes can be achieved. Combining these different assumptions, their framework eventually provides six different approaches to managing organisational change (see Chapter 2.2).

2.1.1. Managing as an Activity of ‘Control’

Palmer and Dunford (2008) have identified an assumption in some existing literature, that managing is a matter of exercising ‘control’ over outcomes of managerial action. They mention that this relates to the characterisation of management by Fayol (2016) as comprised of planning, organising, commanding, coordinating and controlling activities. This view of managing may be associated with what is often called a ‘top-down’ or ‘hierarchical’ management approach and contains a rather ‘mechanistic’ view of organisations, with a manager steering the organisation towards specific directions by allocating roles and resources to organisational units, allowing those units to perform (Palmer & Dunford, 2008). This relates to what Beer and Nohria (2000) termed a ‘Theory E’ view of managing organisational change, which includes adopting a rather top-down leadership style, emphasising systems and structure during the change process, aiming to follow pre-determined plans and programs.

The assumption of managing as a matter of ‘control’ has been quite dominant in early literature (Palmer & Dunford, 2008). For example, according to Sturdy and Grey (2003), underlying assumptions about organisational change management are more important than the actual ‘elements’ that differentiate approaches from one another. They have stated that there has been a clear bias within the field of organisational change, demonising resistance to change. Furthermore, according to Sturdy and Grey

(2003) it is also often believed that change is always desirable, and therefore that resistance to change can and should be overcome. Other writers have also expressed their frustrations with the lack of consideration for the consequences of organisational change for change recipients in the field, for example: Collins (2003) spoke up about the misplaced lack of attention for the social consequences in the field of organisational change. Pettigrew et al. (2001) added that the field has been insufficiently taking into account, amongst other things, the context and time of organisational change processes. The traditional assumptions that managing is activity of control and that change managers should focus on eliminating resistance to change have thus been widely criticised in earlier literature.

2.1.2. Managing as an Activity of 'Shaping'

In contrast to the view of management discussed in the previous paragraph, the assumption that managing is an activity of 'shaping', does *not* deem managers capable of simply controlling the outcomes of their actions (Palmer & Dunford, 2008). Rather, it views managing as an activity of 'influencing' the change process, emphasising that organisations should be equipped with the right qualities, and viewing organisations as living entities rather than as 'machines'. According to Palmer and Dunford (2008), this view of managing contains the assumption that the final behaviour of organisational members cannot be fully controlled by a manager. This relates to 'Theory O' of organisational change, which Beer and Nohria (2000) described as a way of managing organisational change that focuses more on developing the right organisational capabilities and adopting a more participative and bottom-up leadership style. In this view, the responsibility of a change manager is mainly to equip the organisation with the right capabilities that provide the basis to experiment and evolve.

2.1.3. The Achievability of Change Outcomes

Apart from managerial assumptions about the role of the change manager in a change process, managers also carry assumptions about the achievability of change outcomes (Palmer & Dunford, 2008). That is, managers can either assume that the proposed results of an organisational change process will be fully achieved ('intended'), partially achieved ('partially intended'), or very difficult to achieve ('unintended'). The belief that the intended outcomes of a proposed change can actually be achieved has been dominant in much of the literature on organisational change processes, as well as the idea that the realisation of such change goals can be achieved through managerial action (Palmer & Dunford, 2008). However, some classic works have argued that change processes may also produce outcomes that were *not* intended, which is what Palmer and Dunford (2008) have termed 'partially intended change outcomes'. According to them, these non-intended outcomes stem from all kinds of factors that decrease the ability of change managers to produce the intended outcomes through change. Such factors include power differences, differing interests of stakeholders, and differing levels of managerial skills. On the far end of the spectrum, the assumption that change managers are *not* able to achieve all of the intended outcomes of a change process is even stronger, suggesting that there will always be a multitude of forces

that uncontrollably lead the change process to ‘unplanned change outcomes’ (Palmer & Dunford, 2008). These forces are believed to be much too strong for an individual change manager to be able to control and that if outcomes match the priorly intended outcomes of the change manager, this must be a matter of pure coincidence rather than of the direct influence of the manager.

2.2. Approaches to Managing Organisational Change

From the different underlying assumptions about processes of organisational change that managers can adopt (see Chapter 2.1), six possible approaches to change management can be subtracted. This is what Palmer and Dunford (2008, p. 22) have termed the six ‘images of managing change’. They describe how they meant to highlight the differences between different change management approaches, rather than suggesting that the approaches exist at a pure, empirical level. The six approaches that Palmer and Dunford (2008) have recognised in change management literature will be explained in more detail and related to other theories and studies in the remainder of this chapter. For each approach, the underlying assumptions will be elaborated followed by more specific indicators of an image being displayed, such as specific managerial actions or -strategies, as well as some typical sources of resistance that are likely to develop in reaction to those actions and strategies.

2.2.1. A ‘Directing’ Approach to Managing Change

Palmer and Dunford (2008) have given the term ‘directing’ to a change management approach that is based on the assumptions that intended change outcomes can be achieved and that managing is an activity of control. Managers that fit this image of change management view that they are in control of the change process and that it is their task to direct the change process in the appropriate way, in order to achieve the intended change outcomes. Previous theories that match these assumptions often prescribe specific step-by-step processes in implementing change (e.g., Kotter, 1995; Nguyen Huy, 2001; Stace & Dunphy, 2001). It is believed that the intended change outcomes will be achieved, so long as the change manager adheres to such step-by-step guidelines for managing a change process.

Within a directing approach to change management, creation and communication of a clear change vision is seen as crucial in order to achieve intended change outcomes (Palmer & Dunford, 2008). For a directing change manager, they mention that a big part of the focus lies on clarity of communication, for example by providing clarity on the supposed value that would be added through the proposed change (e.g., Guaspari, 1996). According to Palmer and Dunford (2008), for a directing change manager, sending clear and unambiguous information regarding the supposed need for the proposed change is highly important, in order to avoid message overload or -distortion. They refer to the idea of a clear vision as Levin (2000, p. 95) described it: “Effective visions should describe a future world where the mission is advanced and where goals and strategy are being successfully achieved in lockstep with the organization’s guiding philosophy and values.” When situational factors, such as the degree of acceptance of the need for change amongst organisational members or the availability of

resources to implement an organisational change are unfavourable, a change manager may intervene to make that situation more favourable (Palmer & Dunford, 2008). According to Shamir and Howell (1999), an appropriate intervention may include convincing organisational members of the unsatisfactory state of the status quo, causing a degree of distress with those organisational members and resulting in a desire for organisational change among them.

2.2.2. A 'Navigating' Approach to Managing Change

The second image of change management that Palmer and Dunford (2008) have highlighted in their article, is a 'navigating' approach. Though this approach still leaves most of the control in the hands of the change manager and their actions, a navigating image of change also contains the assumption that there is a set of factors that are outside of manager's control, potentially preventing them from achieving all of the intended change outcomes. Because of such factors change outcomes will be partly emergent, rather than fully controllable. Palmer and Dunford (2008) mention the line of reasoning of Pendlebury et al. (1998) regarding the assumption that change managers can only partially control a change process, as they try to navigate the organisation towards reaching as much of the intended outcomes as possible. During this process of navigating, the change manager will continuously have to keep planning and revising the course of change, as all types of new information will continue to arise throughout this process, possibly resulting in a variety of unanticipated outcomes of the change process (Palmer & Dunford, 2008).

A change manager adopting a navigating role cannot solely 'impose' a change vision to organisational members, as different stakeholders will likely hold different opinions regarding whether and what organisational change is needed (Palmer & Dunford, 2008). Instead, the change manager will try to navigate between the tensions of different stakeholders or stakeholder groups with opposing views, through debate. In addition, the navigator tries to persuade all stakeholders of the appropriateness of the proposed change and, if necessary, even modifies the change process in such a way that it produces the best outcome, in the given circumstances. Moreover, a navigating approach to managing change may lead to resistance to change when change recipients (i.e., organisational members) do not share the eventual vision regarding the need for change that is eventually determined by the change manager, or when the managers' strategic visions about the organisation clash with those of organisational members (Palmer & Dunford, 2008).

2.2.3. A 'Caretaking' Approach to Managing Change

The third image of change management that Palmer and Dunford (2008) describe is that of the 'caretaking' approach, where the manager still aims to exercise some control over the change process, but also assumes that this process will likely result in all kinds of unintended change outcomes. Central to this approach is the belief that the degree of control of the manager is severely restricted by all kinds of both internal and external forces that will influence and shape the organisational change process, regardless of any efforts that the change manager may initiate to avert such influences. According to

Palmer and Dunford (2008), the general consensus within theories that resemble a caretaking image of change management is that if external forces interfere with an organisational change process, an individual change manager will have a very limited ability to direct the change process towards the achievement of intended change outcomes.

From a caretaking approach to change management, the concept of creating and communicating a change vision is likely to be relatively unimpactful compared to the previously described approaches, since that vision would have to be consistent with unpredictable and impactful events that are unfolding in the external organisational environment and are outside of managerial control (Palmer & Dunford, 2008). Moreover, this approach to managing change assumes that managers are not really in control of the process of organisational change anyway: rather, a caretaking change manager will adopt a reactive communication strategy, where the forces for change are carefully identified and where the manager tries to reply to organisational members' own active requests for information about the change process. This approach also includes emphasising the inevitability of change due to external forces that are bigger than the organisation (Palmer & Dunford, 2008). The caretaker then tries to keep track of how organisational members are reacting to the change process, while trying to counsel and assist them throughout it.

2.2.4. A 'Coaching' Approach to Managing Change

The 'coaching' image of change management is the first approach to managing organisational change mentioned by Palmer and Dunford (2008) that includes a more 'shaping' approach to management, whereas the formerly described approaches adopted a more controlling approach. Managers that fit the coaching image assume that they are able to shape the capabilities of their organisation in the way that they intend to (Palmer & Dunford, 2008). That is, coaching change managers focus on building the required set of organisational values, skills, and 'drills' that the organisation will need to fulfil, in order to achieve intended organisational outcomes. Or, as Palmer and Dunford (2008, p. 23) state: "To coach is to build capability."

A change manager that shares the assumptions of the coaching image, will likely try to achieve a shared vision through consultation with change recipients, possibly making use of some ground rules and parameters to some extent (Palmer & Dunford, 2008). They describe how in a coaching approach to managing organisational change, team-based rather than top-down communication styles are favoured, since they will likely increase organisational members' willingness to be actively involved in the eventual change process. Palmer and Dunford (2008) take inspiration from participative management philosophies in describing the coaching image, stating that a coaching manager tries to get organisational members to participate in the process of developing and formulating a change vision. According to Nutt and Backoff (1997), such participative approaches are aimed to come up with a better-quality vision, since organisational members are given the chance to participate in its development and are therefore more likely to be supporting of the organisational change intended by the change manager.

In fact, Lipton (1996) has even stated before that visions are likely to be ineffective if they are not developed in a participative way, because this results in a lack of the consensus building that is necessary to reach the change vision. For a coaching manager, it is important to uphold a certain consistency in actions and words (Palmer & Dunford, 2008). Furthermore, coaching means obtaining ‘buy-in’ to the proposed change, through the development of shared values and positive emotions towards the change (e.g., Guaspari, 1996). Therefore, creating a shared meaning and paying attention to emotions is therefore deemed highly important within this image (Palmer & Dunford, 2008). After all, change recipients are a key indicator of the likelihood of organisational members’ willingness to actively participate in the change process (Fox & Amichai-Hamburger, 2001).

2.2.5. An ‘Interpreting’ Approach to Managing Change

The ‘interpreting’ image of managing change includes the assumption of the change manager that it is their main task to create meaning for change recipients (Palmer & Dunford, 2008). More specifically, these change managers aim to help change recipients to make sense of organisational events and managerial actions that are involved in an organisational change process. According to Barge and Oliver (2003), a manager that adopts the role of an interpreter focuses their change management efforts on providing legitimate reasons and purposes for their actions and why those actions fit the situation. However, in the opinion of Palmer and Dunford (2008), an interpreting change manager is *not* the dominant player in the process of sensemaking about the change amongst change recipients. Rather, they adopt the view of Balogun and Johnson (2005), who stated that organisational members will not blindly adopt the vision of their change managers: rather, they are active sense makers themselves and they are thereby integrally involved in determining change outcomes. The ideas of this approach to change management are similar to organisational studies about the importance of sensemaking mechanisms within organisational change processes. For example, this image highly relates to what Kaplan (2008) described about ‘framing contests’, which may occur when strategic choices need to be made in organisations. They stated that organisational members all have their own cognitive frames determining how information from the environment is interpreted, influencing how they react to organisational initiatives.

For the role of a change vision from the interpreter image, Palmer and Dunford (2008) follow the line of reasoning by Quinn (1996), arguing that a change vision can function as an appropriate means to articulate the ‘inner voice’ of the organisation and that organisational members often look to their manager to provide such a vision. In other words: the manager might try to develop a vision that goes beyond superficial statements, in an effort to guide change recipients’ behaviour. Furthermore, an interpreting change manager stays aware of the multiple sensemaking mechanisms within different change recipients about the proposed change and tries to provide sensegiving by presenting persuasive arguments that support the proposed change, to get as many organisational members as possible to understand and support the change (Palmer & Dunford, 2008).

2.2.6. A 'Nurturing' Approach to Managing Change

The main assumptions of a 'nurturing' approach to change management, are that the outcomes of change processes cannot be produced intentionally by change managers (Palmer & Dunford, 2008). Rather, the direction and outcomes of organisational change emerge during the change process, and are shaped through organisational qualities and -capabilities. Palmer and Dunford (2008) mention the findings of Thiétart and Forgues (1995), who had previously stated that even small changes could influence organisations largely, therefore a change manager does not have the ability to control the outcomes of organisational change processes whatsoever. However, the change manager *can* facilitate organisational qualities to deal with external changes, which then allows for self-organising to occur.

For a nurturing change manager, visionary leadership is very important, since there is a low likelihood that they will be able to accurately predict the exact outcomes of change processes due to all kinds of chaotic and system-wide forces that influence the change process (Palmer & Dunford, 2008). In describing the nurturing image of change management, Palmer and Dunford (2008) adopt the view of Shaw (1995), who they mention has previously stated that when organisational structures and management processes are subject to fundamental changes, old ways of organising could be blocking certain information that is necessary for developing a good change vision. According to Palmer and Dunford (2008) the nurturer therefore focuses on providing the appropriate conditions for organisational change, while also communicating the need to be ready for change to organisational members, as the environment influences the organisation in unpredictable ways. Their goal in doing so is to make organisational members realise unexpected new possibilities. The nurturer thus continuously pays attention to new possibilities, while also helping organisational members who are having trouble with adapting to new circumstances.

Chapter 3. Methodology

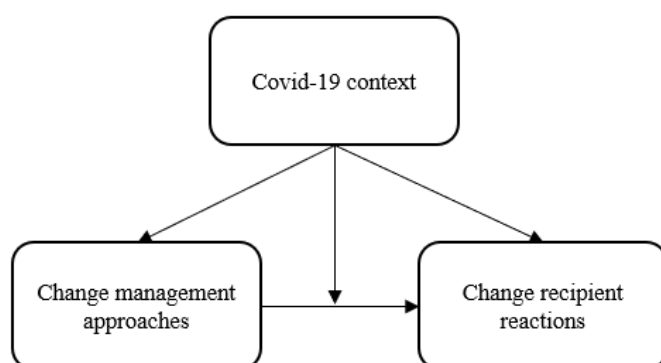
From a review of the diversity in assumptions and theoretical perspectives within existing organisational change management literature (see Chapter 2), it quickly became evident that making an analysis of the how the extreme societal context of the COVID-19 pandemic influenced organisational change management approaches, and particularly the reactions to those approaches would require a deep understanding of the experiences of participants under study throughout the change process. I quickly decided upon conducting a multiple case study using in-depth interviews, since case studies are suited for in depth investigations of contemporary phenomena (i.e., organisational change management in the context of the COVID-19 pandemic); particularly when the boundaries between those phenomena and their contexts are not necessarily evident (Yin, 2003). In the remainder of this chapter, I explain in more detail how I generated the results for this study, as well as elaborating what assumptions I hold in my role as a researcher.

3.1. Research Design

The research design for this exploratory study includes the use of a qualitative research approach, since qualitative approaches are best suited for in-depth studies within one or a few organisations (Myers, 2013). The exploratory nature of this study, researching a phenomenon (i.e., change management approaches) within a new subject area (i.e., in the context of the COVID-19 pandemic) furthermore asked for a rather inductive research approach, in order to be able to start building new theory (Myers, 2013). To this end, I gathered the data for this study through conducting six in-depth, semi-structured interviews, which means that the topic list contained broad topics and questions that were related to the sensitising concepts that have been reviewed in Chapter 2, but that interviewees were still free to move in somewhat different directions during the interview and that I remained the option of asking additional, spontaneous questions (Alvesson & Ashcraft, 2012, p. 239). For review of the topic list that was used for the interviews of this study, see Appendix A. For a graphical illustration of the variables and relations that were central to the research question and therefore also to the research strategy, see Figure 1 below.

Figure 1

Illustration of the Variables and Relations Central to the Study



3.2. Research Sample

The participants of this study were Dutch mental healthcare practitioners who have experienced the sudden change to a highly virtual working environment during the COVID-19 pandemic. The choice to interview only the change recipients of that change process, was based on the limited timespan that was available for this study. An in-depth analysis of the experiences on both sides of the change process (i.e., both change recipients' and change managers' experiences) would have become too complex to complete in this timespan. Furthermore, the purpose of this study asks for a deep understanding of change recipients' experiences regarding how the COVID-19 context affected them and their reactions to change management approaches. Such in-depth understandings of experiences could only be achieved through direct interviews with change recipients, while managerial actions are more perceptible to outsiders and can therefore be, to some extent, withdrawn from the observations and experiences of change recipients. Since this study aims to contribute to the literature about organisational change by shining a new light on reactions to differing organisational change management approaches, I included multiple cases, i.e.: the experiences of diverse participants from multiple and rather diverse organisations, but within the Dutch mental healthcare sector.

However, I was *not* looking to simply 'generalise' the results to all other professions, branches or mental healthcare organisations through this exploratory study. Rather, I aimed for a high 'transferability': gaining a rich understanding of the phenomenon under investigation (i.e., of change management approaches and -reactions) in a new light (i.e., in the light of the COVID-19 pandemic), and exploring through reasoned judgment how findings may be applied to other situations with similar characteristics (Saunders, 2012, p. 37). In this case, that means that I aimed to describe my results in a detailed and transparent manner, so that readers of the findings can translate the change context and contents in the cases under study to their own organisations or situations, enabling them to judge whether or not the findings of this study will be applicable for their organisation or situation.

To this end, I have used what Saunders (2012, p. 37) previously referred to as 'non-probability sampling' to select potential participants for the interviews in this study. This means that I have based this selection on my own judgment of those population characteristics that will provide me with a broad enough basis to generate a transferable narrative and to be able to address this study's exploratory research aim. In the context of this exploratory study on organisational change management during the COVID-19 pandemic, I deemed it important to have some degree of diversity regarding at least a few specific case characteristics. For an overview of the characteristics of the cases under study, see Table 1 below. Eventually, I concluded that my collection of data was sufficiently comprehensive after conducting six in-depth interviews, since no significantly new insights came to light in the last interview. Please note that in some cases, there are more than six bullet points for one case characteristic. This is due to the fact that the stories told within this study's data concern an approximate two-year period, from the start of the COVID-19 pandemic to the moment I started the interview process. This resulted

in the situation that some participants were able to speak about experiences from multiple occupations and/or organisations.

Table 1

Overview of Participant Diversity

| Case Characteristic | Diversity in Participant Selection |
|-----------------------------------|--|
| Occupational background | <ul style="list-style-type: none"> – Child therapist – Crisis service – Dietician – Nurse specialist – Psychologist – System therapist – Social worker |
| Types of organisations | <ul style="list-style-type: none"> – Assisted living – Freelancer – National private organisation – Private practice – Regional government agency – Provincial government agency – Special education (high school) |
| Work activities | <ul style="list-style-type: none"> – Behavioural change coaching – Cognitive behavioural therapy – Diagnosis and medication counselling – Family therapy – Intervention / acute clinical admission – Residential supervisor – Social services |
| Client types / Client problems | <ul style="list-style-type: none"> – ADHD – Autism – Children – Eating disorders – Families – High school students – Severe psychiatric issues |

3.3. Data Analysis

3.3.1. Template Analysis

This study aimed to research organisational change management approaches in a new light, namely the COVID-19 pandemic. This exploratory nature of this study asks for ‘rich understandings’ (Saunders, 2012, p. 37). Qualitative research methods produce extensive and complex textual data, and an understanding of complex data can be based on one of various data analysis techniques (King, 2012, p. 421). For this study, it was important that the data analysis method was sufficiently flexible and open to

any new findings specific for the COVID-19 context, before relating these findings to what has been written about organisational change prior to the COVID-19 pandemic. Though sensitising concepts from previous literature on organisational change management have been used as inspiration for the topic list of the semi-structured interviews (see Appendix A), the data analysis method also had to remain a significant amount of openness for coding the topic of change management efforts, since the purpose of this study asked for exploring what was different about change management approaches in the cases under study, rather than merely identifying the occurrence of pre-described change management approaches from existing literature. These requirements of the data analysis method for this study led me to choose for the highly flexible style of thematic data analysis known as ‘template analysis’.

Central to template analysis is the creation of a ‘coding template’ which is flexible in both style and format, as well as in the sequence of coding levels (King, 2012, p. 421). This coding template is created by at first basing an initial template on a subset of the gathered data, before iteratively expanding and reapplying it to the rest of the data. In this case, the initial template was based on the open coding results the first interview transcript and then repeatedly applied to one new transcript and revised. Moreover, this style of analysis is mostly used for analysing data from individual interviews (King, 2012, p. 421), such as the interviews in this study. Though template analysis provides the option to combine top down and bottom-up styles of analysis (King, 2012, pp. 424-425), for this study I used a rather inductive style for coding transcripts, in order to remain an open attitude to my findings. A comparison between the findings of present study and the findings described in existing literature on organisational change management was therefore not made until the discussion of the theoretical contributions of this study’s results (see Chapter 6).

Template analysis furthermore allows for parallel coding, meaning that segments of text may be assigned multiple codes, on the same level (King, 2012, p. 426). This was also necessary in this study’s data analysis process, for example in cases where multiple different change management efforts, types of change reactions, or influences from the COVID-19 context could be recognised in the same statement of a participant. Moreover, template analysis allows for the emergence of ‘integrative themes’, which are themes that seem to emerge in much of the gathered data and that cross-cut other themes (King, 2012, p. 427). This also proved to be necessary for this study’s analysis, since the virtual working environment itself turned out to be a third antecedent for reactions to change (see Chapter 4.4).

In summary: the final template from this study, as depicted later in Figure 2 (see Chapter 4), was based on a rather inductive coding process, working from rather ‘open codes’ that were close to the actual data to higher order themes, without any pre-decided restrictions to the amount of higher order themes per open code. The coding process was conducted using the software version ‘Atlas.ti 22’.

3.3.2. Process-Based Method

In order to explore of how the COVID-19 pandemic influenced the change management approaches and the reactions to those approaches in the cases under study, I have adopted what is known as a ‘process-

based' research method. According to Van de Ven and Poole (2016), this is one out of two popular approaches to studying organisational change and it means that results are based on describing specific events that provided the basis for important developments in change management approaches and the reactions to change in the cases under study. I viewed this type of organisational change research as most fit for this study, since it provided the ability to highlight any important stages, events or turning points that influenced the reactions to change management approaches amongst participants, throughout the duration of the COVID-19 pandemic. The attention for timelines enabled me to build a rich narrative of if and how specific factors from the COVID-19 context influenced change management approaches and -reactions.

Adopting a process-based method means that I view the organisations under study as consisting of processes, rather than as 'things' (Tsoukas & Chia, 2002), and that everything that happens in nature is based on a matter of activities and of change (Rescher, 1996): i.e., of processes. For this study, this means that I focused on finding specific change management efforts that managers exerted in the cases under study, and how their approaches changed and developed throughout the course of the COVID-19 pandemic. According to Van de Ven and Poole (2016), such process explanations typically include an explanation of how events led to subsequent events (i.e., how change management approaches and the COVID-19 context led to reactions to change), an explanation of patterns that can be recognised in the data (i.e., similar change reactions in similar circumstances across participants), or both: which was the method I adopted in this study. Furthermore, they state that the resulting process theories may incorporate several different types of effects into their explanations, including the impact of critical events that have happened, descriptions of specific turning points, the role of contextual influence and formative patterns that have guided the change in a particular direction, and effects of causality influencing the sequence in which change events occur. I applied this style of theory building by illustrating the effects of specific stages and events related to the COVID-19 context on the change management approaches adopted by change managers in the cases under study, and the reactions to those approaches amongst change recipients (see Chapter 4.2 and Chapter 4.3).

3.4. Research Ethics

To ensure that participants of this study were treated with care and respect, I placed high importance on remaining transparent about the context and conditions for participation within this study. To this end, participants received a 'form of informed consent' prior to their interviews, in which the privacy conditions and the research process were communicated. The main points of this form included that all interviews would be recorded for detailed transcription, and deleted after a sufficient grade for this Master thesis project has been achieved, or after the last chance has been graded insufficient. It was promised that interview transcripts would only be sent to the examiners for this Master thesis project and that the transcripts would be anonymised, for example by replacing the names of the participants with aliases, and also by leaving out the names of any other organisational members that are mentioned

during interviews, or the specific names and locations of the workplaces of participants. Also, it was communicated that all interviews would be provided the full interview transcript and the main conclusions, in order to have the chance to comment on parts of the transcript and/or conclusions before the handing in of the official research report. It was also made clear that participants could withdraw from the research at any time, if they change their mind for any reason.

Directly before each interview, I asked each participant if they had signed the form of informed consent and if they understood all of the terms and conditions for participation in this study's interviews, providing them a chance to voice any concerns before starting the actual interview. Also, right at the start of each interview, I repeated the context and goals of the interview and of the Master thesis project as a whole, and checked if participants understood what the interview was for, providing them with the possibility to ask questions before starting with the actual interview questions.

3.5. Research Quality

This chapter addresses my efforts in maximising the quality of this study's research process and results, based on the four 'universal assessment criteria for qualitative research' that Symon and Cassell (2012, pp. 198-202) have listed.

3.5.1. Credibility

According to Symon and Cassell (2012, pp. 198-199), the credibility criterium is about trying to find the best fit between interpretation and reality. They discuss various approaches for enhancing the credibility of qualitative research results, such as by peer debriefing (discussing ongoing research practice with field colleagues), negative case analysis (refining analysis results by exploring those cases that differ from original interpretations), progressive subjectivity (keeping record of the developing understanding of the researcher), and member checking (checking the researchers' interpretations of data with research participants).

These four approaches were applied to this study's research process. That is, the ongoing research process was discussed multiple times with the supervisor of this Master thesis project, as well as with peers who were simultaneously working on their own Master thesis projects, both within the same and within other Business Administration Masters at Radboud University Nijmegen. Negative case analysis was included by building upon the template from previous transcripts each time a new transcript was analysed, constantly focusing on the differences with what had been found in earlier interviews, building forth on the template as it was in that moment. Progressive subjectivity was ensured by keeping old versions of the final report throughout the thesis trajectory, and occasionally saving codebooks and template versions during the data analysis process. Finally, member checking was conducted by providing the participants of this study with the interview results, giving them a chance to comment on those findings before the official research report was officially handed in with the supervisor.

3.5.2. Transferability

The process-based method to analysing interview data that was described in detail in the previous paragraph, helps to tell a detailed story of the cases under study, contributing to a rich understanding of the phenomena discovered and the relations between them. The provision of such ‘thick descriptions’ enables the reader of the research results to judge to what similar contexts the findings may be informing, especially if the findings are applicable to their own situation (Symon & Cassell, 2012, p. 199). That is, readers may recognise specific events or circumstances in the results of this study, enabling them to, for example, predict how their own similar situation may unfold similarly to the developments seen in the cases of this study.

3.5.3. Dependability

The dependability of qualitative research processes is ensured by keeping track of shifts in interpretations and changes in methodology, so that it is clear how the researcher eventually reached their understanding of the research situation (Symon & Cassell, 2012, p. 199). I have ensured the dependability of the research process for this study by keeping old versions of the research report and of templates and codebooks. Also, I have made notes of all the methodological shifts that I have made since the start of the research process and of the feedback meetings that I have had with my Master thesis supervisor.

3.5.4. Confirmability

The confirmability of research results is about making it evident for the reader how the research data were generated and how the data were transformed into the research’s findings (Symon & Cassell, 2012, pp. 199-200). In the case of this study, I have explained how I gathered my data through in-depth, semi-structured interviews (see also Chapter 3.1). I have shown how I came to my results (see Chapter 4) by providing a complete overview of all the open codes that are close to the data and that underlie particular themes within the final template shown later in Chapter 4 (see Figure 2) along with some exemplary quotes per open code (see Appendix D), to show the reader in a transparent way how I interpreted participant’s statements.

Chapter 4. Results

From an in-depth template analysis of the interview transcripts, open codes were translated into multiple higher order themes. These separate themes have been illustrated in the final template on the next page (see Figure 2). The template contains a description of how reactions to change, i.e., acceptance of and resistance to the change process, manifested themselves in the cases under study (theme 1). Data analysis showed that both acceptance of and resistance to the change process had a behavioural component, as well as a psychological/emotional component. Then, the two other elements of the research question were naturally added to the template: change management efforts (theme 2) and the COVID-19 context (theme 3). Additionally, the template contains a section regarding difficulties of virtual working in the mental healthcare sector (theme 4). More about why this theme was included in the template, is explained in Chapter 4.4.

For a more detailed insight into the coding process through which the themes in the final template were generated, please see Appendix C for the initial template that was made in the beginning stage of data analysis, and/or see Appendix D for an overview of the exact open codes that underlie each first order theme and some exemplary quotes that lie at the basis of each open code. (Please note that the full transcripts and the full codebook have only been made available to the examiners of this Master thesis report, for participants' privacy protection.)

An in-depth elaboration of the themes in the final template, as well as an elaboration of how those themes relate to each other will follow in the remainder of this chapter, since that is essential for answering the research question: "How has the extreme societal context of the COVID-19 pandemic influenced organisational change management approaches and how change recipients experienced and reacted to those approaches, in the change to a highly virtual work environment in the Dutch mental healthcare sector?" After each section of text that discusses a part of the answer to that research question, propositions are displayed. These propositions are visually represented in the eventual conceptual model, which can be found at the end of this chapter (see Figure 3).

Figure 2

The Final Template

- 1. Change recipient reactions to change process**
 - 1.1. Emotional and psychological state
 - 1.1.1. Positive emotional- and psychological reactions
 - 1.1.2. Negative emotional- and psychological reactions
 - 1.2. Behavioural reactions
 - 1.2.1. Resistant behaviour
 - 1.2.2. Behavioural compliance
- 2. Change efforts**
 - 2.1. Way of dealing with government or organisational guidelines
 - 2.1.1. Adhering to guidelines
 - 2.1.2. Deviating from guidelines
 - 2.2. COVID-19 policymaking strategy
 - 2.2.1. Management initiated
 - 2.2.1.1. Centralised policymaking*
 - 2.2.1.2. Lack of compassion and communication*
 - 2.2.2. Collaborative effort
 - 2.2.2.1. Considering employee concerns and input*
 - 2.2.2.2. Managing COVID-19 policy with some degree of flexibility*
 - 2.3. Change communication strategy
 - 2.3.1. Spokesperson strategy
 - 2.3.2. Policy-focused
 - 2.4. Attention for employee wellbeing
 - 2.5. Technological support
 - 2.5.1. Lack of technological support
 - 2.5.2. Provision of sufficient technological support
- 3. COVID-19 context**
 - 3.1. COVID-19 related events and turning points
 - 3.1.1. Lack of understanding and knowledge about the COVID-19 context
 - 3.1.2. COVID-19 related events
 - 3.1.3. Fluctuating government regulations
 - 3.2. Sensemaking mechanisms
 - 3.2.1. Understanding of the need for change
 - 3.2.2. Understanding of the pressurised position of managers
- 4. Effects of COVID-19 regulations on organisational processes**
 - 4.1. Forced online treatment of patients
 - 4.1.1. Difficulties in keeping up quality of treatment
 - 4.1.2. Decreased connection with patients
 - 4.2. Forced online communication with (internal and external) colleagues
 - 4.2.1. Difficulties in collaborating effectively with colleagues
 - 4.2.2. Decreased connection with other organisational members

4.1. Organisational Change Management Efforts in Times of the COVID-19 Pandemic

First and foremost, it is highly important to understand that (a) the continuously fluctuating COVID-19 related government restrictions, and (b) the turbulent development of knowledge and understanding about the COVID-19 virus within society, were the two main types of events or turning points that affected how change management approaches developed in the cases under study. The different ways in which change managers dealt with translating and enacting COVID-19 related government restrictions to a highly virtual working environment for their organisation, seemed to be centred around five general pillars of dealing with the COVID-19 context in organisational change processes:

- 1) the way of dealing with government- and organisational guidelines,
- 2) the COVID-19 policymaking strategy,
- 3) the change communication strategy,
- 4) the level of attention for employee wellbeing, and
- 5) the availability and quality of technological resources and/or -support.

From an in-depth analysis of the first four out of these pillars in the cases under study, two general and somewhat opposing types of change management efforts in managing change were formulated: (1) ‘guideline-oriented, centralised and generalised change management efforts’, and (2) ‘flexible, caring and collaborative change management efforts.’ The fifth pillar does not explicitly belong to one of these two approaches, but rather exists on its own and in itself influences the emotional and psychological reactions of change recipients to the change process.

4.1.1. Guideline-Oriented, Management-Initiated and Generalised Change Management Efforts

Change recipients (i.e., the participants of this study), described how they felt like top- and middle managers within their organisation were highly stressed due to the chaotic and uncertain COVID-19 situation and the accompanying government restrictions. Their managers were suddenly forced to design and implement a highly virtual work context in the organisation, which was not something that the organisations under study were used to. Initially, these stressors seemed to lead to adopt a rather ‘top-down’ style of decision making. This was especially true in those cases where organisational structures were comprised of relatively more hierarchical layers of managers. During the COVID-19 pandemic, higher-level managers typically decided how government restrictions would be translated to organisational COVID-19 policies, which was thus a highly ‘management-initiated’ style of decision-making. This also meant that change recipients’ concerns were often not heard by decision-makers, let alone taken into consideration in actual policy decisions. Moreover, these types of top-down COVID-19 policies were often communicated without much additional explanation as to why or how decisions were made. This type of change management effort was often seen in combination with a tendency of the organisation to try to adhere quite strictly to government guidelines: in those cases, the organisational COVID-19 policy matched government restrictions. Since government regulations were often quite

vague, this led to the organisational COVID-19 policy being relatively vague as well, though managers simultaneously tried their best to withhold from any situational deviations from that policy.

Guideline-oriented, management-initiated and generalised change management efforts resulted directly in frustration amongst change recipients, mostly due to the lack of communication behind policy decisions and a lack of consideration for employees' questions and concerns.

4.1.2. Flexible, Caring and Collaborative Change Management Efforts

Contrasting to the change management efforts described above (see Chapter 4.1.1), change managers in the cases under study occasionally showed some much more considerate change management efforts. These types of efforts included more decentralised decision-making processes and more deviations from government- and/or organisational policies, in an effort to consider change recipients' concerns. It also sometimes included providing middle managers and/or employees with a certain degree of room to decide how organisational policies were enacted by mental healthcare practitioners in their day-to-day work activities. Such relatively high degrees of autonomy in implementing policy decisions ostensibly stemmed from a certain degree of trust in the professionalism of mental healthcare practitioners and the assumption that they would know best how to actually implement government regulations on a daily job level. These types of efforts seemingly were often seen in combination with, or possibly even due to, a high degree of attention for employee wellbeing. In some cases, this was shown in top- or middle managers expressing their gratitude for participants' willingness and perseverance. This type of change management efforts led to participants feeling content, appreciated and heard, which then led to them feeling relieved and surrendering themselves more to the change process. Flexible, caring and collaborative change management efforts were most often coming from direct supervisors, but were also seen coming from policy decision-makers at higher organisational levels.

Regarding decision-making throughout the change process, this type of change management efforts includes a more flexible approach to translating government restrictions to organisational COVID-19 policy, relative to the efforts described in the previous paragraph (see Chapter 4.1.1). In some national or regional organisations, for example, there was room for specific locations to deviate from the general organisational policy if their situation asked for that. In other cases, decision-makers even considered employees' concerns in policy decisions, meaning that change recipients were even provided the opportunity to contribute directly to the decision-making process. Particularly these types of flexible, caring and collaborative change management efforts by policy decision-makers led to participants feeling more content and relieved throughout the change process.

Furthermore, the large role of direct supervisors in this approach to managing change became highly evident during the first steps of data analysis. That is, direct supervisors often were the spokesperson for communicating and implementing organisational COVID-19 policies on operational levels. Direct supervisors sometimes chose to deviate from those organisational policies, in an effort to take away participants' concerns and struggles with that policy. Participants occasionally were provided

with a chance to deviate from original organisational policies if that was needed in their professional opinion. Particularly these types of flexible, caring and collaborative change management efforts by direct supervisors most often resulted in participants feeling heard and relieved, followed by them surrendering themselves to change.

The general proposition that was subtracted from the findings described so far, can be found in Table 2 below.

Table 2

Proposition 1: The Influence of Change Management Efforts on Reactions to Change

| Proposition number | Proposition content |
|---------------------------|--|
| Proposition 1 | Change management efforts influence behavioural reactions throughout an organisational change process, through affecting the psychological state of change recipients. |

An overview of the basic characteristics of guideline-oriented, management-initiated and generalised change management efforts versus flexible, caring and collaborative change management efforts can be found in Table 3 below.

Table 3

Overview: ‘Guideline-oriented, Management-initiated and Generalised Change Management Efforts’ Versus ‘Flexible, Caring and Collaborative Change Management Efforts’

| | Guideline-oriented, Management-Initiated and Generalised Change Management Efforts | Flexible, Caring and Collaborative Change Management Efforts |
|--|---|---|
| Way of dealing with government- or organisational guidelines | <ul style="list-style-type: none"> – Change manager(s) strictly adhere(s) to government COVID-19 guidelines – Change manager(s) do(es) not allow for much deviation from organisational COVID-19 policy | <ul style="list-style-type: none"> – Change manager(s) are not fixated on adhering exactly to government COVID-19 guidelines – Change manager(s) allow deviations from organisational COVID-19 guidelines |
| COVID-19 policymaking strategy | <ul style="list-style-type: none"> – Centralised policy decision-making by middle- and/or top managers – Little concern for change recipient's concerns or input | <ul style="list-style-type: none"> – Collaborative decision-making – High consideration for change recipients' concerns and input |

| | | |
|---|--|--|
| Change communication strategy | – Using organisational COVID-19 policy itself as a way to communicate policy decisions | – Communicating change-related information through open communication channels between top management, direct supervisors, and change recipients |
| Level of attention for employee wellbeing | – Little regard for employee's concerns and/or difficulties with the change process or -contents | – Considering change recipients' concerns and providing them with the opportunity to contribute to change-related decisions |

4.1.3. The Grey Area Between the Two Types of Change Management Efforts

While different general change management effort ‘styles’ were subtracted from data during the analysis phase of this study, it is highly important to note these styles are not black and white at all, which actually is why they were titled ‘change management *efforts*’, as opposed to approaches or styles. This means that individual change management efforts recognised in the data were more related to a similar way of managerial thinking than others, but there were no cases under study where only one of the two types of change management efforts was recognised. Rather, organisations seemed quite chaotic in managing the change to a highly virtual work environment, shifting between more management-initiated and more collaborative styles of decision-making, and between more flexible and more generalised styles of dealing with government- and organisational policies.

Moreover, the only context in which one type of change management efforts seemed more dominantly displayed than the other, was a context where the organisation was relatively horizontal in structure, with the participant being used to operating in highly self-managing teams. That is, in that organisational culture, much more flexible, caring and collaborative change management efforts were exuded towards the participant. This led to that participant seemingly being more positive throughout the change process relative to other participants, as may be expected based on the findings described in the previous paragraph (see Chapter 4.1.2).

The general proposition that was subtracted from the findings described in this paragraph can be found in Table 4 below.

Table 4

Proposition 2: The Boundaries Between Different Change Management Efforts

| Proposition number | Proposition content |
|--------------------|--|
| Proposition 2 | There are no clear boundaries between flexible, caring and collaborative change management efforts, and guideline-oriented, management-initiated and generalised change management efforts. Both can be adopted alternately by the same change agent and within the same change process. |

4.1.4. The Availability and Quality of Technological Resources and -Support Options

Since the change under study was a sudden shift to a highly virtual work context, the new technologies that were to be used in this new work environment were a central resource to that change. However, the fifth pillar regarding the availability and quality of technological resources and/or -support, does *not* seem to be particularly attributable to one of the two types of change management efforts that were described earlier (see Chapter 4.1.1 and Chapter 4.1.2). Nonetheless, it still clearly deserves a short explanation in the results of this study, since it directly impacted the levels of acceptance of, and resistance to, the change process in the cases under study.

Although occasional improvements in the virtual working facilities in the cases under study led participants to be more content with the change, the effects were much greater when the organisation was *lacking* appropriate technological resources and technological support options. That is, when technological resources within the organisation were failing, this led to feelings of frustration and struggling amongst participants in carrying out their day-to-day work activities. However, it was *not* explicitly seen that these particular struggles and frustrations led directly to actual resistant behaviour, such as avoiding the use of poor-quality technological resources all together.

4.2. The COVID-19 Pandemic as an Extremely Impactful, Uncertain and Turbulent Societal Context for Change Processes

During the analysis of this study's data, it quickly became evident that the COVID-19 context, as a driver for the change process to a highly virtual work context, had many positive *and* negative indirect and direct effects on the level of acceptance that participants explained they felt throughout the change process. The COVID-19 context included strongly fluctuating government restrictions and lots of uncertainty regarding the future of the COVID-19 virus, especially in the beginning stages of the pandemic. These aspects of the COVID-19 pandemic made for an extremely uncertain and turbulent change context. Following the timeline of different relevant stages and events during the COVID-19 pandemic described by the participants under study, this timeline affected their psychological states and actual behaviours in the following ways.

4.2.1. The Impact of the COVID-19 Context on Resistance to the Change Process

In the beginning stages of the pandemic, when little was known about the COVID-19 virus and its implications for society and organisations, participants as well as organisational managers were confused and lacked a clear understanding of what the COVID-19 virus was and how it would affect society and its organisations in the long term. This translated to a lack of understanding regarding the necessity and purpose of all of the sudden COVID-19 related measures that they were suddenly facing, making them feel uneasy and frustrated as they struggled to make sense of the government- and organisational restrictions facing them. In some cases, these negative psychological effects even led a participant to actively resist the change process during its beginning stages, for example by openly

questioning the new organisational COVID-19 policy. Furthermore, the lack of understanding and knowledge about the COVID-19 virus and its consequences often led participants to believe that the COVID-19 ‘crisis’ would pass by quite quickly and that their work environment would return to normal soon. This assumption was even leading to participants avoiding the change altogether, cancelling their upcoming appointments in the hopes of being able to pick up right where they left off in merely a few weeks.

In the later stages of the COVID-19 pandemic, more negative effects of the COVID-19 pandemic on society and organisations became evident. For example, participants have expressed how the pandemic was causing chaos in networks of different collaborating organisations, leading them to feel overwhelmed by the difficulties in the communications between their organisation and others. The higher workload due to these difficulties and other factors, such as having to help colleagues who were less ‘tech-savvy’ with setting up their virtual work environments, led to frustration under participants. This feeling of getting overwhelmed was seemingly increased even further by the effects of the COVID-19 pandemic on participants’ private lives, such as loved ones getting sick from the virus, sometimes even leading to them having to care for these loved ones next to their work activities. Participants felt increasingly frustrated with the dragging COVID-19 crisis, especially at times where government measures increased, decreasing their work pleasure and occasionally even leading them to actively deviate from organisational COVID-19 guidelines. In multiple cases during the COVID-19 crisis, participants’ direct supervisors got overwhelmed by the situation as well, which at the time led some participants to feel frustrated with them, sometimes even leading to actual tense confrontations within the working environment. Lastly, what stood out in the data is that many participants have struggled emotionally with not being able to blow off steam about their often-stressful work activities with their colleagues, as informal and spontaneous office encounters decreased considerably during the COVID-19 pandemic.

4.2.2. The Impact of the COVID-19 Context on Acceptance of the Change Process

As has been explained in the previous paragraph (see Chapter 4.1.1), acceptance of the need for change was quite hard to find in the beginning phase of the COVID-19 pandemic, due to a lack of understanding of the COVID-19 virus and the necessity and usefulness of COVID-19 related restrictions and policies. The COVID-19 context therefore did not contribute to the acceptance of change in a way that is worth mentioning in its earliest stages. However, looking at the later stages of the COVID-19 pandemic, the effects on the acceptance of the change to a virtual work environment and the actual behavioural compliance to organisational COVID-19 policy, were ostensibly influenced to a great extent by their pandemic context.

Categorically central to the positive effects of the later stages of the COVID-19 pandemic on the acceptance to change amongst participants, was the general increasing knowledge and understanding of the virus and its consequences for both society as a whole and its organisations. Firstly and on a basic

level, the more that the longevity of the COVID-19 crisis got through to participants, the more they were inclined to surrender themselves to organisational guidelines, thus leading them to comply to the change process. This realisation was accompanied by an increasing understanding of the health risks of the COVID-19 virus and how government and organisational policies were useful in attenuating those risks. This greater understanding of the need for the change to a virtual work environment led participants to accept and surrender to the change process, especially when the need for change was increased personally for participants due to vulnerable loved ones who would likely suffer severe consequences in the case of COVID-19 infection. In such cases, and in cases where participants already had care over COVID-19 infected loved ones, participants even expressed they even breathed a sigh of relief due to the government and organisational restrictions that were in place at the time. Generally, participants were instinctively highly aware of the COVID-19 crisis and the resulting government restrictions being the driving forces behind the organisational change process under study, which led them to surrender and thus comply to organisational COVID-19 policies for the most part. The progression of the COVID-19 context furthermore led participants to have a greater understanding of the pressurised positions of their direct supervisors and decision-makers: a phenomenon which will receive further elaboration in Chapter 4.3.

Apart from these contributions to participants' sensemaking mechanisms regarding the change process, the COVID-19 context also influenced the emotional states of participants more directly and personally. For example, participants expressed how they experienced a pressure to 'do the right thing', leading them to surrender more easily to change. Additionally, the occasional relaxation of government restrictions throughout the COVID-19 pandemic, made participants feel content and relieved for a while, increasing their work pleasure between periods of more tightened restrictions.

The general proposition that was subtracted from the findings described in this paragraph can be found in Table 5 below.

Table 5

Propositions 3 and 4: The Influence of the COVID-19 Context on Reactions to Change

| Proposition number | Proposition content |
|---------------------------|---|
| Proposition 3 | An extremely impactful, uncertain and turbulent societal context for organisational change processes influences the behavioural reactions to change, through influencing the psychological states of change recipients. |
| Proposition 4 | An extremely impactful, uncertain and turbulent societal context for organisational change processes contributes indirectly to compliance to a change process, through contributing to change recipients' sensemaking processes about the change. |

4.3. How the COVID-19 Pandemic Intervened with Organisational Change Management Efforts

Now that we have established different change management efforts that can be recognised in the cases under study and the more direct effects of the COVID-19 context on the reactions to change amongst participants, the last concrete step to answering the research question is to look at how the COVID-19 context intervened with organisational change management efforts.

4.3.1. How Stages of the COVID-19 Pandemic Interfered in Organisational Change Management Efforts

As explained in Chapter 4.1, organisations adopted different types of change management efforts during the COVID-19 pandemic. It was already stated that relatively little guideline-oriented, management-initiated and generalised change management efforts were adopted in a relatively horizontal organisation with established self-managing teams. In all other cases, however, there was seemingly a pattern in organisations shifting from one type of change management efforts to the other. That is, organisations showed more guideline-oriented, management-initiated and generalised change management efforts at the beginning of the COVID-19 pandemic, while adopting increasingly more flexible, caring and collaborative efforts in the later stages of the pandemic.

Regarding a choice for a more guideline-oriented, management-initiated and generalised approach in the beginning of the pandemic, participants seemed to think that their organisations chose this approach out of a rather chaotic and uncertain context. It seemed as though organisations tried to find order and simplicity in times of chaos, through centralised decision-making, strictly following government guidelines, and handling organisational guidelines in a strict and generalised way, with little room for situational deviations. In later stages of the COVID-19 pandemic, when decision-makers were more used to the COVID-19 context, there was often more room for change recipients (i.e., participants) to request deviations from organisational COVID-19 policies or even to contribute to its development. The decreasing unpredictability of the virus and its consequences for the organisation ostensibly left decision-makers and direct supervisors with more time and breathing room to consider participants' concerns in policy decisions and policy handling.

The general proposition that was subtracted from the findings described in this paragraph can be found in Table 6 below.

Table 6

Proposition 5: The Influence of Different Stages of the COVID-19 Context on the Choice for Change Management Efforts

| Proposition number | Proposition content |
|---------------------------|--|
| Proposition 5 | Different stages of an extremely impactful, uncertain and turbulent societal context for organisational change processes influence which change management efforts an organisational change agent may exert. |

4.3.2. How the COVID-19 Context Affected the Power of Change Management Efforts

As the data analysis process of this study slowly but surely unravelled how policymakers and direct supervisors struggled to manage the change to a virtual work environment in a chaotic COVID-19 context, it became increasingly clear what caused these struggles. That is, the COVID-19 context was of such strong impact for the change process, that it disturbed the effects of managerial efforts on reactions to change in multiple ways.

As explained earlier, guideline-oriented, management-initiated and generalised change management efforts were seen to lead to frustration amongst participants. However, the increasing understanding of the COVID-19 context amongst participants made them feel an increasingly strong pressure to 'do the right thing', resulting in them surrendering to the change process regardless of any negative feelings towards the way in which it was managed within the organisation. Moreover, frustration tended to turn into surrender once participants began to understand the pressurised position that their direct supervisors and organisational decision-makers were in, due to the chaotic COVID-19 context. Furthermore, participants respected government restrictions more, the more their knowledge about the COVID-19 virus increased and the more they saw the need for change, for instance because they had infected or high-risk loved ones. In other words: participants seemingly were seemingly more accepting of rather guideline-oriented, management-initiated and generalised change management efforts due to their understanding of the COVID-19 context, than they would likely have been in a 'normal' societal and organisational context.

Regarding flexible, caring and collaborative change management efforts, the COVID-19 context seemed to further increase the positive effects of these types of managerial efforts. That is, the chaotic and uncertain COVID-19 context was both directly and indirectly leading to all kinds of negative emotional and psychological reactions amongst participants. Examples of such negative reactions were decreased work pleasure, struggling in carrying out day-to-day work activities and all kinds of frustrations with either the situation, direct supervisors, and/or organisational decision-makers. Ostensibly; flexible, caring and collaborative change management efforts relieved personal stress and negative emotions that participants inevitably experienced to some degree during the forceful pandemic by making them feel appreciated, heard and more content: at least within the realms of the change process under study.

The general proposition that was subtracted from the findings described in this paragraph can be found in Table 7 on the next page.

Table 7

Proposition 6: The Influence of the COVID-19 Context on Change Recipients' Reactions to Change Management Efforts

| Proposition number | Proposition content |
|---------------------------|--|
| Proposition 6 | An extremely impactful, uncertain and turbulent societal context for organisational change processes influences change recipients' psychological reactions to change management efforts. |

4.4. An Integrative Theme: The Inappropriateness of the Change Contents and the Regardless Acceptance of the Change Itself

Though the research question of this study is focused on finding out more about the dynamics of organisational change management efforts during the change *process* in a COVID-19 context, during data analysis a clear integrative theme came forward regarding the change *content*. This theme is about all kinds of difficulties that participants experienced with a virtual work context, that are due to them feeling like virtual working is not effective for their specific profession. For example, participants had clear difficulties in suddenly having to design a new, online version of therapy sessions. Furthermore, clients did not always have access to the necessary technological resources, and sometimes participants were faced with clients who were not willing to cooperate with organisational and/or government guidelines. Furthermore, it became very from the interviews that online therapy sessions are not suited for certain types of clients (e.g.: age) or client problems (e.g.: people with autism). Also, participants emphasized that though some appointments can be conducted virtually, there are also multiple types of appointments that in their eyes are impossible to conduct online (e.g.: diagnostics, intake appointments).

It is relevant to recognise the existence of this integrative theme for interpreting the results of this study, because the experienced inappropriateness of a virtual work environment amongst participants led to daily struggles in carrying out the regular work activities. Because of these struggles, participants experienced multiple types of rather strong emotional resistance. However, they still showed rather compliant behaviour throughout the overall change process and towards all types of change management efforts throughout that process. In other words: the strength of participants' negative opinions about the change contents clearly influenced their emotional reactions throughout the change process, occasionally also influencing their behavioural reactions to that process. For example: respondents expressed how they felt decreased work pleasure, frustration, struggle and suspense, all apparently due to problems with the change content. Those negative feelings and effects became so powerful in some occasions, that they even led to actual behavioural resistance in the form of deviation from organisational guidelines. For example: participants fully avoided implementing particular guidelines in their work activities altogether, or they heavily modified their client's trajectories to avoid having to deal with guidelines that they did not feel comfortable with.

This integrative theme has been included in the final template (see Figure 2) and in the codebook for credibility reasons. However, it was *not* included in the conceptual model as depicted in the next paragraph (see Figure 3), since that is aimed specifically at illustrating the answer to this study’s research question, which does not include an in-depth analysis of the effects of a virtual work environment in the mental healthcare sector.

4.5. A Conceptual Model: The Dynamics of Organisational Change Management in a COVID-19 Context

In the previous part of this chapter, six propositions were formulated based on the findings of this research. For an overview of these propositions, see Table 8 below.

Table 8

Overview of All Propositions

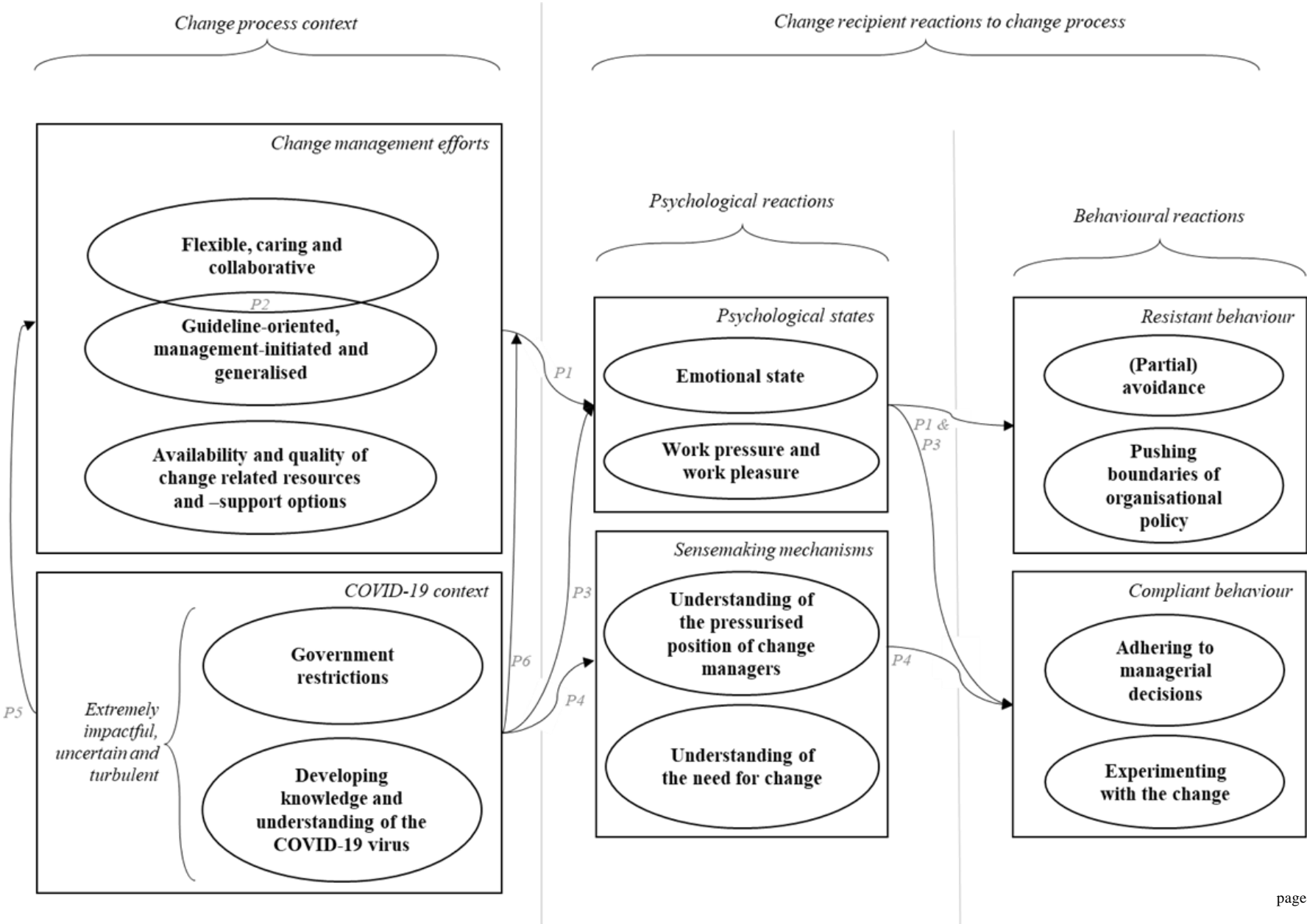
| Proposition number | Proposition content |
|---------------------------|--|
| Proposition 1 | Change management efforts influence behavioural reactions throughout an organisational change process, through affecting the psychological state of change recipients. |
| Proposition 2 | There are no clear boundaries between flexible, caring and collaborative change management efforts, and guideline-oriented, management-initiated and generalised change management efforts. Both can be adopted alternately by the same change agent and within the same change process. |
| Proposition 3 | An extremely impactful, uncertain and turbulent societal context for organisational change processes influences the behavioural reactions to change, through influencing the psychological states of change recipients. |
| Proposition 4 | An extremely impactful, uncertain and turbulent societal context for organisational change processes contributes indirectly to compliance to a change process, through contributing to change recipients’ sensemaking processes about the change. |
| Proposition 5 | Different stages of an extremely impactful, uncertain and turbulent societal context for organisational change processes influence which change management efforts an organisational change agent may exert. |
| Proposition 6 | An extremely impactful, uncertain and turbulent societal context for organisational change processes influences change recipients’ psychological reactions to change management efforts. |

A conceptual model of all the relations between different themes has been depicted below in Figure 3. The figure includes the proposition numbers that were already elaborated throughout this chapter. The model distinguishes between the change process context and the consequences of that context, in this case: the COVID-19 context.

In the conceptual model, the complex relations described in the previous paragraphs of this chapter were illustrated by arrows. In the left-hand side of the model, the context of the change process under study has been depicted, and is comprised of change management efforts and factors from the COVID-19 societal and organisational context. These are essentially the independent variables that are the antecedents of the change recipient reactions depicted on the right-hand side of the conceptual model.

Figure 3

Conceptual Model: Organisational Change Management in a COVID-19 Context



Chapter 5. Conclusion

The results of this study showed how an extremely impactful, uncertain and turbulent societal context for organisational change processes led to chaotic change management efforts in organisations, that could however be roughly divided into two contrasting types of efforts, one including rather guideline-oriented policy decision-making without much consideration for change recipients' input and followed by a strict and generalised handling of those policies, and the other including more consideration for change recipients' input and wellbeing, supported by more collaborative decision-making strategies and allowing change recipients to contribute to policy decision-making and to deviate from policies if needed in their own professional opinions. The latter efforts were received most positively by change recipients. This study also shows how such an extreme societal context may provide a large part of the sensemaking (a) around the pressurised position of organisational policymakers and change managers, leading them to react rather compliant to otherwise unfavoured change management efforts throughout the change process, regardless of their frustrations with those types of efforts, and (b) around the need for change, leading them to accept the contents of the change, regardless of the difficulties they experience with those contents.

Chapter 6. Discussion

6.1. Theoretical Contributions

The dynamics of organisational change management in the cases of this study as summarised in Chapter 5, cannot be comprehensively declared by tapping into existing literature on organisational change management. This paragraph explores in what ways the findings of this study do and do *not* relate to previously described approaches to managing organisational change, from papers written before the start of the COVID-19 pandemic.

6.1.1. Relating the Model to Palmer and Dunford's (2008) 'Images of Managing Change'

As explained in Chapter 1 and Chapter 2, the paper describing six different 'images of managing change' by Palmer and Dunford (2008) serves as the backbone of the theoretical background for this study. Therefore, this comparison starts with finding similarities and dissimilarities with the individual approaches that they have previously described.

The first aspect that connects the findings of this study to what Palmer and Dunford (2008) described, is that there is no such thing as clear boundaries when it comes to different approaches to managing change. Just like there is no clear-cut boundary between the six approaches to change management, there is also no clear boundary between flexible, caring and collaborative or guideline-oriented, management-initiated and generalised change management efforts. Rather: organisational change agents adopt different 'styles' of managing change throughout the change process. However, in a societal context as impactful, uncertain and turbulent as the COVID-19 pandemic; this blurred line between different styles of managing change may be even more evident. This may be especially true for the beginning phase of such new and extreme contexts, as organisational change managers seem to struggle to make sense of what is happening in society, let alone how to deal with such extreme external factors within an organisational change process.

Even though Palmer and Dunford (2008) emphasised the blurred lines between different approaches to change management, they did describe certain managerial behaviours that fit within particular sets of approaches to managing change. As described in Chapter 4.1, this study also recognises somewhat different 'styles' of managing change. The first cluster of change management efforts in the model was termed 'guideline-oriented, management-initiated and generalised' change management efforts (see Chapter 4.1.1). This type of change management efforts includes the use of higher-level managers as the main decision-makers for developing change policies and a clear focus on following external guidelines (i.e., governmental guidelines) and applying those guidelines in a generalised way within the organisation (i.e., allowing little to no situational deviations). This type of change management efforts was seen most during the beginning stages of the COVID-19 pandemic. Relating this type of change management efforts to the characterisations by Palmer and Dunford (2008) (see also Appendix C), they seem to relate most to the more 'controlling' approaches to change, where

management tries to control the change process at least to some extent. Looking at the most important indicators of the three controlling change management approaches (see also Appendix C): guideline-oriented, management-initiated and generalised change management efforts seemingly relate most to the ‘directing image’ of managing change, since this image also puts managers largely in control of the change process, with little to no consideration for change recipients’ input. However, ostensibly due to the COVID-19 context of these types of change management efforts in this study, some assumptions of the directing image as Palmer and Dunford (2008) described it do *not* hold, such as the belief that intended change outcomes can be achieved or the assumption that the change manager is responsible for change outcomes. Rather, as explained in Chapter 4.3, intended change outcomes were in this case not strategically decided by organisational managers, but enforced by government restrictions. As a result, policymakers and direct supervisors were not the ones responsible for the change: rather, it was caused by a worldwide societal crisis. In conclusion: though the ‘directing image’ by Palmer and Dunford (2008) shows the most similarities with the guideline-oriented, management-initiated and generalised change management efforts found in this study, they are still based on quite different assumptions. In other words: these types of change management efforts were seemingly influenced by the COVID-19 context to such an extent that they cannot be related indefectibly to similar approaches to managing change as characterised by Palmer and Dunford (2008).

The second type of change management efforts recognised in this study was labelled ‘flexible, caring and collaborative change management efforts’ (see Chapter 4.1). Managers adopting this type of change management efforts, were more flexible in handling their organisational COVID-19 policies, leaving more room and care for concerns and input from participants (i.e., the change recipients). The essence of this more caring and collaborative approach to managing change is actually quite similar to most aspects of the ‘nurturing image’ of managing change described by Palmer and Dunford (2008) (see also Appendix C). According to them, this image contains the assumptions that managers have little control over the change process and that even a small change within the organisational environment may still have a great impact on the organisation, leaving little control over change outcomes for the manager. They further describe how these managers are only able to exercise some influence over the change process, for example by allowing change recipients to self-organise, facilitating and making use of organisational qualities. Moreover, resistance is deemed unpredictable due to chaotic forces of the organisation’s external environment, that control the direction of internal organisational change. As explained in Chapter 4, managers in this study who were showing flexible, caring and collaborative change management efforts seemingly were very aware of their lack of control over the change process within the extreme COVID-19 context, since they allowed change recipients to request deviations from organisational policies or even to contribute to policy decision-making, based on their trust in the participants’ professional experience. In conclusion: the ‘nurturing image’ by Palmer and Dunford (2008) seemingly shows lots of similarities with flexible, caring and collaborative change management efforts recognised in this study, and they also seem based on approximately the same underlying

assumptions. In other words: apparently, rather ‘nurturing’ change management efforts were ostensibly seen as appropriate by the change managers in the casus under study, during the later stages of the COVID-19 pandemic. Going of how participants described their reactions to such managerial efforts in this study, it seems like these types of change management efforts have the most positive effects on change recipient’s reactions to change in an extremely impactful, uncertain and turbulent societal context.

6.1.2. The Power of an Extremely Impactful, Uncertain and Turbulent Societal Context for Organisational Change Processes

This study has shown that an extreme societal context such as that of the COVID-19 pandemic, where an extremely impactful, uncertain and turbulent societal context forces the organisation to change suddenly and drastically, markedly contributes to change recipients’ sensemaking regarding the need for change. That is, the understanding amongst change recipients of the COVID-19 crisis as the reason for organisational change, and of reducing the health risks of the COVID-19 virus being the intended change outcome, led them to accept a drastic organisational change (see Chapter 4.2) that in its contents they felt rather uncomfortable with (in this case: a highly virtual work environment) (see Chapter 4.4). Such an extreme societal context furthermore seems to lead participants to understand the pressurised position that their direct supervisors and organisational policy-decision-makers were in, which in the end leads to them being more accepting of guideline-oriented, management-initiated and generalised change management efforts, even though such leadership styles in themselves trigger an initial feeling of resistance.

The extremely powerful sensemaking properties of an extreme societal context like the COVID-19 pandemic seem to practically take away the task of the change manager to help change recipients make sense of the need for change, which is in sharp contrast with the characterisation of the ‘interpreting image’ by Palmer and Dunford (2008). They state that as an interpreter, it is the change manager’s role to make sense of organisational and managerial action by providing legitimate arguments and reasons for the change and why the change fits the organisation’s situation. In this study, it was evident that adopting an interpreting role was not necessary for change managers, as the COVID-19 context provided the sensemaking around organisational change for them. Remarkably, Palmer and Dunford (2008) argued how resistance is likely to emerge when people have yet to make sense of what is happening around them, which is a phenomenon that can also be recognised from this study’s results. That is, the participants of this study (i.e., the change recipients) were feeling confused and frustrated in the beginning phase of the COVID-19 pandemic, as they lacked knowledge about the virus and thus lacked an understanding of the need for change, leading to feelings of resistance to change. Later, the more that the knowledge and understanding of the COVID-19 virus and its consequences increased in society and thus also in participants, participants gained more understanding of the need for change, reducing their psychological *and* behavioural resistance to change.

Furthermore, the COVID-19 context also decreased change recipients' negative emotions that they instinctively experienced when change managers exuded rather guideline-oriented, management-initiated and generalised change management efforts. Simultaneously, this context seemingly accelerated the positive emotions that change recipients experienced due to more flexible, caring and collaborative efforts, making them feel appreciated, heard and content. These decreases in negative emotions or increases in positive emotions regarding change management efforts then lead to increased behavioural compliance to the change process. This conclusion highly relates to what Fox and Amichai-Hamburger (2001) stated about emotions being a very important indicator for change recipients' willingness to participate in a change process.

6.1.3. The Power of the Limitations of Virtual Working

From existing literature on the effects of virtual working, extensive use of technology in the workplace has shown to lead to all types of negative feelings such as increased stress levels and feelings of anxiety (e.g., Chen et al., 2009; Higgins & Duxbury, 2005; McClure, 2018). It is therefore not a complete surprise that such negative emotions were also recognised in the results of this study about an organisational change process towards a highly virtual working environment. However: the negative effects of virtual working in this study seemed not so much due to the extensive use of technology in the workplace in itself, but rather of the experienced inappropriateness of virtual working for the mental healthcare sector, specifically.

An interesting connection can be made between the findings of this study and what has previously been concluded in a study on remote working in a COVID-19 context by Dettmers and Plückhahn (2021). That is, they described how increased job demands, which are a likely result of virtual working, can usually be balanced out by managers, by providing sufficient job resources such as good feedback and sufficient support to employees. Firstly, this is similar to this study's finding that listening and reacting to employee concerns, as an aspect of flexible, caring and collaborative change management efforts, leads change recipients to a feeling of being heard and to being more content with the change process. Second, it is similar to this study's finding that a lack of managerial support, whether emotional or resource related, led to frustration amongst participants. In other words: the findings from this study and the findings of Dettmers and Plückhahn (2021) seemingly somewhat invigorate each other, adding to the conclusion of this study that rather flexible, caring and collaborative change management efforts are most likely to receive positive reactions from change recipients.

6.2. Managerial Implications

Organisational change managers that will manage future organisational change processes in similar conditions to those of this study may take inspiration from the findings of this study in a few particular ways. Organisational change processes similar to the one in this study would be ones that at least (a) force sudden and drastic changes to the daily working activities throughout the organisation, (b) were

not initiated as a strategic decision by managers, but are rather the result of an extreme external context that is much more powerful than the organisation or its managers, and (c) would not have otherwise occurred, or at least not in the same magnitude or timeframe. In order to be able to translate the results of this study to other cases of organisational change, the societal context would have to bring extreme amounts of uncertainty and turbulence, as those are the main aspects of the COVID-19 pandemic that influenced change management efforts and reactions to change within the cases of this study. For example, these implications could be applicable for an organisational change process due to another pandemic, or due to a war like situation.

First of all, though it may seem tempting to adopt rather guideline-oriented, management-initiated and generalised change management efforts in a situation when there is a lack of knowledge and understanding about the driving forces behind change and where there is extreme uncertainty about future developments: it may still be better to aim for more flexible, caring and collaborative change management efforts right away. Though change recipients will likely accept a more management-initiated style of decision-making due to their understanding of the pressurised positions of change managers and organisational policymakers, you are probably much more likely to get actually positive reactions and input from change recipients when adopting more flexible, caring and collaborative change management efforts from the get-go: particularly when change recipients' concerns are being considered by direct supervisors *and* top management and when their professional opinions are trusted.

Second, though sensemaking in organisational change processes is still highly important in order for change recipients to understand the need for change and comply to the change process, in an extremely impactful, uncertain and turbulent societal context similar to the COVID-pandemic the influence of the change manager in sensemaking processes amongst change recipients is extremely limited. That is, the extreme external context will itself provide a huge part of the sensemaking regarding the need for change, especially once the initial shock of it all has faded. Moreover: in the first stages of unfolding extreme societal conditions, the change manager likely is not even capable of making sense of the chaotic events for themselves, let alone for others. It might be best for change managers to surrender to the chaos and uncertainty and to try and wait patiently for society to fill in the questions over time, and to focus on adopting as much flexible, caring and collaborative change management efforts as possible to minimise the stress of the situation for change recipients.

Moreover, it seems as though flexible, caring and collaborative efforts in such cases are most appreciated by change recipients when they are coming from direct supervisors. It may thus be wise to ensure that direct supervisors maintain a close relationship with change recipients within the organisation, dealing flexibly with organisational guidelines if needed (and feasible), collaborating with change recipients and showing a caring attitude regarding change recipients' wellbeing, also regarding the stresses from the extreme societal context.

6.3. Recommendations for Future Research

Now that this exploratory study has shown how managerial change management efforts unfolded during the COVID-19 pandemic, and how change recipients reacted to the change process, future studies could focus on testing these findings on a larger scale to try and disclose the results of this study. That is: more organisations can be asked if they recognise the two types of change management efforts from this study's result, and if they developed in similar stages or ways as seen in the cases of this study. For instance, this could be done by conducting quantitative research using variables from this study to create more generalisable results, or in the form of a more in-depth qualitative study, to find out more details about the dynamics of this topic and to create more transferable knowledge.

Furthermore, this study could be similarly conducted or built further upon within different change contexts, such as for a different type of profession. Results would very likely differ in such different contexts, since the type of profession that this study focused on (i.e., the mental healthcare sector) in combination with the contents of the organisational change that was under study (i.e., the change to a highly virtual work context) seemingly was an important predictor for reactions to change in itself (see also Chapter 4.4). That is, the difficulties that participants experienced with virtual working approaches in their specific professions seemed to disturb the effects of organisational change management efforts and the COVID-19 context.

Lastly, since this study was performed amongst change recipients, it would be interesting to conduct similar qualitative and exploratory research amongst change managers within the same or a similar change process and change context. That is, this study's findings are based on interpretations of managerial actions by change recipients. Though that was suited for this study since it aimed to research organisational change management from a change recipients' perspective in order to explain how they reacted to change and why, for a future study it would be interesting to explore what managers in similar cases will unveil about how they were actually trying to handle the change process. It could be telling to compare the results of such a study with the results of this study, to see if there are any discrepancies between how change recipients view change management efforts in extreme societal contexts, and how change managers viewed their own change management approaches in such cases.

6.4. Limitations

There are several limitations to this study that need to be kept in mind when interpreting its results and/or when conducting future research to build forth on this study.

First, since the research aim and -question for this study were focused on exploring change recipients' experiences and sensemaking processes in reaction to the change management efforts from change managers within their organisation, the change recipients formed the pool of participants for the interviews. Participants described what managerial actions they saw in their organisation during the COVID-19 pandemic, sometimes with assumptions about what their managers must have been thinking shining through in participants' statements, which of course could be different from what those

managers were actually trying to establish. However, due to the limited available time for this study and the simultaneous need to gather information from multiple types of organisations, these interpretations of how change managers acted and why they acted in that way, there was no chance for rebuttal from managers or colleagues of each participant, to either confirm or refute those interpretations. Though this should not be a problem, since this study was explicitly aimed at gathering employee experiences of change management efforts, rather than what managers were actually trying to do, it is still important to keep in mind that this study is based on the subjective experiences of only one party (i.e., the change recipient).

Second, during the interviews conducted in the data analysis phase, participants occasionally seemed hesitant to talk about resistance to change. For example, participants would stutter more when speaking up about not being heard enough by decision-makers or their direct supervisors. Though I have tried to make participants be as openhearted as possible through creating an informal way of communication and a safe atmosphere of trust, reassuring them multiple times of the privacy conditions of this study and of my integrity as a researcher, socially desirable answers may still have played a part in the rather political parts of the interviews, i.e., the parts where participants had to speak rather negatively about other organisational members.

Third, the participants of this study were speaking about an organisational change process over a period that started approximately two years before the interviews, up until the moment the interviews were conducted. The interviews are thus based on after-the-fact recollections of experiences from a period up to two years ago, which may have slightly blurred the memory of participants. Moreover, events during the time that has since passed may have influenced participant's current opinions on the subjects at hand, and those may unconsciously cloud their memory of their opinions at a previous point in time.

Lastly, my own role as a researcher may have had some influence on the results of this study. As Myers (2013) suggested, a qualitative researcher should adopt a research method that they are skilled at. However, of course, as a yet-to-graduate Master thesis student my interviewing skills are not fully developed, which led to some extra points of attention during data analysis for this study. Firstly, my rather informal style of interviewing sometimes led me to forget my role as a researcher and to ask somewhat guided questions. Though I did often recognise what I was doing in those moments and stimulated participants to motivate their answers to ensure that they were authentic, and though I did treat these instances with care during data analysis, for instance by seeing if participants did indeed give the answer that I was unintentionally hinting towards and then treating such answers with less weight relative to other statements of the participants concerned: these questions may still have endangered the authenticity of participants' answers to those questions. Furthermore, my own experience with online therapy sessions in 2021, and with virtual learning from having studied mostly online for about two years may have caused some implicit assumptions about virtual working and virtual therapy sessions, that may have influenced how I interpreted participants' statements during interviews, and the follow-

up questions that I chose to ask. Therefore, I was extra careful to base the open coding process on statements that were evidently initiated by the participant, and to be mindful to not let my own experiences or opinions influence my interpretations of the gathered data.

References

- Alvesson, M., & Ashcraft, K. L. (2012). Interviews. In G. Symon & C. Cassell (Eds.), *Qualitative organizational research: core methods and current challenges*. (pp. 231-248). Sage.
- Balogun, J., & Johnson, G. (2005). From intended strategies to unintended outcomes: The impact of change recipient sensemaking. *Organization Studies*, 26(11), 1573-1601.
<https://doi.org/10.1177/0170840605054624>
- Barge, J. K., & Oliver, C. (2003). Working with appreciation in managerial practice. *Academy of Management Review*, 28(1), 124-142. <https://doi.org/10.2307/30040693>
- Beer, M., & Nohria, N. (2000). Cracking the code of change. *HBR's 10 must reads on change*, 78(3), 133-141. Retrieved from
<https://web.s.ebscohost.com/ehost/detail/detail?vid=3&sid=acb6bd05-edd3-4610-99af-694088c83211%40redis&bdata=JnNpdGU9ZWWhvc3QtG12ZQ%3d%3d#db=bth&AN=3049551>
- Bower, J. L. (1972). *Managing the resource allocation process: A study of corporate planning and investment*. Homewood: Irwin.
- Chen, S., Westman, M., & Eden, D. (2009). Impact of enhanced resources on anticipatory stress and adjustment to new information technology: A field-experimental test of conservation of resources theory. *Journal of Occupational Health Psychology*, 14(3), 219-230.
<https://doi.org/10.1037/a0015282>
- Collins, D. (2003). Guest Editors' Introduction: Re-imagining Change. *Journal of Critical Postmodern Organization Science*, 2(4), 4-11. Retrieved from https://www.researchgate.net/profile/David-Collins-27/publication/266329323_Guest_Editors'_Introduction_Re-imagining_Change/links/54dc5adf0cf23fe133b12ef5/Guest-Editors-Introduction-Re-imagining-Change.pdf
- Dettmers, J., & Plückhahn, W. (2021). Suddenly Working From Home! Effects of the Corona Crisis on Psychological Job Demands and Resources and the Role of Telecommuting. *Zeitschrift für Arbeits- und Organisationspsychologie*, 66(3), 113–128. <https://doi.org/10.1026/0932-4089/a000374>
- Fayol, H. (2016). *General and industrial management*. Ravenio Books.
- Fox, S., & Amichai-Hamburger, Y. (2001). The power of emotional appeals in promoting organizational change programs. *Academy of Management Perspectives*, 15(4), 84-94.
<https://doi.org/10.5465/ame.2001.5897664>

- Guaspari, J. (1996). If you want your people to buy-in to change, you have to sell them. Yes, sell them. *Across the Board*, 33(5). Retrieved from <https://web-p-ebshost-com.ru.idm.oclc.org/ehost/detail/detail?vid=3&sid=d37d1da2-4e48-4e14-a0e5-fe6b037eaf98%40redis&bdata=JnNpdGU9ZWhvc3QtbG12ZQ%3d%3d#AN=9605022933&db=bth>
- Higgins, C., & Duxbury, L. (2005). Saying “no” in a culture of hours, money and non-support. *Ivey Business Journal*, 69(6), 1-5. Retrieved from <https://web-p-ebshost-com.ru.idm.oclc.org/ehost/detail/detail?vid=8&sid=d37d1da2-4e48-4e14-a0e5-fe6b037eaf98%40redis&bdata=JnNpdGU9ZWhvc3QtbG12ZQ%3d%3d#AN=18314315&db=bth>
- Kaplan, S. (2008). Framing contests: Strategy making under uncertainty. *Organization Science*, 19(5), 729-752. <https://doi.org/10.1287/orsc.1070.0340>
- King, N. (2012). Doing Template Analysis. In G. Symon & C. Cassell (Eds.), *Qualitative organizational research: core methods and current challenges*. (pp. 421-444). Sage.
- Kotter, J. P. (1995). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review* (May-June). Retrieved from <https://hbr.org/1995/05/leading-change-why-transformation-efforts-fail-2>
- Levin, I. M. (2000). Vision revisited: Telling the story of the future. *The Journal of Applied Behavioral Science*, 36(1), 91-107. <https://doi.org/10.1177/0021886300361005>
- Lipton, M. (1996). Demystifying the development of an organizational vision. *Sloan management review*, 37(4), 83-92. Retrieved from <https://ru.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/opinion-demystifying-development-organizational/docview/1302992584/se-2>
- McClure, P. K. (2018). “You’re fired,” says the robot: The rise of automation in the workplace, technophobes, and fears of unemployment. *Social Science Computer Review*, 36(2), 139-156. <https://doi.org/10.1177/0894439317698637>
- Miller, D., Greenwood, R., & Hinings, B. (1997). Creative Chaos versus Munificent Momentum: The Schism between Normative and Academic Views of Organizational Change. *Journal of Management Inquiry*, 6(1), 71–78. <https://doi.org/10.1177/105649269761014>
- Myers, M. D. (2013). *Qualitative Research in Business & Management* (2 ed.). Sage.
- Nguyen Huy, Q. (2001). Time, temporal capability, and planned change. *Academy of Management Review*, 26(4), 601-623. <https://doi.org/10.5465/amr.2001.5393897>

- NOS. (2020). Eerste Nederlander met coronavirus opgenomen in Tilburg, 'man vierde carnaval'. Retrieved 27 July 2022, from <https://nos.nl/artikel/2324870-eerste-nederlander-met-coronavirus-opgenomen-in-tilburg-man-vierde-carnaval>
- Nutt, P. C., & Backoff, R. W. (1997). Crafting vision. *Journal of Management Inquiry*, 6(4), 308-328. <https://doi.org/10.1177/105649269764007>
- Palmer, I., & Dunford, R. (2008). Organizational Change and the Importance of Embedded Assumptions. *British Journal of Management*, 19, S20-S32. <https://doi.org/10.1111/j.1467-8551.2008.00568.x>
- Pendlebury, A. J., Grouard, B., & Meston, F. (1998). *The ten keys to successful change management*. Wiley.
- Pettigrew, A. M., Woodman, R. W., & Cameron, K. S. (2001). Studying Organizational Change and Development: Challenges for Future Research. *Academy of Management Journal*, 44(4). <https://doi.org/10.5465/3069411>
- Plowman, D. A., Baker, L. T., Beck, T. E., Kulkarni, M., Solansky, S. T., & Travis, D. V. (2007). Radical change accidentally: The emergence and amplification of small change. *Academy of Management Journal*, 50(3), 515-543. <https://doi.org/10.5465/amj.2007.25525647>
- Quinn, R. E. (1996). *Deep change: Discovering the leader within*. John Wiley & Sons.
- Rescher, N. (1996). *Process metaphysics: An introduction to process philosophy*. State University of New York Press.
- Saunders, M. N. K. (2012). Choosing Research Participants. In G. Symon & C. Cassell (Eds.), *Qualitative organizational research: core methods and current challenges*, (pp. 33-49). Sage.
- Shamir, B., & Howell, J. M. (1999). Organizational and contextual influences on the emergence and effectiveness of charismatic leadership. *Leadership Quarterly*, 10(2), 257-283. [https://doi.org/10.1016/S1048-9843\(99\)00014-4](https://doi.org/10.1016/S1048-9843(99)00014-4)
- Shaw, R. B. (1995). The essence of discontinuous change: Leadership, identity and architecture. In D. A. Nadler, R. B. Shaw and A. E. Walton and associates (Eds.), *Discontinuous Change: Leading Organizational Transformation*, (pp. 66–81). San Francisco, CA: Jossey-Bass.
- Stace, D., & Dunphy, D. (2002). *Beyond the Boundaries: Leading and Re-creating the Successful Enterprise*. McGraw-Hill.
- Sturdy, A., & Grey, C. (2003). Beneath and Beyond Organizational Change Management: Exploring Alternatives. *Organization Articles*, 10(4), 651-662. <https://doi.org.ru.idm.oclc.org/10.1177/13505084030104006>

- Symon, G., & Cassell, C. (2012). Assessing Qualitative Research. In G. Symon & C. Cassell (Eds.), *Qualitative organizational research: core methods and current challenges*, (pp. 196-215). Sage.
- Thiéart, R.-A., & Forgues, B. (1995). Chaos theory and organization. *Organization Science*, 6(1), 19-31. <https://doi.org/10.1287/orsc.6.1.19>
- Tsoukas, H., & Chia, R. (2002). On Organizational Becoming: Rethinking Organizational Change. *Organization Science*, 13(5), 567-582. <https://doi.org/10.1287/orsc.13.5.567.7810>
- Van de Ven, A. H., & Poole, M. S. (2016). Alternative Approaches for Studying Organizational Change. *Organization Studies*, 26(9), 1377-1404. <https://doi.org/10.1177/0170840605056907>
- Weick, K. E., & Quinn, R. E. (1999). Organisational Change and Development. *Annual Review of Psychology*, 50, 361-386. <https://doi.org/https://doi.org/10.1146/annurev.psych.50.1.361>
- Yin, R. K. (2003). *Case study research: Design and methods* (3 ed., Vol. 5). Sage.

Appendix A. Topic List for Interviews

Introduction

- Introduction of participant, date and location.
- Checking if the participant understands the interview purpose and -context.
 - Summary of research context: Master thesis for Organisational Design and Development at Radboud University.
 - Summary of interview goal: finding out how participant has experienced the sudden change to a virtual work environment during the COVID-19 crisis, and how their organisation facilitated that change.
- Emphasising that there is no obligation to answer any questions asked if participant is not comfortable.

Participant background information

- Participants' occupation.
- Organisation(s) that the participant will speak about during the interview.

Beginning phase of the COVID-19 pandemic

- Prior experience with virtual working.
- What was your first reaction to announcement of government restrictions, leading to virtual working?
- What were the concrete changes to work environment due to COVID-19 related government restrictions?

Who was/were the change agent(s)?

- Who was responsible for translating and implementing government restrictions within the organisation?
- How were decisions made?
 - Were you allowed to contribute to decision-making, or were they purely managerial decisions?
 - How do you think this influenced your feelings about the change?

Events and turning points

- Do you recall any events during the COVID-19 pandemic that influenced how you felt about the change?
 - Were there any moments during the COVID-19 pandemic where you changed your opinion and attitude towards the change process?

Closing questions

- Looking back on what we have discussed: do you find yourself thinking that the organisation could have made this change process any easier for you? If so: how?
- What are your opinions on whether there is a future for more use of virtual working approaches in the mental healthcare sector?
 - How would you like this to be implemented?
 - What are the pros and cons of virtual working in the mental healthcare sector?
- Is there anything that you would like to add to what we have talked about, before I end the recording?

Appendix B. The Initial Template

In order to enable the reader to better understand how the coding process evolved in this study, the initial template is displayed in Table 9 below. This initial template was based on an analysis of the first transcript, which included the following steps.

First, open codes that were close to the actual data were assigned to interesting quotes of this first participant. Then, all of those open codes were printed out and shifted around on a desk, until some kind of logical structure started to emerge. That is, open codes that seemingly related to the same subject were put in the same column. Above those columns, sticky notes were then added and provided with descriptive terms, in an effort to summarise what construct the column seemed to be representing. Some of these ‘first order constructs’ were then provided ‘second order constructs’, resulting in the initial template displayed in Table 9 below.

Table 9

The Initial Template

| Second order construct | First order construct | Open codes |
|------------------------|-----------------------|--|
| Antecedents | Change approach | <ul style="list-style-type: none"> - Appointing one particular person as point of contact - Attention for employees' concerns - Centralised decision-making - Clear policy - Decentralised decision-making - Decisionmakers listen to employee concerns - Decisionmakers loosen strictness of policy - Direct supervisor deviates from organisational policy - Direct supervisor listens to employees' concerns - Direct supervisor acts on employee concerns - Good communication with direct supervisor - Improved facilities for the change - Lack of communication regarding the reasoning behind change towards change recipients - Limited, but some room for specific locations to deviate from organisational policy - Limited, but some room to decide how implement pre-decided measures - Possibility to request deviations from policy - Strict policy - Top-down decision-making - Trust in professional judgment of change recipients |
| | COVID-19 related | <ul style="list-style-type: none"> - Assumption that COVID-19 crisis will pass quickly - Decrease in COVID-19 related restrictions - Feeling pressure to be a role model / to do 'the right thing' |

- Increase in COVID-19 related measures
- Lack of understanding of the necessity of COVID-19 related measures
- Longevity of COVID-19 crisis becomes clear
- Organisation acts in the best interest of employees
- Organisation acts in the best interest of patients
- Understanding of government measures as the cause of the change
- Understanding of pressured position of decisionmakers
- Understanding of pressured position of direct superior
- Understanding of the (societal) health risks of COVID-19
- Understanding of the COVID-19 crisis as the cause of the change

Effects on job activities

- Decreased connection with the patient
- Decreased face-to-face, informal contact with colleagues
- Missing (potentially important) signals in virtual therapy sessions
- Not being able to see new patients in person for the first appointment
- Online therapy is not suited for children or adolescents
- Online therapy is not suited for family therapy
- Online therapy sessions are difficult to design
- Patients do not always have the appropriate technological equipment
- Patients have to be willing to cooperate
- Some types of appointments are impossible to conduct online
- Technical difficulties during colleague meetings
- Use of online platforms is not suited for children and adolescents

Consequences Reactions to change

- Adheres partly to organisational guidelines
- Bottling up feelings
- Content
- Decreased work pleasure
- Feeling of being appreciated
- Feeling of being heard
- Feeling of disconnectedness
- Feelings of inequality
- Frustration
- Increased work pleasure
- Partial acceptance
- Postponing appointments
- Pushing the boundaries of organisational policy
- Relief
- Resistance
- Struggling
- Surrender

Appendix C. Overview of Change Management Approaches

In order to create more clarity about how the “images of managing change” by Palmer and Dunford (2008) relate and/or differ from each other, and how they can be related to the eventual findings of this study, a schematic overview of these “images” and their characteristics can be found on the next page, in Table 10 on the next page.

Table 10

Schematic Overview of Six “Images of Managing Change,” Based on Their Descriptions by Palmer and Dunford (2008)

| Assumptions about managing | Change images | Indicators | |
|-----------------------------------|----------------------|---|---|
| Controlling | Directing image | – Management controls the change process | |
| | | – Belief that intended change outcomes can be achieved | |
| | Navigating image | – Change manager is responsible for change outcomes | |
| | | – Change manager imposes a change vision and -agenda | |
| Shaping | Caretaking image | – Assumption of change manager: resistance to the change process can and must be overcome | |
| | | – Change manager <i>partially</i> controls the process | |
| | | – Multiple factors are believed to be beyond the change manager's control | |
| | | – Not all intended change outcomes can be achieved | |
| | Coaching image | – Change manager navigates towards outcomes | |
| | | – Change manager considers multiple, differing views on whether and what change is desired | |
| | Interpreting image | – Resistance to change is likely to come from stakeholders with interests that are undermined by the change manager | |
| | | – Limited (but <i>some</i>) control for the change manager | |
| | Nurturing image | Coaching image | – The ability to reach intended change outcomes is believed to be severely constrained, due to both internal and external forces |
| | | | – Resistance to change is seen natural, but the assumption is that individuals can merely delay change, but never be fully prevent it |
| Interpreting image | | – Change manager shapes the organisation's abilities into the right set of values, skills and drills to achieve desired change outcomes | |
| | | – Change manager consults with organisational members to achieve shared vision and shared values on desired change outcomes | |
| Nurturing image | | – Assumption: employees will be more willing to support the intended change, since they were able to contribute to its development | |
| | | – Resistance likely emerges when a change pushes people outside of their comfort zones | |
| | | – Resistance is recognised and heard through consultation, while developing a change process | |

Appendix D. Overview of Open Codes and Illustrative Quotes

This appendix serves to provide the reader of this report with more insight regarding how statements from participants were interpreted by the researcher and translated into open codes during data analysis, in order to better understand how the results and conclusions of this study were formed. Table 11 contains all of the open codes, provided with one or more exemplary quotes that were assigned that open code, as well as with the number of the theme from the final template (see Figure 2) that they belong to.

Table 11

Overview of Open Codes, Including Theme Numbers and Exemplary Underlying Quotes

| Open code | Source | Quote |
|-------------------------------------|--------------|---|
| 1.1.1. Content | Transcript C | Dus daar hebben de organisaties, dat was zowel bij [<i>organisatie 1</i>] als ook bij [<i>organisatie 2</i>] wel goed op geanticipeerd, denk ik. |
| | Transcript F | Ik ben wel blij: binnen het sociaal wijkteam hebben wij daar wel gelukkig een soort onderscheid in kunnen maken tussen gezinnen waarin, he: er echt sprake was van onveiligheid: daar zijn wij wel thuis blijven komen, omdat dat wel ook echt het belangrijkste is om dat traject goed vorm te kunnen geven... |
| 1.1.1. Feeling of being appreciated | Transcript B | Dus die gebaren, die, die vond ik wél heel erg mooi, dat ik dacht van: "hé, daar wordt óók wel even gedacht aan, uhm, wat wij hier de hele dag doen, en in wat voor bochten we ons allemaal moeten wringen, uhm, om, om cliënten te helpen. |
| | Transcript E | Ja, daar stimuleerde [mijn begeleider] mij ook wel weer in. Om te zeggen, he, van: "het is al chaotisch en er is al heel veel onrust: op het moment dat je merkt dat er ruimte en rust is, pak het dan ook." |
| 1.1.1. Feeling of being heard | Transcript B | Dus dan word je tóch wel een béétje gehoord; in ieder geval door je eigen, uhm, leiding-, directe leidinggevende... |
| | Transcript F | Weet je: ik heb me heel erg gehoord gevoeld als werker en dat-, dat heeft heel erg geschied ook om die weerstand weg te nemen. Dus, ja, inderdaad: die aanpak was wel heel positief voor mij. |
| 1.1.1. Increased work pleasure | Transcript B | Zodra er weer wat ruimte komt, vind je heerlijk-, of, vond ik het heerlijk weer naar kantoor te gaan, collega's te zien en, uh, en cliënten te zien |
| 1.1.1. Partial acceptance | Transcript B | Dus daar hebben we het soms ook mee te doen. |
| | Transcript D | He, dus: ik begreep de ernst van de situatie wel... Uhm... Dus, nee: niet per sé. Daar heb ik vanaf het begin wel... Want: in het |

| | | |
|---|--------------|--|
| | | begin vond ik het dus zelf ook eng! Dus... Wat dat betreft was het-, het gaf ook een soort van veiligheid, voor mezelf, natuurlijk, wel... Uh, maar het was gewoon niet leuk. |
| 1.1.1. Relief | Transcript A | Opgelucht, want mijn [<i>familielid</i>] was meteen in die eerste golf ernstig ziek en het heeft mij heel erg geholpen, want ik hoefde dus niet van huis. Ik mocht niet van huis, had ik ook niet gekund. Maar voor mij kwam het eigenlijk heel goed uit. |
| | Transcript B | Zodra er weer wat ruimte komt, vind je heerlijk-, of, vond ik het heerlijk weer naar kantoor te gaan, collega's te zien en, uh, en cliënten te zien |
| 1.1.2. Awkward / uneasy feeling | Transcript A | Ja, nee, niet om... Nee. Ik vond het gewoon oprecht, heel ongemakkelijk. |
| | Transcript E | Ik heb-, ik heb de directie echt wel op hun tandvlees zien lopen, uh: dan ga jij niet nog, uh, toch er nog een schepje bovenop doen... Dan ging ik dat met al mijn collega's onderling proberen op te vangen of op te lossen, ja. En dat was denk ik ook gewoon een groot probleem in die tijd: iedereen was moe en overwerkt en overal was het chaotisch. Er was overal stress... |
| 1.1.2. Bottling up feelings | Transcript B | En dat, dat vind ik wel een belangrijk iets in ons werkveld omdat we af en toe wel, ja, zware casuïstiek hebben en dat is wel fijn om af en toe even binnen te lopen, even stoom af te blazen. Uhm... Ja, en dat doe je nu eigenlijk niet als je aan de keukentafel zit te werken. |
| 1.1.2. Bottling up thoughts or feelings | Transcript E | De gedachte in mijn achterhoofd is dan toch al gauw: "oh, maar die ander loopt ook al op z'n tenen, dus ik-: laat ik mijn vraag maar niet stellen, want-, ik zoek wel een oplossing." |
| 1.1.2. Conflicted | Transcript C | Weet je: ik vind dat iedereen zelf verantwoordelijkheid moet dragen en... Ik kan daar ook-... Als het me stoort dan zeg ik dat wel, he? Dus, en, uhm... Hoe ik dat dan zeg tegen collega's, zo: "ik zou dat niet kunnen." *Lacht.* He? Mijn geweten is daar te-, te sterk voor. He? Maar dan-, dan, ja: moeten ze zelf eigenlijk beslissen wat ze daarmee willen, he? |
| | Transcript E | En dan loop je wel tegen een probleem aan, want je kunt niet-... Je kunt mensen niet fysiek zien, en digitaal lukt niet; maar ze moeten wél de zorg krijgen die ze nodig hebben. Dus dan zit je... Best wel in de knoop. |

| | | |
|------------------------------------|--------------|---|
| 1.1.2. Decreased work pleasure | Transcript B | Maar ik vind het heel... Ik vind het [virtueel werken] af en toe nog steeds heel ingewikkeld, uhm... En ik, en ik merk dat ik, dat ik echt wel ook veel minder werkplezier erdoor kreeg |
| | Transcript D | Maar, uhm... Nee: ik heb normaal altijd super veel plezier in m'n werk, maar dat had ik toen niet... |
| 1.1.2. Disturbed work/life balance | Transcript E | Waar ik wél iets van vind, is dat we-, op dit moment, wél een beetje met z'n allen de gedachte hebben van: "oh, als iemand anders thuis zit met corona; dan kan iemand wel digitaal z'n werk verder oppakken..." Laat. Iemand. Ook. Ziek zijn! |
| 1.1.2. Experience of inequality | Transcript C | Ik moet voor mijn, uh, voor het bekwame in mijn vak moet ik punten verzamelen. En dan kun je online kun je doen alsof je erbij bent, want er zijn niet altijd beeldschermen dat ze jou visueel zien, he, maar je kunt ook zonder het visuele zien in-, inloggen. En dan, ja, hoorde ik soms ook wel is van collega's: die gingen gewoon hele andere dingen doen. Dus de punten die ze kregen; dat klopte eigenlijk niet met de vaardigheden die ze dan ontwikkelen moeten eigenlijk, met zo'n cursus. |
| | Transcript E | De voornaamste focus en-, en-, en-; en coördinatie ging naar, uh, lessen, he? Lessen, ja, docenten: "hoe ging dat verder?" En wat de orthopedagoog en de schoolmaatschappelijk werker gingen doen, dat-: "ga maar, wat digitaals doen." |
| 1.1.2. Feeling of disconnectedness | Transcript A | Ik vind dat het letterlijk een afstand creëert |
| | Transcript B | En dat, dat vind ik wel een belangrijk iets in ons werkveld omdat we af en toe wel, ja, zware casuïstiek hebben en dat is wel fijn om af en toe even binnen te lopen, even stoom af te blazen. Uhm... Ja, en dat doe je nu eigenlijk niet als je aan de keukentafel zit te werken. |
| | Transcript C | Ik denk wel dat je ook soms dingen voelt als mensen dichtbij zijn... He, dus, uhm: hoe neuronen spiegelen bijvoorbeeld, he? En, dat zegt ook iets over hoe je mensen begeleid of wat je kunt voelen in contact, he? Dat komt, uhm, minder goed over als je een online beeldbel-contact hebt, dan als je mensen, uh, uhm: ter plekke ziet. |
| | Transcript E | Wij hadden best wel vaak besprekingen over de jongeren, waar we mee bezig waren; en dan kwamen we toch wel tot bij een-, nou, ik denk wel bij een kwart tot de conclusie, uh: "die hebben al |

| | | |
|------------------------------------|--------------|--|
| | | wel even niet gezien." En dat we daar wel zorgen over hadden, als die, hè... |
| 1.1.2. Feeling of resistance | Transcript B | de gróóste weerstand zat hem écht in het begin, dus ik denk dat ik, toen ik overgeschakeld ben, dat dat dan niet per sé naar de organisatie is, maar meer landelijk. Gewoon zo'n zuchten van: "oh, daar gáán we weer," en: "nou moet ik weer gaan beeldbellen." |
| | Transcript C | Ik ben daar eigenlijk een beetje op tegen |
| 1.1.2. Frustration | Transcript D | Dat ging eigenlijk ook nooit, hoor: ik denk... Ja, max tien minuten, een kwartier, voor kinderen. Echt: en dan was het al op. |
| | Transcript E | Ja, dat was best wel, uh-, frustrerend af en toe, want, uh: best een gigantisch schoolgebouw staat leeg, en dat je daar niks mee-, niks mee kunt en niks mee mag; al zij het op afstand... |
| 1.1.2. Frustration with colleagues | Transcript D | eigenlijk altijd als ik met ICT bel met een vraag, dan heb ik dus zelf al vijf dingen geprobeerd en dan vragen ze altijd die vijf dingen: of ik het al heb geprobeerd. En dan zeg ik altijd: ja, ja, ja, ja, ja. En dan vragen ze: "mag ik je scherm overnemen?" En dan nemen ze het over en dan gaan ze eerst die vijf dingen doen waarvan ik zeg dat ik ze net al heb geprobeerd. Zo zeg ja maar. <i>*Lacht:*</i> |
| | Transcript E | Alleen, omdat het contact tussen die twee schoolmaatschappelijk werkers die hun eigen stuk leidden: was niet echt heel jofel... Uhm... Dus daarom hebben we eigenlijk bijna niks aan elkaar gehad, in die tijd... Waarvan ik me overigens ook achteraf wel eens afvroeg: "hmm: we lopen toch écht tegen hetzelfde probleem aan, volgens mij.. |
| 1.1.2. Increased work pressure | Transcript C | Voor mij: heb ik in die tijd veel meer crisisdienst uren moeten draaien; dus de kosten voor een organisatie of voor mij was-, liepen ook daardoor wel aanzienlijk op, he? Want dan werkte ik ook meer uren in de crisisdienst. Dus, ja: dat ging ook weer ten koste van de mensen die je overdag moet behandelen. <i>*Zucht:*</i> |
| | Transcript F | Nou, ik heb-, in het begin van de coronacrisis wel heel veel druk ervaren, omdat ik dacht van: "hey, maar gaat dit wel goed en werkt het wel voor iedereen?" Dus je bent toch veel meer bezig met je gezinnen, ook, om te checken van: héy, inderdaad: "is het voor jullie ook een oké aanpak, sluit het ook aan bij jullie en jullie |

| | | |
|----------------------|--------------|---|
| | | hulpvraag of, uh, merken jullie dat het niet vorm te geven is?" Dus dat gaf me eigenlijk in-, in de beginfase wel wat meer druk. |
| 1.1.2. Overwhelmed | Transcript A | Dus op enig moment dacht ik... Ik denk ik... Ik trek dit niet: elke dag naar het ziekenhuis en, uh, nou ja, het vraagt dus heel veel ruimte in je hoofd. |
| | Transcript E | Ik denk dat, uh-, niet-: op dat moment niet gezien is hoeveel stress dat opleverde voor de mensen die inderdaad niet zo veel duidelijkheid en sturing kregen. En, dan... Je krijgt zelf geen duidelijkheid en sturing: maar je moet vervolgens wél duidelijkheid en sturing gaan geven aan leerlingen. |
| 1.1.2. Powerlessness | Transcript D | Het was gewoon niet leuk! Ja... En, uhm... Het was voor iedereen moeilijk en je kon gewoon weinig betekenen, dan... |
| | Transcript E | En dat, uh, eigenlijk mijn-... Dat de directrice de handen omhoog deed: "van welke handen, van-, van wie?" Weet je: "wie heeft nog een-, een, uh, zo'n stukje ruimte over in z'n brein om wat dan ook op te gaan zetten," zeg maar, of te sturen. Uh... Want iedereen lag-, lag-, lag plat, eigenlijk. |
| 1.1.2. Struggle | Transcript B | Maar ik behandel-, inhoudelijk worstel ik wel met goed therapie vorm kunnen geven. |
| | Transcript C | Maar aanvankelijk, uh, ja: liep je daar toch wel tegen-, ja: kon je daar toch wel tegen dingen aanlopen. |
| | Transcript F | Dat vond ik wel lastig! Ik dacht van: "oh, hey: ik ben in een gezin opgestart; en nou moet ik hem uit handen gaan geven?" Dat vond ik eigenlijk ook niet oké voor een gezin zelf... |
| 1.1.2. Suspense | Transcript A | Die eerste keer dat ik zo'n Zoom meeting meemaakte? [...] Jaja... Dat is wel spannend... He; nieuwe dingen zijn natuurlijk altijd een beetje spannend. Ja, ja. |
| | Transcript C | Ik heb een keer een aanvaring met mijn manager gehad en die... *Lacht.* Die was zo boos, omdat ik niet direct een antwoord krijg dat ze me luis in de pels noemde! *Lacht.* [...] En ik heb, uh, uh, ja, ja... Uiteindelijk ook wel teruggegeven dat ze dat niet nog een keer moet doen, want anders zou ik een klacht tegen haar, indienen, he? Maar ja: dat is indirect wel het gevolg van, uh, spanning, of, uh; dingen die je niet in moeilijke werkzaamheden kwijt kunt, uhm, die je eigenlijk wil delen met collega's of waar vragen over blijven staan die veel langer de tijd nodig hebben omdat je het niet direct kunt communiceren. |

| | | |
|---|--------------|--|
| | Transcript D | degene die die ondersteuning dan hadden moeten geven, was de ICT-afdeling. Maar die zijn wel goed in ICT, maar niet per sé goed in, uhm... Sociaal contact? [...] Dus die zijn ICT-technisch heel vaardig, maar die zijn niet zo goed in dingen uitleggen. En, uhm... Ja, hoe moet dat vriendelijk zeggen... Uh... Daar had ik denk ik niet zo heel veel aan gehad. |
| | Transcript E | Ik was natuurlijk-, ik was een stagiaire: maar omdat de-... De tijd was zo gek! En er werd best wel veel van ons gevraagd. Dat [<i>mijn begeleider</i>] ook heel gauw aangaf van ik-, ik-, ik-: dat [<i>hij/zij</i>] mij heel gauw al niet als-, uh, meer als stagiair zag, maar gewoon als volwaardig collega. En dat [<i>mijn begeleider</i>] zichzelf er af en toe aan moest herinneren, uhm-; dat ik ook nog dingen mag leren, en dat sommige dingen mij ook gewoon nog uitgelegd moesten worden. Uhm... Ja: dat [<i>mijn begeleider</i>]-... Dat-, dat-, dat raakte-, dat was [<i>hij/zij</i>] soms even kwijt. |
| | Transcript F | Nou: ik heb wel gezinnen gehad die zeiden: "voor mij hoeft dat beeldbellen niet, dus of je komt langs of niet." *Lacht.* Ja! En dan was het wel even schakelen van: "oké, hè: hoe gaan we dan, juist ook met deze casussen in-, om?" |
| 1.1.2. Worrying about patients | Transcript E | Wij hadden best wel vaak besprekingen over de jongeren, waar we mee bezig waren; en dan kwamen we toch wel tot bij een-, nou, ik denk wel bij een kwart tot de conclusie, uh: "die hebben al wel even niet gezien." En dat we daar wel zorgen over hadden, als die, hè... |
| | Transcript F | Nou, ik heb-, in het begin van de coronacrisis wel heel veel druk ervaren, omdat ik dacht van: "hey, maar gaat dit wel goed en werkt het wel voor iedereen?" Dus je bent toch veel meer bezig met je gezinnen, ook, om te checken van: héy, inderdaad: "is het voor jullie ook een oké aanpak, sluit het ook aan bij jullie en jullie hulpvraag of, uh, merken jullie dat het niet vorm te geven is?" Dus dat gaf me eigenlijk in-, in de beginfase wel wat meer druk. |
| 1.2.1. Avoidance of fully implementing the change, through cancelling or heavily modifying appointments | Transcript B | Dus ik weet nog dat ik wel, wel eens met jongeren afsprak van: "nou, weet je wat, we verzetten een afspraak wel even." |
| | Transcript D | Bijvoorbeeld de cognitieve gedragstherapie [online uitvoeren] bij een kind van tien: daar is me ni-, uiteindelijk niet gelukt. Maar |

| | | |
|--|--------------|---|
| | | dan heb ik-... Dan heb ik maar in die tijd ouders begeleiding gegeven, en die behandeling meer-, min of meer, 'on hold' gezet; of ouders een beetje geïnstrueerd hoe ze het bij hun kind konden doen, uhm... Dan dat ik echt zelf die behandeling dan heb gedaan. |
| 1.2.1. Deviation from organisational guidelines | Transcript C | Dus dan was er een hele gang met hulpverleners, uhm, die allemaal thuiswerkten behalve ik. |
| | Transcript F | Dan, op een gegeven moment zijn wij eigenlijk gewoon wat meer overgestapt op gewoon bellen, omdat dat dan nog weer wat minder statisch voelde dan allebei naar zo'n beeldscherm staren. |
| 1.2.1. Expressing dissatisfaction to manager/direct supervisor | Transcript C | En ik heb, uh, uh, ja, ja... Uiteindelijk ook wel teruggegeven dat ze dat niet nog een keer moet doen, want anders zou ik een klacht tegen haar, indienen, he? Maar ja: dat is indirect wel het gevolg van, uh, spanning, of, uh; dingen die je niet in moeilijke werkzaamheden kwijt kunt, uhm, die je eigenlijk wil delen met collega's of waar vragen over blijven staan die veel langer de tijd nodig hebben omdat je het niet direct kunt communiceren. |
| | Transcript F | Nou, ja! Maar uiteindelijk hebben we daar ook weer over gesproken; toen hebben we gekeken van: "maar wat is handig?" Uhm... En toen zijn we ook wel tot de conclusie kwamen dat ze eigenlijk dat-, dat team wat opgesteld werd: dat die vooral nieuwe aanvragen moest gaan doen omtrent veiligheid. En dat we toch wel moesten gaan kijken hoe, uh, die gezinnen die al bij iemand horen, hè: hoe we dan die hulpverleners zo goed mogelijk kunnen faciliteren om toch het gezin, uh, nou ja, hè: de lijntjes goed open te kunnen houden. |
| 1.2.1. Pushing the boundaries of organisational policy | Transcript B | Dus dan ga je al een beetje testen van: "wat gebeurt er nou als ik-..." Want we kregen codes in onze agenda's; wat mijn thuiswerkdag was en wat mijn kantoordagen waren. Dus ik dacht: "ik ga eens gewoon even proberen wat er gebeurt als ik die codes verander." Ja, daar werden gewoon de spreekkamers aangegeven. We hebben geen vaste spreekkamers, dus je zit elke dag in een andere kamer. Dus daar, daar, daar zoek je... Dat ga ik wel gewoon even proberen, om te kijken van: ja, hoe star moeten we nou vasthouden aan het beleid en, uh, wat... Wat is er éigenlijk wel mogelijk? |
| | Transcript C | Als het niet anders kon, dan deed ik het online. Maar als het anders kon: dan deed ik dat niet. |

| | | |
|---|--------------|---|
| | Transcript E | We hebben gewoon onze eigen weg gezocht en die werd gedoogd. |
| 1.2.1. Questioning the organisational policy openly | Transcript C | Met sommige dingen in die coronatijd, aanvangst van de coronatijd; dan had ik wel moeite en dan ging ik daar vragen over stellen. Maar dan kregen ze mailtjes, of ik deed telefoontjes spreken tussendoor. <i>*Lacht:*</i> Ja, dat, ja, zo was dat en dat vonden ze ook wel lastig. |
| | Transcript F | Nou, ja! Maar uiteindelijk hebben we daar ook weer over gesproken; toen hebben we gekeken van: "maar wat is handig?" Uhm... En toen zijn we ook wel tot de conclusie kwamen dat ze eigenlijk dat-, dat team wat opgesteld werd: dat die vooral nieuwe aanvragen moest gaan doen omtrent veiligheid. |
| 1.2.2. Surrender to policy decisions | Transcript A | Dit overkomt ons nu, dus moeten we gewoon mee dealen, he? Ja, ja. Dat, ja, moeten, ja- daar moeten we mee dealen. Plus, ik had een zieke [familielid], dus ik zag er ook echt wel de meerwaarde van in. |
| | Transcript B | Maar uiteindelijk ben ik op een gegeven moment ook in de stand gegaan van: "ja, weet je, toe maar jongens; ik kan me over alles druk gaan maken, maar dat heeft geen zin." [...] uiteindelijk wel; dan ga je erin mee en dan denk je: het is niet anders, leuk is het niet, maar, uhm, ja: ik probeer er toch het beste van te maken. |
| | Transcript C | Maar: ik denk dat het altijd wel binnen de lijntjes-; binnen de grove lijntjes was, of zo |
| | Transcript D | Natuurlijk: ik heb ook niet gedacht van: "ik ga dit niet doen," want dat was helemaal geen optie |
| | Transcript E | Dus dat, uh-... Daar moest je al in meebewegen, hè, want: dan was de school weer open, dan was de school weer dicht, dan moest het fifty-fifty en dan-, <i>*zucht.*</i> Dus daar was best wel een, uh, daar was het iedere keer weer zoeken: "wat kan?" |
| 1.2.2. Willing to experiment | Transcript A | Ja! En dan een beetje te ontdekken, weet je van, dat vind ik nog wel heel leuk. |
| | Transcript E | Zo zijn wij bijvoorbeeld op een gegeven moment gaan wandelen met jongeren in de buitenlucht, uh: zijn we naar jongeren hun huis toegereken en, uh, zijn we gaan wandelen met, uh, ja: de-, de jongeren waarvan we dachten: "die hebben het heel hard nodig." |

| | | |
|---|--------------|--|
| 2.1.1. Organisation adheres (partly) to government guidelines | Transcript A | Oké, - wél handen desinfecteren en, he, geen handen aanraken. |
| | Transcript B | Nou, ik heb wel, bij alle organisaties wel, gehoord dat ze het liefst sowieso de maatregelen toch wel naleefden, omdat ze eigenlijk allemaal wel van de risico's, uh, waren doordrongen. |
| 2.1.2. Direct supervisor deviating from organisational policy | Transcript B | En dat zijn uiteindelijk wel ook argumenten geweest, in ieder geval voor de afdeling 'Jeugd', om te zeggen: "we gaan met zo'n rooster werken," uh, en dan níet volledig op kantoor, maar wél steeds meer dágen. En zij zijn íets meer het, het organisatiebeleid los gaan laten, uhm... En dat was in die zin wel héél fijn... Dus dan word je tóch wel een béétje gehoord; in ieder geval door je eigen, uhm, leiding-, directe leidinggevende... Uhm... Ja, en dan zakt het ook wel; dan doe je het er gewoon mee dat je nog steeds een dag thuiswerkt en niet áltijd, uh, kunt doen wat je wil doen. Maar, uhm... Ja. |
| 2.1.2. Organisation not adhering to (part of) government guidelines | Transcript A | Enige wat ik niet gedaan heb, he, er werd ook geadviseerd, ik noem het maar 'kuchschermen'. Om spatschermen aan te schaffen. Ja, daar heb ik dus geweigerd. [...] Ja joh, te onpersoonlijk... Zo'n letterlijke wand tussen jou en je klant. |
| | Transcript F | Ik ben wel blij: binnen het sociaal wijkteam hebben wij daar wel gelukkig een soort onderscheid in kunnen maken tussen gezinnen waarin, he: er echt sprake was van onveiligheid: daar zijn wij wel thuis blijven komen, omdat dat wel ook echt het belangrijkste is om dat traject goed vorm te kunnen geven... |
| 2.2.1.1. Centralised decisionmaking | Transcript B | Ja, zij heeft wel vaker een, een coördinerende functie, uhm... Maar dit; dit was wel even nieuw, ja, <i>*lacht*</i> ; op dit vlak, uh, de coördinatie op te pakken. En dan is er nog een, uh, een afdelingshoofd zeg maar van de volwassen zorg, dus die zit daar óók bij in die overleggen. Dus ze proberen dan eigenlijk wel met een heel klein teampje het zo goed mogelijk voor alle werknemers in <i>[plaats van kantoor]</i> uit te zetten. Ja. |
| | Transcript C | Dus op zich komt zo'n commando of-, uh, beleid; dat wordt eigenlijk door de organisatie of, uh, uh, ja: uit-, uit, ja: uitgezet. |
| | Transcript E | Dus wij hadden-, kregen eigenlijk alle informatie van de directie en zij, uh, moesten de knopen doorhakken. |

| | | |
|--|--------------|--|
| 2.2.1.1. Lack of communication regarding the reasoning behind change towards change recipients | Transcript B | Ja, maar toen kregen we dus via-via een collega te horen waarom dat besluit genomen was, dacht ik: "ja, oké, dan snap ik het wel." Dus in die zin zou, los van, uh: "we sommen even de regels op," misschien een, een, een, een begeleid schrijven of zo van: "goh, waarom hebben we deze keuzes gemaakt," of, he: "we snappen dat het lastig is, maar dit zijn onze overwegingen geweest." Dat had soms voor wat mildheid gezorgd, zeg maar, en, uhm... En, begrip. Ja. |
| 2.2.1.1. Top-down decisionmaking | Transcript B | Ik denk voornamelijk wel van bovenaf opgelegd. |
| | Transcript C | En kijk: als je in een vergadering zit en dan roepen ze wat; dan kun je dat met z'n allen direct delen. Nu komt de op de mail, dat is sowieso al afstandelijker: dan is het meer een mededeling dan iets wat je eigenlijk bespreekt met mensen. Dus de communicatie is wel anders, want iets wordt al beslist... |
| 2.2.1.2. Communicating policy via e-mail | Transcript C | En kijk: als je in een vergadering zit en dan roepen ze wat; dan kun je dat met z'n allen direct delen. Nu komt de op de mail, dat is sowieso al afstandelijker: dan is het meer een mededeling dan iets wat je eigenlijk bespreekt met mensen. Dus de communicatie is wel anders, want iets wordt al beslist... |
| 2.2.1.2. Decision-makers have no regard for employees' concerns | Transcript B | Uhm, ja daar heb ik niet al het idee dat dat opgepakt wordt, of iets mee gedaan wordt. Uhm, óók niet als we daar met de-, met het team ons sterk voor maken |
| 2.2.2.1. Attention for employees' concerns | Transcript B | Over het algemeen hoefde je dan eigenlijk maar een mailtje te sturen naar, uh, een leidinggevende en, en uhm... Ja... Ik weet niet wat zij precies is, maar manager volgens mij, dat je even mailtje stuurde van: "hey, dit kan, dit kan niet, uh, online; mag ik een ruimte op kantoor?" En éigenlijk is dat altijd wel toegekend. |
| | Transcript F | in overleg blijven en evalueren: wij werden wel om de drie maanden, inderdaad, hè: kwamen wij teambreed ook echt, uh, samen, om te kijken van, hè: dan ging het thema echt-, was inderdaad de corona aanpak. Dus daarin, uh, werd er gewoon veel, nou ja: vergaderd daarover. Dus, nou ja: dat is wel heel prettig geweest. We hebben ons als team in ieder geval heel erg gehoord gevoeld. |
| 2.2.2.1. Decentralised decisionmaking | Transcript F | Aan ons was een, uh, gedragswetenschapper verbonden en daar overlegden we eigenlijk mee: samen met onze teamleider maakten wij die beslissing, eigenlijk. Dus het was altijd wel, uh, |

| | | |
|--|--------------|---|
| | | he: dat noemen ze meer een 'open beleid'. En in dit geval, uh, waren we altijd wel met drie mensen die dat beslisten. |
| 2.2.2.1. Decision-makers consider employee concerns | Transcript B | Dát is dan wel fijn dat ze in die zin weer wat meedenken ook in, dus, ja, weet je... Als ik met iemand een gesprek heb, kun je prima op anderhalve meter van elkaar gaan zitten: ik zet de ramen open, en dan hoef ik niet thuis te gaan werken. Dus dáár zijn ze wel íets meer in mee gaan denken... |
| | Transcript E | Ja! Gewoon: "als je een goed idee hebt: vertel het me." Uhm... En wij-, wij-, wij hadden gewoon heel goed overleg hoe we de leerlingen die we begeleidden-, uhm, sturen. Sturen, en-, en hè: met wie we, inderdaad, gingen-... We moesten ook af en toe afwegingen maken, natuurlijk: "met wie ga je naar het wandelen, en wie is-, woont toch écht te ver weg?" Of, uh: "wie is er al buiten beeld?" Uh... "Wat kun je daar nog aan doen?" Uh... Daar waren we wel heel goed in, uh-... Want: wij waren eigenlijk met z'n tweetjes, voor het schoolmaatschappelijk werk van ons deel van de school. |
| | Transcript F | Nou ja: als team hebben we daar wel, in eerste instantie, echt heel goed met elkaar over vergaderd. Ook met onze teamleider, van, ja: "wat vinden we hier nou van, en hoe gaan we dat indelen?" En daarin was wel heel fijn-, want, eigenlijk: onze teamleider die zat tussen de hoofdorganisatie en ons in; en die heeft wel ook gezegd: "hey: ik hoor jullie signaal, en we gaan inderdaad kijken hoe we het gaan indelen, ook met betrekking tot vaardigheid en risico's-, taxaties." Dus... We hebben wel heel duidelijk een signaal kunnen afgeven, als team, en daar is ook wel gehoor aan gegeven. [...] En eigenlijk, ja: het hoofdbestuur luisterde heel goed naar die teamleiders, want die stonden heel nauw in contact. |
| 2.2.2.1. Decision-makers loosen strictness of policy | Transcript B | Nou, uhm, ja, in die zin denk ik wel gewoon fijn dat ze wat méér mee gaan-, zijn gaan denken, ook vanuit, uh: welk werk doen wij? En, uhm... Dat het níet te doen is om, *lacht*, een kínd van zés, want onderzoekstijden gingen ook op. Dus je kunt níet een IQ-onderzoek doen bij een kind van zes, onlíne. |
| 2.2.2.1. Direct supervisor considers employees' concerns | Transcript B | dan mochten we met toestemming wel op kantoor komen |
| | Transcript E | Ja, ja: wij waren allebei wel mensen die dat dan ook uitspraken. Als er iets was, als je merkte dat er frictie was, als je merkt dat-, |

uh, de ander zich afzijdig hield of, uh-... Dan spraken we dat uit, en dan legden we dat op tafel, en dan gingen we het erover hebben; en dan gingen we zoeken naar een oplossing.

| | | |
|--|--------------|--|
| | Transcript F | En ja, weet je: door de werkbegeleidingen die wij hadden met onze teamleider, merkte je ook gewoon dat je altijd daar je ei kwijt kon. Dus wat dat betreft zijn wij heel erg gehoord geweest; en dat heeft wel heel veel weerstand weggehaald, voor zover dat kon natuurlijk. |
| 2.2.2.1. Providing employees with the possibility to contribute to policy decisionmaking | Transcript C | op zich was het wel mogelijk om inb-, inbreng in het beleid [te leveren], |
| | Transcript E | Ja! Gewoon: "als je een goed idee hebt: vertel het me." Uhm... En wij-, wij-, wij hadden gewoon heel goed overleg hoe we de leerlingen die we begeleidden-, uhm, sturen. Sturen, en-, en hè: met wie we, inderdaad, gingen-... We moesten ook af en toe afwegingen maken, natuurlijk: "met wie ga je naar het wandelen, en wie is-, woont toch écht te ver weg?" Of, uh: "wie is er al buiten beeld?" Uh... "Wat kun je daar nog aan doen?" Uh... Daar waren we wel heel goed in, uh-... |
| | Transcript F | in overleg blijven en evalueren: wij werden wel om de drie maanden, inderdaad, hè: kwamen wij teambreed ook echt, uh, samen, om te kijken van, hè: dan ging het thema echt-, was inderdaad de corona aanpak. Dus daarin, uh, werd er gewoon veel, nou ja: vergaderd daarover. Dus, nou ja: dat is wel heel prettig geweest. We hebben ons als team in ieder geval heel erg gehoord gevoeld. |
| 2.2.2.2. Limited, but some room for specific locations to deviate from organisational policy | Transcript B | Ons gebouw, en dat heeft echt meer met het gebóuw te maken, is dat wij flexplekken hebben. Dus je hebt al véél meer een beweging in, uh, ín het gebouw. Je kunt minder makkelijk anderhalve meter afstand houden. Uhm... Uh, ja, omdat je, je cliënt ophaalt in de wachtkamer en de gangen wat smal zijn, dus dan loop je al langs elkaar op. Dus dat is bij ons denk ik wel éxtra geweest om die maatregelen wat langer vol te houden. |
| 2.2.2.2. Providing employees with the possibility to request deviations from policy | Transcript B | Over het algemeen hoefde je dan eigenlijk maar een mailtje te sturen naar, uh, een leidinggevende en, en uhm... Ja... Ik weet niet wat zij precies is, maar manager volgens mij, dat je even mailtje |

stuurde van: "hey, dit kan, dit kan niet, uh, online; mag ik een ruimte op kantoor?"

Transcript C Nee, nee daar was meer ruimte, ook voor, he? Dus; op beide locaties ook wel omdat ze-... Ja: volgens mij hebben de organisaties dat ook wel goed duidelijk gehad: dat je ook een persoonlijk risico liep met corona, waardoor er eigenlijk meer mogelijk was als alleen, uh: "je mag nu komen" of "je mag nu niet komen." He? Dus: er was ook wel wat vrijheid

Transcript F We moesten thuiswerken: dat werd toen inderdaad landelijk zo ingesteld. Uhm... Dus toen werd er, zeg maar, nog strenger gekeken van: "oké, waar kunnen we wel en waar kunnen we niet heen?" Omdat eigenlijk het antwoord was: je mag nergens heen, tijdens de lockdown. Maar ja, dat was voor ons werk niet helemaal mogelijk, gezien je toch ook met, hè, nou ja: veiligheids-, uh, dingen werkt. Dus... Ja: zo-, op die manier hebben we toen wéér moeten kijken: "hoe gaan we dat inrichten?"

2.2.2.2. Some degree of trust given to employees to decide how to implement the change

Transcript B maar je kunt zelf wel invulling geven, denk ik aan, uhm, nog steeds aan hoe je gesprekken en zo doet

Transcript C Ja: volgens mij hebben de organisaties dat ook wel goed duidelijk gehad: dat je ook een persoonlijk risico liep met corona, waardoor er eigenlijk meer mogelijk was als alleen, uh: "je mag nu komen" of "je mag nu niet komen." He? Dus: er was ook wel wat vrijheid

Transcript E Je had in bepaalde mate natuurlijk wel, uh, zelf regie als in: je was vrij om creatieve ideeën te bedenken om het te ontvangen. Zo zijn wij bijvoorbeeld op een gegeven moment gaan wandelen met jongeren in de buitenlucht, uh: zijn we naar jongeren hun huis toegereken en, uh, zijn we gaan wandelen met, uh, ja: de-, de jongeren waarvan we dachten: "die hebben het heel hard nodig."

Transcript F Ik had dan ook wel een team om me heen-, ja: we waren redelijk zelfsturend ook we daarin, hè? Onze teamleider was dan wel de schakel met het bestuur zelf, maar we waren best wel een zelfsturend team en we mochten best wel zelf vormgeven hoe bepaalde processen, zeg maar, verliepen. Omdat: elke wijk is anders, hè: heeft andere, uh, nou ja: behoeften.

| | | |
|--|--------------|--|
| 2.3.1. Appointing clear (group of) managers to implement and communicate COVID-19 policy | Transcript B | zij is, uhm, onder andere wel uitvoerder, zeg maar, binnen on-, uh, onze locatie van de coronaregels. Dus, uh, bij háár kon je dan voornamelijk terecht |
| | Transcript C | Human Resource': daar wordt dat eigenlijk op een bepaalde manier door gecommuniceerd en ook wel bijgehouden wat de wekelijks of de dagelijkse veranderingen zijn, dus dat kon ik altijd wel lezen. Dus, uh... En dan is iedereen er eigenlijk van ons, bij de organisatie ervan op de hoogte. Dus als je de details niet helemaal weet, dan ja, vertellen ze het je wel, he? |
| | Transcript D | Als ik ergens over twijfelde of zo: dan vroeg je het wel aan haar |
| 2.3.1. Direct supervisor as channel of communication regarding organisational policy | Transcript C | Eigenlijk het meeste wat ik daarover te horen kreeg, ging via de manager van de afdeling waar ik voor werkte. |
| | Transcript E | Ik had heel veel aan [mijn begeleider]: dat heb ik ook heel veel gecommuniceerd in die tijd. Ik was haar stagiair: we zaten met z'n tweeën op kantoor |
| | Transcript F | En eigenlijk, ja: het hoofdbestuur luisterde heel goed naar die teamleiders, want die stonden heel nauw in contact. |
| 2.3.1. Good communication with direct supervisor | Transcript B | maar ook het was ook fijn als je leidinggevende even toestemming gaf, van: "ja, dat is prima, kan op kantoor,", en dan, uh, was dat ook goed. |
| | Transcript E | Ik had heel veel aan [mijn begeleider]: dat heb ik ook heel veel gecommuniceerd in die tijd. Ik was haar stagiair: we zaten met z'n tweeën op kantoor |
| | Transcript F | Onze teamleider was eigenlijk dagelijks aanwezig op de werkvloer, om ook te checken van: "hey, hoe gaat het ermee?" En, uhm, we hadden ook werkbegeleiding, één keer per drie weken... Dus i-, wij waren wel heel nauw in contact met onze teamleider. |
| 2.3.2. Strict policy | Transcript B | Als het púúr gaat over corona, dan dénk ik dat, dat ze, uh, dat ze niet anders kónden... Af en toe misschien wat strikt zijn, uhm, maar wél zo goed mogelijk voor iedereen, zowel voor werknemer als cliënt, zorg hebben gedragen. |

| | | |
|---|--------------|--|
| 2.4. Appreciative gestures | Transcript B | En dat doen ze wél-, dat hebben ze trouwens wél, dat, dat moet ik ze nageven, want het is af en toe een 'klaaguurtje', maar... Ze hebben wel, dat heb ik echt-, dát heb ik wél gewaardeerd in coronatijd: dat ze vanuit de raad van bestuur, uh, hebben ze een keer... Met Pasen hebben ze wat bonbons toegestuurd of een kaartje tussendoor, he: dat je zo'n harde werker bent. Dat was dan natuurlijk voor iedereen hetzelfde, maar helemaal prima. Dus die gebaren, die, die vond ik wél heel erg mooi, dat ik dacht van: "hé, daar wordt óók wel even gedacht aan, uhm, wat wij hier de hele dag doen, en in wat voor bochten we ons allemaal moeten wringen, uhm, om, om cliënten te helpen. Dus dát vond ik wel heel erg mooi; dat dat tussendoor, uh, er zéker wás. |
| 2.4. Concerned about employee's wellbeing | Transcript E | Ja, daar stimuleerde [<i>mijn begeleider</i>] mij ook wel weer in. Om te zeggen, hè, van: "het is al chaotisch en er is al heel veel onrust: op het moment dat je merkt dat er ruimte en rust is, pak het dan ook." Dus [<i>mijn begeleider</i>] stimuleerde mij wel om daar anders mee om te gaan dan de 'negen tot vijf dagen', die we daarvóór hadden gemaakt. |
| | Transcript F | Onze teamleider was eigenlijk dagelijks aanwezig op de werkvloer, om ook te checken van: "hey, hoe gaat het ermee?" En, uhm, we hadden ook werkbegeleiding, één keer per drie weken... Dus i-, wij waren wel heel nauw in contact met onze teamleider. |
| 2.5.1. Failing technology | Transcript B | als het weer niet werkte, en... Uh, of het werkte bij ons niet; dus dan moet je op je eigen apparatuur, wat niet werkt |
| | Transcript C | Of nu kreeg je niet goed verbinding met mensen, of, ja, mensen hadden problemen met de communicatie, of geen geluid, of, uh... Kijk: naar gelang het langer duurde, uhm; corrigeerde zich dat een beetje en had iedereen wel goede apparatuur en de juiste link, en; allemaal dat soort zaken. Maar aanvankelijk, uh, ja: liep je daar toch wel tegen-, ja: kon je daar toch wel tegen dingen aanlopen. |
| | Transcript D | Volgens mij hebben wij namelijk in het begin ook via die omgeving gebeeldeld; en is dat later veranderd naar een andere omgeving. Maar het liep ook-, verliep ook niet zo soepel... |
| 2.5.1. Good quality ICT guidance | Transcript F | Maar dat ging eigenlijk heel goed, want, uhm: wij hebben een hele duidelijk e mail ontvangen, met allemaal uitleg erin. En eigenlijk konden wij dan, uh, in ploegen naar, uh, naar het |

| | | |
|--|--------------|---|
| | | <p>hoofdgebouw van onze organisatie. En daar heeft ICT ons echt geholpen met, nou ja: Teams goed installeren, en, uh, alles veilig maken; zodat er ook echt, uh, virtueel veilig gewerkt werd.</p> |
| 2.5.1. Lack of (good quality) guidance regarding virtual working applications | Transcript D | <p>degene die die ondersteuning dan hadden moeten geven, was de ICT-afdeling. Maar die zijn wel goed in ICT, maar niet per sé goed in, uhm... Sociaal contact? [...] Dus die zijn ICT-technisch heel vaardig, maar die zijn niet zo goed in dingen uitleggen. En, uhm... Ja, hoe moet ik dat vriendelijk zeggen... Uh... Daar had ik niet zo heel veel aan gehad.</p> |
| 2.5.2. Improvement of virtual working facilities | Transcript B | <p>En het scheelde óók wel bij ons dat, dat de faciliteiten ook wel langzaamaan wat beter werden.</p> |
| | Transcript C | <p>Kijk: naar gelang het langer duurde, uhm; corrigeerde zich dat een beetje en had iedereen wel goede apparatuur en de juiste link, en; allemaal dat soort zaken.</p> |
| | Transcript D | <p>Alleen zijn ze dus wel overgegaan van [<i>online platform 1</i>] op [<i>online platform 2</i>], op een gegeven moment; om het, uhm, gewoon als, zeg maar, uhm... Programma. Uhm... En daardoor verliep het wel soepeler.</p> |
| 3.1.1. Assumption that COVID-19 crisis wil pass quickly | Transcript B | <p>Ik weet nog dat ik, misschien net zoals heel veel mensen in de wereld, dacht van: "oh, drie weken en dan is corona wel voorbij." *Lacht:* Nou, dat duurde iets langer! Dus ik weet nog dat ik wel, wel eens met jongeren afsprak van: "nou, weet je wat, we verzetten een afspraak wel even."</p> |
| 3.1.1. Initial confusion and lack of knowledge at the start of COVID-19 pandemic | Transcript B | <p>Uh, dus ik weet nog in het begin dat ik echt dacht van: "jezus, gaan we hier nou die mondkapjes dragen?"</p> |
| | Transcript C | <p>Met sommige dingen in die coronatijd, aanvangst van de coronatijd; dan had ik wel moeite en dan ging ik daar vragen over stellen. Maar dan kregen ze mailtjes, of ik deed telefoontjes spreken tussendoor. *Lacht:* Ja, dat, ja, zo was dat en dat vonden ze ook wel lastig.</p> |
| | Transcript E | <p>Wij hadden-, we hadden het probleem dat we vaak een beetje zweefden tussen, uh, inderdaad het stukje 'OPDC' of-, en 'school', hè? Je werd behandeld als een school, maar je bent eigenlijk nét een OPDC en dat zien ze [<i>de overheid</i>] dan weer-... Vinden ze dan weer moeilijk om anders te zien. Dus de-, de regels waren</p> |

| | | |
|--|--------------|---|
| | | soms ook een beetje onduidelijk. Dus daar moest de directie ook best wel in spelen, als in: "oké, wat gaan we nu weer doen?" |
| | Transcript F | <i>*Lacht:*</i> Nou, dat riep bij mij wat weerstand op, merkte ik wel! <i>*Lacht.*</i> En dat zat hem eigenlijk erin dat ik dacht: "oh," uhm, "ik-," weet je: "ik vind, vooral binnen de GGZ, dat je ook wel een bepaalde vorm van voelen, zeg maar, hebt binnen gesprekken |
| 3.1.1. Manager gets overwhelmed | Transcript C | Diezelfde manager die mij een luis in de pels noemde: die is twee maanden later, is die, ja, eigenlijk niet meer gekomen. Toen had [<i>de manager</i>] zich ziekgemeld, he? Dus er is ook wel iets over haar communicatie- vaardigheden te zeggen: dat ze me de pels noemde, ja... Ik vind dat toch net een graadje te ver gaan, he? Dus, daar heb ik haar ook op aangesproken. |
| | Transcript E | Ja, dat zat bij [<i>mijn leidinggevende</i>] wel, uh... Die is daarna ook... Die is-, uh... Nadat we uit de corona zijn gekropen, is die ook wel met burn-outklachten thuis komen te zitten. |
| 3.1.2. COVID-19 causing chaos in networks of collaborating organisations | Transcript C | Op een gegeven moment was het land ook een beetje op hol geslagen, he. Normaal hadden we eigenlijk altijd een huisartsenpost in [<i>plaatsnaam</i>], maar toen was opeens de-, uh... Er waren zo veel meldingen van zieke mensen en ziektes en corona en besmettingen en maatregelen; dat we opeens te maken hadden met wel twintig, uh, uh, assistentes die in [<i>andere plaatsnaam</i>] gesitueerd waren en wat ook niet goed georganiseerd was. Dus dan komt er een crisisdienst melding binnen en dan moest je terugbellen, dan kreeg je een signaaltje en dan moet je bellen, en dan wist iemand opeens niet meer waar dat over ging en welke assistent daarvoor gebeld had. En, ja: je kon dan ook niet zomaar in [<i>eerste plaatsnaam</i>] naar, uh, de locatie die je normaal ging, want de mensen zaten allemaal in [<i>tweede plaatsnaam</i>], bijvoorbeeld. He? <i>*Lacht:*</i> Dus... Ja: dat soort zaken, dat maakte het wel allemaal complex, he. |
| | Transcript E | Er was ook nog een ander deel van de school, wat ook met schoolmaatschappelijk werk was; maar dat heeft dan ook weer niet zo heel veel met elkaar te maken. Klinkt misschien heel gek; maar, uh... De school bestond uit een paar onderdelen, en wij waren onderdeel [<i>naam onderdeel</i>], zoals we dat dan noemden. En, uhm, uh... Dat had dus schoolmaatschappelijk werk, en [<i>het andere onderdeel</i>] had schoolmaatschappelijk werk. Alleen, omdat het contact tussen die twee schoolmaatschappelijk werkers |

| | | |
|--|--------------|--|
| | | die hun eigen stuk leidden: was niet echt heel jofel... Uhm... Dus daarom hebben we eigenlijk bijna niks aan elkaar gehad, in die tijd... Waarvan ik me overigens ook achteraf wel eens afvroeg: "hmm: we lopen toch écht tegen hetzelfde probleem aan, volgens mij..." |
| 3.1.2. COVID-19 chaos causing a lack of managerial guidance, leaving participant with managerial tasks | Transcript D | Nou: heel veel collega's werden uiteindelijk, uh, naar mij, en naar nog wat andere jongere collega's doorverwezen om uitleg te krijgen over hoe het allemaal werkte. Omdat de wat oudere generatie er niet zo heel veel van snapte, uhm... Dus uiteindelijk ging dat allemaal wel op dezelfde manier; maar dat zorgde bij mij, en bij dus andere jongere collega's, wel voor meer druk! |
| | Transcript E | Ik-, ik stond uh-... Ik... Mijn begeleider, omdat; ik was stagiair... Mijn begeleider was een-, uh, een [<i>persoon</i>] die niet op [<i>zijn/haar</i>] mondje was gevallen, uh, met echt een heel groot hart voor de zorg. En, uh: die kreeg geen duidelijke richtlijnen vanuit de directie, omdat de directie eigenlijk aangaf: "wij weten het ook niet." En, uhm... [<i>mijn begeleider</i>] heeft toen aangegeven: "oké, maar dan is dít wat ik ga doen en zoeken jullie maar uit, want ik wil niet dat ik over drie maanden," uh, hè: "allemaal suïcidegevallen heb, of allemaal mensen heb die je weer van de bodem af aan op kunt rapen." |
| 3.1.2. Dragging COVID-19 crisis | Transcript C | Op een gegeven moment trad er ook wat coronamoehheid op, he? Dat mensen zich afvragen: "wat moeten we hier toch mee?" Of: "het wordt wel weer tijd dat het weer veranderen gaat." Of, uhm, dat ik sommige collega's ook weer wat meer terugzag op locatie, omdat er wel behoefte was om de anderen te zien, of met elkaar te kunnen spreken. |
| | Transcript E | Ik denk dat hoe langer-... <i>*Licht:*</i> Ja; hoe langer het duurde, hoe stommer ik het eigenlijk vond: want ik merkte dus dat, uh-, sommige leerlingen-, voor sommige leerlingen werkte het gewoon écht niet. Uhm... Ja: en het-, het crisisgehalte werd ook steeds groter. |
| 3.1.2. Having care over COVID-19 infected loved ones | Transcript A | Opgelucht, want mijn man was meteen in die eerste golf ernstig ziek en het heeft mij heel erg geholpen, want ik hoefde dus niet van huis. Ik mocht niet van huis, had ik ook niet gekund. Maar voor mij kwam het eigenlijk heel goed uit. |

| | | |
|---|--------------|--|
| 3.1.3. Decrease in COVID-19 related restrictions | Transcript A | Ja, nou in ieder geval even weer eruit ook, he. Het was inderdaad heel fijn om, uh, he, de hele tijd thuis te zijn, maar uhm... Ja, ook inderdaad, dan weer eventjes op een ander plekje zijn, ja. |
| | Transcript B | Zodra er weer wat ruimte komt, vind je heerlijk-, of, vond ik het heerlijk weer naar kantoor te gaan, collega's te zien en, uh, en cliënten te zien |
| | Transcript C | zodra het mogelijk was, zijn daar ook weer gewoon mensen op locatie gekomen, met schermen ertussen en met maatregelen, he: mondkapjes en beleid: niet aanraken, genoeg afstand houden... Dus daar hebben de organisaties, dat was zowel bij [<i>organisatie 1</i>] als ook bij [<i>organisatie 2</i>] wel goed op geanticipeerd, denk ik. |
| 3.1.3. Increase in COVID-19 related measures | Transcript B | Ja, en dan is het balen als je weer in lockdown gaat en online moet werken... |
| | Transcript F | Nou, ik weet: op een gegeven moment kwam de lockdown; en ik had een aantal gezinnen onder me waar het-, het echt onveiligheid betrof... En toen kwam die hele strenge lockdown en toen werd de aanpak op die manier veranderd dat er, vanuit de organisatie; een 'veiligheidsteam' werd opgezet. Dus toen ging het erover dat ik dan niet meer zelf naar mijn gezinnen toe zou gaan, maar dat dat veiligheidsteam, uhm, hè: namens de wijkteams zeg maar zou gaan. Dus dat je eigenlijk een vast, nou ja: het was een klein team-... <i>*Hoest.*</i> Sorry. Die al die veiligheids-, uh: taxaties ging doen, en veiligheidsplannen schrijven, et cetera, en... Dat vond ik wel lastig! Ik dacht van: "oh, hey: ik ben in een gezin opgestart; en nou moet ik hem uit handen gaan geven?" Dat vond ik eigenlijk ook niet oké voor een gezin zelf... |
| 3.2.1. Longevity of COVID-19 crisis becomes clear | Transcript B | Maar goed, dan kom je er gaandeweg achter dat het nog heel lang gaat duren, en dan ga je dat toch maar mee aan de slag |
| 3.2.1. Loved ones getting sick with COVID-19 | Transcript A | Opgelucht, want mijn [<i>familielid</i>] was meteen in die eerste golf ernstig ziek en het heeft mij heel erg geholpen, want ik hoefde dus niet van huis. Ik mocht niet van huis, had ik ook niet gekund. Maar voor mij kwam het eigenlijk heel goed uit. |
| 3.2.1. Loved ones with increased health risks | Transcript F | Nou, ja... Wat het is: in het begin van de crisis was je heel erg met die cijfers allemaal bezig. En dan dacht ik: "ohh, zo-, zó veel mensen liggen in het ziekenhuis!" En dat vond ik wel heel erg. En, uhm... Mijn [<i>familielid</i>] zelf is ook-, heeft COPD: dus die |

heeft ook een longziekte. Dus wij waren in het begin echt heel voorzichtig. Dus dat heeft-, heb ik wel heel erg gedacht: "oké," hè, ja: "ik moet-, wil dat ook: neem het serieus en, uhm, ik, uh: nou, dat thuiswerken is ook wel goed, want dan kan ik ook bij mijn [familielid] blijven komen."

3.2.1. Pressure to do 'the right thing'

Transcript A Ja ik... Ja... En ik denk dat ik dat sowieso redelijk goed kan. Weet je: als iets echt, ja, door zo'n soort omstandigheden geadviseerd wordt, ja, dan doe je dat. Dat is ook een stukje, braaf zijn, he? En, uh... Ja.

Transcript B Ik denk dát [omdat er in het begin een 'crisisfeer' was], maar óók omdat wij wel een voorbeeldfunctie zijn, denk ik, ook. Dus je wilt, uhm... We zien natuurlijk de hele dag héél veel mensen, en je wil ook, uhm... Ja, als, als-... Ik weet niet: of als professional, of als rolmodel, wil je toch óók laten zien dat je wél de regels naleeft, ook al, uhm, láát je af de doorschemeren dat je het zat bent om, uhm, nou ja, zeg maar net wat

Transcript D Ja, maar ik moet! Ik moest wel! Want ik kon niks anders bieden aan mijn cliënten en die komen niet voor niks bij een psycholoog! Dus: je had-, ik-... Voor mijn gevoel had ik helemaal geen keuze, daarin. Dus ik-... Natuurlijk: ik heb ook niet gedacht van: "ik ga dit niet doen," want dat was helemaal geen optie

3.2.1. Understanding of government measures as the cause of the change

Transcript B Ik denk met de onderbouwing van het, van het doorvoeren van het beleid. Dus de crisis: daar moest op gereageerd worden in het héle land,

Transcript E Dus dat, uh-... Daar moest je al in meebewegen, hè, want: dan was de school weer open, dan was de school weer dicht, dan moest het fifty-fifty en dan-, *zucht.* Dus daar was best wel een, uh, daar was het iedere keer weer zoeken: "wat kan?"

3.2.1. Understanding of the COVID-19 crisis as the cause of the change

Transcript A Dit overkomt ons nu, dus moeten we gewoon mee dealen, he? Ja, ja. Dat, ja, moeten, ja- daar moeten we mee dealen. Plus, ik had een zieke [familielid], dus ik zag er ook echt wel de meerwaarde van in.

Transcript B Ja, ik denk corona... Het onderwerp corona zelf, zeg maar, dat, dat... Dat gaat iederéén aan dus dan snap je ook een beetje-... Net zoals in de regering: ja, weet je, het is altijd makkelijk roepen vanaf de zijlijn, uhm... Maar je zult je bij sommige dingen ook neer moeten leggen.

| | | |
|--|--------------|---|
| | Transcript C | ik heb wel een beeld gekregen van dat hier niemand wat aan kon doen. Dat het gewoon een gevaarlijke ziekte is, waardoor je eigenlijk ook wel, uh, een beetje uniformiteit nodig hebt om beleidsregels te kunnen doorvoeren, he? |
| | Transcript F | dat moesten we gewoon gaan doen vanwege de coronacrisis. |
| 3.2.1. Understanding of the need for change | Transcript A | Opgelucht, want mijn [<i>familielid</i>] was meteen in die eerste golf ernstig ziek en het heeft mij heel erg geholpen, want ik hoefde dus niet van huis. Ik mocht niet van huis, had ik ook niet gekund. Maar voor mij kwam het eigenlijk heel goed uit. |
| | Transcript B | We hebben een kwetsbare doelgroep; niet altijd op medisch vlak, maar wel, uhm, in de zin dat we ook crisisdienst draaien. |
| | Transcript C | als dat niet was, dan ja, had je een risico dat je sneller besmet werd, of dat je ook doodziek werd, of dat je collega's deed besmetten omdat jij werd besmet, dus... Dat was eigenlijk allemaal wel duidelijk en ja: daar ben ik ook wel milder in, dan. |
| | Transcript D | He, dus: ik begreep de ernst van de situatie wel... Uhm... Dus, nee: niet per sé. Daar heb ik vanaf het begin wel... Want: in het begin vond ik het dus zelf ook eng! Dus... Wat dat betreft was het-, het gaf ook een soort van veiligheid, voor mezelf, natuurlijk, wel... |
| | Transcript F | Nou, ja... Wat het is: in het begin van de crisis was je heel erg met die cijfers allemaal bezig. En dan dacht ik: "ohh, zo-, zó veel mensen liggen in het ziekenhuis!" En dat vond ik wel heel erg. En, uhm... Mijn [<i>familielid</i>] zelf is ook-, heeft COPD: dus die heeft ook een longziekte. Dus wij waren in het begin echt heel voorzichtig. Dus dat heeft-, heb ik wel heel erg gedacht: "oké," hè, ja: "ik moet-, wil dat ook: neem het serieus en, uhm, ik, uh: nou, dat thuiswerken is ook wel goed, want dan kan ik ook bij mijn [<i>familielid</i>] blijven komen." |
| 3.2.1. Understanding that the organisation acts out of best interest of employees and patients | Transcript B | Als het púúr gaat over corona, dan dénk ik dat, dat ze, uh, dat ze niet anders kónden... Af en toe misschien wat strikt zijn, uhm, maar wél zo goed mogelijk voor iedereen, zowel voor werknemer als cliënt, zorg hebben gedragen. |
| | Transcript B | En zij [de raad van bestuur] moeten vanuit de werknemers denken, maar soms nog méér vanuit de cliënt, en daar wordt al het algemeen natuurlijk veel vanuit gedacht, omdat we díe de hulp bieden. |

| | | |
|---|--------------|--|
| 3.2.2. Understanding of pressured position of decision-makers | Transcript C | Maar, daar kun je ook wel een vraag hebben, over: hoe vaardig zijn mensen, uh, in dit soort, ja, exceptionele situaties, om dat ook goed over te brengen, he? Of goed te anticiperen... Dus daar krijgen organisaties, of hebben organisaties, misschien ook wel stress van gehad, he? |
| | Transcript E | Want: je hoort niet bij de regels van de-, de VO-scholen, je hoort niet bij de regels van de VSO-scholen, je hoort niet bij de <i>[onverstaanbaar]</i> ; ook niet. Je hoort niet bij-, uh... Je bent niet een jongerenorganisatie. Dus: we-, we vielen overall een beetje tussen. Dus, onze directie moest zelf op een gegeven moment maar een beetje gaan bedenken hoe het dan moest. |
| | Transcript F | Dat was wel, uh, frustratie met de situatie, eigenlijk, als je het zo bekijkt. Weet je: ik wist wel, uh, kijk: dit is gewoon landelijk bepaald en dit moest-, nou ja, de organisatie gewoon door gaan voeren. Het was voor hun ook heel erg zoekende, maar daar hebben hun wel altijd een open communicatie over gehouden, van: "hey," hèn: "voor ons is het ook zoeken, uh; blijf signaal afgeven als je het [er] niet mee eens bent," of iets... |
| 3.2.2. Understanding of pressured position of direct superior | Transcript D | Ja, dat-... Als wij dat allemaal aan onze leidinggevende hadden gevraagd; dan had <i>[mijn leidinggevende]</i> een dagtaak gehad aan, uh: ons-, uh, ons daarover informeren in plaats van haar eigen psychologenwerk ook nog doen... |
| | Transcript E | Ik-, ik stond uh-... Ik... Mijn begeleider, omdat; ik was stagiair... Mijn begeleider was een-, uh, een <i>[persoon]</i> de niet op <i>[zijn/haar]</i> mondje was gevallen, uh, met echt een heel groot hart voor de zorg. En, uh: die kreeg geen duidelijke richtlijnen vanuit de directie, omdat de directie eigenlijk aangaf: "wij weten het ook niet." En, uhm... <i>[mijn begeleider]</i> heeft toen aangegeven: "oké, maar dan is dít wat ik ga doen en zoeken jullie maar uit, want ik wil niet dat ik over drie maanden," uh, hèn: "allemaal suïcidegevallen heb, of allemaal mensen heb die je weer van de bodem af aan op kunt rapen." |
| 3.2.2. Understanding of pressurised position of decision-makers | Transcript B | En dat-, en dat opzicht denk ik wel, kijk... Daar ga je dan natuurlijk ook over nadenken, van: "welke keuzes staat zo'n raad van bestuur?" Of, uh... Dat zijn ook niet de makkelijkste. |
| 3.2.2. Understanding of pressurised position of direct superior | Transcript B | Maar <i>[mijn leidinggevende]</i> staat soms ook op een punt, dat <i>[hij of zij]</i> ook niet verder komt, dus dat, daar moeten we het dan mee doen. |

4.1.1. Difficulties in suddenly having to design a new, online version of therapy sessions

Transcript B Maar ik behandel-, inhoudelijk worstel ik wel met góed therapievorm kunnen geven.

Transcript D Bijvoorbeeld de cognitieve gedragstherapie [*online uitvoeren*] bij een kind van tien: daar is me ni-, uiteindelijk niet gelukt. Maar dan heb ik-... Dan heb ik maar in die tijd ouders begeleiding gegeven, en die behandeling meer-, min of meer, 'on hold' gezet; of ouders een beetje geïnstrueerd hoe ze het bij hun kind konden doen, uhm... Dan dat ik echt zelf die behandeling dan heb gedaan.

Transcript F Nou, ik heb-, in het begin van de coronacrisis wel heel veel druk ervaren, omdat ik dacht van: "hey, maar gaat dit wel goed en werkt het wel voor iedereen?" Dus je bent toch veel meer bezig met je gezinnen, ook, om te checken van: héy, inderdaad: "is het voor jullie ook een oké aanpak, sluit het ook aan bij jullie en jullie hulpvraag of, uh, merken jullie dat het niet vorm te geven is?" Dus dat gaf me eigenlijk in-, in de beginfase wel wat meer druk.

4.1.1. Missing (potentially important) signals in virtual therapy sessions

Transcript A Dus letterlijk, dus, informatie missen, he? Informatie, toegevoegde in-, ja, informatie, zoals lichaamstaal, he? Kijk, jij weet ook: communicatie gaat maar voor 15 procent over de dingen die we zéggen.

Transcript B Dus, ik, ik vind dat ik vaak, uh, veel, uh, signalen mis, uhm... Dus uhm... Uhm... Je ziet iemand vaak maar tot, tot borsthoogte, uhm... Zeker als je mensen voor de eerste keer ontmoet, uh, wil je, wil je een kind ook gewoon in je, in je kamer zien. Uh, tot op zekere hoogte gaat dat wel via beeld. Uhm... Ja, dus daar, daar ben ik nog steeds wel mee aan het stoeien...

Transcript C Ik denk wel dat je ook soms dingen voelt als mensen dichtbij zijn... He, dus, uhm: hoe neuronen spiegelen bijvoorbeeld, he? En, dat zegt ook iets over hoe je mensen begeleid of wat je kunt voelen in contact, he? Dat komt, uhm, minder goed over als je een online beeldbel-contact hebt, dan als je mensen, uh, uhm: ter plekke ziet.

Transcript E Ja. Ja, want je hebt letterlijk: je staat letterlijk in de situatie. Als jij ziet dat-, uhm... Wat was het afgelopen week toch... Dat-, uh, hè: 'bewoner A' na het paasweekend, uh-: z'n hele appartement ondersteboven heeft staan, omdat het, uh-, niet goed ging: dan zie

je dat als je daar fysiek bent. Als jij daar digitaal mee aan het bellen bent: had ik dat niet opgemerkt.

Transcript F *Lacht:* Nou, dat riep bij mij wat weerstand op, merkte ik wel!
Lacht. En dat zat hem eigenlijk erin dat ik dacht: "oh," uhm, "ik-," weet je: "ik vind, vooral binnen de GGZ, dat je ook wel een bepaalde vorm van voelen, zeg maar, hebt binnen gesprekken; waarin je voelt van: hey, he: volgens mij zit hier iets niet in de haak, he: volgens mij, uh, is er wat meer aan de hand." En ik had wel zoiets van: "als we alles beeldbelloos gaan doen, dan ben je eigenlijk een soort-, van een soort zintuig afgesneden." Dat voelen, dat-, dat stukje: dat valt dan weg.

4.1.1. Online therapy is not suited for certain types of clients or client problems

Transcript B omdát we ook écht veel beperkingen mérken, uhm, om met deze doelgroep géed te kunnen werken. Uhm... En op, op verschillende vlakken zitten er ook... Ja, goed, een zesjarige voor een camera is een uitdaging; een puber van vijftien die daar geen zin in heeft, uh, gaat dat óók niet doen... Lós van veiligheid, he, zitten, kinderen zitten bij ouders thuis; soms in onveilige situaties. Kun je dan wel spreken via de camera? Want ze horen alles. Dus, in díe zin hebben wij ook, denk ik, ook, ook, uhm, ja ook, ook reële argumenten waaróm we, uh, niet altijd uit de voeten kunnen met beeldbellen.

Transcript C Maar dat kan ook door de populatie komen, he? Zo van: dus daar is dan onderscheid in. Omdat ik daar ook... Bij [organisatie 1] deed ik crisisdiensten en zag ik mensen die, uhm, uh, per acuut gezien moesten worden en ingestuurd werden door de huisarts. En bij [organisatie 2] betrefte het eigenlijk altijd mensen die van tevoren zijn aangemeld en geen acuut karakter hebben, die gezien moeten worden.

Transcript D Maar bijvoorbeeld: cliënten met persoonlijkheidsproblematiek zitten bij ons en schematherapie groepen; dus dat gaat hem ook niet worden via beeldbellen

Transcript E Want we hebben-, we hadden op het OPDC, uhm, best wel veel jongeren met angst en sociale klachten, en, uhm... Voor hun was het al een-; voor sommigen was het écht al een grote stap om überhaupt met jou in gesprek te gaan. En als je dan ook nog achter zo'n beeldscherm, en dan moet je je camera aanzetten, en, uh, je geluid, en uh-: "oeh, moeilijk, spannend!" En ze hadden ook niet altijd allemaal, uh, de-, de digitale... 'Skills.

- Transcript F Dat kan van onveiligheid binnen gezin gaan tot aan, uh-, nou ja, hè: er zijn problemen op school; hoe lossen we die op? Tot, uh, nou ja: andere, uh, lijnen met hulpverleners openhouden. Dat was zó breed.! Dus ja, daarin denk ik dat het veel handiger is als je langsgaat om ook te voelen van, hey, hè: "hoe-, hoe is dat nou daar thuis, in een gezin?"
- 4.1.1. Patients do not always have access to - or the skills needed for - the appropriate technology
- Transcript B Maar we kunnen ook niet van cliënten verwachten dat zij de beste apparatuur hebben, dus dat was óók een uitdaging.
- Transcript C En, uhm, soms heb je ook huishoudens die zich online niet kunnen permitteren, of daar nog niet op ingesteld zijn. Of oudere mensen die dement zijn, die, ja: geen mogelijkheden hebben om zoiets goed uit te voeren. Kijk: wij, wij zijn in de gelukkige positie dat we en geld hebben en misschien nog wel de capaciteit hebben om ons aan te passen. Maar er zijn ook mensen die dat niet hebben, he?
- Transcript E En die zullen ook-, inmiddels allemaal hartstikke goed, uh, zijn met die software, maar die waren toen ook gewoon aan het klungelen en klooiën, en... Dat, uh, we een, uh, afspraak hadden en, uhm: dat ik ze op een gegeven moment maar met m'n telefoon heb gebeld van: "hoi, uh..." *Lacht.* En dan kreeg ik ze er gewoon niet aan.
- 4.1.1. Patients have to be willing to cooperate
- Transcript A He, want sommigen vonden het niet fijn, dus ik liet het ook wel eens gebeuren om, uh he, dan toch, uh, zonder beeld te bellen, en te praten.
- Transcript B Maar ik vind het ook een beetje de enkeling die daar, *lacht*, die daar gebruik van maakt, dus het is soms wat meer motiveren van: "hey, maar we hebben dit [*online platform*]; ga ermee aan de slag," en dan vervolgens, drie weken later, is er nóg niks ingevuld.
- Transcript E Kijk, uh, ja: je kon steeds-, steeds minder leerlingen bereiken. Steeds minder leerlingen namen nog op als je online-, uh, belde. Of z-, hè: steeds meer leerlingen hielden hun camera's uit, uhm, of begonnen-, of, uh: wilde niet meer door de microfoon praten en dan gingen ze alleen maar via de chat typen... Het-, het werd steeds summierder; hoeveel contact je nog met iemand had.

| | |
|---|--|
| <p>4.1.1. Some types of appointments are very difficult to conduct online</p> | <p>Transcript F Maar ja: is dat inderdaad ook wel wat het gezin oké vindt of niet, hè? En: werkt dat ook voor een gezin, of zegt een gezin: "nou dat dat virtueel bellen, voor mij: dat-, dat willen we helemaal niet: laat maar zitten." Of: "ik doe niet meer mee aan een behandeling."</p> |
| | <p>Transcript B Dus je kunt níet een IQ-onderzoek doen bij een kind van zes, online.</p> |
| | <p>Transcript C Zo'n Qb-rest is minder zorgvuldig online. En, weet je: een patiënt kan ook z'n moeder ervoor zetten; of z'n broertje die echt ADHD heeft... He? Dan krijgt die wel medicatie voorgeschreven, omdat die dan wel positief kan reageren: een drugsgebruiker kan er op die manier ook makkelijker doorheen komen. En ja, weet je: dat voel je of dat merk je tijdens de intake meer [<i>als die face-to-face is</i>]. He? En, het instrument: het ondersteunend instrument, kan ook nog minder zorgvuldig zijn</p> |
| | <p>Transcript D Ik geef ook een therapie die heet 'Pivotal Response Treatment': dat is een therapie voor kinderen met autisme. Uhm... Maar dan moet je ook, uhm, zeg maar continu, als een kind een vraag stelt, het belonen door datgene te geven wat-, waar het kind om vraagt. Maar ja, dat gaat via beeldbellen niet!</p> |
| | <p>Transcript F Al blijf ik wel erbij dat ik denk, he: als het gaat om veiligheid, of veiligheid taxaties of iets, he: dan-, dan moet je gewoon wel echt naar een gezin toe blijven gaan, om ook inderdaad, he: dat-, dat voelen, intuïtie, he, inderdaad: zo'n 'onderbuikgevoel', wat je wel eens kan krijgen... Ja, ik denk, als je helemaal alles met beeld bent-, gaat doen; dat je dan toch minder-... Nou: dat je misschien signalen misloopt...</p> |
| <p>4.1.2. Decreased connection with the patient</p> | <p>Transcript B Voor m'n gevoel, en ook om 'feeling' met die mensen te krijgen, vind ik dat toch fijner omdat er in 'real-life' te doen dan via een beeld. Ja.</p> |
| | <p>Transcript C Dat is... Zeker wel... Uhm... Ik denk ook wel zo, uhm, uhm... Dat het voor veel mensen misschien ook wel een uitkomst is, he? Kijk: als je een beetje vermijdend bent qua karakter, of angstig bent: dan is het [<i>virtuele afspraken</i>] een prima oplossing, denk ik. Alleen, uhm, doe je dan ook weer niks meer aan 'exposure', he? *Lacht:* Omdat je je dan toch gewoon op een afstandje kunt houden.</p> |

| | | |
|---|--------------|---|
| | Transcript D | Ja. Als iemand bijvoorbeeld echt emotioneel wordt of, uh, bijvoorbeeld zegt dat diegene suicidaal is: dan wil je dat niet inschatten via beeldbellen. |
| | Transcript E | Die-, eigenlijk: die schieten dan gewoon onder-, onder de radar. Want als die uit dat <i>[face-to-face]</i> contact, uh, gingen; dan gingen ze in de vermijdingsstand en dan-... Die hebben gewoon zes weken op hun kamer gezeten! |
| | Transcript F | Het voelt wel wat afstandelijker. |
| 4.1.2. Not being able to see new patients in person for the first appointment | Transcript A | Ja, wat ik dus ja, ik heb dus meegemaakt dat ik mensen, een paar mensen in coronatijd dus, eerst alleen maar virtueel had gezien en toen op een gegeven moment ook aan m'n bureau hier in de praktijk. [...] Dat was... he, héél onwennig ja. Dat was ráár, voor ons allebei. |
| | Transcript B | Zeker als je mensen voor de eerste keer ontmoet, uh, wil je, wil je een kind ook gewoon in je, in je kamer zien |
| | Transcript C | Ik moet er niet aan denken dat ik mensen niet in de Intake kan zien, en dat ik niet kennis gemaakt heb van dichtbij en toch een beetje ook te voelen. Dat is-... Maar: voor mij is gevoel, of dichtbijheid, ook heel belangrijk. |
| 4.2.1. Communication is less effective and efficient | Transcript C | Wat zeker ook wel een nadeel is, als je met heel veel mensen zit in een online vergadering: dan neemt de betrokkenheid zeker af. Tenminste: bij mij, he? Dus: ik kan die dingen-, ja, en dat hoor ik ook van heel veel ADHD-patiënten, toch ook wel veel minder goed volgen dan, he? Omdat, ja: dan haak ik makkelijker af. Wat me ook nog wel bevreedde is hoe mijn collega's erover konden denken. |
| | Transcript D | eigenlijk altijd als ik met ICT bel met een vraag, dan heb ik dus zelf al vijf dingen geprobeerd en dan vragen ze altijd die vijf dingen: of ik het al heb geprobeerd. En dan zeg ik altijd: ja, ja, ja, ja, ja. En dan vragen ze: "mag ik je scherm overnemen?" En dan nemen ze het over en dan gaan ze eerst die vijf dingen doen waarvan ik zeg dat ik ze net al heb geprobeerd. Zo zeg ja maar. *Lacht:* |
| 4.2.1. COVID-19 causing chaos in networks of | Transcript C | Op een gegeven moment was het land ook een beetje op hol geslagen, he. Normaal hadden we eigenlijk altijd een huisartsenpost in <i>[plaatsnaam]</i> , maar toen was opeens de-, uh... Er waren zo veel meldingen van zieke mensen en ziektes en |

collaborating
organisations

corona en besmettingen en maatregelen; dat we opeens te maken hadden met wel twintig, uh, uh, assistentes die in [*andere plaatsnaam*] gesitueerd waren en wat ook niet goed georganiseerd was. Dus dan komt er een crisisdienst melding binnen en dan moest je terugbellen, dan kreeg je een signaaltje en dan moet je bellen, en dan wist iemand opeens niet meer waar dat over ging en welke assistent daarvoor gebeld had. En, ja: je kon dan ook niet zomaar in [*eerste plaatsnaam*] naar, uh, de locatie die je normaal ging, want de mensen zaten allemaal in [*tweede plaatsnaam*], bijvoorbeeld. He? *Lacht:* Dus... Ja: dat soort zaken, dat maakte het wel allemaal complex, he.

4.2.1. Technical
difficulties during
colleague meetings

Transcript B Op zich, nou ja, dat is ook een uitdaging. Uhm... Ja, goed de, de bekende etherdiscipline, goed, die kent ieder iedereen, inmiddels. *Lacht.* Nog steeds een uitdaging als iemand met geluid aan en oortjes en nou ja, noem het allemaal maar op, uhm, dat zorgt ook af en toe wel voor wat hilariteit maar, uh, af en toe ook heel storend.

Transcript F Vooral bij vergaderingen. Want, uh: wij hadden een groot team, van dertig man, en, *lacht:* dan zit je met z'n dertigen in een vergadering.

4.2.2. Decreased face-to-
face, informal contact
with colleagues

Transcript B Uhm, én het contact met collega's heb ik écht heel erg gemist.

Transcript E [*Frustratie naar de directie*] was er echt wel af en toe hoor. Maar ik denk dat het wel vaker was dat je juist naar iemand toe wilde lopen-, en: "hey, zal ik even een kop koffie voor je halen, want volgens mij moet je even gaan zitten."

4.2.2. Not being able to
blow off steam together
with colleagues face-to-
face

Transcript B maar wel met name, uhm, de onderlinge verbondenheid dus dat je even met elkaar pauze houdt of even weet hoe het met iemand is of bij elkaar -binnenloopt dat, dat is, dat is er niet als je thuis aan het werken bent. En dat dat vind ik wel een belangrijk iets in ons werkveld omdat we af en toe wel, ja, zware casuïstiek hebben en dat is wel fijn om af en toe even binnen te lopen, even stoom af te blazen. Uhm... Ja, en dat doe je nu eigenlijk niet als je aan de keukentafel zit te werken. Dus dat, uh, dat, dat is ook veranderd, wel.

Transcript C Ja, weet je: je werkt in een bepaald veld, waar eigenlijk ook wel moeilijkheden zijn, he, zo en waar je, ja: toch niet-gemakkelijke

verhalen kunt horen en waar je eigenlijk ook wel graag wat wil delen
