

*Enablers and Inhibitors to Collaborating and
Organizational Partnership in the
UK Voluntary and Community Sector*

A Longitudinal Case Study

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London School of Economics and Political Science

Enablers and Inhibitors to

Collaborating and Organizational Partnership

in the UK Voluntary and Community Sector

A longitudinal case study

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Synopsis

This thesis is an attempt to help us better understand the dynamics of partnership, as well as how internal and external group factors may enable or inhibit project success and collaborating in the context of Public Sector Reform.

The study compares theoretical concepts and frameworks with findings from the project case in order to draw implications for both theory and practice. The research makes a contribution to the managerial literature, as well as the literature in Organizational and Social Psychology, whilst proposing a new framework for the relationship between project and group dynamics in the context of project-based organizing. This is important to help us better understand the dynamics of partnership and organization making via project-based consortia.

Based on a longitudinal case study the research follows a Partnership Project of seven organizations in the UK Voluntary and Community Sector (VCS) seeking to explore new ways of working together in order to adapt to a turbulent and changing environment. This sector is undergoing reforms, which aim to make charities more efficient and effective, through the introduction of new policies and grant funding schemes that change the way funding is made available. These changes aim to trigger collaborative working and shared service development.

Whilst initially successful in their collective effort the Partnership Project, however, has evolved differently than anticipated by the partners, with main objectives not being met.

After reviewing both economic and social strands in the organizational literature relating to organizational partnership and collaborating, the research utilizes multiple data streams to identify both social and economic factors that have enabled or inhibited partnership and collaborating in this particular project.

The results are largely consistent with partnering issues discussed in the organizational literature, i.e. key issues discussed in the organizational literature are also active and important in the sample investigated.

A key finding, however, is that group dynamics and project performance cycles are considerably influenced by when partners join or leave the project consortium. Further, that whilst economic affordances may trigger partnership and collaborating, social factors, such as common goals, joint intentionality and social identity play a more important role in keeping partnerships alive.

The study shows that social and economic enablers and inhibitors are interrelated and important to enable partnership and collaborating at different levels: contextual dynamics, project dynamics, group dynamics and sense-making. Ultimately, issues affecting dynamics at one level will impact other levels over time. Further, project and group dynamics are mediated by both social and economic affordances during critical transition points of collaborative ventures.

Finally, the research contributes context specific definitions of what partnership and collaborating and similar concepts such as co-creation mean in practice. Further, the thesis contributes improved methodological procedures, as well as a set of new hypotheses to enable future research and case based inquiry within the problem domain. The research also draws practical implications that aim to help us better understand and manage multiparty collaborations in the context of project based organizing.

Key words: Partnership, inter-agency collaborating, longitudinal case study, qualitative research, mixed methods.

To Marion

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List of abbreviations

AtlasTi = Name of Qualitative Analysis software Tool

ELSE = Enterprise LSE

ESPC-A = Specialist Person Category A Government Policy

ESPC-B = Specialist Person Category B Government Policy

EVA = Evaluation study

HU = Hermeneutic Unit

ICTs = Internet and Communication Technologies

LG = Lucia Garcia-Lorenzo

LSE = London School of Economics and Political Sciences

Marcom = Marketing and Communications

MCK = Feasibility Study on Managing Collective Knowledge

NOF = New Organizational Forms

NPD = New Product Development

R&D= Research and Development

SNA = Social Network analysis

SPC-A= Specialist Person Category – A

SPC-AA = Specialist Person Category A new agenda

SPC-B= Specialist Person Category – B

SPSS = Statistical Package for the Social Sciences

TNA = Thematic Network Analysis

TR = Thorsten Roser

VCS = Voluntary and Community Sector

Chapter 1 Introduction

Collaboration is a tremendously important research topic. Most human achievements are based on collaborating, working as collectives or in some form of partnership. The word partnership implies possibility, unity and joint achievement, even satisfaction and success. The assumption is that by working collaboratively we can achieve more together than we ever can alone, whether we do so to tackle climate change, political and ethnic disputes or to deal with disease, or to understand the way that people will behave and organize in the future. Individuals alone cannot tackle the challenges we face. We need to understand how societies function at every level; certainly, they function due to people engaging in groups, organizations and joint effort.

So let us be partners and collaborate. The benefits of collaborating are obvious. When working in partnership, the whole will be more than the sum of its parts. But how does partnership and collaborating really work in practice and what factors may support or work against it? This question is the focus of the thesis; it will explore partnership and collaborating by comparing theoretical assumptions stemming from the organizational literature with a project case that shows what happens in practice. By doing so this study attempts to help us better understand the dynamics of partnership, as well as how internal and external factors may contribute to the failure or success of collective ventures.

This first chapter introduces the research. Section 1.1 will position it within prevalent research streams. Section 1.2 will outline why the problem domain and this research is important. Section 1.3 will specify the aims of this research and section 1.4 will outline the particular knowledge interests of the study at hand and derive the research question with which the research is concerned.

The next section will outline the specific problem domain of this thesis and the significance of the study in more detail.

1.1 Positioning the research

This research contributes to the multidisciplinary research area concerned with Managing Organizational Partnerships Alliances and Networks (MOPAN). The general aim of such research is to contribute to a better understanding of what partnerships, alliances and networks are, how they function, as well as what they mean for those involved (Gössling, Jansen and Oerlemans, 2005). Furthermore, the research field addresses what may enable or inhibit partnership and collaborating across diverse contexts and ventures. More specifically, the study of partnership dynamics contributes to research on organizational dynamics (Boros, 2009) and Collaboration Management (Huxham and Vangen, 2005), particularly project-based collaborating, as well as organizational perspectives prevalent in Organizational and Social Psychology (Hosking and Morley, 1991). The thesis therefore applies concepts and theories from these backgrounds to this problem domain.

The study of partnership dynamics leads us away from the more product and structure oriented normative managerial models of organization towards the more process and practice oriented debate prevalent in other Social Sciences such as Cultural Studies, Sociology, Anthropology and Psychology. Specifically, group dynamics are researched in the field of Social and Organizational Psychology.

Yet, emerging research streams focusing on organizational dynamics remain largely disconnected from the discourses exploring partnership projects and collaboration dynamics. Work on organizational partnerships traditionally focuses on strategic alliances and networks (see Burt, 1982; Doz and Hamel, 1998; Burt, 1992; Huxham and Vangen, 2005). Collaborating is a field primarily addressed by research on small groups (see Katz and Kahn, 1978; Ellis and Fisher, 1994) and project/work teams (Cicmil and Hodgson, 2006). Partnership and collaborating in the context of project-based organizing, however, is not exhaustively addressed and integrated with this body of work. Rather, the literature lacks an overarching umbrella of work that would allow us to clearly position research on partnership dynamics and project-based collaborating within a particular field of organization studies. As such, the

study of partnership dynamics is a small but promising and increasingly important field of organizational research with potential relevance to many other fields of practice and research. In particular the study of organizational, project and group dynamics may shed light on partnership dynamics and how we can better support organizations in understanding and managing them.

Work on partnership dynamics is in its early stages of postulating more comprehensive theories and frameworks that would allow us to understand collaborating and (inter-) organizational dynamics (see Gray and Wood, 1991; Wood and Gray, 1991; Huxham and Vangen, 2005; Boros, 2009). This is particularly the case with regard to understanding the processual nature and relationship between project and group dynamics in the context of partnership projects. Hence, this thesis looks to address this research gap by investigating the relationship between both project and group dynamics based on researching a dedicated and real world project case in order to help us help us better understand the dynamics of partnership in these contexts of organizing. This thesis therefore addresses how group internal and external social and economic factors may enable or inhibit project success and collaborating within partnership consortia. The findings, based on analyzing multiple research streams relating to the project case, result in a new reference model (see chapter 7, figure 7-4), which provides the basis for further and more in-depth study on collaborative ventures.

1.2 Significance of study

In an increasingly intertwined, complex and dynamic world, we face enormous environmental, societal and economic challenges, where collaborating is an essential part of organizational life and problem solving. New research streams are concerned with understanding how we can systematically leverage the collective knowledge of human groups and networks to better tackle problems in society, at a time when innovating is becoming faster, cheaper and more target oriented. Since entering the digital information era and the ‘knowledge society’ (Drucker, 1969; 1993), different ways of collaborating are emerging that demonstrate how we can go beyond

leveraging the potential of a particular (geographically co-located) group: cooperation and collaborating across dispersed groups and flexible work teams has become a fundamental societal issue. Crowd-sourcing (Chesborough, 2003; Howe, 2006), open-innovation approaches (see Piller, Vossen and Ihl, 2012) and the co-creation of value (Prahalad and Ramaswamy, 2000; Prahalad and Ramaswamy, 2004; Vargo and Lusch, 2004) are examples of new ways of organizing that show how we can use diverse competence and dispersed ‘wisdom of crowds’ (Surowiecki, 2005) as alternative approaches to effective problem solving and foster (open) innovation (see Whitla, 2009).

However, ‘collaborating to compete’ is also a new paradigm (Bleeke and Ernst, 1991,1993; Amaldoss, Meyer, Raju and Rapoport, 2000), as well as policy imperative (see Hudson, Hardy, Henwood and Wistow, 1999) for achieving collaborative advantage through partnerships and other forms of multi-organizational collaboration (Huxham and Vangen, 2005). Such ‘joined-up’ working is also associated with ‘coopetition’ i.e. to cooperate and compete simultaneously (Bengtsson and Kock, 2000) and particularly in the UK interagency collaborating has been commonly promoted as a ‘hot’ policy topic (Hudson et al., 1999).

Further, due to the increasing need for cost savings and greater effectiveness of service, we can observe a ‘projectification’ of society with the wide adoption of partnership working across many areas including the public and voluntary sector (Hudson et al., 1999; Huxham and Vangen, 2005; Cicmil and Hodgson, 2006). During the last decade, Public Sector Management in Great Britain has been implementing partnerships and project-based forms of interagency collaborating as a way to foster greater competitiveness and efficiency. A project, in this context, is a form of temporary organization instigated to increase organizational efficiency (Turner, 2008), as well as the success of government top-down programs (Kickert, 1997).

Achieving organizational flexibility is a common goal when dealing with increasingly complex and volatile environments (Schreyögg and Sydow, 2010).

Hence, project-based collaborating is promoted as a way to solve societal problems more efficiently (see Williams, 2002; Huxham and Vangen, 2005; Tsasis, 2009). Government seeks to implement more cost effective ways to deliver more efficient community services by encouraging inter-agency partnerships, and the sharing of resources, skills and know-how. They especially aim to improve the work of health sector organizations, charities and NGOs in this way (Hudson et al., 1999). Inter-agency collaboration is organized mainly in the form of multidisciplinary teams across the boundaries of different organizations, as well as sectors. Thus, researching what may enable or inhibit partnership is very much in fashion and in demand (Gössling, Oerlemans and Jansen, 2007).

However, project-based organizations are fragile and volatile, which means that they need considerable management support in order to survive (Axelsson and Axelsson, 2006). In particular, they require support in connection with continuous political change and other factors which organizations may find difficult to influence. This creates a highly dynamic and project driven environment making innovative and new ways of working an imperative for organizational survival and success. The recent policy changes and grant funding schemes implemented in the UK Voluntary and Community Sector (VCS) reflect these challenges (see ESPC-A, 2003).

Whilst inter-agency collaborating as promoted by Government (see Hudson et al., 1999) may bring about many obvious benefits for society, many stories of collaborating and partnership include notions of difficulties and tensions amongst partner organizations (Huxham and Vangen, 2005; Gössling et al., 2007). Collaborating across networks and projects, where organizational integration is primarily achieved through integrating processes and ways of working, brings about new requirements and challenges for organizations. Many collaborations fail to achieve their objectives (Huxham and Vangen, 2005) and empirical research has also shown that collaboration partners often collide with each other (Gössling et al., 2005). In project-based collaborations, organizations also need to establish new ways of working in partnership that allow for collaborating without merging and research has shown that cultural differences may play an important role in the failure

of such strategic alliances (Omta and Van Rossum, 1999). In addition, trust has been identified as a key factor in enabling flexibility to deal with critical issues that may emerge in cooperative contexts (see Roy and Dugal, 1998; Moreland and Levine, 2002; Vangen and Huxham, 2003b; Bouwen and Taillieu, 2004; Costa, Roe and Taillieu, 2001). Moreover, lack of commitment is generally viewed as a barrier to collaborating. However, how such necessary commitment towards a joint project is established by the group entering into a partnering process is less clear, and difficult to research. Although inter agency collaborating is seen as highly desirable, it has remained conceptually elusive and difficult to achieve in practice (Hudson et al., 1999).

On another level, collaborating is also a creative process where complex decision-making leads to active engagement with implementation (Humphreys and Jones, 2006). Hence, collaborating requires creative flexibility and finding ‘flow’ (Csikszentmihalyi, 1998). This is particularly the case as every problem solving and co-creation context is different and there is no best way for collaborating. There is also no guarantee for partners that their collective efforts or partnering attempt will be successful. Further, how partners may co-create ‘new pathways to value’ (see Roser, Samson, Humphreys and Cruz-Valdivieso, 2009) cannot be prescribed; they emerge as partners collaborate within a particular context of co-creating. Hence, they can only be enabled by creating supportive co-creation environments (see Mitleton-Kelly, 2011). Moreover, considering collaborating as emergent and social processes, strategic partnerships may require continuous facilitating and nurturing (Roser et al., 2009; Roser, DeFillippi and Samson, 2013).

Government policy, however, is promoting inter agency partnerships and project-based collaborating, to foster greater services excellence and competition. A key driver for engaging in partnerships and strategic alliances is to achieve ‘collaborative advantage’ (see Huxham and Vangen, 2005). Actors are motivated to create benefits for their organizations by ‘teaming up’ with others. Hence, organizations and researchers both have a desire to understand how collaborating and co-creating value through partnerships really works and what may support or work against it.

Specifically, considering joint ventures requires temporary alignment and commitment to join up entities, as well as pooling of resources (Gray, 1985).

Yet, the particular challenge for organizations engaging in partnerships and consortia is to establish whether their traditional ways of organizing, such as informal networking and project-based work, match with those changes for collaborating aimed at by Public Sector Reform, as well as their individual goals as organizations.

Taken together, studying enabling or inhibiting factors and processes is a very important issue, as collective initiatives can fail or develop differently than initially anticipated by the partners involved. It is vital to study and understand the factors that may enable or inhibit collaborating, inter-agency partnership and co-creating new ways of organizing and value creation. This is especially so when using a project as a form of temporary organization and mechanism to instigate change and foster greater servitization and innovation. New research is needed to deepen our understanding of the processes and dynamics relating to project and group dynamics in the context of interagency collaborating. The next section will therefore outline the research aims this study is concerned with.

1.3 Research aims

This thesis aims to help us better understand the dynamics of partnership, as well as how internal or external factors may enable or inhibit project success and collaborating in the context of project-based organizing and organization making. As such, the goal of this research is to identify and apply social and economical factors and principles to the issues and problems concerning human beings operating within the context of inter-agency collaborating. Furthermore, the goal is to develop a set of plausible hypotheses for what may happen when partners come together in a project consortium in order to engage in collaborative work and organization formation. The thesis aims to help us better understand how partnership and collaborating may evolve over time, while applying, examining, consolidating and expanding theories in use.

With regards to multi-party and interagency collaborating, this research is therefore particularly interested in joint ventures and projects. The project case examined in this thesis is concerned with several organizations coming together in a project consortium, where the partners would sit as trustees of their organization in a new organizational entity.¹

As such, the research seeks to advance our understanding of (inter-) organizational dynamics (Boros, 2009). It does this by contrasting existing theories and concepts from the organizational literature with the events as they unfold in the project case. In this context, the research aims to:

- 1 Examine what happens when actors seek to collaborate and generate value via forming a new organization/partnership
- 2 Apply appropriate theories, concepts and methodologies for analyzing the partnering process, particularly with regards to project and group dynamics
- 3 Compare what the literature talks about with the project case at hand
- 4 Synthesize frameworks where possible with a view to advancing the organizational literature and MOPAN research agenda

Ultimately, the research seeks to help us anticipate possible problems associated with collaborating and partnership working. The aim is to show patterns of human behaviour and engagement rooted in the project case. A further aim is to help us understand what errors human groups are prone to with a view to empower us to develop ways of working around those problems which may get in the way of greater cooperation.

Furthermore, the study aims to uncover if issues external or internal to the group at work play an important role in enabling or blocking collaborative effort. Finally,

¹ The Partnership Project registers as charitable UK Limited Company by Guarantee; see project description in section 4.4

beyond economic issues that impact partnership ventures, social issues and other processes are equally important in terminating success, failure or critical survival of organizational partnerships.

Building on the specific problem domain the next section will outline the particular knowledge interests of this research and derive the research question.

1.4 Knowledge interests and research question

This thesis seeks to advance our understanding of *partnership dynamics* by researching project-based organizing, collaborating and organization making, more specifically, to explore the relationship between *project dynamics* and *group dynamics*. This is important in order to identify factors that may enable or inhibit collaborating and partnership success. The study of episodes of change and innovation, where conflict, tensions, actions and decision making occur, allows us insight into what may be enabling or hindering collaborative working and successful cooperation (see Bouwen and Hosking, 2000). Studying what is enabling or inhibiting collaborating is particularly interesting and appropriate in a context of transition and change, where practices of collaborating, as well as group processes, become visible.

Considering the problem domain of the research this study has the following knowledge interests:

- 1 Understanding how collaborating works and what may enable or inhibit inter-organizational partnership and collaborating
- 2 Contributing to theory building by comparing theoretical concepts with organizational reality
- 3 Drawing implications for both research and practice

Building on these particular knowledge interests allows us to derive the following research question:

What are the social and economic factors

enabling or hindering

organizational partnership and collaborating?

This research question allows us to utilize a grounded approach (see Glaser and Strauss, 1967) in order to identify enablers and inhibitors in situ and for a particular context of problem solving and collaborating. This is particularly useful, as current collaboration theories are descriptive (see Wood and Gray, 1991; Huxham and Vangen, 2005) and cannot predict or falsify how multiple factors may play out in practice. We need to study empirically if and why certain factors are more social or more economic and whether they are internal or external to the group at work. Whilst in theory, most factors tend to be treated as equally important, studying the practice of collaborating helps us understand some factors as crucial while others will be second order. Thus looking at enablers and inhibitors in practice allows us to sort core factors from the manifold issues described in the organizational literature. Hence, researching collaborating by employing an exploratory, yet problem domain-specific research question will allow us to further apply, test, consolidate and advance existing theories and concepts by grounding theory in practice. Ultimately, researching complex phenomena requires us to know the research question well (Chenail, 1997), while ‘keeping our eyes open’ (Eysenck, 1976:9).

Chapter 2 Context of research

This section describes the context in which the study of enabling and inhibiting factors to collaborating and interorganizational partnership is placed. It gives an initial overview of how changes in Government policy impact [Specific Person Category A - SPC-A]² charities in the UK, as well as the response of the particular organizations involved in this research.

2.1 Changes in Government Policy

In 1998 the UK Government launched a Public Sector Reform Programme to deliver ‘joined up Government’ and to ‘encourage innovation and partnership throughout the public sector, in order to improve the quality and cost effectiveness of public services.’ (see URL: <http://www.isb.co.uk>). In the same year a fund for partnership working was created ‘to act as a venture capital fund for government, releasing innovation and building up an enterprising, efficient way of delivering public services.’ The fund intended ‘to bring together partnerships from across central and local government, including frontline staff and third sector organizations delivering services to local communities, and provide the space for new ideas to be tested and to inform improvements to public service delivery and reform.’ (ibid.).

As such, the programme was promoted as an initiative of two separate government bodies ‘with an aim to create sustainable improvements in the capacity to deliver public services in a more joined up manner.’ More specifically, the programme was seen as a ‘catalyst for projects, which have a risk factor and are pioneering, making things happen and producing better quality public services’, while the ‘key principle of the public sector reform programme is that investment is provided in return for

² The particular sector in which this study is placed is withheld to ensure anonymity of the research participants, as well as organizations involved in this research. Further, the organizations involved in this research deal with particular groups of vulnerable people in society. However, for the study itself it is not important in what particular sector these organizations operate as the focus of this research is on partnership and collaborating. Ultimately, the issues investigated here may apply to any organization engaging in collaborative ventures.

reform.’ (ibid.). As such, government effectively opened up or ‘outsourced’ [specific person category A – SPC-A] services, initially delivered by the public sector, to charities or private sector organizations. In return for financial support, organizations needed to offer highly competitive services and be transparent in how they would spend government grants.

Indeed, the new programme represented a significant shift in funding principles for organizations involved in this research, where government would only ‘provide the initial financial backing to projects that demonstrate the capacity to achieve sustainability.’ with an aim of ‘...forging new alliances, creating partnerships and promoting innovation by sharing risks involved in new types of delivery so that the public can get the benefit of a more integrated package of services.’ Apart from managing the programme and accounting for how public monies are spent, the managers of the fund also aimed to disseminate any learning from the almost 500 projects sponsored, to an ‘as wide an audience as possible.’ (ibid.) creating additional pressure of public accountability for all actors involved. In 2007 the fund underwent a spending review and was finally wound down in 2009 with all available monies depleted. This research follows one particular project from initiation to termination, which was funded by the programme.

2.2 Organizational impact and response

When beginning this research in 2004 the UK Voluntary and Community Sector (VCS) was in the midst of implementing reforms that altered funding requirements, as well as how organizations have to organize and position themselves to be competitive in the future. Particularly, the new [SPC-A] Government agenda (SPC-AA, 2003), a national framework for change underpinned by the [SPC-A] Act 2004 outlines the ‘whole-system change needed to support more effective and integrated services’ (SPC-AA, 2003: 13). Amongst others, this new agenda implemented ‘joint commissioning and budget pooling’ aiming to leverage ‘interagency cooperation’, ‘information sharing’ and more ‘integrated front-line delivery’.

In this changing environment, [SPC-A] charities sought to seize new opportunities for their organizations. Some charities were faced with challenges to their potential for future survival and growth. In fact, for a few of the charities involved in this study the changes implemented created a highly competitive and intense situation. The aim to reduce cost, while improving their value-for-money-ratio, as well as quality of service, threatened their very existence. Hence, actors were keen to trial new ways of accessing funding via partnership working.

The particular charities involved in the research responded with proposing an innovative Partnership Project seeking to ‘...*become a role model for how the sector can reform itself*’ (Project Director, Interview 2). This project brought together seven organizations that explored: how to share their knowledge and infrastructure; how to develop shared services in order to benefit from the funding schemes; and how to benefit from sharing accommodation and moving into a shared building jointly owned by the partners.

While during early stages of the partnering process their joint effort was regarded as a flagship project, the ‘Partnership Project’ soon evolved unexpectedly, and arguably less successfully than initially hoped by the actors. Based on longitudinal research this thesis therefore investigates which factors may have enabled or inhibited the success of their project and collective partnering effort.

Chapter 3 Theoretical Perspectives

This section introduces theoretical perspectives relevant to the research. The organizational literature provides two main theoretical strands that can help us understand what factors enable or hinder organizational partnership and collaborating: theories prevalent in the economic and managerial literature (see Burt, 1992; Doz and Hamel, 1998; Gray, 1998; Huxham and Vangen, 2005) and contributions from the social and organizational literature (see Tajfel and Turner, 1986; Hogg, 2000; Wenger, 2001; Boros, 2009; Forsyth, 2010), including research on societal and socio-technical change (Lahlou, 2008), as well as Organizational and Social Psychology (Hosking and Morley, 1991). Both strands seek to conceptually understand and theoretically explain what governs the dynamics of partnerships and provide models to predict what happens when people come together to work in partnership and establish new entities and ways of working.

Economic and managerial theories focus on humans as economic entities building on John Stuart Mill's assumption that we are an 'economic man' ('homo oeconomicus': Mill, 1844). Their emphasis is on economic benefits (outcomes), transaction costs and competitive advantage gained by teaming up with others (Porter, 1985, 2008; Burt, 1992; Gray, 1989; Kanter, 1994; Huxham and Vangen 2005). Collaborating is seen as a project with idealized and clearly defined stages (Packendorf, 1995; Turner, 2008). As such, this body of literature tends to apply a normative and prescriptive view on partnership and collaborating (Cicmil and Hodgson, 2006).

Social and Organizational Theories postulate that organizations are not only economic entities, but also human and social groups. For example, Social Identity Theory (Tajfel and Turner, 1986) has been applied to areas of research where group conflict or competition has been investigated (see Deutsch, 1985; Johnson and Johnson, 1989). Theories more social in orientation place their emphasis on understanding social practice, group dynamics and the mutual creation of culture and knowledge (Bourdieu, 1977, 1990; Gherardi, 2000; Czarniawska, 2008). From this

view, collaborating is seen as dynamic and emergent, triggering a situated learning and co-creation process rooted in social practice (Berger and Luckmann, 1966; Giddens, 1984; Hosking and Morley, 1991; Brown, Collins and Duguid, 1989; Wenger, 1998, 2000).

Both strands – economic and social aspects of organizing – are, however, relevant to a growing umbrella of research addressing organizational dynamics (see Boros, 2009), specifically, the relationship of project and group dynamics within interorganizational partnerships. In order to help us understand collaborating, most managerial accounts focusing on people in organizations look at them as production entities. We are, however, also human entities coming together and organizing ourselves in social groups. And because we are ‘social animals’, group performance may not only be enhanced, but also suffer from series of biases and issues relating to interactions in groups. This is the case particularly when project teams compete for resources (see Sherif, 1961).

Hence, Organizational and Social Psychology (see, for example, Tajfel and Turner, 1986; Hosking and Morley, 1991; Nijstad, 2009; Whitley and Kite, 2010) can help elucidate our understanding of the dynamics of partnership working. Specifically, Organizational and Social Psychology may elucidate how *group dynamics* (for example Tuckman and Jensen, 1977) may be governed by in-group vs. out-group preferences (Tajfel and Turner, 1986), as well as how partners may develop perceptions or make attributions towards others (Fincham, Jaspars and Hewstone, 1983).

Further, this literature can cast light on how social issues relevant to groups may influence *project dynamics*, i.e. project stages and events, as well as outcomes and performance of the groups at work (see Project Management Institute Standards Committee, 2000; Turner, 2008). Using a social and organizational approach can also facilitate detailed research of the dynamics involved in critical transitions of the partnering processes. This is so particularly for issues occurring in connection with

the formation, development, critical survival or termination of a partnership (see Todeva, 2006; 2010).

In order to provide a conceptual foundation for the study of enabling and inhibiting factors to collaborating, the following sections will therefore outline theoretical building blocks concerned with both economic and social issues:

- Theoretical Perspective I: outlines ways of looking at organizations from different perspectives, offering metaphors that embody these perspectives.
- Theoretical Perspective II: provides an outline of partnership and collaborating in the organizational literature
- Theoretical Perspective III: addresses project-based organizing as an approach to organizing labour division.
- Theoretical Perspective IV: outlines key issues involved in human group dynamics, as these are potential social factors to consider.
- Theoretical Perspective V: Addresses the research gap - partnership dynamics - and summarizes social, economic and contextual factors that may come into play when engaging in a project for the purpose of organization making.

Taken together, this will provide the rationale for what type of case will allow us to investigate these issues and study the research question.

3.1 Theoretical Perspective I: New organizational forms and ways of organizing

A key strand in the organizational literature relevant to partnership and collaborating asks ‘what is organization?’ In the organizational literature we find that organization tends to be looked at in different ways, each based on an implicit

metaphor. As Morgan's (1986) work has shown, metaphors are useful to understand organizations. He proposes eight archetypal metaphors and their related concepts to help us better understand what organization is:

1. ***Machines:*** Efficiency, waste, maintenance, order, clockwork, cogs in a wheel, programmes, inputs and outputs, standardization, production, measurement and control, design
2. ***Organisms:*** Living systems, environmental conditions, adaptation, life cycles, recycling, needs, homeostasis, evolution, survival of the fittest, health, illness
3. ***Brains:*** Learning, parallel information processing, distributed control, mindsets, intelligence, feedback, requisite variety, knowledge, networks
4. ***Cultures:*** Society, values, beliefs, laws, ideology, rituals, diversity, traditions, history, service, shared vision and mission, understanding, qualities, families
5. ***Political Systems:*** Interests and rights, power, hidden agendas and backroom deals, authority, alliances, party-line, censorship, gatekeepers, leaders, conflict management
6. ***Psychic Prisons:*** Conscious and unconscious processes, repression and regression, ego, denial, projection, coping and defence mechanisms, pain and pleasure principle, dysfunction, workaholics
7. ***Flux and Transformation:*** Constant change, dynamic equilibrium, flow, self-organization, systemic wisdom, attractors, chaos, complexity, butterfly effect, emergent properties, dialectics, paradox
8. ***Instruments of Domination:*** Alienation, repression, imposing values, compliance, charisma, maintenance of power, force, exploitation, divide and rule, discrimination, corporate interest

Metaphors are of conceptual value to researchers. They particularly useful for helping us gain a deeper and enriched understanding of organization and to communicate issues of organizing relating to a particular context. Research selects and develops particular metaphors for the purpose of organizational theorizing (see Arrow, McGrath and Bergdahl, 2000). While we can look at organization by using different metaphors, people in organizations will also use different metaphors to describe their organization, as well as their role in it. Metaphors can thus be applied to make sense of organizational life from outside and from within.

Metaphors allow researchers and organization members to utilize various perspectives to analyze and understand organization; metaphors can also reveal how actors make sense of organization and their involvement (see Smith and Osborn, 2003). However, metaphorical notions do have limitations, as the specific metaphor in use will always highlight certain aspects of an organization, while restricting or ignoring others. Morgan's work, however, encourages us to switch between metaphors in use in order to create a better sense of organization. Further, due to project-based organizing actors may engage in a variety of distinct contexts and ventures. Hence, we should not favour one metaphor over another, rather switch between metaphors in use to understand the context in which organizing takes place. This takes into account that different people will use different metaphors to describe different ventures, as well as the organization they belong to and includes metaphors to describe their role and involvement in it and so on.

3.1.1 New Organizational Forms

Another perspective relevant to project-based organizing and partnerships is the notion of New Organizational Forms (NOF). NOFs are emerging as organizations look for ways to improve in order to foster survival, competitiveness and success (Holsapple and Joshi, 2002; Hildreth and Kimble, 2004, Stewart, 2010). They are the reaction to increasing complexity and environmental turbulence (Schreyögg and Sydow, 2010). NOFs are less linear, more flexible and create fuzzy boundaries (Hildreth and Kimble, 2004). They have little in common with the traditional organization we know from the industrial era where labour is divided efficiently along the assembly-line (see DeFillippi and Arthur, 1998; Grabher, 2002) or other more temporary traditional cooperation models such as, for example, an agricultural cooperative, where resources such as machinery and staff are shared during harvesting time (see Fyksen, 2002). According to Willmott (2005), the term 'new organizational form' has evolved as a way of announcing the claimed presence of emergent and distinctive organizing practice. This practice is seen as departing from established older forms of organizing, and views the old virtues of

specialization and clarity as inhibitors of responsiveness to rapidly changing opportunities and demands.

Traditionally, the factory system as a modern form of Taylorism represents a concentration of people and resources in a specific location where people work under fixed time schedules. The factory is an institutionalized form of organization with clear boundaries protecting it against the environment in order to better manage and control labour division. Factory and Business Process Optimisation (BPO) thus focus on clear allocation of roles, task division and discipline as the main means for control and exploitation, while employees tend to have long term contracts to be best exploited by the system. Efficiency is achieved through continuous improvement and optimization with the aim to optimally synchronize business activities onto the value creating business processes of a company (Mertins and Jochem, 1999). While in the factory system organizational bureaucracy still exists, Information and Communication Technologies (ICTs), are rapidly increasing digital interconnectedness creating opportunities for more flexible working. Hence, ICTs foster different (more fluid) ways of organizing than traditional structures (Kallinikos, 2001). Consequently, our ways of value creation are changing and the nature of multi-stakeholder collaborating is evolving in ways, which are more complex and dynamic. Romanelli (1991) argues that the concept of organizational form itself refers to specific characteristics, which identify it as a distinct entity which, *'at the same time, can be classified as a member of a group of similar organizations'* (Romanelli, 1991: 81-82). Moreover, organizations, their populations and their environments *'can be viewed as the interdependent outcome of managerial actions, institutional influences and extra-institutional changes'* (Lewin, Long and Carroll, 1999: 535).

NOFs, however, bring a set of qualities with them that contribute to greater fluidity, interorganizational entanglement and complexity. In a complex and rapidly changing environment, organizations have to develop and maintain emergent system properties, which enable appropriate organizational competencies and practice to emerge in place and time. This perspective compares an organization with a living

and adaptive organism, in which its organizational units (e.g. work teams) organize and optimize themselves in interaction with the system as a whole. Further, industries and technologies change more rapidly and become more knowledge intensive. Thus, knowledge has also been identified as key production factor and source for competitive advantage (Holsapple and Joshi, 2002; Stewart, 2010). Being increasingly dependent on knowledge, however, leads to an expansion of traditional firm boundaries and increases multiparty collaborating with external stakeholders.

To deal with this dilemma managerial scholars suggest organizations should aim at balancing countervailing processes with respect to the conflicting demands of organizational efficiency on the one hand and fluidity on the other (Schreyögg and Sydow, 2010). Organizations are fluid and dynamic structures often far from a state of equilibrium (see Stacey, 1996). Considering continuous instability and re-organization it has thus been suggested to focus on organizational ‘becoming’ rather than the organization as such (Tsoukas and Chia, 2002). As a consequence, our traditional approaches to understand organizations and the ways of organizing may have to be reconsidered. Inevitably, flexible and project-based multi-stakeholder collaborating not only blurs organizational boundaries, but also changes core processes of value creation. This means new ways of organizing also bring about important boundary changes for organizations, requiring them to flexibly govern strategic relationships (Roy and Dugal, 1998) across different collective ventures, which inevitably involves a unique mix of practices and engagement processes (Roser et al., 2013). Hence, Newell, Robertson, Scarbrough and Swan (2002) emphasize organizational transformation into networks and NOFs comes with a set of characteristics and new challenges for organization, such as:

- Decentralization: creation of semi-autonomous business units
- Flatter, less hierarchical structures (more autonomy)
- Cross-functional project teams

- Inter-organizational networking (collaborative networks, alliances and partnerships with other organizations, outsourcing, open innovation)
- Globalization of business (geographically distributed organizations)

Newer conceptualizations therefore emphasize the importance of creating the awareness that organizations should not be seen as static entities, but as complex and co-evolving systems (Mitleton-Kelly, 1998; 2011). This more systemic perspective stresses the inherent complexity of organizations, as well as interdependence and their interactive and co-evolving nature within their environments. Looking at the organization from this more system and knowledge oriented perspective, the organization can also be understood as loosely coupled system (Orton and Weick, 1990) and a distributed knowledge system (Tsoukas, 1996). Moreover, organizations can be seen as loosely coupled networks (Brusoni, Prencipe and Pavitt, 2001) in which knowledge is inherent in social practice, constantly produced and shared by its members through their social interactions (Garcia-Lorenzo, Mitleton-Kelly and Galliers, 2003). Considering emergence and fluidity, NOFs bring about the need to implement a completely new set of business practices for many organizations. On the one hand, organizations need increasingly manage organizational knowledge processes, as well as boundary exchanges to nurture knowledge creation, while preventing knowledge loss, specifically, in knowledge intensive business areas. Japanese automotive firms are an example of how companies aim to achieve long-term bonding of the factory worker to an organization via cultural expansion of firm boundaries to the workers' families in an attempt to keep important know-how and learning inside the firm.

On the other hand, involving multiple stakeholders in value creation is increasingly recognized as a critical success factor (see Piller et al., 2012). Firms aim to involve multiple stakeholders in value creation including co-innovation partners (DeFillippi, Dumas and Bhatia, 2011) and customers (Dahlsten, 2004). Further, firms use social networks, in order to try to tap into the collective 'wisdom of crowds' (Surowiecki, 2005) to foster invention and discovery of new solutions that are innovative and

resonate better with actual consumer needs and user practices. These new ways of engaging with stakeholders and leveraging networks via ‘crowd-sourcing’ (see Howe, 2006) transform organizations into ‘swarm businesses’ (Gloor and Cooper, 2007). Hence, whether collaborating with co-innovation and strategic alliance partners or the actual beneficiaries or customers of a service (see Wikström, 1995), organizations need to make careful choices with regards to whom to involve, the purpose of involvement, where in the value creation process, how frequent and intense, i.e. intimate the relationship should be, for how long engagement should last, and also, how to reward engagement and participation in joint activity (see Roser et al., 2009, 2013). Taken together, NOFs thus contribute to more complex stakeholder interactions, as well as interorganizational entanglement challenging traditional routines and ways of organizing. As such, organizations are becoming networked systems themselves where knowledge is produced and reproduced via iterative processes involving groups and networks. Considering that partnership and collaborating involves problem solving, we can comprehend organizations as networked, dynamic and social innovation systems where knowledge and value are created ‘in situ’ and via cultural and relational practices (see Orlikowski, 2002). Therefore, the working practices we establish become installations of group specific social practices and relational process (Lahlou, 2008; 2011). The group at work produces their specific (pspace and) culture in dealing with issues and to solve problems (see Castells, 2003). Another implication is that group socialization processes (see Moreland and Levine, 1982; 2002), as well as social interactions per se play increasingly important role in knowledge and value creation (see Nonaka, 1991; Nonaka and Takeuchi, 1995; Weick, 2001; Orlikowski, 2002). In fact, wealth is increasingly generated from knowledge and intangible assets (Castells, 1996).

This, however, shifts the managerial focus of organizing from focusing on the distribution of material and people through organization of processes, to focusing on enabling knowledge creation via communication and social interaction as the main means of managing organization (Kallinikos, 2004).

However, for organizations the change from traditional ways of organizing with clear procedures and boundaries to a loosely coupled network (of) entities (Weick, 1995) where individuality and flexibility is possible at the same time, will be challenging and not happen instantly. Further, shifting toward project-based organizing and co-creating requires managing change continuously, joint investment and learning from partners and experiences, as well as an extension of the value chain itself which can be difficult to manage and control (see Helm and Jones, 2010; Payne, Storbacka and Frow, 2008; Hoecht and Trott, 2006). As such, every collaborative context brings together a unique group of stakeholders (Roser et al., 2013). Hence, how an organization's co-creation mix may be implemented and how we can foster co-creation enabling environments are important new areas of research (Mitleton-Kelly, 2011). Ultimately, processes where culture, trust and new forms of governance and democratization are established are not only dynamic, but will take time to evolve. To greater or lesser extent, implementing NOFs and new practices in relating and creating value requires and also results in organizational transformation and disruption (see Berger and Sikora, 1994; DeFillippi, et al. 2011). The practical challenge inherent in such transformations is to implement change as disruptively as necessary and as non-disruptively as possible (Roser et al., 2009).

3.1.2 Organization as networks

In recent years networks in general, and virtual networks in particular, are becoming increasingly relevant for organizations (Castellanos and Youlianov, 2003). Networks are seen as important to understand new and more emergent organizational forms. Thus, the concept of the network as a form of organization has become a common metaphor as well as an explanatory tool (Gilchrist, 2004). Looking at organizations as networks as the counter image of organizations as boundary maintained, hierarchically structured systems (underlying the industrial age), the challenge when creating NOFs is thus whether to complement or to replace traditional organizational forms that are more hierarchical or boundary maintaining (Kallinikos, 2004).

The vast volume of publications on networks, particularly in the management literature, has produced three main traditions which have contributed to theoretical thinking: (1) the structural/positional approach (e.g. Burt, 1982, 1992), (2) the relational approach (Knoke and Kulinski, 1982; Hakanson and Johanson, 1992), and (3) the cultural approach (e.g. Latour, 1987; 2005; Callon 1986; 1992). Yet, most organizational perspectives utilizing network theory and analysis seem to build on a resource based, object-oriented and managerial view of organizations.

The recent contributions of Todeva (2006; 2010) are of particular note, as her comparative review helps us to identify and distinguish between the diverse strands and research trajectories currently associated with (organizational) network theory and analysis.

According to her more management oriented interpretation, the relational and the structural/positional approaches are basically interested in predicting/controlling the behaviour of networked actors, by assuming that the network itself arises out of contentions for resources, and as a result of repetitive transactions and patterns of relationships between individuals, groups, organizations and institutions (e.g. within Economic and Game Theory). Thus, the behaviour of network members, as well as their choices and decisions are based on individual motives and individual constraints (ibid. 2010).

In turn, the cultural approaches by Latour (1987, 2005) and Callon (1986; 1992) focus on heterogeneity in actor-networks. For example, Callon in his initial definition of the concept states that, '*actor-world*' is '*the world of entities generated by an actor-network*' (Callon 1986: 16). Consequently, the actor-world is composed of all the elements and contexts, which actors may bring to a particular group/network. Accordingly, cultural artefacts such as *knowledge* and *technology* can act and exercise *power* within networks, locking firms into a particular strategic choice and configuration (see Todeva, 2006; 2010). This is important, as organizational configurations emerging through the distribution of knowledge and technology also generate hierarchies of power that may impact the interdependence,

as well as performance and behaviour of groups and social networks in society (see Scott, 2001). Furthermore, both *human and non-human actors* have a duality of existence in a network (see Latour, 1987, 2005): they exist by themselves with their own properties and as enrolled, incorporated, mobilized or absorbed by the network, with ascribed roles, functions and characteristics (see Todeva 2010). Finally, important elements of the actor-network are also the *outcomes* from the activities of the enrolled actors or artefacts of their behaviour as network members. For example, the success or failure of a project may shape the future development and configuration of an actor-network and vice versa.

However, networks have been primarily studied from a strategic management perspective and structural economics theory (see Burt, 1982; 1992). Relational approaches make use of the ‘network’ metaphor in order to study the formation and development of partnerships among organizational entities or people as part of (social) networks (or as organizations within business clusters). Whilst networks can be seen as alternative forms of organization network theories largely apply an object-oriented perspective, which prioritizes a normative and entitative view of organization (see Hosking and Morely, 1991). Traditional network analysis has consistently ignored to take important social and cultural aspects into account (such as social practice, shared meaning and organizational culture). As Blackler (1995), as well as Orlikowski (2002) have emphasized, we need to look at the organizational activities and *practice* through which knowledge is created. We therefore need to focus our research on the social interactions among actors and their interaction with non-human elements in organizations (see Latour, 2005), rather than focusing on technical elements alone such as ICTs.

Nonetheless, dynamic network visualizations based on aggregated and animated network data can be very useful to understand social patterns and ways of relating, particularly where larger groups are involved or co-evolution of networks is observed of long periods of time (Trier, 2007). This can be useful when we study patterns of crowd behaviour (e.g. of migrating mammals) or the dynamics of community formation (Trier and Bobrik, 2007).

The network perspective applied to organization, however, tends to be more technical in orientation while focusing on the mathematical properties of networks, e.g. when studying network nodes or actor relationships (Wasserman and Faust, 1994; 1996). Social Network Analysis (SNA) may therefore be less suitable for small group research considering the challenge of choosing and maintaining a consistent and meaningful analytical focus (see Katz, Lazer, Arrow and Contractor, 2005). Moreover, boundary specification problems make it difficult to measure the full size of a network (Laumann, Marsden, and Prensky, 1983); as all networks are emergent and interdependent they are also characterized by seamless and dynamic boundaries. Further, we have to understand networks as temporary limited configurations. Particularly, Engeström (1993) emphasizes the dynamic nature of networks, as well as issues relating to interdependence, by stressing the temporal limitation within actor-network interrelations.

Whilst the network perspective may have a great deal to offer to researchers, for example by adopting network methods and concepts, the longitudinal analysis of groups and networks is still in development. Given the limitations of the network perspective at present, one might even consider the term network to be no more than a suggestive image in an age of increasing interconnectedness and transactivity (Kallinikos, 2004).

3.1.3 Organization as human groups

Whether one views them as networks or new organizational forms, organizations are also societies of their own kind and consist of human groups. Hence, the metaphor of organization as something flexible, dynamic and emergent leads us to focus on organizational dynamics, as well as group dynamics in our study of organization (see Boros, 2009). This perspective emphasizes that organizations are made of groups and that what gives organizations flexibility are human groups. The reason is that groups are both social and complex and adaptive systems (Anderson, 1991). Further, groups are per se dynamic and open and cannot be regarded as closed systems (Katz and Kahn, 1978; Ellis and Fisher, 1994). Newer conceptualizations

comprehend organizations therefore as loosely coupled systems (Weick, 1990; 2001), which co-evolve with their environment (Mitleton-Kelly, 1998; 2011). Whilst there is no unified theory to look at organization from this more emergent perspective, it is generally accepted that systemic approaches offer a more comprehensive way of looking at organizations (Curseu, 2009), specifically, in order to understand the dynamics and effectiveness of organizational structures, processes and groups (see Ilgen, Hollenbeck, Johnson and Jundtet, 2005). Research in Social Psychology would suggest that group boundaries considerably impact group behaviour due to social identification mechanisms (Tajfel and Turner, 1986). This is essential when it comes to project-based working as collaborative ventures typically bring together a number of partners with different priorities, organizational identities, work habits, know-how and experience, as well as personal motivations and cultures. Every project team therefore needs to develop their own ways of relating, work culture, group identity and collective leadership allowing them to function as a group while achieving their project goals (see Katzenbach and Smith, 2001; Huxham and Vangen, 2005; Hodgson and Cicmil, 2006; Hibbert, McInnes, Beech and Huxham, 2008).

Ultimately, humans, not machines, create organizations: they do not pre-exist their component actors. In fact, we can also understand the machines we use as human actors since we purposefully create and use them to act in new ways (Latour, 1987). Further, actors and structures in organizations are interdependent. They re-create each other (Giddens, 1984; 1991). As human actors create organizations they are inevitably social constructions (Berger and Luckmann, 1966; Latour, 1987; 1996; Hosking and McNamee, 2006). Further, research is beginning to show that due to dynamics, temporary embeddedness and emergence, even the outputs of small groups can be difficult to predict (Arrow et al., 2000). Ultimately, organizations are social constructions, created by human groups and organizing is also culture (see Smircich, 1983; Hosking and Morley, 1991).

3.1.4 Organization as sense-making

Interpretation and metaphors give us a framework to capture and understand organization (Morgan, 1986). They also allow us to manage many of the attributes of a project and its processes (Cornelissen, 2005).

However, they do not give organization space to evolve from its frame of reference. In other words, as part of the nature of collaborative process is the creation of meaning (Stahl, 2003); organization is created through the pursuit of mutual understanding and it evolves into linguistic alignments and shared language (Brunner, 1990).

If we understand organization as consisting of human groups, we also realize that people create culture through their social interactions. One key element of researching culture and practice is observation. Another element is language and expression, i.e. narrative as form of culture (Smircich, 1983). Organisation can be seen as a collective storytelling system in which precedent and future-directed stories are shared, revised and interpreted to account for and to affect unfolding organisational changes is extended (Boje, 1991). Consequently, we can use narrative as a key unit of analysis to understand organization. We can gather stories on personal and collective experiences (see Barthes, 2004) that allow us to study how people make sense of the organization and act within it (Weick, 1995). In fact, this helps us understand organizing as a process of continuous sense making as formulated by Weick (1979: 3):

'consensually validated grammar for reducing equivocality by means of sensible interlocked behaviours. To organize is to assemble ongoing interdependent actions into sensible sequences that generate sensible outcomes'.

For Weick (1979), interdependence is the basic process of organizing. Through the emergence of the concept of sense-making the notion of continuity as a platform to

understand organizational processes is increasingly used. In relation to organization dynamics, sense-making allows us to analyze and illustrate the collective centering and sense-making of groups inherent in the stories and storytelling of an organization (Boyce, 2009). Considering organizational narratives, sense-making is referred to as a developing set of ideas with explanatory possibilities, rather than as a body of knowledge where a topic or issue exists in the form of an ongoing conversation:

An organization is a network of intersubjectively shared meanings that are sustained through the development and use of a common language and everyday social interaction' (Weick, 1995:17).

This conceptualization allows us to understand patterns of collective meaning creation (see Mahler, 1988) and therefore enables us to study collaborative patterns from a meaning creation perspective, for example, with regards to the culture and ethos of a company expressed in organizational stories (Smircich, 1983) or storytelling as an organizational problem solving process (Mitroff and Kielman, 1975). Interorganizational collaborating can be understood as the product of sets of conversations that draw on existing discourses (Hardy, Lawrence and Grant, 2005).

As with a 'story', collaborative patterns are emergent. No one narration is necessarily correct, true or accurate, but rather that there are as many narratives as there are perspectives and contexts of organizing (see Rhodes and Brown, 2005). The capacity to 'visualize' an ongoing process allows us to make sense of stakeholders involved, as well as how they make sense their participation and those of others. This is not only a matter of interpretation nor one of using metaphors in order to comprehend a process. While comprehension is part of sense-making, it goes beyond it. Sense-making: *'is about such things as placement of items into frameworks, comprehending, redressing surprise, constructing meaning, interacting to pursuit of mutual understanding and patterning.'* (Weick, 1995, p 6).

It is therefore clear why interpretation alone is not enough to understand organizational, interactive and collaborative processes. We thus make sense of and re-create the organization by collectively negotiating and re-narrating it (Weick, 1995; Czarniawska, 1997) and this is how ways of sense-making can help us understand and assess the nature of collaborating and organizational partnership.

3.1.5 Summary

As we have seen, we can look at organizations in a number of ways. There is no best way of looking at organizations. Hence, it is useful to switch perspective as opposed to focusing on one particular perspective. When organizational metaphors emphasize complexity and fluidity, in consistently promoting the idea of new and more flexible organizational forms, they may risk losing the very essence of organizing (Schreyögg and Sydow, 2010), i.e. the presence of organizational stability, equilibrium and structure.

Whilst political jargon often makes use of notions such as NOFs (see Lewin et al., 1999; Willmott, 2005; Hildreth and Kimble, 2004), theories more technical and conceptual in orientation speak of organizations as networks and complex systems (Wasserman and Faust, 1994, 1996; Scott, 1996; Castellanos and Youlianov, 2003; Kallinikos, 2004). Recent strands emphasize both interconnectedness, emergence and fluidity of organizations (see Schreyögg and Sydow, 2010). Further, the social dynamics and relational processes involved in the practice of organizing (Hosking and Morley, 1991). Organizations should not be understood as linear or static entities. They are open and flexible systems where structure and agency are intertwined and form a dualistic relationship. This dualism of structure and agency is also involved in organization making. Partnership involves establishing a new organization by merging and intertwining entities, which is a relational activity. Thus, we can understand organization as the dynamic interplay of structure and agency. Organizing (activity) is the process that makes organization (structure) and vice versa. Hence, we can speak of a co-evolution of structure and agency and it is this dualism, which leads us to a more dynamic, interconnected and more emergent

view of organization. Whilst these views are useful and valid, they do not explain what organization means. Hence, by switching perspective and metaphors we can enrich one perspective with another and complement views about organizations. Whilst some conceptualizations stress organizations as socio-technical value creation systems others show they are made by human groups and therefore social constructions bounded by rationality. Further, each perspective of organization comes with its own methodologies to uncover phenomena in situ. Hence the methods we apply in a particular project case will depend on the research question, the available data and nature of scientific enquiry.

Having reviewed the meaning of organization, the next section is concerned with interorganizational partnership and collaborating.

3.2 Theoretical perspective II: Interorganizational partnership and collaborating

After examining different perspectives on organization, we will now take a closer look at definitions of interorganizational partnership and collaborating. In the social science literature, a growing stream of research into its causes and consequences is emerging. Contributions are based on a wide range of theoretical viewpoints including social, managerial, economic, institutional and political perspectives. Thus, many ways of collaborating have been researched from a wide range of disciplinary areas.

3.2.1 Research foci

Collaboration research is a multidisciplinary area and there is no common platform to unite theories concerned with issues such as competitive advantage, cooperation vs. competition, problem solving and decision making, creativity and flow, power and leadership, motivation, identity or inter-group conflict. Whilst attempts to formulate a general theory of collaboration have been made such a comprehensive theory does currently not exist. In fact, it may never exist.

The reason is that every case of collaborating is different and context specific and there are many issues and factors that may influence the dynamics of partnerships, as well as the practice of collaborating. On the one hand, a more resource-based view on collaborating would suggest that we should identify factors relating to collaborative aspects such as drivers, antecedences, enablers, inhibitors and outcomes of interorganizational partnerships. Moreover, to identify specific patterns associated with alliance formation and phases relating to interorganizational collaborating, i.e. aspects of collaborating that may become relevant in any given context. On the other hand, collaborating is also very specific, i.e. a situational, dynamic and interactive process rooted in social practices (see Suchman, 1987, Weick, 1995; Orlikowsky, 2002, Huxham and Vangen, 2005). Hence, how partnerships evolve and which factors become relevant is difficult to predict. Consequently, we have to identify these specific factors and research how they become active within their particular context/project case (see chapter 3.5.1 in this thesis).

We can, however, discover some main themes in the organizational literature, which outline issues relevant to most collaborative engagements. Considering interorganizational partnership and collaborating a multifaceted phenomenon, we can identify three main research foci in the literature (amended from Huxham and Vangen, 2005):

- (I) Theorizing: Conceptualizing the nature of collaborating
(placing emphasis on)
- (II) Managing: Managerial responses to collaborative situations
- (III) Experiencing: Learning in and about collaborating

The first point is often concerned with the identification of factors leading to success or failure across the stages of a collaboration's life-cycle, as well as certain typologies and characteristics of different forms of collaborating. The second,

typically aims at identifying competencies, behaviours and tasks, guidelines and steps for managing collaborative arrangements, as well as the development of tools or techniques to support collaboration processes. The third basis for the study of collaborating is closely related, as it focuses on learning within collaborative settings such as the generalized learning about the process of collaborating, which includes purposefully utilizing collaborative ventures as a vehicle for co-innovating and (joint) learning (ibid. 2005). The boundaries of these research foci are not always clear cut and researching a very complex project case we can expect to discover issues relevant to any of those generic themes to greater or lesser extent. Hence, the question of which theme would be more relevant depends on the preference and focus of the researcher, as well as project case or particular issue and process investigated. Further, different paradigmatic views and research foci would also determine different approaches and methodologies, if not a method mix and triangulation (see Flick, 1992) to research collaborating in a more holistic, yet reliable way (see material and method in chapter 4).

3.2.2 Why partner and collaborate?

According to Butter, Fulop and Buttery (1999), the triggers for interorganizational collaborating may be separated into internal and external triggers. Internal triggers may include limited finance for development (resources), as well as technological know-how (resources) and the realization that market opportunities cannot be exploited alone. External triggers may be to generate national or global flexibility by being able to join and leave networks, to overcome prejudice in a market by joining with an indigenous partner, as well as spreading business risk by diversifying out of a single economy. They further conclude collaborating is justified when:

- Lowering transaction costs (transaction cost theory) by organizing between market and hierarchical structures of arranging exchange – economic
- Obtaining external resources (resource dependence) – economic

- Accountability to others (anxiety about damaging social reputation and consequently social self-esteem) – non-economic
- High trust (social dilemma theory) – non-economic
- Common goal (social dilemma theory) – non-economic

Non-economic triggers such as trust are, in particular, central social factors impacting intergenerational collaborating (Newell and Swan, 2002). However, their interplay with more economic factors is less obvious. Hence, it is important to understand the relationship between social and economic issues affecting partnership dynamics, as well as if these factors are internal or external to the group at work.

3.2.3 Partnership

Partnership is a formation of a new entity out of existing units, which were previously not joined or aligned with each other. The strategic management literature dealing with issues of collaborating draws on insights developed within institutional economics theory where ‘partnership’ is understood as an organizational form alternate to a market or bureaucracy. The managerial key argument is based on ‘property rights’, ‘transaction cost’ and ‘resource dependence’ (Williamson, 1985). Ultimately, the economic view suggests that in some cases - depending on the frequency and uncertainty of exchange, as well as the complexity and level of tangibility of the resources involved - market and bureaucratic forms of organizing exchange between parties may not be efficient enough and that alternate organizational forms will emerge (ibid.,1985).

From a managerial perspective, partnership and collaborating tend to be looked at as an institutional form of organizing exchange of resources between parties that, due to economic reasons, cannot rely on market or hierarchy-specific contracts and mechanisms of control to satisfy their individual utility functions. Additionally, ‘resource dependence’ theory proposes a view of an organization as a coalition,

which alters its structures and behavioural patterns to obtain external resources (Pfeffer and Salancik, 1978; Ulrich and Barney, 1984). By means of informal and formal connections with other companies and intentional structuring of exchange relationships, organizations seek control over interorganizational dependency and environmental uncertainty (Heide and John, 1992; Handfield, 1993; Buvik and Gronhaug, 2000). Partners incur transaction and relationship specific expenditures to ensure effective resource allocation, including the maintenance of this combination (Dietrich, 1994; Pearce, 1997) to enable the coordination of committed actors (Madhok and Tallman, 1998). Collaborative norms are seen to 'safeguard' joint investments (Bachmann, 2001).

Between the market- and hierarchy-based forms of organizing (or transaction governance structures), there is a vast array of interorganizational arrangements that allow parties to share resources and activities to achieve particular objectives. Those arrangements differ in terms of the number of parties involved, level of investment of resources as well as forms of arranging contracts. Common examples of such collaborative arrangements are: lobbying coalitions, learning communities, Research and Development (R&D) staff sharing, market information sharing agreements, research and construction consortia, marketing or co-branding alliances, licensing agreements, joint ventures for New Product Development (NPD), to name but a few (see de Wit and Meyer, 2005). The literature also outlines few generic designs of collaborative arrangements among which the most common are alliance, joint ventures (and consortia), unilateral agreements, outsourcing, networks, franchising agreements and communities of practice.

An ***alliance*** is a formalized and contractual agreement in which two or more parties agree to work together to attain particular commercial goals that benefit the participants. Parties decide to merge some parts of their enterprises in order to pursue competitive advantage that otherwise individually would be difficult to achieve (Reuer, 1999; Huczynski and Buchanan, 2007). The managerial literature particularly stresses the importance of alliances in the process of organizational

learning, especially operating in the industries with rapidly changing technologies (Koza and Lewin, 1999).

Joint ventures or consortia (two or more organizations, respectively) are formalized arrangements in which parties remain autonomous, but create a new, jointly owned and managed organization. The formalization of parties' collaboration usually refers to asset holding and profit sharing (Anand, 1999; Mitchell, 1999).

Outsourcing is a collaborative form that requires less involvement of the parties in each other's businesses; one company subcontracts supply of specific work (previously performed within the company and considered to be an integral function of the company) to another party (Huczynski and Buchanan, 2007).

Similar to outsourcing, are **unilateral agreements** in which one party provides a service (e.g. consulting) to another in exchange for money. This collaborative relationship is purely financial and thus limits the interdependency of the parties involved (ibid, 2007).

Franchising agreement is a continuing relationship between business partners in which one partner's knowledge, image, manufacturing and marketing techniques are exchanged for a fee, percentage of sales or the purchase of products (Rothenberg, 1967).

Network organization is defined as a collection of affiliated parties with equal rights. Their collaborative relationship is characterized by high level of informality (Thompson, Fancis, Levacic and Mitchell, 1991), mutual trust, long-term objectives and dependency as well as open information sharing (Ebers, 1999).

Lastly, **Communities of Practice** (COPs) are naturally occurring or (at least initially) informally created groups of people who share a particular interest or a profession. This form of partnership is highly flexible and informal, with no set duration or time

limits, and multiple objectives (as many as members of that community) allowing participants to take on new roles as interests arise (Wenger, 1998).

3.2.4 Co-creation of value

Recently, we can also see approaches to multiple stakeholders being involved more broadly and actively in value creation processes, including the actual beneficiaries of a service, i.e. customers (see Roser et al., 2009).³ The motivation for such new approaches is not only cost cutting, process optimization and greater efficiency. The co-creation of value argument (Prahalad and Ramaswamy, 2000; Prahalad and Ramaswamy, 2004; Füller, 2006) postulates that value is primarily inherent in the consumer's knowing and perception of a product or service and thus created in situ. Value in use, however, also means value is created at the end of the value chain rather than at the front end of a firm's innovation process.⁴ Hence, many firms begin to focus more on value creation in use through their customers or strategic alliance partners. However, involving external stakeholders into the value chain blurs organizational boundaries and requires cross boundary interchanges to be purposefully managed. (see Weick, 1995; Bachman, 2003; Roser et al., 2009). Consequently, depending on an organization's particular mix of co-creation activities within distinct ventures, different relationships and activities may need to be nurtured (Roser et al., 2013). Consequently, involving external co-creators and co-innovation partners will always impact organizations, require change and cause disruption to greater or lesser extent (DeFillippi, Dumas and Bhatia, 2011). It follows that anticipating organizing as a (social and relational) process of 'co-creating' a new 'vehicle' for value creation (e.g. via projects) is conceptually useful when aiming to understand organization making. Specifically, the social practices and relationships

³ This puts the beneficiaries of a service at the center of value creation and aims to enable an organization to tap into the knowledge and experience base of their stakeholders in order to innovate and re-create value in ways that are beneficial for all co-creators involved.

⁴ Here, the research refers to terminology commonly used in the business and managerial literature. The aim is not to imply that organizations actually do have a clear beginning and ending nor that organization follows a linear process.

are useful focal points of analysis when studying organizational dynamics at group level (Curseu, 2009).

3.2.5 Collaborating

In theories emphasizing the more social aspects of partnership, collaborating is understood as a process of mutual creation and re-creation that is placed in a context where both structure and agency form an interdependent and dynamic relationship. Further, psychoanalytical theories would suggest that we understand collaborating as a process of co-creating fantasy involving the creation and re-creation of meaning through transference and counter-transference in an evolving relationship with others (Freud, 1912; Winnicott, 1971; Hopper, 2006). It is these social mechanisms that nurture partnering and collaborating and it is the dynamism of structure and agency from which knowledge, practices and culture emerges (see Foucault 1969; Bourdieu, 1977, 1990; Giddens, 1984; 1991; Brown and Duguid, 1995). Bourdieu (1977) for example, uses *habitus* as a concept for understanding society and processes of social change or persistence. Social structures are produced and reproduced, due to habitus.

However, habitus, due to its capacity for incorporation and coordination, can also lead to mobilization. Hence, habitus is both a product and a producer of structure. It is a system of structured, structuring (unconscious) dispositions, constituted in practice and based on past experience. As such, social and organizational theories are less entitative and more explorative and reflective in orientation, while empirical work is often based on studying situated actions in a particular context of organizing (see Suchman, 1987).

The formation of a new organization out of existing ones inevitably means dealing with the interests of a number of actors and stakeholders involved in this change process. Hosking and Morely (1991) thus place the emphasis on relational aspects of organization, stressing that sense-making, as well as political processes are involved in organization making and change. Further, they argue that the relationship between

a person and their context is one of mutual creation and interdependence. Hence, any process of organizing and collaborating always involves cognitive, social and political aspects. Consequently, this perspective emphasizes the study of processes of organizing, specifically, in relation to concepts such as social identity. Such concepts act as reference points and become enabling or hindering functions for ‘skilfully performed organizing’ of the participants involved in project-based collaborating and co-creating (ibid. 1991: 151). Process oriented theories therefore emphasize intrinsically social issues relating to group dynamics, including inter-group biases, identification and recursive practice within contexts of organizing (see Suchman, 1987).

When we talk about collaborating (from the Latin ‘collaborare’, to work together), however, we use a very broad and unspecific term. Potentially, there are as many ways to work together as there are contexts and collaborative arrangements to do so. However, all partnership efforts seem to be characterized by certain similarities. This research will refer to definitions, which highlight such similarities and the patterns involved in the practice of collaborating.

3.2.6 Summary

Collaborating is seen a temporary social arrangement in which two or more social actors work together toward a common goal (Roberts and Bradley, 1991). It involves pooling of resources by two or more stakeholders in order to solve a set of problems, which neither can solve individually (Gray, 1985). It also involves the creation of shared rules, norms, and structures established to act or decide on issues related to a specific (problem) domain (Gray, 1989). Rinehart, Laszlo and Briscoe (2001:5) formulate that collaborating occurs when ‘...a number of agencies and individuals make a commitment to work together and contribute resources to obtain a common, long-term goal.’ Confusingly, ‘collaborating’ also shares many features with the notions of co-operation (versus competition), as well as newer conceptualizations such as the idea of co-creation (Prahalad and Ramaswamy, 2004).

A clear conceptualization is lacking, specifically a definition of collaborating which takes into account the social and dynamic nature of partnerships.

While cooperating is a concept that is used when we describe more functional ways of intertwined activity, such as workers putting together certain machine parts on an assembly-line, collaborating is less specific and leaves more room for uncertainty and emergence. Co-creating value on the other hand (see Prahalad and Ramaswamy, 2000; Prahalad and Ramaswamy, 2004; Payne et al. 2008; Ramaswamy 2009) is a new paradigm that has been broadly informed by different conceptual strands including theories concerned with strategic alliances, marketing, value creation, innovation management and psychology (see Roser et al., 2009). The latter includes specifically the areas of group decision-making, creative play and knowledge processes. Co-creating can be understood as an *active, creative and social process* involving collaborating between a wide range of possible co-creators that create value in the process of their social interactions (Roser et al., 2013). From an organizational learning perspective (e.g. Argyris, and Schön, 1996), co-creating also involves the iterative construction and deconstruction of knowledge and experience, culminating in a mutual learning process (see Payne et al., 2008; 2009; also Blackler, 1995; Brown and Duguid, 1995; Nonaka, 1991, 1994). Consequently, co-creating across organizational boundaries and involving a broad range of diverse stakeholders also triggers organizational change and business transformation. We therefore need to identify the multi-dimensional problem space relating to co-creating and how we can embed it in an enabling environment (Mitleton-Kelly, 2011). Furthermore, actors will also alter the frame and context within which collaborating happens and both structure and agency are inevitably intertwined (Giddens, 1984; 1991).

The conceptual value of this perspective with regards to collaborating is that it recognizes interdependence of co-creators amongst each other (see Bouwen and Taillieu, 2004), as well as with their environment, and it recognizes that co-creating is an iterative and intrinsically relational and social process (Roser et al., 2009). Moreover, it renders collaborating a creative and collective process, which may take place between organizations, individuals and groups or involve a network or large

crowd of co-creators (see Chesbrough, Vanhaverbeke and West, 2008). As with the nature of networks, project-based organizing (DeFillippi and Arthur, 1998; Grabher, 2002) leads to an extension of the organization blurring both organizational and cultural boundaries (see Weick, 1995). In fact, organizations may also expand the value chain by working and co-creating value via project-based collaborative arrangements (see Helm and Jones, 2010).

Ultimately, all co-creation activity is placed within a particular (culturally influenced) value creation context which is emergent itself (Roser et al., 2013). Further, this context is defined by cultural, social, political norms (Hosking and Morely, 1991) and the goal(s) of collaborating may be undefined and emergent itself (Huxham and Vangen, 2005). Thus, learning processes can be vital to enable organizing ‘in the making’ (see Bouwen and Hosking, 2000).

However, collaborating is not possible, without actors relating to each other nor without creating a (generative) working relationship (see Schön, 1993; Bouwen and Taillieu, 2004). This logic of practice implies that whenever people work together in a group, they create their own culture (Hosking and Morely, 1991). Hence, project working will also contribute to the development of subcultures. Further, co-creating will involve merging practices and cultures and we will also see some extent of cultural alignment and cohesiveness, including the development of shared norms that can potentially help achieve desired benefits of collaborating by a particular group at work (see Forsyth, 2010).

3.3 Theoretical perspective III: Project Dynamics

As we have seen in the previous chapter, organizations are increasingly interconnected forming networks across all kinds of organizational boundaries. Throughout the last decades, we can also observe a ‘projectification’ of society and the wide adoption of project-based work across many areas, including the Public and Voluntary Sector (see Packendorf, 1995; Hudson et al., 1999; Hodgson, 2002; Huxham and Vangen, 2005; Cicmil and Hodgson, 2006). Projects can be seen as a

form of interorganizational innovation instigated in the 1960s by the failure of traditional government top-down programs (Kickert, 1997). As such, projects are a form of temporary organizing that contributes to both *networking* (i.e. meshing and intertwining) organizations, as well as *networking in* organizations. To look at projects in connection with partnership working is important as it poses a viable vehicle to work together without structurally merging organizations, i.e. ‘sharing without merging’ (Pepin, 2005). Project-based organizing and partnership working is a common feature in the VCS (Hudson et al., 1999). To campaign for their societal causes and deliver services to beneficiaries organizations frequently work across networks and organizational boundaries. Charities commonly involve different organizations and stakeholder groups in collaborative work on a project-by-project basis.

Considering such project-based partnership working brings together organizations of varying size, structure, economic capacity and market orientation, the next section will outline some of the assumptions about projects in more detail.

3.3.1 What is a project?

A project is often seen as a process of realizing an objective or idea. The literature describes a project as a form of temporary organization instigated to create value for the creator, the organization, their stakeholders and clients, including society at large (Turner, 2008). Projects are commonly set up, structured, governed and coordinated on behalf of various stakeholders to create value using resources and combining different areas of expertise or (utility) functions (Turner, 2008; Packendorf, 1995; Merdith and Mantel, 1995).

As such, every project is initiated to achieve a beneficial outcome and will consume resources to do work and to deliver output. As projects are governed on behalf of their stakeholders, this also defines the objectives of the project, as well as the means of achieving project objectives and monitoring project performance.

In this research the stakeholders include primarily the project partners, as well as [SPC-A] as their beneficiaries. More generally, society at large can be seen as a stakeholder, because the project aims to generate societal benefits resulting from organizational collaboration (for example building a ‘centre of excellence’ addressing the needs of [SPC-A]). Naturally, organizations are also held accountable for the services they provide and the way in which they spend public funds.

Mandell and Steelman (2003) argue that while cooperation among private sector organizations is put in place to benefit individual organizations, non-profit sector collaboration is more often seen as a means of tackling complex problems, i.e. to benefit their beneficiaries and the organizations themselves. While this may be trivial, Williams (2002) stresses that such complex problems require considerable commitment and the building of interorganizational capacities among those organizations that have a stake in the problem.

Furthermore, Grabher (2002) proposes to look at projects as a process based on: (a) action and (b) interdependence of the parties involved (whether in defining or accomplishing a particular task). Turner (2008) also identifies several functions or a body of knowledge areas of project management such as (1) managing scope, (2) managing project organization, (3) managing quality, (4) managing cost and (5) managing time. Moreover, building on a recent study of popular concepts and trends in the broader field of management Cicmil and Hodgson (2006) conclude that project management may typically involve five areas:

- Controlling the performance of projects
- Managing relationships among people
- Managing project team culture through project leadership
- Designing and managing the learning process of project members
- Capturing, managing and transferring knowledge across project environments

In addition, Turner, 2008 outlines specific activities that managing a project will typically comprise:

- Project contract and procurement management

- Information management
- Financial management
- Resource management
- Project appraisal
- Project definition
- Breakdown
- Risk management
- The management of the project
- The project and project management life-cycles
- Scope management
- Benefits management
- Project organization
- Quality management
- Cost management
- Time management

To explain project dynamics the literature typically makes use of a ‘life-cycle’ metaphor (see Pinto and Prescott, 1988). We can either look at project dynamics and activities over time or study the more specific group dynamics of the team members involved. Hence, project-based collaborating may involve two layers of collaborating: on the one hand, collaborating in the form of relationship structuring and project planning at the beginning of a project (we can call this *primary* collaborating); on the other hand planning in action and inter-group dynamics once the project has moved beyond its initiation phase. We can understand this as *secondary* collaborating.

In general, projects are defined to include five key stages: (1) concept, (2) feasibility, (3) design, (4) execution and (5) control. Accordingly, management follows the steps: plan, organize, implement and control. Thus, any project may follow particular project phases where different processes have to be initiated and managed. As defined in the Program Management Body of Knowledge each phase has associated activities, which may overlap (Project Management Institute Standards Committee, 2000: 30-31):

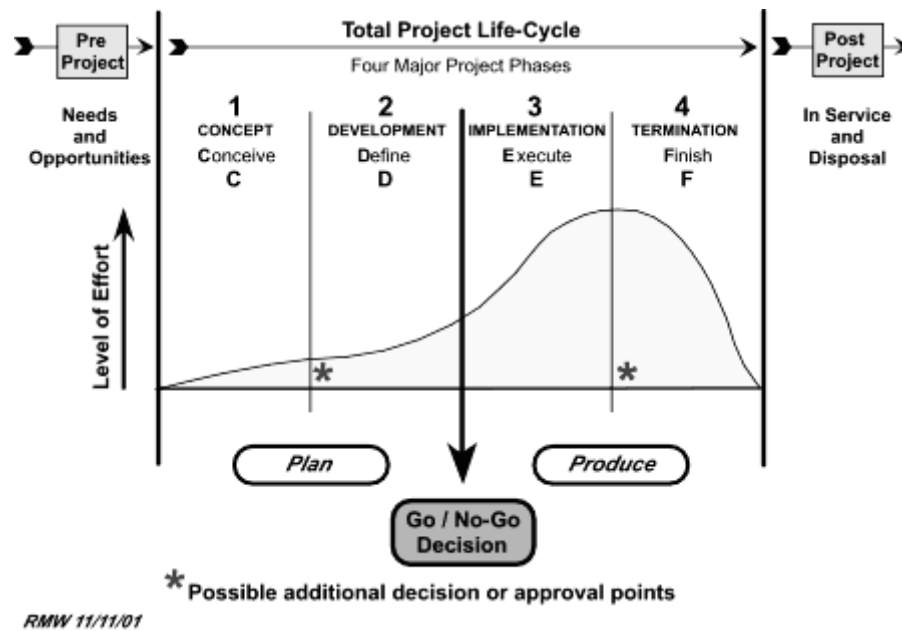
- ***Initiating processes*** – preparing a project proposal, then, gaining approval and reserved funding for the project.

- ***Planning processes*** – defining and refining objectives, preparing the project plans and associated sub-plans for running the project, then gaining final allocation of funding.
- ***Executing processes*** – implementing the project plans; coordinating people and other resources to carry out the project plans. Typically, this is the longest phase of a project.
- ***Controlling processes*** – ensuring that project objectives are met; monitoring and measuring progress regularly in order to identify any variances from the plans; taking corrective action when necessary; tracking the variances and changes. Controlling has much overlap with other phases.
- ***Closing Processes*** – bringing the project to an orderly end: formalizing and communicating the acceptance or conclusion of a project, handing over to the ongoing accountable area and holding a post implementation review.

Furthermore, the project management approach seems to have been particularly well researched in connection with (implementation or failure of) software development and implementation (see Keil, 1995). Project management therefore typically assumes that projects have a clear beginning and end. Consequently, in practice a generic project lifecycle is often illustrated similar to the diagram below.⁵

⁵ This example has been developed by a charitable organization to promote ‘sound project management principles and skills’. It illustrates how professionals in the Voluntary Sector understand and visualize project lifecycles (Source: Wideman Education Foundation, 2012)

Figure 3-1: Illustrative example of a typical project lifecycle



Source: URL <http://www.maxwideman.com/papers/genesis/genesis.htm>

Considering there are key stages in every project, project management will typically follow steps such as plan, organize, implement and control (see Turner, 2008). Any given project is thought to follow such generic and prototypical project phases where different processes have to be initiated and managed.

3.3.2 When is a project successful?

As Pitagorsky (1998) outlines project success, it is typically evaluated in terms of three aspects. First, *project performance and efficiency*, for example meeting time, budget constraints, or minimizing costs. Second, *product/service quality and effectiveness*, for example, whether the project outcome actually helps to achieve the business objectives it was initiated to achieve, whether operational and maintenance costs are within reasonable expectations and the degree to which the quality specifications of the product have been met. And third, *the degree to which the project prepares the performing organization(s) for the future*, for example 'lessons learned'. Moreover, most project controls and evaluation criteria seem to be

oriented towards finance and costs as well as stakeholder interests. A collective learning perspective, however, thus far seems to be neglected (Lave and Wenger 1991; Boje, 1994)). According to Rinehart et al. (2001), the components of an ‘effective’ collaboration that practitioners tend refer to are:

- Stakeholders with a vested interest in the collaboration
- Trusting relationships among and between the partners
- A shared vision and common goals for the collaboration
- Expertise
- Teamwork strategies
- Open communication
- Motivated partners
- Means to implement and sustain the collaborative effort
- An action plan

Looking at what enables multi-party project success Legler and Reichl (2003) further establish a general pattern of essential elements related to successful collaboration. Within their framework the authors identify five key factors:

- Stakeholder Diversity
- Written Agreements
- Communication
- Coordination and Planning
- Convener/Leader

After looking into elements of project success, we can now consider those elements, which might be considered critical.

3.3.3 What are critical issues in projects?

Mandell and Steelman (2003) list six contextual factors that seem to be critical in interorganizational collaborations: (1) the history of relationships; (2) the relative power of members; (3) the imposition of rules/guidelines; (4) the impact of political/cultural context; (5) the type of issue; and (6) the particular culture of the participating members. Similarly, Heerkens (2005) names critical issues in projects that may concern:

- Understanding the true need(s) of project partners
- Development of a feasible project plan
- Anticipating financial risks and other threats to the project
- Developing a shared understanding of the Project Manager's role, as well as the roles and responsibilities of the project partners
- Building a solid team and the aim to anticipate and understand team dynamics
- Allowing for feedback and learning
- Monitoring project development and performance

Further, Molloy and Whittington (2006) note the practical uncertainties encountered in a project correspond closely with the five uncertainties identified by a social scientist Bruno Latour in the context of science and technology studies (see Latour, 2005):

- uncertainty about group formation
- uncertainty about agency
- uncertainty about objects
- uncertainty about matters of fact versus states of affairs
- uncertainty about epistemology

Thus power, leadership and group process are key issues to be researched in connection with enabling collaboration in projects.

3.3.4 Project roles, collective leadership and managerial control

Drawing on experiences in connection with collaborative governance Chrislip and Larson (1994) stress the need for collaborative leadership in multi-party collaborations. On the one hand, there needs to be a mutually beneficial relationship between two or more parties who work toward common goals. On the other hand, the parties involved also share the responsibility, authority and accountability for achieving results of their cooperation.

Hence, if in a project collaboration effort is shared, what does this imply for leadership?

According to Turner (2008) a project typically involves *roles* such as the *owner* who provides the resource to buy the asset and will receive the benefit from its operation and the *users* who operate the asset on the owner's behalf, in addition, a *sponsor* who will channel the resources to the project on the owner's behalf. Other roles include: the *resources* assigned to the project and used to deliver the asset; the *broker* who works with the owner and sponsor to define the required outcome (benefit) from the project, and the output (change) which will achieve that; the *steward*, who works with the broker to identify the means of obtaining the output of work and resources required; finally, the *manager* who is responsible for managing the project, ensuring the right work is done to deliver the defined output, while monitoring and controlling the delivery and value creation progress. The Project Manager, however, is not necessarily required to facilitate each activity; for example, an area manager may prepare a project proposal with the Project Manager being appointed afterwards. Also, projects may involve General Program Managers, Project Managers, as well as Functional Managers at the same time.

In general, it seems that a Project Manager's performance is a predictor for the project outcome. However, this process may be more complex as the manager's success may be moderated by the level of goal interdependence amongst the group members (Alper, Tjosvold and Law, 1998). Further, pre-project partnering activities and policies might also directly relate to the Project Manager's performance (Jiang, Klein and Chen, 2001).

According to Vangen and Huxham (2003), understanding how to manage collaborative approaches may provide value is an essential role of public-sector organizations. Hence, understanding the role of leadership within project consortia is a crucial question in management and research. Accordingly, this perspective gives Project Managers a leadership role in a collaborative process, which might, however, consistent within this framework, be ignoring the role of already established leadership and power structures amongst the participants of a project (see Knippenberg and Hogg, 2003). Coordination seemingly is one of the most crucial functions when considering leadership (or project management) a critical function of

the group (Schein, 1992; Chrislip and Larson, 1994). Collective leadership, however, may require more diverse co-ordination roles such as Project Managers, boundary spanners and facilitators (Huxham and Vangen, 2005). Further, some projects are managed and facilitated by a contractor that also serves as the locus of trust. The contractor, however, impacts power relations between parties involved in the project, specifically when setting deadlines, dividing tasks and revenues (Lovell, 1993; Zeller, 2002). Moreover, power can be manifested through the informal norms/codes of behaviour (Ekinsmyth, 2002).

The literature further specifies: leaders with strong reputations can legitimize certain ways to deal with a problem and may thus persuade people to act in ways favouring or inhibiting cooperation (see Scott, 2001). They may also need to actively manage a cooperative process, particularly in its early stages and during trying moments. Numerous studies (see Browning, Beyer and Shetler, 1995; Huxham 1996; Westley and Vredenburg 1997; Weber, 1998) have shown failures of cooperation resulting from leaders either acting in narrowly self-interested ways or relishing political battles (Faerman, McCaffrey and Van Slyke, 2001). However, a key assumption is that collaboration will *naturally* occur within any given project.

Boundary spanners generally act as agents of influence to both internal and external parties forging social connections and building relationships across their organizations (Tsasis, 2009). Bouwen and Taillieu (2004) argue that the coordination of different actions at all project levels is primarily performed by boundary spanning individuals and essential to agree and achieve a common goal. Further, the role of the facilitator is to mainly manage the complexities that emerge at the social interaction and relationship level (Ackerman et al., 2005). Finally, process and collaboration facilitation tools, such as Group Decision Support Systems (GDSS), are part of the ‘toolbox’ of which facilitators can make use (see Humphreys and Jones, 2006).

However, many of these processes involve group dynamics at team level (see Nocker, 2006; Boros, 2009). The next section will look more closely at issues involved in-group dynamics.

3.3.5 Summary

A project is often seen as a process of realizing an objective or an idea. The project management literature focuses on controlling processes on the one hand and enabling project performance on the other hand. As mentioned earlier, project management has a long history probably beginning with call for more efficient organizational forms to replace failed bureaucracies in the 1960s (see Kickert, 1997; Lindgreen and Packendorf, 2006). As such, the project management literature is largely entitative and assumes linear and staged phases of collaborating (Cicmil and Hodgson, 2006).

Projects, however, may not always evolve in a linear way, as a typical project management approach would suggest. In fact, a project is a rather unstable form of organizing and there are many challenges and limitations to our traditional understanding of projects.

Due to the dynamic and social nature of organizational processes, projects will often produce additional or different outcomes than initially anticipated. For example, Eden and Huxham (2001) point out that many projects fail to live up to expectations and Bowen, Clark, Holloway and Wheelwright (1994) observe that almost 30% of product development projects never achieve their business objectives or that they may simply ‘fade away’ (Linde and Linderoth, 2006). Further, critical parts in a project may often be non-routine and knowledge-intensive. Thus, any project is risky or at least uncertain in its outcome.

Arguably, few of the traditional project management approaches go critically beyond the mainstream and aim to account for the failure of project management. In particular, most project controls and evaluation criteria tend to be oriented towards cost factors and focus on stakeholder interests, rather than internal issues relating to the group at work. Moreover, a learning perspective tends to be neglected (see Johnson and Johnson, 1994).

Cicmil and Hodgson (2006) recently summarize some critical areas that project management has to address, questioning assumptions at the very foundation of project management. They critically question the intellectual lineage constituting the very foundation of a mostly normative project management doctrine (ibid., 2006). Together with other writers in the field (see Frame, 1995; Morris, 1997; Morris, Patel and Wearne, 2000; Maylor, 2001) they have thus called for a re-examination of the dominant views in project management. The critiques of traditional project management argue that there is no universal explanation of what projects are and how they evolve. Further, that we need to re-examine the meaning and motivation behind terms such as 'project', 'project management' and 'project success'. Mainstream definitions, at the core, terminology frame and comprehend partnership projects as well as the way in which we approach project-based organizing in a normative way. As such, Project Management seems to advocate solutions to managing projects in a controlled and predictable way, rather than truly seek to foster our understanding about the complexity inherent in projects and project-based partnerships. Ultimately, this may lead to difficulties for project partners, managers and workers alike.

As most projects tend to be managed based on a normative approach, difficulties may arise due to the need for collective knowledge creation, sharing and learning. This is a general requirement for temporary organizing, as project-based organizing is non-routine work, which tends to be more knowledge-intensive. Hence, the collaborators need skill, ability and time to continuously adapt to ever new contexts (and project partners). Hence, we can expect the relative importance of critical factors to vary across life cycle stages (Pinto and Prescott, 1988). In addition, the efforts to integrate project-based knowledge to the wider organization need conspicuous support from stakeholders, a variety of methodologies and - most crucially - time. Project teams, however, are generally expected to 'deliver' outcomes on the basis of certain costs, time, and functional specifications of a project.

Further, as stressed by Weick (1996) project-based organizing may require (swift) changes in organizational learning and knowledge processes. As such, project-based collaboration brings about a dilemma between autonomy of participants and the demand for integration of activities at several levels (Vangen and Huxham, 2003). Considering project teams as 'distributed', coordination within and across organizations remains critical (Sydow, Lindkvist and DeFillippi, 2004). In addition working in and across projects may bring about the tension between accomplishing the immediate task and the need for learning and disseminating knowledge (ibid., 2004). This may be further complicated by the temporary nature of projects and project teams.

Especially in network organizations, projects can be seen as the vehicle for continuous change and re-organization. As projects become 'temporary organizations' (Lundin and Söderholm, 1995) the very nature of a project is characterized by its temporal limitation (and termination) rather than its duration (Goodman and Goodman, 1976). The context of project is thus characterized by a continuous relationship of the permanent (structures) and the fluid (actions) (Sydow, 2006). Hence, all organizations are (and need to be) learning organizations (Boje, 1994).

Termination of the project - perceived not as a single point in time but more as a procedure that spans a period - serves a space in which the project process and activities are evaluated and passed on to the organization and following projects (Lundin and Söderhold, 1995; Galison, 1998). Inevitably, termination of the projects secures the rivalry between the various logics and prevents falling into particular patterns of cognition (Fuchs and Shapira, 2005; Lindkvist et al., 1998). In that sense, termination constitutes project-based collaboration.

Related to the temporary limitation of collaborative organizing in projects is the notion of preserved variety of professional and organizational identities and different logics. Therefore, a lifecycle conceptualization of projects does not necessarily suit or explain the nature of project-based collaborations with no clear beginning and

ending. This is particularly so if collaboration is more informal, such as in Communities of Practice (Wenger, 2000), where participants gather around a shared purpose often not knowing what the particular outcome of their collaboration may be and when a project may be terminated. Last but not least, a project can not be seen as an isolated to processes it will also re-shape the contexts in which it takes place. Thus, projects may have to be seen as emergent and as co-evolving within their context of organizing. In the context of inter-agency collaborating this means issues that affect the partners will also affect the partnership itself. Especially in the case of complex tasks, collaborating parties must keep interrelating and negotiating in order to come up with feasible solutions (Goodman and Goodman, 1976).

3.4 Theoretical perspective IV: Group Dynamics

The next perspective relevant to partnership and collaborating is that of group dynamics (Forsyth, 2010). How people belonging to different groups relate to each other when collaborating is an important aspect in relation to project-based work. Groups are the core unit of analysis when studying organizational dynamics (Boros, 2009). Historically, the study of group dynamics is rooted in the disciplines of Psychology and Sociology. The contributions of Wilhelm Wundt, Emile Durkheim, Max Wertheimer and Kurt Lewin are of particular note. Within his 'Field Theory' Lewin also coined the term 'group dynamics' (Lewin, 1943; 1948; 1951). Today, the study of group dynamics, i.e. the social interaction and behaviour of individuals within and between groups represents a core field of research in modern Social Psychology.

Research on group dynamics can be categorized in work focusing on intra-group or inter-group dynamics, i.e. dynamics within or between groups. Research on intra-group dynamics tends to focus on group formation, membership, social identity, as well as group cohesion. Studies on the inter-group dynamics commonly focuses on social identity and inter-group conflict, as well as conflict resolution. Social Identity Theory (Tajfel and Turner, 1986) has been a significant influence on research where

group conflict or competition is studied (see Deutsch, 1985; Johnson and Johnson, 1989).

In order to understand group dynamics, we need to understand human groups. According to Johnson and Johnson (1989: 8):

'A group is two or more individuals in (face-to-face) interaction, each aware of their membership in the group, each aware of the others who belong to the group, and each aware of their positive interdependence as they strive to achieve mutual goals'.

Groups generate individual, interpersonal and collective socio-cognitive processes and develop a structure. Groups are also open (Katz and Kahn, 1978; Ellis and Fisher, 1994), complex and adaptive (Anderson, 1991) multi-level systems (Nijstad, 2009). Their structures are dynamic and continuously change over time (see Moreland and Levine, 1982). There are, however, a series of attributes, which will more or less apply to every group, such as the interdependence of relationships among group members (see see Campion, Medsker and Higgs, 1993; Lickel et al., 2000) further specifies important group characteristics that are useful to assess dynamics of groups such as:

- *Interdependence*: the degree to which the group members depend upon another to achieve their goals or important outcomes
- *Importance*: the degree to which the group is important to members
- *Interaction*: the degree to which group members meet on a regular basis
- The *number of people* that are members of the group
- *Duration*: how long the group stays together as a group
- *Permeability*: the degree to which it is easy to join or leave the group

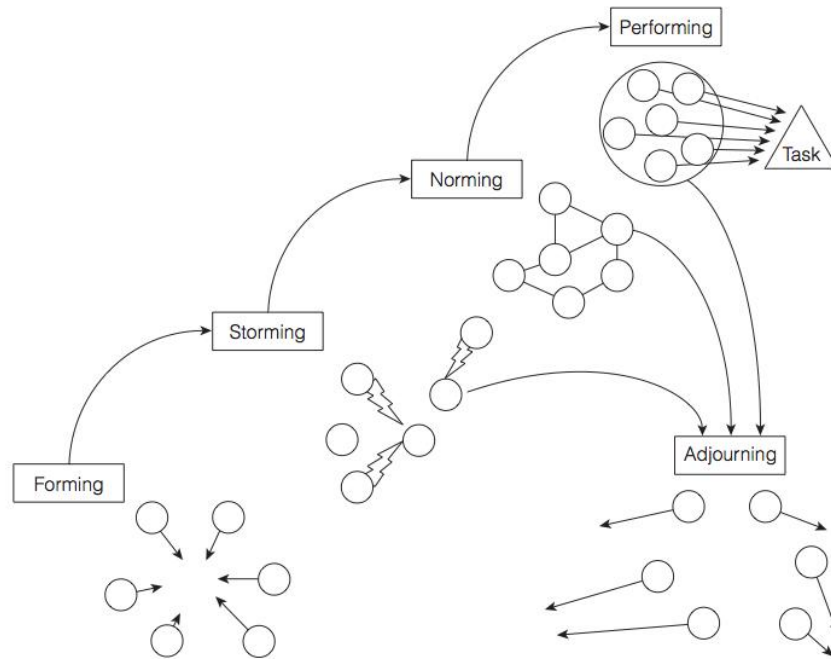
- *Similarity*: the degree to which group members are similar to one another on one or more attributes
- *Group structure*: the degree to which the group has specific characteristics, such as norms, roles, and status differences
- *Cohesion*: the degree to which the group members feel attracted to the group

Further, there are various models of group developments, which describe several processes, which we can observe when studying groups at work. One of the most acknowledged models has been formulated by Tuckman (1965) and was further developed by Tuckman and Jensen (1977). This classical model of group change postulates that groups typically pass through several stages of team building as a form of team development:

- 1 *Forming* - Formation stage: group member get to know each other; high uncertainty
- 2 *Storming* - Conflict stage: group members resist influence; disagreement and high levels of conflict
- 3 *Norming* - Structure stage: group members share a common purpose; high levels of friendship and cohesion
- 4 *Performing* - Productivity stage: group members work together towards their goal; performance oriented
- 5 *Adjourning/Mourning* - Dissolution stage: group members leave the group; feelings of accomplishment or failure

These stages represent social mechanisms, which influence and govern the dynamics of partnership and collaboration.

Figure 3-2: Team performance model by Tuckman and Jensen 1977



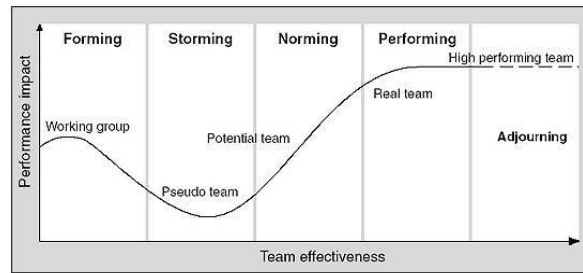
(Source: Forsyth, 2010, p.20)

This model has been widely adopted to test and examine group dynamics and evolution over time. The Tuckman stages may mark important transition points in relation to partnerships and project-based organizing, specifically, group performance and decision-making. Further, they allow participants to look back or ahead to make sense of their situation, the group and their role in it (Weick, 1995; Boros, 2009), while we can also look at the interaction patterns that characterize each phase (see Bales, 1950; Bales and Slater, 1955).

Group formation and the development of identification over time are typically described as a sequence of stages moving a group from formation to decay. This also provides a useful theoretical anchor for specifying the general change processes in groups occurring during group formation (see Eisenbeiss and Otten, 2008).

Research has also shown that team effectiveness will vary across different stages of team development (Katzenbach and Smith, 1993; Hootegeem, Huys and Delarue, 2004).

Figure 3-3: Performance impact of group phases on team effectiveness



(Source: Open University Labspace: <http://labspace.open.ac.uk/mod/resource/view.php?id=339030>)

Whereas Tuckman's model starts with group formation another phase model, the six stage model developed by Worchel and colleagues (Worchel, Coutant-Sassic and Grossman, 1992) starts with the discontent stage where a group does not serve the needs of its members anymore:

- 1 *Stage one: dissatisfaction*
- 2 *Stage two: precipitating event and split of the group into a loyal and leaving fraction*
- 3 *Stage three: splinter groups identity formation and its identity in relation to other out-groups.*
- 4 *Stage four: the group identifies tasks and goals*
- 5 *Stage five: members put their personal interests ahead of group interests*
- 6 *Stage six: members disengage and group disintegrates*

Both are useful general models, which research can use as reference tools to investigate projects.

In addition, Steiner (1972) has developed a classification model to help us understand how different types of tasks may influence group performance.

Additive: Potential performance by the group is given by the sum or average of individual inputs, e.g. filling envelopes, pulling a rope, brainstorming, making judgment and estimates

Disjunctive: Potential performance of the group is given by performance of the best member, e.g. decision making, problem solving

Conjunctive: Potential performance of the group is given by the performance of the work members, e.g. mountain climbing, assembly line

Discretionary: Potential performance is given by any combination individual performances up to the discretion of the group, for example making music, designing a car

3.4.1 Group formation and group dynamics

While the stages across groups may depend on a wide range of contextual factors they also describe general changes that may take place at group level over time. Group formation typically starts with a process, which involves a psychological bond between group members (Moreland and Levine, 2002). This may be a spontaneous process triggered by an event or attractor motivating group members to come together, such as an emergency (Majchrzak, Jarvenpaa and Hollingshead, 2007). More often, however, groups are often formed based on interpersonal attraction and common interests (Hogg, 2000; Wenger, 2000). However, more fundamentally than interpersonal attraction, group formation starts with the recognition that individuals share the same social category and therefore belong to

the same group. For example, doctors may perceive themselves as being different from nurses and vice versa. However, both might still perceive themselves as being part of the same group, i.e. 'hospital staff'.

It has been argued that attachment to one's in-group does not necessarily require hostility toward the out-group (Allport, 1954). Otten and Moskowitz (2000), however, find that mere categorization of individuals into two distinct social categories has been shown to elicit in-group favouritism. Such positive differentiation, even of trivial groups, is explained in terms of group members striving for a positive social identity (Tajfel and Turner, 1986). Further, interpersonal attraction may enhance the connection of the group members to each other. As such, in-group versus out-group categorizations may also lead to discrimination, stereotyping and prejudice (see Hogg, 2000) .

Group formation always involves identification with some members and not identifying with others (see *ibid.*, 2000). Furthermore, within groups, hierarchies and power structures may exist that impact how individuals interact, as well as how group dynamics develop over time. Moreover, through their social interaction the group members also establish group norms, attitudes and roles that define how the group functions and performs and how members relate to each other.

Inevitably, group members are interdependent and mutually influence each other, as well as the group as a whole. This level of interdependence amongst the group members has been directly linked to cohesiveness, shared identity and group performance (Wageman, 1995). Further, group cohesion is the willingness of the group members to 'stick together', i.e. to stay a group, which represents a vital mechanism responsible for keeping members connected and loyal to the group: keeping the group 'alive' (see Dion, 2000). As such, new members must become accepted by existing members and prove themselves to full members ('old timers') (see Ryan and Bogart, 1997). In addition, research on the so called 'black sheep effect' has shown that some members of the group may have more likable features than others. Therefore, these members might be judged more positively. In turn, this

may lead to discrimination, bullying and ultimately deviance of those group members who are less liked or seen as being less prototypical and attractive group members (see Pinto, Marques and Abrams, 2010).

Taken together, group cohesion is a multidimensional construct traditionally defined as ‘the total field of forces which act on members to remain in the group’ (Festinger, Schachter and Back, 1950: 37). Thus, group cohesion and social identity are both vital functions responsible for keeping members in a group, as well as for shaping the behaviour of the group members and the group as a whole (Dion, 2000).

However, most research on groups seems to address the dynamics within existing groups with lesser emphasis on researching emerging groups. For example, the minimal group paradigm (Tajfel and Turner, 1986) looks at the circumstances under which in-group and out-group categorization occurs. However, it is based on arbitrary group assignment and settings, and studies group functions and dynamics, rather than group emergence.

Ultimately, groups are open systems. More fluid and emergent collaborative arrangements may both gain or lose members over time, which may considerably influence group dynamics, as well as performance. Hence, more research on studying group dynamics in these contexts is required.

3.4.2 Summary

Group dynamics are a unit of analysis highly relevant in regard to the dynamics of partnership. To study groups is at the core of Social and Organizational Psychology and many aspects relevant to groups have been studied. There are, however, a number of limitations in past research considering the impact of social identity on group dynamics in the context of project-based collaborative working.

On the one hand, groups often fail to capitalize on potential resources of members. On the other hand we need a better understanding of what creates conflicts within

and among groups (see McGrath, Arrow and Berdahl, 2000). Whilst research has led to a better understanding of what creates conflicts within and among groups, it has primarily focused on cognitive and affective factors, such as identity and cohesion. Or, small-group research has focused on factors associated with groups influencing the members, members influencing the group and processes of leadership, as well as how members influence one another (Hackman, 1992).

In the organizational context the insights derived from this body of knowledge have primarily been applied to improve group performance. This includes, but is not limited to manipulative attempts to change individual attitudes and behaviour to boost organizational performance through effective work teams (see Nocker and Garcia-Lorenzo, 2003).

Only a relatively small amount of research has holistically focused on the dynamic aspects involving group formation, project performance, as well as partnership evolution, including dissolution or critical survival of different forms of collaborative arrangements. Further, group dynamics reflect intrinsically social issues and practices that may enable or hinder groups at work.

As stressed by McGrath et al. (2000) studies on group interaction over time have primarily contributed to models about micro-level interaction patterns in communication (Bales, 1950), phase patterns in problem solving and decision making (Bales and Strodtbeck, 1951) or developmental patterns reflecting the life course of a group (see Gersick, 1988; 1998; Tuckman and Jensen, 1977; Worchel et al., 1992). Further, considering partnerships are dynamic and projects may gain or lose members over time, phase models like the Tuckman stages, as well as Worchel's development model are unlikely to be merely sequential. Rather, they will reflect iterative, repeating and cumulative processes. Research has not yet sufficiently addressed this question.

Inevitably, as groups are open and dynamic systems, they are not static entities and will change per se. Further, they are unlikely to evolve over time in a linear way and

they will impact and be (re-) shaped by the environment in which organizing takes place. Hence, organizational reality is likely to be more ‘messy’ than normative models suggest. Ultimately, both groups and organizations may gain or lose members at any given point and not just when a particular group task is fulfilled. Further, every team will display a certain level of fluctuation in terms of membership and team members might also belong to more than one group at the same time. Inevitably, changes to group structure will also impact agency, i.e. member action and group identification which will in turn impact how teams develop and perform over time.

Taken together, new research needs to investigate further the stages normative models postulate in situ. Specifically, research is needed to explore how group dynamics may evolve across various team development and project management stages, as well as aspects that may influence the identification of new members with existing members of the group over time.

3.5 Theoretical Perspective V: Addressing the Research Gap - Partnership Dynamics

From reviewing the literature we can see a research gap emerging concerned with partnership dynamics, particularly, a conceptual perspective that would take into account both economic, as well as social issues and their relationship over time.

However, to understand the dynamics of partnership, we have to understand how issues relating to project dynamics relate to group dynamics, as well as how their relationship may be intertwined and enacted in practice and how this may affect project outcomes and success.

Thus far, the research has reviewed both the managerial literature and the social and organizational literature concerned with issues relating to partnership dynamics. The managerial literature concludes that people are economic agents. This is a particular resource based and performance-oriented view of organizations. Economic theories

look at organizations as productive entities.⁶ An economic rationale would suggest that the best way to organize in terms of efficiency is to work through a project: organizations come together as productive entities and work on a flexible and temporary basis, which should be efficient. This idea is also a key driver for public policy promotion of project-based organizing, suggesting to actors the possibility of improving organizational efficiency through more strategic collaborating and partnership working (see Austin, 2000; Axelsson and Axelsson, 2006).

As we have seen, the various forms of organizational partnership may range from strategic and marketing alliances, to supply chains, joint ventures, cooperatives, partnerships or simply networks through which knowledge and skills are shared, as well as many other possible forms of project-based collaborating. To greater or lesser degree inter-agency cooperation thus extends and blurs the boundaries of the organizations involved and each format requires different mechanisms of governance (see Roser et al., 2013). Ultimately, cross-boundary organizing brings with it changes for organizational and institutional requirements, business processes and work practice (see Weick, 1979; 1995). Consequently, the way in which partnership working may be enabled or inhibited, as well as researched, is also distinct in each context.

On another level, more social in orientation, every organization also becomes a society of its own kind (see Giddens, 1991). This means, when we merge entities in order to come together and collaborate in a group, certain things (whether structures or behaviour) will have to be abandoned or dismantled in order to gain others. As all groups in society are hierarchical, issues of power are relevant (Scott, 2001). These patterns of domination and of resistance, however, are not specifically relevant so much to organizations, but rather to us as humans; and humans are primates prone to the influence of group norms. Research in Social Psychology further stresses that, organizations have their own culture and that groups may suffer from certain effects

⁶ This is also the underlying rationale behind the seven partner organizations studied in this research. They engage in forming an interorganizational partnership, triggered by new public policies and the possibilities of project-based organizing.

such as in-group and out-group biases. These are powerful social forces, which may lead to prejudice and obedience (Milgram, 1974; Zimbardo, Haney, and Banks, 1973; Brown, 1986). Further, humans have an intrinsic desire to reduce uncertainty and avoid cognitive dissonance (Festinger, 1954). Hence, cognitive and social factors make us prone to making consistently irrational decisions (Ariely, 2009).

The social and psychological literature therefore stresses the human and social aspects involved in creating an organization (Hosking and Morley, 1991). These aspects, however, tend to be ignored by the economic literature. When it comes to organizing, social dynamics tend to be neglected.

3.5.1 Systematizing social and economic enablers and inhibitors

As we have seen in the previous chapters (see also section 3.2.1) collaborating is a multifaceted (and potentially open-ended) phenomenon. In the literature, we can therefore find a proliferation of possible factors relating to partnership and collaborating. During earlier stages of this research N=161 items were collated and judged to influence the dynamics of the partnership (see appendix 1 with a list of all items, pp. 277 and table 7-3 in chapter 7).⁷ This work can be seen as a continuation of Wood and Gray's (1991) first comprehensive literature review providing us with useful conceptual building blocks for developing a more general theory of collaborating. In their research the authors aim to identify preconditions,

⁷ In an earlier attempt the research was looking to cluster items derived from the literature as drivers, antecedences, enablers, inhibitors, as well as outcomes of collaborating. However, when attempting to reach inter-rater consensus amongst three researchers this proved impossible and the idea was abandoned as was compiling a complete list of such factors. The reason is that, many items may be relevant in a number of categories/item domains. For example 'learning from partners' may be both a strategic goal and driver for alliance formation, as well as the outcome of it. It may also be an enabler for partnership per se. Further, these factors are talked about in many different literatures and context and compiling a complete list of possible antecedences, drivers, enablers, inhibitors and outcomes of partnership and collaboration is impossible to achieve in the timeframe available of this PhD thesis. Moreover, it may prove impractical if not impossible to attempt this as there are potentially as many factors relating to collaborating as we have possibilities to collaborate in practice and (in theory) these possibilities are unlimited. Hence, rather than developing an extensive, yet, incomplete list of antecedences, drivers, enablers, inhibitors and outcomes of partnership and collaborating from across the social science literature, this research concentrates on discovering enablers and inhibitors in situ and discusses them in relation to the prevalent themes relating to collaborating in the social and organizational literature.

processes and outcomes associated with interorganizational partnerships. From a strategic alliance perspective they review nine articles from which they derive six distinct explanations for collaborative behaviour. These literatures are informed by concepts relating to a number of research domains such as resource dependence, corporate social performance/institutional economics, strategic management and social ecology, microeconomics, institutional and negotiated order, as well as political contexts.

However, the authors also conclude that each of the perspectives identified tend to focus more on the individual firm, agency or government department, rather than the interorganizational problem domain itself. Thus, they call on other scholars to contribute to the development of a more comprehensive collaboration theory. In this light, the literature reviews performed in this research aim to complement the analyses and frameworks put forward by other collaboration scholars.

While literature analyses are useful, they are also limited tools to explore collaboration phenomena in practice. We need to conduct empirical research to be able to categorize these factors and relate them to particular contexts of organizing. First, there is no economic factor that has no social implications and vice versa. Economic and social factors are related. How they are related in practice, however, is less clear. Hence, it is not enough to classify them based on reviewing the literature alone. Further, in practice, certain issues may be more internal or external to the group at work.

First, it is difficult to compile and test a comprehensive list of clearly distinguishable factors. Second, we cannot include every possible factor or context of collaborating in our analyses. Third, we also lack research instruments that allow us to measure the complex dynamics and processes associated with multi-party collaborations. In particular, this is true if we aim to measure factors on a number of levels simultaneously and over time. In this light, the literature analyses performed in this research are limited in terms of further exploration as they confirm what previous

research has already shown: collaboration is a multifaceted process which is difficult to capture from a consistent, yet, multifaceted perspective.

We can, however, observe both social and economic issues in situ and categorize these social and economic factors as internal and external enablers and inhibitors. The table below illustrates how this might be done (see Table 3-1).

Table 3-1: Possible internal and external enablers and inhibitors

Group	Internal	External
Enablers	Good history among partners Shared ethos and work culture Etc	Funding Good work space Etc
Inhibitors	Incompatible aims Conflicting identity Incompatible aims/motivations Etc	Conflicting timescales Lack of organizational alignment Etc

This gives us a simple analytical grid and helps us to look at issues as internal or external functions relating to the group. This means that, in addition to external, contextual factors that may affect collaboration, we will also find enablers and inhibitors, which may be internal, generated within the group. For example, people working together in a new group may benefit from prior collaboration history and positive experience (internal enabler) versus group members having different motivations, interests or identities, resulting in incompatible aims (internal inhibitor). A typical external enabler may be receiving funding for engagement in certain project activity. An external inhibitor may be that the partners have conflicting schedules or priorities hindering them from joining a partnership as would be required. It may also be possible that their work activities and processes may not be well aligned enough to deliver the anticipated project results, collaboration outputs and partnership synergies.

Taken together, we can clearly see that enablers and inhibitors will be interdependent, e.g. receiving money may result in the group not being able to agree how it should be spent because they have different objectives. Further, we can see that depending on context enablers may become inhibitors and vice versa. For example, access to funding may kick start a collaborative project, but hinder the partners in developing a shared objective due to certain funding criteria, such as the partners service objectives overlap, or the partners differ in size, and so on. These are the typical issues and interdependencies this research is concerned with. However, we can also see that these issues will be context specific and therefore difficult to classify based only on theoretical descriptions. The following sections aim to uncover and elucidate these issues by examining the practice of collaborating in the context of a real project case.

3.5.2 Integrating perspectives: Toward partnership dynamics

As we have seen, the Economic view on organization is to look at humans as economic entities and effective ways to organize labour division. It is possible to look at group interaction and collaborating from a performance and economic point of view (Packendorf, 1995; Gray, 1985; Huxham and Vangen, 2005; Turner, 2008). In the course of these processes, the outcomes on the managerial side are structures and procedures, routines and outcomes.

However, considering organizations as human groups, we should also look at collaborating from a social and cultural point of view (Giddens, 1991; Hosking and Morley, 1991). This perspective also puts an emphasis on practices of organizing rather than structural aspects of the organization. Hence, on the social and psychological side we have leaders emerging, individualities, dynamic groups and networks and many more potential aspects. All these things will change before the stage when people actually try to merge as a group (i.e. during pre-merger stages).

The aspects relating to partnership and collaborating discussed in the literature can be broken down into economic and social aspects, as well as the process and

dynamics of collaborating in an emergent situation over time. Within dynamics of partnership collaborating, we have (1) *project dynamics*, as well as (2) *group dynamics*.

In this research, *project dynamics* is the economic way of looking at the process of collaborating and partnering. Whereas, *group dynamics* is the social and cultural view on people collaborating, as well as their practice, i.e. habitus of collaborating and how actors re-create culture, which makes them a group.

Group dynamics are about short term problem solving, but we also have long term social issues that are also societal issues reflecting societal dynamics. Hence, entities that create their own culture also create traditions, hierarchies, installations, routines, as well as practices to make things easier for them.

As such, we can understand partnership and collaborating as processes in which both structure and agency are intertwined (Giddens 1984). Conceptually, we can understand partnership as *collaboration continuum* ranging from structure (partnership approach) to agency (practice of engagement). On the side of structure, we have forms of organization and collaborative arrangements. Collaborative ventures and projects involve both economic and social affordances (see Gibson, 1982) and are thus located toward the centre of the collaboration continuum. The further we move toward agency, the more ‘social’ issues and concepts become relevant, as they address social processes and practices, rather than organizational forms. Ultimately, collaborating (as social and iterative process) has to support both in different ways for partnership to be successful. Further, how this can be achieved will differ depending on the type of collaborative arrangement/relationship sought and implemented. This argument is consistent with the division of the literature focussing on strategic alliances and partnerships on the one hand, and small group research and collaborating on the other hand. The boundary between organization as structure versus organization as practice and culture is of course blurred as we develop further theoretical lenses and perspectives.

To help us understand agents and their behaviour, it is thus less important to discuss if a conceptual approach is best classified as entitative or processual (see Hosking and Morely, 1991). The reason is that, people are entities per se. One can hold both views, looking at organizing approaches as entitative or resource based, but also including a more processual account that looks at social effects or indeed social processes that might be important in connection with collaborating and organization making.

Taken together, we need to be able to switch perspectives to improve our theoretical concepts and metaphors in use, to study if things that work in practice also work in theory.

Chapter 4 will now provide an overview of the case study and introduce the research techniques used to examine the material.

Chapter 4 Material and method

'Predictive theories and universals cannot be found in the study of human affairs. Concrete, context-dependent knowledge is, therefore, more valuable than the vain search for predictive theories and universals.' (Flyvbjerg, 2006: 224)

This chapter outlines the methodological approach of the research in studying what may be enabling or inhibiting factors to collaborating in interagency partnerships. As we have seen from reviewing the literature, there are many issues that potentially become relevant when collaborating. However, whether they are relevant for every partnership, and how they will manifest themselves in practice, is less obvious. To respond to this research situation is what this study is concerned with. The next section will further outline the epistemological foundation of the research.

4.1 Epistemological rationale

To elucidate the research question this research needs to study collaborating as a real world phenomenon and employ an explorative and in depth approach to uncover practices relating to partnership and collaborating in context. When holistic and in-depth research is needed, in order to understand complex social phenomena, a case study is an ideal methodology (Orum, Feagin and Sjoberg, 1991). This is particularly so for areas of organizational life which are not well documented (Schein, 1988). Traditional research tends to focus on success stories. However, learning from failure represents a key foundation for organizational learning and is also essential in relation to organizational theorising (Mirvis and Berg, 1977). Case studies, as well as negative case sampling, can help us build theories of success and failure (Pettigrew, 1988). Further, sampling both successful and unsuccessful projects can help us advance the generalizability of existing models, as well as those in development (Gersick, 1988; see Ariño and de la Torre, 1998). Further, Yin

(1993) suggests that case based inquiry is particularly appropriate when the analytic goal is to relate a narrow range of phenomena to a broader context. Hence, case study research is a central activity in organizational research for inducing theory (Eisenhardt, 1989). The purpose of this research and the nature of the research phenomenon thus make a longitudinal case study methodology the most pertinent methodological approach to investigate the project case.

The case study allows the researcher to apply various data creation and analytical techniques in combination (see Bauer, Gaskell and Allum, 2000). The aim of this multi-perspective approach - known as triangulation - is to provide the researcher with a deeper, richer and more comprehensive understanding of the data investigated (Flick, 1992). Triangulation is also important for hypothesis building and for generating valid and reliable insight about the research phenomena in question. Considering the more explorative research question specified earlier in section 1.4, this research is less concerned with control and prediction. It is oriented toward the research of neglected issues and themes and oriented toward the discovery of new insights in organization studies, not verification of what previous research has already uncovered (see Alvesson, 1995). Such qualitative inquiry and case work is concerned with generating theory as opposed to making generalizations toward existing theories (Seale, 1999). Ultimately, case based inquiry teaches us an altogether different logic to scientific research, which may lead to new insights that are different from what theory would predict (Popper, 1959). As such, case study is not limited to generating and testing of hypotheses (Flyvbjerg, 2006). Rather, it allows us to go beyond generalization and learn something new (see Eysenck, 1976). The purpose of this research is therefore to help develop a new set of knowledge and insights that can be built upon by others (Cornish, 2004). Furthermore, the research seeks to help us expand our repertoire of representations through generative stories about what is and could be (Czarniawska, 1997; 1998). The chosen methodological approach will further reflect this.

4.1.1 Methodological approach

In order to answer the research question, the research will study what happens when several existing units are merged in order to create a new (bigger) organization, using 'project' as the vehicle to implement partnership, change and innovation. The research also looks at how actors make sense of participating while engaging several partners in the process of (negotiating and implementing) organization making.

The intention is for the research to unveil what collaborating means to the partners involved, what they believe partnership is or should be and so on (see Gössling et al., 2005). As such, the research does not need to predict what would happen in reality, but to research theory in action and to be able to relate its findings back to theory in order to help us consolidate, advance and falsify existing theories and concepts. Ultimately, the research needs to advance our understanding of partnership working and collaborating (in action) in order to enable us to draw conclusions and implications that will help us to inform both theory and practice.

On the one hand, the research will therefore look at a real world case to see how the concepts we use in theory can help us make sense of collaborating in action. On the other hand, it will explore if the concepts we have available are fully representative of what happens in practice or if organizational reality is different from what theory would predict.

To study partnership dynamics, this study it will investigate how the different partners relate to each other when collaborating over time. The study will research and evaluate the role of economic versus social factors involved in partnership dynamics. It will do this empirically by comparing enablers and inhibitors emerging in a real project case to what the organizational literature talks about.

Taken together, the methodological approach implemented by this research primarily contributes to discovery and new insights, as well as consensus building in relation to existing theories and concepts about interorganizational partnership and

collaborating. Hence, it will research collaborative practice in an emergent context of change where actors tackle issues as they become relevant to them.

4.1.2 Methodological aims

The aim of this research is to investigate the material at hand in relation to concepts prevalent in the partnership and collaboration literature. Further, to investigate ‘project’ as a vehicle for organization making as well as partnering and collaborating. Another goal is to compare how consistent people’s stories and experiences are with what the literature presents. The specific aim of the analysis employed in this thesis is thus to find out what happened, when, and why, in relation to critical transitions of a particular project case concerned with partnership and collaborating.

Considering the theoretical outline, the research will primarily examine the data from two different perspectives: the economic versus social perspective on organization. The prior will be concerned with the actual events and project dynamics, while the latter will focus on the group dynamics among the actors involved in the particular project consortium. As such the study aims to illustrate issues organizations are potentially faced with when engaging in collaborative arrangements, and when creating a new organization out of existing entities to work in partnership.

Considering the research question, the research aims to uncover processes, practices as well as enabling or inhibiting social or economic issues involved in collaborating and organization making. Further, the analysis aims to highlight critical tensions where enablers or inhibitors become visible, and to connect these critical sections to the data. In doing so, the research intends to answer how the data maps onto the action moments to make the analysis valid and powerful. The methodological aim of analysis is thus to be systematic and coherent, while utilizing various available sources of data and across multiple layers of analysis. The reason is that, in practice we can expect issues to be intertwined and to manifest themselves across different data, as well as layers/foci of analysis. Hence, a practical challenge of case based

inquiry is to find a viable, yet, consistent and coherent way to conduct the analysis allowing us to disentangle the different aspects involved in partnership and collaborating.

4.2 Sampling strategy

In order to study enablers and inhibitors in practice we first have to select an appropriate context that can help us elucidate our knowledge interests. As Bauer and colleagues (Bauer et al., 2000) have outlined this process is characterized by four basic dimensions: (1) design principles (2) data elicitation (3) data analysis and (4) knowledge interests. Hence, depending on the knowledge interests and strategic principles of our research, different ways of data elicitation and data analysis have to be taken into account. As such, systematic research must purposefully develop and explicitly articulate how to select a sample for analysis.

To that end, Miles and Huberman (1994) have developed six dimensions to help the researcher select a project case suitable for case study research. These are particularly useful for situations in which samples are likely to be small and studied more intensively by utilizing a large amount of data and information, i.e. qualitative research and inquiry. More specifically this applies to cases in which the goal of research is to explore phenomena in relation to a particular problem domain, to inductively derive theory. Additionally, the dimensions designed by Miles and Huberman (ibid.) also cover situations where research aims to explore issues in context, informed by prevalent theoretical concepts. Their assessment criteria allow us to derive a set of useful questions that can inform our sampling strategy:

- 1 Relevance** to conceptual framework: Is the sample relevant in relation to the literature and the research question; does it allow to inductively deriving theory from the data?

- 2 **Richness:** Is the sample likely to enable the researcher to discover phenomena which are conceptually important in situ and based on ‘thick description’ (ibid.: 34)?
- 3 **Analytical generalizability:** Does the sample enhance generalizability of the findings in relation to the concepts in use (rather than the population in question)
- 4 **Internal validity and reliability:** Is the sample likely to produce a complete, consistent, coherent and credible account and explanation of what is described and observed?
- 5 **Ethics:** Does the sample strategy comply with ethical guidelines; is participation voluntary and based on informed consent?
- 6 **Feasibility:** Is the sampling plan feasible in terms of required resources, cost and capabilities of the researcher (e.g. time, money, access to sample and sites, linguistic and communication skills, being able to cope with experiences etc)?

The criteria above give useful guidance to researchers and are a means to inform decisions before the sampling stage of the research. However, we can also use them to select and compare different project cases in terms of how suitable they might be for conducting a particular research, i.e. for answering a particular research question.

4.2.1 Sample

The following section provides a first overview of the organizations involved in the research. The Partnership selected for this research is a project is a project where seven UK [SPC-A] charities come together to explore possibilities of working in partnership. The Partnership Project is implemented by a project consortium consisting of representatives of all seven organizations. Their shared interest centers

around the feasibility of sharing information and know-how, business functions and infrastructure, as well as the possibility of shared services.

- Phoneus provides a free, 24-hour helpline for [SPC-A] offering advice, information and counselling services. it comprises about 300 staff, a full-time equivalent of about 250, and 1,000 counselling volunteers.
- ForFamilies works to promote the social inclusion of families and [SPC-A] who are marginalized by poverty and discrimination. Comprises about 450 staff, 250 of which work full time, in 20 sites.
- TalkTalk helps [SPC-A] with speech and language difficulties, working to create a society where they have the same opportunities in life as other [SPC-A]. Comprises about 200 staff.
- Nationwide promotes the interests and wellbeing of [SPC-A] through research, policy and practice development and the dissemination of information. Comprises about 150 staff.
- BeHappy helps [SPC-A] deal with their emotional reactions to the difficulties they encounter through therapeutic and emotional support provided in Specific institutions dedicated to [SPC-A]. Comprises 100 employees and over 300 volunteer counsellors.
- Fostercare works to improve public care for [SPC-A] who are separated from their families and living in residential or fostercare. Comprises about 30 full-time staff.

- Youngster is committed to improving the mental health of all [SPC-A]. Comprises about 30 full-time staff and 60 associated people⁸.

As we can see, the seven organizations significantly vary in size and scope. With incomes ranging from £1m-£10m per annum and they also reflect a wide range of interests and services. While some of the initial partners offer quite specific niche services to [SPC-A]s, others work more as brokers and umbrella bodies. Some organizations maintain extensive regional operations outside their London headquarters, while others don't. Nationwide have the highest turnover and have been instrumental in securing funding for the Partnership Project. In addition, they have strong lobbying capabilities at Government level and initially applied for monies to sponsor the Partnership Project. They are also a large umbrella organization with extensive experience in project-based collaborations that involve smaller organizations.

4.2.2 Drivers for partnership

The new government policy (SPC-AA, 2003), implemented new grant schemes and funding requirements while opening up the sector to additional competitors for services initially provided by [SPC-A] charities. Using a project as a commercial vehicle and collaborative mechanism to instigate partnership, the charities involved sought to respond to these external pressures by teaming up with others. More specifically, the drivers for the partners to come together and collaborate can be summarized as follows (adapted from the initial funding application/project description of the Partnership Project):

- Expansion of scope and capability
- Access to new/different skills and technologies
- Reach a critical mass of beneficiaries
- Access to project funding

⁸ These organization descriptions are adapted to give the reader an impression of the diversity of the organizations involved in the research. The exact numbers of staff and sites have been amended to ensure anonymity of the organizations involved in the research.

- Responding to external pressures (government or funders)
- Grow in size
- Become more attractive/visible to stakeholders
- Reduce costs
- Foster economic survival and sustainability
- Share infrastructure and office space

Furthermore, when initiating the project all charities explicitly expressed interest in either purchasing or building a new space/offices, i.e. '*a spanking new building*' (*Nationwide Trustee/Marcom Director, Interview 11*) that would allow the partners to share accommodation and strategically develop a shared 'centre of excellence'. Apart from co-financing and sharing a building they were also keen to explore, develop and implement new and more efficient ways of working (in partnership). The partner organizations wanted to share ideas, knowledge, as well as operational and technical resources with a view to develop shared services in the future (e.g. a joint library, a telephone helpline, or sharing databases with regards to particular [SPC-A] issues, such as mental disabilities, etc.).

4.2.3 Project stakeholders

In general, stakeholders associated with the sector who are directly or indirectly involved in the project case include:

- Government and policy makers
- [SPC-A] as main beneficiaries
- Families of [SPC-A]
- The partner organizations
- Other [SPC-A] charities
- Public service providers
- Private sector companies and consultants

4.2.4 Assessing the project case at hand

The project case allows us to study interagency collaborating amongst [SPC-A] charities. The case at hand is one of several voluntary sector organizations

coming together in a 'Partnership Project' in order to explore the possibilities afforded by greater collaboration, resource and cost sharing, as well as moving into a shared building and developing shared services. They did this to comply with new grant funding schemes, but also to foster organizational survival and success, i.e. to increase their visibility by working partnership, becoming role models of Voluntary Sector reform.

First, the Charity Sector is an appropriate research context for the study of collaboration practices, as its not-for-profit ethos builds on voluntary engagement, informality and project-based working. Further, this sector operates in order to benefit an ethical societal purpose, rather than being oriented toward organizational profit. Hence, one might expect that the ethos and working culture of the sector would encourage social engagement and collective effort per se.

Second, the project partners coming together in the Partnership Project aimed to exploit the benefits of engaging in collaborative work and organization formation. As such, via the project consortium the partners sat as trustees and representatives of their organization in order to establish new ways of working. The shared goal of their organizations in teaming up was to establish how their organizations could benefit from working in partnership and to find new ways of sharing infrastructure and staff to reduce cost.

Third, the partners seemed keen to together develop new, more competitive, potentially shared, services. The Partnership Project also utilized a newly created UK Limited Company by Guarantee for project procurement and as the partnership's commercial vehicle, which gives the project a shared organizational identity.

The immediate goal of the project consortium, however, was not to provide joint services just yet but to explore how this might be feasible.

Taken together, the table below shows how the project case complies with the criteria previously outlined by Miles and Huberman (1984):

Table 4-1: Assessment of ‘Partnership Project’ according to sampling criteria

Sampling parameters	Assessment: Partnership Project
Relevance	Yes: the sample highly relevant in relation to the literature, as well as the research question. First, the case at hand is concerned with collaborating in action. Second, it allows following a project over its entire life cycle. Finally, it allows us to inductively derive theory from the data.
Richness	Yes: the sample demonstrates in practice the issues the literature is talking about; we can expect rich data to result from inquiry. There are a wealth of different data available that allow for triangulation. Further, the number of partners with different issues coming together in the project/partnership.
Analytical generalizability	Yes: the case allows focusing on identifying and consolidating/enhancing concepts from the literature. We can induct theory by analyzing and participating in a real project case.
Internal validity and reliability	Yes: the sample is limited in time, i.e. a project that is not part of an existing or previous collaboration. As the partners have no previous partnership history we can observe how the issues and group at work will evolve over time. Hence, any learning derived is likely to enhance existing theories, either by falsifying or consolidating them. Particularly, case base inquiry benefits from higher external validity of findings than purely theoretical research. Testing theories in use thus contributes to enhancing internal validity of concepts.
Ethics	Yes: no participants were harmed and their participation was voluntary and based on informed consent; data creation in line with the code of ethics and conduct formulated by the British Psychological Society (BPS). Further, the participants gave their express permission to use the data for research

Sampling parameters	Assessment: Partnership Project
	purposes based on LSE research guidelines and informed consent.
Feasibility	Yes: access was made possible due to initial contact and two studies commissioned by the consortium. Access would have been more difficult with other organizations, considering the actors were actively interested in advice and research concerned with collaborating.

In sum, the assessment above encourages us to make use of the project case at hand in order to answer the research question. The case promises to be an appropriate research context for the study of collaboration practices, considering collaborating is at the very heart of the culture and not-for-profit ethos of the Voluntary Sector. Rather than being oriented toward organizational profit, the voluntary engagement is characterized by informality, flexible partnership working and by the aim to jointly benefit an important societal purpose. Further, the partners coming together are motivated and clearly in need of developing new pathways to value. This project case will enable an adequate study of partnership and collaborating in action.

The next section will outline the overall data is available for analysis.

4.3 The data

This section provides an overview of the kind of data the research is investigating. There are various primary sources of data available. The table (tab 4-2) below gives an overview of the core data used to analyze the project case:

Table 4-2: Primary data

Interviews ⁹	Group discussions	Survey	Documents
1. BE HAPPY CEO 2. PARTNERSHIP PROJECT DIRECTOR (T1) 3. FOR FAMILIES CEO (T1) 4. TALKTALK CEO (T1) 5. BE HAPPY COO + DIRECTOR OF TRAINING 6. FOR FAMILIES HR DIRECTOR 7. PHONEUS - DIRECTOR OF POLICY AND COMMUNICATIONS 8. YOUNGSTER KNOWLEDGE MANAGER 9. YOUNGSTER CEO 10. FOR FAMILIES REGIONAL DIRECTOR 11. NATIONWIDE KNOWLEDGE MANAGER (T1) 12. NATIONWIDE TRUSTEE/MARCOM DIRECTOR (T1) 13. BE HAPPY EVALUATION OFFICER 14. PHONEUS CEO 15. FOSTERCARE CEO 16. PARTNERSHIP PROJECT (EX) DIRECTOR (T2) 17. TALKTALK CEO (T2) 18. FOR FAMILIES CEO (T2) 19. NATIONWIDE KNOWLEDGE MANAGER (T2) 20. NATIONWIDE TRUSTEE/MARCOM DIRECTOR (T2) 21. MERGER CONSULTANT 22. NATIONWIDE CEO 23. TREASURER PARTNERSHIP PROJECT 24. NEW CAMPAIGN NATIONWIDE AFFILIATE MEMBER CEO 25. NEW CAMPAIGN CONSULTANT 26. NEW CAMPAIGN CEO	(1) Group-discussion with KM team at Nationwide on Organizational Knowledge Practices (N=4) (2) Group Discussion on Enabling Internal Communication with Nationwide staff and LSE staff, as well as students (attending LSE seminar 'Knowledge Processes in Organizations' (N=8) (3) Evaluation meeting at Nationwide (4) Reflect-back meeting with new Partnership Project director/trustee of Nationwide	(1) Survey on Managing Collective Knowledge (MCK; N=42)	<i>Feasibility studies</i> (1) Managing Collective Knowledge (MCK) (2) Combining In-House Services (3) Linking Telephone Helplines (4) Interactive Services (5) Regional Infrastructure (6) Cooperated Sector <i>Additional documents</i> <ul style="list-style-type: none"> Organizational Charts ESPC-A Policy Document funding application/bid 'A Merger Handbook' by charity consultant Open text questions from MCK survey 'Dynamics of Partnership' Evaluation Report (EVA) Financial statements Charity websites and leaflets Online news and press releases Public staff and social media profiles with career information

The data stems from a mix of material ranging from 26 in-depth stakeholder interviews, 2 *focus group discussions*, 2 'reflect back' meetings, lasting from 35 to 90

⁹ Interviews 1,2,3,4,8,11,12,24, 26 were jointly conducted by two interviewers, i.e. Lucia Garcia-Lorenzo (LG) and myself (TR); Interviews 5,6,7,9,10,13 conducted by LG; Interviews 14,15,16,17,18,19,20,21,22,23,25 by TR. This was required due to limited availability of participants, as well as teaching commitments of both researchers.

minutes (depending on local circumstances and participant availability at the time of data creation). Further, an explorative *survey* (N=42) including both closed and open questions distributed among some of the members of the partner agencies (for *survey results* check appendix 2, pp 301).

Additional data in the form of six feasibility reports in connection with the Partnership Project was also made available by the project partners/consortium. Further information such as mission statements and financial reports, could be obtained from the public domain, i.e. websites, policy reports, funding guidelines and financial reports, as well as publications and leaflets disseminated by the organizations.

Altogether, the rich data available enabled the research to make use of a multi-layered body of information in order to answer the research question.

This next section will outline in detail the context in which the data relating to the project case was generated.

4.3.1 Context of data creation

The charities involved in the research find themselves in a turbulent situation where they have to find new ways of organizing to ‘collaborate in order to compete’. It is in this context the data was generated in order to identify enablers and inhibitors to collaborating.

The empirical material available to answer the research question was created while I was part of a small research team (together with my colleague Dr Lucia Garcia) for Enterprise LSE (ELSE), the commercial exploitation arm of the London School of Economics and Political Science (LSE). Access to the agency and subsequent data creation was made possible in connection with two studies commissioned by the Partnership Project consortium to ELSE. The first, a feasibility study early into the partnership focusing on ‘*Managing Collective Knowledge*’ (MCK by Garcia and

Roser, 2004), sought to inform the partners about the possibilities relating to enabling intra- and inter-organizational knowledge processes. The second, an evaluation report looking into the '*Dynamics of Partnership*' (EVA by Garcia and Roser, 2007), was intended for use by the consortium to share lessons learned and also to report back to its funders.

Whilst the research process employed generated a wealth of data and material (used extensively in this research), the contents delivered in the two ELSE studies were clearly client oriented. This is typical for commercial research projects, where researchers work on questions commissioned by external stakeholders in order to cater to the particular knowledge interests of these customers. Further, the partners were also looking for new insights and learning about organizational knowledge processes, as well as partnership and collaborating. Hence, the consortium and the participants were also keen to involve academics/consultants into their project.

In March 2004, during their first year into the project, the consortium, consisting of all seven partner organizations, commissioned in total six feasibility studies to a range of external experts (one being the MCK study commissioned to ELSE). These feasibility reports looked into issues such as sharing IT infrastructure, establishing joined telephone help lines, and creating new shared services or how the partner organizations could potentially share knowledge, expertise and information amongst each other.

My first contact in 2004 with the project consortium was thus to discuss one of those feasibility studies which focused on how they could manage and share their collective knowledge. This is also how I was put in contact with the research participants, who also included people working in the sector who were not part of the Partnership Project.

The initial study on knowledge processes was meant to be a contributory component to the analysis of the possibilities of collaborative work being developed among the various partner agencies that composed the consortium at that time. In this context a

survey questionnaire was distributed among the partner charities. This study focused on the views each partner organization had regarding collective knowledge, looking at the way knowledge is used, transferred, maintained and changed within the partner organizations. As such, this feasibility study also generated useful contextual data about the working practices in each organization, including data stemming from in-depth interviews and focused group discussion with various stakeholders. The first ELSE report by Garcia and Roser (2004) concluded that one of the challenges for the consortium member organizations in the upcoming years could be to engage in the practice of a multi-organizational partnership in which the different organizations might have divergent philosophies about or approaches to how to collaborate with others. It was suggested that strategic decisions would primarily depend on the character of the partners involved and how far partners would wish to move beyond the status quo in their own organizations.

While my thesis research, in relation to new ways of working, knowledge processes and collaboration, was ongoing, the project consortium commissioned the same ELSE research team to undertake another study in early 2006 (EVA by Garcia and Roser, 2007). This time the team were asked to look closer at a situation and the particular conditions in which people had to work collaboratively with those in other organizations to establish and implement partnership(s). Two emerging projects were looked at. First, the particular Partnership Project which is more extensively researched in this study. Second, a New Campaign Project concerned with creating an organization that would support aims and causes with [Specific Person Category B - SPC-B].¹⁰

Meanwhile, three of the original seven partners were still involved in the project and conversations were carried out with a previous member to return and another two new organizations to possibly join the partnership. During June 2007 the partner

¹⁰ The New Campaign Project allowed the research to generate 3 additional interviews with its founding team members, who were at a very early stage of their collaboration. However, as they were seasoned and very experienced participants this data may also prove useful in the context of this research. Furthermore, the New Campaign Project was suggested to follow a process which was typical for how the sector would operate when developing/incubating projects at 'grass roots' level.

organizations were still sharing their aspiration for a ‘*well designed building*’ that aimed to ‘*become a nationally recognized centre providing an infrastructure for collaborative working in the [SPC-A] sector*’ (taken from official project website).¹¹

However, their mission to become the national hub for ‘*all those working with [SPC-A], and the headquarters of a number of voluntary [SPC-A] organizations*’ (Project Director, Interview 2) is yet to be accomplished (as of December 2012). Considering the social and organizational literature we can presume that funding is only one of many possible factors involved in making their vision a reality.

The next section will outline how the data available was created in more detail.

4.3.2 Data creation process

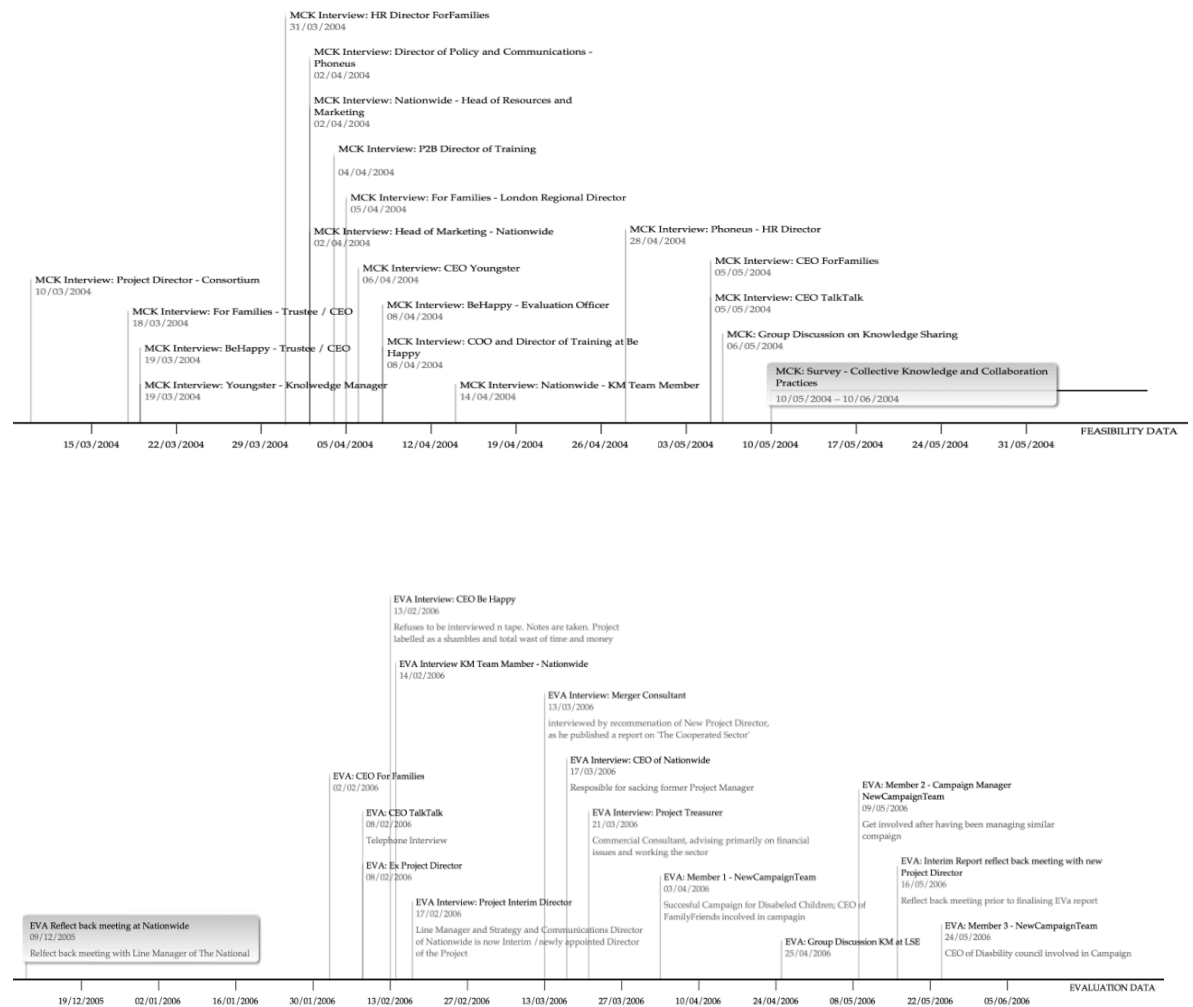
This longitudinal research follows the Partnership Project as events unfolded in the sector from initiation to termination and beyond (see project table, pp).

The main data, i.e. interviews, focus groups and a survey was created en bloc, i.e. in an ongoing process. Additional data is available in the form of published information, such as leaflets, funding documents, financial reports, websites and feasibility studies. Data creation focused on (1) exploring ways of working, sharing knowledge and collaborating in the sector and amongst the partner agencies, as well as (2) the informants’ experiences in relation to working in various project-based partnerships in different organizations. This process included both the participants of the Partnership Project which brought together many of the interviewees to explore and learn how they could benefit from working. The timeline below gives an overview of when particular data were created. Data creation was stopped when data saturation was reached, i.e. when the interviews conducted would not reveal much new information or any different perspectives from those previously gathered.¹²

¹¹ URL not provided for reasons of anonymity.

¹² Some of the first interviews were conducted together with my LSE colleague Dr Garcia Lorenzo where I would take notes or we would take turns in asking questions to the interviewees. Further, after

Figure 4-1: Data Creation Timeline¹³



some initial interviews we would also conduct debriefing sessions amongst ourselves, which helped me improve my interviewing technique for the later interviews conducted without her presence. Further, due to the LSE's code of practice for commercial research and consultancy projects Dr Garcia, as the more senior researcher, had to be at the helm of the commercial research team. However, I was actively involved in the data creation process and generated most of the data myself. Ultimately, the work presented in this thesis has different knowledge interests from the commissioned studies. Nonetheless, the two commercial projects provided access to the partnership researched here and subsequently made this study possible.

¹³ This diagram illustrates how the data was created in a longitudinal process. For bigger timeline diagrams see appendix 3, pp.333.

Interviews

The 26 interviews available for analysis, included participants from both projects studied, i.e. the Partnership Project, as well as the New Campaign Project. However, the New Campaign Team only consisted of three members at the time and data saturation in relation to the issues researched was sufficient. The data creation approach made use of snowball sampling (see Denzin and Lincoln, 2000), a chain referral sampling technique where the researcher would ask the project members to recommend other potential participants for the research who can contribute the study. Selection of the research participants was purposive to ensure people would be recruited with large amount of experience in relation to the ways of working in the sector. Further, that they could provide valuable experience and information with regards to partnership working and collaborating. In addition, to control for error the sampling technique employed was also respondent-driven, in the sense that the best possible people within the participants' professional networks were recruited.

Focused group discussions

One interim and one reflect back meeting was held and recorded at Nationwide to discuss and validate some of the findings emerging from research in progress. One focused group discussion included students and staff from the LSE and discussed with professional staff from one of the partner agencies the challenges and possibilities involved in sharing organizational knowledge. This focus group was also hosted at the LSE. Another focused group discussion took place at Nationwide in a setting where different agencies and staff from [SPC-A] charities would come together and discuss challenges and opportunities relating to new ways of working and collaborating in the sector.

All verbal data, including the interviews mentioned above, were recorded using a digital voice recorder and flat multi-directional table microphone. The microphone would be put on a table for better sound quality. These microphones are also less intrusive as they do not have to point toward the interviewees, creating a more relaxed atmosphere.

Survey

As part of the initial feasibility study (MCK) an electronic questionnaire was administered via email to staff across the partner organizations with access to a computer. This survey was administered to generate contextual data allowing the research to gain more general insight into peoples working practices in the sector. It assessed the level of expertise across the agencies, the general working climate and collaborative ethos across amongst [SPC-A] charities, experiences and ways of internal and external collaborating, as well as practices relating to knowledge creation and sharing. Further, work place characteristics and office infrastructure, general use of ICTs, as well as other technical tools.

Documents

The participants involved in the research provided various documents, or directions were given as to where to find certain information (via leaflets, brochures and internet websites, including policy documents). This additional data, external to the projects studied, was collected and included in the analysis across the entire research process.

Informed consent

All research participants (interviews, focus groups and questionnaire) received detailed briefing notes (either paper-based or via email) prior to their participation (see example in appendix 4, p. 335). The interview protocol/topic guide (see appendix 5, p. 339) would also ensure that informed consent was obtained. Participants were asked to confirm that they had read and understood the ethical and research guidelines before agreeing to take part.

The briefing notes included an ethical statement, information about the interview format/data collection process, as well as background information about the research (see interviewee briefing note in the appendix 4). Further, the instruction provided at the beginning of the questionnaire would also ask the participants to use anonymous

characters when saving the Microsoft Word survey file before returning it to the researchers (see copy of questionnaire in appendix 6, p. 341).

In addition, the legal contract between the consortium of the Partnership Project and ELSE also specified the research approach in detail and outlined that any data generated would be used as ‘research protocols’ by the researchers. Furthermore, that confidentiality would be ensured since all reports and papers for publication would be non-attributable, i.e. the names of individual interviewees/participants never made public. As such, the commercial agreement by ELSE also specifies that all intellectual property (other than background intellectual property belonging to the client) arising from work carried out under the research agreement would belong to and vest in Enterprise LSE/the researchers. Finally, it was expressed and agreed that the data from the project would be used as research material for publications such as academic journals.

The next section will assess these data in more detail in relation to the research question.

4.3.3 Assessing the data

The research represents a longitudinal case study with multiple data streams. Not all data, however, was equally relevant to answer the research question. Hence, the analysis moved across the various bodies of information integrating the results. The research question focuses narrowly on the dynamics of the organizations involved in partnering and collaborating. In principle we are therefore dealing with two important layers of primary data: contextual data and processual data. On the one hand, we have a layer concerned with contextual information, primarily available from policy documents, websites, reports and the survey data. On the other hand we have a layer representing the core data about the evolution of the project stemming from the interviews, focus groups and ‘reflect back’ meetings conducted.

Contextual data

Contextual data becomes relevant when we need to underpin and validate certain information or interpretations. In this case, it will inform the analysis in terms of explaining what actors are talking about in the processual data, the interviews and focused group discussions. As such, we can expect the documents, websites and survey data to be particularly useful to explore the context in which the project is placed.

Thus, publicly available information including the websites of the organizations involved, the Partnership Project website itself, and the websites of other projects the partner charities might engage in, plus policy documents outlining funding requirements or changes in the sector, allow us to further contextualize and interpret what people are talking about in the interviews and focused group discussions. Hence, we can regard this bulk of data as secondary to answer the research question. Nonetheless, the first layer, with contextual information, is important to allow us to anchor issues.

Where required it can be utilized to elucidate particular issues corresponding with the critical events, as well as to underpin the relationship of project dynamics and group dynamics the analysis is concerned with.

Processual data

This second layer with processual data is crucial to study partnership dynamics, and how people made sense of the partnership, the partners, the processes unfolding, as well as their own involvement. Further, assessing the processual data available, the richest and most suitable data to answer the research question and look into the partnership dynamics stem from the in-depth interviews and focused group discussions generated in connection with the feasibility study, as well as the evaluation report. While the former explores knowledge processes and collaboration practices within the partner organizations, as well as the participants' hopes and motivations, i.e. what they aimed to get out of the partnership; the evaluation data

looks at how the partners explained and reflected on the outcomes of their project, i.e. the partners look back and provide an account of the project and its dynamics. These are very valuable sources of information, as the participants provide an explanation of what they think the project is, as well as what happened in it and whether they thought it was a success or not. The interviews and focus group data were therefore more valuable to examine the particular evolution and dynamics of the partnership. Moreover, the in-depth interviews also represented rich data to mine for factors enabling or hindering group formation and dynamics. Further, the focused group discussions and 'reflect back' sessions were conducted to validate some initial findings and to obtain further feedback from stakeholders involved in the research. Finally, we can also regard this data as crucial to examine the partners' particular ways of sense-making in relation to their collective effort, as well as the (future) pathways they anticipate in order to turn their vision into reality.

The next section will look into some of the constraints of the data.

4.3.4 Constraints of the data

There are a number of constraints that limit the possibilities of the analysis relating to the kind of data generated and how this was possible.

Documents

There are no particular constraints with regards to the documents made available other than the limited amount of information depicted in them. This is a common limitation with texts that are congruent with their particular context rather than catering to the knowledge interests of the researcher. Nonetheless, they are indicative of the situation in the sense that they are cultural representations, artefacts and also actors relating to the phenomenon researched (e.g. an influential policy document or consultancy report talking about the need and solutions for partnership working).

Interviews

In total 28 interviews were conducted. However, only 26 transcripts are available for analysis. In one case where a person was interviewed the audio file of the interview was corrupted and only field notes are left available for analysis. In another case one interviewee refused to be recorded on tape. Hence, written notes were taken down after a 30 minute conversation had taken place. Two interviews had to be made over the phone due to time constraints of one participant and another participant already having left her organization for family reasons. Moreover, the best data available in relation to critical transition points is when participants have been interviewed twice during the process of the collaboration, and only five of these interviews are available. The reason is that people had either left the collaboration or because they were not able or willing to participate twice. Such reluctance might have been due to the Partnership Project arguably failing to reach some of its ambitious aims.

Survey

The survey was distributed via email in the form of an electronic questionnaire (see appendix 6). However, not everyone working in the participating organizations had access to or actually worked with a computer at the time of data creation (which was also indicative of the state of technological infrastructure of some of the charities involved in the research). Further, the questionnaire was not designed to elucidate the particular research question of this research or to generate results that could be generalized. The survey simply investigated organizational settings that would highlight general similarities or differences between organizations, as well as typical aspects involved in people's ways of working.

Considering the charities interest in leveraging ICTs and better management of inter and intra-organizational knowledge processes, the aim of the survey was to explicitly reach those people already working with computers and technology in place (as a benchmark for others). As such, the knowledge interests behind the survey were very different from this research, e.g. asking people whether they had access to a telephone and other communication devices or not. Another constraint is the sample

size of the survey. Considering the small number of expected participants (due to lack of access to computer) the survey was merely explorative in its nature. To compensate for a small sample it thus made use of a six-point Likert scale in connection with the main areas of assessment to enhance the possibility of generating any inferences from the data generated.

Nonetheless, we can still regard it as useful contextual data, particularly the open text questions. As stated above the core aim of the survey was to ‘download’ contextual aspects of partnership working, such as the use of intranets and databases, as well as to assess the working climate in the [SPC-A] charities involved. As such the survey instrument made use of assessment criteria derived from the organizational literature (e.g. items to assess working climate and culture) and utilized open questions to enable the participants to provide more qualitative input on the ratings made in the survey.

Participant observation

Participant observation was part of an initial research design, but was resisted by the commissioning project members. This is a common limitation when generating data from commercial research projects. Firstly, the nature of the (new) project was risky and engaging in it involved sensitive issues and dealing with confidential information. Secondly, working with [SPC-A] charities would have exposed sensitive information beyond the organizations’ processes and routines, e.g. information about [SPC-A] themselves. This would have complicated the research process, as clearance to participate would have been required. Ultimately, the research had to compromise on participant observation.

However, observations were made in a cafeteria space that served as a ‘hub’ for information exchange at the premises of Nationwide, which hosted many other [SPC-A] charities.

Tradeoffs

Considering the wealth of data available for analysis and given the particular objective of this study, emphasis was put on a more in-depth analysis of the interview and focus group material. We can expect this material to represent the richest data available to study group dynamics and how the partners are trying to work out how to work together in partnership. Additionally, we cannot expect each set of the data to be valuable in the same way when looking to answer the research question. For example, the financial accounts summary of an organization tells us little about how the collaborating was achieved and what partner dynamics were involved. Different data will also allow us to investigate different aspects of the phenomenon in situ, e.g. when people negotiate possibilities of collaborating in a focus group or when they make attributions about the other partners involved in the interviews.

However, the research uses techniques allowing us to sort economic from social and psychological issues of organizing in a project case with multiple data streams. The project case at hand is about collaborating and the making of an organization. Specifically, the analysis seeks to elucidate what may be enabling or inhibiting functions in relation to collaborating in interorganizational partnerships by analyzing critical transition points. Thus, the research is more concerned with the narratives of the project members involved in these critical transitions, and in the use of theoretical concepts and tools, as well as the available contextual information, to interpret any findings in relation to the project case.

4.4 Project Case: The Story of the Collective

This section provides a more extensive and rich description of the project case. It will explain how the partnership was initiated and how it evolved over time; before it ended and ran out of funding. Further, it will outline what kind of organization and entities the research is dealing with. More specifically, it aims to show the plot of the story of the partnership to make explicit (a) what happened in

the project over time and (b) my presence in the project case as a researcher. Further, the section makes explicit (c) which data (particularly the available documents and interviews) relate to which project event, as well as the critical transitions or shifts in the dynamics and interactions of the group. Finally, the section shows (d) which type of data has been generated and when, to allow the reader to reconstruct how the project developed over time, as well as the particular data that was generated so the reader can see which data speaks to which transition point.

The story of the ‘Partnership Project’ reflects how several UK [SPC-A] charities aimed to improve their situation by ‘teaming up’ with others. They sought to explore more innovative ways of working in order to survive in a pressurised environment. Whilst there were big changes happening in the sector, the seven organizations involved in the research – BeHappy, Fostercare, ForFamilies, Phoneus, TalkTalk, Nationwide and Youngster – also had their own local issues to deal with.

Hence, this section will outline the story of the collective as seen by the researcher. It will describe the context that brought about the partnership and where possible provide information on specific events and critical actions within the project. This information will then be summarised in a timeline aiming to show events relation to the partnership unfolding over time.

4.4.1 The Plot

Some time before the Partnership Project was formally launched few of the partners reported having informal discussions on how to deal with their organizational challenges. The sector operates very informally and events for networking and personal exchange are common and frequent. At the time when I joined the project the partners seemed to suffer from what was in parts extremely poor infrastructure (as was later confirmed by the feasibility study on knowledge processes I worked on). This included some people working in overcrowded and mainly rented spaces across London, with few of them being in obvious need for refurbishment. Also, ICTs and other professional infrastructure that would put the

charities on a competitive level with private sector companies seemed out of reach for a few of the partners involved in the partnership. Further, the Government agenda at the time was guided by an ambitious economic aim: to outsource services initially delivered by the public sector via fostering joined up working among smaller charities to provide more cost efficient, targeted and effective community and health services (i.e. [SPC-A] services).

However, at the time of the first contact with the charities through Nationwide the aim of engaging in the project was also to move into new premises so they could host themselves alongside partner organizations in a ‘spanking new building’ increasing ‘visibility’ and organizational attractiveness for all.

While Nationwide, already an umbrella organization, was hosting and cooperating with a larger range of member organizations, it seems that the seven partner organizations coming together later in the project were prior to the formal launch of the project either exclusively or primarily in contact with Nationwide. There seems to have been little information exchange about the project amongst the several partners and no previous project collaboration/partnership history with any of the other participants. Nonetheless, all the charities were equally interested in the Partnership Project. They were keen to join the collaboration to explore the possibility of new, shared accommodation and better infrastructure for all.

As Government aimed to reduce overheads a partnership fund was initiated to let private and voluntary sector organizations explore if they could work in partnership to improve service quality while reducing waste and transaction cost across the sector. Teaming up with others was communicated as key requirement for obtaining funding. These funds were considered ‘risk capital’:

‘ISB funding from the Treasury was risk capital, so it allowed the partners to try different things...’ (Project Director, Interview 16)

As such, it was anticipated by the funder that not all funded projects would be successful.

Where Government grants were provided the funding body would expect joined-up working, transparency and accountability, as well as a highly professional services from the charities involved in these projects.

Being on the lookout for new funding opportunities Nationwide was instrumental in anticipating possibilities and challenges ahead. Their Marketing and Communications (Marcom) Director, who also sat as a trustee in the Partnership Project, put the initial project bid together which later brought together the partners via a project consortium.

Nationwide, however, seemed also more actively involved shaping the government's agenda by supporting the idea of more joined-up working in the sector. The mutual co-creation of new policies seems nothing unusual considering both government and VCS organizations are involved in delivering services to the public and raising [SPC-A] issues.

However, whilst the charities involved cannot influence all aspects of policy making, it seems that some charities are certainly in a better position than others to lobby and increase significance of certain issues and themes at government level.

'...in terms of lobbying and influencing government policy, then the voluntary sector has to be as sophisticated within their means as other bodies, clearly not financial, but using other [means] ...we haven't got the money that private organizations have, private companies. But if we're going to be out influencing government policy, then we've got to be bloody good at what we do and if we're going to raise money, then the general public has got to see that we are providing a quality service that meets the needs of [SPC-A].' (Phones - Director of Policy and Communication, Interview 7).

Indeed, nurturing informal relationships with various stakeholder groups is part of how the sector operates. Hence, relationships between charities and policy makers are seen as mutually beneficial for all stakeholders involved. All actors are keen to anticipate policy changes ahead and also influence any issues that could impact their own organizational future. In fact, some of the partners seemed to have deliberate pre-project informal exchange in relation to their common need for better infrastructure and accommodation before the actual funding bid for the 'Partnership Project' was put together by the Marketing and Communications Director/trustee of Nationwide. This seems to be a typical approach when instigating a project that would involve a number of (charitable) organizations. Whilst the initial application seems to have suggested that the grant fund the move into a new and joint building, the Government's feedback was that proposing partnership working and shared service development would be key for considering the bid. Accordingly, after amending the proposal and - to the '*surprise of the sector*' - the bid was successful (*Project Director, Interview 2*).

With arrival of the funds in early 2004, the partnership was formally registered as a Charity and Limited Company by Guarantee, with CEOs and directors of each partner organization sitting as trustees on the board of the new charity. Four out of the seven partners were also involved in recruiting an independent project manager who was appointed shortly after. While the panel felt he was '*the most able man for the job*' (*Nationwide CEO, Interview 22*), he also seemed well known in the sector and to be 'friends' with the CEO of Nationwide; who in turn, sits as the chair of the new project consortium. Furthermore, the supposedly independent project director was also '*being line-managed*' by the Marketing and Communications Director/trustee of Nationwide (*Nationwide Trustee/Marcom Director, Interview 20*).

In the beginning, the partnership appeared to consist of four, then seven organizations (my presence started about 1 year into the project when all seven were members, but some project partners seem to have come in about one year before that (see project evolution table 4-3, as well as data creation timeline, figure 4-1).

In essence, the project consortium aimed to raise capital for a shared building, while exploring the idea of working in partnership. In particular, the charities commissioned research to explore the feasibility of sharing knowledge and infrastructure, a joint library and help line and to share back office functions, such as HR, finance and payroll, which are all expensive business functions considered overhead and not directly relating to service delivery.

'it's going to be the establishment of this building that will change the way the sector works and that is collaborative working but the key phrase is 'collaborative working' (Project Director, Interview 2)

Reducing waste and overhead, as well as collaborating, was seen as an essential way of reforming the sector toward greater professionalism and efficiency. This followed the rationale of the Partnership Fund where costs were saved by flexible and joined up working (see Ling 2002), while service quality and delivery were to be improved (see 'Invest to Save Budget'; comprehensive information can be found at <http://www.isb.co.uk>).¹⁴

Taken together, funding was then granted on the basis of greater collaboration and to achieve efficiency, while the partners initially wanted to share accommodation and move into a shared building.

However, the partners did apply for partnership funding to comply with the idea of collaborating. The funding was then provided on the basis of exploring the development of shared services, as well as exploring working as project partners, without necessarily requiring them to merge their organizations. Further, six

¹⁴ Background to 'Invest to Save' (taken from website): 'The Invest to Save Budget (ISB), itself an example of joint working between the Cabinet Office and the Treasury, was created to bring together two or more public service bodies to deliver services in a joined up, innovative, locally responsive and more efficient fashion....The Government has stated its intention to deliver public services in a more integrated and coordinated way, and the Invest to Save Budget will encourage public sector bodies to work more closely together and identify projects which would not otherwise go ahead. By providing more assistance towards the cost of innovative projects, which may need upfront funding not otherwise available, the ISB will seek to realise the gains which they can offer in terms of efficiency savings and/or benefits to the public. ISB is a practical example of the Government's commitment to Modernise Government.' (source: ISB)

feasibility studies relating to these specific issues (see primary data table 4-2) were commissioned to third party consultants. The feasibility work seems to have been successfully outsourced and procured (*Project Director, Interview 2*).

Despite this initial success the project stalled after just 1.5 years into the collaboration. The partners seem to realize that moving into a shared building was not feasible with the limited funds and equity available. Indeed, the very idea of establishing joint ways working and shared services seemed to become viewed as unrealistic in the short timeframe the project had left.

'[...] and I really wish I'd had three years [...] because I think in three years, we could have done it possibly - we would have had a building and then it would have been all to play for.' (*Project Director - Interview 16*)

Since the funds required for the shared building had moved from an initial 10 Million to a 'staggering' 25 Million requirement to accommodate all visions of the partners, the whole project appeared as increasingly unrealistic. Further, the partners' timescales were becoming misaligned: while some of the partners could afford to wait and see what happened, others could wait no longer and were forced to move into new premises.

In the end, four out of seven partners decided to leave the partnership and the project director was laid off, in a process, which he felt was 'not up to scrutiny'. The project director was later replaced by the Marketing and Communications Director/trustee of Nationwide who would take over his position in addition to her existing job and role as a trustee of Nationwide. Despite this new leadership at the helm of the partnership, however, the project faded out. The remaining funds were depleted and the partnership never recovered with most of the partners' ambitions going unrealized.

4.4.2 Project activities and critical events

The table below (table 4-3) list gives an overview of key activities and events relating to the project. This information was captured from the various available data sources.

Table 4-3: Timeline with project related events and activities

Project related events and activities	Memos	Date
Partnership Project: Charitable Company founded but dormant	Strategic goal was to move into new building and use the project to achieve this with alliance partners/co-financing.	Oct 2002-Aug 2003
Partnership Project: officially registered as a charitable company limited by guarantee	Company registered before actual project bid is submitted.	02.10.02
Partnership Project: funding application is submitted	First submission of funding application for Partnership Project. Amended and resubmitted after feedback from funder/Government.	2003
Informal meetings btw. partners about joining the project/partnership	Discussions lead to 7 partners joining the project. However, not all join at the same time, i.e. after an initial group others are attracted into the partnership.	2003-2004
Partnership Project: Charity and UK Limited Company	Charity registered as UK Limited company by guarantee	16.04.03
Partnership Project Director appointed by Partnership Project Consortium	Post was publicly advertised; PM was known in the sector and is 'friends' with CEO of Nationwide. Panel felt he was 'the most able man for the job'	Sept 2003
CRITICAL EVENT: Partnership Project funded by Partnership Fund	Success of bid was communicated (by Government) before funding was technically awarded	Nov 2003-Jan 2007
Partnership Project Consortium consists of 7 Organizations	In online media (charity news website, 20 November 2003) the project is announced as 'Nationwide's Partnership Project, a consortium of seven [SPC-A] charities looking at new models of collaborative working'. A project, which 'aims to improve the quality and cost-effectiveness of existing services and to develop new services through collaborative work.' and that the partner organizations with the Nationwide include Phoneus, ForFamilies, TalkTalk, Be Happy, Fostercare, and Youngster. Further, that is has three years of funding from the Governments 'Invest to Save' budget.	Nov 2003-Jan 2007
Director of Partnership Project hosted at	Director of Partnership Project believes the Partnership Project is about finding practical proposals that will ultimately benefit services for	2004-2007

Project related events and activities	Memos	Date
Nationwide	[SPC-A]. It is an exciting and challenging initiative, and I'm very excited to be part of it.'	
Partnership Project Consortium aims to raise capital for shared building and explore ways of working in partnership	Project Director expects to comprise report about building, including valuation of Nationwide's building. Further to accommodate any wishes of the other partners with regards to the specification of the building	2004-2007
Feasibility studies commissioned	Outsourcing of research work: feasibility studies are being commissioned to different independent and external companies	Feb 2004
Partnership Project: Consortium appoints Treasurer	Honorary Treasurer as its first independent board member is appointed. Has commercial background. Talks about 'shopping centre' model for 'centre of excellence' where each organization would have their own space and identity under a larger umbrella brand.	Apr 2004
CRITICAL EVENT: TalkTalk joins consortium late	Partner CEO sees lack of joint intentionality and trust; does not believe in 'robustness of business case'	05.04.04
CRITICAL EVENT: ForFamilies and BeHappy discuss bid for their own shared premises outside consortium	Director calls it an 'appalling example' of collaboration. BeHappy is offered funding for teaming up with ForFamilies but does not take it. BeHappy was initially established out of Nationwide. For families is under pressure to move to new premises and cannot wait any longer.	Dec 2004
CRITICAL EVENT: Aim to deliver plan for joint "flagship building"	Deliverable of Project Director - Plan is delivered, but project seems unrealistic/unachievable to the partners in the short time the project has left.	Jan 2005
CRITICAL EVENT: Partnership Project stagnates	It becomes clear that collaboration takes more time to establish and is difficult to implement in practice. The idea of a 'joint building'/ premises is rendered 'financially unfeasible'; timescales of partners do not match; not enough equity among partners to part buy; competition for resources that would need to be committed toward shared services (knowledge and data, staff, funding); competing brand identities, aim to involve [SPC-A] in the project (for brand equity reasons) called 'an absolute hopeless failure' (Ex Project Director)	Feb 2005
Partnership Project: Last Website update by Project Director	Website not updated until EVA report is published	09.02.05
CRITICAL EVENT: Charity Phones taken over by National Society for abused [SPC-A]	After suffering huge financial pressures Phones merges with bigger charity. This was an envisioned 'takeover' by their HR director in 2004 (they are the 'direct competitor in the market place'). However, merging the agencies under the Partnership Project was not seen as feasible.	2006
CRITICAL EVENT: LEADERSHIP CHANGE: Nationwide Marcom Director takes lead in Partnership Project	Nationwide trustee/Marcum Director and Line Manager to Partnership Project Director becomes new Director of Partnership Project in parallel to her role as Marketing Manager until funds are depleted.	2006-2007

Project related events and activities	Memos	Date
CRITICAL EVENT: Chief Executive of Nationwide sacks Partnership Project Director	Decision not referred to the board. Decision made between Project Director and Chief Executive of Nationwide who points out that in circumstances like this even friendships may have to suffer.	2006
CRITICAL EVENT: Charity For Families goes into Administration	Charity was heavily dependant on local government contracts. It faced a 5 M GBP pensions bill 'tipping the charity over the edge' (Ex CEO). Turnover had dropped 3,5M in 2005 and only half the funding needed in 2007 was guaranteed: 'There is a lot of uncertainty around [SPC-A] services...in October local authorities were still unsure about what services they were going to commission and we could not afford to wait' Charity went into administration after significant decline in income and crippling pension liabilities after operation since 1948 in England and Scotland (community website news, 2006) ¹⁵ .	06.04.06
CRITICAL EVENT: For Families Services are taken over by WelfareFamilies	Provided former employees agree to new terms and conditions. WF CEO says 'ForFamilies' services are top quality and a good fit with ours'. Scotland will take over services independently. (Community website news, 2006) ¹⁶	01.05.06
CRITICAL EVENT: Charity Company is wound down	Company dissolved and lessons learned fed back to funders and EVA report made public via websites	Feb 2007

The research aimed to depict the events listed above as accurately as possible. The information above is derived from interviews, focus groups, notes, websites, personal profiles and other relevant sources of information including news items and press releases.

However, as some accounts are derived from statements made by the research participants, these items might not be entirely accurate. False memory or social desirability may have distorted certain details, such as the particular date of an event or how things actually went. Further, the statements made may also reflect personal perceptions of a particular situation, rather than actual facts. Further, not all possible details about the partnership or information from all partner organizations involved in the Partnership Project can be obtained and included here. Hence, the timeline of events in table 4-3 gives a fragmented account of the project. Nonetheless, it

¹⁵ URL withheld to ensure confidentiality.

¹⁶ URL withheld to ensure confidentiality.

provides an account of a sequence of (critical) events and activities relating to the project and is therefore useful as template to begin the analysis.

4.5 Analytic Procedure

After presenting an outline of the project case and showing how the material was collected, this research now outlines its strategy for analyzing the data at hand. Stepping back from the process of the project case the aim is to analyze the data in relation to the specific problem of collaborating and interagency partnership.

The research will focus on what hinders or enables collaborating among the actors involved in the project case. This is a good way of accessing real material in relation to the research question, informed by theory.

The focus of the analysis is a comparison of what people talk about in the project case, with those issues discussed in the organizational literature. From assessing the data available, we can see that it can be analyzed from different angles and to answer different research questions. This would depend on the particular knowledge interests of the researcher (see Bauer and Gaskell, 2000).

This study, however, will focus on analyzing enablers and inhibitors to collaborating, using the two analytical grids derived from the literature concerned with interorganizational partnerships: the social and the economic aspects involved in collaborating and organization making.

The analysis builds on longitudinal research to study the partnering process and utilizes a case study approach (Yin, 1993). As such, the research studies the partnering effort of the organizations involved in the project case over the course of 3 years between 2004-2007¹⁷. Hence, the project cannot to be regarded a sample of projects or an anthropological case study. It is a longitudinal case study and project

¹⁷ The overall period mapped out including pre and post project events, such as founding dates of some organizations stretches from 1948 until 2012

case with multiple data streams, similar to the research aims of a natural experiment, where outcomes are analyzed for the purposes of putting a hypothesis to a rigorous test (Popper, 1959).

This analytic procedure is somewhat similar to the work of an archaeologist systematically uncovering, categorizing and assembling pieces of an ancient mosaic. The aim is to give a complete and valid account of the project case as possible, while using theories, knowledge and experience to provide evidence about the causes of things. As with a jigsaw, the analysis of a complex project case requires the assembly of interlocking pieces (see Lubatkin, Florin and Lane, 2001). Theories, methodologies and concepts are research tools used to guide and support this process, as well as the interpretation of the data concluded by the researcher.

In the first instance, the analysis will therefore re-construct as best as possible what happened in the particular Partnership Project investigated here (see events table 4-3). The research focus is on both project dynamics (chapter 5, section 4) and on group dynamics (chapter 5, section 5). At another level, the analysis also needs to take into account how participants involved make sense of things (chapter 5, section 6) within the particular context in which events are unfolding (chapter 5, section 3). This includes participant representations in relation to changes in the sector, the partners, the project itself, as well as their role in it. Further, the analysis includes attention to attributions in relation to the group at work, as well as any (critical) events that have been unfolding over time. Ultimately, the research seeks to provide explanations for those issues that may have shaped the particular evolution of the Partnership Project (chapter 5, section 5.4.1). Hence, a more interpretative layer (chapter 6) of the analysis will be using the managerial, as well as social and psychological concepts and theories outlined in chapter 3 to reflect on what happened in the project case, where and why. Further, it will compare if what is prevalent in the project case is consistent with the reviewed literature or not. Finally, the analysis considers if this project case can help us learn anything new and interesting to advance the research agenda concerned with collaborating and inter-organizational partnership.

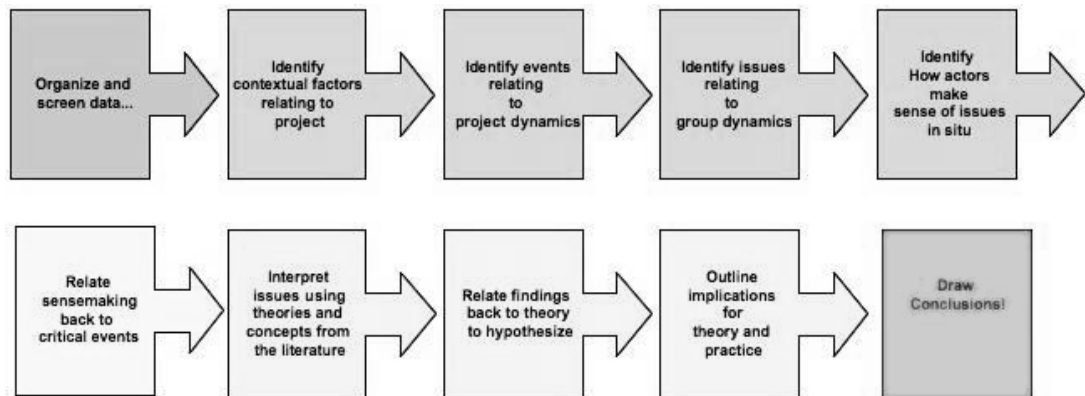
4.5.1 Analytic Approach

The analytic approach is comparable to that of a project ‘post mortem’ (see Kerzner, 2010). Typically, such an analysis encompasses both quantitative and qualitative data. Quantitative and qualitative inquiry are alternative perspectives to study a project from ‘outside’, as well as ‘inside’ (Evered and Luis, 1981). The aim of a project post mortem is to assess how the project went and to determine and analyze elements of the project that were successful or unsuccessful (ibid.). In addition, this research will compare the particular issues discovered, with what has been talked about in the literature, in order to learn and advance the research agenda concerned with collaborating.

Considering the literature, as well as the specific case presented here, the study presents two grids for analysis: an economic functional grid and a social functional grid. The economic functional grid is included to account for the fact that the partners are trying to become an organization; the social functional grid accounts for the fact that partners are social groups and smaller organizations which are trying to become part of a larger group. The aim is to thus to make the data correspond with crucial transition points and changes of the partnership structure. Considering the specific knowledge interest of the research, as well as an initial screening of the available data in relation to the research question, the primary research technique applied will be content and narrative analysis.

The process chart below (Figure 4-2) shows the analysis approach taken. This will be an iterative, rather than a sequential process of qualitative enquiry. The figure below, however, provides the reader with an account of the steps involved:

Figure 4-2: Analysis Approach



The research will integrate the analysis across data streams where it makes sense to underpin the narrative analysis with contextual information and for evaluation purposes. The reason why the research prioritizes narrative and qualitative content analysis are twofold. One the one hand, investigating the story of how the project evolved is the best way to make sense of the complexity of the case and its interrelated events for the researcher. The research focuses on a dynamic project case over time. This is very different from measuring and controlling specific variables of the research situation in a more controlled research design (where we can not capture the full complexity of collaborating). On the other hand, it is a case where people who form the different organizations are trying to come together to develop a shared vision and to work out how it could be achieved. In this process meaning is created (Weick, 1995) and meaning is what narrative data provides access to (Brunner, 1990). Further, the social world is itself ‘storied’ via narrated accounts. As such, narrative is a key means through which people produce an identity (Ricoeur, 1980; 1991) and relate to issues, i.e. the particular ‘acts of meaning’ which they are involved in (Brunner, 1990). It is precisely, how the partners make sense of the project, as well as the process of organization making they are involved in the research interested in. Further, narratives are also the more suitable data to investigate social effects of organizing considering economic aspects of partnering have already been extensively researched in the economic and managerial literature. Specifically, it allows us to be more focused on emergence of a project and group

dynamics. Considering the research question, it is not important whether the project was considered a success or not. What is interesting is that, while economic factors may play a key role in determining project making and outcomes of collaborating, we can also study how other things manifest themselves, such as common versus local goal trade offs, leadership and power struggles, sense-making and attribution processes, vision conflicts and the like, and these are the particular social issues the research wants to uncover in situ.

4.5.2 Preparing the data

Building on the data collection process, this section provides an account of how the data were prepared for analysis and interpretation.

Interviews and focused group discussions were transcribed verbatim to a professional standard using SCRIBE, a software to allow for fast and slow forwarding and rewinding of the audio recordings for better transcription. Across all narrative data transcript codes were applied for standardized identification of speakers, pauses, switch of thought, as well as guessed words or when words were inaudible or indecipherable. In addition, the interview and focus group transcripts were randomly crosschecked with the audio recordings to assure accuracy and completeness. All qualitative data (including interviews, focus groups, open questions and documents) were converted into '.txt' files for further processing in Atlas.Ti (a scientific workbench and text analysis tool) where a Hermeneutic Unit (HU) would be created, as well as bundles, to ensure linkages created during the coding process would not get lost. HU is the technical term for the entire Atlas.Ti project file containing a collection of codes, memos, comments and quotes. Project bundle is the technical term for the data archive that allows storing and transferring the entire analysis file/HUs. Examples of the transcribed interview and focus group transcripts can be found in appendices 7 and 8. Considering data protection, the audio files and transcripts were stored on password-protected computer hard drives, as well as archived on CD-ROMs stored in a secure location.

The survey data was collected, by providing an electronic questionnaire in the form of a Microsoft Word document (see appendix 6), where questions could be answered using predefined fields. The data were transferred into Microsoft Excel and prepared for analysis with SPSS, a statistical work package for social science research, where an explorative and descriptive analysis would be conducted. The open questions were also extracted from the various questionnaires and collated into a larger text-file in preparation for further content analysis (see above).

4.5.3 Layers of analysis

The research makes use of a multi-layered body of data and information. As such, there are several layers of analysis that need to be taken into account. The data available can be described as historical accounts and artefacts relating to the project case. The project case analysis coalesces data sources available to generate the results utilizing controlled and documented analytical and investigative techniques to identify, collect and examine the material.

Table 4-4 exemplifies each layer of analysis the research is dealing with. These layers can be understood as interrelated and parallel processes co-evolving over time. The more we move from context toward interpretation in our analytical focus the less tangible become the aspects we aim to research and the more the analysis will rely on theoretical models, concepts and tools rather than aggregated data and factual information.

Table 4-4: Layers of project analysis and analytical focus

Layers of project analysis	Analytical focus
Contextual Dynamics	Data and information that can help us make sense of the co-evolving environment in which the Partnership Project unfolds.
Project Dynamics	Analyzing and mapping project related events and activities. Typically these are issues project management would be concerned with such as organizing meetings, issuing a report or appointing staff to fulfil a certain task etc.
Group Dynamics	Here we can investigate how the partners relate to each other over time, as well as what are the more social issues that correspond with events at the level of project dynamics.
Sense-making	We can analyze how actors make sense of project events in connection with group dynamics within their context of the collaboration. Ultimately, how people make sense of things cannot always be regarded as what is actually happening in a situation.
Interpretation	The interpretative layer of the analysis allows us to apply particular concepts to the issues and people's sense-making in context. For example, when actors make certain attributions about others or about situations we can detect these as such using theories and concepts concerned with particular attribution styles and so forth.

Indeed, analyzing complex case material allows us to apply different lenses, tools and foci at distinct levels. However, they all relate to the same venture and are embedded in a specific project environment, which is also dynamic (see Mitleton Kelly, 2011).

The next section will explain how each layer of analysis will be approached.

Analytic technique

The project is placed in a particular context, i.e. the historical and political changes happening at the time. These are contextual events and changes such as policy issues, technological advancements or institutional developments that affect the organizations and stakeholders involved in the research.

At the next level, we have project dynamics. These are project events directly relating to the evolution of the Partnership Project from beginning to end. Whilst it can be expected that not all project related issues and events can be retrieved and reconstructed from the available data, providing an account of what they are is nonetheless an important first step to map out and outline what may have happened in the project.

Building on project dynamics, it will then also be possible to analyze the specific group dynamics, i.e. the particular processes relating to the formation and changes within the group at work. This means the research will be looking to connect events unfolding over time to specific team development processes (i.e. the team development stages outlined by Tuckman and Jensen, 1977). Henceforth, the research will also provide accounts given by the participants relating to context, project and group dynamics. This will provide a flavour of how participants make sense of development across certain stages of the project. Further, it will enable the researcher to connect these representations to the critical transition points in the project. Finally, using theories and concepts from the literature it will be possible to complement the more descriptive layers of analyses with theoretically grounded, yet evidence-based interpretations rooted in a real and well-rounded project case. It will also be possible to compare if what the literature talks about is apparent in the case and consistent with what it would predict. Based on the research question the analyses aim to uncover internal or external social or economic enabling or inhibiting factors relating to collaborating in the particular project investigated. Ultimately, anticipating the research domain and motivation of this thesis the research

particularly contributes to clarifying the relationship between project dynamics and group dynamics.

4.5.4 Thematic analysis

Considering the initial assessment of the data the overall analysis will be based primarily on data stemming from text documents and transcripts, as well as open questions from the survey, including some explorative statistics from the survey to help contextualize some of the findings stemming from the interviews and other sources. The stories of the actors involved reveal how people make sense of a partnership project in the making. The survey results and other data further contextualize and underpin the more qualitative results we can obtain from content and narrative analysis. The qualitative analysis procedure employed is in line with the steps traditionally involved in a Thematic Network Analysis (Attride-Stirling, 2001 - TNA), while adhering to important guiding principles of research work, i.e. to be systematic, transparent, comprehensive and coherent (Bauer and Gaskell, 2000).

However, this research also needs to go beyond the more descriptive layers of analysis that would usually result from applying Attride-Stirling's technique. Thematic analysis is a frequent and broadly applied qualitative analytic method within psychology (Braun and Clarke, 2006). Yet, it remains often poorly demarcated (ibid, 2006). TNA is more refined than most thematic analysis approaches and typically leads to a large number of interconnected and layered themes grounded in narrative data or text. Traditional TNA does not allow us to analyze data across the different layers this research has derived from the organizational literature. Hence, Attride-Stirling's approach needs to be further developed and adapted to suit the analysis and knowledge interests of this research.

In order to identify the enablers and inhibitors of the consortium's collaboration effort we need to focus on critical transition points, rather than main themes and families of themes (which impose a certain level of hierarchy and organization onto existing data and thus make the analysis too rigid to explore a dynamic project case).

These become apparent when there are critical moments in the partnership, and when observing how people deal with them in order to keep the collaboration moving along. Further, these critical tensions expose what goes right and what goes wrong in a collaboration effort, including the reasoning of, and decisions taken by the project partners.

Hence, the approach employed here differs in identifying the critical moments and transitions of the project as a major unit of analysis. This is particularly important, as no one real world project case is identical to another. Further, we also need to prioritize certain units of analysis in order to be able to focus on those critical events that have influenced and shaped the process of partnering and collaborating in one or another direction. This is different from dealing with statistical data, for example, where our mode of analysis would focus on exploring quantitative differences or testing a particular empirical model or hypotheses. Thus, the particular steps involved need to include:

- 1 **Systematizing content:** organize, code and map out what is going on in the data; cluster and visualize basic and global major themes based on what people say
- 2 **Identify critical moments/transitions:** identify changes in the project, in which ways of organizing become apparent
- 3 **Analyze critical tensions:** relating to social and economic enablers and inhibitors
- 4 **Analyze enablers and inhibitors:** in relation to project and group dynamics using appropriate concepts from the literature
- 5 **Interpret:** relate findings back to theory; see if case results correspond with the theory

6 Hypothesize: Build interesting and new hypotheses that are rooted in theory and practice

While the managerial literature provides us with reference models about how a project may evolve over time and what the important factors might be, the social and organizational literature provides the research with guidance on the issues to expect when people come together to work as a group. Both aspects represent key conceptual foci of this analysis. The aim of the analysis is to interpret the findings by relating them back to the organizational literature in order to establish if the project case mirrors what the literature talks about or if we can learn anything new and interesting from looking at this particular case study. A further aim is to see if the research allows us to develop a set of different hypotheses, which can be regarded as rooted in practice, yet informed by theory.

4.5.5 Coding procedure

There is no one best way for thematic analysis and often primary and secondary steps in the coding procedure need to be combined in (project) specific ways to elucidate the data (Saldana, 2009). Hence, the researcher needs to iteratively adapt their technique to the project case at hand, i.e. we cannot prescribe a particular analytic procedure. Further, we need to select out of the multiple data streams available those, which are most useful in relation to particular layers of analysis (e.g. contextual information obtained from policy documents and websites, project dynamics by focusing on critical events and group dynamics by studying narrative data). To understand what actually happened in this project in relation to collaborating we also need to purposefully select the units of analysis and amend our research technique based on our aim of understanding theory in action (such as certain attributions made by some partners in relation to other actors involved).

However, to be consistent and coherent, we should select tools and procedures that have been previously validated as empirically viable and useful for understanding the

phenomenon with which the research work is concerned. The procedure employed for coding and analysis reflects this and thus includes the following steps:

- 1 Reading and sorting the material; making section breaks in the transcripts where appropriate to enable better coding
- 2 Initial coding of the interview transcripts and making memos
- 3 Re-coding the data; refining the coding frame (iterative process)
- 4 Merging and clustering codes
- 5 Creating linkages and relationships between codes; re-checking code relationships and amending code relationships and directions/quality of relationship where required (iterative process)
- 6 Aggregating codes to 'basic themes' based on code relationships
- 7 Merging themes and aggregating them to 'organizing themes' and visualizing them
- 8 Aggregating 'organizing themes' to 'global themes'
- 9 Visualizing thematic networks of both 'basic themes' and 'global themes'
- 10 Allocating/projecting 'global themes' into different layers where issues become active, i.e. contextual dynamics, project dynamics, group dynamics and sense-making
- 11 Identifying quotations/data that best resonate with themes and transition moments as they become relevant and active across different layers/research foci

This coding procedure employed reflects two aspects. First, it reflects the aim to provide a comprehensive and coherent picture of collaborating in situ and to let the data speak to critical transition points of the project. Second, it reflects the need to compare what the data shows, to the organizational literature (across different layers/research foci).

This allows the analysis to focus on critical transitions in order to establish the enablers and inhibitors, and to ask if they are external or internal factors, as well as if they are social or economic enablers and inhibitors, or both. Furthermore, it allows us to analyze enablers and inhibitors in relation to project dynamics, as well as group dynamics.

The next section will outline what we can expect from analysis of the data at hand.

4.6 Expectations in relation to analyzing the data

The following section discusses what outcomes we can expect from applying the particular data analysis approach outlined above. This section does not discuss the actual results of the analysis nor any theory led interpretations relating to them. After having assessed the data and reviewed both economic and social strands in the literature, this section hypothesizes: what should one expect when engaging in the process of partnering and multiparty-collaboration?

As we have seen from the literature, creating new ways of organizing can provoke change in a number of domains for organizations. Further, it may require actors to negotiate and develop trust in each other, while engaging in joint effort (Sydow, 1998). This will also involve making new installations at various levels, including changes at institutional, group and individual levels (Lahlou, 2008). Hence, the research now discusses what to expect when analyzing a project case in which various actors come together to engage as partners. What can one expect when people come together to engage in organization making by merging smaller units into a new kind of organization? This section therefore takes a closer look at group

formation and asks what are the dynamics and inter-personal issues to be expected when people come together in groups. According to the managerial literature there are a number of aspects that will impact any collaboration effort, including (Mandell and Steelman, 2003):

- The history of relationships
- The relative power of members
- The imposition of rules/guidelines
- The impact of political/cultural context
- The type of issue
- The particular culture of the participating members

Further, a team's success in collaborating may be characterized by (Heerkens, 2005):

- Understanding the true need(s) of project partners
- Development of a feasible project plan
- Anticipating financial risks and other threats to the project
- Developing a shared understanding of the project manager's role, as well as the roles and responsibilities of the project partners
- Building a solid team and aim to anticipate and understand team dynamics
- Allowing for feedback and learning
- Monitoring project development and performance

Organizational and Social Psychology on the other hand predicts the following critical issues in group dynamics (see Forsyth, 2010):

- No Shared identity - People feel they belong to different social groups (Tajfel, and Turner, 1986)
- No Common purpose - No joint intentionality (Worchel, 1992)
- Prioritization of personal interests - People prioritizing personal over group interests (Forsyth, 2010)
- Social loafing - Group less effective, and there may also be free riding; even perceived lack of collaboration may lead to negative motivation (Ringelmann, 1913; Mulvey and Klein, 1998)
- Team diversity - Problems due to competing and high levels of knowledge and expertise, as well as institutional and organizational differences (diversity may both enable or inhibit success of partnership; see Scarbrough, 1999; Neale, Northcraft and Jehn, 1999)
- Power and leadership - Conflict in leadership structures and power distribution (see Scott, 2001)

- Interdependence - Interdependence directly affects group performance. For example, if one partner is hurt, the group may suffer; contextual factors may affect partners differently (see Gully, Incalcaterra, Joshi, and Beaubien, 2002)
- Miscommunication - For example arising from cultural differences in communication styles (verbal and nonverbal; see Huxham and Vangen, 2005)
- Stereotyping - For example in the form of positive or negative assumptions about others, such as trait attributions, prejudice (Tajfel, 1974; Tajfel and Turner, 1979; Hogg and Terry, 2000)

We can expect from the literature and the previous chapters that some of these issues will become relevant when collaborating, as actors co-create a new organization. There will be typical tensions to be expected when people from different backgrounds and groups come together to pool resources for a particular purpose. Hence, the aim is to look for these issues in the data and to compare the project case to what can be found in the organizational literature.

Further, from what we have seen in the literature we can already expect a series of problems and tensions arising prior to group formation, for example, fear of isolation or takeover and other issues which have been talked about in the literature outlined above. While some aspects discussed in the economic literature are technical, relating to labour division and efficiency, other aspects relate to participating in the social sense. Communicating for example, has two aspects: transferring data and information in the context of work communicating, and also being part of the same group (see Huxham and Vangen, 2005). What is very important is that the organization, in the economic sense, specifies what is to be done in the ideal phase or the ideal process of collaborating (see Gray, 1985; Kerzner, 2010).

Cultures and groups, however, are systems which are much more flexible. They are social systems and systems of trust, where actors give each other 'blank cheques' when embarking on a collaboration journey. Trust enables us to cope with the unspecified therefore allowing groups to deal with issues more flexibly (Roy and Dugal, 1998; Costa, Roe and Tallieu, 2001; Das and Teng, 2001; Bouwen and Taillieu, 2004).

For example, a police officer may actually help an offender, rather than issue a speeding ticket, if a driver is urgently rushing to take a pregnant woman to hospital who is about to give birth. Being able to deal with issues flexibly (in our example: creating a superordinate norm agreed and accepted in the context of an exceptional circumstance) is what gives group members motivation, because people become members through engaging with the group via dealing with critical tensions. This gives actors a place and position in the group as members, while the group also creates a memorable collaboration history that may become the basis for future interactions. When something goes wrong or an unplanned event occurs in a project, we cannot rely on the economic aspect of organizing. We have to rely instead on people being able to work together and change the structures and current norms/rules without changing the fact that they are still a particular group in society (which is culturally held accountable for their actions).

Indeed, it is this social mechanism and function of the group, which enables collaborating. It is a generative pattern emerging from dynamic between social structure and agency. Ultimately, generative relationships (Schön, 1993) enable trust (see Vangen and Huxham, 2003; Bouwen and Taillieu, 2004; Moreland and Levine, 2002) and they also provide the group with a sense of belonging and identity, which further enables trust building and collaborative activity between actors.

When people belong to a group, they naturally, as a group, will try to work together to resolve tensions and to advance in their decisions (Desanctis and Gallupe, 1987). By the same token, however, tensions are also essential to group life (Smith and Berg, 1987), and this is especially so when people come together and test uncharted territory; we can expect differences in terms of how people are able to resolve tensions.

Alongside this flexibility there will of course be something that will be stable and agreed and written. This will act as the element that holds the group together in an institutional or economic sense. It is also important to stress that in organizations, we have the structure of organized agency, for example economic labour division, i.e.

‘who does what’, and so forth. But, there are social processes and ideas like ‘we are in it together whatever happens’, which follow a completely different logic - this is not economic, but social. Indeed, the goal of an organization is to produce value, while the goal of the group is: to stay a group (Tajfel and Turner, 1986).

If economic and social structures involved in collaborating are not acceptably intertwined, one will encounter a number of problems. In this specific case, a project consortium brings together a series of entities and organizations. Actors try to merge several organizations and several groups into a single entity that shares a building, as well as other resources.

However, a potential problem with this group may be that we are looking at a consortium where people are not a social group as such. They so far only represent entities of organizations, which bring in-group and out-group perspectives and different identities into a collective setting that is not yet collaborative. A consortium is not yet a group (see Anand, 1999; Mitchell, 1999; Hogg and Terry, 2000). What we will observe here in this case study is actors trying to merge several organizations and entities/actors into one entity/group. This is the crux of this case study. The actors involved are seeking to become a group and they will negotiate if, when and how this will happen. Considering the smaller units involved already act as a group and may have their own problems within those groups, we can expect that participating in a new project consortium will bring about inter-group conflicts (Tajfel and Turner, 1979). Hence, one can expect certain problems, which are either related to social or economic issues.

Chapter 5 Analytic results

This chapter presents the results derived from systematic and iterative data analysis. As outlined in the methodology chapter there are several layers of analysis we can take into account. In practice, we can understand these layers as cumulative and interdependent while co-evolving over time. The research, however, will present the analysis findings layer by layer to then assess the *dynamics of partnership* prevalent in the project case. This method of narration and organizing the findings is best suited in order to elucidate the research question (see Polkinghorne, 1995): (1) *contextual dynamics*, (2) *project dynamics*, (3) *group dynamics*, (4) *sense-making* and (5) *interpretation*, i.e., relating the findings back to the theory concerned with partnership and collaborating.

However, before proceeding with the analysis to see how the issues derived from the analysis become relevant/active in the project case across the different layers, the next sections will look at (a) the objectives and anticipated outcomes of the Partnership Project to check which of them were actually met and (b) provide a first descriptive overview of the analytic results as a foundation to proceed with a more in-depth and multi-layered analysis.

5.1 Partnership outcomes and objectives

In order to understand what happened in the project case it is important for us to understand what the partners wanted to achieve and what was the outcome of their collective effort. The following table 5-1 provides an assessment in relation to the *objectives* based on the initial funding application can help us shed light on this question (amended from annual ‘Report and Financial Statements’ p.3; made available by the Partnership Project consortium). The following table provides an overview of the key objectives and outcomes relating to the Partnership Project.

Table 5-1: Objectives and Outcomes of Partnership Project

Objective of the Partnership Project	Project Outcomes
To improve the quality and cost-effectiveness of the member organizations' existing services, develop new services through collaborative working, and ultimately for some to move into a common building in a new partnership	NO - The research has found no evidence in relation to improvements of the quality and cost-effectiveness of the member organizations' existing services. Also, it seems no new services through collaborative working have been developed. Regarding accommodation, most partners (as of 2012) still seem to be based in their initial premises
To establish the Partnership charity and put in place the wherewithal to take the project forward	YES - the charity (as proven by company house records) was registered in April 2003 as UK Limited company by guarantee. Further, the financial statements indicate funds have been allocated to take the project forward
To improve the current efficiency and effectiveness of services provided by the partner charities	NO - the research has not found sufficient evidence in the available data that any considerable efficiencies and effectiveness of individual services provided by the partner charities were improved due to the Partnership Project. However, some of the outcomes may have contributed to organizational learning (see criteria dissemination of lessons learned below)
To identify new joint services and activities for development	YES - Possible service areas were identified via six feasibility reports. However, no joint services seem to have been established
To develop a new culture of joint working between partner charities that can maximise the impact of service delivery	NO - the data available seems to suggest that a new working culture was difficult to achieve (despite similar working climate across charities involved in the Partnership Project, see MCK survey results chapter 5.3). However, the data also suggests that actors are aware of the need for a new culture/proactive shift in practice i.e. to establish new ways of working in their organizations and in the sector

Objective of the Partnership Project	Project Outcomes
To disseminate the lessons from the process and ensure they are translated into practice elsewhere in the voluntary sector	YES - the research found evidence that a report on the dynamics of partnership in the UK [SPC-A] Voluntary Sector was commissioned and disseminated via the project's website
To provide an essential resource for new agencies	NO - The project is believed not have matured to this stage based on the data the research has analysed
To engage effectively with [SPC-A], their parents, carers, policymakers and professionals in the [SPC-A] sector and raise the profile of [SPC-A] issues	NO - Building on stakeholders' views engaging [SPC-A] was tried but difficult to implement in practice, i.e. not effectively achieved as was anticipated
To prepare an organizational infrastructure for relocation into the new building	YES - A specification for a new building was put together. However, relocation has not happened and no actual infrastructure development/construction of a building resulted from the project as far as can be established from the data

In addition, the Partnership Project anticipated the following *outcomes* (as stated in the project description and financial report summary):

- Improvements in quality, cost-effectiveness and efficiency for all partner charities
- More [SPC-A] to be reached by better services
- Ability to develop new initiatives that reach socially-excluded [SPC-A]
- A structure which will support the nurturing of new charities in the [SPC-A] sector and to avoid duplication
- A national reference point with a regional substructure, for consulting and supporting [SPC-A] on the issues which concern them.'

However, from the data the research has analyzed there is not sufficient evidence to conclude that the Partnership Project reached all of its ambitious aims. Whilst some objectives seem to have been met, the overall project seems to have been less successful than the partners would have hoped. The representations of the project director in relation to the project's aims mirrors this:

'I think it was a very mixed bag, as you would expect, but the building project was effectively set up. The collaborative working leading to

shared services was set up if there was a will to take it forward, but the involvement of [SPC-A] was very difficult to get engagement with. So it was a mixed bag really' [...] 'there was the possibility of setting up a model of shared services to go in the new building, but there didn't seem to be a commitment to make that happen and that seemed to be no longer a priority. So I think, fair enough, it was a time to review the original aims' (Project Director, Interview 16).

However, as we have seen projects are temporary organizations and groups are open and dynamic systems. Hence, it seems typical for projects to develop differently than planned. In addition, different issues will influence project outcomes based on the different layers the research has previously identified. The next chapters will therefore further look into why the partners did not achieve what they wanted to achieve by analyzing in greater detail the *contextual dynamics*, *project dynamics* and *group dynamics*, as well as the project related *sense-making* of the partners involved.

Before proceeding with the analysis across each layer in greater detail, the next section will provide a general overview of the results relating to each data stream (see chapter 4.3).

5.2 Overview

As previously outlined (see section 4.5.1) quantitative and qualitative inquiry offer alternative perspectives which allow us to study the Partnership Project either from a more 'external' or a more 'internal' perspective (see Evered and Luis, 1981). The analytic insights derived in this thesis consider both quantitative and qualitative data created via different research techniques. Assessing the data (see section 4.33 and section 4.5) we have seen that each data available sheds light on the project case from a different perspective. Table 5-2 provides a general overview of the analytic results, as well as the benefits relating to each type of data and research instrument.

Table 5-2: Overview of instrument, data, benefits and results

Research Instrument	Data	Benefits	Results
Survey	Quantitative data (apart from additional answers and answers to open questions)	Gaining access to organizations involved in the Partnership Project Triggering participant involvement beyond project consortium Identifying organizational characteristics, as well as basic information about collaboration requirements, organizational practices and culture	Sample description: participant details and general information. General information about the organization including (a) services and clients, (b) structure and communication, (c) working climate, (d) direction and leadership, (e) company values. Organizational collaboration and knowledge management, including (a) external, as well as (b) internal collaboration practices Personal work circumstances, including (a) work place, (b) communication media, (c) work activities and (d) quality of technical equipment and software
Interviews	Qualitative data (apart from historical dates and financial facts mentioned)	Gaining in-depth understanding of organizational complexities relating to the Partnership Project Identify hopes and motivations of partners involved Study partnership dynamics and perceptions and sense-making over time	Personal history and work in the sector Representations in relation to the changes affecting the sector and the organizations within it Personal relationship with Partnership Project Hopes, motivations and expectations in relation to Partnership Project, as well as own organizational future Perceptions in relation to the partners and the partnership project as it happens Ideas for what partnership means and how it can be enabled or inhibited Representations of what knowledge and collaborating means, as well as how it might be enabled and inhibited
Focus Groups	Qualitative data (apart from historical dates and financial facts mentioned)	Identify discourses relating to intra and interorganizational collaborating Explore ideas, Possibilities and limitations relating to the partnership project Discuss technical feasibilities and challenges surrounding organizational knowledge processes and collaborating	Discourses, ideas and requirements around sharing knowledge and information within and across organizations Challenges for the sector in managing organizational knowledge processes Technological aspects involved in knowledge creation and sharing Representations of what knowledge and collaborating means, as well as how it might be

Research Instrument	Data	Benefits	Results
			enabled and inhibited
Documents ¹⁸	Qualitative data (apart from historical dates and financial facts mentioned)	<p>Identify public, as well as PR discourses relating to the partnership project</p> <p>Obtain facts from official project and Government documents to contribute to contextual analysis</p> <p>Verify statements (where possible) of actors made in the context of one to one interviews and group discussions</p> <p>Develop framework for timeline to locate narrated events within other historical dates and events relating to the project case</p> <p>Analyze challenges outlined in feasibility studies commissioned by the Partnership Project</p>	<p>Facts relating to business incubation, funding and financial performance</p> <p>PR and Marketing in the public domain in relation to the Partnership Project</p> <p>News items relating to the Partnership project or Partner Organizations</p> <p>Information relating to policy development and political changes encouraging project based collaboration and partnership</p> <p>Organizational structures, roles and responsibilities</p> <p>Requirements for knowledge-based work and collaborating within and across organizations</p> <p>Enabler and inhibitors relating to the specific collaboration and service goals addressed by the six feasibility studies commissioned by the Partnership Project (see table 4.2)</p> <p>Technical information relating to each organization</p>

We can see from this overview that each of the generated data is useful in different ways. In this research, the indepth interviews clearly offer amore ‘internal’ perspective in relation to the project case compared to other data. In turn, the discourses generated via the focused group discussions offer a more ‘external’ perspective. The same is true for data stemming from the survey and available documents.

Considering the overall analysis is focussing on partnership dynamics where the ‘internal’ perspective is vital to understand what happened in this particular poeject case, we can therefore expect the interviews to be richer and more valuable than other data when we analyse the layers of group dynamics and sensemaking.

¹⁸ Responses to the open questions from the MCK study were regarded as documents as they resulted in text data.

The following sections will provide an overview of the insights derived from analyzing the quantitative and qualitative data available in relation to the project case. Further, the analysis will proceed from the wider organizational context to the more specific issues relating to the dynamics of partnership as they become visible in the project case over time.

The next section will start by summarizing the survey results from the MCK study to provide information about the charities' organizational characteristics. These are part of the context/attributes the actors bring to their particular group/network (see sections 3.12 and 3.1.3).

5.3 Quantitative Analyses: Contextual factors

This section outlines general organizational characteristics stemming from the survey results. This explorative quantitative analysis of the survey data can be regarded as useful means to create contextual information. The survey findings generated via the MCK study allow us to gain a deeper insight into the kind of organizations involved in this research. The survey results provide us with a first impression in relation to the ways of organizing within each charity. They reflect organizational culture and work habits and allow us to study potential factors enabling or hindering collaborating within and across the participating organizations.

As such, the survey assessed the different organizations in their particular working environment. It explored their individual ways of organizing, as well as areas of collaborative work. It also identified generic work practices in each organization (for example using ICTs to collaborate and to share knowledge and information). More specifically, it assessed the way in which knowledge is created, gathered and disseminated. This is important in order to understand how each organization can enable and support project-based collaborative working within and across their organization.

5.3.1 Sample description and participation

Using the snowball sampling technique outlined in chapter 4 the participating organizations were initially recruited via Partnership Project consortium and with the help of the Marcom Director/trustee of Nationwide who also commissioned the MCK survey to LSE Enterprise. This was a useful approach as it allowed the researcher to further involve those organizations already participating in the Partnership Project. This way other trustees could be instructed to disseminate an electronic survey within their organizations. This was a good way gain access to their charities and to pave the way for involving their employees and other stakeholders in the research.

Due to a low number of expected participants (preliminary conversations revealed that not all charities had large amounts of office workers with access to computers) the research design aimed at a minimum of N=10 employees to take part in each charity. In combination with utilizing a six-point Likert scale to measure the items employed by the survey the research aimed at generating meaningful differences that, despite a low number of expected participants, could be integrated with other complementary methods of data creation and analysis.

In the end, only six out of seven anticipated charities managed to fully participate in the survey. One charity stated they could not manage to distribute the questionnaire in the timeframe allocated by the researches (4 weeks) and one person took part (assistant to the charity director).

In total N=42 employees completed the survey with TalkTalk contributing N=10, Phoneus N=9, ForFamilies N=8, Nationwide N=8, Youngster N=6 and BeHappy N=1 participant. Most participants were female (32 female/10 male). The participants were on average 39 years of age and they reported on average 8,5 years of working experience in the sector of which they had spent on average more than 5 years in their current organization and about 3 years on average working in their current role.¹⁹

¹⁹ For a complete analysis including detailed measures of variance for all items see the SPSS outputs and cross-tabulations provided in appendix 2

Overall, we can regard the survey sample as a highly experienced group of professionals. However, there was considerable variance across measures, e.g. the youngest participant was 26 years old, while the oldest participant was 63 years of age. This was also reflected in the amount of working experience reported, ranging from 1 to 25 years of experience. Further, people, worked in a wide range of organizational departments, including Marketing, Public Relations and Communication, Research, Quality and Development, Training and Education, Fundraising and Finance, IT Systems and Services, Information and Knowledge Management, as well as Therapy Services. This indicates a good spread of the survey across a wide range of organizational functions. Nonetheless, the sampling procedure limited participation to those organizational members with access to Email and computers with MS Word Processor. Hence, the survey respondents are primarily office workers.

The next section will look into each organization and their ways of organizing in more detail.

5.3.2 Organizational characteristics

This section summarizes basic organizational characteristics of the charities involved in the MCK survey.

Structure and communication

Across organizations, participants strongly agree that the primary task of the top management team is to develop the organization's vision and future development ($X=4,7$). Further, they agree that co-ordination takes place through an enormous amount of informal teamwork at every level ($X=4,2$). Moreover, their organization has a number of self-contained divisions ($X=4,0$). As such, participants also report that their work is knowledge intensive and requires much creativity so that 'experts' must get together to decide how things will be done ($X=3,9$). Further, that comprehensive and formal planning takes place before changes in the work organization are made ($X=3,8$) and that most of the organizations operate as headquarters, which allows their operating units a good deal of freedom; provided

they perform well (X=3,8). Participates only moderately agreed that people within their organization were professionally qualified and they took responsibility for their own work in order to make most of their own decisions (X=3,5). Participants also moderately agreed that there are formal rules and regulations governing almost all eventualities (X=3,5).

Working Climate

Overall, the working climate throughout the different children charities was reported as friendly (X=5,2), supportive (X=4,9), collaborative (X=4,8) and respectful (4,8). Further, the interviewees evaluated the working climate as flexible (X=4,7), honest (X=4,5) and trusting (X=4,5), as well as formally organized (X=4,4) and teamwork oriented (X=4,3). Moreover, the working climate can be characterized as sharing oriented (X=4,1), failure friendly (X=4,0), as well as rather individualistic (X=3,7).

Direction and Leadership

The interviewees somewhat agreed that most of the staff in their company were clear about the direction of the company. If asked they could easily state where the company was going (X=3,7).

Company values

Looking across organizations involved, most people agreed that they like to learn and develop with the organization (X=4,7). Further, they reported a strong sense of loyalty to the organization (X=4,6). Further, that people are trusted (X=4,5) and that they feel free to talk openly (X=3,9). Also, that they were involved in most aspects of the organizations growth (x=3,7).

The next section summarizes at the context in which each organization operates and the potential for collaboration and joint work with similar organizations.

5.3.3 Collaboration and Knowledge Management

This section summarizes internal and external collaboration and knowledge management practices.

External Collaboration

Generally, the interviewees agreed that their personal work would benefit from more collaboration with other children organizations ($X=5,1$). Moreover, they agreed that if all partner organizations were to be located in one building, collaboration would improve ($X=4,8$). In general, their collaboration with people from other voluntary organizations seemed to be very successful ($X=4,6$). People also reported a tendency to know people working in other SPC-A organizations. Further, that they were aware of what these colleagues do ($X=3,9$). However, the survey participants also reported that they know little about the websites of the different organizations involved in the Partnership Project (2,9). Further, they did not seem to frequently collaborate with members from any of the other organizations brought together by Partnership Project (2,6).

Internal collaboration

Overall, participants seemed to frequently collaborate with other people across the different departments in their own organization ($X=5,2$). Further, their internal collaboration with people from other organizational units seemed to be very successful ($X=5,0$). Moreover, people reported frequent face-to-face contact with their colleagues from other departments ($X=4,8$). The participants also moderately agreed that their personal work would benefit from collaborating more with colleagues from other departments ($X=4,4$). Finally, they seemed somewhat aware of what their colleagues working in other organizational units/departments were doing ($X=4,1$).

The next section looks into the employees' personal work situation.

5.3.4 Personal Work

This section reports findings relating to the organizational environment and personal situation in which people were working, including some of their essential work practices.

Work place

The interviewees were asked to characterize their workplace choosing from the predefined categories ‘personal office’, ‘shared office’, ‘open plan office’ or to report different work place circumstances under answer category ‘other’. Overall, N=17 (40,5%) out of N=42 interviewees indicated that they worked in an open plan office. N=16 (38,1%) reported working in a personal office. In total N=7 (16,6%) participants reported working in a shared office. Two employees (4,8%) indicated that they worked from home, answering the open question provided under answer category ‘other’. Further, interviewees were able to indicate whether their office was located on the ‘same floor as others’, a ‘different floor than others’, or in a ‘different building than others’. Here, the majority of N=26 (61,9%) interviewees indicated that their office was located on the same floor. Another group of N=11 (26,2%) interviewees indicated that their office was located on a different floor, with a small group of N=5 (11,9%) interviewees indicating that their office was located in a different building.

The next session will look at the charity workers’ use of communication media.

Use of Communication Media

Another section evaluated the interviewees’ access to communication media, as well as their frequency of use. Almost all survey participants N=41 (97,6%) indicated that they had regular access to a computer, while only one survey participant indicated they had no regular access to a computer. As previously addressed in section 5.2.1 this does not surprise as the survey was disseminated via an electronic questionnaire that could only be filled out by using a computer with a Microsoft Word Processor.

In addition, people were asked which software applications they would use most often in their job. Here, people were given another set of predefined answer categories (multiple answers were possible), including 'Word Processing Software', 'Presentation Software' and 'Other Software'. In total, N=29 (70,7%) selected 'Word Processing Software' and N=2 (4,9%) answered 'Presentation Software'. Moreover, 24,4% (N=10/41) of the interviewees indicated using other software applications. Via the open question sections these software applications were further specified by the participants as follows: 'web development software - dreamweaver, ftp, etc.' (N=1), 'web browsers, web authoring, email' (N=1), 'sage line 100 and excell [sic], outlook' (N=1), 'quark express' (N=1), 'email/scheduling software' (N=1), 'email' (N=2), 'databases- filemaker and email and internet' (N=1), 'access database for collecting contact information' (N=1), 'presentation' (N=1), 'Lotus Notes & its system administration functions' (N=1), 'Inmagic' (N=1).

Overall, people reported using Email (X=5,8) and the Internet (X=5,5) very often, as well as the telephone/mobile (X=5,4). Moreover, people seemed to use Database/Data Management Systems quite often (X=4,2) and sometimes library catalogues (X=3,0). Intranet (X=2,8), white papers/blue/yellow pages (X=2,8) were rarely used as well as other (X=2,6) communication media. Video conferencing was almost never used (X=1,4). Regarding the differences among the organizations Nationwide seemed to be the only organization where Intranet usage by employees was highly common (X=5,6). Some of the other organizations (e.g. TalkTalk X=2,4), Fostercare (X=2,4) and Youngster (X=3,0) seemed to make use of an Intranet solution, but the frequency of Internet usage across all employees interviewed was notably lower compared to usage at Nationwide.

The next section will assess the nature of the participants work activities.

Work activities

The Aim of this section was to assess and evaluate the employees working activities in each organization. In general and across the different organizations examined, employees indicated that

their job required a high level of flexibility ($X=5,3$) and that would be essential for them to have access to new and up to date information in order to carry out their daily work ($X=5,3$).

Moreover, people needed to work mainly through informal networks in order to carry out their daily work (i.e. using contacts to gather knowledge and information) ($X=4,3$). If people worked in teams, they seemed to mostly work in multidisciplinary teams where people have different backgrounds knowledge (4,2). Moreover, people mostly communicated face-to-face with their colleagues (e.g. formal and informal meetings) ($X=4,1$) and there was a tendency to deal with a specific amount of strictly confidential information ($X=3,9$).

In order to examine to what extent the personal work activities would support internal collaboration people were asked what they did when they had found new and interesting information that could be relevant for others. Again, interviewees could select pre-defined answer possibilities 'e-mail colleague(s)', 'tell colleague(s)', 'store in general memo' or 'store in database' or to specify different activities under answer category 'other'. The majority, $N=26$ (63,4%) responded that they wrote e-mails to their colleague(s). A total of $N=11$ respondents (26,8%) indicated they would 'tell colleague(s)' personally about potentially relevant information. A small group of respondents $N=3$ (7,3%) specified other activities (such as making photocopies; see appendix 2 for further details) or made no further specifications.

Quality of technical equipment and software

In general, the data did not reveal any technical difficulties equipment and software applications in use. However, participants on average reported a tendency to feel slightly overloaded with too much (relevant) information ($X=3,2$). Some of the respondents also reported personal problems relating to particular technical equipment and software in use indicating the potential need for training for particular employees.

Building on the organizational characteristics derived from the survey, the next section explores the general issues and themes using qualitative inquiry and content analysis.

5.4 Qualitative Analyses: General issues and themes

This next section provides an overview of the analytic results derived from qualitative inquiry utilizing the text-based data generated via the project case. All text data were bundled into a Hermeneutic Unit and analyzed using the qualitative analysis tool Atlas.Ti. The following tables give an overview of the general themes derived from the qualitative data using the analytic procedure outlined in the methodology chapter (see section 4.5). These themes provide a more comprehensive overview of the analysis results in relation to the Partnership Project:

Table 5-3: Global themes and basic themes

Analytic layer	Global themes	Basic themes	Issues discussed
Contextual dynamics	Managing/dealing with change Competitiveness Projectification Culture and practice shift Funding (lack of) Lack of infrastructure (ICTs and office space) Outsourcing of services Managing brand image Building future capacities	Operating in a drifting environment Changes in Government Policies Professionalization Organizational attractiveness and positioning Developing brand equity Managing collective knowledge Networking Overdependence on government (funding) Trends and fashions Favouritism/prioritization Optimization and efficiency Infrastructure improvements Diversity and identity	Adapting to change/ new grand funding schemes and politics (election cycles) Involving volunteers Increasing efficiency and effectiveness of service Increasing visibility Increasing need for transparency and accountability/scrutiny reputation management Collaborating to compete/new corporate ethos Survival of the fittest Non-competitiveness/doing good Informality and friendliness ICTs and infrastructure Attracting/hiring and training of professional staff New ways of organizing to foster knowledge sharing and management Libraries, databases and publications Informal exchange of information Networking, lobbying, campaigning Acquisition of know-how

Analytic layer	Global themes	Basic themes	Issues discussed
Project Dynamics	Outsourcing Timing and alignment Lack of funding Project planning and design	Application and funding Amending the bid Formalization and integration Feasibility studies Project outcomes Stagnation Project evaluation	Provision of funds Company registration Timescales do not match The building Stagnation of project Roles and responsibilities Reporting structure/chain of command Lack of (additional) funding Project management issues Some partners join late Complexity of project
Group Dynamics	Leadership and Power issues Lack of commitment/shared intentionality/cohesion Trust Communication issues Diversity and Identity Fluctuating partners	Power imbalances Lack of collective leadership Interdependence Lack of openness trust Decision making Project director performance Non-communication Lack of openness Prioritization of organizational interests Group pressures Partnering process Difficulty and tension	Doing good for beneficiaries/ensuring [SPC-A] Interests Dominance of Nationwide Lack of mutual action Sharing and merging Consensus building Tensions in committing time and resources Friendships suffer Withdrawal Lack of engagement, commitment Competing goals Lack of participation Group composition and formation Group diversity Previous history/relationship Trust and friendship Sacking of director Being 'democratic' Partners coming in and out

Analytic layer	Global themes	Basic themes	Issues discussed
Sense-making	<p>The meaning associated with partnership and collaborating</p> <p>Making sense of the project (objectives vs. outcomes)</p> <p>Making sense of the partners/involvement</p> <p>Making sense of critical events/Roles and responsibilities</p>	<p>Coopetition</p> <p>Hopes and motivations</p> <p>Evaluations</p> <p>Blaming and shaming</p> <p>Identity as tension</p> <p>Externalizing</p>	<p>Developments/changes in the sector</p> <p>Attributions</p> <p>Must not be a merger</p> <p>Centre of excellence/Shopping centre model</p> <p>Shared skills model</p> <p>Building equity triangle</p> <p>Project a 'talking shop'</p> <p>Role model; 'Surprise of the sector'</p> <p>Project as failure or success</p> <p>Sharing a building</p> <p>Sharing business support functions</p> <p>Knowledge as resource/protecting know-how and information</p> <p>Blaming director</p> <p>Blaming partners</p> <p>Blaming government</p> <p>Frustrating experiences/disappointment</p> <p>Accountability (for spending public monies)</p>

The themes outlined above are illustrative of the issues we can find in the project case across the corpus of data analyzed. The next section will critically reflect on the results depicted above.

5.4.1 Summary and critical assessment

Before we proceed with our iterative analysis across the different layers concerned with partnership dynamics this section summarizes the insights gained thus far from employing the research instruments previously outlined. First, we will reflect on the quantitative data created via the MCK survey and look at its usefulness in relation to the overall research aims of this study.

Quantitative results

As we have seen the survey results provide us with a first set of descriptive findings relating to organizational characteristics. They provide us with an indication of nature of organizations involved in the Partnership Project, as well as their organizational culture and ways of working. This contributes useful information in relation to the contextual layers of the analysis (see sections 3.1.5, 4.3.3, 4.5.1, and 4.5.3). Another major benefit of conducting the survey was also that it allowed the researcher to gain formal access to the organizations involved in the Partnership Project and to formally engage employees and other stakeholders into the research. Gaining access to professional work organizations for long-term fieldwork involves both obstacles and opportunities (Coleman, 1996). It can be a risky process, which may take up years of the researcher's time (see Feldman et al., 2003). It is therefore important to utilize multiple, yet ethical, strategies for gaining access to professional organizations. The way in which access may be gained is not always identical and different frameworks for gaining access successfully have been formulated (see Burgess, 1984; Coleman, 1996; Feldman, Bell and Berger, 2003; Okumus, Altinay and Roper, 2007). The steps involved will largely depend on the particular context of each research, but will generally involve what Buchanan, Boddy and McCalman call 'getting in', 'getting on', 'getting out' and 'getting back'. Mixed method approaches allow the researcher to gain access to the field more easily, as they present more opportunities for 'getting in'. Thus, we can regard the survey as an important tool for enabling further fieldwork in the context of this research. In addition, the organizations involved in the Partnership Project also benefited from supporting the survey as it allowed them to

communicate their engagement with the project and consortium more widely (the researchers were perceived as neutral, credible and trustworthy external party).

However, a major limitation is that the results of the survey remain limited for further exploration and analysis. On the one hand, the sample size is too small to derive any meaningful differences between the charities involved. On the other hand, we can expect the qualitative data generated over time to be more important and suitable to elucidate partnership dynamics.

Qualitative results

Qualitative data can offer richness and ‘thick description’ (see Miles and Huberman (1994)). A typical challenge with qualitative inquiry and analyses, however, is the coding procedure and the adjudication and validation of codes and themes as they are derived from the data. Particularly, when dealing with complex data and project cases. Whilst systematic procedures enable coherent and consistent research work we cannot always rely on the interpretation and coding style of one particular researcher. Hence, the research aimed at validating some of the core themes via systematic coding analysis to see which codes and themes would achieve sufficient intercoder reliability. A pre-test with 12 basic themes (plus one category for ‘other’) revealed that 4 experienced coders, including myself, could only reach an intercoder consensus, i.e. Kappa score of 0.49 with ‘Professionalization’ being one of the most agreed themes/codes.²⁰ Whilst the Kappa scores showed relatively modest levels of intercoder agreement they were also indicative of different possible perspectives and interpretations in relation to the same corpus of data. In other words, we can have multiple perspectives. Hence, the coders did not always feel the need to agree and merge their views. Coder perspectives could co-exist, or, it was felt that compromising on one theme for the purpose of prioritizing another theme would not do the data justice. Hence, this procedure indicated early on that the discourses within the data had more facets than what one ‘bird’s eye perspective’ shared by the coders would allow. Hence, the data needed a more rigorous analysis. Considering the more complex project case at hand, the procedure for grounded coding turned out to be

²⁰ The table with additional test results Kappa scores is available in appendix 9. The issues relating to inter-rater consensus will be further discussed in chapter 8.

more useful in connection with the first cycle of coding of the material (see Saldana, 2009). The second cycle of more interpretative coding required the researcher to utilize the theoretical frameworks previously developed by the research in order to help us make sense of the data and ground it in theory (see Czarniawska, 1998).

Moving further with our iterative analysis, the next section will look at the first layer of analysis concerned with the dynamics of the context in which the project is placed, i.e. the UK VCS and [SPC-A] sector.

5.5 Contextual dynamics

The first layer of research explores why the project did not achieve what the partners wanted, and asks whether the project outcomes had anything to do with the *dynamic environment* in which the project was embedded. *Contextual dynamics* are data that describe changes in the context in which the actors are seeking to collaborate. It is the dynamic environment in which the project is placed and in which the actors are coming together to generate (organizational) benefits via the outcomes of collaborating.

As stated earlier contextual data and information can help us make sense of the co-evolving environment in which the Partnership Project unfolds (see Mitleton-Kelly, 2011). This layer of analysis can be further supported by questions, such as: are there any factors that are outside of the control of the partners that may have enabled or inhibited the partnership? Further, in keeping with the research question, were enablers or inhibitors relating to contextual dynamics economic or social issues? For example, did the project receive sufficient funding and was its cause sufficiently supported by institutions and society? In other words, was the situation in which the actors tried to implement the project already so complex and difficult that this may in itself have hindered the project to develop to its full potential?

In this light, the analysis has derived a number of themes obtained via iterative thematic inquiry of the data relevant to *contextual dynamics*. These reflect contextual challenges the [SPC-A] charities investigated are dealing with. The general (i.e. global) theme relevant in relation to contextual dynamics is '*managing change*'. i.e.

adapting to an increasingly *dynamic and drifting environment*. As such, *changes* and *challenges* are co-occurring at *institutional, organizational and individual* levels. This next section will outline and underpin the findings in relation to these themes.

5.5.1 Operating in a complex and drifting environment

Typically, *institutional, technological or cultural* issues and *changes in society* influence contextual dynamics. These impact how organizations may seek to position and prepare themselves for the future. It is the dynamic social and economic environment within which organizations (are developing linkages in order to) co-evolve, exist, learn and survive (see Tsasis, 2009).

Evidently, the seven partner organizations came together in order to tackle a complex problem: achieving *efficiencies* and *cost benefits* in order to provide a *better service*, while increasing their *attractiveness* as organizations (see Huxham and Vangen, 2005). Moreover, they also seemed to be brought together by a more socially desirable societal goal: *doing good for [SPC-A]* and to help *make 'every [SPC-A] matter'* ([ESPC-A] funding proposal, p.2; also see: SPC-A agenda).

'...the principles, which underpin it, I think [are] probably broadly similar and the fact I think if you look at the [SPC-A] green paper now [called ESPC-A]. So much of what's in there has actually come out of the [SPC-A] sector...[we have been] saying for a long time, this is what needs to happen for [SPC-A] 'I don't think there's ever been a better time in terms of [SPC-A] services and the philosophy that the voluntary sector in this area has, now the government has taken that whole agenda on board and looks as if it's going to be implemented through [ESPC-A], you know [the new SPC-A] Act. So I think it's very exciting.' (ForFamilies CEO, Interview 3).

'...ultimately all the work must come back to what's best for [SPC-A] and within the [Partnership Project] it's got to come back to that, it can't be about the agencies working better unless it's about them working better to

provide better services for [SPC-A] (Nationwide, Marcom Director / trustee, Interview 12)

'...it's actually working collaboratively to be a more powerful voice for [SPC-A]' (Project Director, Interview 16).

A prevalent theme across the data is that all charities increasingly need to *adapt* to a more fast-paced environment by *managing change*. Particularly, during the last decade the global recession has either directly or indirectly impacted many levels of society, causing changes at *political, organizational and individual* levels.

'the biggest changes came shortly after 1997 and then in 2000, it started moving to short termism and then just after 2001, then there were some significant new developments and then it started shrinking again but it's not long term now. So it hasn't ... we didn't get a new long term horizon after May 2005, we're still in short term waiting for the real change coming soon' (Nationwide CEO - Interview 22).

Traditionally, the Voluntary Sector is used to dealing with change. Short election cycles mean that every political change at government level brings about possible changes for charities, for example in terms of *prioritization* of certain societal causes. Further, consumer *trends and fashions* for supporting certain preferred causes at the level of donors, beneficiaries and other stakeholders also mirror society's cultural evolution.

Furthermore, the present UK [SPC-A] Voluntary Sector is heavily interwoven with and (in certain areas potentially too much) dependent on *government funding*. Moreover, to reduce government spending, the new VCS agenda(s) put in place seem to foster *outsourcing of services* initially held by (central) government agencies to private sector companies, local government agencies, as well as charities. As such, the Partnership Project is *'proposed at a time when government is committed to strengthening the engagement of VCS in the planning and delivery of Services'* (Partnership Project funding proposal, p.2)

Some charities are, however, more flexible than others when it come to project-based organizing and the prioritization of certain issues. In addition, the general global economic situation impacts both *government funds and grant giving*, as well as how donors would support charities with their donations and *voluntary work*.

Taken together, the organizations operate in a dynamic, complex and drifting environment:

'...these things are not as simple as you think and it's not necessarily down to the partners what actually transpires, because the environment outside which is so complex, is more complex than any environment I've come across with any other charity or other organization I've worked in - there's the political change and all those things make it quite tricky to predict what course you can take in certain circumstances.' (TalkTalk CEO, Interview 17).

5.5.2 New government policies and grant funding schemes

Inquiring into the data, in relation to what affects the project at this level, we see that these are primarily changes taking place at *government level*. If there are changes at government level there will be changes in relation to what charitable causes are supported in society and in which way this will be implemented. Further, these changes affect how funds are made available to support certain causes and charitable organizations. For example, government might seek to concentrate on *channelling funds* toward larger charities in order to reduce overheads and ensure large parts of the population can be supported via charitable work. Services held at government level are also increasingly outsourced to either charities or private sector organizations in order to reduce 'waste', 'duplication' (i.e. bureaucracy) and cost. Hence, Government funding streams are *prioritizing larger charities*, which can have more widespread impact and cater to important issues involving services otherwise more costly to run, e.g. supporting (families with) [SPC-A].

' [...] it's becoming a much more mature market in terms of the life cycle and where that becomes an oligopoly where you have five or six big

charities supplying most of the services and one or two truly voluntary sector services, where they're not dependent on grants or contracting, come at the grassroots trying to do the work because they've got local funding or whatever' (Merger Consultant - Interview 21)

'And I think that is something that the voluntary sector must be very aware of, that it should not allow itself to be seen to be favouring certain parts of the sector. Public funding should not favour certain players in the sector at the potential cost to others down the line.' (Project Director-Interview 16)

Geographical location and lobbying power

Further, there also seem to be *regional priorities* (due to geographical location and density of population for example). Few charities involved in data creation seem to be running or seeking to establish services in Scotland; most large charitable UK organizations (and the funding attracted by them) seem to sit in the South of England, and especially in London. Charities based in London are in closer proximity to Whitehall and London's political district, which seems to enable better *networking* and *lobbyist work* that is important for charities to be known and their charitable causes to be talked about in parliament (another aspect of '*increasing visibility*')

'So you know we do do specific projects but they are just projects, they're self-contained, they're not an ongoing provision and our membership function is very important in terms of communicating across the sector and our members recognise that [Nationwide] has a huge role to play in terms of policy influencing and we do a lot of kind of back room lobbying work. Our Director and our Chief Exec sorry, and specialist staff are very tied in with government and things so we use our research work to inform our policy positions but also our knowledge of what happens on the ground from our members to feed that through as well.' (Nationwide Marcom Director/trustee, Interview 12)

'We got together in the run up to the General Election in 2005, with a view to thinking how can we influence the manifestos of the three main parties in the run up to the General Election and we were very clear, it's a very strategic focused objective and we employed a public affairs consultant, who we all contributed to the cost of, and we did manage to get mentioned in all three parties' manifestos and in fact, we got something quite significant in the Labour Party manifesto. But it was entirely down to us meeting on a regular basis, employing a specialist lobbyist and being committed to meet and being committed to attend meetings with Ministers and government advisors and being very willing to drop things in order to achieve.....to meet and hopefully achieve our goal.' (New Campaign affiliate member CEO - Interview 24)

'So my role was really just to make sure meetings happened, help to guide their thinking: nag [politicians], approach the government, nag the government and do all those sorts of things. (New Campaign Consultant, Interview 25)'

Larger charities based in London and England with outposts in Wales and Scotland seem to be better strategically positioned to win government grants than smaller regional charities offering niche services. However, geographical co-location also seems to increase competition:

'If the further geographically dispersed you are, the easier it is - paradoxically. Normally that would be more difficult but because they don't then have to...don't even worry about competing with one another, that's fine but as soon as you start bringing them where they'll have geographic overlaps, even if they're offering different services, then the cultural thing and distrust and mistrust starts arising.' (Merger Consultant, Interview 21)

5.5.3 Forging alliances and ‘coopetition’

As such, funding streams are thought (by the actors) to favour certain charities and locations. Further, *election cycles* also influence what causes will be prioritized and what regulations will affect charities as organizations (e.g. tax exemptions, pension schemes, eligibility for funding and the like.)

‘To me, the most obvious pattern is that big ideas only come out in the six to nine months after a General Election or any other significant change, and then gradually the timeframe for change comes shorter. So in the first year of a new government, then there's something new, recognising in the first year it'll still go wrong but the benefits will start to be seen later on, and as you come closer to the end, then long term thinking goes out of the window and short term gains is everything. (Nationwide CEO - Interview 22).

Arguably, government has opened up the public sector to private sector companies and charities to make these services more competitive and cost efficient. However, this also has contributed to a more *competitive environment* in which organizations are trying to survive and the recent economic downturn means that the situation for charities is not improving. Rather, budget cuts and less public sector funding mean further challenges for charity organizations, particularly small and medium sized charities. Such charities find it more difficult to fund successful media campaigns to help raise their profile, and difficult to generate funds to transform their organizational structures and processes.

Considering contextual dynamics, the research has to conclude that there is a highly *pressurized situation* in the [SPC-A] sector. Further, government policy seems more oriented toward increasing these pressures in order to enable *greater competition* and to foster that only the best (and largest) charities will survive (at least in medium and short term, considering new organizational forms and way of organizing would take time to establish):

'I was a trustee of an organization where we were already in that contracting belt before [the implementation of the ESPC-A policy] because it's a care support agency and the downward pressure on costs was putting us out of business. We couldn't sustain it because our core costs weren't being met, where the private sector was coming in and spreading the core costs over many projects, specifically Housing Associations where they could lose them, the core costs, in the housing development and so all they had was this variable cost. So I see a lot of organizations going to the wall. Some of them I'm working with right now, that's what's happening. (Merger Consultant - interview 21)

Ultimately, private sector companies operate very differently and are more *profit oriented*. Hence, they are able to strategically invest in (building) organizations and projects, whereas in the voluntary sector charities are often *overly dependent on government funding* whilst holding little strategic cash reserves to invest into *building future capacities*. Further, the [SPC-A] sector seems to be becoming a more and more *project driven* organizational environment that requires organization to be *strategic in orientation*, yet, opportunistic (See Nationwide CEO - Interview 22).

'Strategic' Opportunism

Particularly considering election cycles and changes in government to be expected at the time of initiation for the project, Nationwide's CEO for example expresses this need for *opportunism* at the time of the project's implementation.

At the moment.....this is not the time for long term decisions; this is now the time for battening down the hatches and surviving, or putting in short term gains, short term wins, things that can be short(?) and preparing the ground for the new, and the new will be 2007 not the election in 2009. It'll be the change in 2006/07 - is now the frame for us. So it's not just elections, it's politics that's the change.' (Nationwide CEO - Interview 22).

Competitive interdependence

The Government aimed to generate a more *competitive marketplace* in which service excellence would develop and thus implement incentives through which service excellence and ‘coopetition’ would be encouraged and increased. Hence, the sector was opened up to private bidders in order to make it more competitive. However, making it more competitive also meant that fostering better collaborating, knowledge creation and innovation among charities might take a back seat. Ultimately, fostering competitive advantage (see Porter, 1998) may lead to competitive interdependence (see Eisenhardt and Ghamic, 2000) where only few of the organizations in the market will actually survive and set benchmarks for what is considered service excellence. Whilst acquiring new benchmarks may provide a way of getting close enough to rivals to predict how they will behave when the alliance unravel or runs its course (see Hamel and Prahalad, 1989), this kind of policy implementation potentially means *inertia* for charities. In fact, the market/sector may shrink (due to increasing competition and *survival of the fittest*), rather than growing by implementing mechanisms that would foster the development of more co-creation amongst charities and trigger a more diverse environment in which new pathways to value can be established (by leveraging new organizational forms and ways of working).

‘It’s very vulnerable, it’s not...the government and the local government have to understand how a charity works for the charity to be able to engage in the situation. Charities really don’t want to compromise quality to be in a race to win a contract; not only with say a local authority but in the competition with each other but it’s happening all the time.’ (TalkTalk CEO-Interview 17)

As such government seems to implement a *normative model of change*, streamlined toward efficiency, rather than an environment fostering diversity, cross-sectoral synergies and co-creation. The data however, suggests that involving external co-creators (such as consumers and experts from different sectors) with value creation can help enrich and make the VCS more innovative and competitive.

5.5.4 The growing need for professionalization

Another issue affecting charities at this level is the growing need for *professionalization*. In order to be attractive to donors, beneficiaries, government support and other stakeholders, charities need increasingly to offer a highly *professional* and *transparent service* (on a large scale). Such a service involves *professionally trained staff* (to engage in *knowledge intensive* work), as well as *technical infrastructure* in order for it to be delivered. Linked to *professionalization* of service, is another issue affecting the context in which the charities are trying to instigate their project: the need for a better *organizational infrastructure*. Some charities seemed to lack (experts being able to implement and train others in the use of) *new technologies* such as ICTs and lack of up-to-date *office infrastructure* the charities have to cope with.

Improving infrastructure

Becoming more professional and developing *new ways of working* seems to be connected for many charities with the idea of having access to *good infrastructure* and being able to make use of *new technologies*, particularly ICTs, as they potentially allow to improve intra-and inter-organizational collaborating, data and knowledge management, as well as better marketing and PR for charities (e.g. engaging charity websites to attract donations online and via social media, rather than collecting donations on the high street).

However, few seem to be able to afford to sufficiently train their staff and invest in such infrastructure. As the low number of respondents of the survey (N=42) across all seven charities indicates only a small number of respondents have access to a computer. Those who do still point out in the open questions (see the questionnaire results in appendix 6) that infrastructure is perceived as poor.

Further, a few charity (office) workers seem to have to work in overcrowded, shared (open plan) offices with ‘hot-desking’ being a common way to manage space. This is particularly so for the charities in London who need to be central to be recognized, but cannot afford luxurious and expensive office space. For those who did have

computers and better infrastructure at the time, the situation was still relatively poor: for example they would be given free space by a large multinational company by way of donation or they would share office space with a smaller charity.

Inevitably, it is expensive for charities to run their operations from central London. Therefore, in order to do so charities would normally have to find some form of support allowing them to be based in the capital.²¹

Strengthening brand image

In competitive environments, *increasing visibility* for target groups and stakeholders and to avoid becoming indistinguishable from competitors makes developing and investing in a strong brand an important issue for the charities involved in this research. The data provides evidence that few of the charities have undergone recent ‘re-branding exercises’ to help improve and better position their brand and to increase their overall *organizational attractiveness* (see Ahuja, 2000) and *positioning* (see Hardy, Phillips and Lawrence, 2003) in the marketplace.

However, changing and developing *brand identity* requires considerable effort from the charities, some of which have an *organizational history* that is over a hundred years old (due to their foundation after the first world war as aid organizations)

We've also improved a lot of our employment policies. We've reviewed all our employment terms and conditions. The policies that relate to terms and conditions and we've developed now an organizational competency framework as well which we're about to implement and of course that has a knock on effect on how we recruit and how we, we've rebranded and changed our logo and reverted to calling ourselves [ForFamilies] instead of [Service Units ForFamilies] and so that happened in November last year and that was a really significant moment I think because prior to that [ForFamilies] had been an organization where staff believed that

²¹ The research did not look into the charities outside of their London headquarters, primarily due to cost involved in visiting other sites outside of London. However, some participants talked about local or regional operations and partners.

everything had to be consulted on and it had led, when I first came to [ForFamilies], to a real paralysis by analysis and nothing ever happened. You know decisions were never ever finally taken and that shifted completely. So much so that in fact the branding exercise went through in three months from start to finish and I presented it to the trustees and then to the organization and nobody was, you know everybody said, fantastic, and by, that was the beginning of November. By the end of November everybody was using it. So I think that was a significant change in the culture of the organization. (ForFamilies CEO, Interview 3)

The analytic layer analyzing group dynamics and sense-making will further investigate how actors respond to a situation where brands and identities may have to be merged and past investments left behind.

However, we can already see that *brand identity* is an important issue in terms of organizational survival. This affects how charities deal with dynamics and issues emerging at a contextual level. Further, brand identity is linked with *organizational image, reputation* and *diversity and identity*, as well as *workplace culture* and *work practices*. Ultimately, organizational identity gives charity workers and other stakeholders a key reason to engage and belong to a particular organization. Employee identification is also related to organizational performance and will become stronger over time, i.e. the longer employees belong to an organization the stronger they will identify with it (see Eisenbeiss and Otten, 2008). The consortium brings together seasoned employees, whereby some are founders of their organizations/charities who strongly identify with their charities. Hence, we can also expect (brand image and) identification to be active at group dynamics level, e.g. when partners negotiate key aspects of partnership.

Considering contextual dynamics new media and technologies such as the Internet may provide new avenues to implement and facilitate co-creation and other forms of (strategic) value chain involvement (e.g. to support the development of ‘*brand equity*’; see Helm and Jones, 2010).

Acquiring new skills and know how

Charities are increasingly competing for skills and know how and they may also require hiring highly qualified specialist staff that would otherwise be more attracted to the private sector. Therefore, apart from offering appropriate compensation, *organizational attractiveness* via *brand image* and *differentiation* play a crucial role for all the charities involved. Specifically, as there seems some level of *overlap* (and possibly *repetition*) in what charities do (and ‘promise’ to their stakeholders)

‘I think of the seven organizations in the [Partnership Project], the services they provide are different enough that I don't think it would be quite as competitive as it might be in the Connaught Group that I belong to for instance where there are many more organizations who do the same sort of things we do. So I don't see it as quite as competitive as some other groupings might be. (ForFamilies, CEO, Interview 3)

‘I'm sure we're all doing the same thing, the policies are probably exactly the same so there's a lot of shared information that would be cost saving both in terms of money and time, to press the button and say, oop, here it is!’ (TalkTalk, CEO Interview 4)

I think it is, because we're all in that area and we're all, if you like, competing for funding, we're all doing different, I think there's very little, there might be little bits of overlap. I mean I think we've always looked at it and said, well, they're not competitors in the sense that I would say you know I'm trying to sell something versus someone else. I think we're all doing just slightly different things. (BeHappy, COO and Director of Training, Interview 5)

One challenge in terms of stakeholder involvement is that some charities still work with large numbers of volunteers. *Involving volunteers* as external stakeholders in the service and the value creation of an organization requires time and investment, e.g. in the form of training. Moreover, imbalances within organizations may occur due to

staff being paid for their work while volunteers are not. Hence, volunteer and stakeholder involvement and co-creation are new and also challenging forms of organizing, especially when it comes to involving [SPC-A] (due to legislation, protecting [SPC-A], confidential information and so on).

Marketing innovations

Due to the possibilities offered by ICTs, co-creation and value chain involvement are seen as being important particularly for brand development and recognition. Having a strong brand as organizations is beneficial for attracting donors, beneficiaries and other stakeholder enabling organizational survival and success.

‘And the things like advocacy and representation are becoming bigger issues and that’s part of the cycle now’ (Merger Consultant - Interview 21)

Considering *organizational identity* and an increasing need for *visibility* and brand recognition, as well as greater demand for *professionalism* and *quality of service*, charities are also required to become more transparent and publicly accountable. This need for *transparency* and *accountability* seems to some extent reinforce the issues associated with *brand identity*. Reputation management is an important public relations and marketing tool for charities. After all, the brand is what distinguishes one charity from another. Hence, investing in initiative and projects, such as research about specific [SPC-A] issues, is a means to foster ‘brand equity development’ (see Helm and Jones, 2010) and engagement with a charities beneficiary and other stakeholders. Charitable causes, however, particularly in terms of working with [SPC-A], require media exposure and also need to secure *funding*. Thus *transparency*, *accountability* and *scrutiny* are applied to everything that charities do.

5.5.5 Shifting Voluntary Sector ethos and work culture

What we see when analyzing the layer of contextual dynamics is that the changes outlined culminate in a *shift in organizational practice and culture*. The ways in which things are done and the charities’ *ethos* were shifting (which is a very

interesting point in time from a research perspective). On the one hand, organizations are required to be *non-competitive* and be seen as *doing good* things for [SPC-A], and thus society. But on the other hand, they have to become a highly *professional* and *competitive* enterprises with highly trained staff, incentivized by attractive salaries and deliver a top-of-the range service at an unbeatable price. They have to achieve these requirements by involving *volunteers* in service delivery and collecting donations (via internet media, events and on the high street) and *without* being able to make a *profit*. This is a core tension we can see evolving when analyzing the data at the contextual level. As such, there is evidence that the *culture* in the sector is *shifting* toward *entrepreneurship* and new organizational forms that would allow it to be more commercially orientated.

'And while it was a cosy club ten years ago, the voluntary sector in my opinion was a cosy club, people didn't compete, there was enough to go round, everybody was happy - then they would work together. But as soon as you get the one thing that's reducing and the one thing increasing, and the one thing that's increasing is that more and more people think that the unintended consequences of [ESPC-A] is that they're going to go out of business.' (Merger Consultant, Interview 21)

Thus far, however, the common perception seems to be that charitable work cannot make a profit and new company schemes such as 'social enterprise' were not yet fully known or even established at the time of data creation. Nonetheless, charities are driven to become more business oriented and professional and to adhere to a more corporate attitude and organizational behaviour.

From 'friendly bunch' in a 'cosy club' to 'shake up' for the 'rat race'

The new '*change up*' agenda seems to have increased the pressures and challenge for the charities this research is concerned with. The perception among stakeholders was that '*change up*' would lead to increasing competition. In fact, it was perceived as causing much turbulence and transformation in the sector due to increased bidding requirements and increasing competition amongst charities:

'...it's this big contracting area and the contracting area is open to anybody because the government's good value for money requirements will mean that private sector organizations have to be allowed to bid. [...] That's why I say there's going to be a shake-up because they just can't afford to carry on, I mean it's a funding issue. Other organizations have tried to build infrastructure over the last few years to cater for growth, because everybody thought the voluntary sector was a growth sector, and they now have excess capacity and they end up, when you look at their income statements, they have projected high costs and not enough income to cover their costs and that is again a capacity issue. Because there is no longer that level of growth, because with [the new ESPC-A policy] it's all about contracting and there are more voluntary sector organizations chasing after fewer and fewer contracts. Typical competitive environment, there's going to be a shake-up. If you looked at it in the life cycle, it's now getting out of the development phase and it's gone through growth and now it's in mature phase and lots of organizations are going to fall out as a result of that.' (Merger Consultant - interview 21)

'Increasingly, some of the initiatives, which were originally commissioned from the voluntary sector like Sure Start and [SPC-A] Fund projects, are increasingly being taken in-house by local authorities' Social Services departments.' (ForFamilies CEO, Interview 18)

'At the moment, the funding is such from the government that it's a mess and it encourages people to operate in a piecemeal way. But equally I think with the government legislation around Change For SPC-A and ESPC-A, they felt that what they had created might actually reduce the role of the voluntary sector and again, as that unfolds over the next few years, there'll be quite a big shakedown in terms of who does what, what the relationship with local authorities are. It's a huge, huge time of change for the [VCS] in particular and that's a good reason to work in partnership because you're stronger in partnership than you are alone.' (Nationwide trustee/Marcom Director - Interview 20)

However, as such particularly the [SPC-A] voluntary sector was seen as being *non-competitive*. Apparently, charities cannot be seen competitive because organizations and actors have to be seen as doing good for [SPC-A].

'Yes, because we're a friendly bunch and we wouldn't want to have ... it would be counterproductive to have a kind of upfront fight about territory, territorial challenges' (Nationwide trustee - Interview 12).

However, the environment in which the organizations are operating seems to be very competitive; considering pressures in funding and timely arrival of funds, it seems more like a 'rat race' to the actors:

'And you have to say, well, the voluntary sector was never seen as a rat race but perhaps it's just got different rats in it - it is very competitive' (TalkTalk CEO-Interview 17).

'The voluntary sector is not a bunch of lovely old people who like each other and want to share everything. For most of the people, it's not voluntary at all, it's their job and they see anything as a threat to their personal income and they're not going to let people...encroach into their territory.' (Merger Consultant, Interview 21)

'[...] and they have their funding needs and they'll fight to the end to survive in a lot of cases. Whereas in actual fact, it should be in the nature of charities that, if they're no longer needed, they no longer exist rather than perpetuating themselves for the sake of existing.' (Nationwide trustee/Marcom Director - Interview 20)

5.5.6 Summary

Taken together, charities need: a highly professional service, a professional and attractive brand image, to be highly successful and influential in terms of their lobbying capabilities, to be able to implement and afford central office space, technology and infrastructure, to hire, attract and train professional staff, to reduce

staff turnover to prevent knowledge loss. They also are required to develop brand equity and increase visibility via information services such as leaflets, surveys and other media that help raise the issue with which the charities are concerned, or by teaming up with a stronger partner to raise recognition of the smaller charities. And this is by no means an exhaustive list.

Many charities seem overly dependent on government grants. In addition, changes at government level mean being able to deal with changes swiftly and flexibly; at times those favouring opportunism over aspiring to more strategic goals are better positioned to survive as organizations.

Considering the analysis of contextual dynamics, charities need to find ways to achieve all of the above on a low budget, without being able to make a profit and by involving volunteers (who at times have little experience and only want to help and get involved in societal cause). Overall this competitive and complex situation means there is need for charities to shift their culture and organizational practice.

In sum, it is a highly dynamic and complex environment in which the charities investigated operate and in which the Partnership Project is placed. Particularly, the requirement to adapt to new grant funding schemes, as well as managing organization transformation toward a new more corporate ethos and professional service (i.e. the requirement for a practice and culture shift) represents a key challenge/tension all partner organizations are dealing with; regardless of their involvement in the Partnership Project. In fact, the Partnership Project was seen as an opportunity to (jointly) tackle some of the issues (such as lack of infrastructure and less funding) posed by this challenging environment in which charities are trying to develop 'competitive advantage' to survive as organizations.

The next layer, project dynamics, further investigates how contextual dynamics impact project related events and activities, i.e. issues emerging at project level.

5.6 Project Dynamics

Now that the research has uncovered contextual tensions, we can move on to the next layer of analysis. *Project dynamics* are data and information relating to the *initiation, formalization* and *evolution* of the Partnership Project over time. Typically, these are events such as the registration of a company as commercial vehicle to produce the project, the submission and approval of a funding proposal securing the sponsoring for the project, the consortium agreement put in place to govern the partnering effort, appointing staff to fulfil certain tasks, as well as the allocation of roles within the consortium or the changes in the amount and kind of partners being involved in the partnership over time.

5.6.1 Project Evolution

A plan was made to establish the project, the project was initiated at an agreed date, and there was a consortium meeting at which the partners agreed to commission feasibility studies and to look into the issues and objectives of the Partnership Project (see table 5-1). When the feasibility work was completed and reports were returned to the consortium, the partners assessed the findings and had to make decisions on how to take action in order to take things further. As the feasibility studies (see summaries in appendix 10) were assessed, there seemed to be a realization that some issues would be more difficult to implement than others.

However, at some point during the project the director was laid off/decided to leave the consortium. Hence, we have to ask the data what happened in this instance (which we will look further into when analyzing leadership and power issues at the level of group dynamics enacted within the consortium). The outline below illustrates some of the key project related issues and events that can be identified in the data (for a more comprehensive overview of these see the timeline in appendix 11).

- 1 *Project application developed and submitted by Nationwide*
- 2 *Project application resubmitted after initial feedback*
- 3 *Government grants funding for the project*
- 4 *Charity registered as UK Limited company by guarantee*

- 5 *Independent Partnership Director recruited and appointed by project consortium*
- 6 *Director of Partnership Project hosted at Nationwide*
- 7 *Partnership Project funded by Partnership Fund*
- 8 *Decision makers of seven organizations sit as trustees in Partnership Project*
- 9 *Feasibility studies are commissioned and delivered*
- 10 *Consortium Treasurer appointed*
- 11 *Property search consultants appointed and architectural competition launched*
- 12 *Building assessment made and report delivered*
- 13 *Project Director leaves Partnership Project*
- 14 *Nationwide trustee takes over the leadership of Partnership Project*
- 15 *Project evaluation report commissioned and disseminated*
- 16 *Charity company is wound down*

We can establish from these events that at the project level the process was not as linear and ‘smooth’ as the project management literature would suggest (see Project Management Institute Standards Committee, 2000; Turner, 2008).

‘I think there is a problem that it reached in a way that point in the project and then faltered and then had a real very difficult period of self examination where four of the partners decided to withdraw and the three remaining partners had not really a clear direction about how the project was going to continue, because it still had a year and a half of the original programme to take forward but there was no real possibility of collaborative working continuing.’ (Project Director - Interview 16).

Further, from the initial assessment of objectives and deliverables we know that not all issues on the partners ‘wish list’ (see Huxham and Vangen, 2005) were achieved. Hence, we may want to inquire further what may have led to critical transitions that may have influenced the partnership at the level of project dynamics.

In the project case we can observe that *Nationwide* was instrumental in securing the funds for the Partnership Project. They initiated the project and formally submitted the Partnership Project proposal. Further, their capacity to network and lobby at government level seems to have enabled them to obtain feedback on their initial

proposal. Rather than prioritizing the need to move into a shared building, they *amended the project bid* toward shared services, as desired by government.

From the data it is evident that Nationwide initiated the project and that they were involved in lobbying for issues and policies that would give their organization a better standing and *strategic future positioning*. This is a common feature of how the sector and the organizations in it operate and we have already seen the relevance of this at the level of contextual dynamics.

Nationwide were also involved in shaping the new government agenda that set to impact how funds were made available, as well as what kind of services (i.e. merged services) would be funded.

Further, two out of the seven partner charities seem to have been incubated at Nationwide. Initially both organizations were (informal) projects (similar to the New Campaign Team, see chapter 6), which were then spun out of Nationwide as separate entities, however, remaining members under the umbrella of Nationwide as their membership organization to increase their capabilities as organizations.

‘As an organization, [Nationwide] was founded on the basis of being joined up because, for the needs [SPC-A], we were created to ensure that people in education talked to people in health who talked to people in social care, so the needs of the [SPC-A] were seen holistically rather than in different boxes, and that’s what we do but not everybody does - not all voluntary sector organizations do that. They have their own specific niches’ (Nationwide trustee/Marcom Director - Interview 20)

Considering Nationwide as an umbrella organization, such organizational forms enable greater *organizational responsiveness*, as well as more flexible *strategic decision making* in terms of proposing projects that resonate with certain political or societal issues, i.e. to adapt to the ‘Zeitgeist’ and funding mechanisms in place. This level of *flexibility* is different from some of the smaller niche charities, which are more dependent on government grants, i.e. a steady supply of government funds.

5.6.2 Timing and lack of funds as critical factors

We can establish that *provision of funds* was a critical event enabling this project. Further, the *feasibility studies* and reports were successfully *outsourced* and delivered; a building report and assessment was also completed. However, looking further into the data we can see that the building report, as well as the feasibility studies, challenged the partners *decisions*, particularly as the envisioned *shared building* seems to have become unfeasible:

'I remember at one stage at the trustee meetings, after the Director had been appointed and after the feasibility studies had been done, when some of the issues raised were really quite enormous in terms of the building and what was going to be required and the costs began to be perceived as so high that it was unrealistic I think for it to be able to be achieved in the timescales. (ForFamilies CEO, Interview 18).

'[...] at the halfway stage of the project, we had mainly hit targets that the project had set itself but there were ... but that's as far as it went. We had taken the project to a viable building project but that lacked investment to make it happen' (Project Director - Interview 16).

'It was at the point when they were exploring potential sites around the King's Cross area. The money that had been thought to come from the Treasury was not going to come, so there was suddenly a huge whereas there had been a promise of significant funds, that was no longer possible, which I think really made people have to rethink and they were then looking at possible investment in a building with funds being either raised through other grants or through contributions from the partners and at that point, it just seemed to me that the project really was not clear about what it was trying to achieve and how it was going to get there or the timescales. (TalkTalk CEO - Interview 17).'

As we can see, a key issue inhibiting the project, as this level was economic, i.e. the funds to take forward the idea of a *shared building*, a key driver of the partnership did

not arrive. Hence, this *lack of additional funding* also seems to have affected the partnership's partnering process.

Further, the timescales did not match and there was not enough time left to generate the additional funding needed to take the vision of the project partners forward.

In addition to shared accommodation, analyzing the project from a purely economic perspective, the initial funding provided to fund the ambitious Partnership Project and shared service development seemed generally insufficient to support a fully fledged implementation of all anticipated goals.²²

In terms of allocating (staff) time to the project, the partners would also sit as trustees of their own organizations on top of their other commitments (as far as could be established without being paid for this activity) .

'I mean the difficult thing is that, for each of the partners and each of the Chief Execs or in my case, the Directors involved in the [Partnership Project], we've all got our day jobs to do.' (Nationwide Trustee/Marcom Director, Interview 20)

Whilst such perceptions may be a way of rationalizing lack of participation and achievement by some participants, the ambitious and complex goals proposed by the partnership itself also made it very difficult to achieve any large scale innovation and reform. Specifically, considering the amount of time and funds allocated to the project (during project design/planning stages). It therefore does not surprise that the lack of additional funds the partners had initially hoped for was a key issue hindering the project's further development.

The building dilemma

Furthermore, after an initial specification was developed, it turned out that the *building* became much *more costly* than the partners had initially anticipated. The

²² The project costs were mainly to pay for employing and hosting the project director over a 3 year period, as well as to sponsor the feasibility research and other reports commissioned by the consortium, plus any other project related cost or overheads. The total project funds were about half a million pound sterling. The exact amounts are withheld for reasons of anonymity.

building became more expensive the more the consortium tried to accommodate all the wishes of all seven partners.

'So if they'd all come together and said more sensibly, if they'd come together and said, we will have a very scaled down building project that will cost £5 million, it could have happened within three years. But they came back with a £25 million project, I had to then try that out and we were just at the stage where I was just saying we have to scale it back. We'd already scaled it back anyway, they were probably going to go for a £50 million project originally...' (Project Director - Interview 16).

On the upside, Nationwide benefitted from an evaluation of their own building, which was one potential asset they could contribute. However, there was no clear indication that this would be sufficient in order to solve the partners' collective equity dilemma:

The other thing was the situation of [Nationwide's] own building had not really been resolved in terms of what the potential value of the site or the building was and how quickly that could be realised, because that was becoming a fairly crucial question, because effectively the only partner with capital to invest was [Nationwide].' (Project Director - Interview 16).

Hence, in addition to the lack of additional funds arriving, the individual economic means of most partners were clearly insufficient to facilitate a joint move into a new building. The partners then seemed to have realized that they did not have the (required) equity (themselves) and that it was not feasible to raise the funds that would facilitate the move into shared building. Moreover, the partners may have also had different ideas about how their partnership might manifest itself in practice, considering not all partners would be able to make an equal financial contribution:

'So what has happened since we started is that possible and reasonable avenues for chunks of funding appear to have gone. Because we were asked to do these processes, the partners have had to move. The process have been done and parked. What it really needs now is a new

partnership, a new triangle of people with capital and then other people can fall in. You've got to have critical mass, you can't fund raise for £20 million without over half of it in the bag...there's two of us at the gate really without the capacity or the power to say 'go', because we know the money's not there and we need the partner who has got the capital to get the rest of the triangle and then we're sort of add-ons, if you see what I mean. I mean you can't be a key stakeholder in that with no money....Because what I was hoping was that we might look at a model, a financial model, might explore the notion of something a bit like a housing association but for the voluntary sector. So, instead of me spending money on rent, I might be able to part buy.' (FosterCare CEO - Interview 15)

5.6.3 Project Stagnation

Timing affected the partnership in several ways. First, for some of the charities the time scales did not match. While some partners could afford to wait others had to move and could wait no longer

'So I was terribly keen that it should go ahead and happen and I worked very hard in that for three years, but got increasingly frustrated at the fact that the collaboration just went nowhere and so in the end after 3 1/2 years of talking, the project was no further forward than it had been when I joined in January, I think it was, 2001 or 2002, I can't remember now quite when it started, and for my organization the time had run out. We needed to move, we needed to make other decisions and we couldn't wait any longer for the [Partnership Project] to happen, because it didn't seem to me like it was ever going to happen.' (ForFamilies CEO, Interview 18).

'Three other organizations, their timescales changed during the course of planning and so the people wanting to move in together kept changing.' (Nationwide CEO - Interview 22)

'[...] really the project should have been given more time. If it was going to change, it should have been given more time to work through that and

plan for what it was going to do [...] to plan the next phase of the project even if it meant completely changing it, rewriting it.' (Project Director - Interview 16).

Further, we can establish that *integration of services* and *alignment* of operation processes was not easy to implement during the short time period the project was designed for/had left when it became clear additional funds would not arrive.

5.6.4 Leadership change

In addition, we see a *leadership change* take place at project dynamics level, which will be looked at further at the group dynamics level. The initial *Project Director* left the Partnership Project about two years into the partnership. We can see at project dynamics level that his role was later taken over by the Marcom director/trustee of Nationwide who was also his line manager reporting to the CEO of Nationwide.

'I felt. I quickly. it seemed to me relatively soon after he started that he was pursuing [Nationwide]'s agenda and not the [Partnership Project]'s agenda. Whether that was because he wasn't imaginative enough and independent enough to grasp what it was that he should have been doing for the [Partnership Project], I don't know. I did have a discussion with [the Nationwide CEO]: at [Nationwide] about it and [the Nationwide trustee/Marcom director] but it seemed to me that he was...that [she] was really...as the line manager of the Director and the person I guess who was responsible for reporting back to the funder, the Invest to Save, [she] was really driving the agenda and the agenda was too closely connected to [Nationwide]'s agenda. Now that might be fair because they were the...appeared to be the largest organization and they were contributing a significant amount to the project in terms of housing the Director, housing the project in their offices. But by the time we, [ForFamilies], withdrew from the project, it seemed that actually it was [a Nationwide] project to all intents and purposes and nothing to do with the rest of the sector really. It was very limited influence that the other partners had on whether it worked or not.' (ForFamilies, CEO, Interview 18).

As we can see, this may have created possible tensions we have to examine further at group dynamics level in relation to *leadership* and *power* issues. At project dynamics level we can see that an ‘independent’ project director was hired to steer the project and facilitate amongst partners. Further, that he was ‘line managed’ by a representative of Nationwide, arguably the more powerful actor in the consortium who also initiated the partnership and project.

However, such reporting structures and ‘line managing’ to ensure organizational interests are actually met seem very common organizational practices. In fact, they may be crucial to ensure inter-agency projects meet their (strategic) goals and objectives. What the research is interested in at this level is under which circumstance reporting structures and role allocation may enable or inhibit project performance and dynamics.

However, this seems difficult to clearly establish from the data available. Further, it is worth noting that the analytic layer of project dynamics only allows us to notice that a change in leadership has taken place. It does not explain to us why this leadership change has taken place. Hence, we need to look further into how leadership was enacted amongst the partners at group dynamics level.

5.6.5 Project design and controls

What is interesting at this level of the analysis is that, we can see a potential mismatch in the criteria outlined in the funding proposal, i.e. funding was provided to foster collaborating and shared service development and not to primarily fund the move into a shared building.

However, during 2006 the project arguably stagnated due to some of the partners being unable to contribute their own equity or raise capital together via an agreed financial plan and vision for what the building project would seek to achieve.

As such, we can regard the building project in relation to the partnership projects’ agenda a project *within* the Partnership Project. This may have contributed to an increased level of complexity in collaborating (and managing it) as it may have

contributed to misunderstandings about the common goal of the partnership (i.e. collaborating and shared services vs. joint accommodation and shared building). This is illustrative of many practical cases and we can expect that some project goals will be compromised or somewhat ‘covered up’ by the more official goals, specifically, considering publically funded projects, where actors would also need to generate indirect benefits for their organizations.

Furthermore, the fact that some of the partners could not contribute equity in order to part-buy or co-invest with others is not specified as selection criterion in the initial funding application nor can we find further more explicit descriptions about how the partnering process should be handled and managed.

Hence, from a project management perspective we can speculate that these factors may have contributed to the project not achieving its goals as anticipated. Problems seem to be due a lack of typical project execution, control and performance measures (see Turner, 2008), which don’t seem to have been put in place sufficiently (by the consortium). In addition, there is a mismatch between vision (establishing collaborative working) and motivation/activity (moving into a shared building and raising funds for this). Potentially, the project was aiming to accomplish too much (we will look further into this at the sense-making level to see how the partners made sense of the project and what happened in it).

Initially, it was not planned/communicated that partners would have to drop out if they were unable to contribute the equity for moving into a shared building. The purpose was instead to develop new ways of working more collaboratively, and potentially to develop shared services that would contribute to cost savings. In other words, the aim of the Partnership Project was initiated to try to find (new) ways of working together that would contribute to make [SPC-A] services more efficient and effective, i.e. to discover synergies.

Alternative pathways

Other more indirect ways of teaming up to save cost were also feasible and easier to implement than the shared building, such as establishing a joint purchasing collective

(for office equipment for example to make computers more affordable). Similarly, Payroll, Human Resources, Recruiting and Accounting and other business support functions were envisioned as possibilities of '*sharing and merging*' as they would contribute to *synergies* and *cost savings*. Whilst sharing such business functions seems obvious from an economic perspective, these seem to be difficult to implement across organizations within a short time frame (apart from the purchasing collective, probably being the least complex way of 'pooling resources' see Gray, 1995).

However, whilst the actors expressed these ideas as having great potential (to reform the sector and establish new practices) the research has not found evidence that such initiatives were established or that the actors tried to share and merge certain business functions.

5.6.6 Summary

To summarize, there were a number of issues at the project dynamics level that contributed to a non-linear evolution of the Partnership Project. The key issues that challenged this project were on the one hand a vision that was growing bigger in terms of what the project could achieve. On the other hand, the funds (made) available to put the vision in place were gradually depleting and not sufficient. From what can be seen from the data the ambitious aims of the project and the amount of time and funding allocated to fulfil its aims was insufficient. Few of the partners and also in the funding application called the project a 'programme'.

However, a more extensive and long-term programme would have meant more strategic alignment amongst partners and would also have required more fundamental investment. Considering the project was meant to have 'flagship' character within the sector, the project design itself appears inadequately thought through and matched with its purpose. Ultimately, the project as designed was unsuitable to cause real reform in the sector. This is particularly the case considering the accommodation issue and shared services model the partners were seeking to co-innovate and implement (see DeFillippi et al, 2012). Further, the consortium did not have enough time to raise funds to accommodate the wish-lists of all partners and make the vision a reality (see Huxham and Vangen, 2005).

Second, in terms of the roles and responsibilities in the project, we see that there was an independent project director who was put in place to mediate and facilitate amongst the partners whilst keeping the vision in tune with the objectives of the project so that key deliverable could be achieved. On the one hand, this director reported to someone inside the consortium, who reported to the CEO of Nationwide. In other words, this chain of 'command' seems skewed toward the *organizational interest* of Nationwide. This appears to remain so even when we take into account the potential *diversity* (e.g. knowledge and skills, geographical reach, turnover, number of services, number staff, maturity of technical infrastructure etc.) that the unique mix of the partners brought together and could have exploited via the partnership (as was outlined in the project specification). After all *skills acquisition* is a key driver for inter-organizational partnership (see Hamel, 1991; Williamson, 1991; Afuah, 2000; Hardy et al., 2003). On the other hand, this also is a common feature of projects in which strategic interests are at stake.

Further, we can see that the desire for a *shared building* became dominant and a project within the project. This complicated matters. The building project exploring the '*accommodation issue*' (*Project director - Interview 2*) was managed in parallel to the other issues relating to the establishing of shared services and collaborative working.

However, this process was not sufficiently supported. The project life cycle is the process by which the project is undertaken. Here it included the stages (1) concept and (2) feasibility (see Turner, 2008). However, due to lack of feasibility the next project stages (3) design and appraisal and (4) execution and control did not happen and we saw the project fold and (5) close-out, as the building project was abandoned by the partners.

At a project dynamics level this project therefore became *stuck in the feasibility stage* and could not sufficiently progress to fully implement and mature within other phases of project development. In addition, we see misaligned timescales that complicate the management of the project, as well as (lack of) allocation of resources. As outlined in the literature, projects progress through the different, discrete and interdependent phases. As such the project requires actively managing continuity, as well as

facilitation of alignment of integration of processes and activities between partners (see Huxham, 1991; Hardy et al. 2003). This project, however, shows a number of weaknesses during *planning*, *executing* and *monitoring*, as well as the *control* stages during its development.

Before drawing any conclusions the research will further investigate the effects of this possible ‘design flaw’ of the project, in combination with problems of timing, alignment and integration, as well as tensions we have seen emerging via contextual dynamics, looking at them at the group dynamics level. The next section will report this investigation, focusing particularly on group performance and the partners’ interactions.

5.7 Group Dynamics

As stated in the methodology section (see table 4-4) the analytic layer of group dynamics can help us investigate how the partners relate to each other over time, as well as the more social issues that correspond with events at the level of project dynamics. At a group dynamics level we can find data telling us more about the nature and dynamic evolution of the group at work. This includes mapping out critical events relating to the group’s collaboration effort, particularly, issues involving the *group composition* itself, e.g. how the group came together and which organizations it involved, and group specific aspects relating to critical *moments of transition* ranging from *formation* of the group to its *dissolution*. Typically, generative patterns in group dynamics would be influenced by issues such as *power struggles* or *leadership issues*, tensions in *committing to joint action* and *resource sharing*, as well as clashes in *organizational identity* and *project orientation*, i.e. mission and *vision conflicts* or *tensions in relating*.

As we have seen at the contextual dynamics and project dynamics levels, there are a number of issues that may have contributed to the project evolving in the way that it did. At a contextual dynamics level we saw that the project was placed in a highly dynamic and emergent environment with many interdependencies affecting organizations and the project. Further, we have uncovered that at the project level there was a project within a project that took place and that apart from economic

issues such as lack of funding, timing and organizational integration we also saw a leadership change take place, as well as the implementation of a line of reporting that put Nationwide potentially in a more powerful position. Hence, this section seeks to uncover issues relating to power imbalances, leadership and the interaction and decisions making of partners. Whilst these issues are active in the project case such tensions are also to be expected within multi-party collaborations.

5.7.1 Group formation and partnering process

First of all, we know from the data that the partnership was initiated by Nationwide. It was not initiated by a group of partners; however, there were informal conversations about the project that led to a number of organizations joining the consortium. Early partners in the projects include ForFamilies, who joined in March 2003 (*ForFamilies CEO - interview 3*). ForFamilies seems to have been one of the first to join the consortium, as well as BeHappy. Both are smaller charities, with pressing accommodation issues at the time. BeHappy had a previous relationship with Nationwide as the charity was initially established out of Nationwide and later formed in 1994 (*Be Happy CEO - Interview*). However, they had no previous partnership/partnering history. Hence, we can assume that a certain level of trust must have pre-existed between these organizations before they started negotiations relating to the partnering process.

This instance also demonstrates how Nationwide operates in terms of how they develop and mature projects into smaller charities that become members of their own organization and yet remain independent. Nationwide seems to incubate charities and recruit them as members, while catering to their policy and information requirements. Hence, any project that can mature into a bigger entity/organization is also a *future capacity* builder for Nationwide and the data seems to suggest that the partnering as initiated by Nationwide was in line with their strategic goals as an organization.

Recruiting the Project Director

Checking for how the project director was recruited to lead the consortium, we can see that there were previous relationships between him and the CEO of Nationwide.

In fact, they seem to have been '*good friends*'. However, the post was independently advertised, and he was also known in the sector and seemed to be '*the most able man*' for the job. In general the actors' representations are that the voluntary sector is a '*cosy club*' where relationships are informal and friendly and where there is little turnover of people in key positions.²³ To some extent the relational processes we can see in the project mirror those in the sector where *informality* and *friendliness* is perceived as being part of the working culture (see climate assessment in questionnaire results of MCK study; appendix 2).

History and diversity

Actors' accounts suggest, however, that the partners did not, despite *informal conversations*, interact much before the project was officially launched. Further, they had little *knowledge* about each other's operations and what service elements they could actually share.

'I think there's a real mix there and certainly [there were] major service providers for [SPC-A] and others were more information providers and policy makers and I think there is a complete spread. There wasn't I don't think there was any obvious reason for those partners coming together, other than they all had an interest in accommodation, so it comes back to my strategic alignment [argument]... [They all have]... different management capabilities, different constraints. There was not an obvious alignment ...' (TalkTalk CEO, Interview 17)

We have observed this already at the project management level where one would have expected some form of pre-planning and checking of partner selection criteria before partners were screened, selected or invited into the project.

However, the selection process in this case seems to have happened more informally, perhaps to be able to build on (good) *previous relationships* and *collaboration history* (Fearman et al, 2001; Huxham and Vangen, 2005) or to be able to be more strategic about the partner selection process, which is another possibility considering

²³ In general, there seems to be more staff turnover at operational and volunteering levels of organizing (see Phoneus Director of Policy and Communications, Interview 7)

Nationwide initiated the project and also implement the reporting structures previous outlined.

5.7.2 Project enactment and relational dynamics

The following statements made by the consortium partners illustrate how the project was enacted considering the relational dynamics of the group at work.

'I think it was driven by [Nationwide]. I think [their CEO who also was] the Chair [of the project] tried to separate himself from it and behave more like an independent Chair and, for example, when there were issues about the service level agreement with [Nationwide], he would step aside and let someone else chair. But I think the project director reported to one of his directors who reported to him and I think, in those circumstances, it is hard to separate out.' (TalkTalk CEO, Interview 17)

Nationwide seemed to have had a more strategic intent to choose and select the consortium partners. Considering the strategic alliance literature this is to be expected and a common motivation for introducing partnerships. Here we can see that we are dealing with an exemplary case of strategic alliance formation via consortia:

'For most of them they wanted enlargement - some of this is just about merger - enlargement's mainly for the merger. They have to be able to expand their target market and expand their income.' (Merger Consultant - Interview 21)

However, strategic partner selection may also have influenced group dynamics and enthusiasm for the project.

'I think the fear and possibly resentment of some of the smaller partners that they were part of something that was really very much in the interests of the larger partner and was being dominated and taken over by the larger partner, I believe contributed to a lack of engagement with the partnership. And that was expressed to me by senior managers in those

organizations that they feared a takeover by [Nationwide] of the project, and it meant that there was scepticism about the benefits for smaller partners and that was not really dealt with because the partners didn't feel able to articulate that in Board meetings where it would have been appropriate for the issue to come up.' (Project Director, Interview 16)

Formalization

As outlined at the project dynamics level we have seen that the vehicle used to set up the project may not always be suitable to support organization making and partnership. Hence, here at the group dynamics level we can also ask about the chosen collaborative arrangement, i.e. was *consortium* a suitable structure to enable collaborating (from a group dynamics perspective)? A consortium operates like a private club, with participants jointly selecting problems, deciding how to conduct work and choosing solutions. By using the best experts, consortia are able to tackle large problems, and solutions are more likely to emerge. However, how forces and resources are distributed within a consortium will impact a project's success or struggle.

Power imbalances

The literature sensitizes us to the possibility that contributors will not participate in a project or partnership unless they share power (see Pisano and Verganti, 2008). To that end, we can see evidence of *power imbalances* among the project members.

It seems evident from the data that, Nationwide has somewhat dominated the dynamics within the consortium.

'It was difficult because [Nationwide] initiated the project after some discussion with other partners and then hosted and managed the project and were very much seen as leading the project and I think there are naturally lots of problems in that because leadership is crucial in partnerships. [Nationwide] were extremely reluctant to take the role of leader for I would say the first year of the project and that probably may have been the right calculation but it's a question of how you take the

leadership. And in the second year of the project, they began to assert themselves more as the leader and, whether it was coincidence or not, it resulted in four of the partners dropping out.’ (Project Director, Interview 16)

First, the initiation of the project was strategic, not democratic, somewhat reflecting Nationwide’s opportunistic approach in leveraging the project to serve their particular *organizational interests*. Partner opportunisms can lead to reduced confidence and cooperation among partners (Das and Teng, 1998) and has been recognized as a major problem in strategic alliances (Contractor and Lorange, 2002). However, other partners also seemed to prioritize their own organizational interest, and *shared intentionality* among the members of the group appears to be lacking. In fact, we can see that differences in *organizational identity* created tensions amongst the partners that seemed difficult to voice and resolve.

Partner dynamics

Not all the partners seemed to have joined at the same time. In fact, TalkTalk joined the consortium late in April 2004 with their CEO expressing she ‘*did not believe in the robustness of the business case*’ (TalkTalk CEO, Interview 17). Furthermore, ForFamilies and BeHappy discussed bids for their own, shared premises outside the consortium. Funding was attempted for this from another Trust.

However, in the end this was not granted and BeHappy remained in the consortium, while ForFamilies pulled out of the Partnership Project due to their need to move. Potentially, this also indicates that BeHappy did not want to (further) damage their existing relationship with Nationwide as the then former director expresses his view of the situation:

‘I should just say on a couple of the partners, there was quite a serious lack of commitment to the capital programme that emerged during the project, in that two of the partners pursued an alternative strategy unknown to the project and that was [BeHappy] put in a substantial bid to the government for funding for their own premises and [ForFamilies]

were negotiating with [BeHappy] about coming in on that project, which surprised, shocked and disappointed me, as Project Director, that I was not privy to that information. But clearly would have undermined Partnership Project's ability to also take forward a project like that if two of the partners had suddenly gone off and received large amounts of money to do their own capital project, and it is a proven fact that [BeHappy] were offered a substantial loan by [Anoterfund] to set up their own building which they declined. And I thought that was actually a very, very poor example of collaborative working in the voluntary sector, that it was not transparent, open and honest the discussion between the trustees of the [Partnership Project], that two of the partners were actually working quite independently on a similar project and not sharing that information.

However, ForFamilies seems to have been in a highly pressurized situation at the time putting them at the brink of survival. Ultimately, as was later revealed by following up on events in the sector, the charity went into administration during the first quarter of 2006. As their then former CEO outlined in the media, the charity was heavily dependant on local government contracts.

'There is a lot of uncertainty around [SPC-A] services...in October local authorities were still unsure about what services they were going to commission and we could not afford to wait' [...] 'turnover was 13,5M but had dropped in 2005 to 10M and it projected only 6M in guaranteed funding in 2007. [Thus]...after significant decline in income and crippling pension liabilities after operation since 1948 in England and Scotland...[we] faced a 5 M GBP pensions bill tipping the charity over the edge'. (Charity news website)²⁴

In this light we can understand that for ForFamilies it was critical to explore alternative avenues that would have enabled them to secure survival of their organization, even if it meant negotiating behind the back of the other partner organizations. Ultimately, within the consortium every organization is responsible for

²⁴ URL withheld to ensure anonymity.

its own survival. Again, this case is exemplary in this regard considering these are general issues/tensions affecting consortia and inter-agency partnerships to a greater or lesser degree. Here, however, it becomes all the more relevant if we consider the project stagnated in the feasibility stage; it seemed more complicated to negotiate issues and move the Partnership Project further along after it was declined funding for one of its key objectives (the shared building).

More specifically, in terms of *communication* and project *governance* we can see a number of additional issues affecting the partnership. Furthermore, looking at group dynamics the consortium seemed to disengage during the *storming phase* in which conflict and tension are naturally high (Tuckman and Jensen, 1977). Whilst we can observe that the remaining partners tried to rescue the situation, the project never seemed to get back on its feet after suffering blows from a number of economic as well as social issues, both internal and external factors to the group at work. Thus far, we can see from the formation, development of the partnership and its termination that critical survival of the partnership was not possible (see Todeva, 2006; 2010).

5.7.3 Joint intentionality and collective leadership

The partners perceived the project as being led by Nationwide. This is also evident from statements in the press in which the project is announced as Nationwide's Partnership Project (see charity news website).²⁵

However, Nationwide did not want to be seen dominating the collaboration.

Further, the partners perceived the project manager as acting on behalf of Nationwide. He was hosted there and also suggested by his '*friend*' the CEO of Nationwide as '*the best man for the job*'. Despite this, the project director was also seen as '*weak*' in his performance:

'I think the management of the project was struggling and it was an issue I raised with the Chair. I and I think one or two others were also concerned about the management of the project. I think there was a lack

²⁵ URL withheld to ensure anonymity.

of engagement of partners, because it's all very well actually doing a piece of a consultancy which were done at some speed and partners had to scramble to try and respond to them, without then having an opportunity to really discuss the implications, and that's partly coming up with that mapping exercise I suggested of what it is that we now want to take forward, but it's partly actually also the Chief Exec of the [Partnership Project] having a real understanding of what are the driving issues in each of the partner organizations and I don't think we ever really got to the bottom of that.' (TalkTalk CEO, Interview 17)

'[...] the feedback from the managers about the Director's presentation was that he was his presentation was very flat. And I felt that I had to take over and generate the enthusiasm for it when he was doing the presentation and they were all committed to the idea, but then nothing ever happened, so I suspect that the disillusionment set in within about six months probably of his having done the presentation. He also did a presentation to my finance committee [...] and again, I had to actually step in and enthuse about the project, because he didn't sell it to them in the way that I thought that the project should be sold. And at the time I then met with the Chief Executive of [Nationwide], who was the Chair of the project, and with [his line manager], who was running it on behalf of [Nationwide], and said that I thought that he wasn't effective in driving it forward but for various reasons, they thought his performance would improve or something. So it was about six months after that that my own disillusionment really began to be such that I decided that it wasn't worth trying to pursue it and make it happen any longer, because there were too many other factors I felt that were in the way.' (ForFamilies CEO, Interview 18)

'It's hard to separate out the structures from the people, to be honest, and I think if it had a better quality [in project] management, we might have got a better outcome even given the structures that were there. So I think it's difficult to separate the two to be truthful. I think that many of the constructs as well didn't help, the fragmentation of six or seven

consultancy projects and not being held by a very strong manager, I think made it less and less likely to be successful.’ (Fostercare CEO, Interview 15)

The partners expected him to lead the project, drive decision-making and implementation for initiatives associated with the project (e.g. involving [SPC-A]).

However, the Project Director seemed less concerned about partners joining or leaving the consortium:

‘To be honest, I don't mind if I have no partners in six months’ time because the process will have thrown that up. So I'm not imposing on you a set of criteria that says you've got to come up with an answer that suits the partners. That's not the case. What I want you to do is come up with questions and answers that actually the partners can evaluate. So it's quite neutral in a sense and that's quite a freedom for me because success will be judged by the process being managed correctly from my point of view. When we come to making conclusions we will then move forward but if the partners decide they're not in, it will be my job to go and find new partners. There will be an area whereby certain partners don't buy in or if all the partners left, clearly I'd have a problem but I'm anticipating that that will not be a problem that actually there'll be enough capacity to drive the project forward. So the real question will be whether it's feasible or not, with how many partners and so on. So that's part of the analysis we'll be doing over the summer.’ (Project Director, Interview 2)

Further, in his view the partners were also responsible for achieving the project's outcomes:

‘to fashion the outcome in a certain way - that was for the project partners to do. So I was quite happy. I am entirely relaxed if they don't find a building or if they don't work together or they don't have participation of children and young people because that reflects back on their ability to work together and I didn't feel...funnily enough, I didn't

feel terribly frustrated when they wouldn't work together. I was quite stoical about it in a sense, because it just seemed to reflect back what the situation was and a response to a process that I suspect is a very good model of collaboration' (Project Director, Interview 16)

It seemed the project director saw his role more to ensure the project consortium would stick with the project's *mission* outlined in the proposal, which was '*to become a role model for how the sector could reform itself*'. Hence, he would play back the responsibility for how this would be done to the partners who were ultimately responsible for implementation, as well as change in their own organizations. This appears to be another typical challenge within consortia where the partners are in conflict: which interests to prioritize. Ultimately, in the eyes of the project director it was the partners who had to make decisions about what would work for their organizations. Further, it was also for the partners to mobilize their staff and subject resources to the consortium/Partnership project.

Considering the partners' statements as well as the reporting structure we have seen at the project dynamics level we can observe a lack of collective leadership at the group dynamics level. Studies show failures of cooperation stemming from leaders acting in narrowly self-interested ways or relishing political battles (Faerman, McCaffrey and Van Slyke, 2001). Hence, collective leadership, i.e. not just the leader but the group is responsible and empowers the leader, is a vital social function allowing the group to function as a group while achieving their project goals (see Katzenbach and Smith, 2001; Huxham and Vangen, 2005; Hodgson and Cicmil, 2006; Hibbert, McInnes, Beech and Huxham, 2008). Hence, we can observe a lack of *joint responsibility* and *commitment*, as well as *joint leadership* in this project.

'Time to change tack with the Project Director'

The project director was laid off/left the partnership in a process, which he felt, was '*not up to scrutiny*' (Project Director - Interview 16). It was a decision made by him and the CEO of Nationwide:

This is, to some extent, sensitive. It was a decision made by the Chief Executive of [Nationwide], it was not referred to the Board and it was a negotiation between him and me and I have to say I was not satisfied with the process [...] it was not what I thought was necessary [...] the main objection I have is the speed with which it was done. I think the project suffered because it was done very, very quickly [...] the process was not satisfactory because it was not referred to the Board and it was not sufficiently clearly explained why there was a change in the need for leadership of the project at the employee level, and to be honest, it could well have been that six months later, it would have been acceptable that there was no need for an independent director but that process was never undergone. So, in a way, there was a lack of transparent governance of the project in my opinion and it did then throw into question who was making decisions about the public funding because it wasn't the trustee Board, who I believe should have been involved in that.' (Project Director - Interview 16).

The same situation as seen by the CEO of Nationwide shows the partners were also unhappy with the Project Manager's performance and he stresses that his 'friend' the director got laid off due to the project not achieving its goals:

'...friendships translate that into organizational mutual trust, I think it's been strong. Not universal - there have been some fractured relationships within it and that's one of the lessons...(and the Project Director) he moved further away from the other trustees and it was the other trustees that were urging me to take positions and indeed I have to say it was the other trustees that said, time to change tack, time to change tack with the Project Director. So it's complicated and I say this with some sensitivity because, apart from anything else, [the Project Director] is extremely able and a good friend of mine, and certainly was a good friend of mine - I think actually still probably is quite a good friend of mine but friendships don't always survive when people move on do they?' (Nationwide CEO, Interview 22)

Through this account we can see power imbalances within the consortium. The next section will further elucidate this.

Reporting cycles

The project manager hosted at Nationwide had to report to the trustee of Nationwide, who was directly reporting to the CEO. The reporting structure seems somewhat inconsistent with the role assigned to this project director who is supposed to be independent. The Project manager is supposed to be independent and legitimized by all the project partners.

However, looking at reporting cycles within the consortium it seems that he was held accountable by the Marcom director/trustee of Nationwide where he was also hosted. Nationwide also billed the project for offering office space to host the project and its director (see financial report and statement 2003-2004), but again this is nothing unusual.

In fact, we can question if true independency of actors would ever be possible in a project consortium initiated to help achieve important strategic organizational goals (even if the initial implementation of the project was in parts opportunistic). Further, all trustees in the project had to report back to their own organizations and whilst the idea of the partners may have been that within the consortium all partners are equal, power imbalances are normal and to be expected. Specifically considering partners are also expected to be loyal to their own organizations and make decisions in their organizations interest.

However, what we see in this project is that tensions about *leadership* manifest themselves both, at *project dynamics and group dynamics* level. Further, that the reporting cycles implemented at project level set early into the collaboration may have possibly laid the foundation for power imbalances and the leadership issues to occur at later stages. Thus, we can infer that any governance mechanisms implemented – at least during critical stages of a project – have contributed to leadership issues and lack of ‘collective’ leadership and ‘commitment’ as we see it in this project. Indeed, we can observe that design principles and governance mechanisms put in place during

earlier stages of co-creation will affect later stages of value creation and dynamics in such ventures (see Roser et al, 2013).

5.7.4 Communication, openness and trust

We can also detect a *lack of communication* about critical tensions as they emerge at the group dynamics level. As we have observed, there were already concerns held by some of the partners who joined the consortium late.

However, concerns do not seem to have been aired openly. Hence, we can infer a *lack of openness*, and potentially *trust* amongst the partners.

'I think the other lesson is that I think there was. I wasn't alone in having some concerns about the way the project was being managed and developed and I think one has to be more robust and braver about voicing concerns. I think the nature of a collaborative partnership that you want the collaboration to succeed and it's hard to rock the boat. It's hard to ask fundamentals without feeling you're going to compromise the whole collaboration, because sometimes then I think individual partners decide to disengage rather than to try and take on the whole thing. I think that's probably what's happened (TalkTalk CEO, Interview 17).

'So I think there was an unequal distribution of power within the partnership, which is natural because one partner was very big and the other partners were very small, but it wasn't really acknowledged and dealt with and that probably meant that when questions came up about whether the benefits to the partner organizations, financial benefits, were going to be explicit, that those partners decided that their commitment was something to be questioned and having questioned it, then decided to leave the partnership and concentrate on running their own affairs.'
(Project Director, Interview 16)

Nationwide initiated the project and claimed much influence in it, yet actors believed negotiations would need to appear to be 'democratic'.

'So [Nationwide] was always I think at one point, the unacknowledged lead and now the acknowledged lead because it was our announcement of relocation which kicked the whole thing off, and certainly we were very comfortable with it being a partnership project because that's the ethos of our organization.' (Nationwide Trustee/Marcom Director, Interview 20)

'[...] my strong feeling is that [Nationwide] misinterpreted its leadership role by taking over the project and that is not acceptable in a publicly funded project.' (Project Director - Interview 16).

'There had to be equivalents I thought which was about roughly equivalent in size, financial strength, reputation and profile, because you didn't want one organization dominating the other and if you did, it would be seen as a mini takeover. Even at the shared resource level and that's why I think [Nationwide]'s too big to have led it, personally.' (Merger Consultant - Interview 21)

However, the partners perceived the project (had) to be led by Nationwide (the strongest partner) and the director not being proactive enough to 'push through' the ambitious agenda. Further, the project manager also seemed not empowered and fully legitimized by the structure in place.

Loyalty dilemma

While it is possible that the project manager lacked ambition and skill, he was clearly not empowered to lead the group. This is particularly so considering the partners sit as trustees of their own organizations in order to protect the interests of their own organizations. Hence, the partners wanted to ensure that nothing would happen that would potentially endanger their organizations (e.g. losing their brand identity due to a 'merger').

However, the consortium members are also dealing with the typical challenge of having to 'wear two hats', i.e. they have to make decisions that enable the project, while ensuring to advance their own organizational agenda. All consortia bring about the question: who partners should be loyal to? Whether partners are attracted to come

together by a joint vision/common goal or not, should the partners be loyal to the consortium partners or their own organizations? This issue appears to be a typical tension present in any inter-agency/strategic alliance project.

'Was I there as a [Partnership Project] trustee without responsibility and commitment to my organization and I would have to judge those responsibilities separately? Or was I there as a representative of TalkTalk? And that issue I don't think ever got resolved. So I think some of those fundamentals for me about the nature of the partnership, the nature of our aspirations, our accountabilities etc, I don't think were sufficiently explored.' (TalkTalk CEO, Interview 17)

Inevitably, this is a common challenge in all consortia. Actors have to make concessions on behalf of their organizations. Hence, partners need to find ways to negotiate and compromise. However, this can be difficult considering the partners find themselves in a 'double bind' situation, where gains on the one hand may mean trade-offs the other hand. Ultimately, this may result in a 'no-win' situation as important strategic goals are hindered and not achieved (for any of the partners involved).

Non-communication and conflict

In terms of concerns, we can see there seemed to be 'non-communication'. The organizational literature suggests that non-communication is a form of (silent) protest (Scott, 2001). Non-communication appears when there are power imbalances amongst groups.

Investigating further the reasons behind why we see non-communication and why certain concerns were not voiced, there appears to be a lack of *trust* amongst the partners, i.e. trust to communicate issues openly. Potentially, partners were protecting their own interests and strategic information and therefore may have chosen not to communicate issues critical to their own survival. However, from a group dynamics perspective the group also seems to have lacked *shared norms* that would allow the partners to 'safeguard' joint investments (see Bachmann, 2001). As we have seen this

is not surprising considering that the project got stuck at a stage where shared group norms are not yet established. Further, we have also seen that the environment in which the project is based is highly competitive, rather than co-operative. Ultimately, lack of trust and communication and commitment seems to relate to the partners prioritizing their own organizational interests.

Another possibility to explain non-communication is that people tried to avoid ‘scapegoating’ others or that out of strategic interests they did not want to unnecessarily ‘burn any bridges’. Particularly, considering the sector is very small and informal, where people are known and will work in it for a number of years, if not decades. Hence, people might rather blame issues on the context in which the Partnership Project is placed. The sample of participants consists of very experienced individuals who are motivated and professional and they also tried to analyze best the situation which they were part of.

However, we also do see (moderate) ‘finger pointing’ towards others and institutions when the participants evaluate the process and outcomes of the project.

Leaders with strong reputations may be able to rescue such situations and legitimize certain ways of dealing with a problem (when non-communicating occurs) and may thus persuade the group members to act in certain ways favouring (or inhibiting) cooperation (see Scott, 2001).

However, the project director of this consortium never seemed fully legitimized, independent or empowered enough to lead and unite the group. This leadership issue co-occurs with the project dropping in performance after the feasibility stage (at project dynamics level). Considering project dynamics, other than the *initiating processes*, *planning process*, and *closing process* nothing much seemed to have happened in this project.

Considering the tensions emerging at group dynamics level, the partners had to take action and make subsequent agreements and arrangement to keep the partnership alive. A good example of the kind of difficulties the consortium faced to mobilize the

group was when the partners tried to organize an event which would involve [SPC-A]; given their background one would expect that this is a fairly common task.

5.7.5 Tensions in committing and collective engagement

However, this seems to have been difficult to pull off with partners ending up disappointed with the process and outcome, while illustrating some of the tensions involved in collaborative working:

'So I remember saying at a Board meeting that there were ways in which we could take the collaborative working forward which would cost nothing to [the Partnership Project], but would actually be quick wins for the project. [...] So, to that end, I tried to do two things with [Nationwide] in order to demonstrate that organizations could work together and one was a conference that we were going to put on jointly. They had a conference department, which was supposedly very good, used to putting on conferences and all this stuff and we had the practice and the staff who could do [this]. There was going to be a seminar on looking at what the public sector response is to family support across the four nations of the UK. So we were pulling together speakers from England, Scotland, Wales and Northern Ireland and I'd also pulled in a couple of other organizations - [ABC Concern] was one of them - who weren't involved in the [Partnership Project], but could have been quite influential in demonstrating that this cross-sector working was effective.

And [Nationwide] didn't deliver what they were supposed to. We got the speakers, we... [ForFamilies] organized some really quite high level speakers from the public sector and the only thing that [Nationwide] had to do was to ensure that the venue was there, do the publicity so that they got the delegates to attend the seminar and they had to get a speaker from Wales [...] About three weeks, four weeks, before the conference was due to take place, I discovered that they didn't have the speakers that they had said they were going to get; there were only six people signed up for the conference and it was going to be a shambles - so I cancelled it!

...

We had a post-mortem to see what had gone wrong and somebody had changed in [Nationwide] and there were all sorts of excuses about why it didn't happen, but actually what the real issue I think was, that [the person acting as line-manager to the Project Director] didn't get involved to make sure that, as part of the Partnership Project, this conference took place. So it was relegated to something that was happening lower down the organization and it wasn't given the priority in [Nationwide] that I had given it, that [ForFamilies] had given it in terms of demonstrating that collaborative working happened.' (ForFamilies CEO, Interview 18)

The reason why this event may not have happened is, in the consortium, we can see that the organizations coming together defended their organizational interests and ensured nothing happened that might affect their organizations negatively or make others appear to be more successful. Hence, there is little advancement in collective decision making.

Ultimately, this is in contrast with the aim of '*doing good for [SPC-A]*'. The partners were committed to the vision of a shared societal purpose. However, in the highly competitive situation within which they have to negotiate investment they seemed to forget about [SPC-A] and prioritize their organizational interest. Whilst partners talked about doing good for [SPC-A] and organizing an event for them, it never happened in a satisfactory way:

'The inclusion of [SPC-A] in the project, which was around the big idea, was, to be honest, an absolutely hopeless failure, and it does make you question the commitment of the partners to [SPC-A] rights. Because in a year and a half, virtually nothing had happened about that and there was still great confusion and I believe lack of commitment to the ideal to make that happen.' (Project Director - Interview 16).

However, arguably, organizing the '*big idea*' event involving [SPC-A], in order to engage with the vision of the Partnership Project and the building, could have been a

tremendously valuable exercise to generate PR and interest for the project (and thus enable fundraising) for the project itself. Hence, it is surprising that the partners did not pull off this event, given their core organizational competencies involved mobilizing citizens via events.

5.7.6 Clashes in Identity

Apart from schedules that did not match, as well as imbalances in power, something else must have hindered the partners from committing to engage, develop and live up to a *shared vision*. As we have seen at contextual level brand identity was important in order to be recognized as an organization (see chapter 5.3).

Thus, in terms of group dynamics there is another important issue that we can detect. Why is it so difficult for the group to solve problems, to negotiate and to agree on how to take things further? As we have seen the partners try to protect their organizational interest. This means, however, that they are trying to protect the identity of the group to which they belong. Hence they prioritize their organizational interest due to clashes in identity and when attempting to integrate activities they also realize they have very different cultures and ways of doing things. As we can see from the MCK and other feasibility studies the organizations are highly diverse and very different in how they operate and position themselves. Hence, it was a mistake to assume that work practices and needs are similar in each organization. As we have seen at the project dynamics level, organizational integration and alignment are long term issues. They are also difficult to achieve and take considerable amounts of resource, time and commitment. As outlined earlier ‘joint purchasing’ could have been an easy option for the partners to generate some quick wins out of their partnership. However, this did not happen. The research presented here suggests that the actors may have had problems with trust. Particularly, in groups where members are in competition, *trust* may be a key social factor hindering partnership and collaborating. Further, the partners did not develop a shared identity around the project. Hence, when we relate back the findings at the level of group dynamics to organization theory we can infer that (the perceived) lack of group identity reveals that the partners did not pursue a common goal.

In addition, the partners did not want to merge their organization and merge services. Neither did they want to share critical data and information. This impression is reinforced by some of the participants either expressing their disappointment or in one instance refusing to be interviewed about the project in connection with the evaluation report. Again, as we have seen non-participation can be a form of protest or avoiding scapegoating, which may both be linked with (social) identity. Field notes reveal that the refusal to talk about the project on record is linked to reputation (the partners knew the evaluation report would be published). For example, TalkTalk was one of the charities that pulled out of the partnership and their CEO vented her frustration calling the project '*a shambles*' and '*an absolute waste of time and money*' (*EVA field notes TalkTalk CEO*).

However, the partners did also know and take into account that the project may have been too ambitious or risky when getting involved with the consortium. It is due to the lack of a (strong enough) common goal - a common goal that would foster collective leadership and commitment - that the project finally failed. Due to this, the project partners disengaged and were not able to deal with (both social and economic) issues flexibly enough and adapt as a group to an unexpected situation. Ultimately, as we have seen most issues at the group dynamics level have a more social nature as the group tries to establish norms that would enable the group to deal with the issues arising flexibly and successfully. Further, issues at group dynamics level (strongly) impact events and issues at project dynamics level. Indeed, project dynamics issues such as funding may have inhibited the project, but it is enablers at group dynamics level that could have kept the project alive as the group adapts to a new situation.

5.7.7 Summary

Taken together, the picture we see emerging at group dynamics level is that there are *leadership issues*, i.e. lack of *collective leadership*, *open communication* and *trust*, which might be due to *power imbalances* (and further reinforce them). Further, in terms of group formation, we see some partners joining early while other joined late. Members entering the group at different stages of group formation had an impact on their *participation* and may impact *group performance*. Indeed, without participating collaborating cannot happen.

Furthermore, with every member leaving the group the mechanism that keeps the organization and the group itself alive is challenged. Particularly, as group members - who are not fully established and at a point when the group lacks cohesion and sufficient interdependence - are coming in and out. Moreover, the *boundaries* of the group/team are fluctuating and are not fixed.

We can also detect low levels of group, as well as task *cohesion* (see Forsyth, 2010), which indicates problems around shared *identification* of the team members with the group at work, as well as the *common purpose*, i.e. the project which brought them together.

As such, we can see from certain aspects that the group at work is what the literature would conceptualize a 'pseudo team' as opposed to a 'real team' (see West and Lybovnikova, 2012). Considering lack of engagement and participation of pseudo team members, a pseudo team is amongst other criteria defined as "*a group of people working in an organization; whose team boundaries are highly permeable with individuals being uncertain over who is a team member, and who is not; and/or who, when they meet, may exchange information but without consequent shared efforts towards innovation.*" (ibid. :26)

Nonetheless, there is some level of attraction amongst the group members in terms of their organizations being possible contributors to a 'big idea'. Ultimately, every member of the project may benefit from the partners involved in the alliance/partnership.

At project dynamics level we have seen the consortium challenged at the feasibility stage. Corresponding with this, at the group dynamics level the group at work becomes stuck in the storming phase. This is a phase where tensions among group members naturally occur and need to be resolved by the team members. Whilst criticism was expressed in the interviews the research has also come to the conclusion that most of the concerns and criticisms about the project and how things were done or not done, were not fully voiced, due to acts of non-participation. These may demonstrate resistance and protest or cautiousness by the partners to avoid scapegoating.

More importantly, however, the research has no evidence that the group at work ever progressed toward a 'we-feeling' (see Forsyth, 2010:130). Hence, whilst group conflict may be unavoidable when dealing with complex issues it may also be a function that may enable cohesion and performance of the group. Solving issues and conflicts (because the common goal is strong enough) will make the group more cohesive and interdependence and trust are likely to increase.

However, the group here 'jumped' to the adjourning phase (Tuckman and Jensen, 1977) where, when the group fails (repeatedly) to achieve their goals, '*their members or someone outside may decide that maintaining the group is a waste of time and resources*' (Forsyth, 2010:132).

The literature does not really talk about *how* a group evolves, becoming a group, and strengthening itself as a group when partners come and go through the project. Once the initial partners have started a group, socialization processes begin and the group will already begin to develop some kind of group structure, i.e. cohesion amongst themselves, which may lead to the discrimination of newcomers. Newcomers, however, have to find ways to adapt into the group in order not to suffer from in-group vs. out-group biases. Further the literature suggests that newcomers have to enact issues in certain ways to be accepted as full group members (see Forsyth, 2010; Pinto, Marques and Abrams, 2010).

However, in this case, there seems to be a low level of commitment over time, particularly as economic issues have taken away some of the foundations that would strengthen the project (as structure). In addition, the group is also not strong enough in terms of agency to make things work. The data has evidence that another group, the New Campaign Team, a team further investigated after data saturation had been reached with the initial group under investigation, was more successful with their efforts of collaborating and organization making (see participant interviews Nr 24, 25 and 26).

Indeed, it seems that under similar conditions groups can be successful and make ambitious, yet, uncertain projects work. The research will further comment on the efforts of the New Campaign Team (see chapter 6). Although this team is not the

focus of this particular investigation about partnership dynamics (data is available but not sufficient for an in-depth longitudinal analysis), this team utilized a more informal approach to partnership and collaborating, which is also typical for the sector. The research will get back to the (data available from the) New Campaign Project when drawing implications in relation to the findings of the research, including all partnership dimensions researched here, i.e. contextual, project as well as group dynamics, and linking sense-making, which is the next layer. The concluding chapter will then also be able to focus on the relationship between group and project dynamics.

However, the next section analyzes how actors make sense of things as members or stakeholders relating to the Partnership Project.

5.8 Sense-making

As we have seen from the previous sections there are a number of issues at *contextual*, *project* and *group dynamics* level that have either enabled or hindered the Partnership Project. Ultimately, the research is not just interested in analyzing context dynamics, project events and group issues. It is sense-making that allows us to study how people make sense of the ('messy') situation in which they are. As we have seen change in the context of project-based partnership and collaborating is essentially used as a mechanism to enable short-term competitiveness and long-term survival (see Luescher and Lewis, 2008).

However, how people make sense of things (when in a tug-of-war) is not necessarily the truth about what is really going on. At sense-making level we can find a large set of interconnected representations relating to context, project dynamics and group dynamics. It is how the actors make sense of everything, including critical issues in the group or events that happened over time. These representations can be visualized as a larger network of themes, consisting of multiple codes and memos specific to a particular interview, document, topic or transition moment. Specifically at this level reduction of information by merging codes to themes and clustering themes to families and global themes is important to enable the researcher to make sense of the data in a structured way. As such, the analysis did not aim to map out all possible

participant representations, but those that are most relevant in relation to the process and outcomes of the Partnership Project. Considering the purpose of the analysis is to identify critical enabling or inhibiting social or economic factors relating to collaborating, only specific representations need to be identified to ground the analysis of participant interpretations. As such, at sense-making level people's representations also help to inform the researchers first cycle of interpretation.

However, sense-making allows us to detect issues via the representations of the actors and in the world in which they are involved, as well as how they make sense of their own role and activities as they engage in with others. As we have already seen at the group dynamics level, the participants are highly motivated and try to analyze and rationalize processes and events relating to the Partnership Project.

Hence, to uncover issues relating to sense-making the first issue the study will uncover is how people made sense of the *Partnership Project* and the *events* unfolding in the project case considering contextual, project and group dynamics, as well as their own participation and experience in this situation.

5.8.1 Project evaluation: success or failure?

For example, we can ask the data: do the actors think the *project* was a success or not? What we can see is that people have different perceptions in relation to this question:

'At that point, I wouldn't say it was destined to failure and I wouldn't say that it's failed now - it just hasn't happened in the way that it was originally envisaged' (Nationwide trustee - Interview 20).

'I think unfortunately there are more negatives than positives, because I think there was a high degree of frustration, for all the reasons that I've gone through with you, about a missed opportunity really.' (TalkTalk CEO, Interview 17)

'I think it did, I think [the project] shifted. As a partner, I was always very conscious of the large amount of money given by the Treasury to this

project and I was not seeing the sort of benefits I'd hoped for. As a funder, I would be asking questions and therefore there's a risk to the individual organizations as well as to the project itself - and wider for the sector. If the sector secures a large amount of money for a big innovative project, then you want it to succeed' (Fostercare CEO, Interview 15)

'We had designed a collaborative ...we had commissioned and, to some extent, analyzed research that had resulted in a programme of collaborative working that could have led to the development of shared services, but that was not taken forward when I was there. So that was I think a failure to take the initiative and actually do something subject to the next stage of the project [...] the project should have taken forward the shared services, development of the shared services model, because I believe that's what the Treasury were expecting us to do, and it wasn't just for the three remaining partners and especially for [Nationwide], it was an obligation to the sector [...] the whole point of [the Partnership Project] was it was for the whole of the [SPC-A] sector, not just the partners. It was going to be a resource, a national resource in London, for the whole of the sector not just...[to] benefit the partners but it would benefit the greater sector as well [...] Because there is a real problem with taking government funding for a partnership of only three organizations [...] you can be accused of - how can I put it? - improving your own market position at the cost of other competitors in the sector.'
(Project Director - Interview 16)

As we can see we have diverse, yet somewhat similar views on the project. Whilst some actors think the project was a failure, others protested and refused to be interviewed a second time, others emphasized the learning that may be achieved from engaging in the practice and reviewing the process.

However, blaming or justifying certain issues and decisions is also a perfectly normal way of coping with situations. Particularly, considering events may have not turned out as anticipated by the actors involved. Further, we should not forget that actors are also in conversation with the interviewers, offering the participants a rare chance to

reflect about work, routines and experiences; taking them outside of the organizational context (in which the tensions examined here may have occurred).

Lessons learned

In general, the participants were very open and welcomed the possibility to reflect with an external person about their experiences. Specifically, as they also saw this as a possibility for (joint) learning:

'I think we've probably got some good experience of partnership working and have learnt a lot of difficult lessons on the way and I would hope the organization is still benefiting from that now [...] I think the lessons learnt are probably about making sure - which is what we did in all our other partnership projects - of getting that kind of shared understanding of where you're going and what you're trying to achieve and the basis on which you're going to work together clearer and more explicit upfront.'
(TalkTalk CEO, Interview 17)

'I think you have to have the right match though and probably some people will come with more commercial and financial skills than others and I think this project was largely actually around property and the sort of financial issues in terms of the accommodation, and less around things about alignment of voluntary organization missions and goals and all of those sort of things. Because it was very much a property led project that I don't think there was necessarily the right match of skills there for that particular task. But I certainly think there are in the voluntary sector people with those skills.' (Fostercare CEO, Interview 15)

'There had to be compatibility and they had to have compatible member cultures [...] again this whole thing about mutuality is important. They can't have one enormous organization working with smaller ones because there's this level of distrust. It's got to be an alliance, it's got to be shared interest, a shared interest group that says, well, okay, we all operate in different places, we don't have a geographical overlap but that's what we

bring to the government or to somebody else. If we can bring ourselves together through whatever organization type and have that work for us, then it might work and maybe you could have medium and small work together, but again the small are very, very wary about organizations that are bigger than them.' (Merger Consultant - Interview 21)

'I think that there is a problem in that a lot of the voluntary sector's approach to collaborative working is led by the government and is initiated by the government and is funded by the government and I'm not just talking about the [PartnershipProject] now. [...] It has proved very difficult for the voluntary sector to put aside their organizational priorities, their sectional differences and work together for the greater good - and that's quite a surprise, because in theory we should all be working together because we all share the same ambitions but that's not true in practice.' (Project Director, Interview 16)

'So I think there were people sitting round the table with different motivations involved and different time pressures, different constraints and I think you have to do a - what's driving each of the partners, what's the shared collective opportunity to move forward and then what from those pieces of work is really identified as something that looks feasible and needs to be investigated further.' (TalkTalk CEO, Interview 17)

'I think we've probably learnt quite a lot - not much of it would be termed as revelations either.' (Nationwide Trustee/Marcom Director, Interview 20)

Lessons learned were documented and disseminated and the partners also seemed aware of what was going on and that the issues they faced were typical for inter-organizational collaborations and thus difficult to ignore. In that sense the partners may have been overly optimistic about what they could achieve via this project. Ultimately, they took into account that the project would fail or evolve differently than what the collective promised (government and themselves). However, the research purpose is not to discuss or judge whether the project was a success or not. In

fact, it the research question that guides us to exploring whether the actor thought *economic* or *social issues* were important and what we can see from the data is that actors are very much aware of the social factors that come into play and complicate matters, even when funding is granted.

'So they made an application to the True Colours Trust, the Sainsburys Trust, and they got funding for three years which is now approved and the person will begin in the next few months, which has made the organization more formal and it's a funny thing about things - once you make them more formal, they can still be effective but there's never quite the same...' (New Campaign Consultant, Interview 25)

However, they seem to be less aware that it is also social factors, such as *trust* and *intrinsic motivation* to work together, which may have enabled them to make the project work. Ultimately, some of the results suggest that partners placed too much of an emphasis on economic affordances in order to make the project work. Ultimately, when funding does not arrive it is revealed that other than gaining access to resources there might not be a real desire to move beyond the status quo.

Who is to blame?

Further, we can see that partners have different perceptions about who was responsible for the outcomes of the project, i.e. we see finger pointing and blaming towards other actors. On the one hand, the project manager blames the partners for not being proactive enough. He seemed to believe it was responsibility of the partners, since they could not agree on how to take the project forward and make subsequent decisions in the project consortium to initiate activities within their own organizations. Further, he accuses the project partners of false morality as they have taken money for a project that should have delivered tangible benefits for [SPC-A]; which the Partnership Project arguably did not. The partners took money from government and did not deliver. Hence, the partners were to blame for non-action, which is a representation also shared by other partners.

Further, both the project director and others believed that Government was to blame, because the Treasury should not have given the funding for a project that was aiming to solve the complex problem of implementing shared services, while attempting to also solve an accommodation issue.

'I think the Charity Commission could do more. Well, perhaps it's not the Charity Commission, I think the sector and the sector bodies could do more about, first of all, encouraging trustees and organizations to think more about their beneficiaries and less about their organizational interests.' (Fostercare CEO, Interview 15)

Implementing new ways of working seemed already difficult enough and the numerous project goals and objectives may have been too ambitious for the short timeframe allocated to the project/programme in order to bring about initiatives that would have role-model-character for how reform could happen in the sector.

'So maybe if one really believes in something and wants to make it work, then you have to invest that extra time to do that. We took a pragmatic decision that we hadn't got the time to do that and our more immediate needs were more pressing and we had to focus on those.' TalkTalk, CEO, Interview 17)

'Well, I don't think we've achieved those objectives because we haven't. We've only moved forward in a relatively short distance. We're now looking at establishing shared services around some particular areas of work with some of the partners and work is still going on around identifying a building and finding the funding to make it happen. So in terms of what we've achieved, I don't think we've achieved much.' (Nationwide Trustee/Marcom Director, Interview 20)

Hence, some actors believed that funds should have never been given to sponsor the project in the first place; regardless whether it was risk capital provided by government or not. Last but not least, the partners also put their own organizational reputation at stake.

On the other hand, the partners blame the director for his poor performance, lack of charisma and leadership ability, criticize his negotiation and facilitation effort and skill and for lacking to unite the group so the partners would have worked together and moved into the same direction.

5.8.2 What collaboration means

Furthermore, the project was about partnership and collaborating. Hence, we may ask what do the actors mean when they talk about *partnership* and what is their understanding of *collaborating*?

What we can see from analyzing the data is that, the participants seemed to have a more functional and normative understanding of what is partnership and collaborating. The same applies to their understanding of organizational *knowledge*, which is a key resource they hoped to be able to share and exchange by working in partnership.

Further, peoples understanding of collaborating involved a number of activities. For example, people talked about networking.

Networking

Some of the people working in the [SPC-A] sector frequently seemed to attend conferences, in order to present organizational activities, talk about projects or stay abreast with recent development in the sector. Further, to learn about things happening in other organizations, as well as to network with policy people to exchange information about new political issues or to lobby for certain causes.

However, not all charity workers seemed involved in this kind of more strategic and in some occasions, perhaps more formal type of networking. People working at ‘grassroots level’, however, seem less likely to network as frequently as other charity workers, as they are less concerned with exchanging or obtaining important strategic information.

Knowledge

Further, the majority of people participating in the research seemed to associate organizational knowledge with databases as well as archiving information. The reason is that, a few charities sell books and other publications as a source of revenue. Being able to provide these kind of publications and having large amounts of data in relation to particular issues was seen as important for charities because charities could demonstrate they were an important provider of information (relevant for quality work) in a particular field. Hence, in terms of synergies one of the possibilities of improving the sector anticipated was to share this particular ‘knowledge’ archived in databases.

However, charities also seemed protective about their knowledge and skills, considering these represent important resources for them.

‘And I think that one of the challenges for the partnership is kind of you know ownership of knowledge as well. So if we’re working on systems and contributing to developing systems, that’s fairly uncontentious but if we’re actually, well I think it’s an issue for us if we develop a particular way of working how much do we copyright that, how much do we say, yeah, you can do that but you’ve got to acknowledge it, what happens if you don’t do that, not that there’re any sanctions about it, it’s, so it may just be about kind of sharing things and doing things together and slowly developing that and seeking, trying to identify opportunities where one organization is better at something than another and complementing that, sort of on a barter system almost.’ (ForFamilies, Regional Director, Interview 10)

Hence, it was not surprising to see that organizations had a rather functional understanding of organizational knowledge and collaborating (which was about the mutual exchange and merging of existing resources and functions, rather than the creation of new ones).

'What I've done most thinking about is the Shared Services, so clearly there's the potential there for savings in terms of, if we can do joint purchasing, if we put in a shared services provision that provides HR, IT or Finance for everybody, then there's likely to be the potential for a higher level of expertise and so on. (Phoneus – Director of Policy and Communication, Interview 7)

The next sections will further elucidate this view.

Partnership and collaborating

In terms of the actors' representations about partnership, one of the models suggested in terms of a suitable arrangement for collaborating under the scope of the Partnership Project was that of a large shopping centre.

'...in my conversations with [the Nationwide CEO] I've often talked about shopping centres, how do shopping centres get going and we take Bluewater, for example, in Kent. Well, the way Bluewater in Kent got going was they found John Lewis and stuck them in the corner and then they went round and found whoever else it is, Marks and Spencers, and stuck them in another corner and then they went out and found - I don't go shopping here very often - House of Fraser and put them in a corner and we had three anchor tenants and then the bits in between filled up. Nationwide, in my view, has always been an anchor tenant for the Partnership Project. It's always been there and it's got to attract those other anchors but in reality, once it's there, it will bring other people because of the reasons we've just gone through.' (Treasurer of Partnership Project-Interview 23)

The idea of the 'center of excellence' as envisioned by the charity's treasurer is similar to that of a 'business park' where many different businesses would be co-located (under one umbrella brand) which would potentially increase visibility for organizations and attract a large(r) number of customers (i.e. beneficiaries and donors). In terms of flexible working, this would simply mean that organizations

become co-tenants where the partners could come and go as it would suit them or for as long as they could afford or want to be partners. Further, this may be a model potentially reducing the cost of expensive infrastructure for each of the charities/co-tenants or at least provide them with access to resource they could not afford otherwise. Moreover, they could possibly share certain business support functions, e.g. office cleaners, implement purchasing collectives for office equipment, staff recruitment and training and many more.

However, shared infrastructure is no guarantee for lower overheads than operating in different locations and a ‘charity campus’ might still need to be designed in a way that fosters more social interaction and exchange (e.g. design of focal meeting points for informal networking and higher chance of social interaction).

‘I think the accommodation was the driving issue, a desire to find an accommodation solution for each of the organizations that probably was both I mean some would have said financially more viable, I never had an expectation that we would save money but others did. I thought we would probably get a higher quality of accommodation with shared resource and things that we might not have been able to afford on our own without necessarily incurring significant additional expense. We were already paying quite a significant amount for our accommodation. I think others were looking for accommodation and central office cost savings which, to be honest, I thought were unrealistic and was one of the reasons I was concerned about one of the projects that looked at potential cost benefits of co-location, that it seemed to me to have already decided the answer before it had actually done the work. (TalkTalk, CEO – Interview 17)’

In addition, co-location alone, for example *sharing premises/office space*, would not guarantee a higher degree of *knowledge exchange, collaborating, and co-innovating*. Ultimately, *alignment* of practices, processes and cultures would still be required to a certain degree when developing shared services and developing new business functions.

From the data analyzed in this research, we can gather that the participants understanding of a 'center of excellence for [SPC-A]', is more about 'centralising' [SPC-A] services and about co-locating organizations in order to increase *organizational visibility* and *attractiveness*, potentially offering stakeholders a 'one stop shop' for [SPC-A] services.

It's about not all being in separate silos doing things on their own and being vulnerable and small, it's actually working collaboratively to be a more powerful voice for [SPC-A]. So I think that you know the real achievement if we succeed will be around collaborative working. I mean other people, I think will see the building as a manifestation of that but actually without the collaborative working it's pretty well meaningless because otherwise it's just an accommodation issue and it's not very different from what you might do in a normal situation, a normal relationship (Project Director – Interview 2)'

As we can see, the understanding of the organizations involved about partnership and collaboration is more strategic, resource-based and functional.

However, people are also aware that co-location/ moving into a shared building would not necessarily be a requirement for partnership. Some partners expressed that working in partnership would be possible even without being co-located. Further, that action and generating 'quick wins' would be important means in order to trigger active collaborating, to implement partnership and to render any joint activity meaningful.

It could be virtual I suppose but it probably just would be easier if everyone was in the same place cos you would get to know who they were I suppose. But it wouldn't, I mean I suppose it could be either, it could be a nice new building where we all work together happily or it could be you know just a virtual networking, being together kind of thing. I'm not quite sure which one would work best really. But I know that we definitely you know because we're, are quite tight on space so we're about to outgrowing our current accommodation. I'm not quite sure how this fits in

with the other charities so we need to do something soon, really in terms of our accommodation. (Youngster Knowledge Manager, Interview 8)

Ultimately, this also influenced how partners made sense of the *project*. Further actors, particularly when it comes to issues relating to leadership, make sense of people's *roles* and *responsibilities*, as well as their own *participation*. We can see that people are somewhat *blaming* each other and also that they do not want to talk about certain issues openly. As such, the research has to conclude that there was no real *engagement* by the partners in terms of actively collaborating and translating the project into activities within their own organizations. That joint intentionality, a common goal and motivation could not be established and at the sense-making level we can see a lack of cognitive integration and common vision.

5.8.3 Summary

It became possible to anticipate what the participants 'mean' when they talk about issues and events relating to collaborating in their project. However, participant representations or 'theories in use' are not always consistent with theories and concepts used by the researcher; what people say is going on is not always what is actually going on. To provide an example, a more thematic orientation in interpreting the data would suggest the partners are simply 'blaming' each other for the failure of the project, whereas the more theoretically grounded and interpretative analysis might identify particular actions as 'in-group vs. out-group conflict', 'stereotyping' or 'prejudice'. Similarly, the partners talk about knowledge and collaborating as 'sharing data bases' or 'back office functions' or moving into 'shopping centres'. These representations reveal more how actors make sense of issues at hand as they use metaphors and give meaning to what partnership and collaborating means in practice.

We can also inquire of the data: what, according to some of the participants, makes partnership and collaborating work in practice:

'Openness, communication, commitment to it; I think that's absolutely key. You have to be enthusiastic about it and if you're not enthusiastic about it, don't do it because it won't work, and a determination to make it happen.'

If you want something, you can't just sit back passively and expect it to happen, you have to be really proactive in making it happen and if only one of the partners in a collaboration is proactive, then it's not going to work because you need all the partners to be proactive and I think that very often people are just too passive.' (ForFamilies CEO, Interview 18)

'I do think you need to invest quite a bit of time in thinking it through and making sure that it's fair, open, transparent and that you're really focused on delivering benefits. Partnership arrangements take a lot of time inevitably so the benefits have to outweigh the costs and if that balance starts to shift where you start to feel you're part of a talking shop that's not going to make a difference to your organization, that's when people withdraw.' (TalkTalk, CEO – Interview 17)

The next section will interpret and integrate the key findings of the research across the different layers analysed.

Chapter 6 Interpretation: Re-contextualizing the dynamics of partnership

As outlined in the methodology chapter (section 4.5.3) the interpretative layer of the analysis allows us to apply particular concepts to the issues and people's sense-making in context. The interpretative layer of the analysis is conceptually the most interesting one. Hence, in order to interpret the data we need to sensibly adjudicate both first and second cycle coding methods, interpretations and analyses. This also includes the application of theoretical concepts to help interpret the data and hypothesise about possible causes of things (see Saldana, 2009).

Ultimately, once contextual events, project and group dynamics, as well as people's representations can be aligned in a meaningful way by way of structured method, appropriate concepts can be applied. Further, they can be scrutinized to inform, confirm or reject the interpretative analysis relating to particular events and transition points (see figure 7-3, chapter 7). Thus, particularly the second cycle of the interpretative analysis moves away from the more speculative and subjective accounts inherent in participants' representations to more theoretically founded interpretations, grounded and validated by the complex data of a real world project case (see Yin, 1989; 1993).

For example, when we look at what happens when things do not go as planned in the Partnership Project, the analysis has uncovered that people blame each other or express their concerns by using metaphors and making attributions about the other partners.

'...Neither of the other two own their own building and they've just renegotiated their leases and they're carrying on their own sweet way.'
(Nationwide trustee/Marcom Director – Interview 20)'

'And you have to say, well, the voluntary sector was never seen as a rat race but perhaps it's just got different rats in it' (Fostercare CEO – Interview 15)

'Whether that was because he wasn't imaginative enough and independent enough to grasp what it was that he should have been doing for the [Partnership Project], I don't know.' (ForFamilies CEO Interview 18)

'I'm going to have to make some very uniformed, unacademic sounding statements but my feeling of the British is that we are absolutely crap at management, and we're crap at running organizations.' (New Campaign Consultant, Interview 25)

Metaphors in use, as well as *attribution* reveals something about the relationship actors believe they have with others (or issues arising). Further, they tell us what actors' position and role and power is in relation to other (out-) group members and something about their perceived self and identity. Hence, we can interpret that identity is a central issue when it comes to collaborating. Further, we know that *social identity* can be either an enabler or inhibitor for joint group action. Social Identity Theory has robustly shown that identification is an important aspect in relation to collective action and performance of groups. Further, group identification will be influenced by when and how people join a group. Further, that identity is not static in the context of organizing but will be established *over time* (see Eisenbeiss and Otten, 2008). Hence, all the issues we have seen at project dynamics, as well as group dynamics level (and people also talk about it when they come late into the partnership) culminate in the question: does the group we see at work establish a shared identity relation to the project or not?

However, what we see when analyzing the project case is that there is a lack of shared *identity* amongst the group members. Hence, this lack of *cohesiveness* and shared identity in relation to the project is one of the key social factors inhibiting this project, as well as the establishment of the partnership amongst the seven charities.

Associated with this, we can see that there is insufficient *joint intentionality*, because the group does not function as a group. The actors follow their own interests, respectively the interests of the organizations/groups they belong to. In addition, we see other issues common in groups, which are not cohesive, such as *social loafing*.

We can see that our ways of dealing with issues concerning organizational partnership are very human ways of dealing with group situations. At some point the project was already ‘written off’, i.e. the partners cognitively disengaged, as the group didn't want to work together any more, and individuals disengaged or prioritized their own interest.

As with installation theory (Lahlou, 2008) we have three major layers at which interest and action in relation to partnership and collaborating manifests itself, i.e. at institutional, organizational and individual level. They all play a role when it comes to projects and organization making.

However, social loafing played a minor role in terms of inhibiting collaborating in this project case. Considering organization was never sufficiently established a key issue in relation to enabling partnership dynamics was the lack of proactive participation and collaborative *engagement* of the group(s) at work. Another interesting aspect of this project case in relation to project and group dynamics is that, whilst people are coming in and out of the group at different times, the group itself never goes through all stages the Tuckman model postulates. The level of performance and cohesiveness of the group we have seen mirrors this. The group in this project went straight from *forming* and *storming* to *adjourning* and *mourning*. Therefore, considering the project management literature, the group is not a ‘real team’ that acts as a coherent group and performs to achieve the common goal (see West and Lybovnikova, 2012).²⁶ *Norming*, where a the group has developed a structure and the members share a common purpose and high levels of friendship and cohesion, as well as *performing*, where productivity is high and the group members work together towards their goal in a task oriented way, never took place (or joint activity was fragmented and did not equally involve all essential group members). Hence, we can conclude the project did not mature because group development stagnated during the feasibility/storming phase. Actors did not collaborate nor establish the anticipated joint mode(s) of working because the project became stuck in a phase of high *tension* and (subliminal) *conflict* where the partners would not be able to agree and move beyond the status quo.

²⁶ Some authors distinguish between groups and teams while others don't. Here the research uses both terms to show that there can be a difference between a group that is a mere ‘collective’ of individuals with different interests versus a group with established norms that performs as ‘team’.

Considering *social affordances* were not strong enough to enable the group/team to survive, we see *dissolution* of the partnership and project.

This is a very interesting result considering theory would predict that when people come together to collaborate they also want to become a group, because they have joint intentionality and share a common purpose (see Gray, 1995). Further, theory would predict that they will pool resources, and group formation theory (Tuckman and Jensen 1977) further suggests that, whilst there will be conflict in certain stages of collaborating, groups can move onto the next stages and flexibly deal with issues due to joint intentionality. Hence, the team at work will resolve their issues and perform well. Group formation theory would further suggest that when the project is finished, members will be able to benefit from their collaboration history, i.e. the group can draw upon shared experience(s) when they engage again in the next project. Hence, project-based working is thus also presumed to foster (organizational) learning (Weick, 2001) due to the myriad interactions and flexible exchanges of knowledge possible across projects and organizations. Hence, organizations can also become more adaptive enterprises and loosely coupled systems (Orton and Weick, 1990; Weick, 2001) enabling them draw upon cumulative knowledge and experience (Nonaka, 1995).

However, this research has shown that groups may never go through the socialization process required to become an effective team. Ultimately, in such cases, knowledge creation and sharing as well as innovation will be limited, because people will not collaborate and not be able to solve the problem which brought them together. Generating a trusted space in which knowledge can be created, shared and developed requires organizational actors to constantly balance their needs in order to experience meaningful participation across the communities and ventures they belong to (see Gasson, 2005).

Ultimately, one of the more economic problems the consortium wanted to work out - lack of good (technical) infrastructure and accommodation - still persists (as of 2012) as most remaining partners still reside in their initial premises. To move into a joint building was not possible and this problem never seems to have been solved. This research must therefore conclude that most of the objectives in relation to establishing

a ‘center of excellence’ were not achieved. More importantly, the research must conclude that if we use project as vehicle to implement change, we need to ensure that groups tackling problems also go through the full cycle of team development and performance. This is particularly so, as we cannot harvest the know-how from group interaction if the socialization process enabling knowledge creation and sharing remains incomplete. Inevitably, we will not be able to generate the benefits of project-based organizing, if vital group functions are not established or block the group to solve issues that are hindering team performance and project success. Hence, one key implication of this research is that once such important ‘vitality functions’ are in place and people go through all Tuckman stages, projects will more likely to be successful.

In addition, as we have seen at project dynamics level that, timing is a crucial more economic factor that will impact partnering efforts. However, this also relates to group dynamics as it will be difficult to predict how long it will take a group to go through all required stages and what are clear measures and indicators that allow the group to move toward the next stage. To that end, the creativity and problem solving literature would suggest to make use of process and collaboration tools, facilitation toolkits or Group Decision Support Systems (GDSS) enabling better co-authoring of the anticipated project outcomes (see Humphreys and Jones, 2006; Ackermann 2005; Bilton, 2007). Potentially, this would either require project managers to be trained as facilitators or to make use of (costly) external facilitators to help move a collective venture along.

However, being able to employ reliable methods of problem solving has shown that the development of feasible ideas can be facilitated and developed faster and more systematically using certain creativity tools and ideation methods (see Horowitz, 1999). Nonetheless, implementation decisions are still prone to the more structure or agency related tensions outlined earlier, such as clashes in identity or misaligned organizational processes and market strategies. Ultimately, decisions have to be taken and partners need to *participate* and get proactively involved, take risks and take into account that things (their organizations) previously invested in may have to be left behind to achieve new benefits and goals. Further, we can see from this research that groups have to become more than just a collective of individuals that negotiates organizational interests and priorities. The group has to become a real team to be able

to tackle complex issues in a goal directed way (see Hackman, 1990). Hence, the reason why group effort stagnated during those critical team development and performance stages, as we have seen, is because the group never had significant enough joint intentionality and thus never matured to a real team. However, the group thought/pretended they did. Consequently, the group never really engaged in active collaborating to implement the partnership and achieve all of their ambitious goals.

What is interesting in the light of these findings, is that there was another group (consisting of three interviewees) the research was able to study from the data generated; the New Campaign Team. Their project was similar in its initial setup and aims. However, rather than formally announcing an innovative, yet risky, project the team carried on in an informal way trying to bring about a campaign focusing on [SPC-B].

'(We) called it 'the project without a name' initially...' (New Campaign Consultant – Interview 25)

Their team included an external campaign manager/public affairs consultant who would support the CEO to lobby for the campaign and to achieve 'spin-off benefits'.

'... the main objective, which was to get manifesto commitment, we were very successful in. Other commitments on the way - yes, the Prime Minister made a big speech on [SPC-A] care and we got him to make a commitment that the new [SPC-A] care arrangements would apply equally to [SPC-B]...(and)...we had a lot of good things that happened on the way. That's the good thing about having...a specific aim that you're going for, you have to do so many things on the way that they have spin-off benefits. If you say we want to support [SPC-B], that's so broad and loose, it's hard. If you say we want to get [ESPC-B] into the manifesto or into the comprehensive spending review which is next year, then you have a very ...[specific aim]... everything you do can be measured against that objective.' (New Campaign Consultant – Interview 25)

The main motivation of this team was thus to achieve something together, as they had a common goal where they would mutually support each other (e.g. to achieve media attention and to find a politician who would act as their ‘champion’ to take their issue forward in parliament). Following their campaign until 2012 it became a real success (starting with only the three associate members interviewed in 2006):

‘[The New Campaign] was established in September 2006 and continues to campaign to raise the political profile of [SPC-B] and their [most important stakeholders] within central and local government. Since its launch, [The New Campaign] has gained over 34,000 individual supporters and the backing of over 200 MPs. Together, we have been putting pressure on the government to put [SPC-B] at the heart of their policy...’ (New Campaign Website).

However, whilst the initial setup of the team was informal receiving funding and being held accountable also meant that as project there were critical transition points enabling or hindering establishment of a new organization:

‘I mean I’ve worked with a lot of groupings...and you start off and when people come together and it’s just people doing something new and exciting because no one’s ever done it before and they feel a bit like they’re a vanguard and they’re out there creating something different and it’s informal and so the only thing holding them together is mutual trust. There’s no external thing holding them together and everyone around them is looking at them and thinking what are they doing? Why is it working so well?’ (New Campaign Consultant, Interview 25)

Hence, the transformation of informal work groups and communities of practice (Wenger, 1998) toward more formal work teams and organizations where the more structural issues such as integration, alignment and accountability come into play in addition to those more agency related social group functions we have seen in this research represents an important area of future research. In particular, this is the case considering both project and group dynamics will be intertwined within any venture.

However, the New Campaign Team was able (without shared office space or substantial financial support) to achieve ‘quick wins’ and make their project and campaign successful. Moreover, this seemed also supported by hosting of the key campaign members at Nationwide (where one of the interviews took place).

‘What's interesting though is over the years ... it's quite expensive living at [Nationwide and] in actually very poor conditions. We're about to move again and I've no idea how we're going to fit but ... so every now and again over the years, the Council has said well, why does [The New Campaign Team] have to be in [Nationwide]? Basically [The New Campaign Team] has now got such a reputation, it doesn't need [Nationwide] to survive and it doesn't - it's quite true, but I actually think it's very important it's part of [Nationwide] because I think it's also quite important that [SPC-B] are part of a much wider that [SPC-A] network and are seen as an integral part to a [SPC-A] organization. (New campaign CEO, Interview 26)’

We can clearly see that under similar conditions project success is possible and that Communities of Practice (Wenger, 1998; 2000; 2001) where members are united by a common goal with joint interests and passion may be a more viable pathway to mature ideas into projects and projects into organizations. As Hardy et al. (2005) explain a shared narrative can be indicative of a collective identity, as well as intergroup activities supporting effective collaboration within joint ventures and alliances. The reason is that much of the necessary group formation and socialization process discussed will already take place during the initial phases of group formation (and identification) before a project actually becomes a structure and the organization held accountable for its activities and performance. In turn, informality and focusing on feasible shared goals may also enable creative play and problem solving. In addition, such informal communities and boundary spanners are vital for organizational knowledge creation and innovation (Weick, 1995; Hildreth and Kimble, 2004). The reason why group members ‘stick together’ is because they have joint intentionality and motivation. They do not come together driven by the idea of collaborating in order to compete (which is a much more short term objective). Hence, the reasons for engagement are very different and the informal group of the New Campaign Team

has matured their informal work team into a visible and formal organization that exists to date.

Chapter 7 Integration: Toward the dynamics of partnership

As stressed in the beginning of this thesis partnership and collaborating are tremendously important issues to research. We need to continuously adapt and develop our conceptual and theoretical understanding in relation to organizational reality in order to understand what is happening in practice and to validate and consolidate existing theories, models and concepts. Further, case study research may also allow us to also discover new things that research has not yet sufficiently addressed.

In an attempt to consolidate existing frameworks the research will now summarize and integrate the findings of the case study toward the dynamics of partnership. First, it will summarize common vs. competing goals of the collective we have seen at work. Second, it will identify key enablers and inhibitors to partnership and collaborating as internal or external group functions. Third, it will give an overview of which aspects talked about in the organizational literature are prevalent in the project case. It will address the relationship between project dynamics and group dynamics considering social and economic affordances. Furthermore, building on the ‘Swiss Cheese Model’ a general framework for understanding failure and human error (Reason, 1990), as well as the enablers and inhibitors discovered across the four different layers of analysis, it will illustrate what a high reliability strategy for partnership and collaborating may look like in practice. Finally, building on the work of Suchman (1987), Hosking and Morely (1991), as well as Lahlou (2008, 2011) the research will develop a reference model that can be useful for implementing and managing change and innovation through partnership and collaborating.

The next section will summarize common vs. competing goals of the consortium at work.

7.1 Common vs. competing goals in the Partnership Project

This next section summarizes important common and competing goals of the collective. In this study we have seen examples of collaborating, project making and organization making, where the group at work prioritizes either economic or social issues. In the first example, we have a project team initially grouping around economic issues and incentives. In the second example, we have a project group, which prioritizes more the social requirements in order to make their project successful and to create a new organization. Therefore, this research suggest that, both social as well as economic affordances are important when it comes to collaborating, project-based work and organization making. The following table gives an overview:

Table 7-1: Common vs. competing goals in the Partnership Project

Common goals	Competing goals
Share new building and infrastructure (better office space, shared library) Reduce overhead by sharing costly functions (IT, HR) Better access to funding by increasing recognition and organizational attractiveness Offer more efficient and effective service to beneficiaries Help [SPC-A] Become more competitive as organizations Be a role model for innovation and dealing with change	Merge organizations Re-branding; adopt new or merge identity Competition for funding, donors and visibility Offer shared services <i>Feasibility problems:</i> Ability to change location at the same time Align organizational processes Make equally strong financial investment Share data and critical information

For example, a central common goal/desire of the partners coming together was to share better infrastructure and office space. Further, they wanted to share information and a joint library, as well as certain business support functions to reduce their overhead and operational cost. Furthermore, all organizations wanted to increase their visibility and organizational attractiveness to gain better access to funding and have a better brand image. Ultimately, a key goal of all partners was to become more competitive as organizations and to offer more effective and efficient services to their

beneficiaries. All actors were keen to help [SPC-A], i.e. to support good causes in society. Finally they wanted to become more competitive as organizations and they aspired to become role models for change and innovation in the sector (setting the benchmark for collaborative working and interagency partnership).

All these issues are ones the actors share when they come together in the forming stage. Thus the actors do have some similar goals and also joint goal orientation, i.e. motivation.

However, the actors also have competing goals. For example, after looking across all layers of analysis we can see that actors did not want to merge as organizations. Rather, the motivation was to become (part of) a more competitive group of organizations that would be part of a strategic alliance.

However, forming an alliance is not equal to fully-fledged collaboration and co-innovation (see DeFillippi et al., 2011). Rather, it is a more functional form of cooperating, which is mirrored by how the actors talk about collaborating. The actors also associate 'partnership' with geographical co-location i.e. 'shopping centers', as well as the pooling of resources that would not require more active collaborating, i.e. 'equity triangles'. This is very different from a Community of Practice (Wenger, 1998; 2001) where the actors are driven by a common purpose and motivated by being a cohesive social group, where actors are 'stick together' regardless of what happens because most importantly, they want to preserve the group that they belong to (see Hogg and Terry, 2000) which gives them identity (Tajfel and Turner, 1986).

We can see from the data that the group in this particular project has both common and competing goals in relation to collaborating and establishing their partnership. In addition to competing goals the partners are also challenged by the feasibility issues which establishing the partnership as well as working more collaboratively would bring about. In other words, group tensions become reinforced by a number of feasibility issues that impact the group's decision-making and behaviour. To some extent, the scope of the feasibility studies addressed very complex issues of organizing (such as managing knowledge processes and developing shared services). This may have potentially distracted the group from focusing on smaller and more

feasible goals. However, focussing on more viable goals could have given the group more immediate feedback and reward further nurturing their partnering process and mobilizing more concerted joint action.

Clearly, we have seen that the actors do not want to merge their organizations. In addition, the group has tensions emerging due to different identities. Some organizations had recently invested in rebranding their organizations and implementing other organizational development and change programmes to give their organizations a more competitive edge and also reinforce their identity as organizations.

Re-branding is often done to be (more) in tune with the needs and requirements of stakeholders and to become more visible and successful in the marketplace. It seems that, naturally, the actors do not want to give up these recent (both social and economic) investments and leave behind what they have achieved within the groups they already belong to.

Furthermore, the actors compete for funding (and other resources such as skills and know-how) and compete for visibility and exposure in the marketplace. So, if one organization has a more successful or appealing brand than another and they are fundraising in the same marketplace or serving the same customer groups these organizations will be in competition. Inevitably, the organizations in this research have competing goals in terms of their brand identity and they do not want to be part of a project that may appear to be a 'merger' (the actors stress it *must not* be a merger) where brand identity would be subordinated under the umbrella brand of the 'Partnership Project' bringing together other organizations with a different or less successful brand. Hence, from a more strategic perspective organizations would need to know what this kind '*sharing and merging*' would mean for their brands and organizations. Depending on the success of this new brand of the Partnership Project organizations may not be keen for this new brand to look more successful than their existing brand image. Moreover, actors do not want to loose their (social) identity, i.e. give up the groups they belong to.

From what we have seen, one driver for the charities to associate themselves with the brand of the Partnership Project is their hope that this would make them part of a more distinguished group of [SPC-A] charities, similar to an 'Ivy league' club, where the members are part of the best and set the benchmark in the sector (for reform and innovation). Arguably, belonging to an Ivy League club is different from collaborating toward an unknown goal.

Evidently, the charities involved did not prioritize shared service development because it would mean higher levels of commitment and a more long-term investment to align organizational functions, resources and process. Further, they wanted to protect valuable data, critical information and knowledge; some of which represents a valuable commodity for some of the charities. Interestingly, when we look at the sense-making level actors have very good arguments for why shared services should be developed and implemented.

However, in reality this is difficult to achieve in terms of organizational alignment and integration, timing and financial investment which all require long-term commitments and relationships (as opposed to flexible project-based working). Such long-term relationships would be more similar to co-innovation partnerships that require considerable time, (top level) commitment and also substantial investment (see DeFillippi, et al. 2011).

As we have seen funding was not sufficient to keep this project alive and reach its goals. In that sense, it might be much easier for the charities to sponsor (communities of practice) projects and invest equally in the incubation of new organizations brought to life outside of their organizational boundaries, which may become a form of competitive resource and shared equity for all partners involved. Furthermore, at the project dynamics level the feasibility problems of the partners are more technical and economic in nature. For example, their timescales did not match and not all partners could make an equally strong financial investment toward the shared building and organization. In addition, this is complicated by more social issues like sharing and committing valuable (knowledge and) resources; these give each organization their own competitive advantage and are part of what actors wanted to safeguard in order to benefit the groups to which they belong.

7.2 Enablers and inhibitors to partnership and collaborating

This section summarizes what enablers and inhibitors can we find in the project case and asks how do these issues we have derived from theory play out in practice?

One question the research has to address when translating the findings from the case study into a framework for how project and group dynamics might be interrelated via social and economic affordances is to identify which of those enablers and inhibitors are internal or external in relation to the group at work.

As outlined in the chapter 3 (section 3.5.1) we can categorize social and economic inhibitors and enablers as internal and external group functions. Table 7-2 below gives an overview of those enablers and inhibitors that are active in the project case:

Table 7-2: Social and economic enablers and inhibitors as internal and external group functions

Partnership	Internal	External
Enablers	<p>Informal conversations and relationships (social)</p> <p>Shared ethos: doing good for [SPC-A] (social)</p> <p>Motivation to part of something innovative, new and exciting (social)</p> <p>Knowledge sharing (social)</p> <p>Openness, transparency and trust (social)</p> <p>Previous collaboration history (social)</p> <p>Pilot projects, testing work relationships and informal collaborating (economic)</p> <p>Similar ways of working with beneficiaries in particular areas (economic)</p>	<p>Government funding for partnership projects (economic)</p> <p>Increasing competitiveness (economic)</p> <p>Synergies from complementary services (economic)</p> <p>Technology such as internet, intranet and databases (economic)</p>
Inhibitors	<p>Organizational identity (social)</p> <p>Power distribution and collective leadership within the consortium (social)</p> <p>Diverse organizational culture and work practices (social)</p> <p>Lack of trust and commitment (social)</p> <p>Overlapping competencies (economic)</p>	<p>Trends in society in relation to supporting particular societal causes (social)</p> <p>Complex and dynamic environment</p> <p>Competitive marketplace (economic)</p> <p>Diverse organizational and operational structures (economic)</p> <p>Difference of importance relating to local issues (economic)</p> <p>Misaligned timing and schedules</p> <p>Dependency on external funding (economic)</p>

As expected, social enablers and inhibitor became more important as internal group functions. Most internal enablers are social while more external inhibitors are economic. On the other hand, internal inhibitors tend to be social, while external enablers are economic. Hence, we can infer that social group functions play a vital

role in team performance and project success. Ultimately, without social enablers in place projects cannot succeed. Considering the Tuckman stages and typical project performance cycles, social enablers and inhibitors become more relevant during critical stages of projects where both group and task cohesion is required. As we have seen the group at work in this research disengaged in the feasibility/storming phase due to internal social inhibitors, as well as external economic inhibitors.

However, as the New Campaign Team has shown, social enablers can foster collaborating and enable organization making even if external economic enablers are limited or not present. Hence, the research concludes that whilst economic enablers are essential to support partnership and collaborating, groups will depend more on social enablers to keep partnerships alive (during critical stages of transition) as these enable the group 'to stick together'. Ultimately, this research has shown that (social) identity is a key social group function in relation to enabling or hindering the group (and its performance).

Finally, we have seen in the project case that both social and economic enablers and inhibitors are strongly interrelated. How they are interrelated will have to be addressed by future research.

However, this research has given us some first insights we can draw upon and translate its findings into hypotheses for future research. This is addressed on the next section 7.3 (see figure 7-1).

Further checking for which aspects prevalent in the literature are inherent in the project case we can find the following situation as assessed in table 7-3:

Table 7-3: Assessing the project case against collaboration items derived from the literature

Item Nr	Item Name	Status
1.	Leadership	Inhibited
2.	Attractiveness	Active
3.	Linkage Formation Propensity	Not present
4.	Relationship Ability	Active
5.	Involvement	Inhibited
6.	Shared Problem Definition	Inhibited
7.	Coordination	Inhibited
8.	Alignment	Inhibited
9.	Interdependence	Inhibited
10.	Valued Relationships	Active
11.	Trust and Commitment	Inhibited
12.	Collaborative Patterns (Flexible Pathways and Process)	Inhibited
13.	Creation of Cognitive Patterns (Episodic Iteration)	Inhibited
14.	Reiteration	Active
15.	Construction of Interpretive Cognitive Patterns (Joint Sense making)	Inhibited
16.	Learning and Understanding	Active
17.	Group Support Systems (GSS)	Not present
18.	Common Sense of Direction	Inhibited
19.	Building Trust	Inhibited
20.	Issues of Power and Politics.	Active
21.	Relationship Process	Inhibited
22.	Complexity Awareness	Possibly not aware
23.	Creation of New Knowledge	Lessons learned
24.	Knowledge Transfer	Inhibited
25.	Synergies/Synergistic Solutions	Inhibited
26.	More Influential Position	Desired
27.	Better Strategic Positioning	Desired
28.	Differentiation	Insufficient
29.	Integration	Inhibited
30.	Acquiring New Skills	Desired

31.	Pooling Resources and Produce Solutions	Inhibited
32.	Creation of New Knowledge	Inhibited
33.	Affect Structure of Inter-organizational Relationships (Cluster Theory)	Inhibited
34.	Sustaining and Increasing Influence over Other Organizations	Desired
35.	Acquisition of Resources for Development and Survival	Desired
36.	Acquiring Distinctive Capacities	Desired
37.	Developing an Enhanced Competitive Advantage	Desired
38.	Strategic Benefit	Desired
39.	Capacity to Address Social Problems Effectively	Desired
40.	Coevolving (Co-evolution/Interdependency)	Insufficient
41.	Rewarding Individual Performance	Not present
42.	Shifting Webs (Teams) among Evolving Business	Not present
43.	Incentives	Not present
44.	No Prediction	Active
45.	Business Systems	Not present
46.	High Leverage Links	Active
47.	Business Units Rule	Not active
48.	Enabling Context	Inhibited
49.	Tension	Active
50.	Different View Points/Diversity	Active
51.	Conflict Resolution	Inhibited
52.	Firm Attractiveness	Active
53.	Possession of Technical or Commercial Capital	Active
54.	Technological Progress	Active
55.	Balance of Dependency and Autonomy	Insufficient
56.	Alignment of Inter-organizational Relationship - Dynamics	Inhibited
57.	Collaboration as Capacity Building	Active
58.	Pool of Resources	Active
59.	New Knowledge	Inhibited
60.	Managing/ Setting the Boundaries	Inhibited
61.	Boundary-Spanning Activities/Boundary Spanners	Active
62.	Crossing External Boundaries	Not active
63.	Values and Complementary Goals	Active
64.	Shared Vision and Interests	Inhibited

65.	Reciprocity	Inhibited
66.	Domain Consensus	Inhibited
67.	Accountability Relationships (Mutuality)	Not present
68.	Re-adjustment (Reflectivity)	Inhibited
69.	Long-term Relationships	Not present
70.	Individual-level Activity	Active
71.	Relational Quality	Active
72.	Patterns of Interaction	Inhibited
73.	Environmental Changes	Active
74.	Performance Breach	Active
75.	Negotiation and Commitment Reiteration	Inhibited
76.	Network Integration	Not present
77.	Vertical Integration	Inhibited
78.	Horizontal Integration	Inhibited
79.	Collaborative Integration	Inhibited
80.	Co-operative Integration	Inhibited
81.	Differentiation	Insufficient
82.	Initial Dispositions toward Cooperation	Positive
83.	Issues and Incentives	Not present
84.	Number and Variety	Active
85.	Good History	Not active
86.	Rewards for Participation	Not active
87.	Resistance to Collaborate	Active
88.	Team Size	Not active
89.	Higher Education/Unproductive Conflict	Active
90.	Virtual Participation	Not active
91.	Diversity	Not active
92.	Collaborative Architecture	Not active
93.	Role modelling Collaborative Behaviour	Not active
94.	Mentoring and Coaching	Not active
95.	Collaborative Skills Training	Not active
96.	Supporting a Strong Sense of Community	Inhibited
97.	Team Leaders both Task- and Relationship-oriented	Inhibited
98.	Building on Heritage Relationships	Active
99.	Role and Task Clarity	Not active
100.	Interactive Skills Training	Not active

101.	Corporate Collaborative Skills Training	Not active
102.	Events and Networking	Active
103.	Collective Impact on Society	Desired
104.	Problem Resolution or Goal Achievement	Not active
105.	Generation of Social Capital	Inhibited
106.	Creation of Shared Meaning	Inhibited
107.	Changes in Network Structure	Active
108.	Shifts in Power Distribution (Equal Power Distribution)	Active
109.	Communities of Learning	Inhibited
110.	Conflict Resolution	Inhibited
111.	Synergy	Desired
112.	Obstacles	Active
113.	Multi-party Situations/ Collaborative Engagement	Inhibited
114.	Shared Decision Making	Inhibited
115.	Meaningful Participation	Not active
116.	Shared Responsibility	Not active
117.	Environmental Conditions	Active
118.	Commitment	Inhibited
119.	Making Valuable Contributions	Not active
120.	Collaborative Competence	Active
121.	Reciprocity	Not active
122.	Shared Ownership	Not active
123.	Inclusive Communication	Inhibited
124.	Energizing Activity	Inhibited
125.	Double Loop Learning	Inhibited
126.	Coordination	Inhibited
127.	Collaboration as Competition	Active
128.	Occasional Conflict	Inhibited
129.	Competitive Compromise	Inhibited
130.	Learning from Partners	Desired
131.	Absorptive Capacity	Desired
132.	Strategic Intent	Active
133.	Overcoming Previous Expectations	Inhibited
134.	Acquiring New Benchmarks	Not active
135.	Getting Closer to Rivals	Not active
136.	Ambiguity for Learning	Not active

137.	Competitive Renewal	Not present
138.	Distinguishing Good from Bad Collaboration	Active
139.	Conflict between Groups	Active
140.	Competing Individual Objectives	Active
141.	Logistic Challenges	Not active
142.	Calculating Collaboration Premium	Not active
143.	Collaboration as Recession Strategy	Not active
144.	Democratization of Innovation	Inhibited
145.	Innovation Capability	Inhibited
146.	Adaptation to New Information	Inhibited
147.	Openness	Inhibited
148.	Collaborative Architecture/Principles	Not active
149.	Elite Circle Collaboration	Active
150.	Innovation Mall	Not present
151.	Innovation Community	Not present
152.	Consortium	Active
153.	Coaching for Conflict	Not present
154.	Best Practice Transfer	Inhibited
155.	Mutual Learning	Inhibited
156.	Authenticity Partnerships	Inhibited
157.	Conversational Learning Spaces	Inhibited
158.	Action Learning Space	Not present
159.	Mutuality	Inhibited
160.	Dominant Control Approach	Not active
161.	Need for Control as well as Collaboration	Inhibited

Taken together, we can see that many issues discussed in the literature are active in the project case.²⁷

Interestingly, this demonstrates that the literature concerned with strategic alliances, partnership and collaborating is in large parts descriptive and more orientated towards solutions or issues that an organization should ‘have’ or ‘do’.

²⁷ Items inductively derived from the organizational alliance literature.

As collaborating could not be established, we see in the table above that most aspects have been ‘inhibited’. Some issues describes as critical in the literature can also be identified as ‘desired’ by the partners or as ‘active’ or ‘not active’ in the project case.

However, we can also detect that many items do not clearly mirror the processes identified in the project case. Hence, new research needs to address how these items may become relevant across the different layers identified by this research.

The next section will address the relationship between project and group dynamics.

7.3 The relationship between project dynamics and group dynamics

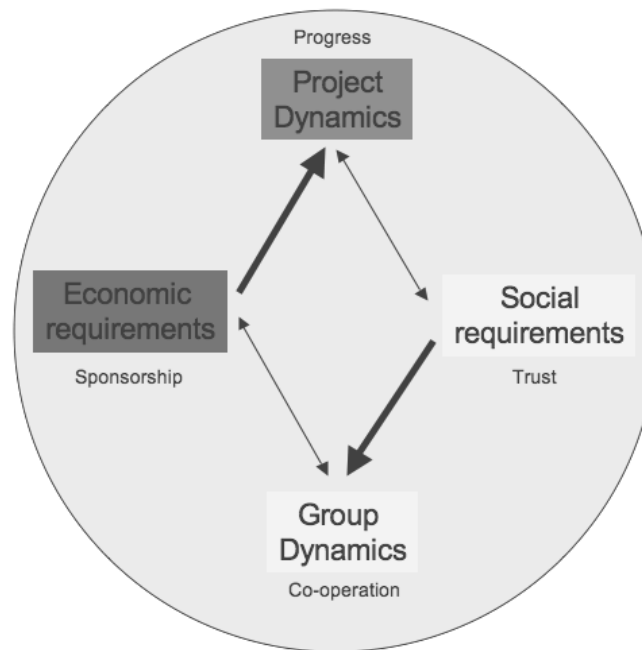
As stated in the beginning of this thesis this study is particularly interested in the relationship between project dynamics and group dynamics. The findings of this research suggest that they are (strongly) related as the partnering process evolves over time.

However, how these dimensions are intertwined is yet more difficult to answer.

First, we can infer from the data that both *economic* and *social* factors are important in enabling or hindering partnership and collaborating. Further, we have seen in the case study that social affordances are more relevant in relation to group dynamics, while economic affordances are more relevant in relation to project dynamics. Further, that group dynamics considerably impact project dynamics and that both project and group dynamics might be mediated by social and economic affordances as they become enablers or inhibitors in the particular context/project in which collaborating and organization making takes place.

Figure 7-1 illustrates this relationship as embedded in a particular context of collaborating:

Figure 7-1: The relationship between project dynamics and group dynamics



The results of this research suggest a stronger relationship between social enablers and group dynamics, as well as economic enablers and project dynamics. Further, that once economic affordances such as funding were in place, social requirements became equally if not more important to keep the partnership alive. Furthermore, those economic affordances were more relevant at project dynamics level whereas social requirements seemed more relevant in relation to group dynamics.

Consequently, once economic affordances were put in place this triggered developments at project dynamics level. Issues and events relating to group dynamics, however, influenced issues and events at project dynamics level. In turn, group dynamics seemed less influenced by economic affordances and requirements than social requirements and affordances (considering these would keep the group together and alive). Hence, social requirements such as trust seemed more important in relation to group dynamics. Hence, in order to assess group dynamics we need to ask questions like: are the actors socializing as a group? Is the group going through all socialization and group development stages? Is the group becoming a cohesive entity? Ultimately, does the group develop a shared identity and common goal?

In this study we see that group dynamics and project dynamics were strongly interrelated while social and economic factors both represented important mediating variables within this framework.

However, this is just one case study and what we can derive from the findings are only a set of preliminary hypotheses we need to further examine in future longitudinal research.

The next section will attempt to further translate the findings from the case study into a general framework that can help us to better comprehend, research, implement and manage partnership and collaborating.

7.4 Toward a general framework for understanding partnership and collaborating

As we have seen in the theory chapter of this research metaphors can be very useful in order to switch perspectives and make sense of organizational reality. Further, one important outcome of this research is that we can conceptualize the dynamics of partnership as involving processes and activities across a number of layers including *contextual dynamics, project dynamics, group dynamics* and *sense-making*.

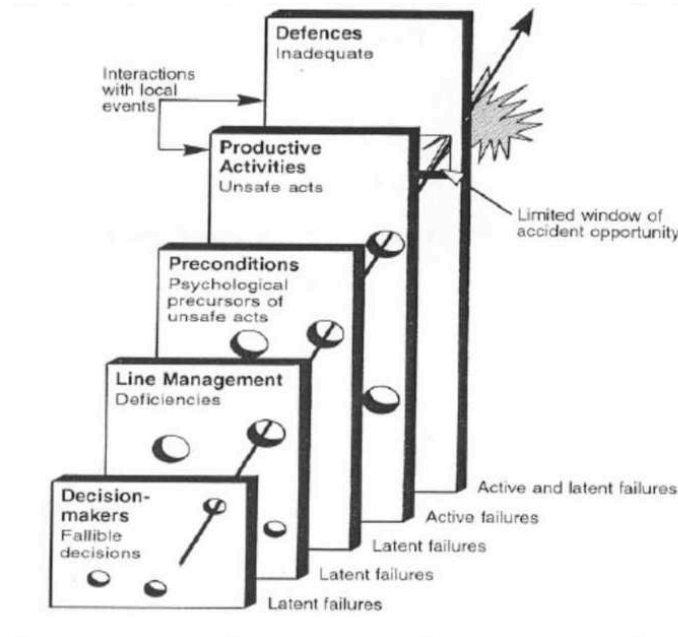
Building on these dimensions, the research will now derive a broad model for how to enable collaborating. As we have seen from the literature, as well as the data analysis we need issues and events to sensibly interlock behaviour (Weick, 1979) across the four layers of contextual, project, group dynamics and sense-making in order to enable high reliability for partnership and collaborating.

As such, the research primarily focuses on affordances at project and group dynamics level. However, both economic and social affordances become relevant at each of these four levels. Further, the outcomes of projects can be viewed as the result of cumulative activities, events and effects.

One model commonly used to explain cumulative act effects is the so-called ‘Swiss cheese model’, a general framework for understanding the dynamics of accident

causation. The model was originally developed by British psychologist James Reason to help us better understand the part played by latent human failures in the breakdown of complex systems (Reason, 1990).

Figure 7-2: Reason's (1990) model for understanding accident causation



Source: Reason (1990)

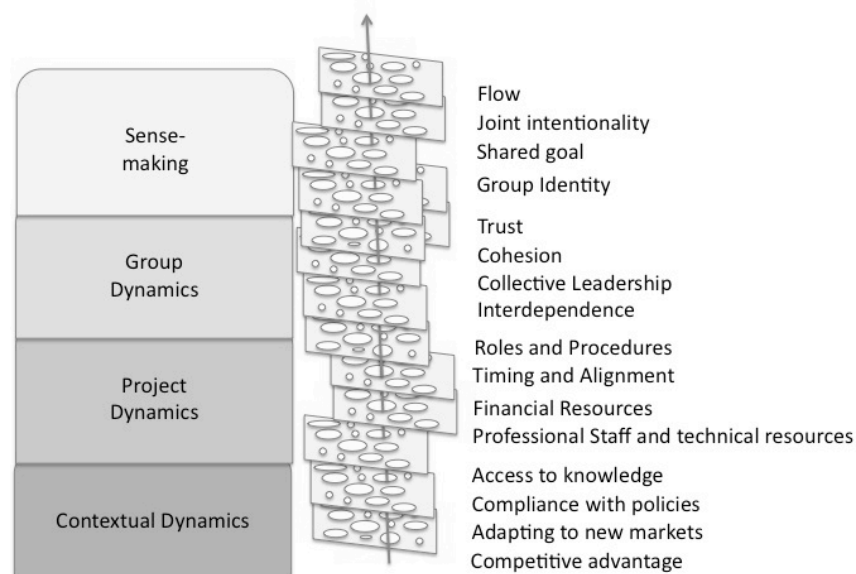
The Swiss cheese model builds on the notion that most accidents can be traced across numerous levels of failure. The Model builds on the notion that nothing is reliable on its own. Hence, high reliability is formed through multiple slices of 'Swiss cheese', i.e. layers. As we have seen from the case study, no programme or process is reliable on its own. This is particularly so in contexts where the outcome is emergent, such as with partnership and collaborating, where we can expect that projects and teams need to succeed on a number of levels. Thus, in the context of organization making we need things to work (well) on a number of levels including project and group dynamics and also in terms of contextual issues and sense-making. In essence, project teams need to find ways to build a reliable system out of unreliable parts (i.e. economic and social affordances).

During the last two decades, Reason's model and the Swiss cheese metaphor has been adapted to suit a number of contexts in which multiple layers of activity and events

are intertwined. In practice, it has been applied in areas such as healthcare, aviation and engineering and is commonly used to conduct risk analyses or to explain the causes of accidents and undesirable behaviour.

Reason's model is not limited to explaining the causes of failure, as it simply proposes areas of alignment through which different layers of cumulative events and behaviours are intertwined, as well as how high reliability can be achieved. Thus, an adaptation of his model in the context of this research is also possible. The diagram below illustrates that a 'high reliability strategy' for partnership and collaborating is equal to the 'meta-reform' put in place, which holds the different parts together that would otherwise be unreliable on their own.

Figure 7-3: Illustrating a high reliability strategy for partnership and collaborating



Swiss cheese model for (project-based) partnership and collaborating adapted from Reason (1990)

In other words, collaborating requires to simultaneously built capacities dealing with choices and consequences in two opposite operating modes across a number of levels: social and economic issues prevalent across contextual dynamics, project dynamics, group dynamics and sense-making.

The research merely illustrates what a high reliability strategy could look like. It does not aim to oversimplify what is a complex undertaking and process in practice. Reality is not as clear-cut as the diagram above illustrates. Further, as we have seen some issues that conceptually belong to one particular layer, such as sense-making, actually appear in another layer when we study collaborating in practice.

However, considering the practical relevance of this research for the organizations involved and also to help advance the conceptual debate on partnership and collaborating utilizing, further developing the Swiss Cheese Model may prove a useful starting point for future intervention and research.

The next section will address which aspects we need to address in order to enable partnership and collaborating in practice.

7.5 The co-creation change model

The co-creation change model proposed by this research builds on the findings of the case study, as well as previous work on organizing, innovation and change by Suchman (1987), Hosking and Morely (1991), as well as Lahlou, (2008; 2011). The aim of this model is to help us better conceptualize partnership and collaborating using the project as a mechanism for change and innovation (in society), as was done in this research. The model comprises six dimensions involved in organization making. These are the different aspects of organizing relating to the co-creation of reality.

As we have seen in the literature, collaborating is also a creative process where complex decision-making leads to active engagement with implementation (Humphreys and Jones, 2006). Further, that collaborating requires creative flexibility and finding ‘flow’ (Csikszentmihalyi, 1998).

However, the term collaborating is a very broad and unspecific term and it is not easy to distinguish from other terms such as cooperating. Thus, collaborating may be anything and nothing for those involved in it. The concept of co-creating, however, sensitizes us toward the professional nature of partnership and collaborating and that

indeed organizations produce value beyond their boundaries, taking into account value ‘in use’ as experienced by customers and beneficiaries of service. In this context (of firm initiated collaborating) co-creation has been defined as an *active, creative and social process* (Roser et al., 2009; Piller et al., 2012).

Co-creating can, however, involve collaborating between a broad range of co-creators that come together via dyadic relationships, groups or crowds to create, solve problems and innovate (Zwass, 2010; Roser et al., 2013). As we have seen in this research, co-creation is also the willingness to solve issues arising across the four layers: contextual dynamics, project dynamics, group dynamics and sense-making (as depicted in figure 7-3 with the adapted Swiss cheese model). Ultimately, where the practice of collaborating is potentially more open ended and less purpose driven and goal originated, co-creating is clearly oriented toward problem solving and value creation. Co-creating also means to make the goal that gives the group purpose and motivation and to solve problems collectively and creatively, while trying to keep things aligned and in flow. Ultimately, actors need to keep the group ‘alive’ (see Dion, 2000).

Hence, in terms of terminology the research suggests that co-creating is a more precise term when studying multiparty collaborations including the many different forms of collaborative arrangements previously outlined in chapter 3 (see section 3.2.3). Further, the findings of this research strongly encourages us to broaden the current application of co-creation in marketing and management toward more organizational and community oriented research, particularly, to identify issues relating to governance mechanisms required for coordinating collaborative ventures. The reason is that ‘co-creating’ allows us to focus on activity and process, as well as outcomes, whilst enabling us to include multiple co-creators co-creating across situations and ventures into the process of value creation.

Whilst this research suggests a broader application of the co-creation concept, the process of co-creating mirrors both the complexity and diversity of organizing and creating value in practice. Further, it sensitizes us toward the interdependence of actors involved in this process, beyond strategic intentions, i.e. group dynamics.

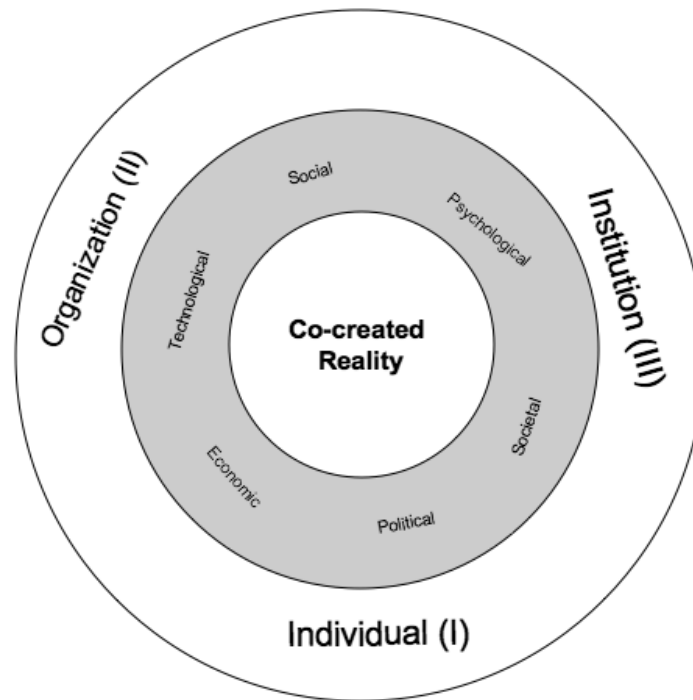
This is particularly important, as every problem solving and co-creation context is different and there is no best way for collaborating or to generate problems and solutions. What is important is to become a group and to stick together in order to solve the issues emerging.

Ultimately, there is no guarantee for partners that their collective efforts or partnering attempt will be successful. Further, how partners may co-create 'new pathways to value' cannot be prescribed. As we have seen, they emerge as partners collaborate within their particular context of co-creating. Hence, we need to sensitize co-creators toward the importance of fostering environments enabling co-creation in practice (see Mitleton-Kelly, 2011), as well as activities that support developing and nurturing generative relationships amongst co-creators (see Bouwen, 2001; Bouwen, and Hovelynck, 2006). Whilst collaborating and co-creating may benefit from facilitation and group decision support (see Schuman, 1996), it is ultimately the group that needs to function to solve issues as they arise in order to deal with change and transformation.

As such, this research allowed us to observe via the case study that in practice some aspects of organizational reality are more (1) economic, whilst others are more (2) social. In addition, we have also seen that the issues arising may involve (3) political, (4) societal, as well as (5) technical or (6) psychological aspects. These are aspects the organizational literature also talks about.

Building on the case study and the organizational literature, particularly Suchman (1987), Hosking and Morely (1991), as well as Lahlou (2008, 2011), the research thus proposes a reference model for how we can better understand, research, implement and assess partnership and collaborating. Particularly, using the project as vehicle to instigate change and innovation. The *co-creation change model* in figure 7-2 illustrates co-created reality as a dynamic process involving six core dimensions across three main levels of behavioural change.

Figure 7-4: The Co-creation Change Model



A reference model for researching the co-creation of (organizational) reality

These are different facets within which reality manifests itself, such as political, economic and societal issues, and so forth. At the core of this reference model we have what is a co-created reality at a given point in time, affected by the six dimensions that are aspects relating to co-created reality. Further, the six dimensions of co-creation involve three major organizational layers, including activities, processes and changes at institutional, organizational and individual level.

However, all these aspects are involved in co-creating organizational reality. For example, there is never going to be an organization, which is not political nor affected by issues that are political (see Hosking and Morely, 1991). Further, we also have psychological issues, which are more relevant at individual and at group level, as well as social issues, which relate to groups and networks and we also have technological issues et cetera. All these dimensions make up organizational reality and they affect change and innovation and are affected by it.

The model includes the three main layers of behaviour change (individual, organizational and institutional levels) developed by Lahlou (2008), which are involved in change and in co-creating new installations in (organizational) reality. This research suggests manipulating social, economic, technological, societal, political and psychological dimensions can influence these layers in order to generate new installations and realities.

Thus, in order to cause change we need to manipulate issues at an institutional level, here for example government, where we would need to change how grand funding schemes are designed and implemented. Further, we need to create change at the organizational level where we try to change how organizations can come together to collaborate, share and exchange, i.e. knowledge and innovation processes, as well as social interactions, in order to innovate and create new solutions to pressing (societal) problems. Ultimately, we have to bring about changes at an individual level, e.g. by training individuals or amending their choices and behaviour. For example, we could try to foster more voluntary engagement and societal support by individuals for [SPC-A] charities (e.g. by making more blood donations or getting more actively involved in community development). Provided our approach is ethical, we can support important societal causes by making peoples choices easier and by synchronizing choices across these layers (see Ariely, 2009).

Taken together, all dimensions and layers depicted in the co-creation change model are active and relevant in the project case investigated in this research. The research hopes that the model as an outcome of this study will enable us to better tackle complex problems by providing a useful frame of reference.

The next chapter will further summarize and discuss the myriad findings and implications of this study.

Chapter 8 Discussion

This chapter discusses the findings of the research and draws theoretical, methodological and practical implications.

First of all, we can see that the mainstream literature on partnership and collaborating is different from what we see in the project case. On the one hand, the organizational literature has in parts different knowledge interests and epistemological foundations (particularly the literatures rooted in economic and managerial theories). We can see that this body of literature is more oriented toward structures, products and outcomes of organizing. It mostly builds on the resource-based paradigm of the firm and thus remains largely entitative (Hosking and Morely, 1991).

Whilst research concerned with the MOPAN research agenda has in large part focused on strategic alliances and networks, as well as multi-stakeholder collaborations, new research needs to address partnership dynamics from a different perspective. The literatures concerned with collaborating are still characterized by fragmentation, lack of coherence and non-comparable research output (Bell, Ouden and Ziggers, 2006). Considering there is also lack of consensus on paradigmatic beliefs theoretical progress remains slow in this important field of research. Traditional collaboration theories (see Wood and Gray, 1991; Huxham and Vangen, 2005) are still conceptually underdeveloped. Moreover, traditional studies on the dynamics of cooperation tend to investigate research questions that are irrelevant to managers' needs (Bell et al., 2006). In practice we are dealing with a complex, messy and dynamic processes. Thus it is no surprise that the current literatures cannot fully explain why things happened in the project case as they did.

This also has implications in relation to our understanding of how to enable organizational knowledge processes, considering knowing as rooted in social practice (see Blackler, 1995; Brown and Duguid, 1995, 2001). Knowledge is an important resource to tackle complex problems, but without groups maturing across the required stages and socialization processes, as well as active participation and collaborating in groups, knowledge creation will remain limited (Nonaka and Takeuchi, 1995; Orlikowski, 2002).

On the other hand, we also need a more processual perspective in order to understand partnership and collaborating, as well as the outcomes of these processes, such as change and innovation. The goal of innovation may be enough to trigger collaborating, but it is not what makes collaborating work. Groups need a strong common goal that enables them to work out issues and problems as they occur.

Ultimately, the group needs to ‘stick together’ to learn from cumulative experiences. Particularly, as we can see from the data how important social aspects and socialization processes become during critical stages of group formation and collaborating (Tuckman and Jensen, 1977). Moreover, this research shows that collaborating is neither a static nor a clearly staged process. Rather, we can speak of a (dynamic) continuum of collaborating that involves both structure and agency (Giddens, 1984). What is surprising is that the literature does not talk about what happens to group dynamic models and project (performance) cycles when members come in and out of the group. Here, member fluctuation had considerable impact on both group dynamics and project dynamics.

Furthermore, we see in the research how context, project and group dynamics are intertwined and we also see how actors use sense-making to account for people’s actions and experiences, while we can use social and economic concepts to understand what is happening in situ (Weick, 1995). As such, we can see that the genesis of the many issues emerging at non-sense-making layers takes place in the collective sense-making of the participants (which is what theories of organizational sense-making would suggest).

However, in practice we can see that issues relating to sense-making and organizational becoming are mixed across all other layers. Hence, we have seen in the thematic analysis that themes and issues are difficult to separate out as they overlap. This displays the full complexity and richness of the data at hand and also that the participants used the research as an opportunity to reflect on the issues experienced in order to make sense of them, as well as their own involvement in the story of the collective.

The interviews generated during the project's evaluation period particularly reflect this. The material is very rich and the conversations taking place are somewhat similar to conversations about health with a doctor. This also shows how openly the participants related to the researcher and that they trusted the interviewer, similar to the transference processes taking place between analyst and analysand (see Hopper, 2006). Thus, the quality of data we see in this research is unusual in the context of organization studies.

What we can infer from people's ways of sense-making is that the group coming together in the Partnership Project displays actions relating to groupthink, a form of collective rationalization where the members discount warnings from other group members without reconsidering their previous assumptions (see Janis, 1982). Hence, the partners do not address the 'real' goal of the partnership, which is how they can become a cohesive social group and establish collaborating ways of working in practice. Such misunderstandings about the common goal are an obvious source for failure of partnership and collaborating. What we see as implicit in the data is that people do not belong to the same organization and that they have no 'psychological contract' with one another.

Particularly in publicly funded projects we can expect organizations (need) to compromise between public (e.g. transformation and reform of organizations) versus their own organizational goals (e.g. competitive advantage) in order to generate indirect benefits. This is illustrative of many practical cases and we can expect that some project goals will be compromised or somewhat 'covered up' by official goals. Furthermore, to fund such risky projects is nothing unusual. Inevitably, actors will learn by meeting new people and trialling new ways of organizing. Some initial goals will be more difficult to achieve while some goals might not be achieved at all.

Further, we have also seen that collective leadership plays an important role in a collaborative process. Also, we have seen already established leadership and power structures at work amongst the participants in the Partnership Project (see van Knippenberg and Hogg, 2003) and we can observe that co-ordination amongst partners was challenged by tensions inherent in the partnership (see Huxham and Vangen, 2005), i.e. when one actor proposed to organize a joint event participation

and engagement was lacking. Ultimately, we can establish that such issues and tensions arising are very much linked with Social Identity, whilst commitment will be inhibited due to lack of common goals and joint intentionality.

As Worchel and colleagues (1992) have shown, groups disintegrate once individual interests (i.e. those of the different partners) supersede group interests (i.e. those of the partnership). We have seen in the project case that this process is not linear as groups are dynamic, open and multi-level systems (Katz and Kahn, 1978; Ellis and Fisher, 1994, Nijstad, 2009). Thus, particularly projects and other more fluid and emergent collaborative arrangements may be more prone to gain or lose members over time in comparison to more established organizations.

Furthermore, as we have seen, disintegration of the group considerably influences both project and group dynamics and groups may 'jump' toward decay rather than gradually progress across certain stages. Further still, we can see that group conflict affects both project dynamics and group dynamics. Conflict and tensions, however, may manifest themselves in different ways and even re-emerge across several stages of (group) development. Hence, more research on the relationship between social issues in relation to project and group dynamics is required, as well as how contextual dynamics and sense-making may impact this relationship.

Analyzing the project case, we can see that organizing is indeed complex when a number of partners with different interests are involved in collaborating toward establishing a partnership. The more partners involved in a strategic alliance, the more challenging it will potentially become to negotiate and agree on more narrow organizational goals, as well as to align processes and activities.

Therefore, despite the willingness to engage, group formation and project performance will inevitably be enabled or hindered by certain social and economic aspects. Hence, the conceptual contribution of this research is to try and tie together such important aspects via the layers involved in partnership and collaborating. As such, the framework developed and applied in this research sensitizes us toward the following:

First, when using a project to create a new organization this will happen within a context, which is itself dynamic and emergent. Second, the project's evolution will not be a linear process; rather it will be an iterative and dynamic undertaking. Third, whatever manifests itself at a project dynamics level will be influenced by group dynamics, and human groups are prone to a number of biases. For example, when it comes to in-group and out-group preferences, stereotyping, prejudice and discrimination, performance related issues such as social loafing or issues associated with the partnering process like the 'black sheep' effect may occur. Intergroup conflicts remind us about the importance of understanding partnership issues relating to Social Identity, as well as group dynamics. Hence, in terms of dealing with societal change, group dynamics are concerned with vital issues we need to better integrate in existing theoretical models about partnership, collaborating, organizing, as well as behaviour change. Finally, the research has demonstrated that sense-making is an integral part of the co-creation of reality. Sense-making is co-created reality that becomes visible via actors' representations and sense-making is involved in everything we 'experience', which is ultimately what constitutes 'value' (Prahalad and Ramaswamy, 2004; Füller, 2006).

However, sense-making is also culture and what is interesting about sense-making is that it offers us a different analytic way to understand organizing (Weick, 1995). It allows a better understanding of how people generate narrated accounts about the world and their experiences. In other words, how actors are 'storying' partnership and collaborating (see Czarniawska, 1998), which is what researchers can tap into to re-narrate what is organization, in a way that enables us to ask new questions about existing theories and concepts, in order to challenge what we know about partnership and collaborating. Hence, how are the project and group dynamics related within the dynamics of partnership?

The findings of the research suggest the following. First, economic factors are vital to bring organizational partnerships about and to trigger project dynamics. Second, social affordances become more important in the process of collaborating. Third, group dynamics foster critical survival of partnerships and help to keep collaborations alive. We can conclude that there are no organizational partnerships where no social

factors are involved. Hence, in addition to economic affordances, social affordances play as a vital role in enabling partnership and collaborating.

However, research also needs to address the inconsistent conceptual landscape across the literatures, which talk about partnership and collaborating. As we have seen in the literature, cooperation, collaboration and other terminology are hardly well defined or distinguishable from another. They are often used interchangeably and we risk, as with the boundary-less organization, losing their meaning (see Schreyögg and Sydow, 2010). Whilst it is important to stress inherent complexity, fluidity and dynamics, we also need a common language to talk about the issue in situ. To date research prioritizes normative models and success stories that make collaboration and partnership look an easy undertaking. It is not and as we have seen we can learn much about partnerships that evolve differently than anticipated.

In order to contribute to the conceptual debate, this research suggests that in contexts where actors come together motivated by strategic gains for their organizations, co-creating may be a better term than collaborating, since the aim of (temporary) ‘joined up’ working is ultimately the co-creation of value. First, in contrast with collaborating, co-creating is a process where the partners create both the product (i.e. goal), as well as the process for making it, together (organizing). Both the common goal and collaborative process need to be present in order to enable partnership and collaborating. Co-creating also allows us to understand partnership as social construction involving multiple stakeholders, i.e. co-creators who co-create across different domains. This process of value creation also involves the multi-dimensional layers the research has uncovered.

Second, the research has also shown that partnership dynamics comprises organizational, project and group dynamics embedded in contextual dynamics. This is a result of the research, not the starting point. Hence, it is this framework which future research should adopt and develop in order to investigate processes and practices relating to partnership and collaborating at organizational, project and group levels. From the analysis of the project case we can see that in practice all layers are interwoven and that themes overlap; while some aspects belong to a particular layer they (re-) appear in another one. As such the methodological framework to analyze

such project-based organizing is a novel contribution of this research. This is particularly the case considering the relationship between processes at the project and group dynamics levels.

Third, the research has proposed a framework to further investigate and test the relationship between project dynamics and group dynamics. This is an important contribution, because their relationship has not yet been researched well enough.

Another contribution of this research is more practical and applied; it is about how we can use project to facilitate co-creation and bring about change and innovation in society (the initial starting point of this research as this is what motivates the actors to come together). The co-creation change model, as well as the amended Swiss cheese model by Reason (1990) proposed by this research can be utilized to research, monitor and support the implementation of partnership and collaborating, as well as co-creation and change initiatives.

However, this also allows us to research how differing dimensions need to be addressed when instigating change. It helps us to understand the dimensions involved when we make new installations in the sense that we create things that are different from what they were before. As such, these reference models promise to be useful for both practice and research. Furthermore, they help us reduce conceptual complexity without ignoring important aspects of reality.

In addition the research has contributed to an important area of organizational research, which is to elucidate why projects evolve differently as envisioned by the partners. On the one hand, it is important to learn from failure as a source for learning and new insights. On the other hand, we cannot always expect things that work in theory to work in practice and vice versa. As such, the research does not label the outcomes of the project as failure or success. To answer the research question, this is not important. What is important is that the processes observed have allowed us to better understand partnership and collaborating, which is the particular objective of this research. Hence, the research sensitizes us toward the complexity of partnership and collaboration in practice, the issues that may become relevant during the various stages of organization making, and how they emerge across the different layers

investigated. As such, the analytic framework presented allows us to talk about both failure and success in a more systematic way, which enables us to do more comparative research across different contexts and collaborative arrangements.

Moreover, the research has shown that the early stages of collaboration may impact later stages of project making. Hence, the research encourages us to take a more holistic and comprehensive view when comes to inter-agency collaboration, a view that takes both structure and agency, as well as dynamics into account (Giddens, 1984).

8.1 Limitations of the research

The dynamics of partnership is a complex issue to research and one study is not enough to uncover partnership and collaborating in all its aspects. Considering disjointed theories and conceptual debates around interagency partnership, including organization dynamics, inter- and intra-organizational knowledge processes, co-creation and collaborating, there is much conceptual work and integration to be done in order to help us better consolidate existing theories in relation to how value creation involving multiple parties and stakeholders really works.

Despite enabling access to the organizations and participants involved in this research, the survey findings remain limited for further analysis. Due to the low number of participants it is difficult for us to reliably derive valid statistical inferences. Second, the intercoder analyzes have shown relatively low levels of interrater agreement. Considering collaborating is a multifaceted phenomenon, this is to be expected. Indeed, multiple perspectives may be both true and valid in relation to the same situation. Further, narratives that are non-linear, fragmented and polyphonic are somewhat difficult to analyze (Boje, 2001). Nonetheless, we can see some level of agreement in relation to the broader categories relating to the project case. However, there are also other sources of error that we should not ignore as these are difficult to eradicate by way of method, i.e. developing codebooks and training qualitative coders in aligning their perspectives and coding technique. First, researchers often hold different perspectives and apply different conceptual lenses, informed by different theoretical backgrounds. Second, they may have different thinking and coding styles

resulting in personal preferences when applying and adjudicating codes. Third, their levels of research and coding experience may vary. Ultimately, external and environmental factors, such as place and time, as well as exposure to other information (e.g. a researcher reading a particular newspaper before coding the data) may influence a person's mood, concentration, analysis and interpretation.

This research cannot claim to give a full and true (in the sense of objective) account of what happened in the Partnership Project. First, knowledge is subjective and socially constructed. Second, considering the amount of stakeholders involved it seems impossible to account for every detail and to re-narrate every possible perspective. Third, the research (inter-subjectively) re-narrates the project based on qualitative inquiry (albeit informed by theory) in order to discover plausible causes and consequences of things as they unfold. Furthermore, the research builds on a rather small sample of participants. However, as demonstrated this was sufficient enough to get good insights and the study also reached data saturation considering both the more 'internal', as well as the more 'external' perspectives illustrated via the several layers of analysis.

This is only one case and it would have been better to compare several cases. This was tried, but time and cost involved in generating further data did not permit this. Further, permission would have been required in order to participate and further follow, for example, the New Campaign Team that was also part of this research. This, however, would have been difficult in practice considering the actors are dealing with vulnerable subjects. Further, the team was small, consisting of only three people at the time. This group focused on achieving their common goal and had no intention of involving 'intellectual bystanders' (without any domain knowledge and experience) to conduct longitudinal research.

As stated earlier, all case studies are situated. Hence, it is difficult to go beyond very general models and methods developed and applied in this study. Whilst the quality of the generated data can be assessed as exceptionally rich compared to traditional research undertaken in the context of organization studies, we also have to take into account that the presence (and presumed role) of the researcher (institutional affiliation) may have biased the data creation process.

Further bias may have occurred as the way in which the qualitative analysis in this research was conducted across the different corpora of data is prone to myriad biases and the research does not claim to have eradicated all of them.

Interrater agreements were trialled to establish how much interrater consensus was possible in relation to the data available in the form of transcripts and other text based data. However, doing more content oriented analyses required sharing consistent definitions and procedures for all concepts and coders to work with. This is an almost impossible task considering the literature itself remains conceptually underdeveloped, even contradictory (see Brown and Duguid, 2001) in relation to even the most basic concepts such as ‘knowledge’ and ‘collaborating’. Further, the fact that reaching high levels of interrater consensus was not possible may be due to the complexity and richness of the data itself or due to the fact that inevitably each coder applies their own implicit conceptual representations and interpretations to the data, as well as the research question. This is not helped by the fact that the field of qualitative inquiry and analysis is a large one where there is less guidance available to researchers on how to do qualitative research well. We have seen there are some useful research techniques described in the literature (see Attride-Stirling, 2001), but these need to be adapted in order to suit the research purpose and data at hand. This process represents another source for error and bias, specifically, when dealing with a complex phenomenon. The researcher is well aware of these possible biases and limitations.

However, these challenges have also enabled the research to contribute a new framework for analysis that can be further developed by others. This may prove useful for future research within the problem domain, which this thesis has addressed.

Taken together, rather than generalizing its findings, the research seeks to help generate plausible, yet interesting, questions and hypotheses that new research can build on. The study of enablers and inhibitors to partnership and collaborating in this research has laid a viable foundation to do so.

Chapter 9 Conclusion

The research has attempted to deal with a very complex issue of organizational life: partnership and collaborating. Overall, this thesis has contributed insights relevant to a number of stakeholders concerned with the problem domain including researchers, consultants, government and last but not least [SPC-A] charities. Ultimately, the research has given us a new way of looking at the dynamics of partnership as a process that involves the layers of contextual, project, group dynamics as well as sense-making.

Apart from compiling a general list of enablers and inhibitors from the literature and comparing it with the project case, the research has sensitized us to anticipate issues that may occur across the different levels, where things may evolve differently than expected and where changes may occur or be required. As such the analytic framework is useful to further the development of existing theories, methodologies, as well as practices.

The methodological framework and reference models developed in this study also enable a more practice-based inquiry in relation to how organization emerges. As we have seen, one task of future research is therefore to clarify the relationship between the project and the group, as well as economic and social issues. Whilst organization theory either talks about processes at project dynamics or group dynamics level in practice these processes are intertwined and happen simultaneously.

There is literature talking about complex and adaptive systems, i.e. complexity theory, that is useful to comprehend contextual dynamics. Further we have literature concerned with sense-making in organizations (Weick, 1995; 2001). However, we do not have solid body of literature sufficiently addressing the relationship between project and group dynamics, nor addressing the impact of dynamics within and between organizations. Partnership and collaboration both involved inter- and intraorganizational dynamics. Interorganizational dynamics are reflected in the dynamics of partnership and intraorganizational dynamics are project and group dynamics inside the organization.

Further, we have also seen that organizations have increasingly permeable and fluid boundaries. This research suggests that we would find issues the case study has shown as relevant in the context of interorganizational dynamics, to be *equally* relevant in the context of intraorganizational dynamics, for example, where different organizational units are merged into a new entity.

As such, this research contributed to a more Societal Psychology. This is not a psychology primarily concerned with what is happening at the individual level (i.e. micro level phenomena such as attribution processes, personality development, emotion and cognition and the like). Also, it is not a psychology that is concerned with the research of small groups where actors are put in arbitrary groups to carry out controlled experiments. Societal Psychology is more concerned with practices and the making of culture to help us understand the causes of things in the real world, as well as how we can use organization to bring about change.

A key finding of this research is that economic enablers are essential to support partnership and collaborating, but groups will depend more on social enablers to keep partnerships alive during critical transition points. Hence, another key implication of this research is that social affordances still foster collaborating and enable organization making even when external economic enablers are not present anymore to support a project. This is consistent with literature on social identity, where preserving a social group is a key motivator to the group members to engage. Further, the literature on communities of practice would suggest that these drivers are particularly present during early stages of collaboration, i.e. when a project team engages in a more informal, rather than institutionalized way.

9.1 Conceptual insights

Consistent with theoretical accounts by Giddens (1984) we have seen that it is useful to understand collaborating as a *continuum* involving both structure and agency. Whilst the structural aspects of collaborating involve the choice of collaborative arrangements actors make to engage in collaborative ventures, collaborating also involves social practices and processes. As such the research has studied partnership and collaborating as a process involving both economic and social affordances (see

Gibson, 1982). Further, we have been able to observe that the more we study the agency side of this collaboration continuum the more ‘social’ issues seem to become prevalent (which is consistent with existing theory). Hence, a key theoretical implication of this research is that we need to comprehend collaborating not just as an economic activity but also as social and dynamic process. A further practical implication to gain from this insight is that, in order to make collaborating in the context of intergenerational partnership successful, we need to manage both economic and social enablers to keep collaborations alive beyond those critical transition points that will inevitably put any collaborative venture to the test. Ultimately, this sensitizes us to switch perspectives with regards to our theoretical and practical understanding of what collaboration means.

However, we have also seen that there is no best perspective on collaboration and by switching perspective and our metaphors in use we can enrich one perspective with another and complement our understandings of organizing.

This thesis has contributed a broad model for how we can build a high reliability strategy for partnership and collaborating by intertwining the managerial layers of contextual dynamics, project dynamics, group dynamics and sense-making. As such, the research shows, consistent with existing organizational literature, that creating new ways of organizing will provoke change in a number of domains for organizations.

In addition, the research contributed a different definition of the term ‘project’ in the sense that the representation of project outcomes can be viewed as the result of cumulative activities, events and effects relating to the analytical layers developed and applied by the research. This contribution allows us to continue to research how we can support project teams to find ways to build a reliable system to support partnership and collaborating.

In the context of project-based collaborating and partnership the research has contributed a re-definition of the concept of co-creation as a means to help us better understand strategic alliances, as well as how to manage the dynamics of partnership. The co-creation change model proposed in this research can be a viable means to help

better understand and enable co-created reality and bring about change in organizations and society.

The research identified a key research gap in the organizational literature, as existing theories do not talk about the impact of member fluctuation on both group dynamics and project dynamics over time. Hence, future research needs to intertwine project performance cycles and group dynamic models and consider the impact of fluctuating membership in inter-organizational partnerships and its impact on shared identity and group performance.

We have seen from the literature reviews in this research that only a relatively small amount of research has holistically focused on the dynamic aspects involving group formation, project performance, as well as partnership evolution, including dissolution or critical survival of different forms of collaborative arrangements. This thesis has demonstrated that we can study project-based collaborating via the lenses of two important processes relating to partnership dynamics: primary collaborating in the form of relationship structuring and project planning at the beginning of a project and secondary collaborating as a form of planning in action and inter-group dynamics during project cycles.

Further, this research has shown that project dynamics and group dynamics are strongly related as the alliance formation and partnering process evolves over time. Firstly, this implies both *economic* and *social* factors are important in enabling or hindering partnership and collaborating. Secondly, social affordances seem to become more relevant in relation to group dynamics during later stages of collaborating (i.e. post storming phases). Thirdly, economic affordances seem to become more relevant in relation to project dynamics (during initial stages of partnership formation). Inevitably, it is group dynamics that will considerably impact the dynamics of a project. Further, both project and group dynamics might be mediated by both social and economic affordances. Ultimately, we have seen that social and economic affordances may become both enabling and inhibiting factors in any given collaborative venture.

Considering sense-making is involved in everything we experience, the research findings suggest we need to look into developing new research around the question of how sense-making and sense-giving are related to the idea of value creation and co-creation in an ‘experience economy’ (see Prahalad and Ramaswamy, 2000; Prahalad and Ramaswamy, 2004).

9.2 Methodological insights

The thesis presents results derived from systematic and iterative data analysis, taking several layers of analysis into account. The analysis has derived its findings layer by layer to then assess the *dynamics of partnership* prevalent in the project case. Further, it has shown that these layers are cumulative and interdependent as they co-evolve over time. Considering data triangulation the research has utilized multiple data streams and analyzed these across multiple layers of analysis. The focus of analysis has been a comparison of what happened in the project case with what the prevalent collaboration literatures talk about.

In order to identify the enablers and inhibitors of the consortium’s collaboration effort we need to focus on critical transition points, as these tensions expose what goes right and what goes wrong in a collaboration effort, including the reasoning of, and decisions taken by the project partners. Through the study of episodes of change and innovation, we were able to study processes’ relation to conflict, tensions, actions and decision-making. Doing so allowed allows us to gain valuable insights into what may be the processes involved in enabling or hindering collaborative working and successful partnering in a context of transition and change. To examine collaborating in this context allowed us to examine practices of collaborating, as well as group processes in a more holistic and embedded way.

9.3 Practical insights

The research has outlined what a prototypical process of organization making may look like. First, using a project to create a new organization will take place within a dynamic and emergent context. Second any project’s evolution will be itself a dynamic and iterative process. Third, all project dynamics will be influenced by group

dynamics. As such, the research has contributed a better clarification around the requirements for successful collaboration as it showed that collaboration should simultaneously build (new) capacities dealing with choices and consequences across the two investigated operating modes (economic and social function grids) across the layers of contextual dynamics, project dynamics, group dynamics and sense-making.

Indeed, we can learn from the research that we will not be able to generate benefits of project-based organizing, if vital group functions are not established or block the group from solving issues that hinder team performance and project success. A common goal and collaborative process need to be present in order to enable partnership and collaborating. Thus, a key practical implication from the research is that in order to make collaboration work, actors need to function as a cohesive group. They need to ‘stick together’, develop a shared identity and to work via generative relationships to be able to solve any issues emerging in collaborative ventures.

9.4 Hypotheses for future research

A key aim of this thesis has been to develop interesting and new and interesting work hypotheses that are rooted in both theory and practice. The findings of the research suggest the following:

- Project dynamics and group dynamics are strongly interrelated and will be mediated by economic and social requirements
- Project dynamics and group dynamics are influenced by social and economic requirements
- The dynamics of partnership are influenced by contextual dynamics and sense-making in action
- Economic affordances are more relevant in relation to project dynamics; project dynamics are more influenced by economic factors than by social factors
- Social requirements are more relevant in relation to group dynamics: group dynamics are more influenced by social factors than by economic factors
- Economic affordances can trigger collaborating at project dynamics level
- Group dynamics will inevitably affect project dynamics over time
- Social factors are equally (if not more) important than economic factors to keep organizational partnership alive during critical transition points

9.5 Summary and outlook

As Karl Popper and other scholars concerned with scientific discovery have stressed, the job of scientific research in the social sciences is not to confirm what has already been confirmed. The reason why we do social science research is discovery. Hence, the reason why we need to choose research approaches, such as qualitative inquiry, is that they allow us to test and develop existing theories and concepts in order to uncover the causes of things and learn something new.

Considering Popper's metaphor of the *black swan*, this research cannot claim to have discovered something radically new or different. It has, however, helped us to sort and contextualize the many factors involved in collaborating. Further, this work demonstrates that there are many more issues and questions that need to be researched in order to fully understand project-based collaborating in the context of partnership and organization making. Reflecting on the wealth of issues discovered across the different layers involved in only one project case, there is enough work to do for everyone, to uncover the issues involved and the causes of things as they evolve. Anticipating the increasing need in a globalized world to engage in more collaborative ventures in order to advance human society, the opportunities for learning are still abundant (see Wood and Gray, 1991). After more than two decades of theory development, we still need more research to fully comprehend how collaborating works in all its aspects. Researching the dynamics of collaborating is challenging, as we have to deal with both an academic gap and managerial relevance gap (Bell et al. 2006). In order to make partnership work we need a sophisticated approach (Vangen and Huxham, 2000). Organizations need to develop new perspectives that go beyond strategic alliance and learn from the dynamic context within which they operate (Stacey, 2000). This thesis hopes to have contributed to a deeper understanding of how collaborating works and what may be issues that enable or inhibit interorganizational partnership and collaborating, by comparing theoretical concepts with organizational reality. Supporting generative partnership dynamics remains a complex human issue. The present longitudinal study allowed us to draw meaningful and useful implications for theory and conceptual development, as well as the research process and enabling collaborating in practice. This is only a small contribution in relation to the challenges that multiparty collaborations pose for us.

We still need to better understand the complexities involved in the dynamics of partnership and project-based collaborating. We also need to better understand how issues emerging over time can become either enabling or hindering factors across the partnering and collaboration process.

The present study strongly encourages us to continue to contribute to this ambitious research agenda and to discuss and develop multiple perspectives in relation to interorganizational partnership. This thesis contributes viable questions, concepts, perspectives, approaches and hypotheses we can use to instigate new research. There are many complex challenges emerging in society - from tackling poverty and the spread of diseases, to managing climate change and how groups and cultures in society mix and work together - that make researching how collaborating works an ever more pivotal issue. There are many more essential questions on the collaboration research agenda that need answering. The present thesis encourages us to do this with a view to help us bring about change and innovation by researching and utilizing the processes and frameworks the research has developed. We need to do it – together – in partnership. Let's do it soon.

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Appendices

Appendix 1: Collaboration items in the organizational the literature

Item/Attribute	Description	Dimension	Authors & Table Reference
1. Leadership	* Defines the situation for those individuals involved, to the point of getting people think of the issues and incentives, and even their initial dispositions. Leaders with strong reputations can legitimize certain ways to deal with a problem, and persuade people to act in ways favoring or inhibiting cooperation. Leaders can actively manage a cooperative process, particularly in its early stages and during trying moments. Studies show failures of cooperation stemming from leaders acting in narrowly self-interested ways or relishing political battles (Browning et al. 1995, Huxham 1996, Westley and Vredenburg 1997, Weber 1998).	Enabler	(Faerman et al., 2001)
		Inhibitor	*(Gray 1989, 1996; Weick 1995).
2. Attractiveness	A company must want to form a linkage and be attractive to other firms that may want to do a linkage with them.	Driver	(Ahuja, 2000)
3. Linkage formation propensity	Firms form linkages to: Obtain access to needed assets;	Driver	(Ahuja, 2000)
		Enabler	* (Hagedoorn and Schakenraad, 1990; Harrigan, 1988; Nohria and Garcia Pont, 1991);

	<p>** Learn skills;</p> <p>*** Manage their dependence upon other firms;</p> <p>**** Maintain Parity with competitors. Linkage formation reflects firms' inducement or incentives to collaborate. ***** Patterns reflect the prior patterns of inter-firm relationships.</p>		<p>** (Baum, Calabrese, and Silverman, 2000); (Hennart, 1988; Kogut, 1988; Powell, Koput and Smith- Doerr, 1996);</p> <p>*** (Pfeffer and Salancik, 1978);</p> <p>**** (Garcia-Pont and Nohria, 2002).</p> <p>***** (Gulati, 1995, 1999; Gulati and Gargiulo, 1999; Walker, Kogut, and Shan, 1997).</p>
4. Relationship ability	According to this view, a firm's ability to form new relationships is determined by the set of opportunities provided by its position in the network [firm] structure.	<p>Antecedence</p> <p>Enabler</p>	(Ahuja, 2000)
5. Involvement	Interdependent involvement of the stakeholders is linked to their willingness to share the same goals.	Enabler	(Bouwen and Taillieu, 2004)

		Ouctome	
17. Group Support Systems (GSS)	<p>Group Support Systems (GSS) as Support Multi-organizational Collaboration Teams (MCT).</p> <p>* ‘The role of GSSs in this context may be that of facilitating the development of a common set of meta-goals that support participant organizations’ goals, as well as negotiating a common purpose for the collaboration as a whole.’</p>	Enabler Inhibitor	<p>(Ackermann et al., 2005)</p> <p>* (Vangen et al. 1994).</p>
18. Common sense of direction	*Developing a common [joint] sense of direction and attainable goals for all of the participant organizations.	Antecedence Enabler	<p>(Ackermann et al., 2005)</p> <p>* (Gray 1989; Winer and Ray 1994; Mattessich et al. 2001)</p>
19. Building Trust	*Building a trusting relationship among participants is seen by many authors as essential to ensure the success of collaboration	Enabler	<p>(Ackermann et al., 2005)</p> <p>* (e.g. Das and Teng 1998; Lane and Bachman 1998).</p>
20. Issues of power and politics.	<p>Although collaborations do not exhibit a formal framework of managerial authority or power *, it is not uncommon for them to have memberships where some participant organizations are more powerful than others. This can stem from the existence of unequal resources or some form of dependency between organizations. **</p> <p>Such struggles amongst members of a multi-organizational collaborative team could threaten or even destroy the collaborative effort. Indeed, it has been argued that collaboration implies ‘power sharing’. ***</p> <p>Nevertheless, the existence of strong power asymmetries among collaborators has been recognised as a critical factor in developing inter-organizational trust and achieving the intended advantages of collaborating. ****</p>	Inhibitors Enabler	<p>(Ackermann et al., 2005)</p> <p>* (Huxham 1991),</p> <p>** (Emerson 1962; Blau, 1964; Benson 1975).</p> <p>*** (Gray 1989)</p> <p>**** (e.g. Hardy 1994; Hardy and Phillips 1998; Hardy et al. 1998).</p>

21. Relationship Process	* The process that goes on between a participant and the constituency that they represent, as well as the relationships that exist between the participating organizations apart from the collaborative activity within the Multi-organizational Collaboration Team.	Enabler	(Ackermann et al., 2005) * (Schuman 1996).
22. Complexity Awareness	* The implication for GSS interventions is that both the GSS facilitator and GSS participants should be aware of the complexities and subtleties of the inter-organizational networks upon which the implementation of the team recommendations depend.	Antecedence Outcome	(Ackermann et al., 2005) * (Friend, 1990, 1993; Friend and Hickling 1997).
23. Creation of New Knowledge	The importance of knowledge creation has, in particular, been noted by researchers who have studied innovation in inter-firm alliances from a social constructivist perspective (Powell et al., 1996). This stream of literature grows out of a theoretical perspective that sees knowledge as a property of communities of practice (Brown and Duguid, 1991; Hendry, 1996; Larsson et al., 1998) or networks of collaborating organizations (Powell and Brantley, 1992), rather than as resource that can be generated and possessed by individuals. Following the work of Powell et al. (1996) we believe that it is useful to differentiate between knowledge transfer, which we categorize as a strategic effect, and the knowledge creation effects of collaboration. From the perspective of the knowledge creation view, the more collaborative ties an organization has, and the greater the diversity of its partners, the more likely it will be successful at generating new knowledge (Powell et al., 1996; Simonin, 1997). Collaboration thus emerges from a series of ongoing, informal and unplanned relationships (Hakansson, 1990; Von Hippel, 1988). This approach challenges some of the strategic work that emphasizes the importance of a formal agreement with clearly identified goals, highly rational partner selection criteria, specified controls for monitoring performance, and a clear understanding of the termination arrangements (Powell et al., 1996). In summary, this body of literature sees collaboration as somewhat different from the strategic literature. Collaboration is not a means of compensating for the lack of internal skills, nor is it a series of discrete transactions; rather it is a source of ongoing, synergistic partnering leading to knowledge creation (Powell et al., 1996).	Driver Outcome	(Hardy et al., 2003)
24. Knowledge Transfer	The strategy literature emphasizes the way in which collaboration between organizations results in the sharing of critical resources and facilitates knowledge transfer (whilst the learning literature argues that collaboration not only transfers existing knowledge among organizations, but also facilitates the creation of new knowledge and produce synergistic solutions). The development of capacities within organizations is an important potential effect of inter-organizational collaboration. The key to these strategic effects is the extent to which the new capacities are distinctive and consequently provide a competitive advantage to the organization. Following the work of Powell et al. (1996) it is useful to differentiate between knowledge transfer, which we categorize as a strategic effect, and the knowledge creation effects of collaboration. The notion of new knowledge challenges some of the strategic work that emphasizes the importance of a formal agreement with clearly identified goals, highly rational partner selection criteria, specified controls for monitoring performance, and a clear understanding of the termination arrangements (Powell et al., 1996).	Enabler Driver Outcome	(Hardy et al., 2003)
25. Synergies/ Synergistic Solutions	Produce synergistic solutions – create a solution together		(Hardy et al., 2003)

		Driver Enabler Outcome	
26. More Influential Position	Collaboration can help organizations achieve a more central and influential position in relation to other organizations. Research on networks and inter-organizational politics suggests that collaboration can help organizations achieve a more central and influential position in relation to other organizations.	Driver Outcome	(Hardy et al., 2003)
27. Better Strategic Positioning	Network theory (e.g., Burt, 1982; Nohria and Eccles, 1992; Wasserman and Galaskiewicz, 1994) conceptualizes organizations as embedded (Dacin et al., 1999; Granovetter, 1985; Kogut, 2000; Rowley et al., 2000) in networks of linkages, which both facilitate and constrain their actions and shape their interests (Nohria and Gulati, 1992). Proponents of a network perspective argue that the most significant aspect of an organization's environment is the set of other organizations with which it interacts and the pattern of relationships among them.	Driver Outcome	(Hardy et al., 2003)
28. Differentiation	What makes you unique at the organizational as well as at the functionality level. According to Lawrence and Lorsch (1967), differentiation among organizational units refers to differences in orientation as well as in the formal structure. These differences may be found on different organizational levels. On the intra-organizational level, there may be a differentiation of departments and other units within an organization. On the inter-organizational level, there may be a similar differentiation of organizations within the society or within a sector of the society (see Alter and Hage, 1993; Mintzberg, 1993). In the inter-organizational field of public health there is a functional differentiation of roles and tasks in connection with disease prevention, health promotion, medical treatment, rehabilitation etc. There is also a structural differentiation of organizations dealing with public health. These are organizations within the health sector, but also from other governmental sectors such as education, social service, environmental protection, employment service etc.	Antecedence	(Ferriani et al., 2005)
29. Integration	'In the field of public health [integration], requires inter-organizational collaboration across different sectors of the society. Such inter-sectoral collaboration can be organized mainly in the form of multidisciplinary teams across the boundaries of different organizations and sectors. Such an organization is fragile and volatile, however, which means that it needs a lot of management support in order to survive.'	Enabler Driver Outcome	(Hardy et al., 2003)
30. Acquiring new skills	Helping organizations acquire resources and skills that cannot be produced internally.	Driver Outcome	(Hardy et al., 2003) (e.g. Afuah, 2000; Dyer and Singh, 1998; Gulati et al., 2000a; Hamel, 1991; Hamel et al., 1989; Hennart, 1988; Teece, 1986; Williamson, 1991)
31. Pooling resources and produce solutions	Domain theory argues that collaboration helps to pool resources and produce solutions to social problems	Driver Outcome	(e.g., Gray, 1989; Trist, 1983),

			** (Porter, 1996; Prahalad and Hamel, 1990).
37. Developing an enhanced competitive advantage	<p>Strategic effects refer to the way in which collaboration helps organizations to improve their strategic performance by developing an enhanced competitive advantage. *</p> <p>As a result of a variety of activities, including sharing resources, developing technological know-how, sharing knowledge, acquiring new distribution outlets, building a greater understanding of new markets, and securing access to scarce assets. **</p>	<p>Driver</p> <p>Outcome</p>	<p>* (Galaskiewicz and Zaheer, 1999; Gulati et al., 2000b)</p> <p>** (e.g., Amara, 1990; Dyer, 1996; Gulati et al., 2000a).</p>
38. Strategic benefit	<p>According to this view, collaboration is about working with partners to leverage existing resources of all kinds to provide maximum strategic benefit. Thus the strategic effects of collaboration are primarily about the pooling and transfer of resources of all kinds.</p>	<p>Driver</p> <p>Outcome</p>	(Hardy et al., 2003)
39. Capacity to address social problems effectively	<p>Research in the not-for-profit sector also effectively adopts a strategic view of collaboration when it argues that it builds capacities that enable organizations to address social problems more effectively. * In a parallel manner to the strategy literature, researchers of not-for-profit collaboration argue that it is the pooling of resources and knowledge that leads to the solution of otherwise insoluble problems. ** Organizations should collaborate to gain access to combinations of resources that produce new or improved capabilities that allow organizations to do things they could not do alone. While these organizations do not face market pressures, they still compete for funding, clients and government endorsement, and the acquisition of distinctive resources still has a 'competitive' advantage.</p>	<p>Driver</p> <p>Outcomes</p>	<p>* (e.g., Gray, 1989; Huxham, 1996)</p> <p>** (e.g., Gray, 1989; Huxham, 1996),</p>
<p>40. Coevolving (Coevolution)</p> <p>(Interdependency)</p>	<p>[Biology] Successive changes among two or more ecologically interdependent but unique species such that their evolutionary trajectories become intertwined over time. As these species adapt to their environment, they also adapt to one another. The result is an ecosystem of partially interdependent species that adapt together. This interdependence is often symbiotic (each species helps the other), but it can also be commensalist (one species uses the other). Competitive interdependence can emerge as well: one species may drive out the other, or both species may drive out the other, or both species may evolve into distinct, noncompetitive niches. Biological coevolution is just one kind of complex adaptive system.</p> <p>Examples:</p>	<p>Enabler</p> <p>Outcome</p>	(Eisenhardt and Gahmic, 2000)

	<p>Sun, Schwab, Hewlett-Packard.</p> <p>Young firms like NovaMed</p> <p>Knowledge-intensive corporations like consultancy Booz-Allen&Hamilton and IDEO</p>		
41. Rewarding Individual Performance	Reward individual performance regarding their individual and job description achievements instead of rewarding collaboration perse.	Enabler	(Eisenhardt and Gahmic, 2000)
42. Shifting webs (teams) among evolving business	According to these authors, in traditional corporations the web of collaborations amongst businesses often freezes into fixed patterns. Business units share intangible resources such as brands, physical resources (manufacturing facilities), or organizational capabilities such as product development. Once patterns are established they are not revised frequently. Managers is coevolving corporation however, frequently reconnect the links among business. GE Capital is an example of a company that reconnects its collaborative webs. GE Capital was launched with collaborative links to GE's consumer business, such as refrigerators and dishwashers. As time went on GE Capital gained enough scale and expertise to offer its financing services to GE's more sophisticated industrial products business like power plants and jet engines.	Enabler	(Eisenhardt and Gahmic, 2000)
43. Incentives	Self interest based on individual business-unit performance. Business Unit managers who coevolve their business are rewarded for self-interest, not for collaboration. They are rewarded primarily for their individual business performance. That performance is measured externally against key competitors – not internally against planned, preceding year, or sister-business performance – with the metrics typically being a mix of growth, profit and market share. The ultimate reward is being on the team. Rewarding self interest works because win-win collaborations usually create the biggest synergistic pie for the corporation, even when individual business get unequal slices.	Enabler	(Eisenhardt and Gahmic, 2000)
44. No prediction	Corporate executives in coevolving companies don't try to control or even predict the collaboration process, they let the collaboration (and competition) emerge from business units.	Antecedence Enabler	(Eisenhardt and Gahmic, 2000)
45. Business systems	Managers in coevolving companies recognize the importance of business systems: frequent data-focused meetings among business-unit leaders, external metrics to gauge individual business performance, and incentives that favor self interest	Antecedence Enabler	(Eisenhardt and Gahmic, 2000)
46. High Leverage Links	<p>The highest-payoff links can be leverage points with disproportionate synergies. An example of a link would be regular exchange of fashion information in Target (US). In this successful example, fewer links – targeted at the right content – can, counter-intuitively, create more.</p> <p>Example U.S. multichain retailer Dayton Hudson. There are omnly a few collaborative links between the rapidly growing Target chain and upscale retailers arshall Field's and Dayton's.</p>	Driver Enabler Outcome	(Eisenhardt and Gahmic, 2000)
47. Business Units Rule	<p>Heads of business units determine where and when to collaborate. If corporate managers take the lead, they often don't understand the nuances of the business. They are the most effective decision-makers: strategic perspective meets operating savvy.</p> <p>Example: General electric 'receiver-based communication.' Meetings.</p>	Antecedence Enabler	(Eisenhardt and Gahmic, 2000)
48. Enabling Context	Corporate executives create the context in which collaboration	Antecedence	(Eisenhardt and

48. Enabling Context	can occur.	Antecedence Enabler Outcome	Gahmic, 2000)
49. Tension	Benefits have been ascribed to the positive tension that arises from crossing experientially and cognitively different standpoints. Teams tend to perform better when they experience task related conflict stemming from their different perspectives.	Enabler Inhibitor	(Amabile et al., 2001) (Bartunek & Louis, 1996; Nyden & Wiewel, 1992; Tjosvold, 1996)
50. Different view points /Diversity	Useful new ideas can arise from the combination of very different view points into a creative tension	Enabler / Inhibitor	(Amabile et al., 2001) (Kirton, 1976; Koestler, 1964; Senge, 1990)
51. Conflict Resolution	Negative tensions can arise which is why conflict resolution is extremely important to collaboration	Enabler Outcome	(Amabile et al., 2001) (Tjosvold, 1986)
52. Firm Attractiveness	A firm's attractiveness to potential partners and hence its opportunities to collaborate are likely to vary positively with its stocks of technical, commercial and social capital. In the context of resource-based and social networking theory literature, there are three kinds of accumulated capital: technical, commercial and social. A firm's incentives and opportunities to form linkages. Firms possessing these capital stocks enjoy advantages in linkages formation. However, firms lacking these accumulated resources can still form linkages if they generate a radical technological breakthrough	Driver Outcome	(Ahuja, 2000)
53. Possession of technical or commercial Capital	The possession of technical or commercial capital can help a firm to become attractive in the linkage formation. They affect	Driver Outcome	(Ahuja, 2000)
54. Technological progress	Technological progress is often an incremental process, with knowledge building upon past knowledge and experience in an additive fashion, resulting in the emergence of discernible technological trajectories	Driver Outcome	(Ahuja, 2000) ...
55. Balance of dependency and Autonomy	A balance of dependence and autonomy is needed for initiating inter-organizational relationships.	Enabler	(Tsais, 2009)
56. Alignment of Inter-organizational relationship Dynamics	These relationships at the interpersonal level through positive attributes (attitudes, perceptions and trust) and interpersonal ties of individuals representing their organizations. Sources of conflict such as value differences divergent goals, and personality clashes, also influence the working relationships of these organizations.	Enabler	(Tsais, 2009)
57. Collaboration as capacity building	Inter-organizational collaboration as a way to build capacity and leverage existing resources to enable organizations to address social problems more effectively.	Driver Outcome	(Tsais, 2009) (Gray, 1989; Huxam, 1996).
58. Pool of resources	It helps orgs. Acquire a pool o resources and skills	Driver Outocme	(Tsais, 2009) (Hamel, 1991, Williamson, 1991; Gulati, Nohria and Zaheer, 2000).
59. New Knowledge	Create and acquire new knowledge that allows synergistic	Driver	(Tsais, 2009)

	solutions to complex problems.	Outcome	(Weiss, Anderson, and Lasker, 2002).
60. Managing/ Setting the boundaries	Resource dependency theory assumes that organizations establish links with other organizations to reduce environmental uncertainty and manage their dependence. A boundary represents the domain in which an organization interacts with its environment to survive.	Enabler Driver	(Tsais, 2009)
61. Boundary-Spanning activities/ Boundary Spanners	Negotiations, contracting, cooperation and collaboration itself. (Networking). Boundary Spanners act as agents of influence to both internal and external parties, forging social connections and building relationships across their organizations. Such individuals have both external ties to other organizations and internal links to their own organizations and therefore are knowledgeable about the configuration of relationships between and within organizations	Antecedence Enabler	(Tsais, 2009)
62. Crossing external boundaries	Individuals cross the external boundaries to collect valuable information, interpret this information and disseminate it throughout their organizations.	Enabler and Driver	(Tsais, 2009) (Adams, 1976) pp.6 - 8 (Van de Ven and Ferry, 1980; Boje and Whetten, 1981; Laumann, Marsden and Presnky, 1983; Doreian and Woodard, 1992; Morrissey, 1992; Wright and Shuff, 1995; Wasserman and Faust, 1995; Marchington and Vincent, 2004).
63. Values and Complementary Goals	The importance of complementary goals and common interests among their organizations or collaborative relationships to evolve in support of a collective response. The majority of NGO participants in this study noted reciprocal exchanges among organizations as beneficial in that they ultimately produce an effective, estimable, and worthwhile relationship, with positive gains for all parties involved.	Antecedence Enabler	(Tsais, 2009)
64. Shared Vision and Interests	NGO respondents emphasized the importance of complementary organizational goals, along with a shared vision as an essential feature of ensuring progressive development, and ultimately of maintaining successful and mutually productive resource exchange relationships among NGOs.	Antecedence Enabler Outcome	(Tsais, 2009)
65. Reciprocity	Reciprocity exists because each partner organization is forward looking, and each hopes to benefit from the help of the other. Help and assistance are expected, and there is confidence in relying on one another, because it is in everyone's self-interest to do so. If the NGO boundary spanners perceive others' interests and goals as threatening and hindering their own aspirations or suspect others' interests and goals will only minimize their own chances of goal attainment, they may be tempted to engage in manipulative behavior in order to better reach their own goals.	Enabler	(Tsais, 2009)
66. Domain Consensus	Domain consensus among NGOs appears to be crucial in setting the stage for collaborative relations. Domain consensus refers to the set of expectations for members of an organization and for other actors of what the organization will and will not do.	Enabler & Antecedence Outcome	(Tsais, 2009)

67. Accountability relationships (Mutuality)	Accountability relationships [in state-level – government agencies contracts] were based on mutuality. Flexibility, discretion, negotiation and collaborative problem solving are attributes of these relationships.	Antecedence Enabler Outcome	(Amirkhanyan, 2009) (Bovaird, 2006), (Imperial, 2005), and (Johnston and Romzek 1999, Romzek and Johnston, 2002), (Johnston and Romzek, 1999, 387, 391)
68. Re-adjustment (Reflectivity)	If good will and trust exist between the agency and the contractor, the parties often proceed with the understanding that performance expectation will be negotiated and if necessary adjusted.	Enabler	(Amirkhanyan, 2008) (Romzek and Johnston, 2002)
69. Long-term Relationships	Long-term Relationships and the associated perceived goal congruence and trust may result in higher prevalence of collaborative activities	Enabler Outcome	(Amirkhanyan, 2008)
70. Individual-level activity	Collaboration is more than just an institutional form but rather an individual-level activity. Contracts, networks, cross-sector and cross-jurisdictional partnerships may incorporate a different degree of joint decision making at the individual and even informal level.	Enabler	(Amirkhanyan, 2008)
71. Relational Quality	The personal bonds between key executives on both sides of an alliance, on their trust in each other and on the broader reputation the partners have for fair dealing	Antecedence Enabler Outcome	(Ariño and de la Torre, 1998) (Hosmer 1995, Zaheer and Venkatraman 1995, Ring 1996, and Sydow 1997)
72. Patterns of Interaction	A firm learns about its partner by interacting with it. The knitting thread of the process of collaboration is the series of interactions between the partners (Ring and Van de Ven 1994, Madhok 1995, Doz 1996). In fact, Kumar and Nti (1998) argue that the extent to which the partners meet their goals depends partly on the pattern of interaction. Since previous interactions are likely to affect subsequent ones (Larsson et al. 1998), such patterns acquire considerable importance. Consequently, understanding how a firm assesses efficiency and equity outcomes in its interactions with the partner, and how this may lead it to take corrective actions, either unilaterally or in concert with the partner, is critical to gain deeper predictive insights into the collaboration process.	Enabler [Inhibitor]	(Ariño and de la Torre, 1998)
73. Environmental changes	Alliance failure can thus be attributed to Environmental Changes that modify the efficiency or equity conditions to a non remediable degree.	Inhibitor	(Ariño and de la Torre, 1998)
74. Performance breach	Alliance failure can also be attributed to a breach in performance in the commitment and result in a deteriorated relationship	Inhibitor	(Ariño and de la Torre, 1998)
75. Negotiation and Commitment Reiteration	As commitments are executed, learning processes unfold that result in a re-evaluation of those initial conditions. A new sequence of negotiation and commitment takes place that may lead to a set of revised conditions (or new equilibrium) followed in turn by a new execution stage. Changes in external conditions may also precipitate a similar cycle.	Enabler	(Ariño and de la Torre, 1998)
76. Network Integration	Takes place through a voluntary participation of different organizations (in order to achieve co-operation or collaboration)	Enabler	(Axelsson and Axelsson, 2006)

	that are not part of a hierarchy or Market		(Powell, 1990; Thompson et al., 1991; Child and Faulkner, 1998).
77. Vertical Integration	Takes place between organizations or organizational units on different levels of a hierarchical structure	Enabler	(Axelsson and Axelsson, 2006) (Hvinden, 1994).
78. Horizontal integration	Takes place between organizations or units that are on the same hierarchical level or have the same status	Enabler	(Axelsson and Axelsson, 2006) (Hvinden, 1994).
79. Collaborative Integration	Can be defined as a form of integration with a high degree of horizontal integration but a low degree of vertical integration. This means that most integration is accomplished through voluntary agreements and mutual adjustments between the organizations involved. This form of integration is based on a willingness to work together and it may be implemented through intensive contacts and communications between the different organizations.	Enabler	(Axelsson and Axelsson, 2006) (Alter and Hage, 1993).
80. Co-operative integration	Can be defined as a form of integration with a high degree of both vertical and horizontal integration. This form of integration is usually based on hierarchical management, but combined with voluntary agreements and 'mutual adjustments' between the organizations involved (Mintzberg, 1993). This means that the decisions of the management hierarchy are wide enough to give room also for more informal contacts and communications between the different organizations.	Enabler	(Axelsson and Axelsson, 2006)
81. Differentiation	This means a functional differentiation, which usually leads to a structural differentiation of departments and other organizational units (Galbraith, 1977). Co-operation and collaboration may be more effective when there is a high degree of differentiation. Thus, the concept of differentiation includes both functional and structural aspects. It also includes differences in attitudes and behaviours among the different functional departments, which may be a consequence of their different roles and tasks.	Enabler	(Axelsson and Axelsson, 2006)
82. Initial dispositions toward cooperation	People are more likely to cooperate when they expect their own "nice" behavior to be rewarded with nice behavior by others (Axelrod 1984). At least for a time they will regard setbacks as temporary aberrations not threatening the relationship. When parties do not trust each other initially, however, they worry about making early gestures necessary to increase trust; thus, individuals favoring cooperation will have a hard time selling it as an approach, and fragile successes can be undermined easily by "I told you they can't be trusted" reactions. (Gulati 1995, McAllister 1995, Arifio and de la Torre 1998).	Antecedence	(Faerman et al., 2001)
83. Issues & Incentives	They present occasions for the ongoing structuring of relationships.	Enabler Driver	(Faerman et al., 2001)

	<p>People who favor more extensive cooperation emphasize its "pragmatic necessity" in dealing with tighter economic, technological, and social connections (Daft and Lewin 1993, Gray 1989). Cooperation provides benefits because parties can pool knowledge and complementary strengths; deal with their interdependencies more effectively; combine similar operations and thus take advantage of economies of scale; manage geographically dispersed operations and diverse laws, cultures, and politics; and handle crises more effectively (Powell et al. 1996, Gulati and Singh 1999). Of course, conflicts over values, ambitions, and interests may give people incentives not to cooperate, and even intense cooperation can decay when the forces pulling people together-such as a compelling task or charismatic leader-no longer offset such tensions (Bennis and Biederman 1997).</p>	(Inhibitor)	
84. Number & Variety	<p>The number and variety of organizations involved. The number and variety of groups involved in a task make cooperation more or less likely by affecting group dynamics and the costs of arriving at agreements. Cooperation develops more easily when parties are similar and/ or have personal ties, and when the number of parties is small enough that they can reach and enforce agreements at reasonable cost. It is less likely when group size and diversity introduce so many different perspectives and needs that disagreements can overwhelm potential agreements (Parkhe 1993b, Kumar and Nti 1998, Zaheer et al. 1998). Yet, larger numbers and diversity also can facilitate agreements by creating possibilities for bargains among people with different but compatible preferences. Snidal (1995, p. 57) writes, "institutions play an important role in determining the number and character of participants in an issue and thereby mitigate the independent effect of n and actor heterogeneity on institutional performance and cooperation." He concludes that the impact of the number and heterogeneity of participants on collective action depends on the specific types of heterogeneity involved, the nature of the problem, and institutional context.</p>	<p>Antecedence</p> <p>Enabler</p> <p>Inhibitor</p>	(Faerman et al., 2001)
85. Good History -	<p>A history of good-faith negotiations, legal safeguards, and/or established monitors of behavior reduce the risks of being cheated, and increase faith in the process (Ostrom 1990, 1998; Williamson 1996).</p> <p>First-hand dealings with others partly shape these attitudes we learn who we can or cannot trust from personal experience. Institutionalized practices, however, also make it more likely that these personal experiences favor cooperation. A history of good-faith negotiations, legal safeguards, and/or established monitors of behavior reduce the risks of being cheated, and increase faith in the process (Ostrom 1990, 1998; Williamson 1996). Furthermore, employment practices and social rewards and punishment generally favor those who earn reputations for being "reasonable" or "good people." Thus, people might come to favor cooperation on the basis of calculated self-interest (Williamson 1996) and/or because they</p> <p>accept it as the appropriate way of doing things (March 1999). Personal experience and institutionalized practices also can inhibit cooperation, as in the case of longstanding adversaries.</p>	<p>Antecedence</p> <p>Outcome</p> <p>Inhibitor</p>	(Faerman et al., 2001)
86. Rewards for Participation	<p>Employment practices and social rewards and punishment generally favor those who earn reputations for being "reasonable" or "good people." Thus, people might come to favor cooperation on the basis of calculated self-interest (Williamson 1996) and/or because they accept it as the appropriate way of doing things (March 1999). Personal experience and institutionalized practices also can inhibit cooperation, as in the case of longstanding adversaries.</p>	<p>Enabler</p> <p>Driver</p>	(Faerman et al., 2001)

87. Resistance to collaborate	Members of complex teams are less likely to share knowledge freely, to want to learn from one another, to shift workloads flexibly to break up unexpected bottlenecks, to help one another complete jobs and meet deadlines, and to share resources – in other words, to collaborate. They are less likely to say that they want one another to succeed, or view their goals as compatible.	Inhibitor	(Gratton and Erickson, 2007)
88. Team size	As the size of a team increases beyond 20 members, the tendency to collaborate naturally decreases	AntecedenceInhibitor	
89. Higher Education	Complex collaborative teams often generate huge value by drawing on a variety of deeply specialized skills and knowledge to devise new solutions. Research shows that the greater the proportion of highly educated specialists on a team, the more likely the team is to disintegrate into unproductive Conflict. The higher level of education the collaborative team members have the less they want to share their knowledge	Antecedence Inhibitor	(Gratton and Erickson, 2007)
90. Virtual Participation	Most complex collaborative teams have members who are working at a distance from one another. Again, the logic is that the assigned tasks require the insights and knowledge of people from many locations. Team members may be working in offices in the same city or strung across the world. Only 40% of the teams in this study sample had members all in one place. This research shows that as teams become more virtual, collaboration declines.	Enabler Inhibitor	(Gratton and Erickson, 2007)
91. Diversity	Rapid assembly of people from multiple backgrounds and perspectives, many of whom have rarely, if ever, met. Their diverse knowledge and views can spark insight and innovation. Research shows that the higher the proportion of people who don't know anyone else on the team and the greater the diversity, the less likely the team members are to share knowledge	Enabler Inhibitor	(Gratton and Erickson, 2007)
92. Collaborative Architecture	Executives can encourage collaborative behaviour by making highly visible investments – in facilities with open floor plans to foster communication, for example – that demonstrate their commitment to collaboration.	Enabler	(Gratton and Erickson)
93. Role modeling collaborative behavior	At companies where the senior executives demonstrate highly collaborative behavior themselves, teams collaborate well.	Enabler	(Gratton and Erickson)
94. Mentoring and Coaching	Mentoring and coaching – especially on an informal basis – help people build the networks they need to work across corporate boundaries.	Enabler	(Gratton and Erickson)
95. Collaborative Skills Training	Human resources departments that teach employees how to build relationships, communicate well, and resolve conflicts creatively can have a major impact on team collaboration.	Enabler	(Gratton and Erickson)
96. Supporting a strong sense of community	When people feel a sense of community, they are more comfortable reaching out to others and more likely to share knowledge.	Enabler	(Gratton and Erickson)
97. Team leaders that are both task- and relationship-oriented	The debate has traditionally focused on whether a task or a relationship orientation creates better leadership, but in fact both are key to successfully leading a team. Typically, leaning more heavily on a task orientation at the outset of a project and shifting toward a relationship orientation once the work is in full swing works best.	Enabler	(Gratton and Erickson)
98. Building on heritage relationships.	When too many team members are strangers, people may be reluctant to share knowledge. The best practice is to put at least a few people who know one another on the team.	Enabler	(Gratton and Erickson, 2007)
99. Role and task clarity	Cooperation increases when the roles of individual team members are sharply defined yet the team is given orientation on how to achieve the task.	Antecedence Enabler	(Gratton and Erickson, 2007)

100. Interactive skills Training	This study showed that a number of skills were crucial: appreciating others, being able to engage in purposeful conversations, productively and creatively resolving conflicts, and program management. By training employees in those areas, a company's human resources or corporate learning department can make an important difference in team performance.	Enablers	(Gratton and Erickson, 2007)
101. Corporate Collaborative skills training	PwC's training includes modules that address teamwork, emotional intelligence, networking, holding difficult conversations, coaching, corporate social responsibility, and communicating the firm's strategy and shared values. PwC also teaches employees how to influence others effectively and build healthy partnerships.	Enabler	(Gratton and Erickson, 2007)
102. Events & Networking	While a communal spirit can develop spontaneously, we discovered that HR can also play a critical role in cultivating it, by sponsoring group events and activities such as women's networks, cooking weekends, and tennis coaching, or creating policies and practices that encourage them.	Enablers	(Gratton and Erickson, 2007)
103. Collective Impact on Society	While collaborative efforts are designed to increase the chances of survival for individual organizations, they also produce collective impacts on society as a whole (Trist, 1983; Gray, Westley, and Brown, 1998) that, according to Stern and Barley (1996) have largely been unacknowledged. Collaborative efforts, can, for example, introduce new governance mechanisms for the domain (Kennelly-McGinnis, 1997), reframe values and precipitate power shifts (Schon and Rein, 1994; Hardy and Phillips, 1998) and, effectively, restructure entire organizational fields (Heimer, 1985; Powell, 1993; Powell, Koput, and Smith-Doer, 1996; Gray, Westley, and Brown, 1998).	Driver/ Outcome (Value Added – Synergies – Policy Making?)	(Gray, 2000)
104. Problem resolution or goal achievement	For cross-sectoral collaborations: the extent to which collaborative activities have ameliorated the negative aspects of the domain problem (e.g. reduced illiteracy or limited the spread of illness); or increased positive outcomes (such as the creation of new jobs, increased self-reliance of communities, etc.).	Driver Outcomes	(Gray, 2000)
105. Generation of social capital	Refers to the aggregate of actual or potential resources that can be mobilized through social relationships and membership in social networks (Nahapiet and Ghoshal, 1998). From this perspective, evidence that collaboration has generated social capital within the domain would be the presence of, or increase in, trust and norms of reciprocity among the stakeholders (Putnam, 1993; Coleman, 1988). Increasing levels of trust among stakeholders and the construction of shared norms about stakeholder interaction has been used to compare collaborations in different settings (Gray, Westley, and Brown, 1998).	Driver Outcome	(Gray, 2000)
106. Creation of shared meaning	This derives from social constructionism (Berger and Luckman, 1966). From this view collaboration occurs when the various stakeholders share a common interpretation about the problem domain and what actions should be taken with respect to it. Assessment of the extent of collaboration from this perspective focuses on the degree of shared meaning among stakeholders (Bougon, Weick, and Binhorst, 1977; Weick and Bougon, 1986; Smircich, 1983; Donnellon, Gray, and Bougon, 1986).	Antecedence Enabler Driver Outcome	(Gray, 2000)
107. Changes in network structure	This perspective is a structuralist one. In this view, the focus evolves around changes in the network relationships among the stakeholders. One possibility here is that an increasing density within the network of stakeholder interactions represents an increased organization of the domain.	Enabler Inhibitor Outcome	(Gray, 2000)

108. Shifts in the power distribution (Equal Power distribution)	Focuses on the power dynamics among the stakeholders and considers the extent to which a more equal distribution of power emerges as the domain develops (Gricar and Brown, 1981; Gray , Westley, and Brown, 1998; Hardy and Phillips, 1998). Implicit in this perspective are questions about the extent of institutional change induced by the collaboration and shifts in the governance structure of the domain.	Enabler Outcome	(Gray, 2000)
109. Communities of learning	A process oriented approach in which learning enables an effective collaboration, which creates common cultures. One way to foster reciprocity is to create ‘communities of learning’ within multi-actor collaborations that bridge multiple organizations and levels (Wenger 1998). As a result, norms of reciprocity will develop and lead to a ‘common culture,’ which is ‘a pattern of basic assumptions – invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration – that has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems’ (Schein 1985: 9). To characterize the quality of these ‘communities of learning’ and ‘common cultures,’ one would look for the following: a shared ownership of the task or project; open, concrete, and personal communication; mutually energizing and mutually rewarding activity; and deep or ‘double-loop’ learning (Bouwen 2001)	Enabler/ Driver Outcome	(Hackley et al., 2006)
110. Conflict resolution	Collaborating to promote negotiation and conflict resolution across international boundaries is a goal for increasing numbers of organizations and individuals.	Driver Outcome	(Hackley et al., 2006)
111. Synergy	The potential benefits are obvious: the synergies that arise when organizations whose members have diverse skills and expertise share them with others who have different and often complementary abilities and knowledge, as well as enhanced access to capital, both human and financial and the opportunity to maximize economies of scale.	Enabler Driver Outcome	(Hackley et al., 2006)
112. Obstacles	Incompatible and even competing agendas, uncoordinated and inefficient strategies, ineffective communication, poor implementation, and, ironically, increased conflict and tension seem all but inevitable.	Inhibitors	(Hackley et al., 2006)
113. Multi-party situations/ Collaborative Engagement	Three basic characteristics of collaboration in multi-party situations are shared decision-making, meaningful participation, and shared responsibility	Enablers	(Chisholm and Vansina 1993; Bouwen and Taillieu 2004).
114. Shared Decision Making	For decision-making to be shared, actors must contribute to the planning stages, accept responsibility for the outcome, and participate in an ‘open method of coordination’	Enabler	(Hackley et al., 2006) (European Union 2000).
115. Meaningful Participation	For participation to be meaningful, success must be realistically achievable, clear role boundaries must be established, and involvement must occur within an atmosphere of openness and trust.	Enabler	(Hackley et al., 2006) (Chisholm and Vansina 1993).
116. Shared Responsibility	For responsibility to be shared, there must be a true exchange of information, a shared construction of reality, and an empowerment of members through the valuation and use of their skills	Enabler	(Hackley et al., 2006) (Bouwen and Taillieu 2004).
117. Environmental Conditions	Using both existing literature and their own field data, Mizrahi and Rosenthal (2001) developed a framework to define the basic components of successful collaborative efforts, including:	Enablers	(Hackley et al., 2006)

	<p>• Conditions. Political, economic, and community conditions all affect the success of any group process, because these conditions help determine who is in authority and what the distribution of resources and power will be. (Benson 1975).</p>	<p>Inhibitor</p> <p>Driver</p> <p>[Outcome]</p>	
118. Commitment	<p>Commitment. Success is affected by the level of commitment of a core membership representing a variety of groups that wish to achieve a common goal and believe that collaboration will help them achieve it (Mizrahi and Rosenthal 2001).</p>	<p>Antecedence</p> <p>Enablers</p>	(Hackley et al., 2006)
119. Making valuable contributions	<p>Contributions. Actors must commit and follow through with contributions of ideology (to provide a framework for decision-making and action), of power (which can only be wielded by the group of actors to the extent that member actors have given it authority [Mauss 1975]) or of resources (both tangible, such as funding and staff, and intangible (such as expertise and information).</p>	<p>Enablers</p>	(Hackley et al., 2006)
120. Collaborative Competence	<p>Competence. Competence in the form of analytical and inter-relational skills is required to move the coalition toward its goal, to maintain a leadership core, and to sustain a membership base (Rosenthal and Mizrahi 1994).</p>	<p>Enablers</p>	(Hackley et al., 2006)
121. Reciprocity	<p>According to Bouwen and Taillieu (2004), to truly achieve synergistic outcomes from collaboration, one must look beyond conditions, commitment, contributions, and competence for the presence of a single pre-eminent criterion: reciprocity. Reciprocity is the sole characteristic noted thus far that is exclusive to collaborative – as opposed to individual – efforts.</p> <p>True reciprocity includes respect for individuality within the context of shared purposes. In the simplest terms, communities of learning and common cultures support activity coordination and foster environments in which individual actors can come together to get the work done in optimal form. More effectively integrating such processes as shared decision-making and ideological contributions into a collaborative effort results in more successful coordination of such tasks as the delegation of duties and the allocation of resources.</p>	<p>Enabler</p>	(Hackley et al., 2006)
122. Shared Ownership	<p>Shared ownership of the task. All actors need to feel part of the conceptualization and operationalization of the task that has brought them together. The result is a sense of both the duty and the privilege of participating in the task's completion and in maintaining highly functioning relationships with the other actors. To promote shared ownership, the process must be both inclusive and participatory.</p>	<p>Antecedence</p> <p>Enabler</p> <p>Outcome</p> <p>Inhibitor</p>	(Hackley et al., 2006)
123. Inclusive communication	<p>Open, concrete, and personal communication. Inclusiveness is founded upon an open process that involves each of the members in productive ways and that values each of their contributions. For parties to feel fully involved and valued, there must be a process of communication that clearly defines the needs, interests, and importance of each party.</p>	<p>Antecedence</p> <p>Enabler</p>	(Hackley et al., 2006)
124. Energizing Activity	<p>The more energizing and rewarding the activity, the more likely it is to carry the parties forward through the stages necessary for task completion. When given invigorating tasks, actors are more likely to remain committed to the process and to each other.</p>	<p>Enabler</p>	(Hackley et al., 2006)
125. Double loop Learning	<p>Typically, problem-solving activity requires the identification and correction of errors. Argyris and Schon argue that both single- and double-loop learning can facilitate organizational change. In single-loop learning, when an overarching objective has not been met, the original objective-attainment strategy is replaced with another. However, in double-loop learning, when an error is detected, the overarching objective itself is questioned. 'Double-loop learning occurs when error is detected and corrected in ways that involve the modification of an organization's underlying norms, policies and objectives' (Argyris and Schon 1978: 3).</p>	<p>Enabler</p> <p>Outcome</p>	(Hackley et al., 2006)

126. Coordination	<p>Ultimately, the purpose of collaboration is a more effective and efficient, as well as meaningful, means of achieving an objective. To that end, successful collaboration lays the groundwork for successful coordination: the more effectively actors can work together and learn from each other, the more they will be able to efficiently and productively develop and implement their agenda.</p> <p>Collaboration and coordination are related and even overlapping terms. In keeping with much of the literature, we use collaboration to refer to the coming together of diverse entities to achieve a shared goal, while coordination refers to the management of that relationship to achieve that goal effectively. In other words, collaboration is the means, and coordination is the hoped-for end.</p>	Enabler	(Hackley et al., 2006)
127. Collaboration as competition	<p>Successful companies never forget that their new partners may be out to disarm them. They enter alliances with clear strategic objectives, and they also</p> <p>understand how their partners' objectives will affect their success.</p>	Driver	(Hamel and Prahalad, 1989)
128. Occasional Conflict	Occasional conflict may be the best evidence of mutually beneficial collaboration. Few alliances remain win-win undertakings forever. A partner may be content even as it unknowingly surrenders core skills.	Enabler	(Hamel and Prahalad, 1989)
129. Competitive compromise.	Companies must defend against competitive compromise. A strategic alliance is a constantly evolving bargain whose real terms go beyond the legal agreement or the aims of top management. What information gets traded is determined day to day, often by engineers and operating managers. Successful companies inform employees at all levels about what skills and technologies are off-limits to the partner and monitor what the partner requests and receives.	Enabler	(Hamel and Prahalad, 1989)
130. Learning from partners	Successful companies view each alliance as a window on their partners' broad capabilities. They use the alliance to build skills in areas outside the formal agreement and systematically diffuse new knowledge throughout their organizations.	Enabler Driver Outcome	(Hamel and Prahalad, 1989)
131. Absorptive capacity	Using an alliance with a competitor to acquire new technologies or skills is not devious. It reflects the commitment and capacity of each partner to absorb the skills of the other. We found that in every case in which a Japanese company emerged from an alliance stronger than its Western partner, the Japanese company had made a greater effort to learn.	Driver Enabler	(Hamel and Prahalad, 1989)
132. Strategic intent	An essential ingredient in the commitment to learning. The willingness of Asian companies to enter alliances represents a change in competitive tactics, not competitive goals. Western companies, on the other hand, often enter alliances to avoid investments, they are more interested in reducing the costs and risks of entering. It's not devious to absorb skills from your partner that's the whole idea. Acquiring new businesses or markets in acquiring new skills.	Enabler Driver	(Hamel and Prahalad, 1989)
133. Overcoming Previous Expectations (It's all about learning)	Whether collaboration leads to competitive surrender or revitalization depends foremost on what employees believe the purpose of the alliance to be. It is self-evident: to learn, one must want to learn. Western companies won't realize the full benefits of competitive collaboration until they overcome an arrogance of decades of leadership. In short, Western companies must be more receptive.	Antecedence Enabler/	(Hamel and Prahalad, 1989)
134. Acquiring new benchmarks	Collaboration doesn't always provide an opportunity to fully internalize a partner's skills. Yet just acquiring new and more precise benchmarks of a partner's performance can be of great value. A new benchmark can provoke a thorough review of internal performance levels and may spur a round of competitive innovation.	Driver Outcome	(Hamel and Prahalad, 1989)
135. Getting Closer to Rivals	Competitive collaboration also provides a way of getting close enough to rivals to predict how they will behave when the alliance unravels or runs its course. How does the partner	Driver Outcome	(Hamel and Prahalad, 1989)

	respond to price changes? How does it measure and reward executives? How does it prepare to launch a new product? By revealing a competitor's management orthodoxies, collaboration can increase the chances of success in future head-to-head battles.		
136. Ambiguity for learning	Managers are too often obsessed with the ownership structure of an alliance. Whether a company controls 51% or 49% of a joint venture may be much less important than the rate at which each partner learns from the other. Companies that are confident of their ability to learn may even prefer some ambiguity in the alliance's legal structure. Ambiguity creates more potential to acquire skills and technologies. The challenge for Western companies is not to write tighter legal agreements but to become better learners.	Enabler	
137. Competitive Renewal	Running away from collaboration is no answer. Even the largest Western companies can no longer outspend their global rivals. With leadership in many industries shifting toward the East, companies in the United States and Europe must become good borrowers—much like Asian companies did in the 1960s and 1970s. Competitive renewal depends on building new process capabilities and winning new product and technology battles. Collaboration can be a low-cost strategy for doing both.	Driver Outcome	(Hamel and Prahalad, 1989)
138. Distinguishing good from bad collaboration	<p>Collaboration can deliver tremendous benefits (innovative offerings, new sales). But it can also backfire if its costs (including delays stemming from turf battles) prove larger than you expected.</p> <p>To distinguish good collaboration from bad, estimate three factors:</p> <p>Return. 'What cash flow would this collaboration generate if executed effectively?'</p> <p>Opportunity cost. 'What cash flow would we pass up by investing in this project instead of a non-collaborative one?'</p> <p>Collaboration costs. 'What cash flow would we lose owing to problems associated with cross-unit work?'</p>	Prerequisites	(Hamel and Prahalad, 1989)
139. Conflict between groups	<p>Many cross-business project teams experience conflict over goals, budgets, and schedules as well as the division of work and the sharing of resources (including people, technologies, and access to customers).</p> <p>EXAMPLE An initiative by the Norwegian risk-management services firm Det Norske Veritas (DNV) to increase sales by cross-selling services to food companies was undermined by the two units' unwillingness to share their customer relationships.</p>	Inhibitors	(Hamel and Prahalad, 1989)
140. Competing individual objectives	<p>Team members are often pulled between a project's goals (such as jointly serving one group's customers) and existing financial incentives (such as bonuses based on revenue from their own customers).</p> <p>EXAMPLE Members of DNV's cross-unit initiative were charged with meeting individual sales and profit targets within their own group while also cross-selling the other group's services.</p>	Inhibitors	(Hamel and Prahalad, 1989)
141. Logistic	Even when conflict is minimal and incentives are properly	Inhibitors	(Hamel and

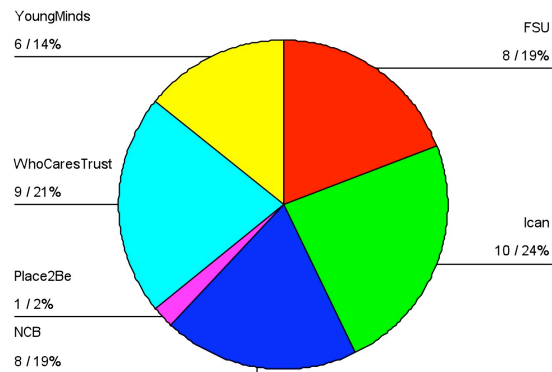
141. Logistic Challenges	aligned, the team will face challenges in coordinating logistics and meshing the participating groups' work practices.	Inhibitors	Prahalad, 1989)
142. Calculating Collaboration Premium	<p>Avoiding Collaboration That Destroys Value</p> <p>In calculating the collaboration premium:</p> <p>Don't overestimate the financial return. Never forget that the goal of collaboration is not collaboration but, rather, business results that would be impossible without it.</p> <p>Opportunity costs: Executives evaluating any proposed business project should take into account the opportunities they will forgo by devoting resources to that project. If the project requires collaboration, it's important to consider alternative non-collaborative activities with potentially higher returns. The opportunity cost is the estimated cash flow from the most attractive project not undertaken.</p> <p>Collaboration costs. In most companies it's difficult to get people in different units to work together effectively. Issues relating to turf, such as the sharing of resources and customers, can make groups resistant to collaborate.</p>	Antecedence	(Hansen, 2009)
143. Collaboration as Recession Strategy	<p>Collaboration is a crucial element of the recession strategy, allows you to generate profits by exploiting existing assets – to do more with what you already have. Three kinds of collaboration are especially valuable in a recession:</p> <p>Cross-selling start programs to sell additional products to existing customers, who are more likely to buy than those who don't know you. This can increase your sales and lower the cost of selling, thus raising your profit per customer.</p> <p>Best-practice transfer. Identify units in your company that are particularly efficient at certain activities</p>	Driver/ Outcome	(Hansen, 2009)
144. Democratization of innovation	In agreement with Chesbrough, Von Hippel (2005) suggests the phrase 'democratization of innovation,' as concurring that firms need to combine and co-ordinate resources in a multi-stakeholder context.	Antecedence Driver (Outcome)	(Holmes and Smart, 2009)
145. Innovation Capability	Learning processes are fluid and knowledge will gradually become codified as collaborative innovation capabilities mature.	Driver Outcome	(Holmes and Smart, 2009)
146. Adaptation to new information	<p>Enabling the firm to identify innovations from the collaboration (Chesbrough, 2004). Here, the corporate actors adapted and responded to new information coming from their engagement partner, demonstrated they had the flexibility to change to realize innovative benefits (Waddock, 1988) and were also able to identify and utilize new resources and new information made available through the collaboration.</p> <p>Through increased involvement in co-innovation, the search for new value is extended into new and unbounded territory. Greater levels of openness can engender richer learning contexts that challenge the bounded rationality of collaborators to reveal new knowledge bundles that spur innovation</p>	Enabler (Driver?)	(Holmes and Smart, 2009)

	activity. Managing this meta knowledge from the gaps between organization creates a priority for stakeholders seeking to reap value for new procedures, processes and regulation. This uncovers management and organization challenges, exclusive to the open innovation model, in which the 'R&D laboratory' may occupy the entire space between organizations a not just between two separate R&D facilities. The traditional R&D function has become a distributed organizational concern and a multi-functional operation.		
147. Openness	Organizations collaborate with a certain degree of 'openness'. This might be contingent on the extent to which collaborative capabilities have penetrated various parts of a business and how organizations construe value creation.	Antecedence Enabler	(Holmes and Smart, 2009)
148. Collaborative architecture/ principles	All too often firms jump into relationships without considering their structure and organizing principles. Given your strategy, how open or closed should your firm's network of collaborators be? And who should decide which problems the network will tackle and which solutions will be adopted?	Antecedence Enabler Inhibitor	(Pisano and Verganti, 2008)
149. Elite Circle Collaboration	One company selects the participants, defines the problem, and chooses the solutions. You know the knowledge domain from which the best solution to your problem is likely to emerge. Having the best experts is important, and you have the capability to pick them. You can define the problem and evaluate the proposed solutions. (Decision Makers and experts)	Antecedence Architecture (Enabler)	(Pisano and Verganti, 2008)
150. Innovation Mall	Where one company posts a problem, anyone can propose solutions, and the company chooses the solutions it likes best. You need ideas from many parties, and the best ideas may come from unexpected sources. The consequences of missing a better solution from an elite player are limited. Participating in the network is easy The problem is small or, if large, can be broken into modular parts. You can evaluate many proposed solutions cheaply.	Antecedence Architecture Diver (Enabler) Outcome	(Pisano and Verganti, 2008)
151. Innovation community	Where anybody can propose problems, offer solutions, and decide which solutions to use. You need ideas from many parties, and the best ideas may come from unexpected sources. Because you don't know all possible user requirements, you want to share the costs and risks of innovation with outsiders. Participating in the network is easy. The problem is small or, if large, can be broken into modular parts. You don't need to own the intellectual property underlying the solution.	Antecedence Architecture Enabler (Driver)	(Pisano and Verganti, 2008)
152. Consortium	Operates like a private club, with participants jointly selecting problems, deciding how to conduct work, and choosing solutions.	Antecedence Architecture	(Pisano and Verganti, 2008)

159. Mutuality	The possibility of mutuality (joint learning and knowledge production for more effective practice) is an incentive for cooperation [between urban local authorities of North and South], that creates a sense of equality.	Antecedence Enabler Outcome (Relationship Capital)	(Johnson and Wilson, 2009)
160. Dominant Control Approach	In highly collaborative settings, firm identification increases directors' and managers' desires to defend their collective decision making. A dominant control approach promotes clear separation of responsibilities, spurring directors to defend the vigilance of their monitoring efforts and prompting managers to justify their chosen strategy and its execution. Rising distrust exacerbates these defenses, hampering board-management interactions and learning.	Inhibitor	(Sundaramurthy and Lewis, 2003)
161. Need for control as well as collaboration	Reinforcing Cycles of Collaboration Stressing a collaborative approach, directors and executives seek to become a cohesive "governing team." Yet as teams focus on cooperative decision making and goal alignment, they accentuate the simultaneous need to systematically monitor and critique their efforts. Reinforcing cycles potentially swirl around groupthink - a pattern of collective defenses aimed at denying or suppressing tensions (e.g., need for control as well as collaboration; Janis, 1982). The nature of defenses and their consequences varies according to firm performance.		

Appendix 2: MCK Survey Results

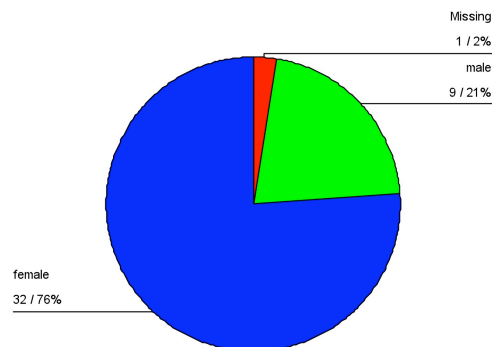
Participating Organisations



1.1) Name of Organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FSU	8	19,0	19,0	19,0
	Ican	10	23,8	23,8	42,9
	NCB	8	19,0	19,0	61,9
	Place2Be	1	2,4	2,4	64,3
	WhoCaresTrust	9	21,4	21,4	85,7
	YoungMinds	6	14,3	14,3	100,0
	Total	42	100,0	100,0	

Gender Distribution of Evaluation Sample



1.5) Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	9	21,4	22,0	22,0
	female	32	76,2	78,0	100,0
	Total	41	97,6	100,0	
Missing	System	1	2,4		
	Total	42	100,0		

1.2) Organisational devision/unit/sector (as appropriate):

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	11,9	11,9	11,9
Central Office	1	2,4	2,4	14,3
Chief Executives office	1	2,4	2,4	16,7
Childrens Charity	1	2,4	2,4	19,0
Communications and Marketing	1	2,4	2,4	21,4
Consultancy & Training	1	2,4	2,4	23,8
Department of Policy and Practice	1	2,4	2,4	26,2
Education	1	2,4	2,4	28,6
FSU East Birmingham	1	2,4	2,4	31,0
FSU Identification Service (South Birmingham)	1	2,4	2,4	33,3
FSU Waltham Forest	1	2,4	2,4	35,7
FSU West Leads	2	4,8	4,8	40,5
Fundraising	2	4,8	4,8	45,2
HR	1	2,4	2,4	47,6
IT	2	4,8	4,8	52,4
Leicester	1	2,4	2,4	54,8
Liverpool	1	2,4	2,4	57,1
Magazine	1	2,4	2,4	59,5
Marketing & Fundraising	1	2,4	2,4	61,9
Meath School	1	2,4	2,4	64,3
Marketing (&Fundraising)	1	2,4	2,4	66,7
Policy and Practice	1	2,4	2,4	69,0
Public affairs	1	2,4	2,4	71,4
Publishing	1	2,4	2,4	73,8
Research	1	2,4	2,4	76,2
Ressources & Marketing	2	4,8	4,8	81,0
School	1	2,4	2,4	83,3
Senior Management	1	2,4	2,4	85,7
all	1	2,4	2,4	88,1
careZone	1	2,4	2,4	90,5
library/magazine part	1	2,4	2,4	92,9
manchester	1	2,4	2,4	95,2
senior management	1	2,4	2,4	97,6
voluntary	1	2,4	2,4	100,0
Total	42	100,0	100,0	

1.3) Your job title

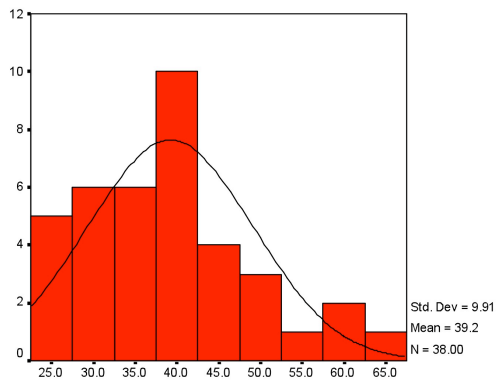
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Assistant Director, Communications	1	2,4	2,4	2,4
Assistant Research Director	1	2,4	2,4	4,8
Assistant to CEO	1	2,4	2,4	7,1
CareZone Content Manager	1	2,4	2,4	9,5
Chief Executive	1	2,4	2,4	11,9
Consultancy Co-ordinator	1	2,4	2,4	14,3
Deputy Head	1	2,4	2,4	16,7
Development Manager	1	2,4	2,4	19,0
Director	1	2,4	2,4	21,4
Director of Development	1	2,4	2,4	23,8
Director of Finance and Administration	1	2,4	2,4	26,2
Director of Policy and Practice	1	2,4	2,4	28,6
Direktor CareZone	1	2,4	2,4	31,0
E-Publishing Coordinator	1	2,4	2,4	33,3
Early Years Manager	1	2,4	2,4	35,7
Early Years Services Manager	1	2,4	2,4	38,1
Editor	1	2,4	2,4	40,5
HR Manager	1	2,4	2,4	42,9
Head of Communications and Marketing	1	2,4	2,4	45,2
Head of Education Development	1	2,4	2,4	47,6
Head of Library & Information Service	1	2,4	2,4	50,0
Head of PR & Marketing (including online activities)	1	2,4	2,4	52,4
Head of Therapy	1	2,4	2,4	54,8
Head of professional Standards	1	2,4	2,4	57,1
IT Manager	1	2,4	2,4	59,5
IT Systems Support Officer	1	2,4	2,4	61,9
Knowledge and Information Assistant	1	2,4	2,4	64,3
Office Manager	1	2,4	2,4	66,7
PA to Chief Executive & Direktor, Resources & Marketing	1	2,4	2,4	69,0
PA/ Administrator	1	2,4	2,4	71,4
Project Manager	1	2,4	2,4	73,8
Senior Funding Development Manager	1	2,4	2,4	76,2
Social Worker	1	2,4	2,4	78,6
Sure-Start Co-ordinator	1	2,4	2,4	81,0
Systems Manager	1	2,4	2,4	83,3
Team Manager	1	2,4	2,4	85,7
Training Liason Manager	1	2,4	2,4	88,1
Trusts Fundraising Manager	1	2,4	2,4	90,5
Unit Manager	2	4,8	4,8	95,2
acting director	1	2,4	2,4	97,6
project-co-ordinator education	1	2,4	2,4	100,0
Total	42	100,0	100,0	

Age and Work Related Experience

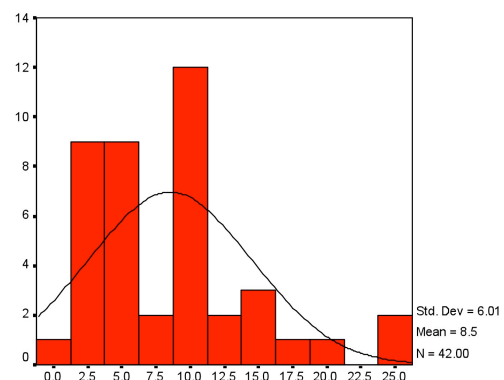
Statistics

		1.4) Age in years	1.6) How many years have you worked for this Organisation?	1.7) How many years have you worked in the voluntary sector?	2. How long have you been in this role?
N	Valid	38	41	42	31
	Missing	4	1	0	11
Mean		39,21	5,66	8,52	2,984
Std. Deviation		9,908	4,109	6,009	1,8551
Variance		98,171	16,880	36,109	3,4414
Range		37	17	24	7,0
Minimum		26	1	1	1,0
Maximum		63	18	25	8,0

age of employees & years worked in the voluntary

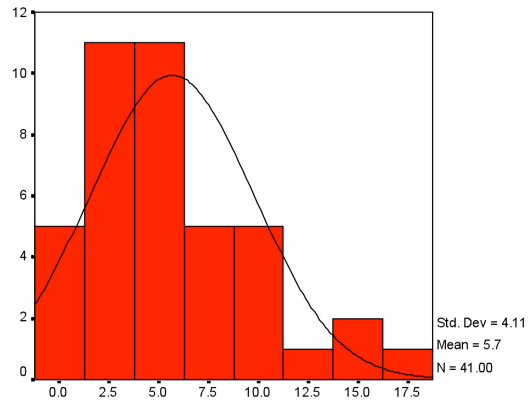


1.4) Age in years

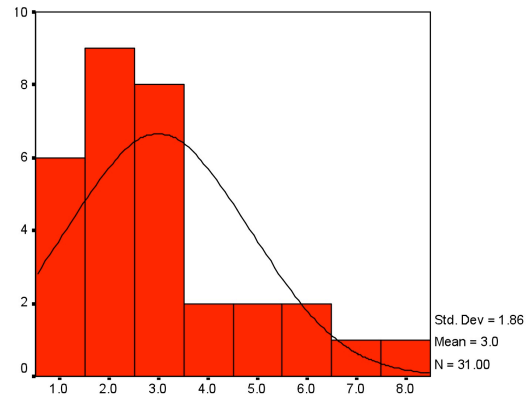


1.7) How many years have you worked in the voluntary sector?

years worked in the organisation & personal role/function



1.6) How many years have you worked for this Organisation?



2. How long have you been in this role ?

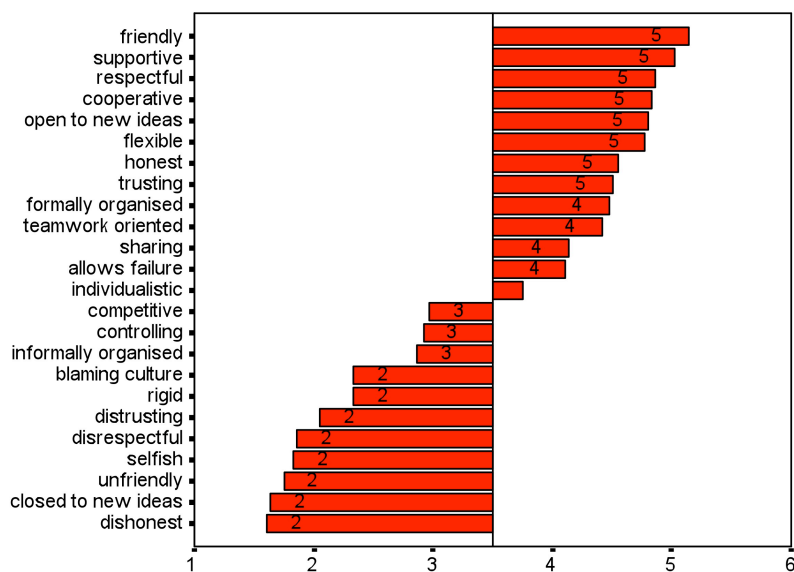
Structure & Communication (global)

	N	Minimum	Maximum	Mean	Std. Deviation
2.2.13) The primary task of the top management team is to develop the organisation's vision and future development.	42	1	6	4,74	1,270
2.2.14) Co-ordination takes place through an enormous amount of informal teamwork at every level.	40	1	6	4,25	1,171
2.2.7) The organisation has a number of self contained divisions.	42	1	6	4,02	1,405
2.2.5) The work required so much creativity that 'experts' must get together to decide how things will be done.	40	1	6	3,90	1,297
2.2.10) Comprehensive and formal planning takes place before changes in the work organisation are made.	42	2	6	3,88	1,087
2.2.4) This organisation operates as a headquarters and allows operating units a good deal of freedom; provided they perform well.	34	1	6	3,85	1,540
2.2.8) As most people are professionally qualified, they take responsibility for their own work and make most of their own decisions.	40	2	6	3,58	1,130
2.2.9) There are formal rules and regulations governing almost all eventualities.	42	1	6	3,57	1,272
2.2.11) The majority of employees must be qualified in a 'profession' or 'craft'.	42	1	6	3,43	1,500
2.2.6) The organisation is always reorganising to suit different projects.	41	1	6	3,02	1,351
2.2.16) There are many elaborate systems to control precisely what goes on throughout the organisation.	41	1	6	2,95	1,378
2.2.15) Much of the work requires performing routine tasks time and time again.	42	1	6	2,93	1,438
2.2.12) The primary task of the top management team is to supervise the performance of subsidiary units or divisions .	41	1	6	2,90	1,319
2.2.2) The organisation is controlled through an elaborate hierarchy.	42	1	6	2,88	1,418
2.2.1) The organisation is directly controlled by one person, key decisions are often made by one the owner or chief executive personally.	42	1	6	2,57	1,063
2.2.3) Management tends to be fairly weak because the organisation is ruled largely by independent professionals.	41	1	6	1,88	,980
Valid N (listwise)	31				

Structure & Communication (comparative)

1.1) Name of Organisation	2.2.1) The organisation is controlled by one person, key decisions made by the owner or chief executive personally.	2.2.2) The organisation is controlled through an elaborate hierarchy.	2.2.3) Management tends to be fairly weak because the organisation is largely controlled by independent professionals.	2.2.4) This organisation allows operating freedom; provided they perform well.	2.2.5) The organisation has a lot of creativity that is always ready to be used to suit different projects.	2.2.6) The organisation has a lot of responsibility for its own decisions.	2.2.7) The organisation has a lot of responsibility for its own decisions.	2.2.8) As most people are qualified, they take responsibility for their own decisions.	2.2.9) There are formal regulations governing almost all eventualities.	2.2.10) Comprehensive formal planning takes place in the work organisation.	2.2.11) The majority of employees are qualified in a profession or craft.	2.2.12) The management team is to perform the functions of subsidiary divisions.	2.2.13) The management team is to perform the functions of subsidiary divisions.	2.2.14) Co-ordination takes place through an informal system of work at every level.	2.2.15) Much of the work is performed in routine tasks and time and time again.	2.2.16) There are many elaborate systems of control precisely what goes throughout the organisation.
FSU	Mean 2,38 N 8 Std. Deviation 1,061 Minimum disagree Maximum rather agree	Mean 2,63 N 8 Std. Deviation 1,061 Minimum disagree Maximum rather agree	Mean 1,63 N 8 Std. Deviation 1,061 Minimum disagree Maximum rather agree	Mean 4,50 N 8 Std. Deviation 1,061 Minimum disagree Maximum rather agree	Mean 3,25 N 8 Std. Deviation 1,282 Minimum disagree Maximum agree	Mean 4,13 N 8 Std. Deviation 1,553 Minimum disagree Maximum totally agree	Mean 4,13 N 8 Std. Deviation 1,553 Minimum disagree Maximum totally agree	Mean 3,13 N 8 Std. Deviation 1,553 Minimum disagree Maximum totally agree	Mean 3,88 N 8 Std. Deviation 1,553 Minimum disagree Maximum totally agree	Mean 3,25 N 8 Std. Deviation 1,165 Minimum disagree Maximum agree	Mean 3,25 N 8 Std. Deviation 1,165 Minimum disagree Maximum agree	Mean 2,38 N 8 Std. Deviation 1,604 Minimum disagree Maximum agree	Mean 4,13 N 8 Std. Deviation 1,068 Minimum disagree Maximum totally agree	Mean 4,38 N 8 Std. Deviation 1,188 Minimum disagree Maximum totally agree	Mean 2,88 N 8 Std. Deviation 1,885 Minimum disagree Maximum totally agree	Mean 3,25 N 8 Std. Deviation 1,753 Minimum disagree Maximum totally agree
Ican	Mean 3,30 N 10 Std. Deviation 1,418 Minimum disagree Maximum totally agree	Mean 2,60 N 10 Std. Deviation 1,174 Minimum disagree Maximum totally agree	Mean 1,80 N 10 Std. Deviation 1,252 Minimum disagree Maximum rather agree	Mean 3,30 N 10 Std. Deviation 1,252 Minimum disagree Maximum rather agree	Mean 4,00 N 10 Std. Deviation 1,491 Minimum disagree Maximum agree	Mean 3,50 N 10 Std. Deviation 1,173 Minimum disagree Maximum agree	Mean 3,60 N 10 Std. Deviation 1,350 Minimum disagree Maximum totally agree	Mean 3,60 N 10 Std. Deviation 1,350 Minimum disagree Maximum totally agree	Mean 3,60 N 10 Std. Deviation 1,350 Minimum disagree Maximum totally agree	Mean 4,60 N 10 Std. Deviation 1,516 Minimum disagree Maximum agree	Mean 4,80 N 10 Std. Deviation 1,422 Minimum disagree Maximum agree	Mean 2,80 N 10 Std. Deviation 1,919 Minimum disagree Maximum agree	Mean 5,10 N 10 Std. Deviation 1,197 Minimum disagree Maximum totally agree	Mean 3,68 N 10 Std. Deviation 1,411 Minimum disagree Maximum totally agree	Mean 3,20 N 10 Std. Deviation 1,418 Minimum disagree Maximum totally agree	Mean 3,20 N 10 Std. Deviation 1,135 Minimum disagree Maximum rather agree
NCB	Mean 2,38 N 8 Std. Deviation 1,916 Minimum disagree Maximum rather agree	Mean 3,75 N 8 Std. Deviation 1,982 Minimum disagree Maximum totally agree	Mean 1,86 N 7 Std. Deviation 1,690 Minimum disagree Maximum rather agree	Mean 4,57 N 7 Std. Deviation 1,397 Minimum disagree Maximum rather agree	Mean 3,27 N 7 Std. Deviation 1,272 Minimum disagree Maximum agree	Mean 3,43 N 7 Std. Deviation 1,134 Minimum disagree Maximum agree	Mean 5,25 N 7 Std. Deviation 1,886 Minimum disagree Maximum totally agree	Mean 4,00 N 7 Std. Deviation 1,291 Minimum disagree Maximum totally agree	Mean 4,00 N 7 Std. Deviation 1,246 Minimum disagree Maximum totally agree	Mean 3,88 N 7 Std. Deviation 1,458 Minimum disagree Maximum agree	Mean 3,75 N 7 Std. Deviation 1,669 Minimum disagree Maximum totally agree	Mean 3,71 N 7 Std. Deviation 1,496 Minimum disagree Maximum totally agree	Mean 4,33 N 7 Std. Deviation 1,556 Minimum disagree Maximum totally agree	Mean 4,33 N 7 Std. Deviation 1,506 Minimum disagree Maximum totally agree	Mean 2,011 N 7 Std. Deviation 2,011 Minimum disagree Maximum totally agree	Mean 3,57 N 7 Std. Deviation 1,813 Minimum disagree Maximum totally agree
Place2Be	Mean 1,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 3,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 1,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 1,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 6,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 1,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 1,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 4,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 4,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 6,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 6,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 5,00 N 1 Std. Deviation 1,444 Minimum disagree Maximum totally agree	Mean 6,00 N 1 Std. Deviation 1,014 Minimum disagree Maximum totally agree	Mean 6,00 N 1 Std. Deviation 1,014 Minimum disagree Maximum totally agree	Mean 1,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree	Mean 4,00 N 1 Std. Deviation 1,000 Minimum disagree Maximum totally agree
WhoCaresTrust	Mean 2,67 N 9 Std. Deviation 1,866 Minimum disagree Maximum rather agree	Mean 3,00 N 9 Std. Deviation 1,323 Minimum disagree Maximum totally agree	Mean 2,56 N 9 Std. Deviation 1,667 Minimum disagree Maximum totally agree	Mean 2,40 N 5 Std. Deviation 1,673 Minimum disagree Maximum totally agree	Mean 4,11 N 5 Std. Deviation 1,054 Minimum disagree Maximum totally agree	Mean 2,33 N 5 Std. Deviation 1,118 Minimum disagree Maximum totally agree	Mean 3,56 N 5 Std. Deviation 1,130 Minimum disagree Maximum totally agree	Mean 3,67 N 5 Std. Deviation 1,118 Minimum disagree Maximum totally agree	Mean 3,11 N 5 Std. Deviation 1,028 Minimum disagree Maximum totally agree	Mean 3,78 N 5 Std. Deviation 1,833 Minimum disagree Maximum totally agree	Mean 2,89 N 5 Std. Deviation 1,364 Minimum disagree Maximum totally agree	Mean 2,22 N 5 Std. Deviation 1,202 Minimum disagree Maximum totally agree	Mean 4,44 N 5 Std. Deviation 1,014 Minimum disagree Maximum totally agree	Mean 4,22 N 5 Std. Deviation 1,394 Minimum disagree Maximum totally agree	Mean 2,89 N 5 Std. Deviation 1,928 Minimum disagree Maximum totally agree	Mean 2,22 N 5 Std. Deviation 1,667 Minimum disagree Maximum totally agree
YoungMinds	Mean 2,00 N 6 Std. Deviation 1,632 Minimum disagree Maximum rather agree	Mean 2,33 N 6 Std. Deviation 1,506 Minimum disagree Maximum totally agree	Mean 1,50 N 6 Std. Deviation 1,548 Minimum disagree Maximum totally agree	Mean 4,50 N 4 Std. Deviation 1,577 Minimum disagree Maximum totally agree	Mean 4,40 N 4 Std. Deviation 1,140 Minimum disagree Maximum totally agree	Mean 2,83 N 4 Std. Deviation 1,472 Minimum disagree Maximum totally agree	Mean 4,17 N 4 Std. Deviation 1,169 Minimum disagree Maximum totally agree	Mean 3,40 N 5 Std. Deviation 1,140 Minimum disagree Maximum totally agree	Mean 3,00 N 5 Std. Deviation 1,140 Minimum disagree Maximum totally agree	Mean 3,33 N 5 Std. Deviation 1,516 Minimum disagree Maximum totally agree	Mean 2,50 N 5 Std. Deviation 1,225 Minimum disagree Maximum totally agree	Mean 2,67 N 6 Std. Deviation 1,033 Minimum disagree Maximum totally agree	Mean 3,33 N 6 Std. Deviation 1,033 Minimum disagree Maximum totally agree	Mean 5,00 N 6 Std. Deviation 1,632 Minimum disagree Maximum totally agree	Mean 3,50 N 6 Std. Deviation 1,643 Minimum disagree Maximum totally agree	Mean 2,33 N 6 Std. Deviation 1,211 Minimum disagree Maximum totally agree
Total	Mean 2,57 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 2,88 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 1,88 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 3,85 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 3,00 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 3,02 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 4,02 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 3,58 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 3,57 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 3,88 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 3,43 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 2,90 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 4,74 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 4,25 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 2,93 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree	Mean 2,95 N 1,063 Std. Deviation 1,063 Minimum disagree Maximum totally agree

General Working Climate in Children Charities



Mean of working climate

Working Climate (global)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
2.3.6) friendly	41	3	3	6	5,20	,782	,611
2.3.8) supportive	41	3	3	6	4,98	,908	,824
2.3.5) cooperative	41	4	2	6	4,85	,937	,878
2.3.9) respectful	41	3	3	6	4,83	,998	,995
2.3.7) flexible	41	3	3	6	4,78	,881	,776
2.3.3) honest	41	4	2	6	4,56	1,074	1,152
2.3.10) trusting	39	4	2	6	4,51	1,023	1,046
2.3.11) formally organised	41	4	2	6	4,46	1,098	1,205
2.3.24) teamwork oriented	41	4	2	6	4,37	,915	,838
2.3.14) sharing	41	4	2	6	4,12	1,029	1,060
2.3.4) allows failure so we can learn	39	4	2	6	4,05	1,075	1,155
2.3.12) individualistic	39	4	2	6	3,77	1,180	1,393
2.3.17) competitive	40	4	1	5	3,00	1,320	1,744
2.3.2) controlling	41	5	1	6	3,00	1,225	1,500
2.3.23) informally organised	41	5	1	6	2,80	1,364	1,861
2.3.19) rigid	41	5	1	6	2,34	1,315	1,730
2.3.16) it has a blaming culture	41	5	1	6	2,29	1,289	1,662
2.3.22) distrusting	41	3	1	4	2,05	1,048	1,098
2.3.21) disrespectful	41	5	1	6	1,80	1,123	1,261
2.3.20) selfish	41	5	1	6	1,73	1,141	1,301
2.3.13) closed to new ideas	41	3	1	4	1,73	,867	,751
2.3.18) unfriendly	41	4	1	5	1,68	,960	,922
2.3.15) dishonest	41	4	1	5	1,61	,919	,844
Valid N (listwise)	36						

Direction & Leadership (globally)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
2.4.1) Most the staff in the company are clear about the direction of the company. If asked they could easily state where the company is going.	40	5	1	6	3,65	1,210	1,464
2.4.3) Goals and directions are constantly changing. Everyone is kept informed of progress and changes.	39	5	1	6	3,21	1,105	1,220
2.4.2) No one really knows the direction of the company apart from the management team. If asked they could not reply.	41	5	1	6	2,78	1,194	1,426
2.4.4) No one feels involved and could not describe the direction of the company.	35	3	1	4	2,09	,919	,845
Valid N (listwise)	34						

Direction & Leadership (comparative)

1.1) Name of Organisation		2.4.1) Most the staff in the company are clear about the direction of the company. If asked they could easily state where the company is going.	2.4.2) No one really knows the direction of the company apart from the management team. If asked they could not reply.	2.4.3) Goals and directions are constantly changing. Everyone is kept informed of progress and changes.	2.4.4) No one feels involved and could not describe the direction of the company.
FSU	Mean	3,86	2,86	3,71	2,17
	N	7	7	7	6
	Std. Deviation	1,215	1,215	1,113	1,169
	Minimum	disagree	totally disagree	disagree	totally disagree
	Maximum	totally agree	rather agree	agree	rather agree
	Range	4	3	3	3
Ican	Variance	1,476	1,476	1,238	1,367
	Mean	4,20	2,10	3,40	2,11
	N	10	10	10	9
	Std. Deviation	1,229	,876	,966	,782
	Minimum	disagree	totally disagree	disagree	totally disagree
	Maximum	totally agree	rather agree	agree	rather disagree
NCB	Range	4	3	3	2
	Variance	1,511	,767	,933	,611
	Mean	2,43	3,88	2,83	2,83
	N	7	8	6	6
	Std. Deviation	1,134	1,458	1,835	,983
	Minimum	totally disagree	disagree	totally disagree	disagree
Place2Be	Maximum	rather agree	totally agree	totally agree	rather agree
	Range	3	4	5	2
	Variance	1,286	2,125	3,367	,967
	Mean	4,00	3,00	2,00	2,00
	N	1	1	1	1
	Std. Deviation	,	,	,	,
WhoCaresTrust	Minimum	rather agree	rather disagree	disagree	disagree
	Maximum	rather agree	rather disagree	disagree	disagree
	Range	0	0	0	0
	Variance	,7	,7	,7	,7
	Mean	3,89	2,33	2,89	1,63
	N	9	9	9	8
YoungMinds	Std. Deviation	,601	,500	,782	,744
	Minimum	rather disagree	disagree	disagree	totally disagree
	Maximum	agree	rather disagree	rather agree	rather disagree
	Range	2	1	2	2
	Variance	,361	,250	,611	,554
	Mean	3,50	3,00	3,33	1,80
Total	N	6	6	6	5
	Std. Deviation	1,378	1,265	,816	,837
	Minimum	totally disagree	disagree	disagree	totally disagree
	Maximum	agree	agree	rather agree	rather disagree
	Range	4	3	2	2
	Variance	1,900	1,600	,667	,700
Total	Mean	3,65	2,78	3,21	2,09
	N	40	41	39	35
	Std. Deviation	1,210	1,194	1,105	,919
	Minimum	totally disagree	totally disagree	totally disagree	totally disagree
	Maximum	totally agree	totally agree	totally agree	rather agree
	Range	5	5	5	3
	Variance	1,464	1,426	1,220	,845

Company Values (globally)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
2.5.4) People like to learn and develop with the organisation.	40	3	3	6	4,70	,853	,728
2.5.1) People have sense of loyalty to the organisation.	41	3	3	6	4,68	,820	,672
2.5.5) People are trusted.	41	4	2	6	4,59	,948	,899
2.5.3) People feel free to talk openly.	40	5	1	6	3,95	1,154	1,331
2.5.2) People are involved in most aspects of the organisations growth.	41	4	1	5	3,71	,844	,712
2.5.7) People have hidden agendas.	36	4	1	5	2,53	,971	,942
2.5.8) People do not trust each other.	39	3	1	4	2,41	,850	,722
2.5.10) People do not want to get involved.	41	5	1	6	2,12	,927	,860
2.5.6) People work against the organisation	40	4	1	5	2,05	1,085	1,177
2.5.9) People are not committed to the organisation.	40	2	1	3	1,93	,616	,379
Valid N (listwise)	36						

Company Values (comparative)											
1.1) Name of Organisation		2.5.1) People have sense of loyalty to the organisation.	2.5.2) People are involved in most aspects of the organisations growth.	2.5.3) People feel free to talk openly.	2.5.4) People like to learn and develop with the organisation.	2.5.5) People are trusted.	2.5.6) People work against the organisation.	2.5.7) People have hidden agendas.	2.5.8) People do not trust each other.	2.5.9) People are not committed to the organisation.	2.5.10) People do not want to get involved.
FSU	Mean	4,57	3,57	4,43	4,29	4,86	2,57	2,71	2,43	1,86	2,29
	N	7	7	7	7	7	7	7	7	7	7
	Std. Deviation	,976	,535	1,272	,756	1,069	1,134	1,380	1,272	,900	,951
	Minimum	rather disagree	rather disagree	rather disagree	rather disagree	rather disagree	totally disagree	totally disagree	totally disagree	totally disagree	totally disagree
	Maximum	totally agree	rather agree	totally agree	agree	totally agree	rather agree	agree	rather agree	rather disagree	rather agree
Ican	Range	3	1	3	2	3	3	4	3	2	3
	Variance	,952	,286	1,619	,571	1,143	1,286	1,905	1,619	,810	,905
	Mean	4,60	3,60	3,40	5,00	3,70	2,10	2,70	2,80	1,80	1,80
	N	10	10	10	10	10	10	10	10	10	10
	Std. Deviation	,966	,699	,843	,667	,949	,994	,949	,422	,422	,422
NCB	Minimum	rather disagree	disagree	disagree	rather agree	disagree	totally disagree	totally disagree	disagree	totally disagree	totally disagree
	Maximum	totally agree	rather agree	agree	totally agree	agree	rather agree	rather agree	rather disagree	disagree	disagree
	Range	3	2	3	2	3	3	3	1	1	1
	Variance	,933	,489	,711	,444	,900	,989	,900	,178	,178	,178
	Mean	4,13	3,88	4,00	4,29	4,87	2,00	3,00	2,33	2,00	2,88
Place2Be	N	8	8	7	7	8	7	3	6	7	8
	Std. Deviation	,354	,744	1,633	,951	,641	1,155	1,000	,516	,577	1,356
	Minimum	rather agree	disagree	totally disagree	rather disagree	rather agree	totally disagree	disagree	disagree	totally disagree	disagree
	Maximum	agree	rather agree	totally agree	totally agree	totally agree	rather agree	rather agree	rather disagree	totally agree	totally agree
	Range	1	2	5	3	2	3	2	1	2	4
WhoCaresTrust	Variance	,125	,554	2,667	,905	,411	1,333	1,000	,267	,333	1,833
	Mean	5,00	5,00	3,00	6,00	4,00	2,00	3,00	3,00	2,00	1,00
	N	1	1	1	1	1	1	1	1	1	1
	Std. Deviation	,	,	,	,	,	,	,	,	,	,
	Minimum	agree	agree	rather disagree	totally agree	rather agree	disagree	rather disagree	rather disagree	disagree	totally disagree
YoungMinds	Maximum	agree	agree	rather disagree	totally agree	rather agree	disagree	rather disagree	rather disagree	disagree	totally disagree
	Range	0	0	0	0	0	0	0	0	0	0
	Variance	,	,	,	,	,	,	,	,	,	,
	Mean	4,78	4,22	3,89	4,56	4,78	2,00	2,44	2,44	2,11	2,11
	N	9	9	9	9	9	9	9	9	9	9
Total	Std. Deviation	,441	,667	,782	,726	,667	1,323	,726	,882	,601	,601
	Minimum	rather agree	rather disagree	disagree	rather agree	rather agree	totally disagree	disagree	totally disagree	totally disagree	totally disagree
	Maximum	agree	agree	agree	totally agree	totally agree	agree	rather agree	rather agree	rather disagree	rather disagree
	Range	1	2	3	2	2	4	2	3	2	2
	Variance	,194	,444	,611	,528	,444	1,750	,528	,778	,361	,361
Total	Mean	5,50	3,50	4,50	5,17	5,17	1,50	1,83	1,67	1,83	1,67
	N	6	6	6	6	6	6	6	6	6	6
	Std. Deviation	,837	1,378	1,225	,983	,753	,837	,753	,816	,753	,816
	Minimum	rather agree	totally disagree	rather disagree	rather agree	rather agree	totally disagree	totally disagree	totally disagree	totally disagree	totally disagree
	Maximum	totally agree	agree	totally agree	totally agree	totally agree	rather disagree	rather disagree	rather disagree	rather disagree	rather disagree
Total	Range	2	4	3	2	2	2	2	2	2	2
	Variance	,700	1,900	1,500	,967	,567	,700	,567	,667	,567	,667
	Mean	4,68	3,71	3,95	4,70	4,59	2,05	2,53	2,41	1,93	2,12
	N	41	41	40	40	41	40	36	39	40	41
	Std. Deviation	,820	,844	1,154	,853	,948	1,085	,971	,850	,616	,927
Total	Minimum	rather disagree	totally disagree	totally disagree	rather disagree	disagree	totally disagree	totally disagree	totally disagree	totally disagree	totally disagree
	Maximum	totally agree	agree	totally agree	totally agree	totally agree	agree	agree	rather agree	rather disagree	totally agree
	Range	3	4	5	3	4	4	4	3	2	5
	Variance	,672	,712	1,331	,728	,899	1,177	,942	,722	,379	,860

External Collaboration (globally)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
3.1.1) My personal work will benefit from collaboration with other children organisations.	41	5	1	6	5,15	,963	,928
3.1.6) If all CCP partner organisations were to be located in one building collaboration would improve.	38	2	4	6	4,84	,789	,623
3.1.3) Generally, my collaboration with people from other voluntary organisations is very succesful.	36	3	3	6	4,61	,803	,644
3.1.2) I know people who work in other children charities and I know what they do.	41	5	1	6	3,93	1,311	1,720
3.1.5) I know the websites of the different CCP partner organisations	41	5	1	6	2,95	1,746	3,048
3.1.4) I often collaborate with members from other CCP partner organisations.	41	5	1	6	2,61	1,282	1,644
Valid N (listwise)	31						

External Collaboration (comparative)

1.1) Name of Organisation		3.1.1) My personal work will benefit from collaboration with other children organisations.	3.1.2) I know people who work in other children charities and I know what they do.	3.1.3) Generally, my collaboration with people from other voluntary organisations is very successful.	3.1.4) I often collaborate with members from other CCP partner organisations.	3.1.5) I know the websites of the different CCP partner organisations	3.1.6) If all CCP partner organisations were to be located in one building collaboration would improve.
FSU	Mean	5,38	4,50	4,88	5,14	2,57	4,88
	N	8	8	8	7	7	8
	Std. Deviation	1,061	1,069	1,126	1,215	1,512	,991
	Minimum	rather disagree	rather disagree	rather disagree	disagree	totally disagree	rather agree
	Maximum	totally agree	totally agree	totally agree	agree	agree	totally agree
	Range	3	3	3	3	4	2
	Variance	1,125	1,143	1,268	1,476	2,286	,982
Ican	Mean	5,30	3,40	4,63	2,30	1,90	4,89
	N	10	10	8	10	10	9
	Std. Deviation	,675	1,506	,744	,823	,738	,601
	Minimum	rather agree	disagree	rather agree	totally disagree	totally disagree	rather agree
	Maximum	totally agree	agree	totally agree	rather agree	rather disagree	totally agree
	Range	2	3	2	3	2	2
	Variance	,456	2,267	,554	,678	,544	,361
NCB	Mean	4,29	3,88	4,60	2,50	3,75	5,13
	N	7	8	5	8	8	8
	Std. Deviation	1,496	1,642	,548	1,604	1,669	,835
	Minimum	totally disagree	totally disagree	rather agree	totally disagree	totally disagree	rather agree
	Maximum	agree	agree	agree	agree	totally agree	totally agree
	Range	4	4	1	4	5	2
	Variance	2,238	2,696	,300	2,571	2,786	,696
Place2Be	Mean	6,00	5,00	5,00	3,00	3,00	4,00
	N	1	1	1	1	1	1
	Std. Deviation	,	,	,	,	,	,
	Minimum	totally agree	agree	agree	rather disagree	rather disagree	rather agree
	Maximum	totally agree	agree	agree	rather disagree	rather disagree	rather agree
	Range	0	0	0	0	0	0
	Variance	,	,	,	,	,	,
WhoCaresTrust	Mean	5,11	4,25	4,75	2,89	3,00	4,57
	N	9	8	8	9	9	7
	Std. Deviation	,601	1,282	,707	1,616	2,000	,787
	Minimum	rather agree	disagree	rather agree	totally disagree	totally disagree	rather agree
	Maximum	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree
	Range	2	4	2	5	5	2
	Variance	,361	1,643	,500	2,611	4,000	,619
YoungMinds	Mean	5,50	3,50	4,00	2,17	4,00	4,80
	N	6	6	6	6	6	5
	Std. Deviation	,548	,548	,632	1,169	2,366	,837
	Minimum	agree	rather disagree	rather disagree	totally disagree	totally disagree	rather agree
	Maximum	totally agree	rather agree	agree	rather agree	totally agree	totally agree
	Range	1	1	2	3	5	2
	Variance	,300	,300	,400	1,367	5,600	,700
Total	Mean	5,15	3,93	4,61	2,61	2,95	4,84
	N	41	41	36	41	41	38
	Std. Deviation	,963	1,311	,803	1,282	1,746	,789
	Minimum	totally disagree	totally disagree	rather disagree	totally disagree	totally disagree	rather agree
	Maximum	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree
	Range	5	5	3	5	5	2
	Variance	,928	1,720	,644	1,644	3,048	,623

Internal Collaboration (globally)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
3.2.1) I often collaborate with people who work in different departments.	41	4	2	6	5,24	,969	,939
3.2.5) Genrally, my collbaoration with people from other organisationa departments is very succesful.	41	4	2	6	5,00	,894	,800
3.2.4) I often have face to face contact with my colleagues from other departments.	40	5	1	6	4,85	1,231	1,515
3.2.2) My personal work would benefit from collaborating more with colleagues from other departments.	39	5	1	6	4,41	1,332	1,775
3.2.3) I know very well what my colleagues in other departments are doing.	41	5	1	6	4,17	1,116	1,245
Valid N (listwise)	39						

Internal Collaboration (comparative)						
1.1) Name of Organisation		3.2.1) I often collaborate with people who work in different departments.	3.2.2) My personal work would benefit from collaborating more with colleagues from other departments.	3.2.3) I know very well what my colleagues in other departments are doing.	3.2.4) I often have face to face contact with my colleagues from other departments.	3.2.5) Generally, my collaboration with people from other organisational departments is very successful.
FSU	Mean N Std. Deviation Minimum Maximum Range Variance	5,29 7 ,756 rather agree totally agree 2 ,571	4,71 7 1,799 totally disagree totally agree 5 3,238	4,00 7 1,155 disagree agree 3 1,333	4,29 7 1,704 totally disagree totally agree 5 2,905	4,71 7 1,380 disagree totally agree 2 1,905
Ican	Mean N Std. Deviation Minimum Maximum Range Variance	5,50 10 ,707 rather agree totally agree 2 ,500	4,60 10 1,174 disagree totally agree 4 1,378	4,70 10 ,675 rather agree totally agree 2 ,456	4,80 10 ,789 rather agree totally agree 2 ,622	5,10 10 ,738 rather agree totally agree 2 ,544
NCB	Mean N Std. Deviation Minimum Maximum Range Variance	4,63 8 1,408 disagree totally agree 4 1,982	4,29 7 1,254 disagree totally agree 4 1,571	3,38 8 1,302 totally disagree agree 4 1,696	4,38 8 1,685 totally disagree totally agree 5 2,839	5,00 8 ,535 rather agree totally agree 2 ,286
Place2Be	Mean N Std. Deviation Minimum Maximum Range Variance	5,00 1 , agree agree 0 ,	5,00 1 , agree agree 0 ,	4,00 1 , rather agree rather agree 0 ,	6,00 1 , totally agree totally agree 0 ,	6,00 1 , totally agree totally agree 0 ,
WhoCaresTrust	Mean N Std. Deviation Minimum Maximum Range Variance	5,44 9 ,726 rather agree totally agree 2 ,528	4,00 8 1,414 disagree totally agree 4 2,000	4,67 9 1,000 rather disagree totally agree 3 1,000	5,38 8 ,744 rather agree totally agree 2 ,554	5,22 9 ,833 rather agree totally agree 2 ,694
YoungMinds	Mean N Std. Deviation Minimum Maximum Range Variance	5,33 6 1,211 rather disagree totally agree 3 1,467	4,33 6 1,366 disagree totally agree 4 1,867	3,83 6 1,169 disagree agree 3 1,367	5,33 6 ,816 rather agree totally agree 2 ,667	4,67 6 1,033 rather disagree totally agree 3 1,067
Total	Mean N Std. Deviation Minimum Maximum Range Variance	5,24 41 ,969 disagree totally agree 4 ,939	4,41 39 1,332 totally disagree totally agree 5 1,775	4,17 41 1,116 totally disagree totally agree 5 1,245	4,85 40 1,231 totally disagree totally agree 5 1,515	5,00 41 ,894 disagree totally agree 4 ,800

What do you do when you have found new and interesting information, that could be relevant for other people as well?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no answer	1	2,4	2,4	2,4
	other	3	7,1	7,3	9,8
	tell colleagues	11	26,2	26,8	36,6
	write email to colleague	26	61,9	63,4	100,0
	Total	41	97,6	100,0	
Missing	System	1	2,4		
Total		42	100,0		

Name of Organisation * 15. What do you do when you have found new and interesting information, that could be relevant for other people as well? Crosstabulation

Count		15. What do you do when you have found new and interesting information, that could be relevant for other people as well?				Total
		write email to colleague	tell colleagues	other	no answer	
1.1) Name of Organisation	YoungMinds	4	1	1		6
	WhoCaresTrust	8		1		9
	Place2Be	1				1
	NCB	5	2	1		8
	Ican	7	3			10
	FSU	1	5		1	7
Total		26	11	3	1	41

What do you do when you have found new and interesting information, that could be relevant for other people as well?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no answer	1	2,4	2,4	2,4
other	3	7,1	7,3	9,8
tell colleagues	11	26,2	26,8	36,6
write email to colleague	26	61,9	63,4	100,0
Total	41	97,6	100,0	
Missing System	1	2,4		
Total	42	100,0		

Name of Organisation * 15. What do you do when you have found new and interesting information, that could be relevant for other people as well? Crosstabulation

Count

		15. What do you do when you have found new and interesting information, that could be relevant for other people as well?				Total
		write email to colleague	tell colleagues	other	no answer	
1.1) Name of Organisation	YoungMinds	4	1	1		6
	WhoCaresTrust	8		1		9
	Place2Be	1				1
	NCB	5	2	1		8
	Ican	7	3			10
	FSU	1	5		1	7
Total		26	11	3	1	41

Personal Work (globally)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
1. My job requires a high level of flexibility.	41	3	3	6	5,39	,802	,644
6. It is essential for me to have access to new and up to date information in order to carry out my daily work.	41	3	3	6	5,32	,850	,722
5. Working through informal networks is essential to carry out my daily work (i.e. using contacts to gather knowledge and information).	41	4	2	6	4,39	1,137	1,294
10. If we work in teams, we mostly work in multidisciplinary teams where people have different background knowledge.	40	4	2	6	4,25	1,335	1,782
11. I mostly communicate face-to-face with my colleagues (e.g. formal and informal meetings)	41	5	1	6	4,15	1,315	1,728
7. I deal with a high amount of strictly confidential information.	41	5	1	6	3,93	1,523	2,320
9. I work collectively most of the time.	40	5	1	6	3,48	1,109	1,230
4. I mostly communicate virtually with my colleagues (e.g. through email, telephone, video conferencing, letters).	41	5	1	6	3,44	1,361	1,852
2. I work individually most of the time.	40	5	1	6	3,35	1,350	1,823
8. My job requires a high level of routine.	41	5	1	6	2,98	1,351	1,824
13. In my daily work data security is not important.	40	5	1	6	2,50	1,585	2,513
3. If we work in teams, we mostly work in homogeneous teams where people have the same background knowledge.	41	5	1	6	2,49	1,306	1,706
12. It is not essential for me to have access to new and up to date information.	40	5	1	6	1,53	1,037	1,076
Valid N (listwise)	36						

Personal Work (comparative)

1.1) Name of Organisation	Personal Work (comparative)											12. It is not essential for my team to have access to new work data and up to date security is not important.	13. In my daily work data security is not important.
FSU	1. My job requires a high level of flexibility.	2. I work individually most of the time.	3. If we work in teams, we mostly work in homogeneous teams where people have the same background knowledge.	4. I mostly communicate virtually with my colleagues (e.g. through email, teleconferencing, video letters).	5. Working through online networks is essential for my daily work (i.e. contacts to knowledge and information).	6. It is essential for me to have access to new order to carry out my daily work.	7. I deal with a high level of confidential information.	8. My job requires a high level of routine.	9. I work collectively most of the time.	10. If we work in teams, we mostly work in multidisciplinary teams who have different background knowledge.	11. I mostly communicate face-to-face with my colleagues (e.g. formal and informal meetings).	12. It is not essential for me to have access to new work data and up to date security is not important.	13. In my daily work data security is not important.
N	7	6	7	7	7	7	7	7	7	7	7	7	6
Mean	5.43	3.17	1.71	3.14	4.86	5.29	5.14	3.14	4.00	4.86	5.29	1.14	2.67
Std. Deviation	1.134	1.329	1.113	1.574	1.069	.951	1.215	1.464	.816	1.345	.756	.378	1.966
Minimum	rather disagree	disagree	totally disagree	totally disagree	rather disagree	rather agree	rather disagree	totally disagree	rather disagree	disagree	rather agree	totally disagree	totally disagree
Maximum	totally agree	agree	rather agree	totally agree	totally agree	totally agree	totally agree	agree	totally agree	totally agree	totally agree	totally agree	totally agree
Range	5	3	5	5	5	2	3	4	2	4	2	1	5
Variance	1.286	1.767	1.238	2.476	1.143	.905	1.476	2.143	.667	1.810	.571	.143	3.867
N	10	10	10	10	10	10	10	10	10	10	10	10	9
Mean	5.50	3.20	2.50	3.60	4.60	5.40	4.20	2.90	3.50	4.30	3.40	1.44	2.70
Std. Deviation	.707	1.619	1.434	1.350	.843	.516	1.398	1.137	1.581	1.252	1.265	.726	1.889
Minimum	rather agree	totally disagree	totally disagree	disagree	rather disagree	agree	disagree	totally disagree	totally disagree	disagree	totally disagree	totally disagree	totally disagree
Maximum	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	agree	totally agree	totally agree	agree	totally agree	totally agree
Range	2	5	5	4	3	1	4	4	5	4	4	2	5
Variance	.500	2.622	2.056	1.822	.711	.267	1.956	1.433	2.500	1.567	1.600	.528	3.567
N	8	8	8	8	8	8	8	8	7	7	8	8	8
Mean	5.37	3.88	3.50	3.75	4.50	5.88	3.88	3.00	3.57	3.43	3.87	1.00	1.75
Std. Deviation	.744	1.885	1.512	1.669	1.195	.354	1.642	1.852	1.134	1.618	1.727	.000	1.389
Minimum	rather agree	totally disagree	totally disagree	totally disagree	rather disagree	agree	disagree	totally disagree	totally disagree	disagree	totally disagree	totally disagree	totally disagree
Maximum	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally disagree	totally agree
Range	2	5	4	5	3	1	4	5	3	4	5	0	4
Variance	.554	3.554	2.286	2.786	1.429	.125	2.696	3.429	1.286	2.619	2.982	.000	1.929
N	1	1	1	1	1	1	1	1	1	1	1	1	1
Mean	6.00	2.00	2.00	2.00	5.00	5.00	5.00	2.00	4.00	5.00	5.00	2.00	5.00
Std. Deviation													
Minimum	totally agree	disagree	disagree	disagree	agree	agree	agree	disagree	rather agree	agree	agree	disagree	agree
Maximum	totally agree	disagree	disagree	disagree	agree	agree	agree	disagree	rather agree	agree	agree	disagree	agree
Range	0	0	0	0	0	0	0	0	0	0	0	0	0
Variance													
N	9	9	9	9	9	9	9	9	9	9	9	9	9
Mean	5.67	3.11	2.56	2.89	4.22	5.11	3.33	2.56	3.33	4.11	4.67	1.56	2.67
Std. Deviation	.500	.782	1.014	.928	.833	1.054	1.414	.726	.707	1.364	.866	.882	1.118
Minimum	agree	disagree	disagree	disagree	rather disagree	rather disagree	disagree	rather disagree	disagree	disagree	rather disagree	totally disagree	totally disagree
Maximum	totally agree	rather agree	agree	rather agree	totally agree	totally agree	totally agree	rather agree	rather agree	totally agree	totally agree	totally disagree	agree
Range	1	2	3	2	2	3	3	2	2	4	3	2	4
Variance	.250	.611	1.028	.861	.694	1.111	2.000	.528	.500	1.861	.750	.778	1.250
N	6	6	6	6	6	6	6	6	6	6	6	6	6
Mean	4.67	3.67	2.00	4.17	3.50	4.83	2.83	3.67	2.83	4.50	3.50	2.67	2.33
Std. Deviation	.816	.816	.894	1.169	1.761	1.169	1.329	1.633	.983	1.049	.837	1.966	1.506
Minimum	rather agree	rather disagree	totally disagree	rather disagree	disagree	rather disagree	totally disagree	totally disagree	disagree	rather disagree	disagree	totally disagree	totally disagree
Maximum	totally agree	agree	rather agree	totally agree	totally agree	totally agree	rather agree	totally agree	rather agree	totally agree	totally agree	totally agree	agree
Range	2	2	2	3	4	3	3	5	2	3	2	5	4
Variance	.667	.800	.800	1.367	3.100	1.367	1.767	2.667	.967	1.100	.700	3.867	2.267
N	41	41	41	41	41	41	41	41	40	40	41	40	40
Mean	5.39	3.35	2.49	3.44	4.39	5.32	3.93	2.98	3.48	4.25	4.15	1.53	2.50
Std. Deviation	.802	1.350	1.306	1.361	1.137	.850	1.523	1.351	1.109	1.335	1.315	1.037	1.585
Minimum	rather disagree	totally disagree	totally disagree	totally disagree	disagree	rather disagree	totally disagree	totally disagree	totally disagree	disagree	totally disagree	totally disagree	totally disagree
Maximum	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree	totally agree
Range	3	5	5	5	4	3	5	5	5	4	5	5	5
Variance	.644	1.823	1.706	1.852	1.294	.722	2.320	1.824	1.230	1.782	1.728	1.076	2.513

4.1.1) How would you characterise your workplace?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid other	2	4,8	4,8	4,8
personal office	16	38,1	38,1	42,9
shared office	7	16,7	16,7	59,5
open plan office	17	40,5	40,5	100,0
Total	42	100,0	100,0	

4.1.2) Where is your office located?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid different building than others	5	11,9	11,9	11,9
different floor than others	11	26,2	26,2	38,1
same floor than others	26	61,9	61,9	100,0
Total	42	100,0	100,0	

1) Name of Organisation * 4.1.1) How would you characterise your workplace? Crosstabulation

Count		4.1.1) How would you characterise your workplace?				Total
		open plan office	shared office	personal office	other	
1.1) Name of Organisation	YoungMinds	5		1		6
	WhoCaresTrust	9				9
	Place2Be	1				1
	NCB	2	1	4	1	8
	Ican		2	7	1	10
	FSU		4	4		8
Total		17	7	16	2	42

1.1) Name of Organisation * 4.1.2) Where is your office located? Crosstabulation

Count		4.1.2) Where is your office located?			Total
		same floor than others	different floor than others	different building than others	
1.1) Name of Organisation	YoungMinds	6			6
	WhoCaresTrust	8	1		9
	Place2Be	1			1
	NCB	5	3		8
	Ican	3	3	4	10
	FSU	3	4	1	8
Total		26	11	5	42

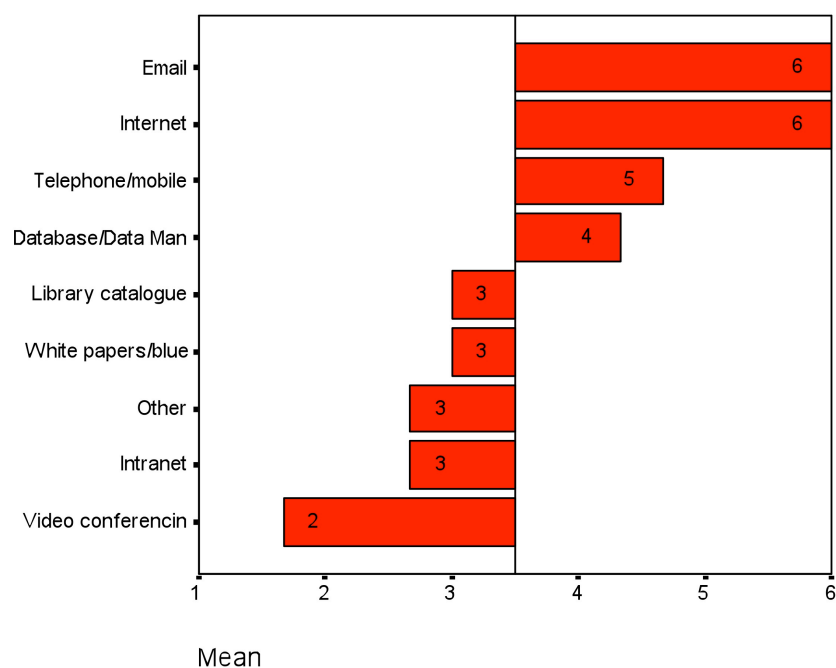
4.1.3) Do you have regular access to a computer?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	1	2,4	2,4	2,4
yes	41	97,6	97,6	100,0
Total	42	100,0	100,0	

4.1.4) Which software application do you use most often?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid other software	10	23,8	24,4	24,4
word processing software	29	69,0	70,7	95,1
presentation software	2	4,8	4,9	100,0
Total	41	97,6	100,0	
Missing System	1	2,4		
Total	42	100,0		

General use of Communication Media



Use of Internet & Communication Media (globally)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
2. Email	42	4	2	6	5,81	,671	,451
4. Internet	42	3	3	6	5,50	,862	,744
1. Telephone/mobile	42	4	2	6	5,48	,994	,987
7. Database/Data Management System	42	5	1	6	4,21	1,646	2,709
8. Library catalogues	41	5	1	6	3,07	1,679	2,820
5. Intranet	38	5	1	6	2,87	2,069	4,280
6. White papers/blue/yellow pages	34	5	1	6	2,82	1,466	2,150
9. Other	3	4	1	5	2,67	2,082	4,333
3. Video conferencing	41	3	1	4	1,41	,805	,649
Valid N(listwise)	3						

Use of Internet & Communication Media (comparative)

1. 1) Name of Organisation	1. Telephone /mobile	2. Email	3. Video conferencing	4. Internet	5. Intranet	6. White papers/blue/yellow pages	7. Database/Data Management System	8. Library catalogues	9. Other
FSU	N Mean Std. Deviation Minimum Maximum Range Variance	8 6,00 ,000 very often very often 0 ,000	8 5,38 1,408 rarely very often 4 1,982	7 1,00 ,000 never never 0 ,000	8 5,37 1,061 sometimes very often 3 1,125	7 1,00 ,000 never never 0 ,000	5 4,20 1,789 rarely very often 4 3,200	8 4,13 1,959 never very often 5 3,839	8 2,87 1,808 never very often 5 3,268
Ican	N Mean Std. Deviation Minimum Maximum Range Variance	10 5,70 ,483 often very often 1 ,233	10 5,90 ,316 often very often 1 ,100	10 2,30 1,059 never quite often 3 1,122	10 5,50 ,527 often very often 1 ,278	9 2,44 2,007 never very often 5 4,028	9 3,00 1,414 never very often 5 2,000	10 3,30 1,337 rarely often 3 1,789	9 2,44 1,333 never often 4 1,778
NCB	N Mean Std. Deviation Minimum Maximum Range Variance	8 5,00 1,414 rarely very often 4 2,000	8 6,00 ,000 very often very often 0 ,000	8 1,25 ,463 never very often 1 ,214	8 6,00 ,000 very often very often 0 ,000	8 2,00 ,518 often often 1 ,268	6 2,00 1,095 never quite often 3 1,200	8 5,50 ,756 quite often very often 2 1,571	8 1,604 rarely very often 4 2,571
Place2Be	N Mean Std. Deviation Minimum Maximum Range Variance	1 6,00 , very often very often 0 ,	1 6,00 , very often very often 0 ,	1 1,00 , never never 0 ,	1 4,00 , quite often quite often 0 ,	1 1,00 , never never 0 ,	1 3,00 , sometimes sometimes 0 ,	1 3,00 , sometimes sometimes 0 ,	1 3,00 , sometimes sometimes 0 ,
WhoCaresTrust	N Mean Std. Deviation Minimum Maximum Range Variance	9 5,56 ,726 quite often very often 2 ,528	9 5,78 ,441 often very often 1 ,194	9 1,00 ,000 never never 0 ,000	9 5,33 1,000 sometimes very often 3 1,000	9 2,44 1,333 never often 4 1,778	9 2,22 ,972 never quite often 3 1,944	9 3,56 1,810 never very often 5 3,278	9 1,89 ,928 never sometimes 2 ,861
YoungMinds	N Mean Std. Deviation Minimum Maximum Range Variance	6 4,83 1,602 rarely very often 4 2,567	6 6,00 ,000 very often very often 0 ,000	6 1,33 ,816 never sometimes 2 ,667	6 5,50 1,225 sometimes very often 3 1,500	4 3,00 2,449 never very often 5 6,000	4 3,25 1,893 rarely very often 4 3,583	6 5,33 ,816 quite often very often 2 ,667	6 4,17 1,472 sometimes very often 3 2,167
Total	N Mean Std. Deviation Minimum Maximum Range Variance	42 5,48 ,994 rarely very often 4 ,987	42 5,81 ,671 rarely very often 4 ,451	41 1,41 ,805 never quite often 3 ,649	42 5,50 ,862 sometimes very often 3 ,744	42 2,87 2,069 never very often 5 4,280	42 2,82 1,466 never very often 5 2,150	42 4,21 1,646 never very often 5 2,709	41 3,07 2,67 never often 5 4,333

4.1.4x) If other please specify

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
web development software – dreamweaver, ftp, etc.	1	2,4	2,4	2,4
web browsers, web authoring, email	1	2,4	2,4	4,8
sage line 100 and excell, outlook	1	2,4	2,4	7,1
quark	1	2,4	2,4	9,5
email/scheduling software	1	2,4	2,4	11,9
email	2	4,8	4,8	16,7
databases– filemaker and email and internet	1	2,4	2,4	19,0
access database for collecting contact information	1	2,4	2,4	21,4
Presentation	1	2,4	2,4	23,8
Lotus Notes & its system	1	2,4	2,4	26,2
administration functions				
Inmagic	1	2,4	2,4	28,6
I work from home	1	2,4	2,4	31,0
	29	69,0	69,0	100,0
Total	42	100,0	100,0	

Quality of Electronic & Communication Media (comarative)										
1.1) Name of Organisation		4.3.1) The equipment I use is not user-friendly enough.	4.3.2) I am often overloaded with too much relevant information.	4.3.3) The equipment and software applications we use are technically not reliable, we face many technical problems.	4.3.4) The equipment and software applications we use are not up-to-date.	4.3.5) The equipment and software applications we use are often not compatible with each other.	4.3.6) There is no public folder/space/s tructure on our IT Data Management System.	4.3.7) We do not have clear guidelines for storing information and data in our file system.	4.3.8) I am often overloaded with irrelevant information.	4.3.9) It is very hard to find/locate the right information in our file system.
FSU	N Mean Std. Deviation Minimum Maximum Range Variance	7 3,14 1,464 disagree totally agree 4 2,143	7 2,86 1,215 totally disagree rather agree 3 1,476	7 3,71 1,799 totally disagree totally agree 5 3,238	7 3,43 2,070 totally disagree totally agree 5 4,286	7 2,43 1,272 totally disagree rather agree 3 1,619	5 4,00 1,414 rather disagree totally agree 3 2,000	6 4,17 1,983 rather disagree agree 2 1,967	7 3,43 1,512 disagree totally agree 4 2,286	7 3,00 1,577 disagree rather agree 2 1,333
Ican	N Mean Std. Deviation Minimum Maximum Range Variance	10 1,90 1,738 totally disagree rather disagree 2 1,544	10 2,90 1,876 disagree rather agree 2 1,767	10 3,10 1,287 totally disagree agree 4 1,656	10 3,30 1,160 disagree agree 3 1,344	9 2,33 1,500 disagree rather disagree 1 1,250	5 1,80 1,632 totally disagree rather disagree 2 1,400	10 3,30 1,337 totally disagree agree 4 1,789	10 2,70 1,949 disagree agree 3 1,900	10 2,60 1,843 totally disagree rather agree 3 1,711
NCB	N Mean Std. Deviation Minimum Maximum Range Variance	8 2,38 1,598 totally disagree totally agree 5 2,554	8 3,13 1,959 totally disagree totally agree 5 3,839	8 1,63 1,518 totally disagree disagree 1 1,268	8 2,00 1,926 totally disagree disagree 2 1,857	8 1,75 1,463 totally disagree disagree 1 1,214	8 1,43 1,535 totally disagree disagree 1 1,286	8 1,75 1,463 totally disagree disagree 1 1,214	8 3,25 1,753 totally disagree totally agree 5 3,071	8 2,13 1,835 totally disagree rather agree 3 1,696
Place2Be	N Mean Std. Deviation Minimum Maximum Range Variance	1 6,00 , totally agree totally agree 0 0	1 5,00 , agree agree 0 0	1 1,00 , totally disagree totally disagree 0 0	1 1,00 , totally disagree totally disagree 0 0	1 1,00 , totally disagree totally disagree 0 0	1 1,00 , totally disagree totally disagree 0 0	1 1,00 , totally disagree totally disagree 0 0	5 5,00 , agree agree 0 0	1 1,00 , totally disagree totally disagree 0 0
WhoCaresTrust	N Mean Std. Deviation Minimum Maximum Range Variance	9 1,89 1,601 totally disagree rather disagree 2 1,361	9 2,89 1,167 disagree agree 3 1,361	9 2,33 1,707 disagree rather agree 2 1,500	9 2,00 1,500 totally disagree rather disagree 2 1,250	9 1,89 1,601 totally disagree rather disagree 2 1,361	8 1,50 1,535 totally disagree disagree 1 1,286	9 3,33 1,000 disagree agree 3 1,000	9 2,67 1,118 totally disagree rather agree 3 1,250	9 2,89 1,167 disagree agree 3 1,361
YoungMinds	N Mean Std. Deviation Minimum Maximum Range Variance	6 3,00 1,265 disagree agree 3 1,600	6 4,00 1,414 disagree totally agree 4 2,000	6 3,33 1,506 disagree totally agree 4 2,267	6 3,33 1,033 disagree agree 3 1,067	6 3,17 1,329 disagree agree 3 1,767	6 2,00 1,632 totally disagree rather disagree 2 1,400	6 3,17 1,169 disagree agree 3 1,367	6 3,17 1,983 disagree agree 3 1,967	6 2,67 1,211 totally disagree rather agree 3 1,467
Total	N Mean Std. Deviation Minimum Maximum Range Variance	41 2,46 1,325 totally disagree totally agree 5 1,755	41 3,15 1,352 totally disagree totally agree 5 1,828	41 2,73 1,379 totally disagree totally agree 5 1,901	41 2,73 1,342 totally disagree totally agree 5 1,801	40 2,23 1,947 totally disagree agree 4 1,897	37 1,97 1,093 totally disagree totally agree 5 1,194	40 3,05 1,280 totally disagree agree 4 1,638	41 3,05 1,284 totally disagree totally agree 5 1,648	41 2,61 1,972 totally disagree agree 4 1,944

Quality of ECM (globally)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
4.3.2) I am often overloaded with too much relevant information.	41	5	1	6	3,15	1,352	1,828
4.3.7) We do not have clear guidelines for storing information and data in our file system.	40	4	1	5	3,05	1,280	1,638
4.3.8) I am often overloaded with irrelevant information.	41	5	1	6	3,05	1,284	1,648
4.3.3) The equipment and software applications we use are technically not reliable, we face many technical problems.	41	5	1	6	2,73	1,379	1,901
4.3.4) The equipment and software applications we use are not up-to-date.	41	5	1	6	2,73	1,342	1,801
4.3.9) It is very hard to find/locate the right information in our file system.	41	4	1	5	2,61	,972	,944
4.3.1) The equipment I use is not user-friendly enough.	41	5	1	6	2,46	1,325	1,755
4.3.5) The equipment and software applications we use are often not compatible with each other.	40	4	1	5	2,23	,947	,897
4.3.6) There is no public common folder/space/structure on our IT Data Management System.	37	5	1	6	1,97	1,093	1,194
Valid N (listwise)	36						

Quality of Electronic & Communication Media (comparative)

1.1) Name of Organisation	4.3.1) The equipment I use is not user-friendly enough.	4.3.2) I am overloaded with too much relevant information.	4.3.3) The equipment and applications we use are technically reliable, we face many technical problems.	4.3.4) The applications and software we use are not up-to-date.	4.3.5) The equipment and software applications we often not compatible with each other.	4.3.6) There is no common feed-back structure on our Management System.	4.3.7) We do not have clear guidelines regarding information and data in our file system.	4.3.8) I am often overloaded with irrelevant information.	4.3.9) It is very hard to find/right information in our file system.
FSU	N Mean Std. Deviation Minimum Maximum Range Variance	7 3,14 1,464 disagree totally agree 2,143	7 2,86 1,215 totally disagree rather agree 1,476	7 3,43 2,070 totally disagree totally agree 4,286	7 2,43 1,272 totally disagree rather agree 1,619	5 4,00 1,414 rather disagree totally agree 2,000	6 4,17 ,983 rather disagree agree 2,967	7 3,43 1,512 disagree totally agree 2,286	7 3,00 ,577 disagree rather agree ,333
Ican	N Mean Std. Deviation Minimum Maximum Range Variance	10 1,90 ,738 totally disagree rather disagree 2,544	10 2,90 ,876 disagree rather agree ,767	10 3,30 1,160 disagree agree 1,344	9 2,33 ,500 disagree rather disagree ,250	10 1,80 ,632 totally disagree rather disagree 2,400	10 3,30 1,337 totally disagree agree 4,967	10 2,70 ,949 disagree agree 3,900	10 2,60 ,843 totally disagree rather agree ,711
NCB	N Mean Std. Deviation Minimum Maximum Range Variance	8 2,38 1,598 totally disagree totally agree 2,554	8 3,13 1,959 totally disagree totally agree 3,839	8 1,63 ,518 totally disagree disagree ,268	8 2,00 ,926 totally disagree rather disagree ,857	7 1,43 ,535 totally disagree disagree ,286	8 1,75 ,463 totally disagree disagree ,214	8 3,25 1,753 totally disagree totally agree 3,071	8 2,13 ,835 totally disagree rather agree ,696
Place2Be	N Mean Std. Deviation Minimum Maximum Range Variance	1 6,00 , , totally agree totally agree 0	1 5,00 , , agree agree 0	1 1,00 , , totally disagree totally disagree 0	1 1,00 , , totally disagree totally disagree 0	1 1,00 , , totally disagree totally disagree 0	1 1,00 , , totally disagree totally disagree 0	1 5,00 , , agree agree 0	1 1,00 , , totally disagree totally disagree 0
WhoCaresTrust	N Mean Std. Deviation Minimum Maximum Range Variance	9 1,89 ,601 totally disagree rather disagree 2,361	9 2,89 1,167 disagree agree 3	9 2,33 ,707 disagree rather agree ,500	9 1,89 ,601 totally disagree rather disagree ,361	8 1,50 ,535 totally disagree disagree ,286	9 3,33 1,000 disagree agree 3	9 2,67 1,118 totally disagree rather agree 1,250	9 2,89 1,167 disagree agree 1,361
YoungMinds	N Mean Std. Deviation Minimum Maximum Range Variance	6 3,00 1,265 disagree agree 3	6 4,00 1,414 disagree totally agree 4	6 3,33 1,506 disagree totally agree 2,267	6 3,17 1,329 disagree agree 1,067	6 2,00 ,632 totally disagree rather disagree ,400	6 3,17 1,169 disagree agree 3	6 3,17 ,983 disagree agree ,967	6 2,67 1,211 totally disagree rather agree 1,467
Total	N Mean Std. Deviation Minimum Maximum Range Variance	41 2,46 1,325 totally disagree totally agree 1,755	41 3,15 1,552 totally disagree totally agree 1,828	41 2,33 1,379 totally disagree totally agree 1,901	41 2,23 ,947 totally disagree agree 1,801	37 1,97 1,093 totally disagree totally agree 1,194	40 3,05 1,280 totally disagree agree 1,638	41 3,05 1,284 totally disagree totally agree 1,648	41 2,61 ,972 totally disagree agree ,944

Survey – Open questions (example)

What are the main services/products that your organization provides?
<p>Project Co-ordinator – Education:</p> <p>Apart from a telephone helpline service for children and young people in public care, and a project in development called CareZone, The Who Cares? Trust does not run direct services for children in care. We liaise with government agencies to develop and improve policy, work with local authorities through consultation and publications to improve working practice with children in care and enable local authority staff to do their jobs more effectively, and undertake consultation with and provide publications for children in care to ensure that they get the same chances in life as all other children.</p>
<p>Director CareZone</p> <p>Development and delivery of CareZone; Who Cares magazine; publications for children in care, professionals and carers</p>
<p>Head of Communications and Marketing:</p> <p>Information and development products, a secure range of online services, a telephone helpline concerning children and young people in care</p>
<p>Training Liaison Manager:</p> <p>Various educational publications; The Who Cares? Magazine; CareZone - a virtual world website designed specifically for young people in care, which provides access to educational & health resources as well as moderated communication tools e.g. message boards, instant messaging, chat and a vault for storage of electronic documents.</p>
<p>Senior Funding Development Manager:</p> <p>information and support to children / policy and practice development to statutory organizations</p>
<p>Head of Education Development:</p> <p>Who cares? magazine reaches over 30,000 young people in care quarterly, across the UK; we work on development projects with local authorities and voluntary sector partners; we produce other publications; we lobby central government; we consult with children in care; we are delivering online services to children in care.</p>
<p>Director of Development:</p> <p>Quarterly magazine for children in care, development programmes to improve the outcomes for children looked after in public care in health, education, life skills & preparation for employment, telephone helpline, information booklets for young people eg on health, drugs, creative writing etc., CareZone - online services for children in care and local authorities.</p>
<p>CareZone Content Manager:</p> <p>Print publications; research; consultation; secure online services</p>
<p>Director of Finance and Administration:</p> <p>The beneficiaries are children and young people who are or have been in public care. This help is provided via information and publications, online services and participation by the trust in studies and programmes that can help those who care for the beneficiaries</p>
Who are your organization's primary clients/stakeholders?
<p>Project Co-ordinator – Education:</p> <p>Children and young people in public care, and local authority and independent professionals.</p>
<p>Director CareZone:</p> <p>Government, local authorities and other voluntary sector partners including young people in care</p>
<p>Head of Communications and Marketing:</p> <p>Local authorities, central government, independent fostering providers, individuals</p>
<p>Training Liaison Manager:</p>

Local Authorities, young people in care
Head of Education Development: Children in public care; local authorities
Director of Development: Social work professionals, foster carers, residential workers, children in and leaving public care system and their families, Connexions, central and local government departments.
CareZone Content Manager: Young people in UK public care; local and national government; voluntary sector partners; other allied professionals
Director of Finance and Administration: local authorities, government, other organizations involved in the care of looked after children, looked after children (mostly indirectly) other voluntary organizations
How could the relationship with your clients and stakeholders be improved?
Project Co-ordinator – Education: More one-to-one personal contact as opposed to via telephone or e-mail. There are cost implications here, though.
Director CareZone: Identify marketing segments and requirements of individuals and organizations within these to help to develop new products and services
Head of Communications and Marketing: Increased customer contact to improve knowledge of their needs and to foster increased loyalty. Increased public profile to gain better professional credibility.
Training Liaison Manager: An internal CRM system would help manage our dealings with local authorities better and thus provide a better service to young people.
Senior Funding Development Manager: even higher profile amongst local authorities
Head of Education Development: It's a continuous process of developing communication, via different media.
Director of Development: Better communication methodology.
CareZone Content Manager: Better joint working practices, even more consultation and communication with our client group and among our other stakeholders to share good practice, discuss the implications of new legislation, etc.
Director of Finance and Administration: further endorsement by respected authorities and work with partner organizations
Which advantages would you see in collaborating with other children organizations?
Project Co-ordinator – Education: Information transfer would be easier, as would gaining specialist knowledge for certain projects i.e. by informal information sharing rather than having to employ experts. It would also cut down on the amount of consultation children and young people have to do - sometimes I have the impression that children have been 'consulted - out', and often are not sure a) why they have been asked and b) what results have come from their involvement.
Director CareZone:

Economies of scale in the use of common resources such as IT, buildings, HR and finance which could be shared; common approach to key issues would be more straight forward to agree between organizations
<p>Head of Communications and Marketing:</p> <p>Sharing knowledge, not repeating work, having different streams of expertise to call upon</p>
<p>Training Liaison Manager:</p> <p>Costs could be shared to create products/ services that have similar goals.</p> <p>Wider more in depth knowledge base across a variety of issues surrounding young people and children.</p>
<p>Senior Funding Development Manager:</p> <p>sharing common infrastructure</p>
<p>Head of Education Development:</p> <p>Prevention of competition to undertake projects; balance of funding received from government; beneficiaries get the best from all organizations.</p>
<p>Director of Development:</p> <p>pooled resources, wider creative thinking, end of duplication, more career opportunities for staff who wish to stay within the voluntary sector, but work in different organizations</p>
<p>CareZone Content Manager:</p> <p>More coordination of research, services, and income generation; more opportunities for face-to-face communication</p>
<p>Director of Finance and Administration:</p> <p>sharing facilities, expertise, information sources</p>
Which limitations would you see in collaborating with other children organizations?
<p>Project Co-ordinator – Education:</p> <p>Difficulties in different aims of organizations and different ways of working would require degrees of separation in any collaboration - it would be important for charities to have an established brand/identity before collaborating to a great degree, and to be clear about what they want to achieve from the collaboration.</p>
<p>Director CareZone:</p> <p>Gaining agreement on approach to key issues if the ethos and viewpoints in organizations are different and cannot be reconciled</p>
<p>Head of Communications and Marketing:</p> <p>Inevitable competition and comparison</p>
<p>Training Liaison Manager:</p> <p>Individual organizations objectives may get less focused or watered down. There may also occasionally be conflicts of interest between the different organizations, especially concerning new legislation.</p>
<p>Senior Funding Development Manager:</p> <p>difficulty in sharing organization specific knowledge</p>
<p>Head of Education Development:</p> <p>Possible dilution of individual brand, leading to confusion about what different organizations stand for.</p>
<p>Director of Development:</p> <p>Funding - most of the organizations involved seek funding from the same sources.</p> <p>May mean redundancies?.</p>
<p>CareZone Content Manager:</p> <p>I don't think joint working imposes any particular limitations--it seems to me primarily to expand the prospects for collaboration, and I selectively pursue collaboration in situations where the mutual benefits can be made clear and they are persuasive.</p>

Director of Finance and Administration: maintenance of individual focus for the differing charities would be needed
How feasible would it be for your organization to collaborate virtually (e.g. common intranet, shared database etc.) with other children organizations?
Project Co-ordinator – Education: I think this would potentially be useful with regard to information sharing but there are issues around confidentiality and data protection with regard to databasing and I have some reservations about how useful intranets are and how much they are actually used.
Director CareZone: Quite feasible provided a common IT infrastructure was set up
Head of Communications and Marketing: Unlikely as people are too territorial
Training Liaison Manager: As far as I am aware this should be possible, as long as there is trust between the organizations and are respectful of each others contacts. A shared database would need to make sure that it addresses the needs of all the organizations and not just a few. This is quite often difficult enough in one organization, so would probably be even more problematic across different organizations. However the combined budget would help fund the common aspects of a database and may make more money available for more bespoke modules to be incorporated for each individual organization. By sharing an intranet all employees would be far more aware of the work being carried out by each organization and in turn would either promote collaborative work, or stop duplication. Training resources and good practice knowledge could also be shared.
Senior Funding Development Manager: 5 out of 10
Head of Education Development: Very easy - we have good IT.
Director of Development: Very easy as long as the intranet and database were regularly kept up to date.
CareZone Content Manager: Highly feasible, especially since we already operate an online virtual world designed for the community of people with an investment in bettering the lives of children in care.
Director of Finance and Administration: this would be possible but I do not think the maximum benefits would be achieved
Which are the main limitations of collaborating with your colleagues from other departments?
Project Co-ordinator – Education: Largely, the main limitations come down to priorities - for instance, my priorities revolve around a project deadline, perhaps in writing or editing content, whereas a Marketing Co-ordinator's priorities lay in costings, communications etc. This can be easily resolved when based on good working relationships but these do need to be in place, particularly when everyone has limited time due to heavy workloads.
Director CareZone: Pressure of work; CareZone seen as very different to other work in the Trust
Head of Communications and Marketing: Sometimes they don't value the value of activities such as media work and marketing
Training Liaison Manager: Finding time to meet.

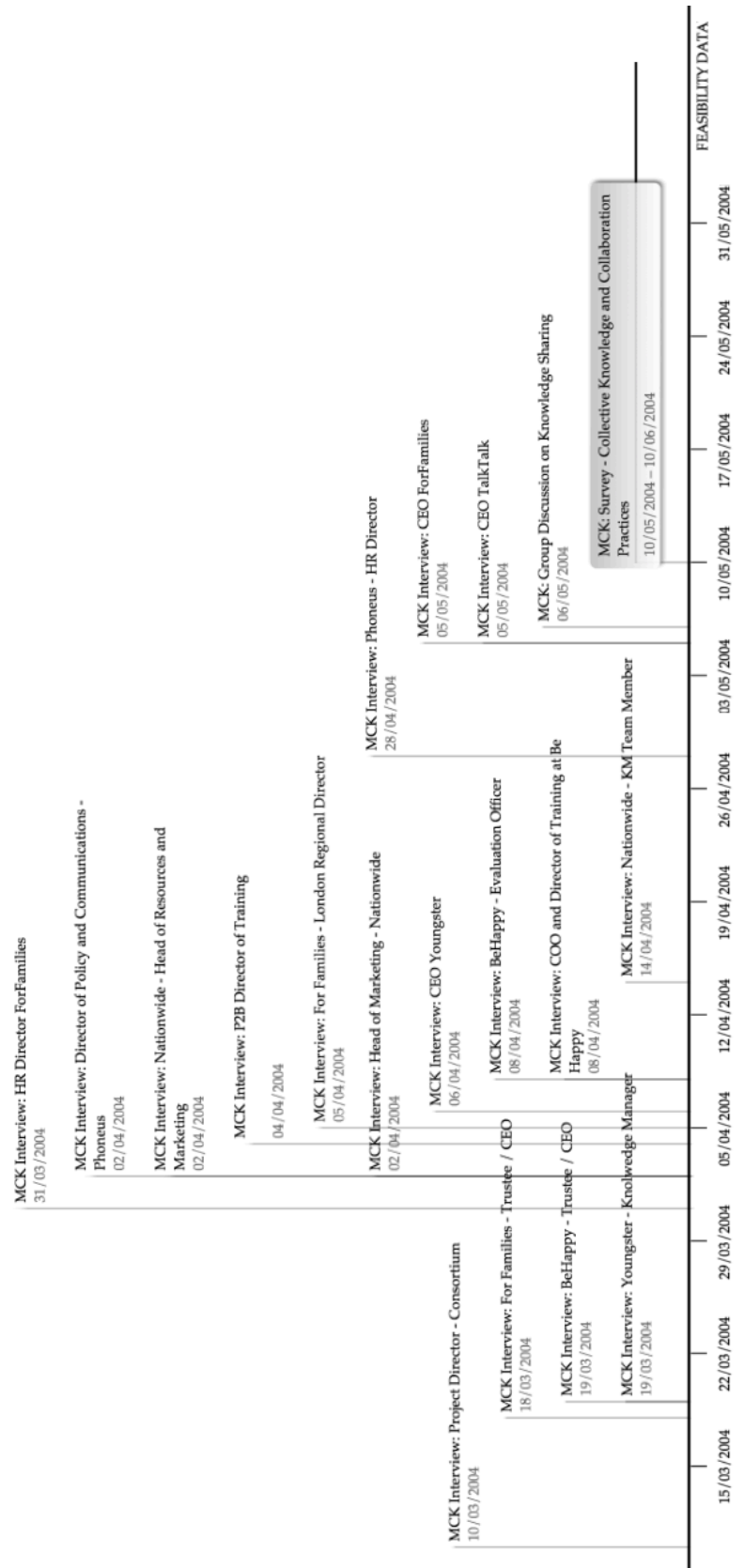
Senior Funding Development Manager:
None
Head of Education Development:
As a comparatively small organization, we have our individual responsibilities, on top of which collaboration increases workload, although it's rewarding.
Director of Development:
Not always shared values, some staff are part time or out of the office a lot, sometimes lack of understanding about each other's priorities.
CareZone Content Manager:
Time is the major constraint on collaboration--everyone is very busy; but collaboration is essential to what we do because so many projects are cross-disciplinary.
Director of Finance and Administration:
time constraints for all in the organization who are often busy
What do you see as the biggest threats to the success of your department or unit over the coming years?
Project Co-ordinator – Education:
Funding - it has been harder to obtain funding for both bigger and smaller projects, and in development project work this has meant hugely varying workloads, ranging from having nothing to do to being overworked and stressed. I think this may be partly down to working for a smaller organization, non-subscription based.
Director CareZone:
Opportunity to develop a range of products and to access different markets to generate revenue
Head of Communications and Marketing:
Lack of resources, too heavy workload leading to demoralised team and high staff turnover
Training Liaison Manager:
Poor communication with our product/service partners will lead to dissatisfaction of our services.
Senior Funding Development Manager:
Increased difficulty in fundraising
Head of Education Development:
Lack of funding to undertake the work we want to.
Director of Development:
Funding - lack of resources
CareZone Content Manager:
Q7 & 8: Cuts to social services budgets at local level would be a threat, but given that there is solid support at national and local level for online service delivery, the project I work on seems on relatively solid ground. As it is founded on a broad multi-agency partnership, and as net gains are continually reinvested in further development, I think the projects prospects for future success are robust.
Director of Finance and Administration:
increased pressure on staff time
What do you see as your department's biggest opportunities over the coming years?
Project Co-ordinator - Education :
Wider knowledge base, as we do more short-term education projects. I think its important to revisit work undertaken years ago, to ensure that a) the situation has changed and b) that children now receive the same quality of information as children then.
Director CareZone:

Identifying key market segments and the focus of the organizations in each; identifying and meeting needs of users and customers in each market segment
<p>Head of Communications and Marketing:</p> <p>Capitalising on the organization's increased reach to new service providers</p>
<p>Training Liaison Manager:</p> <p>Taking advantage of the advance in information technology to replicate some current services to target new market places, both nationally and internationally and make current products and services even more productive in helping meet the needs of young people in care.</p>
<p>Senior Funding Development Manager:</p> <p>Diversification</p>
<p>Head of Education Development:</p> <p>The talent of the staff is its greatest asset. If we are creative, we can build even better working relationships with local authorities.</p>
<p>Director of Development:</p> <p>Children will always be looked after in public care. There is much room for development work in improving the outcomes for children in public care, including those from minority ethnic groups, those with disabilities/learning difficulties, gay and lesbian young people etc. The social care arena is under going immense change and The Who Cares? Trust has much to offer.</p>
<p>CareZone Content Manager:</p> <p>Q7 & 8: Cuts to social services budgets at local level would be a threat, but given that there is solid support at national and local level for online service delivery, the project I work on seems on relatively solid ground. As it is founded on a broad multi-agency partnership, and as net gains are continually reinvested in further development, I think the projects prospects for future success are robust.</p>
<p>Director of Finance and Administration:</p> <p>staff traing allowing more expertise in the section to help with the time pressures.</p> <p>Also staff change in the immediate future</p>
Based on your answer to the above question, what kinds of knowledge/information do you see as having the most value for your unit?
<p>Project Co-ordinator – Education:</p> <p>Policy information and development information, not only within local authorities but also for each of the four countries in the UK as we become increasingly nationwide. It is important that we communicate with local authorities about the problems they have in service provision for children and young people in public care and use this, and children's comments, as a jumping off point.</p>
<p>Director CareZone:</p> <p>Directing the team in development, deployment and take up of CareZone and the community site in local authorities and independent fostering agencies; managing contractos and contract management; problem solving and setting strategy</p>
<p>Head of Communications and Marketing:</p> <p>Understanding the changing nature of children's service provision and targeting it effectively</p>
<p>Training Liaison Manager:</p> <p>Awareness of the organization's target audience 's needs, and how these can be addressed in both a practical and commercial way for the benefit of young people. Government information, e.g. National statistics, changes in government policy, IT training</p>
<p>Senior Funding Development Manager:</p> <p>Knowledge about individuals and organizations from which we might generate income in various ways</p>

<p>Head of Education Development:</p> <p>The needs/opinions of the children; Government policy; local authority practice and areas of concern.</p>
<p>Director of Development:</p> <p>Keeping abreast of government initiatives, new legislation, practice development etc., a serious need to keep abreast of relevant research and instigate research where necessary.</p>
<p>CareZone Content Manager:</p> <p>Expertise across education, health and social services--particularly in relation to young people--is critically valuable; as is knowledge of ICT and of the latest developments in public policy and legislation impinging on the lives of young people.</p>
<p>Director of Finance and Administration:</p> <p>good accounting software, access to expertise on personnel and legal matters at low cost, integration of information systems</p>
<p>How would you describe your primary tasks and responsibilities?</p>
<p>Project Co-ordinator – Education:</p> <p>I work on education projects at the Trust, from writing and editing publications and liaising with designers and printers on look and feel, to putting together funding bids for new projects, and organizing conferences, seminars and meetings as appropriate. I also have to keep up to date with policy developments in the education and social care fields. I produce a quarterly bulletin for all our education contacts with regard to the education of children in public care.</p>
<p>Director CareZone:</p> <p>Directing the team in development, deployment and take up of CareZone and the community site in local authorities and independent fostering agencies; managing contractors and contract management; problem solving and setting strategy</p>
<p>Head of Communications and Marketing:</p> <p>Providing communication and marketing services</p>
<p>Training Liaison Manager:</p> <p>Responsible for the role out of CareZone across local authorities in the UK. This includes training, trouble shooting, upselling, and general account management.</p>
<p>Senior Funding Development Manager:</p> <p>research and relationship building</p>
<p>Head of Education Development:</p> <p>Development of programmes of work to improve the educational outcomes of children in care.</p>
<p>Director of Development:</p> <p>Developing and managing programmes of work with local authorities to improve the outcomes of children in care, responding to Government documents, membership of various relevant advisory groups, management of telephone helpline, keeping abreast of government initiatives and informing the rest of the staff team accordingly.</p>
<p>CareZone Content Manager:</p> <p>Planning, sourcing, commissioning and editing content for online delivery; liaison with suppliers/developers; partnership building and maintenance (local government, the voluntary sector, third party content providers (commercial))</p>
<p>Director of Finance and Administration:</p> <p>management of finance and administration function, involvement with all colleagues on financial matters, budgets, strategic planning, acting as a director of the organization with fellow directors</p>
<p>Are you a member of list servers/internet forums which deal with children issues?</p>
<p>Project Co-ordinator – Education:</p> <p>Lots of e-mail newsletters from policy websites</p>
<p>Director CareZone:</p>

Head of Communications and Marketing:
Training Liaison Manager:
Senior Funding Development Manager:
Head of Education Development:
Director of Development:
CareZone Content Manager:
Director of Finance and Administration:
What do you do when you have found new and interesting information that could be relevant for other people as well?
Project Co-ordinator – Education: Ask if others want to receive the information
Director CareZone:
Head of Communications and Marketing:
Training Liaison Manager:
Senior Funding Development Manager: share it with colleagues, by whichever means is most appropriate
Head of Education Development:
Director of Development:
CareZone Content Manager: Start a thread on a message board or post an article on one of our websites
Director of Finance and Administration:
Please add here any additional comments or information that you consider relevant.
Project Co-ordinator – Education: I think a lot of the answers to the above questions come down to personal responsibility - do you chase the information you need, respond to enquiries, etc. Being responsible for your knowledge and not waiting for others to give it to you gets rid of a lot of the problems to do with relevant and irrelevant information. This is not organization wide at this organization, but this is to do with the commitment of individual staff.
CareZone community site; informal e-mail group set up by my team.

Appendix 3: Data Creation Timelines



[illegible]

Appendix 4: Participant Briefing Notes

Interviewee Briefing

Introduction

This document provides an introduction to the interviews being conducted by Dr. Lucia Garcia-Lorenzo and Mr Thorsten Roser of the Social Psychology Department, in the London School of Economics and Political Science (LSE).

This document has three sections:

Ethical statement – the use of the contents of interviews;

Interview format – what to expect in the interview;

Background information – context of the project;

Please read the first two sections. The third section is there if you wish to understand more about the background to the interview and the project.

Ethical guidelines

The interviewers will ask you to confirm that you have read and understood these guidelines.

1. All interviews will be recorded with the express permission of the interviewee.
2. The transcripts will be used only as research protocols by the researchers.
3. All reports, papers for publication, etc will be non-attributable, i.e. the names of individual interviewees will not be given, the position of the interviewee may however need to be given when quotes are used to provide an accurate context.
4. The researchers will be free to publish papers based on the research material. Drafts will however be submitted to the main contacts for factual correction.

Interview Format

The interviews last approx. 45 min; they are not questionnaire-based, but invite views about the situation on certain broad themes or topics.

These interviews are part of Phase 1 of feasibility study for the Children's Centre Project carried out by members of the Social Psychology Department at the London School of Economics.

Background

The Children's Centre Project (CCP) was initiated by the National Children's Bureau in early 2001 and brought together a group of organizations to explore the opportunities afforded by shared accommodation. Through meeting and discussion a wider vision emerged of changing the way in which the sector works together, to raise the profile of children's issues and provide a resource to agencies seeking to develop innovative ways of working

Aims and Objectives

The Children's Centre Project aims to improve the quality and cost-effectiveness of the partner's existing services, develop new services through collaborative working, and ultimately for some to move into a common building in a new partnership.

To establish the Children's Centre Project charity and put in place the wherewithal to take the project forward

- To improve the current efficiency and effectiveness of services provided by the partner charities
- To identify new joint services and activities for development
- To develop a new culture of joint working between partner charities that can maximise the impact of service delivery
- To disseminate the lessons from the process and ensure they are translated into practice elsewhere in the voluntary sector
- To provide an essential resource for new agencies
- To engage effectively with children and young people, their parents, carers, policymakers and professionals in the children's sector and raise the profile of children's issues
- To prepare an organizational infrastructure for relocation into the new building.

Feasibility Study: Managing Collective Knowledge (MCK)

The voluntary sector is rich in collective knowledge but is often slow to exploit it as a resource. Charities collect valuable data specifically on hard-to-reach groups and beneficiaries of services, and can respond quickly and innovatively to need. More generally the sector can advise government and others on social trends and policy and lobby and campaign for allocation of resources. Children's charities need to work together to improve their collective knowledge gathering and think about new and improved methods of dissemination.

Methodology

The MCK project focuses on the way knowledge is used, transferred, maintained and changed within CCP partner organizations. The MCK project will address these processes empirically through research with/in CCP. The research will have two phases. The first 'horizontal' phase will map the scene and will explore the current knowledge functions and information services provided by the different partner agencies within CCP. The second 'vertical' phase will follow a project situation within a partner agency in the new organization exploring its links with different stakeholders, working practices and the nature of its knowledge gathering and dissemination.

The research will aim to better understand the processes and purposive activities by which people individually and collectively organize focusing on the way organizational knowledge helps or constrains them in doing so. Organizational knowledge can be observed in the ways people reflect upon their experiences or appropriate the experience of others and apply this learning to their everyday working activities. The understanding of these processes would help to support the process of organizing in a change situation since it is then that the increase, decrease and/or loss of knowledge become crucial for people's ability to organize themselves competently.

LSE/ March 2004

Questionnaire Email Invitation and briefing note

(Provided in addition to instruction)

Dear X,

Your name has been suggested by _____ as one of the ten people from _____ best positioned to take part in a task being undertaken with The Children's Centre Partnership and the London School of Economics. We are looking at collective knowledge across the organizations within the partnership and we would like your help with a questionnaire –please find file attached-.

To answer the questionnaire will not take more than 20 min of your time. All responses will be treated confidentially, only as part of a research protocol. Please remember that there are no right or wrong answers; we need the answers that best reflect your own opinion. Once you have completed the questionnaire please save it as an electronic file and send it back to us via e-mail within the next 2 weeks.

You will find an introduction and instructions as how to fill in the questionnaire once you open the file but if you have any doubt, question or suggestion please do feel free to contact us at any time in the address provided below.

We will be looking forward to hear from you.

With best regards

Thorsten Roser

Mr. Thorsten Roser
Social Psychology Department
LSE, Houghton Street,
London WC2A 2AE
Tel: +44 (0)20 7955 6215
Fax: +44 (0)20 7955 7565

Email-Reminder for questionnaire

Dear X

This message is to remind you, that we have finalised the first part of our study –the in-depth interviews- on Managing Collective Knowledge and we are finally ready to start the second part –sending the survey questionnaire we talked about when we last met. As we agreed when we discussed the questionnaire distribution in your organization we would like to have around 10 people you consider relevant -e.g. working at different levels in the organization, projects etc.- to fill it in.

I am attaching a file to this e-mail containing the electronic survey we plan to send. We would ask you keep the file for yourself; have a look at it if you are interested but NOT to forward it to your chosen people. What we will need from you at this stage are their e-mail addresses as soon as you can provide them so we can send it to them directly. There are two main reasons for this request:

1. We expect people to complete the survey within a period of two weeks –it should not take more than 20 minutes to do so- but we might need to send them a remainder after ten days. Just to make sure. This will be easier and more efficient if done directly from the LSE.
2. The questionnaire is in electronic form and although we do not expect any problems we might avoid possible corruption of the file –e.g. through forwarding it many times- if we send/receive the original file directly to/from each of the participants.

Please do contact us if you have any question or concern regarding this issue.

Thank you again for your time and collaboration. Looking forward to hear from you soon.

With best regards,

Thorsten Roser

Mr. Thorsten Roser

Social Psychology Department

LSE, Houghton Street,

London WC2A 2AE

Tel: +44 (0)20 7955 6215

Fax: +44 (0)20 7955 7565

Appendix 5: Interview topic guide

Topic guide for CCP Project Managing Collective Knowledge	Topic guide for CCP Project Project Evaluation and Collaboration Practices
<p>1. Background:</p> <p>Personal</p> <p>General Company:</p> <p>Work in current agency</p> <p>Work done with other Children agencies before</p> <p>Description of the current/project/work</p>	<p>1. (Project) Background:</p> <p>Personal/Company</p> <p>Project</p> <p>(What) have you heard about the project/tell what you know about CCP</p> <p>What where your roles/responsibilities in the project?</p> <p>Personal activities within the project</p>
<p>2. Previous experience</p> <p>In working with children issues</p> <p>Other projects</p> <p>Other companies</p>	<p>2. Previous expectations about CCP</p> <p>For organization</p> <p>For personal work</p> <p>For Stakeholders (children, funders etc.)</p>
<p>3. Description of the organization</p> <p>How is it organized</p> <p>What is like to work for it</p> <p>Core competencies of organization/agency</p> <p>What is the service that the org provides/aims to provide</p> <p>What is it that does better</p> <p>What could be improved</p>	<p>3. Current expectation/perception about CCP</p> <p>What is going on at present/ What seems to be the present situation</p> <p>How do you see the project (evolving)?</p> <p>Expectations any different than before/Has anything changed?</p>
<p>4. Proposed change / CCP Collaboration Project</p> <p>What it consists of</p> <p>How would affect your agency/ yourself</p> <p>Benefits and challenges for your organization</p>	<p>4. Change through the CCP</p> <p>Recommendations from feasibility studies (give prompters from survey results) / what is remaining has been adopted</p>
<p>5. Criteria for the CCP collaboration to succeed</p> <p>Things that could help the project to succeed.</p> <p>Things that could go wrong</p> <p>Main concerns:</p> <p>At the personal level</p> <p>At the organizational level</p>	<p>5. Project success, achievements, changes, difficulties</p> <p>What was successful (improvements, Achievements) about the project?</p> <p>What was less successful or critical?</p>

<p>6. Relating back to the centre (CCP) and beyond...</p> <p>Communication among the different agencies, between agencies and CCP, with the rest of the Children service sector...</p> <p>How would be possible to capitalise on learned experiences</p>	<p>6. Collaboration among the partners and beyond...</p> <p>Collaboration within agency</p> <p>Collaboration within CCP:</p> <p>Who works with whom in the project</p> <p>Added value / learning?</p> <p>Collaboration beyond</p>
<p>7. Organizational knowledge processes</p> <p>Generating</p> <p>Storing</p> <p>Sharing</p> <p>Disseminating</p>	<p>7. Working practices processes</p> <p>Within agency general</p> <p>Within CCP</p> <p>Beyond CCP</p>
<p>8. Future</p> <p>How do you see the future: individual, agency, CCP, sector</p>	<p>8. Future</p> <p>How do people see future now (sector, agency/individual)</p>

Children's Centre Project

Feasibility-Study

Dear participant,

Thank you for taking part in this survey. Please take some time to read the following introduction and instructions before you proceed to answer the questions.

Why this survey is carried out

This study has been commissioned to the *London School of Economics* team by the *Children's Centre Project* (CCP). The CCP was initiated by the National Children's Bureau in early 2001 and has brought together a group of organizations that are considering the possibilities of sharing new accommodation and of developing innovative ways of working together. Our study will look into one of the areas of collaborative work. This survey aims to identify the typical working practices in your organization and to explore the way knowledge is created, gathered and disseminated on a daily basis to understand how this might support collaborative work. This is important since even if the voluntary sector is rich in collective knowledge (e.g. valuable data specifically on hard-to-reach groups) it is often slow to exploit it as a resource.

Answering the questions

Please read the instructions for each question carefully before you proceed. Remember that there are no right or wrong answers so please rate the statements and choose the value which best reflects your opinion. Any response will be treated as strictly confidential.

1	2	3	4	5	6
Totally disagree	disagree	rather disagree	rather agree	agree	totally agree
Example 1: I love dogs.					6
Example 2: I like mice.					1
Example 3: Dogs, cats and mice can never be friends.					don't know
Example 4: unanswered question: make sure you answer all of them					no answer

In the **fields** on the right side of the scale you can choose from different answer possibilities by clicking on them with your pc-mouse. Always choose the answer which seems most appropriate to you or which best reflects your opinion.

The second type of questions are open questions, where you can type your statment in the empty fields by clicking on them: **Abc xyz**

We strongly recommend you answer the survey in one session!

This should not take more than 15 minutes of your time. Once you have finished answering the survey you should save it and send it back by e-mail to us (see end of survey). In order to ensure the confidentiality of your response please save your survey as a file using only anonymous caracters (like date, your initials or date of birth).

If you have any questions or suggestions regarding the survey please do not hesitate to contact the LSE research team.

1 About you: Personal details and general information

Name of Organization: **no answer**

Organizational devision/unit/sector (as appropriate):

Your job title:

Age (in years):

Gender: no answer

How many years have you worked for this Organization? no answer

How many years have you worked in the voluntary sector? no answer

2 About your organization

This first section focuses on the clients and the services your organization provides for them.

2.1 Services and clients

1) What are the main services/products that your organization provides?

Who are your organization's primary clients/stakeholders?

How could the relationship with your clients and stakeholders be improved?

2 Structure and communication

This section looks into the company's structure and communication.

Would you agree/disagree with the following statements?

1	2	3	4	5	6
Totally disagree	disagree	rather disagree	rather agree	agree	totally agree
Please choose the value which best reflects your opinion!					
The organization is directly controlled by one person, key decisions are often made by one the owner or chief executive personally.					no answer
The organization is controlled through an elaborate hierarchy.					no answer
Management tends to be fairly weak because the organization is ruled largely by independent professionals.					no answer
This organization operates as a headquarters and allows operating units a good deal of freedom; provided they perform well.					no answer
The work required so much creativity that 'experts' must get together to decide how things will be done.					no answer
The organization is always reorganizing to suit different projects.					no answer
The organization has a number of self contained divisions.					no answer
As most people are professionally qualified, they take responsibility for their own work and make most of their own decisions.					no answer
There are formal rules and regulations governing almost all eventualities.					no answer
Comprehensive and formal planning takes place before changes in the work organization are made.					no answer
The majority of employees must be qualified in a 'profession' or 'craft'.					no answer
The primary task of the top management team is to supervise the performance of subsidiary units or divisions .					no answer
The primarytask of the top management team is to develop the organization's vision and future development.					no answer
Co-ordination takes place through an enormous amount of informal teamwork at every level.					no answer
Much of the work requires performing routine tasks time and time again.					no answer

There are many elaborate systems to control precisely what goes on throughout the organization.	no answer
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3 Working climate

This section defines the working climate of your organization.

Would you agree/disagree with the following statements?

1	2	3	4	5	6
Totally disagree	disagree	rather disagree	rather agree	agree	totally agree
Please choose the value which best reflects your opinion!					
My organization is in general.....					
open to new ideas					no answer
controlling					no answer
honest					no answer
allows failure so we can learn					no answer
cooperative					no answer
friendly					no answer
flexible					no answer
supportive					no answer
respectful					no answer
trusting					no answer
formally organized					no answer
individualistic					no answer
closed to new ideas					no answer
sharing					no answer
dishonest					no answer
it has a blaming culture					no answer
competitive					no answer

unfriendly	no answer
rigid	no answer
selfish	no answer
disrespectful	no answer
distrusting	no answer
informally organized	no answer
teamwork oriented	no answer

4 About your organization: direction and leadership

This section looks into the company's direction and leadership.

Would you agree/disagree with the following statements?

1	2	3	4	5	6
Totally disagree	disagree	rather disagree	rather agree	agree	totally agree
Please choose the value which best reflects your opinion!					
Most the staff in the company are clear about the direction of the company. If asked they could easily state where the company is going.					no answer
No one really knows the direction of the company apart from the management team. If asked they could not reply.					no answer
Goals and directions are constantly changing. Everyone is kept informed of progress and changes.					no answer
No one feels involved and could not describe the direction of the company.					no answer

This next section looks at the company values in your organization.

2.5 Company values

Would you agree/disagree with the following statements?

1	2	3	4	5	6
Totally disagree	disagree	rather disagree	rather agree	agree	totally agree
<i>Please choose the value which best reflects your opinion!</i>					
People have sense of loyalty to the company.					no answer
People are involved in most aspects of company growth.					no answer
People feel free to talk openly.					no answer
People like to learn and develop with the company.					no answer
People are trusted.					no answer
People work against the company.					no answer
People have hidden agendas.					no answer
People do not trust each other.					no answer
People are not committed to the company.					no answer
People do not want to get involved.					no answer

3 Collaboration and Knowledge Management

The purpose of this section is to look at the context in which your organization operates and the potential collaboration and joint work with other similar organizations.

3.1 External collaboration

Would you agree/disagree with the following statements?

1	2	3	4	5	6
Totally disagree	disagree	rather disagree	rather agree	agree	totally agree
<i>Please choose the value which best reflects your opinion!</i>					
My personal work will benefit from collaboration with other children organizations.					no answer
I know people who work in other children charities and I know what they do.					no answer
I know the websites of the different CCP children organizations.					no answer
If all organizations were to be located in one building collaboration would be improved.					no answer
I often collaborate with members from other CCP organizations.					no answer
Generally, my collaboration with with people from the other CCP charities is very succesful.					no answer

Which advantages or limitations would you see in collaborating with other child organizations?

How feasible would it be for your organization to collaborate virtually (e.g. common intranet, shared database etc.) with other children organizations?

3.2 Internal collaboration

Would you agree/disagree with the following statements?

1	2	3	4	5	6
Totally disagree	Disagree	rather disagree	rather agree	agree	totally agree
Please choose the value which best reflects your opinion!					
My personal work would benefit from collaborating more with colleagues from other departments.					no answer
I know very well what my colleagues in other departments are doing.					no answer
I often collaborate with people who work in different departments.					no answer
I often have face to face contact with my colleagues from other departments.					no answer
Genrally, my collbaoration with people from other organizational departments is very succesful.					no answer

Which are the main limitations of collaborating with your colleagues from other departments?

What do you see as the biggest threats to the success of your department or unit over the coming years?

-What do you see as your department`s biggest opportunities over the coming years?

Based on your answer to the above question, what kinds of knowledge/information do you see as having the most value to your unit?

4. About your work

This section focuses on your every day work. It looks at your workspace, activities and the media you use to communicate and interchange knowledge.

4.1 Work place

1) How would you characterise your workplace? **no answer**

2) Where is your office located? **no answer**

3) Do you have regular access to a computer? **no answer**

4) Which software application do you use most often? **no answer**

If **other** please specify:

Please state if you have access to the following communication media and indicate your frequency of use

1	2	3	4	5	6
never	rarely	sometimes	quite often	often	very often
Please choose the value which best reflects your opinion!					
Telephone/mobile					no answer
Email					no answer
Video conferencing					no answer
Internet					no answer
Intranet					no answer
White papers/blue/yellow pages					no answer
Database/Data Management System					no answer
Library catalogues					no answer
Other					no answer

If **other** please specify:

Work activities

How would you describe your primary tasks and responsibilities?

How long have you been in this role? **no answer**

Would you agree/disagree with the following statements?

1	2	3	4	5	6
Totally disagree	Disagree	rather disagree	rather agree	agree	totally agree
<i>Please choose the value which best reflects your opinion!</i>					
My job requires a high level of flexibility.					no answer
I work individually most of the time.					no answer
If we work in teams, we mostly work in homogeneous teams where people have the same background knowledge.					no answer
I mostly communicate virtually with my colleagues (e.g. through email, telephone, video conferencing, letters).					no answer
Working through informal networks is essential to carry out my daily work (i.e. using contacts to gather knowledge and information).					no answer
It is essential for me to have access to new and up to date information in order to carry out my daily work.					no answer
I deal with a high amount of strictly confidential information.					no answer
My job requires a high level of routine.					no answer
I work collectively most of the time.					no answer
If we work in teams, we mostly work in multidisciplinary teams where people have different background knowledge.					no answer
I mostly communicate face-to-face with my colleagues (e.g. formal and informal meetings)					no answer
Working through informal networks not important to carry out my daily work.					no answer
It is not essential for me to have access to new and up to date information.					no answer
In my daily work data security is not important.					no answer

Are you a member of list servers/internet forums which deal with children issues? [no answer](#)

If yes, please specify:

What do you do when you have found new and interesting information, that could be relevant for other people as well?

[no answer](#)

If other please specify:

4.3. Quality of technical equipment & software

Would you agree/disagree with the following statements?

1	2	3	4	5	6
Totally disagree	Disagree	rather disagree	rather agree	agree	totally agree
<i>Please choose the value which best reflects your opinion!</i>					
The equipment I use is not user-friendly enough.					no answer
I am often overloaded with too much relevant information.					no answer
The equipment and software applications we use are technically not reliable, we face many technical problems.					no answer
The equipment and software applications we use are not up-to-date.					no answer
The equipment and software applications are often not compatible with each other.					no answer
There is no public common folder space/structure on our IT/Data Management System.					no answer
We do not have clear guidelines for storing information and data in our file system.					no answer
I am often overloaded with irrelevant information.					no answer
It is very hard to find/locate the right information in our file system.					no answer

10. Would you like to give any additional comments regarding e.g. the questionnaire or provide us with other information that might be important?

Please save the questionnaire now as follows:

'Date_initialsCCP.doc'

Example:

'050504_TR_CP.doc'

and send it to:

[t.rosen\(at\)lse.ac.uk](mailto:t.rosen(at)lse.ac.uk)

Thank you very much for your time and participation!

Appendix 7: Sample Interview Transcripts

Sample transcript: Interview 1

Transcript Code

??? = word not clear

..... = indicates a pause or switch of thought mid sentence

Word with (?) = indicates best guess at word

..... [IA] = several words or (s) inaudible or indecipherable

TR = Thor Roser

JH = John Handley

TR: Thank you very much for making to LSE today, it's much appreciated. So you've read our interview briefing and guidelines – you're fine with me recording the interview.

JH: Yes, fine, no problem.

TR: Well, I contacted you because you have worked with the CCP beforehand.

JH: Not the CCP - Sally specifically, Sally Whitaker from NCB but I do work with organizations within the CCP.

TR: Right, okay and you are an expert on what? – merger. What's your

JH: My background is strategy and from massive organizations, I've worked with Deutsche Bank, UPS(?) on strategy and the last one was ING where I was solely responsible for corporate strategy following lots of losses. So I've spent the last four years, five years now, working in the voluntary sector with different organizations at different levels, all at Chief Executive or above. I don't do any work with teams below that because my expertise is not operational, it's strategic and managerial and so I did a report on a merger and Sally read it and then asked me to a merger within the voluntary sector, but in that I identified six principles that I thought were necessary for voluntary sector organizations to achieve before they could work together, and in fact, I've subsequently updated that and I'm working on a merger right now, another merger, of two organizations - I use the same principles to evaluate whether it was reasonable or not.

TR: Let's get back to that at a later stage. What is your personal experience of working with the sector?

JH: As I say, five years of it - literally five years solidly at the senior management and trustee Board level.

TR: What would you say is currently going on in terms of partnering and alliances?

JH: I think that a lot of organizations are in deep trouble at the moment in the children's sector – I'm only going to talk about children's sector because that's where I basically specialise. I've done some work in regeneration companies and other not-for-profits but the work I do is specifically in the children's sector and in the children's sector after the Every Child Matters and the Children's Act last year and the compact with the voluntary sector and local authorities, there's a radical change going on in the sector right now. And my view is that in the next couple of months, there's going to be a big fallout and charities are going to either go bust or be forced to merge with other charities. So, as I say, I'm working on a merger right now because of the pressures brought by contracting and the failure of local authorities to contract out. They're bringing services in-house and the way I describe it is, in the past, there was massive social failure below which the voluntary sector picked up the pieces with the explicit support of the government. They used to give all of them grants - go and sort out the mess that we're not picking up or the local authorities are not picking up. Every Child Matters lowered that barrier and so social failure now is with a much smaller group of people, much harder to get to and much harder to change and they're either going to be supported by voluntary sector organizations or they're going to go to jail because of the Respect agenda. So the space that the voluntary sector organizations operate in is much narrower, or it's this big contracting area and the contracting area is open to anybody because the government's good value for money requirements will mean that private sector organizations have to be allowed to bid. I was a trustee of an organization where we were already in that contracting belt before Every Child Matters because it's a care support agency and the downward pressure on costs was putting us out of business. We couldn't sustain it because our core costs weren't being met, where the private sector was coming in and spreading the core costs over many projects, specifically Housing Associations where they could lose them, the core costs, in the housing development and so all they had was this variable cost. So I see a lot of organizations going to the wall. Some of them I'm working with right now, that's what's happening.

TR: You mentioned there seems to be a radical shift or a change going on, could you elaborate on that, what's going on at the government level [IA]

JH: Well, I did an looking to merge two organizations last year I interviewed 65 people, of which about 20 (16 or 17) were from government and the government's rethinking their whole funding strategy for the voluntary sector. In the past, as I say, they looked at this bottom layer and said, well that's social failure, we've got to do something about it and more money than was ever disclosed properly went into the voluntary sector in the form of grants and not contracts, but just grants, and that layer, as I say, has been squashed. There's less money available for grants and departments like DFES and the Home Office are now saying we've got strategic grants. We're only going to give strategic grants for organizations that have a national impact, otherwise local authorities must pick up the funding. Now that sounds great and there was a compact put in place with the Treasury and the voluntary sector which said, the voluntary sector would be involved in delivering services but the reality is local authorities don't have enough money. They're bringing most of those services in-house in a process called mainstreaming and through mainstreaming, they are cutting off the voluntary sector. So people who have traditionally provided services are no longer providing those services, and a good example of that is in terms of adoption services. Until recently, the local authorities well, until a few years ago – let's go back five years. Five years ago, local authorities outsourced all the adoption services to voluntary sector. So if you look around the country, there are masses and masses of adoption services agencies; they dealt with everything from children from birth to 8, to difficult to place children. The local authorities started bringing the younger group in-house because they're easier to place, so they could find adoptive parents very easily but the group from 3 to 8, they couldn't find parents so they outsourced that to continued to outsource it, I mean it's a dirty word but that's what they did, to the voluntary sector. But now lots of local authorities are saying,

hang on, this is an expensive there's an inter-agency fee they have to pay to each adoption agency and we can save that if we bring it in-house. So they started bringing in-house the 3 to 7 year olds and only leaving the extremely difficult to place with the voluntary sector, and so the voluntary sector have to go round and recruit adoptive parents who are prepared to take disturbed children as adoptees, and it's much more difficult. So there's been a cut in income but the amount of work they have to do to recruit each parent has gone up exponentially. That's why I say there's going to be a shake-up because they just can't afford to carry on, I mean it's a funding issue. Other organizations have tried to build infrastructure over the last few years to cater for growth, because everybody thought the voluntary sector was a growth sector, and they now have excess capacity and they end up, when you look at their income statements, they have projected high costs and not enough income to cover their costs and that is again a capacity issue. Because there is no longer that level of growth, because with Every Child Matters it's all about contracting and there are more voluntary sector organizations chasing after fewer and fewer contracts. Typical competitive environment, there's going to be a shake-up. If you looked at it in the life cycle, it's now getting out of the development phase and it's gone through growth and now it's in mature phase and lots of organizations are going to fall out as a result of that. I advise an organization, I saw them last week, they have put in Regional Managers right round the country without anything for them to do. So they've got this extra layer of costs but they can't actually win new contracts because they're not there to win, and so they're going to have to just either get rid of the regional structure and retrench or they're going to have to undercut competitors, so they can't competition's no longer just private sector, it's the voluntary sector as well and it's rough. It's really vicious competition and that's why I say espoused values, they all say we work together but the reality is they're competing against one another at every level.

TR: There seems to be some kind of contradiction really in terms of How do actually voluntary sectors, how do they react to this increased pressure and shift of the environment in which they're operating? What's their strategy? What's their ideas?

JH: Well, they don't really have many ideas. A lot of them think they will just carry on doing what they're doing but obviously one organization, which is a member of the CCP, I'm working with them and the managerial team are saying, look this is it, we don't do this job for love, we do it for pay and we realise that our jobs are at risk here, so they're going in and they're fighting because it's their jobs. As I say, there's massive competition. I've heard of instances, another organization I work with, not a member of the CCP, where they worked a joint project together and there was an agreed agenda for them to write reports and submit it to government, the government department that commissioned them, and one of the two partners decided they would present a report without the other partner being there and in that meeting, they used the opportunity to undermine the other organization, because they compete in different parts of the country and they wanted to get some of their so it is a very messy situation.

TR: When are you typically called in? Or what is it you typically do when working with voluntary sector organizations?

JH: Well, I do a range of things so it's not easy to answer it very quickly. But my background's strategy so I effectively do strategic work with them. So I look at what their options are and how they can manage their options, whether they need to contract, how they would contract in a controlled manner. If they're going to continue growing, what have they got to do to make sure that a) they get an image out in the market, they get recognised for the work they do and that they secure the funding. Because it is about funding at the end of the day and a lot of the organizations are now coming to the realisation it's not just about their

organizational goals and values, it's actually the principle that their strategic objective is to raise finances because if they don't, they can't actually deliver the goals. So I'm looking at I am a chartered accountant as well, so I look at the figures and I help them unpick them. And that's what I was saying about that regional group, because I went in and they asked me what I thought the problem was and I turned around to them and said, what do you think? It's income, so I said of course it's income but what else is it?

TR: It seems from a finance perspective though partnering seems [IA] the idea of making the cake bigger rather than competing for it. So making it bigger, getting a bigger stake of the market share.

JH: That's their theory and they all think that if they partner now, they might actually survive but that cake isn't getting bigger. I mean the voluntary sector sorry, the local authorities are taking work in-house, so the contracting potential is not as big as everybody thought it was because the local authority sector's taking it in-house, the private competitors coming in to the market, especially in fostering. Private fostering agencies are coming into the market and setting up a house and saying, okay, we'll foster the children in a big house for you and they'll take the fee for that from the local authority. Whereas previously, the voluntary sector tried to find fostering parents - they didn't go and set up big houses and buy a house and just fill it with foster children. So the market is actually shrinking not growing - sorry, from the financial perspective, the market's shrinking. The need for voluntary sector organizations to be robust and maintain an ethic and a view about what should happen to those children is growing because you've got people that aren't trained to do it. As I say, private sector people coming in. It's a very, very competitive market now.

TR: Would you say there is some kind of professionalisation going on in the sector as well? Or there's a need for increased professionalisation?

JH: I read that in the original report and I'm not quite sure what you mean by professionalisation. If it's

TR: Getting better trained people, either from strategic perspective or people who've been working for big consulting firms [IA]

JH: If that's what you mean by taking in professional management, the answer is between yes and no. If it's just like the NHS to put bureaucratic managers in place that don't have income targets, no - they don't need that. They need people that can deliver income generating targets and again, in one of the organizations, the organization I was telling you about where I went to recently and the Regional Managers had been put in place, to me they are exactly like the NHS bureaucratic managers. They're there to try and bring some professional managerialism to the whole thing and managerialism goes back and Thatcher was awful managerialism, but it's about the NHS type manager where they've got people ... and I asked them, what does this level of hierarchy do for the organization? And they say, oh well, they appraise people, they give quality control and they supervise people. So it's appraisal, quality control, supervision and I said, well where's the income generation? Where do they bring value into the voluntary sector? And there is no value generation. So if people are being put in as professionals to extract value, I think it's completely the wrong route for the voluntary sector. Rather find people that you buy in on a needs basis rather than commit the organization to what is essentially a fixed cost for a period of time because they're not going to bring them in and fire them straight away. That's one of the other problems, I think the voluntary sector believes it is a good employer but in fact, in my experience, it is the worst employer in any field that you could hope to it's probably worse than local

authorities because most of them don't have trade union rights at the low cost, most of them don't have pensions, most of them don't have good benefits and they're low paid. And when you look at the male/female differential in wages, most of them are women and so it's a sector that is actually skewed from what its espoused values are and the way they treat their staff - many of them don't have a development programme for them. It's about low paid staff doing a job because they believe in it, so they're taking advantage of people's emotional cognition rather than trying to actually develop their staff; there's no development for their staff.

TR: You seem to say that somehow there's a demand for increased flexibility in the sector, rather than providing people with long term secure contracts, working contracts, ??? than keeping it flexible.

JH: Well, I think the sector's going to have to face up to the fact that it's not what they've been used to and flexibility is a demand for any natural organization right now. You can't just be dogmatic, you can't just stick to one dogma.

TR: Well, coming from more general issues in the sector to the Children's Centre Project, what have you heard about the CCP? To what extent have you been involved?

JH: As I say, I haven't well, I did a report for a merger between two umbrella bodies last year – it must have been last year – and in that, I accessed the CCP collaborative document that was on the web, I can give you the reference if you want it. And I took out some of the issues that they say were necessary for collaboration to be effective - so I've heard that. I also do work with a few of the organizations that are members of CCP on an individual basis not through the CCP. So I had a look at that document and it's referred to quite heavily in here because I was trying to identify the core principles that would make working together work. Partnership is a great statement – let's be partners – but what is a partnership? And I was trying to explain that to in this report, I was trying to determine what a partnership meant. So the CCP document was one of them, I looked at Bassac - they had a partnership with Community Matters and Scarman Trust and somebody else, and they have another partnership. So I accessed all those documents to see what they thought were critical and then I interviewed 78(?) people to determine what they felt were critical issues in partnership. Some of them were government who were saying, yes, we want partnerships, partnerships, partnerships. We'll only fund people if they're partnerships, and I found that replicated with some of the grant giving trusts. Lloyds TSB Foundation, for instance, they want partnerships but the level of partnershiping is very unclear and what determines if it's successful or not. So what I was trying to do in this document was identify what might or might not be important in forming partnerships. So the CCP so that's what I know about the CCP document and the project and then I've spoken to Sally Whitaker because I do some work I did some work in an organization where she's a trustee and we got talking about this and I said that I'd heard the CCP was going to be a complete failure, and she took offence obviously. But I suspect that some of the members of the CCP are there, not because they are committed to the project, but because they want to keep an eye on NCB. They want to know what NCB's doing and to understand what's going to unfold in the sector and it gives them access to Sally who is obviously a great mind and knows what's going on in the whole sector. The other thing, which isn't in this report but came out of the research I did here, but in the project I did with these two organizations that are merging, is about timing and any of these partnership projects can only work if the timing's right. So individual partners might commit to a project that they thought had a shorter timescale and it suited their timing, but their commitment will wane as the timing extends or contracts and so it's really a thing about getting the timing right and the opportunity has to exist. So I know one of these organizations had to find a premises, so they were desperate at the time and now they've got a premises and

so what is their commitment to the CCP? Nothing - it's absolutely nothing any more because it was about premises. It wasn't about knowledge sharing, it wasn't about sharing other resources – it was about finding a premises and I suspect most of those organizations had a property issue when they joined and it's now three years on and four years on, and is that timing still appropriate?

TR: What have you heard in terms of it came to you that the CCP has been looked at as a failure.

JH: Well, it's not a failure – I just don't think it's going to be successful. It's different, it's not a failure because I think it did get people talking in the sector and if you say, okay, well in terms of, did it share anything with the sector? And I think people suddenly realised partnerships could be valuable but this project, unless it has the right partners at the right time, it's not going to work – in my opinion. And I'm not necessarily the guru but so far my predictions about the sector have not been accurate because everything's just accelerated rather than being in the timeframe I thought it would happen. I thought that there would be fallout and I think the fallout's happening about six to nine months earlier than I expected after the Every Child Matters agenda and the compact. So I just and that's what my dialogue with Sally Whitaker was, it was about the timing and the commitment and, as I say, I think the fact that NCB led it might be problematic for some of the organizations. Because I'm doing another piece of research right now which is looking at a membership organization, not too well, very dissimilar to NCB but NCB know who they are and it's NCVCCO(?) which is also mentioned in the report. I'm looking at what they require for membership and a lot of them, the smaller members want everything as well as somebody blocking the big organizations from taking their work. And I think the fear with some of the organizations would be that NCB, if they moved into the building and shared knowledge, would use that to undermine them in the market. So I think it should have been led by a smaller charity but then they don't have the resources to see it through.

TR: A couple of interesting issues really you mentioned here. First of all, let's come back to the issue of partnership in general, you were trying to identify principles for partnering – what would you say makes a good partnership?

JH: Well, I've have to look at my note because it's first of all, I also think I don't know if you've seen that graph anywhere, but it's basically the type of partnership - you get easy partnerships with low influence of cultural factors, but as you go up the cultural influences, the commitment of time and resources increases per different partnership, and at the increase of commitment and time and resources, the cultural factors start playing a much bigger role. So in a partnership of the level of CCP, I think the cultural issues potentially were understated. But the other problem is, every one of these partnerships has an ease or difficulty of the ability of the organization to withdraw. So, once you start interlinking systems and you start putting shared processes in place, it becomes more and more difficult for those organizations to withdraw if they don't like it and so that becomes a determining factor in whether they're going to go through with it or not. And the CCP project, because it was talking about shared finance systems, shared HR systems, shared knowledge management systems, there's a fear that they lose their independence and one thing about organizations, they're fiercely independent. They don't want people to influence what they think, what they say, how they say it and even if they're not saying anything, they just want to keep it for themselves. So, from my perspective, that was a good starting point and I've adapted that from whichever document I've got it from, because I felt the commitment of time, resources and ability to withdraw and the influence of cultural factors just increased as you went through it. But if I just tell you

TR: You said something about commitment though, could you explore a bit what you mean by commitment and what may trigger high levels of commitment and engagement in partnerships?

JH: Well, I'll talk through them because I've read a lot about different types of partners and working and I've brought up five or six really, but five up to a point of merger where sorry, five where merger's still a partnership because you bring organizations together on the assumption they're going to work together as equals and then obviously there's takeover which is the sixth one, and that's what a lot of them fear, that as you go up this commitment level, up the commitment curve, the ability to withdraw diminishes and it becomes a takeover. But the things I identified were there has to be alignment. There are five types of partnership working – there's networking, joint projects, strategic alliances, shared resources and then mergers. And as you go up that, the level of commitment from an organization becomes greater and the time and resources they need to expend to make it work becomes greater and therefore, it impacts the cultural values more. Because if you have two different cultures working together and one is very rigid and one is very flexible, at that point it's not going to work, and your project falls into the fourth of these which is shared resources. So ITC, infrastructure, building services, support and training are big commitments for organizations and even though they say they want to do it – and that's why I found your report interesting because what was espoused by the organizations saying they would commit to, and the reality is that when you dig beneath what they're saying, they wouldn't commit to it. And that's why I don't think that Centre is going to work, from my perspective. I hope I'm wrong in terms of what Sally wants but it's so the five principles that I thought needed to be there was alignment – so alignment to goals and purpose. So, as you go up that curve, you need to have closer and closer alignment of what the organizations were trying to achieve because, once you've shared resources, you have to know that you're going to get benefit from it. For most of them they wanted enlargement – some of this is just about merger – enlargement's mainly for the merger. They have to be able to expand their target market and expand their income. There had to be equivalents I thought which was about roughly equivalent in size, financial strength, reputation and profile, because you didn't want one organization dominating the other and if you did, it would be seen as a mini takeover. Even at the shared resource level and that's why I think NCB's too big to have led it, personally. There had to be compatibility and they had to have compatible member cultures and I use the cultural web where you look at the seven factors from the cultural web and you can break it down - symbols. I've got it all here, you can have a look at this, I'll send you a copy. You've got your story symbols, past structures, organizational control systems, rituals(?) and routines, and each one of those needs to have some sort of compatibility and then I think efficiency was a big one and then finally, it was about timing which isn't in this report, but I felt timing actually was the killer principle. If the timing was wrong and how do you judge timing? It's just luck(?)..... [IA] What I also say is that none of these are immutable. How they balance out depends on the organizations that are looking at it but at some point, you need to look at that and say, are there difficulties ahead in this thing? And if there are, you need to have a strategy for dealing with it.

TR: Who would be in a good position to facilitate a partnering process? It seems in the CCP, at least if you look at the CCP website, it was a group of voluntary sector organizations coming together talking about shared services, sharing a building and sharing knowledge and all sorts of other things, collaborating. You mentioned that one of the problematic issues may have been timing and alignment and also being clear about levels of commitment. If you were able to inform the sector in general saying, yes, a lot of good ideas out there but what makes successful partnerships is, and could you leave organizations on their own aiming to

partner and resolving all this or would it be better if you had independent advisors, facilitators coming in.

JH: I'm not sure about that.

TR: There may be a role where presumably you would see yourself even. It seems like the government's not really able to

JH: Well, there are two things and if we can just park that government thing for a minute because actually there's developments there.

TR: Good.

JH: But in terms of the direct question you asked is, should an independent facilitator do it? Only if they were appointed by the Boards of trustees of every one of the organizations. So it would be a commitment of the Board at the trustee level and not at well meaning Chief Executive level, because most of these organizations by their statutes, the memorandum of articles, the management is not management of the organization is not with the Chief Executive. It's a delegated authority from the Board of trustees and the Board of trustees have managerial responsibility. So it has to be a consensus at that level. The Chief Executives obviously have to firstly agree and propose it to their trustees, but for organizations to come together and to do that, on the whole the Board of trustees have the ability to scupper any agreement and like all organizations where power structures are in play, there are trustees who like being all powerful, and if you think you're going to take their power away or reduce their power, they tend to get a bit worried about it. So, as I say, firstly it has to be something that is agreed with at least the Chairs of all Boards of trustees rather than the individual Chief Executives, and then it's got to be delegated down to the Chief Executives to make it work and to have regular feedback to the trustees. Now that should probably be a consistent message that goes to all trustees so you probably do need a facilitator to do it. And you're right, I'd suggest that it's somebody independent of all the organizations doing it. *[possibly jump in recording]* for free. Well, I don't do it for free, I'll tell you there is a cost, they have to engage with me but I don't charge organizations other than my costs and if I was charging even just £500 a day, most people wouldn't use me because they don't have that sort of spare cash lying around. So it's a difficult question. I think yes, they need somebody to facilitate, they need somebody who's got project management skills to manage it, to run the process, that can actually have the ability to go straight to the Chairs and the Chief Executives of each organization if they don't work together. But again, what each organization needs to get out of it, needs to be explicitly stated right at the beginning of the project and what they expect to get out of it and what's essential and what's nice to have, needs to be separated and if there's no alignment to those essentials, then I'm afraid I don't think it'll work. And I don't know, from what I've heard of the CCP, I don't know that that exercise was done at the beginning – what is essential, what are you absolutely if we're going to make this work, what is it that you're going to get out of it? Another organization I was looking at, doing just joint projects together and we were talking to the Chief Executive and he said, I don't like this idea of partnerships because what happens is I go to these meetings and we've got a very good system and everybody wants to take our system without giving us anything back. So that's what I've said, there's got to be some form of mutuality in these things. There's got to be a mutuality where there's mutual benefit for everybody and even if it's not if one gives training, the others got to provide the resources to do the training or something, but there's got to be an agreed consensus about mutuality and if there isn't mutuality, they're not going to work. So I sound like I get a bit too over passionate about this but everybody thinks this is easy to do and it's not - it's very, very difficult. In

terms of the government not supporting it, well I think another factor to the CCP, the reluctance to sign up to the CCP agenda by some of these people, is the Change-Up agenda. Because the Change-up is forming six hubs around technology, knowledge sharing, advisory around the country and it's government money going in to finance hubs around for the voluntary sector so that they can come in and use them as and when they'd like to. So although it's been another story of basically overspending and botches because of power struggles, ACEVO, which is the Association of Chief Executives in the Voluntary Sector and NCVO, National Council of Voluntary Organizations, had joint responsibility for the technology hub and they've just there's been stories, if you read Third Sector you'll find stories about them competing with each other, not agreeing, falling out with one another and so it's taken more money and more time to deliver. So, even when it's done at an umbrella body level, it's very difficult to do. So this is an ambitious project with and as I say, the Change-Up agenda with the hubs gets in the way now.

TR: Well, in general, do you think there's lack of standards, a certain evaluation criteria from the government side – yes, we'll give you the money however these are some things you'd have to comply with, if you partner we would monitor, supervise the process.

JH: Yes, I don't I've not been directly involved in the Change-Up. I've interviewed the people who manage the Change-Up from the centre and I think that they have a very clear vision of what's got to happen and what's got to but like all these things, as soon as you delegate it to somebody else and you haven't written it down properly and it's not in very simple terminology what is expected, what will happen by when and deadlines. To answer your question, yes, I don't think there's enough process behind what they've put in place. They've got a great idea but not enough understanding of the process to get it delivered and they just expect it to happen and early on in Change-Up's agenda, they gave money to local authorities to do it. They said, here you are, you go away and develop this hub of technology for the smaller charities within your area but it was completely wasted money, and they acknowledge that that's one of the failings of Change-Up. So they then set up these six regional hubs but it hasn't I don't think it's at any point close to delivery yet either.

TR: Did you come across any good example of partnerships in your work?

JH: I think Bassac, the Bassac, Community Matters, Scarman Trust – again I've got all the details – but I think they have a robust partnership that started off with saying, they got the trustees of the organizations together to have a meeting, what are we trying to get out of it, the Chief Executives. They've got somebody appointed within the three organizations to lead it; in fact, the Scarman Trust is leading it for them. So there's agreed objectives. They basically said, you've got to have a formal agreement which includes partners and their roles, vision, outcomes and outputs including Smart objectives, detailed descriptions of the financial and other resources to be committed by each organization. Because there's got to be a commitment – nothing comes for free and I think what a lot of people in the voluntary sector think, well, we don't have to put any resource into this and we're just going to benefit from it. There's got to be rules of engagement and common values, is what they said. Exit strategies for each of the partners, so if they're not delivering, if one partner doesn't deliver, the other partners can get rid of them or they can walk away if they don't feel the others are delivering. Criteria for accepting new partners, a risk assessment, the length of the partnership – that's got to be managed by time, key timings of review for the agreement, setting up managerial and operational structures, monitoring performance. And both Chief Executives of Community Matters and Bassac said the first thing they had to do was deliver quick wins. If they didn't deliver quick wins, they would have lost the commitment. So they delivered quick wins that had value and again, I haven't seen this project deliver any quick wins to the members.

TR: Zooming out a little bit of the CCP, what do you think, to what extent, voluntary organizations or partnerships, alliances, networks are part of the future of the voluntary sector?

JH: My personal belief is that they're essential. I think that this is unrestrained competition at the moment and I think they have to look at how they compete with one another and there has to be a much more mature response to the competitive environment, and that will mean not encroaching on everybody's areas but trying to form alliances and partnerships where they can mutually benefit from things like information, lobbying to government, maybe even technology. But as soon as you go down those routes, as I said, the commitment of the organizations into that become almost intractable, they can't get out of these things. So, at the lowest level, they've got to at least work together on projects so that they share the funding that's available, but people being people, they end up thinking well, we could actually do the job better than them and they start competing. The same group of people I was looking at this merger assessment for, they were working on a joint project together, with government funding and each of them were telling me how awful working with the other was and that they were doing all the work. But the one organization was very structured, not rigid but structured - majors on quality assurance and very controlled projects, and the other one was much more fluid. They said we think people should be able to express themselves and therefore they were working on those two basis – the project didn't work because the cultural values didn't align.

TR: To some extent, it seems to me that informal ways of relating to each other and sharing information and collaborating and talking about what's going on in the sector and what's important for charities, that has been part of the voluntary sector since the very beginning; it seems to be part of the ethos.

JH: Yeah, they all come together and network, they network very well and they go to conferences and they talk. They have these umbrella bodies that provide them with an opportunity for more networking and specific networking on specific issues – so the government want to when Every Child Matters came out, they had umbrellas all over the place working to bring their members together, let's talk about child protection, let's talk about how we could bring it together, especially after Victoria Climbié. But at that level it's easy and that level, everybody's comfortable because the commitment of their own the commitment's their time, very little cost to them, financial cost. It's just the time and the Chief Executive's time and the Director group and they don't need to get cultural overlaps. So it's not about doing anything different to the way they're doing it except just chatting and so you get new groups forming, like the Connault group, just forms and it's just about, let's go and have a dinner somewhere and talk about the issues facing us. What's the cost to them? A few hundred pounds, the Chief Executive getting on a train from wherever they are, coming together, going to the Connault Club, having a nice meal, chatting around and no commitment at the end of it to do anything. There's nothing concrete comes out of it. Or NCVCCO has an annual conference – they all come together, they all break into working groups, talk about the issues but there's no commitment at the end of it. So no overlap of values, no checking whether we can work together. So, at that level, it's always going to work and there's going to be no issue. That's why they value their umbrella bodies because umbrella bodies do that as well as represent the small organizations to government, so there's very little competition. They're not competing for services, they're just talking but even when they talk, they're not entirely honest. They all - we've done this, we've done this, it's all about posture and position but very few of them say, god, you know I'm really struggling, can somebody help me because they don't want that to be public knowledge until it's too late and then it's ??? one of the partners in the organization it's too late. They've had to look at merging with

another organization because their cash flow was running out. So, yes, there's at that level, as I say, networking, bottom of the level, no problem at all. Shared projects, where it's just sharing funding for projects. If the further geographically dispersed you are, the easier it is – paradoxically. Normally that would be more difficult but because they don't then have to don't even worry about competing with one another, that's fine but as soon as you start bringing them where they'll have geographic overlaps, even if they're offering different services, then the cultural thing and distrust and mistrust starts arising. The voluntary sector is not a bunch of lovely old people who like each other and want to share everything. For most of the people, it's not voluntary at all, it's their job and they see anything as a threat to their personal income and they're not going to let people get encroach into their territory. So it's just like the corporate sector except it's just called the voluntary sector and I think they have this vague idea that they're better than the corporate sector because they've got some values. They're not – they're just the same. That's why I can come from the corporate sector and work in the voluntary sector because I understand the competitive issues, I've worked in organizations where power's very important and I see it everywhere in the voluntary sector and those people who don't like the power games are dying, are just desperate for their retirement age to come up because it's got very competitive. They all recognise it and they don't like playing those games, so they just want to get out of the sector.

TR: Interesting you mentioned this networking is more informal, there's no commitment is not necessarily important. But I would be interested in the boundary, in the shift from more informal networking to more or less formal project based collaboration, alliance formation, partnership, merger. So networking, it seems like from what you've said, is about coming together, meeting around a shared interest, having a discussion, having a chat, eventually going for dinner and exploring things further, trying to get information which is strategically useful, but not making any commitments and like moving from shared interests to shared practice where is where you see the what makes the shift?

JH: Funding. If somebody will fund it and if somebody will fund a project, then they will work together but again it's

TR: So is that the main purpose of collaboration from your point of view?

JH: Well, they will tell you it's to reach a wider audience or to make sure that the children are better looked after and I'm sure that is what it is about and they don't just invent projects, they look for projects that are meaningful. So the first thing is there's a meaningful issue, they do identify the issues, otherwise then they would just be charlatans, just doing it to keep their jobs - but they do find shared issues. So safeguarding was one coming out of Every Child Matters, how do you safeguard children? How do you ensure that there's enough materials there to make sure people understand about safeguarding children? So they then get a group of people together and they'll work together on a project, but within that project, there are then tensions arise. And that's a project I think I was telling you about where one organization was saying, they really think that they're so disorganized, they don't know how they deliver anything and they use it as a place to posture. But they do deliver good work out of those projects, and it's meaningful and they share that with the whole sector because DFES have funded it and on that basis, it's got to be shared and for that they go to the umbrella bodies. So the umbrella bodies will coordinate it for them. So, generally, at the umbrella body level, there's less of a power issue, less of a concern about where the contracts are coming from and more of how does the whole sector benefit from this. So it needs to go up the triangle rather than just to the grass roots level. I've also seen a very productive partnership where one organization provides a set of skills that the other doesn't have and vice versa. So the one has advocacy services and the other has legal services and the two then work closely together and in fact, the one organization runs it and they're sharing because it's

about skills attainment. One just doesn't have the advocates, doesn't want to recruit advocates, but their unique selling point is that they have legal services, the voluntary sector legal services and they provide that using funding from elsewhere to support children as needed, and so the two work together in a tight collaboration. The legal centre actually ran the project and the other organization provided the *[recording jumps]* project management. Again, structures, hierarchies, everything was agreed in advance - responsibilities of each was agreed in advance and deliverables were agreed in advance. So those partnerships work very well. If it's about skills, trying to capture skills that you don't have, I think geographies that you don't have would work, because if you've got something that's successful in one part of the country and you can use it to a project to spread it to another part of the country where this organization actually doesn't have the tentacles or reach to do it and they take it up there. But you have these mega charities as well that have arms, like NCB but NCB is not quite the same as somebody like Barnados or NCH or the Children's Society, that are putting projects right around the country of their own and to deliver it, they want local support, so they bring in local support. They work on a project basis but they still, it's a Children's Society project not a voluntary sector project. So it's about ownership, it's about delivery, it's about what each brings - and, as I say, mutuality becomes the most important thing. What are the mutual benefits and what are the mutual resource capabilities that they bring into the project? If they're mutually exclusive but supportive, it'll work. If they overlap and there's competition, it won't work.

TR: Well, thank you very much for a very good and very interesting interview - maybe as a final commentary, if you like, bottom line, looking at the different actors in this context, you either have children benefiting from better improved services, you have government aiming to foster partnerships and support them and be more efficient in terms of the funding they provide, organizations competing for that funding being available and at the same time, aiming to improve their services. If you look at all the different main players, what would you think is a good pattern of interaction or working together across those different units of interest?

JH: I suspect that the large charities have the resources and capability to put tenders and bids in for the funding and I think that is what terrifies the medium and small charities right now. Again, I've just done some research on this - I know that that's a big issue with medium and small, that the big organizations are just going to push them out of the water and I suspect that to counter that, they need to come together in some form of mutual or alliance that has structure and resourcing that can actually go out and bid on their behalf, can get funding on their behalf, but again this whole thing about mutuality is important. They can't have one enormous organization working with smaller ones because there's this level of distrust. It's got to be an alliance, it's got to be shared interest, a shared interest group that says, well, okay, we all operate in different places, we don't have a geographical overlap but that's what we bring to the government or to somebody else. If we can bring ourselves together through whatever organization type and have that work for us, then it might work and maybe you could have medium and small work together, but again the small are very, very wary about organizations that are bigger than them.

TR: I'm just thinking like, at the end of the day, what is really important is will the children really benefit from

JH: Of course it is.

TR: From whatever's going on. So if you take government, voluntary sector organizations - either big or small - we have the social workers, they all somehow share the

same interest which is improving the life of children and giving them some perspective for a better future, but there seem to be tensions even

JH: Look, in the banking sector – let's just go away from the voluntary sector for a moment because it's no different in the commercial sector. In the banking sector, everybody wants everybody to have a bank account but they want it to be their bank account not another organization's bank account. It's not about it's about their service because they believe that they're better than the next person and it's going to take a huge cultural shift to get people to work together on that basis. And while it was a cosy club ten years ago, the voluntary sector in my opinion was a cosy club, people didn't compete, there was enough to go round, everybody was happy – then they would work together. But as soon as you get the one thing that's reducing and the one thing increasing, and the one thing that's increasing is that more and more people think that the unintended consequences of Every Child Matters is that they're going to go out of business. And so what they're trying to do is compete for money to be able to support and they genuinely want to help children but they think it's their way that's going to help children, and they think the big organizations like Barnados, NCH, Children's Society, NCCP are all going in to undermine them and take their work away and that might be what happens. In fact, what they need to do is be absorbed by big charities so they can continue doing their work but it's not going to happen.

TR: One last thing maybe, if you look at some of the policies being outlined and put in place, it's that kind of life cycle, is that decreasing – like in a way there is increased, timing again that might become more important.

JH: What do you mean?

TR: In terms of government being re-elected, having different agendas every couple of years and actually the time you may need actually to put things into practice from policy to practice, that election period might just not be.....

JH: Well, I think what's happened now in the children's sector is that they've received so much attention and so much has happened in the last five years in the children's sector that it's just overwhelmed some of these people and the timing, as I said, timing has to be right. It's got to if you're looking at two organizations working together, it's about timing essentially at the end of the day. If their needs are the same and they have similar shared mutual services that they think will service children better, yes. But as I described earlier, I think what's happened is this whole social safety net has dropped and the bits that are falling through, the voluntary sector used to pick up from below the safety net, are less and less. And the things like advocacy and representation are becoming bigger issues and that's part of the cycle now and if the government don't do anything more for the children's sector, I think they've got enough on their plate to get on with. But there is going to be fallout, it's becoming a much more mature market in terms of the life cycle and where that becomes an oligopoly where you have five or six big charities supplying most of the services and one or two truly voluntary sector services, where they're not dependent on grants or contracting, come at the grass roots trying to do the work because they've got local funding or whatever, then that might be the scenario but until I think the only way for it to happen to stop that happening is for the small and medium organizations, maybe through that umbrella to form an alliance that has got teeth and to actually provide some infrastructure, provides them a lot of what the CCP wanted. But if any big member is in there, I suspect it's not going to work because it's going to be seen as a takeover move and it has to be something that comes from the bottom-up or it won't work with the big organizations driving it through.

TR: Thanks very much. Anything else you would like to mention? That's been pretty exhaustive I would say, thank you.

JH: You can see I'm a bit cynical.

TR: No – thanks very much for coming along.

Recording ends

Sample transcript – Interview 2

Transcript Code

??? = word not clear

..... = indicates a pause or switch of thought mid sentence

Word with (?) = indicates best guess at word

..... [IA] = several words or (s) inaudible or indecipherable

TR = Thor Roser

DF = Dominic Fox

TR: It seems to be getting increasingly important that organizations in the voluntary sector collaborate with each other and they form alliances and partnerships and networks. What do you think about this personally? How do you see the processes in the voluntary sector? How do you see the contexts? Is there anything changing from your personal perspective and from the perspective of your company?

DF: I think you're right; there is a drive towards collaboration and partnership – more recently collaboration by different sectors in the voluntary sector and I think that is an admirable ambition. I think it is fraught with difficulty in practice, because I think it is a common assumption that those in the voluntary sector, charities and so on, are automatically well disposed towards working together and CCP was a very good example of a number of the tensions and difficulties that the process of collaboration throws up. And whilst I think CCP was an admirably well constructed project in terms of its aims and potential outcomes, I think it was fraught with difficulty in trying to achieve those. And generally speaking, at the sort of halfway stage when I left, it was a kind of glorious failure, which is to say that it was not invalidating the use of the funding or the design of the programme, but the practice of trying to get voluntary sectors organizations to collaborate was not succeeding by a rationale that would independently look at it and say, yes, this is a success. ISB funding from the Treasury was risk capital, so it allowed the partners to try different things but unfortunately the partners did not truly understand collaborative working or partnership and were not able to make the transition to be committed to it. So I think that there is a problem in that a lot of the voluntary sector's approach to collaborative working is led by the government and is initiated by the government and is funded by the government and I'm not just talking about the CCP now. That's also my experience being involved in other organizations that are involved in things like Change Up(?), the hubs that are meant to build the capacity of the voluntary sector. It has proved very difficult for the voluntary sector to put aside their organizational priorities, their sectional differences and work together for the greater good – and that's quite a surprise, because in theory we should all be working together because we all share the same ambitions but that's not true in practice.

TR: What did you personally expect from the CCP?

DF: Well, I was very motivated by the ambition to change the way the voluntary sector looks at some of its practical obstacles to achieving its aims and specifically, I concluded that with children's charities, the Chief Executives and the Boards of the partner children charities, their mission was to benefit children and young people, it was not to run finance, HR departments, to spend a lot of time worrying about the backroom services. So I was surprised that the charities couldn't see the advantages of sharing those services, both in terms of cost and quality, and I think that the standard of accommodation for all the partners was from very poor to average, in terms of office accommodation and environment and there were difficulties in having really the ambition to try and do something about that and that was

about financial resources. I do understand both those things but there was I think because most of the charities were focused on children and young people, they hadn't got the capacity to also see that it would benefit them to work on some of these other organizational structural issues that would have benefited those children and young people, and I think that's what the Children's Centre Project really was motivated by, was that actually we saw that it would benefit children and young people indirectly through strengthening the capacity of the organizations who were partners.

TR: It's interesting that you mentioned that these organizations somehow seemed to work as a broker between providing information and services, delivering it to the people who actually work with the children, and delivering or taking the policy advice from the government.

DF: Yes.

TR: Would you see that as

DF: Very much so. I mean this present government is pushing through and funding substantial improvements in the situation for services for children and young people. The other side of the coin, the other side of the equation, is they expect reform from the sector because they want the voluntary sector to be more a provider of services and they want, specifically for CCP, the 'invest-to-save' funding was given on the understanding that the organizations would reform themselves, both in their structure and the way they operated, to become more efficient and effective so they could be better able to provide public services. I think that was the real challenge for the partners and I think, to a great extent, a number of them just could not find the capacity to do that and so retreated.

TR: What do you think were the expectations for the organizations as such from their stakeholders, for example?

DF: I think it was quite clear that seven original partners anticipated getting substantial further funding from government through Future Builders, and that was a crucial moment in the partnership when it emerged that Future Builders, even though they had flagged up the project as a model, that the project would be not eligible for funding. And I think that was the moment when the partnership effectively started to break apart, because the partners did not have the capacity to fund CCP without additional investment and additional investment from government and at that point, it closed off the possibility of achieving the very ambitious aims because there was not the capital available, the investment available, to make those aims happen and I think really that was an absolutely crucial moment in the partnership when the partners started questioning their ability to commit further to it.

TR: If you look at the process of establishing the CCP, how would you describe what was going on and what was done with regard to making the partnership work?

DF: It was difficult because National Children's Bureau initiated the project after some discussion with other partners and then hosted and managed the project and were very much seen as leading the project and I think there are naturally lots of problems in that because leadership is crucial in partnerships. NCB were extremely reluctant to take the role of leader for I would say the first year of the project and that probably may have been the right calculation but it's a question of how you take the leadership. And in the second year of the project, they began to assert themselves more as the leader and, whether it was coincidence or

not, it resulted in four of the partners dropping out. I'm not saying it's just about the leadership but if you put that together with the lack of resources that were going to be pumped in by Future Builders, I think the fear and possibly resentment of some of the smaller partners that they were part of something that was really very much in the interests of the larger partner and was being dominated and taken over by the larger partner, I believe contributed to a lack of engagement with the partnership. And that was expressed to me by senior managers in those organizations that they feared a takeover by the National Children's Bureau of the project, and it meant that there was scepticism about the benefits for smaller partners and that was not really dealt with because the partners didn't feel able to articulate that in Board meetings where it would have been appropriate for the issue to come up. So I think there was an unequal distribution of power within the partnership, which is natural because one partner was very big and the other partners were very small, but it wasn't really acknowledged and dealt with and that probably meant that when questions came up about whether the benefits to the partner organizations, financial benefits, were going to be explicit, that those partners decided that their commitment was something to be questioned and having questioned it, then decided to leave the partnership and concentrate on running their own affairs.

TR: What do you think to what extent CCP actually met its original objectives?

DF: I think partly it did. I think the programme that was originally envisaged was mostly kept to in that the at the halfway stage of the project, we had mainly hit targets that the project had set itself but there were but that's as far as it went. We had taken the project to a viable building project but that lacked investment to make it happen. We had designed a collaborative we had commissioned and, to some extent, analysed research that had resulted in a programme of collaborative working that could have led to the development of shared services, but that was not taken forward when I was there. So that was I think a failure to take the initiative and actually do something subject to the next stage of the project. The inclusion of children and young people in the project, which was around the big idea, was, to be honest, an absolutely hopeless failure, and it does make you question the commitment of the partners to children's rights. Because in a year and a half, virtually nothing had happened about that and there was still great confusion and I believe lack of commitment to the ideal to make that happen. So I think it was a very mixed bag, as you would expect, but the building project was effectively set up. The collaborative working leading to shared services was set up if there was a will to take it forward, but the involvement of children and young people was very difficult to get engagement with. So it was a mixed bag really, and I think there is a problem that it reached in a way that point in the project and then faltered and then had a real very difficult period of self examination where four of the partners decided to withdraw and the three remaining partners had not really a clear direction about how the project was going to continue, because it still had a year and a half of the original programme to take forward but there was no real possibility of collaborative working continuing. There was the possibility of setting up a model of shared services to go in the new building, but there didn't seem to be a commitment to make that happen and that seemed to be no longer a priority. So I think, fair enough, it was a time to review the original aims but my personal view is the project should have taken forward the shared services, development of the shared services model, because I believe that's what the Treasury were expecting us to do, and it wasn't just for the three remaining partners and especially for the National Children's Bureau, it was an obligation to the sector. Because there is a real problem with taking government funding for a partnership of only three organizations is that you can be accused of – how can I put it? – improving your own market position at the cost of other competitors in the sector. And I think that is something that the voluntary sector must be very aware of, that it should not allow itself to be seen to be favouring certain parts of the sector. Public funding should not favour certain players in the sector at the potential cost to others down the line; it's got to be and the whole point of CCP was it was for the whole of the children and young people's sector, not just the partners. It was going to be a resource, a national resource in London, for

the whole of the sector not just it would benefit the partners but it would benefit the greater sector as well.

TR: How did the representatives of the project, of the individual organizations, initially get together to establish the CCP? There must have been some kind of collaboration beforehand?

DF: Yes, indeed. I think it was done although typically for the voluntary sector it was quite informal, it was conversations had after meetings and at conferences and other meetings and then there was a sort of quite large I think group who got together to talk about these issues and that was very poorly recorded as far as I can tell, even to the extent of who was there and when these things happened. But that then crystalised in the National Children's Bureau going away and making an application for funding and that was a good bid and it succeeded, and I think there was some surprise that this was successful, and it goes back to my original point that, once you have got substantial amounts of government funding, you're then obliged to deliver on that and at that point, and it's again typical of the voluntary sector, a number of it was put up or shut up time for a lot of people. Are you going to join the consortium, the partnership or are you going to stay outside it? And a number of organizations decided to stay outside it. The seven original partners committed to going forward, I believed because they thought there was the possibility of greater funding coming from Future Builders and I think there was a problem at that point. It's not quite answering your question, but there was a problem about firming up commitment because I think it was very informal and open. It needed to be more formal when the seven partners formed the charity and the company, but I don't believe that there was really sign-up to it. And certainly when I went round when I started in the job, I had to spend a lot of time reassuring partners that it would not be too much of a challenge to their day to day operations and I think there was a fear that CCP would become too absorbing of scarce resources.

TR: [IA] extra work.

DF: Extra work and their staff teams couldn't cope with the work they had already and an example of that is it was crucial to me to get finance, senior finance staff together in all the organizations. That was not ever possible to achieve because they all had reasons why they were too busy doing something; so it was never possible. We never got real engagement from the partner charities about working together in practical terms, about getting them to come to working groups on how we might do it. That part was ???

TR: ??? never existed before, there was no collaboration.

DF: There certainly wasn't, no, and to be honest

TR: ??? on a operational level or

DF: No, the only staff group that engaged with that at all was the NCB group, NCB staff group, and in a way this was the problem. It suited NCB's purposes very well because it helped for them to review their provision of services. To a lot of the partners, they either didn't have equivalent staff or they didn't feel able to commit those staff to coming to meetings and whenever they did, there would be one of their staff to maybe five NCB staff. So there was a difficulty in terms of size of organizations and resources they could throw at it.

TR: What would you say was through the CCP, from your point of view, are there any successful improvements or achievements that are linked to the project?

DF: I think potentially there are in that the I think it is possible that the biggest achievement will be the changes that happen within National Children's Bureau, because National Children's Bureau effectively are the main umbrella body for the children's sector, and their role would be enhanced by having a national centre that was attractive for people to visit and that provide good facilities. It would seem to me that that is still potentially possible because NCB have the ability to be able to move into a different building and provide its present services in a better way. I think it is not clear it has not emerged clearly to me whether NCB are able to capitalise on the thinking that CCP was able to give them, because I'm not sure NCB really exploited CCP in the way they could have done to their own benefit and to the benefit of the sector. I think there was a point where NCB started finding CCP a challenge to their business planning and found it difficult to engage with the project – in much the same way the others partners had – and rather than exploiting it as a management and planning and strategic resource, started to see it as a challenge and a drain on their resources and a distraction from what they were trying to do. And that's a very strong view I have that CCP created by its success, created a challenge to the partners and that was a very difficult position to be in because I was very keen to downplay the profile of CCP. It was there for the benefit of the children and young people's sector and the partners, because it was publicly funded. I have a very strong feeling that CCP did need to be independent and it needed an independent director because it was funded by the government for the benefit of the sector, not for the partners, and I think one of the problems with the Director's post being deleted is that it lost a crucial element of independence, both in terms of actually being independent and seen to be independent, and I'm afraid at that point, it became very explicitly a National Children's Bureau project and then I go back to questioning its independence and its ability to effect change. Because it seems to me in the final year and a half of the funding for the project, which had been originally agreed would finish in September 2006, it was absolutely crucial to have an independent director to ensure that it was more effective and I think that was an opportunity that was lost.

TR: How was this decision actually made [IA]

DF: This is, to some extent, sensitive. It was a decision made by the Chief Executive of the National Children's Bureau, it was not referred to the Board and it was a negotiation between him and me and I have to say I was not satisfied with the process. So it was not what I thought was necessary. The only the main objection I have is the speed with which it was done. I think the project suffered because it was done very, very quickly – when really the project should have been given more time. If it was going to change, it should have been given more time to work through that and plan for what it was going to do with an independent director, and my strong feeling is that NCB misinterpreted its leadership role by taking over the project and that is not acceptable in a publicly funded project. So the process was not satisfactory because it was not referred to the Board and it was not sufficiently clearly explained why there was a change in the need for leadership of the project at the employee level, and it meant that an opportunity was missed to plan the next phase of the project even if it meant completely changing it, rewriting it. To be honest, it could well have been that six months later, it would have been acceptable that there was no(?) need for an independent director but that process was never undergone. So, in a way, there was a lack of transparent governance of the project in my opinion and it did then throw into question who was making decisions about the public funding because it wasn't the trustee Board, who I believe should have been involved in that.

TR: ??? collective decision. Do you have any idea what's currently going on regarding the CCP?

DF: No, I don't. The website has not been updated since I left, so the last bit of news was what I wrote on 9th February 2005 and the only contact I've had no contact really. The only evidence I have is the latest set of accounts that have been filed at the Charity Commission which effectively ??? saying nothing, so it mentions the Future Builders situation but does not is mostly looking back on the year, nothing about the year ahead. So my assumption is nothing's happening and there is no progress at the moment and that that could well be because one of the things that was not possible to give you an example of missed opportunities. The capital side of the project had grown to a £25 million costed programme of a new build in King's Cross or a refurbishment. Now actually what it does say is that site is now no longer available, so it looks like that has had a setback. But there has been no indication that that has been scaled down or refined or reformed in line with the resources that are actually available. There were a number of things that were unresolved when I left. One was the assessment of the capital fund raising strategy; that report no doubt has been delivered and has been analysed. There was a further report, and I can't remember what it was now, on some form of partnership working – it was the regional infrastructure report was being redone and that no doubt will be useful but I don't think it's a hugely significant piece of work. The other thing was the situation of NCB's own building had not really been resolved in terms of what the potential value of the site or the building was and how quickly that could be realised, because that was becoming a fairly crucial question, because effectively the only partner with capital to invest was National Children's Bureau. And I think the other issue that had not been resolved was successfully pitching to other partners to come in, and I think that goes right back to your question about the commitment to collaborative working, because the commitment to collaborative working was originally that you didn't really have to invest in CCP to get a benefit. But it quite clearly emerged during the year and a half I was employed there that you could not have an open ended invitation to people to come in to simply benefit – you had to have investors. Now we were putting together a financial package that involved self investment from partners – now National Children's Bureau had committed to that. We hoped Family Service Units were committed to that but it was not possible for them to agree to that. We had banks who were saying yes, we'll lend you 80% and the government were not able to commit to that. So there were big gaps in our financial projections which was one of the major issues. So we needed to find partners who would invest and actually take a stake in the building from the sector and that is very hard to find, because when you start negotiating with people on that level, you have a completely different kind of negotiation. Now that is something an independent director could have actually helped with and it was not possible to take that forward. I should just say on a couple of the partners, there was quite a serious lack of commitment to the capital programme that emerged during the project, in that two of the partners pursued an alternative strategy unknown to the project and that was Place2Be put in a substantial bid to the government for funding for their own premises and FSU were negotiating with Place2Be about coming in on that project, which surprised, shocked and disappointed me, as Project Director, that I was not privy to that information. But clearly would have undermined CCP's ability to also take forward a project like that if two of the partners had suddenly gone off and received large amounts of money to do their own capital project, and it is a proven fact that Place2Be were offered a substantial loan by Future Builders to set up their own building which they declined. And I thought that was actually a very, very poor example of collaborative working in the voluntary sector, that it was not transparent, open and honest the discussion between the trustees of CCP, that two of the partners were actually working quite independently on a similar project and not sharing that information.

TR: Has there been any form of contracting(?) within the scope of the CCP or the partners?

DF: No.

TR: ??? have a manifestation of commitment.

DF: That was one of the early tensions in that timetable was very much a crucial issue in CCP, in that Childline had always were a senior partner in the original consortium and always pushed for a very quick resolution of the timetable. As we now know, Childline were facing such huge problems of finance that they actually had to they were taken over by the NSPCC quite recently. They were suffering such huge internal financial tensions that they needed very quick cost savings and they didn't really mind how they got there. The others were not motivated by that urgency, although they were hoping to save money. The National Children's Bureau had a very long timescale because they were not facing any kind of financial problems and had in mind that it was going to take them quite a long time to dispose of their premises that would give them the capital to achieve the investment they were able to put into the project. So an early and insoluble dilemma was faced by the partnership in that some partners needed immediate resolution and some partners didn't, and it was not possible to satisfy those expectations. So very much we aimed for an early commitment to the idea of shared services, but nobody would commit to setting up because shared services also required investment and giving up of resources. Because one of the early ideas of the model would be that, for instance, we would get the Finance Directors together to kind of form a financial collaboration, that would mean that we could merge our finance departments and then offer those services to others – thus being like a social enterprise or entrepreneurial bringing income to the consortium – it was impossible to get engagement on that. So that was a practical response quite quickly, I was able to start articulating a quite practical response to the stated need of the partners and the aims of the project, but it was not possible to get the partners to commit to actually practically do that. So in a way, it was very difficult because I had to listen to my trustees who were the partner Chief Executives who were not able to say yes, we will give a green light to that. We could have used ISB investment to actually set that up but it was very difficult and very sensitive and I think it was not something that and I'm not blaming people here, I think the difficulty was that the Chief Executives had to then go back to their staff groups, their senior management teams, and their own trustees. Now one thing I think I never really got to the bottom of was to what extent they did go back to their organizations, their staff, their senior management and their trustees, and try and sell this project. My sense is they did very little of that and that actually the ownership of CCP in the partner organizations was held by the Chief Executives, held very tightly by them, and they did not attempt to influence the direction of their own organizations, because they found it too challenging.

TR: Looking at the personal role you played in the CCP, would you say you may have been perceived as closer to NCB or as independent or what would have been the idea of bringing in independent project management company [IA]

DF: I suspect there was a very strong feeling that CCP was part of the National Children's Bureau; I don't think there was any doubt about that. My view was that it was an independent organization with its own Board and the Board meeting was where strategic directions for the project should have originated and did originate, and I think that the partners were the other partners were not able to articulate a desire to make it independent of the National Children's Bureau, because I don't believe they really were engaged and committed to the project enough to make the change that was necessary. If they had been, then it would have happened. I think I always tried to steer a line that by having government funding, the project

was independent but there's on doubt about it, it was very much a NCB led project from beginning to end and that perception was difficult to shake off.

TR: Going back to the original idea or vision of the project, how do you expect this is going to evolve and continue? What is its ??? potential for the future or you think it will go?

DF: I think its aims are valid still – its original aims – and I think the programme that was set up was a good one and I'm disappointed that it wasn't possible to make that as successful as I would have hoped. I think the timetable was unrealistic because it was not possible in three years to relocate into a new building – that was never really realistic. It would have taken a huge commitment by the partners to make that happen and it wasn't going to happen. The funding and finance of the project was not sustainable. There was a real issue whether this project should just wrap up and close and say, it tried but it wasn't possible because there was not the investment available to make it happen. So I think sadly there is a sort of curse of 'invest-to-save' funding, that it's risk funding by the government so it can succeed, it can fail. CCP could have succeeded but I don't think it's going to because I don't think the sector has the capacity to make a project like that happen and I don't just mean the children's sector, I mean the voluntary sector and I think in ten year's time, fifteen year's time, it will probably happen and it will work. It will be done all over again and it will work because in a sense, it means that there will be a proper infrastructure for different parts of the voluntary sector to help it deliver public services more efficiently and effectively. But now is not the time for that because historically the sector is so poorly funded and resourced, both financially and in terms of its management capacity, in terms of its organizational capacity, I was shocked by the poor infrastructure in the partner organizations. You looked at ICT, it was very, very poor what a lot of them were able to offer and yet some of them had very advanced ICT, but there wasn't really a sharing of that area because it would have meant acknowledging perceived failure. So I think CCP could still live on in terms of I think the idea of a new building I suspect will happen one way or the other and that it will include National Children's Bureau and possibly others but not necessarily, and I think it will provide a fantastic centre for the sector in London for conferences and training and library and so on. But that's not much different from what the National Children's Bureau do anyway, because it struck me fairly soon into the project that if NCB hadn't existed, you'd have to invent it to make CCP happen. So I think it was more of a reforming project than a radical revolutionary project in terms of anything dramatically new happening. I think the possibility of shared services is something that will become very much part of the voluntary sector, and it will be incumbent on national umbrella bodies like the National Children's Bureau to address that issue and I think they need to do so and that won't go away. So CCP will be useful in helping them and others assess what is the need of the organization. I think one of the missed opportunities was that the Chief Executives of children's charities should focus on children and young people, not on providing backroom services and I think that was a real missed opportunity too. Because I think what drove my trustees crazy was trying to handle the HR and the finance and the IT problems in their organizations and that was stopping them therefore potentially benefiting children and young people and they failed to make the connection between those two things, and I think one day that message will prevail and will be successful. And there was very strong resistance to the shared service research study that was done; it caused a great deal of resistance within the partners who failed to understand how it could benefit them. I think the whole issue of commitment to involvement of children and young people was exposed to be had very shallow roots and very poor commitment. I don't believe there was much commitment to it anywhere, in any form that I could find. Even in National Children's Bureau, who rhetorically had a great deal of adherence to children's rights, there was virtually no ability to find children and young people to be involved in the project and it was a good example of the difficulties I faced in that I was not able to provide children and young people because I was there as the independent director and the partners failed signally(?) for a whole year to organize a group of children and young people that the project could work with.

When we found a group of children and young people, it was very successful but it took a very, very long time and it sort of was indicative I think of some of the difficulties the partners faced in translating their rhetorical commitment to the project to practical commitment. So, on all levels I found and I don't mean this was deliberate, but that I found obstacles in my way to try and make the pragmatic programme of work happen and I could only do that with the engagement of the partners and that was lacking. So I found it very difficult to get the programme going – there were many false starts and in the end, I had to conclude that the collaborative working project was a failure, the participation of children and young people was a failure almost a year and a half into the project. It just started, it was very slow to get going and the building project was successful. The building project was a very good example of the success and failure. We successfully delivered a plan for a building and then couldn't take it any further because there wasn't any money to make it happen. So it was a very brave attempt to do things. I think evaluation is excellent and learning will be one of the major benefits of this, because it will be useful to others to understand why it succeeded or failed and I mean that in a positive sense and I think the project was worth engaging in. I think it's a shame that it didn't do better and I think it's a shame that it didn't continue as an independent project. But no doubt, when you get all your feedback, you'll find that there's a balanced picture about why different stakeholders felt differently about it, because there was clearly a great deal of tension at all times under the surface that was not being articulated. And I wish there'd been going back to whether it was seen as being an NCB project, I think there was a problem with the dynamic that nobody wanted to criticise either CCP or National Children's Bureau for fear of going against powerful allies in the sector. I think it was a problem with transparency and honesty within the partners that would have been very helpful and I hope this evaluation brings that out.

TR: What would you see are the enabling factors in the sector for establishing partnerships and joint collaborations and things like that?

DF: It's left me a little bit cynical about the ability of the sector to do this. I think there needs to be much more of a carrot from government actually, because my experience outside the project is that, even where there's a great deal of funding available, the sector has not engaged with the need to do it and that's the problem. So partnership working is generally seen to be costly in the sector; it doesn't save money and there's scepticism about whether it provides benefits or not, and I think that was my experience of being director of CCP that there was no real sense that anybody really thought it was worth doing. So I think it left me surprised and slightly cynical about the whole approach for the voluntary sector and, to be honest, it would be better that the sector was honest and debated that, than paid lip service to it and took money when it was made available by government. Because it means that the government's not getting honest feedback about what it's trying to achieve, because the government is saying, work collaboratively, work in partnership and almost you will have incentives to do so, but all the sector's doing is taking the incentives and not really following it through and that's a question with the CCP to some extent. So there's a mixture of and government's role in this is absolutely crucial. Government took no interest in CCP whatsoever once they'd granted the money and I think it would have been quite useful if we'd have more direction from government and they'd taken a more active role in it. I can understand why they didn't. Practically they've got lots of other things to do but also they don't want to be seen to interfere too much in the voluntary sector, but the fact is the leadership in the voluntary sector is not able to take that responsibility and was not in this particular project.

TR: So, in general, do you think that alliances and partnerships or projects like the CCP [IA] future of the voluntary sector? Do they provide positive added value, particularly for [IA] for all involved, for stakeholders and [IA]

DF: My view now and all the way through the project was yes, because I don't think we have any choice, because the experience of the partners is very illustrative. Childline effectively became insolvent and to avoid closure and loss of jobs of all its staff, and the loss of a vital service to children and young people, had to merge with another organization. FSU had to sell its property portfolio to invest properly in its infrastructure and one hopes that they're able to do that, but it's quite possible they are also facing a financial crisis that will affect their ability to deliver services to children and young people. The other partners are extremely vulnerable – none of them are financially secure. So it seems to me that there's no choice for the sector but to look at alliances and partnerships because, as the sector is presently constituted with lots of small charities all attempting to set up individual finance, HR, IT support units which take away vital management time and more importantly, vital resources and often not resources that actually are there. So, for instance, FSU did not have an IT support function, Place2Be did not have an HR department – so CCP offered to a lot of partners the provision of basic management services that they didn't have and to those that have them, economies of scale that make them more efficient and able to put more money into services for children and young people. And the alternative to ignoring those questions is insolvency and failure and I believe that the partners of CCP, I'm sure for very good reasons internally, were not able to see that that was actually what we were trying to do and they could have actually probably it was a risk but would have come out with those services and at a better cost than they would have got them if they'd set them up themselves. And I don't think the voluntary sector has any choice because you cannot expect senior managers and Chief Executives, to continue managing an intolerable position environment forever, because there is a squeeze on these resources and charities are going bust. So if you want to keep your staff in work and keep the resources and keep the One of the crucial things that we tried to do at CCP, and I always tried to make it clear, was that we were not challenging the existence of independent organizations. They would continue doing their specialist work children in care or children who were suffering some kind of abuse and wanted to phone up, or families who needed support etc – we were committed to supporting their charitable missions, what we weren't committed to was supporting their organizational structure which was not sustainable. And that was a challenge that I believe they found quite difficult and not able to engage with and in the end, I believe the reason the partners withdrew and the director post was deleted are related to that lack of engagement. So I am optimistic but not in this specific case and I think the lesson to be learned is that really one day someone will have to come back and just do this all over again because it's absolutely vital that this project, this kind of project succeeds. The learning that can be achieved, real learning that can be achieved with CCP, is why it wasn't possible to do that. I think that would be absolutely fantastic to put in the public domain if possible, so that other people can realise that when they go in to engage in collaborative working – and collaborative working is different from everything else because it's working together to achieve your mission by sharing things and making you more efficient and effective – that people can go in with a real commitment not a paper thin commitment that actually they weren't going to follow up. And I believe the mistake that was made at CCP was made at the very first step in that, when the seven partners signed up, they weren't really committed to it. That is the crucial first step where the mistake was made.

TR: So, to sum up to a certain extent, what do you think makes positive engagement and good partnership? What makes partnerships work?

DF: What makes partnerships work is effectively quite mercenary – you have to feel you're going to get something out of it, some advantage, some improvement because the charitable sector has a very narrow view of mission and it is organizational unfortunately. So the organization will see its own organizational advantage as being the first stage and that's

where the Chief Executive will go back to the trustee Board and say, organizational advantages this, disadvantages that. So we are not mature enough and we do not have the capacity to think beyond our organizational structure about the benefits to children and young people. I think that's a failure of mission myself, so I'm quite critical of people in the voluntary sector who don't understand that their mission is to their beneficiaries not loyalty to their organizational structure. My view is organizational structure is almost completely irrelevant and should be destroyed if necessary to suit the beneficiaries of the mission. It is not important to set up an organization that has all these different backroom functions to exist, because that does not help the beneficiaries; only if it does should it be there. So that needs to be questioned very firmly, but I am optimistic that the government is supporting the provision of services to children and young people and the expansion and improvement. I think the challenge to the voluntary sector is to rise to that challenge and say, we're going to have a first class infrastructure to deliver those services and I think CCP can help inform that kind of thinking. But I think the sector needs really a very tough look at itself to say, we need to because in the end, government provided half a million pounds of public funding, the test is whether the voluntary sector rose to that challenge and was prepared to reform itself. Well, I'm afraid to say it didn't but that's not to say that's a failure in itself because the learning of why they did and how they found it so difficult to reform themselves, because the honest response would have been no, we weren't prepared to reform ourselves because we had a list of reasons from the partners and they may even make the argument that they're better off, but I don't believe they are. So I think CCP was what attracted me to the job, even though it was a huge challenge, I was told when I got the job it would be one of the best jobs in the sector and for a time, I believed that but in some ways, it also was the worst job in the sector, because it was so difficult to get the partners to engage and whilst I'm very optimistic about the outcomes, I think I'm disappointed by the fact that it failed to live up to expectations. That's my summary I think. So I enjoyed myself hugely but it was overall not a very positive outcome because it really didn't get beyond that first stage, and that in my view, goes back to that failure to commit whatever. There was only a commitment if there was extra money coming in and when extra money didn't come in, the commitment evaporated. Going back to my original point, was the crucial moment when the partners started disengaging because they could see no advantage for themselves, and I think National Children's Bureau's problem was that in attempting to take leadership of the project in their role as umbrella body for the sector, they started sewing the seeds of destruction of the partnership and didn't then translate it into their own organization in terms of how they could reform themselves to become a model for the 21st century and infrastructure for the children's voluntary sector. So I feel, I suppose is my final point, is that NCB also didn't reap the advantages of CCP because they found it too challenging, and they had their own organizational interests and they wanted to pursue those and I think they failed to truly exploit the project in terms of their own position between government and the sector. Time will tell but that was my impression when I left, that there was no real translation of CCP's ethos into the National Children's Bureau. I hope they do but that would be my ambition that they actually do incorporate CCP into their own role and take it over and that does offer the possibility of CCP's work continuing on and the benefits being incorporated and I hope that will happen, because I think that's the only realistic possibility of CCP doing any substantial good for the sector.

TR: Thank you very much.

DF: Thank you. I didn't think I'd get an opportunity to do this so that's very welcome I must say.

TR: Actually we managed to get a bit of funding for doing the evaluation study as well. However, I think we were tempted to do this regardless whether there was funding or not because the case seemed to be very interesting, especially looking at the dynamics and

DF: Well, it's fantastic that you're doing it. I'm really pleased you're doing it because after your first piece of work, it really fits doesn't it? Because it will complement what you did in your first report and will be informed by your first report as well which I have to say was I don't know whether they're intending to publish it because that was one of the legacies I tried to leave in the plan was that I said we were going to publish it because it was the one that really got people going actually.

TR: Yes, it seemed to have cause some effect.

DF: Exactly, but also it got people's grey matter going in a way they didn't feel organizationally challenged about it, because it was, in a sense, more theoretical but it was also about that added value that knowledge is in the voluntary sector. There's huge amounts of it floating around in a kind of unmarshalled way and I really did think well, we should have published your report and actually taken it further, because that was one of the even though what you were talking about was very challenging, it was not challenging in the political sense that made people worry about their positions because there was no The only people who really professionally were probably worried about were the librarian staff. Especially in the other organizations, it impinged on virtually everybody and it could have been great and I would have loved to have taken that project forward. There was real scope for taking that forward as a fun piece of work, a creative bit of work. So I'm really glad you've ended up doing the evaluation because I think it would be good because of that, because when you went round, your approach was different from other people who did the studies and yours was much better because you'd interviewed people and you were actually [IA] So people knew where they stood and they got feedback and then they saw the final report, much more thorough than the other people who [IA]

TR: We were actually looking at the social within the process and now we are looking at collaboration in a way and it is somehow the ??? level of knowledge sharing and dissemination and so it all happens through collaboration in a way and enacted through engaging and working with each other.

DF: I have to say, even though I feel quite strongly about this project, I never set myself a success or failure criteria because, to a great extent, the process as long as the process was managed and continued, I didn't have outcomes. I mean I knew I had to put together a plan for the building and I had to put together a plan for collaborative working and shared services and had to put together a plan for participation of children and young people, but I had no real strong motivation to make that to fashion the outcome in a certain way – that was for the project partners to do. So I was quite happy I am entirely relaxed if they don't find a building or if they don't work together or they don't have participation of children and young people because that reflects back on their ability to work together and I didn't feel funnily enough, I didn't feel terribly frustrated when they wouldn't work together. I was quite stoical about it in a sense, because it just seemed to reflect back what the situation was and a response to a process that I suspect is a very good model of collaboration, which is why I think your evaluation will be really useful because effectively, the success and failure of the project is just reflective of the participants' response to the programme. So if they'd all come together and said more sensibly, if they'd come together and said, we will have a very scaled down building project that will cost £5 million, it could have happened within three years. But they came back with a £25 million project, I had to then try

that out and we were just at the stage where I was just saying we have to scale it back. We'd already scaled it back anyway, they were probably going to go for a £50 million project originally but unfortunately it didn't and I really wish I'd had three years I must say because I think in three years, we could have done it possibly – we would have had a building and then it would have been all to play for.

TR: Well, let's wait and see what comes out.

DF: So when are you going to report?

TR: The aim is to deliver an interim report on the evaluation of the CCP end of April / beginning of May and we'll definitely include you when disseminating it, and also we will aim to continue some work on collaborative practice within NCB, actually looking at what NCB actually does well already in order to see because as you mentioned, they are an umbrella organization and they work through networks.

DF: Yes, absolutely.

TR: So looking at the ethos and practice already in place, being established – that may be a way to actually identify what makes good collaboration or what may enable or hinder what are the practices, enabling and hindering practices and then collaboration within the CCP or similar projects and we also started to involve some of our students in working with NCB in terms of having NCB talking about what they do, what the organization is like [IA] and these are typical issues or problems and ??? the students with them and they squeeze their brains and just see if they can come up with someso it's a very interesting

DF: That's quite encouraging, good, because NCB do work in partnership with huge numbers of bodies around policy issues and

Recording ends mid sentence

Appendix 8: Focus Group Transcript

Transcript Code

??? = word not clear

..... = indicates a pause or switch of thought mid sentence

Word with (?) = indicates best guess at word

..... [IA] = several words or (s) inaudible or indecipherable

TR = Thor Roser

JO = Jane Obeng

KT = Kevin Tubby

LGL = Lucia Garcia-Lorenzo

Please note: participants are identified where possible and otherwise listed as MS (male speaker) and FS (female speaker).

JO: So I think it's quite important to understand because we think that's very important, we think that children and young people should have a say in how their care is actually decided and so on. So we believe that that's very important, so we do deal with children and young people but not in terms of direct services – I think that's quite important. You'll see from the organizational structure, the orange boxes that run along, there's an organizational departmental structure to NCB. So in the middle you'll see research which is kind of a starting point; we do a lot of research and evaluation about projects that other people are doing. Children's development and social inclusion – that's all the practice development. Children's development is about all children, it's about education, it's about the services that all children receive and social inclusion is often about services that a small group of children receive - so perhaps kids that are excluded from school, kids that are in offending institutions – that kind of thing. So there are those two departments and then our policy and innovation department are obviously interfacing a lot with the government, with local and central government in deciding on new policies. Then the box right at the end – strategy and communications – that's where Kevin and I sit and that, if you like, is all the backroom stuff that's supporting all these other areas; all the communications, the fund raising, the IT, the admin, the HR. So you begin to get a sense of the way that the organization is constructed. The blue boxes at the bottom is where it all gets just a little bit complicated. These blue boxes, we need to have other organizations that are part of NCB, that are managed by NCB. It's very important that we are legally responsible for them but in many ways, they are their own organizations. They have their own structures, their own decision making bodies and so on – we call them forums and councils and networks and all sorts of other terminology. So you will see that we have a group of those different organizations. Now the reason that they are quite different is quite often because they're focused on very specialist topics, for example, children's play, disabled children. So they have a very specific focus and that means they're networking with a group of organizations that have a very specific focus, but if you look at the orange boxes, they're meant to encompass all children and young people at the orange level. The blue level are very focused in on very particular areas of knowledge but in the orange boxes, we're trying to take all of that knowledge and communicate it in a comprehensive way so that everybody is maximising all the knowledge that exists in the organization. Is it making sense so far? So you can see that we're quite a complex organization. In terms of staff, it's about 150 people now. We're all London based; we are all on the same site. We actually have two separate buildings which is a bit of a complication

so we have our main building and then we've had to rent some extra office space. So there is a kind of separation. Although actually geographically we're not very far away from each other, sometimes it feels like we're a very long way from each other and there are issues there. And we have a few people in the regions but that's not really although that's going to become more of an issue isn't it I suppose? Actually we've got a big new project that's just starting and we're about to get some regional staff, so that's probably something to asterisk and say that an issue for us to consider over the quite short term now actually is about how we extend the intranet to include the regional staff. But at the moment, and when it was first set up, it was very much looking at a London based staff unit. So that's probably enough at the moment. I'll let you ask questions later about NCB. Do you want to just mention a little bit and show them the intranet so at least you know what we're talking about?

FS: Is this available to all the organizations in the forum?

JO: Yes ??? in the blue boxes as well, yes, indeed.

KT: I'll just say a little bit about initially the history of how we brought about our intranet and then just go through page by page [IA] About 2½ years ago I think it was, a new group was formed in the NCB called the knowledge management team. It was brought about because there was a recognition within the organization that we had this information and these resources, but we weren't probably managing them as well as we could do. So the team was set up and the first thing the team was looking at was the possibility of structuring some of our information resources. Up till that time, we had a system where staff around the organization were producing documentation for all sorts of purposes, and the way our network is constructed is that each department and unit has access to their own part of the network, but the other departments and units can't see that information. That's a fairly basic security precaution. On top of that, we also had an area of the network called the shared drive which everybody had access to and what was happening was that, whenever anybody had some information that they wished to share with the rest of the organization, they had two means of doing it. They could either email it to everybody as an attachment or they would put it on the shared drive, and what happened over the years was that this shared drive just grew in a very unstructured fashion with people thinking that if they had anything for general consumption, they could just put it there and hope that somebody found it. So one of the things that the knowledge team wanted to address was how to bring some sort of structure to this mess which had grown up around this particular shared network drive, and it was realised that one way of doing this would be through an intranet, which would allow information to both be structured and hopefully make it searchable. So that was one of the primary movers for all of it. One of the problems we had when we looked into it was that there wasn't necessarily a great budget for producing the intranet. So we got to the point where we had to make a decision where we could either do an intranet based on what we thought an intranet should hold for our purposes and get an organization or a company that we'd had previous workings with to base it on familiar technology that we already had in NCB. Or we could go the route of going out to a consultancy and getting them to do needs analysis and that sort of thing and then wait for them to produce an intranet for us. Because of the budgetary constraints, it was decided to take a more cautious approach and we went with a small budget based on what we thought we needed from our intranet. And what we did was, we went out we run Lotus Notes and Domino as our main email and scheduling system in NCB. We have a company that we use for consultancy on that so that when we get problems on the system that we can't resolve ourselves, we've got somebody to call up and to help us out. They had a history of also producing Lotus, Domino and Notes based intranet explorer for other organizations, so we got them in to do it at what was a fairly low cost exercise, and they've come up with this system which I've given you screenshots of today. There's a couple of things to notice about this front page. This is what all of the staff members in NCB

get when they first log in to the email system, they're faced with this particular page which has a number of panes on it. The right hand pane here is the intranet area and then the bottom pane is how they can then get to their email account and that sort of thing. The idea behind this is, it forces people to at least acknowledge the existence of the intranet every day of their working lives. They're coming here and they see it – so in a way, for staff, there's no way of avoiding the initial part of the intranet. Having said that, it's quite possible then to go into your email and ignore the intranet, but at least they were being faced with it and then, as you can see from the screenshot, the intranet is broadly divided into nine different sections and if I go through each of these sections. We've got the NCB diary – I haven't given you another screenshot of that because frankly there's not a lot to it; it's just a day by day diary. It's distinct from any staff members' own individual diary. The idea of the NCB diary was to show important dates for the organization, so it would be things like Board meetings, senior management team meetings and that sort of thing. Going down from that on the left hand column we've got the staff directory and if you look at page two, that's a screenshot of what happens if you click on the staff directory - you get a list of staff members. The idea behind this was to have a list of all staff members, a searchable list, with photographs for recognition of new staff members and that sort of thing, but also to have staff members give us some additional information about them, such as their areas of expertise and even their interests and that sort of thing. If you look at page three, there's the basic information – job title, location of staff members – and then there's a little tab you can see there (I haven't given you another shot of that) but it's their skills and expertise. What we found in practice was the information that we could have entered centrally about people, such as their job title, their location, that sort of thing - that was fine, we had that information. We cajoled probably about 80% of staff into having their photos taken as well – so that worked quite well, but when we tried to get from people information about their areas of expertise and their interests, the response was fairly poor there because a lot of people resisted giving us that information. So that's the staff directory. The third one down that particular column, work at NCB. This is, in terms of activity in the intranet, this is probably the most likely used place and that information is shown on page four. What we've done is, this is the primary replacements for that shared network drive that I was referring to previously. What we've got here is all of our corporate documentation, if you like. It's broadly broken down by department which might or might not be the best way of doing it but within that, you can go down - as on page four here, you can go to Human Resources, look at various sub-headings under Human Resources and then go down and find a particular forum or that sort of thing, and then call that up. My opinion is this is the most successful part of our intranet. People are, by and large, getting used to the fact that, if they want some corporate information, they know how to go about getting it and they will generally expect to find it here. The fourth area, meetings and minutes, this is a bit like the work at NCB, it's specifically for an area where all of our main meetings within NCB – all of the minutes and the agendas and related items – are deposited. So that if we want to go back and look at meeting agendas or the minutes, this is the place to go for them. Again, that is a very straightforward kind of function and therefore it has been quite successful and people that produce minutes know exactly where to put them. People that are looking for them know exactly where to go for them. This section is projects – NCB is engaged on quite a lot of project work all of the while; formal project work that is funded usually by external funders. This section of the intranet was an attempt at trying to trap all of the information relating to our project work in a searchable way and also it was hoped to give us a way of analysing it. That actually hasn't worked out in practice and in fact, we're currently in the process of rewriting how we actually trap and monitor our project work. We're actually doing it through a discrete database rather than having it on the intranet, so we're doing that. It's primarily to give us increased functionality that we couldn't get through our current intranet. That's our project work. We then had a go at discussion boards because it seemed that every intranet [IA] as a way of encouraging community. The discussion boards, probably partly because it's fairly cumbersome in implementation but also because I think a lot of staff feel they're too busy to have discussions on things, the discussion boards have not been successful really at all. They don't really get looked at. They don't get

contributed to - and that's a shame really because we recognise that there is a place, both in work and non-work areas of an organization, for discussion boards but we haven't really been able to foster that kind of feeling of community on this part of the intranet. The other sections on the right hand side, we've got booking forms – this is more or less a portal link. What this area of the intranet does is link to various web based databases that allow people to book various resources. We've only got one of those areas working currently and it's to book a meeting room. That is very widely used and I guess is a successful implementation, but as far as the intranet goes, the intranet is only acting as a portal and a way through to a database system. Then we've got the second last section is a news section – the idea here was that we would have people depositing various items of news and we defined news very broadly as anything that might be of interest to other people working at NCB. So the idea was that we'd get not only things like there is a new staff member starting in HR department, but also things like project funding that might have been won and that sort of thing. So we were hoping for a mix of what you would call corporate news but also the non-work sort of news in there as well. The uptake of this particular section again has been rather disappointing, which is a particular shame really because it was the intention that some of our other departments, such as the media department, would be able to dip into the information that people were depositing here but unfortunately, because of the low uptake of I suppose the lack of buy-in on this particular section, again that hasn't really materialised. One feature of the news section is that on the front page, we get – if you see there at the top – latest headlines, what's on NCB January to March. The intranet does display the headlines from the five latest news items deposited in the news part of the intranet, but even that ??? really didn't help [IA] success there. The final section is web links – this is just basically a document of useful links which is maintained by our library. So that's a very brief overview of the intranet. Where we are with it is, it's actually been running now for two years; it went live in January 2004 and we're at the position now within the knowledge team where we think that we need to look again at the intranet. We're a lot wiser about many of the issues surrounding intranets than perhaps we were two years ago, or 2½ years ago when we were first approaching this whole area, and over the next six months or so, hopefully with your help, we will be looking at how we could revamp, restructure or just generally improve the intranet [IA]

LGL: We will have a few weeks actually to work on this [IA] the course runs until mid March [IA] working on a particular Masters dissertation; some of them actually very related to this issue. When companies develop databases and intranets [IA] how you actually motivate people to use them or what are the constraints in people using them or not. So maybe not so much look at the improvement of a tool but the usage of the tool.

JO: I did a bit of a questionnaire around people and to quote people why they thought that they couldn't do it – they had nothing to post; they were shortstaffed; lack of time; very busy with projects and so on; they felt it was more important to concentrate on external communications rather than internal communications; they need more time in the team to talk about what needs to go up there; they still feel that they need to send an email, the intranet wasn't enough. I'm sure you'll recognise all of those kinds of ??? and a big point is about signposting and about familiarity with the system and being clear about where to put things and being confident about the system.

LGL: Could we have access to the team would probably like to have access to the questionnaire and the responses?

JO: Yes.

LGL: I'm sure you have questions for them and I can kick-start the session saying, what is the challenge that you face? What is it that you would like to achieve? I think it's important for us to understand how we can come in basically.

JO: Well, I wrote down three things and it might not be that all of them are relevant and so on and there might be things that we need to do ourselves, and if so, you just need to say, but if you think any of these three things are things you can help with. There's the general kind of organization of the information on there; is there a better way of doing it? Have we gone down a very obvious route which is the departmental structure and actually should we have been a bit more lateral thinking about it? Have we just been a bit dumb about the way we've structured it? The whole sense of community – if you look at the areas that are under-used, the news, the discussion boards, the staff directory – why hasn't that happened? I've done training, we've sent emails, I've been to departmental meetings and it's just gone and I suppose that's linked into the second one which is more on positives. How do you motivate people but how do you actually make it part of people's everyday work so that they do feel that it's important? Important enough for them to spend parts of their very, very busy days - it is important for them to make sure that information is available to their colleagues, both within their own small teams but wider across the organization. How do we do that?

LGL: [IA] many organizations that try to use intranets, so I think that's something we definitely can do in the three / four weeks that we have is actually look at what the literature says, what best practice says [IA]

JO: That would be helpful.

LGL: Because we don't know your organization that well and we are not going to have a chance to do a cultural study of which kind of working practices you have day by day – that could actually involve a deeper, longer study.

JO: And I think recognising that we have financial constraints, time constraints, a small organization but actually maybe if we'd started out having that knowledge about what other people had already learnt, if you like, maybe we might have approached it in a different kind of way. So even now, because we're in a process of review, now is the time to arm ourselves with that level of information so that we don't go into a review not being clear about what is best practice.

LGL: I think that's something for the team to decide if we can do that which kind of, because I know that you met, prior to this meeting, I know that you came up with some questions that you wanted to ask.

FS: I just wanted to know what NCB does but you already [IA] you need intranet to integrate the knowledge that those departments have.

JO: Yes, and the blue boxes.

FS: Also blue boxes – so is there any specific cases, because I just don't get the picture like how these different ??? work together under the same

JO: I think that what happens is that because we've got these because a lot of charities in the public sector are very much funding led. It's a sad fact but it's true that where you get your funding from very much dictates the kind of work that you end up doing. So if you imagine there's all these little projects and they're all chugging away, all in these little boxes and they're kind of quite closed in their little silos of information and unless they go and pick a little bit of Kevin for IT and they pick a little bit of me for communications and whatever just when they need it, they don't really see themselves relating very much more to the rest of the organization. So I'm trying to think of an example as it currently stands that would be quite good. In policy and innovation, we have a participation unit - that is the unit that's all about best practice in terms of involving children and young people in our work. That is something that's part of NCB's mission; we always involve children and young people with what we do. So all of these little projects are doing it, all these councils and foras are doing it, all these orange boxes are doing it but are we all doing it in the same kind of way? Has somebody tried something and found that it didn't work and that wasn't the best so the participation unit, who are supposed to manage all of this and check that everybody's doing it right, they stick some participation guidelines up on the intranet. Nice and helpful you might think - is anybody reading them? Is anybody using them? How are we monitoring the evaluation of them? Are they available in a good format? I suppose that's the issue for us. So it's kind of how is that information and that knowledge transferring around the organization? Are we ending up with little silos of good practice and bad practice, which is what's really fearful, and we're not maximising our knowledge in that sense? Because we hold ourselves to being a centre of excellence for the involvement of children and young people. I know we are on lots of levels, I know we are but there is also that concern that we're not all doing it in the same kind of way and we're not all sharing our experiences in the best possible way. Now in terms of other ways in which we share information, we have internal groups and meetings where that can happen of course, but it would be really nice and through the general working processes, and the intranet is one of those processes, whereby that learning is shared and that would be good to have a discussion board that's around participation. For example, I tried this today, it didn't really work - has anybody else tried it today? It would be really nice if those kind of key topics were really part of the communities of NCB. Okay, somebody's working on play here, somebody's working with very young children here, somebody's working with disabled children over here, somebody's doing very academic research and somebody else is doing wacko practice development stuff - really kind of wide spectrum stuff, but essentially we're all trying to involve children and young people and we should all still be trying to share the best practice around that.

LGL: So is this part of ??? centralising the information in NCB because you are talking about different silos - let's try to get something that everyone is doing.

JO: Yes, so that then there's that constant thing where, hopefully eventually what people think is, okay, I'm setting up a new project, let me just check on the intranet, let's just see who's done something like that before, let's check the projects database, let's stick something on the discussion board and say, right, I've got this money, just been given this three year grant from the Department for Education and Skills to set up this project with three local authorities, I've got to involve children and young people in this kind of way - has anybody ever done this before? Quite likely actually but no, we're going to spend ages reinventing the wheel. Hopefully it's not as bad as I'm making it out, but I'm trying to make an extreme if you like and even if that's only happening a tiny proportion of the time, it's still wrong in a sense and I think it is our role in that kind of strategy and communications ??? to try and maximise the knowledge that exists within the organization.

FS: Are there any competitive cultural ???

JO: Yes.

FS: Because I would like to know how do they get projects – do they compete with each other or do they bid or what sort of processes.....

JO: Yes, I think that there's external bidding for funding and sometimes if there are big funders involved, then yes, we have to have internal decisions about who gets to pitch to those like the big Lottery or to the Department for Education and Skills. So there is a lot of competition in that sense. There's also a lot of internal competition with a lot of cross-charging going on and so on. So that is also making quite a competitive, sometimes quite difficult environment in which people work in and it does create these silos as well. So silos are being created for other reasons as well.

LGL: I know that you said you have groups and you have meetings but why the interest in developing the intranet? Why the interest on pushing the technological side of it? What is it that the organization sees as important there?

KT: Well, I suppose originally it was making sure that, at the very basic level, information was kept in one place where it could be searched. So there was that thing about accessibility of information but also there's issues over preservation of it and making sure it's kept in one place. But then there was probably also this feeling that, through the there was certain knowledge within the organization that we weren't trapping and this comes back to Jayne's point about discussion forums. Because although we probably have gone quite a way in actually making information accessible, knowledge of how people make their day to day decisions and that sort of thing, experts that we've got within NCB, the way they operate and that sort of thing, we haven't got that knowledge trapped anywhere. And it was hoped through things like discussion forums, that some of that knowledge would come out and be preserved.

LGL: That's one of the problems that most organizations find that they cannot capture that very easily and it seems to me that the design was, in a way, as you are saying, that the main idea was to capture information that was already there and make it searchable, retrievable in a sense and that that drove the main design and the discussion forums is an area that came later on - once we had this, actually we can add something on. I'm just reflecting.

JO: Just saying about discussion forums, we have certain email groupings, like there's a media consultation group, which actually works. There are really interesting discussions that actually happen via email. So it's not that staff don't need it, don't want it, aren't interested but they do it by email and is that because that's a familiar technology to them? That's more immediate for them? It isn't that they've got to do three clicks through to do it because it's there, that's what they've got up on their desk the whole time. And because of the nature of our business, which is about thinking through issues, we're constantly trying to work out what's best and examining the issues, that that sort of debating forum, that space to have, and quite often in the media consultation group, quite intense debates. No, I don't think smoking is a good thing in a residential care home. Yes, I think all kids should be allowed to smoke – and it goes on. So these debates do happen, we're just ???

LGL: Maybe it's a way of introducing that into your intranet but then there may be an issue of who controls that discussion.

JO: I know that's an issue that we've always thought of around our website, because we've just introduced a new [IA] the website and it's a much later development to think about having discussion forums there for our members because of the whole issue about having somebody to monitor them.

FS: Everyone has the same access to the intranet or some people have like administrators' access and some just users' access. How do you divide those?

KT: Yes, everybody has read access to it and then there are administrators that have depositor access and they can update various sections.

JO: And a radical move [IA] give everybody all access – nobody's using it, try but it wasn't a very [IA]

FS: There are various training functions in this intranet [IA]

JO: Well, we did the training much more than when it was launched, a number of people in each department were invited to come to a specific training session.

KT(?): Do you mean training provision?

FS: It's face to face training or e-training because I'm just thinking maybe we can use some function to motivate people who use other functions. I mean maybe some attractive functions and people will use it first and then maybe they will use other functions. So I think maybe if we use some necessary function in this intranet, maybe it will be helpful to motivate people to use other functions? So I think maybe [IA]

TR: It would be interesting to learn a bit about how you introduced the function and use of the intranet. You mentioned you're part of a knowledge team or knowledge management team and it seems like what you were telling us that the intranet is like providing a frame through which information can be processed and retrieved and you provide a space through technology for having discussions and all that. I would like to zoom out a bit and look at your maybe additional activities in the knowledge team, because you talked about there might be all these interesting discussions going on, there is it may be important like there are social aspects about exchanging knowledge and information, people interacting with each other and maybe that interaction can be supported, positively supported, by using specific tools such as an intranet. So I'd like to know what exactly is it you're focusing on in the knowledge team and is it just the intranet? Or is it other activities and how are those activities intertwined?

JO: Well, the knowledge team has very much focused on very specific kind of projects. So the website development project in terms of looking at the whole how we communicate our external knowledge. So that has been a project and the intranet was a specific project. So we have focused on very particular tools – if I can relate to the language you're using. We have a kind of wider strategy that links to the communications strategy that is about, as Kevin has mentioned, recording things, archiving – there's that kind of sense to it as well. I can send you a copy of the overarching strategy. I can give you a context if that would be helpful.

TR: Yes.

LGL: I think that, building on what Thorsten is saying, it seems that in a sense you have created a function which is separated from what everyone else in the organization is doing, which makes sense in order to build the infrastructure but then when you want to get people engaged with that, you basically have separated from them. So the first thing [LA] well, maybe there are things that are happening out there already and you can link with them, build on them. I'm not sure how because we don't know exactly what may be happening in NCB at that level, but that's one of the challenges - when we build something apart, then you have to go back and reengage.

JO: I think it's always an issue for us that have a kind of organizational wide responsibility. The majority of people in the organization are in these other kind of boxes and don't necessarily have to look right across the organization. For those of us that do, it is a challenge. And just thinking off the top of my head, there is a risk for us, we're kind of imprinting(?) these structures and so on, because we are frustrated that individual departments are building their own. So, for example, the research department may have their own kind of database where they're mapping their work programmes – so we think, oh no. We want a more centralised sort of thing but I kind of read what you're saying, which is to learn from what they're doing and see how that works. I suppose our thinking was is that we don't really want all these silos of information because they're not sharing, they don't have any need to share, they're just doing it for their own purposes to monitor their own income, workload. They're not sharing it so we don't know what research are doing unless we can encourage them to put their information on central projects database.

LGL: And to which extent you collaborate or work with those other people, because there has to be an IT support person - someone is actually developing or using those databases and to which extent did you work with them? To which extent you crossed the departmental boundaries in order to have that centralised IT system or not.

KT: Yes, there is – as Jayne's mentioned – that constant tension between people wanting to keep hold of what they see as their data and us, looking at it from a corporate perspective and wanting them to share it more, and it's a constant battle which will always go on I think.

LGL: It seems to me that this very much has an impact on how you are going to ??? or not. Basically the intranet is not just a technological issue, it's very much an organizational issue in this case.

JO: Absolutely, and I think so any kind of best practice or anything that we can take in the knowledge team that maybe push us more to work in that kind of way, as opposed to the way in which we have been working, I think that would be helpful. We have just looked at the membership of the knowledge team because it has been something that has been very much in the strategy and communications department, we have just invited people to so that's part of the overall review of the whole knowledge management. So I think there is a wider context even if we're not really quite sure what we're doing, but I think we kind of that's not being fair to us, we do know but I think it's kind of tentative and I think what you can do is to help us by telling us what's out there, what other people have done, kind of pointing us in the right direction so that will lead us in our next six months of how we move forward.

TR: Can I ask two simple questions? One of them is to what extent is the knowledge team or are you aware of to what extent are you personally using the intranet or people

concerned with getting people to use the intranet are actually using the intranet? And the other question is, who needs to know what NCB knows and why?

JO: So the first question is whether or not we are using the intranet.

TR: Yes, how are you using it and to what extent are you aware of how other people use the intranet? Because you mentioned you would like to get people using it, all these different functions, those nine different core functions including discussion boards and databases and all that. So to what extent are you personally in your everyday work using the full range of possibilities of the intranet? And to what extent are you aware of if other people are making use of the full intranet possibilities?

JO: I think we try don't we?

KT: Yes, we do.

JO: I think I have given up on discussion boards. I tried a couple and they ???

KT: Discussion with yourself basically.

JO: But I'm probably one of the only people that posts news and we put all of our stuff on meetings and minutes and work at NCB. Whenever we do emails, we have hyperlinks going back to the intranet so we're referring people back. So I think, in terms of best practice and also in terms of the people that we have influence over, so HR, admin, they're all doing that as well. So there are some successes in the organization of people that are those people who have a lot of policies, forms, ways of working, people actually can see the benefit that sticking it on the intranet is the best place. I don't have to have 20 emails every month from people saying please can you send me a copy of this form. There are some people who can actually see the advantages of it and will use it in that ??? way.

TR: The survey you mentioned previously, did it also identify what the intranet was good for? You mentioned that people had constraints and concerns in terms of it's difficult to integrate it into my everyday work practice, I perceive it like being on top of the knowledge work and using the tools was kind of like additional workload and I don't have the time to use it or whatever. Did you identify

JO: Well, people told us what kind of information they had posted on there, so that kind of indicates that. So that is the areas that Kevin's already mentioned are the successful ones [IA] So where they had information that they could see was relevant to a wider ???

TR: And the second question was looking back at the silos you mentioned, so from a corporate perspective as you said, who needs to know what NCB knows? What's the strategic element in that and what's the purpose of knowing everything?

LGL: [IA] there was a need for ??? do other departments express that need or the network organizations and the forums came up with that need, because the general question in the ??? is how we can best satisfy the information needs of our client. So one thing is the intranet but that's a different ???

JO: Yes, and that question is very much focused on our external communications. We have a lot of market research ??? amongst our members and our non-members and all those professionals that I mentioned at the start about what their information needs are and so we're very clear about that. Probably less so about staff and I think that probably comes back to the kind of cultural issue of, when people are in their silos and they're too busy and they don't see the need or whatever, that has to be reflected then about what their needs are. They don't see that they need their need is very short there's a very short timescale, it's like oh god, I've got to fill a poster day, how do I go about that? I need to get access to some HR policies and some guidelines and whatever, but that might happen like once every 18 months or something. So it's a kind of [IA] They don't see it as a kind of an ongoing thing. From a strategic point of view, we want it because we are concerned about the long term future of NCB, we want to make sure that we're promoting NCB in its widest sense. I suppose we think that we're better than the sum of our parts that's the issue for us, that people will want to support us and want to give money to us because of the whole thing. People will fund play, will fund early childhood unit sometimes, but we also think we're a more powerful and more authoritative voice for children and young people because of the scale of what we're doing – that our specialism on play and young children and disability adds up to something that actually is much more powerful in the long term when you're lobbying government or trying to get best practice out to practitioners. So we think that we should be sharing it and moving in that direction.

FS: How do the agencies actually perceive NCB? Do they see themselves as being related to NCB, a part of NCB?

FS: [IA]

JO: When they have to put in a funding application, they have to use our registration number, they have to use our bank details. They have to say that the money is coming to NCB. So there are certain times when they have to see themselves as NCB. If it all goes pear shaped and wrong, then it's NCB that has to pick up the pieces. If they make a big mistake, it'll be us that pay the cost for that. But quite often when things are ticking along and going quite well and this is about us, this is nothing about NCB.

LGL: Do they have an access to this intranet?

JO: Yes.

FS: Leading to my question is in terms of branding image, just looking at it from a subjective perspective, when I see NCB intranet and I'm actually in the agencies I may not be interested in logging in because I don't see myself as NCB. So that's just some of the considerations [IA]

JO: I think that is an issue somewhere.

LGL: [IA]

JO: But most people are NCB employees; they're not employed by the Children's Play Council - their pay cheque has NCB on it. So there are some basic elements of being an employee of an organization that mean that your communications come from HR, you're inducted and you're using the same IT system, the same email system. So there are certain

things that, whatever you feel, you actually have to kind of buy-in, if you like, to a certain extent. Your email address is so-and-so@NCB.org.uk whether you're a ???

LGL: That's people in the blue boxes. This thing between the silos and centralisation seems to be a tension that is reflected [IA] I was wondering what's going to happen when you actually go to the regions, because that doesn't mean just the departments but just headquarters versus regions plus departments plus the centralisation.

JO: I think we'll have it duplicated again there. It's one project at the moment that's being extended to the regions, so it will have its very own identity in that sense. But NCB strategically wants to use that as its opportunity to have a regional presence and to build on it, so there will be that tension again about who those people see themselves as being part of.

TR: You mentioned you're an organizational member of NCB for about two years now and that's also roughly when you started implementing the intranet. So what is the context – I'm trying to explore the context in which the idea of an intranet solution to achieve various things came up. Did NCB grow a lot in the last 10/20 years? I'm trying to make sense of how has this been done before without having the intranet as a tool? Without having computers, how do people actually if they have a very important project and they feel like they need to pull together all the expertise which might be out there at NCB and some of it might be hosted in the silos or hiding somewhere and you just need to pull together those people. How would people actually do it? How would you on an everyday basis try to identify who knows what at NCB?

KT: I guess in the early days, because the organization was a lot smaller, you just knew everybody. You knew everybody's specialism and you basically went and talked to people.

JO: When did we start renting office space [IA]

KT: ??? years ago but I joined the organization eight years ago and there was 80 people there and there's now 150. So we did go through that huge expansion and we're about to go through another huge expansion and in very boring, practical terms, with 80 people, you could get away with putting information somewhere and hoping that somebody would find it. It became a different prospect with the growth to 150 people because everybody was bunging stuff here, there and everywhere – it just became completely unmanageable. So at that very basic level, that was one of the drivers for it.

TR: But what would you have done eight years ago if there was a project and you needed to find out anyone who would help me with like funding issues? Would you just pick up the phone and try connecting people who might know someone, starting with the people that you know best and like through a network of contacts, eventually having the right person giving you a ring back.

KT: Internally, yes, it was almost

JO: And there is enough most of the senior management team have been in the organization for a very long time. We've just got a new Director of Research but prior to that, almost everybody on there has been around for and a lot of organizational knowledge is held by a very few individuals in the organization. So it's kind of like if you get a new project, oh this happened a few years ago, go and talk to so-and-so. It's that kind of

word of mouth thing that's going on and I think that we have to get ourselves ready for the fact that some of them are nearing retirement and that's going to happen and then once people move on, what is going to happen? There is also the library – there's a library and information service and that is a huge resource and a very respected resource – externally and internally. So that is always another kind of physical place that people can go and say But they're registering the fact that externally the number of enquiries they're getting, physical enquires by email, by phone, are going down because people are accessing information, expecting to access information electronically these days and I think that's the same way probably people internally are also they're not expecting to pick up a phone and physically [IA] just to be able to sit at their desk [IA] people's expectations change.

LGL: I'm thinking we'll try to wrap up a bit and see if we agree on something that we can look at [IA]

TR: One last question which links to what you said. You said NCB was growing a lot in the last years, has there been a lot of people coming in and out of the organization as well? Was that a parallel process? In terms of capturing the knowledge and keeping it there, that's what I'm

JO: What happens at the project level is that, because you have projects that are this kind of funding issue again. You get a piece of funding that's only a year, two years, three years at the most – no longer, so you get project staff that come in and work on a particular project and if they're lucky, then they might find another project just starts and some people end up staying around for a while, but then other people do come and go.

LGL: [IA] try and get those people on the NCB database.

JO: Yes.

LGL: Lots of work of maintaining and updating.

JO: Yes, and as the organization gets bigger, that becomes more of an issue for a small HR team [IA]

TR: What's the period of time like a typical project would last?

JO: Three years – I'd say, for a government funded piece of work, normally three years.

TR: ??? experts coming in on a project basis for about three years and eventually they may work on another project but eventually they may just go somewhere else.

LGL: I have three points [IA] the idea of using technology for internal communication purposes [IA] not so much about your clients or members, but more about creating this kind of sense of community and disseminating best practice across the organization not in departments, and maybe we can look at the limitations and constraints and best practice being in that area in other organizations, in that you have a very good I think we have a very good mix because there are people in this thing coming from two different Master programmes – one which is in social and public communication and the

other one which is in organizations. The common denominator is knowledge processes but they come from two different backgrounds in Master programmes, so the internal communication is something that we can explore. And also you have mentioned the issue of maybe managing or capturing experiential knowledge – how to do that through maybe this kind of technology. Along the way we may look at maybe the design of intranets but that may not be the centre point but okay, some issues have already arisen like maybe branding and [IA] something of these issues that play more on the identity problems [IA] So if we look at that at the theoretical level and best practice level in other organizations and try to link it to your particular context and hopefully come up with a couple of good suggestions or ideas, something that can be useful for you.

JO: [IA] I think it would be really helpful.

FS: [IA]

JO: [IA] if you wanted to come in and have a look at it, you'd have to actually come physically into NCB but we can arrange that if you actually want to come in.

LGL: Because there's not much time and we don't want to impose on your time or the team's time in a way, but what we can do is actually what we had thought in terms of structure is, after this first initial meeting in which we had some ideas and some questions to work through, the team goes away, works on these issues for a couple of weeks. They actually do a presentation to the rest of the class group and obviously feedback what some of the ideas are and that happens in a couple of weeks time and in the meantime, if they need information, or further documents or they have questions, best to channel all that through Mira(?) – so Mira(?) would be your contact point. She will be also our contact point with you in order to minimise the amount of time [IA] and the idea is to produce a kind of presentation / report. If you have the time to come again and discuss what we may have found, we may arrange another of these meetings. If time is short, agendas are tight, what we may end up doing is to produce a five / six pages executive summary type of report and send it to you [IA] My guess is that, in terms of time constraints for you, that will be after mid March, that's after essay submission. So in order to submit a report or arrange for a ??? presentation.

JO: I'm probably going to send Mira(?) then the knowledge management strategy, the intranet questionnaire and the survey results.

FS: I'll email both of you with my contact details.

LGL: What we do have is actually an intranet ourselves in the course – the idea is actually not to think theoretically but actually try to use it and see what the limitations of actually using the technology are also, and it's an intranet again [IA] security issues of only students from the course access it, so these documents [IA] if that's okay with you? Do you have any questions for us?

JO: ???

LGL: How many members do you have in the knowledge management team?

KT: Eight(?).

LGL: And they are placed within the strategy and communications departments?

JO: They have been to date but we've just included somebody from the research department. [LA]

LGL: Well, I think that as an introduction to the question and challenge [LA] Are you satisfied? Do you think you can go and work on the question? If there are any other questions arising through it, maybe we can collate them all and direct them to Mira(?) and then send them to you.

Recording ends

Appendix 9: Collaborative Coding Pre-Test

Codebook for Inter-rater pretest (12 themes)

Voluntary sector ethos/character: This code will be applied references to the existence of a unique ethos in the voluntary sector encapsulated in the description the voluntary sector as being a ‘cozy club.’ This would include the sense that relations between members of the sector are generally more informal and non-competitive, as well as the importance placed on volunteerism. This code would also be applied to other generalizations made about the culture, the nature, or the character of the Voluntary Sector, such as ‘in the voluntary sector process rules often’ or ‘the sector is slow to respond to change.’

Funding: This code will be applied to references to financing or funding issues, particularly in recognition of the dependence on obtaining government funding as well as funding from private funders and non-commercial non-government foundations; and how changes in these funding sources operate as the main drivers for new and alternative organizational forms and ways of working in the sector. Do not apply this code to simple references to costs or spending if not in the context of receiving funding to cover such expenditures.

****Note:** Look to apply the Government Policy Changes code when applying this code as most funding issues will be a direct effect of governmental policy changes.

Synergy – discussions of the benefits of collaboration and cooperation particularly with the conception that the whole is larger than the sum of it parts. This could take the form of alliances between organizations that have complementary skills, expertise, etc.; as well as alliances between organizations for the purpose of gaining a larger political voice in order to more effectively influence policymaking. This code would also be applied to discussions of mutual support, developing new services, better practices, potential for joint conferences, training, especially as a result of co-location. This could also include discussions about gaining a broader perspective of the children’s voluntary sector as a result of collaboration. References to the benefits of specialization would fall under this code.

Competition for resources – This code would be applied to discussions about competition between CVS organizations especially in relation to the limited pool of funds that all of the organizations have to draw from such that organizations may even find that they are competing against themselves for funding when they become a part of a collaborative group.

Increasing Visibility - References to organizations desiring increased recognition or visibility often as part of the motivation for some types of collaboration, but this may also involve competition between organizations as the attempt to better position themselves for obtaining funding and being able to inform and contribute to policy development.

Ways of organizing partnerships/collaboration: This code will be applied to discussions of the ways of organizing and collaborating in the CVS, especially discussions of informal versus formal forms of organization (e.g. informal networks), as well as references to specific organizational models.

Also discussions of the roles of different stakeholders within a collaboration?

Diversity and Identity/Perceptions of partners: This code will be applied to references to the different organizations and how they perceive themselves and are perceived by others. Included in this will be discussions of the need to preserve the identity of an organization, or its unique branding, personality, culture, governance structure, reputation etc. It will also include the level of awareness that the different partners have of each other and their perceptions of the other partners.

Managing difficulty and tension/Partnership challenges and difficulties: This code will be applied to discussions of the need to manage difficulty and tensions in the partnership, as well more generally the different types of challenges and difficulties that the partnerships face and need to overcome. Included in this would also be discussions of the need for comprise particularly to manage different agendas even as different partners call for the leadership to articulate clearly defined aims and goals.

Partnership enablers: This code would be the counter to the Managing Difficulty and Tension code, and would capture those factors which facilitate effective collaboration.

Government Policy Changes: This code will be applied to government policies affecting the sector, especially the *Making Every Child Matter* policy, as well as policy changes affecting funding.

Professionalization: This code will be applied to discussions of the need for increased professionalization in the voluntary sector. References to specialization that do not involve the benefits derived from collaborations between organizations with complementary skills would also fall under this code.

Projectification of the sector– This code captures the increasing emphasis placed on project based collaborations in the children's voluntary sector. This primarily entails the increased demand for projects with very specific goals and objectives. Related to this is an increase demand for accountability that these projects meet their goals and objectives. These goal focused projects often take the form of collaborations, although in discussing collaborations there may be a desire for more open-ended project-based collaborations (non-linear projects) that are not limited to only the specific goals, and wouldn't necessarily have to dissolve once those objectives were attained.

Hopes and motivation (of partnerships): This code will be applied to references to such things as vision, key drivers, and aims and objectives especially in reference to the CCP (or potentially to other similar collaborative projects), as well as the expectations and benefits of participating in the partnership/collaboration.

****Note:** If the discussion focuses on the building (accommodation issues, collocation, etc.) as a key driver in addition to Hopes and motivation apply the **Other** code and make a note of this in the comments.

Knowledge sharing/management: The emphasis of this code is knowledge sharing, but when applicable can capture a range of issues related to knowledge and/or data. This is

would include discussion of the amount or type of data possessed by an organization and how it could better make use of that data, or how their data management systems could be used by others. This may include references to sharing data or knowledge, or shared information technology (IT) systems, or even shared library services. Additionally, references to types of information dissemination would be included.

Putting Children First - Children's Interests – discussion of helping children as the primary goal of an organization in the CVS, particularly to the extent that this goal is not being achieved or even this goal may come into conflict with the interests of the organizations.

Other: Apply to any important issues or concepts about partnerships and collaboration in the UK Children's Voluntary Sector not covered by the other codes.

Coding analysis - Pretest Kappa Scores

Code	TR	Cdr 1	Crd2	Cdr3	Exact Match	Partial Match	Overlap	Kappa	Kappa (inc. Overla p)
Co-opetition	1	19	4	12	0	9	0	0.46	0.46
Diversity and Identity (including perceptions of partners)	8	17	24	18	1	22	0	0.45	0.45
Funding	4	26	34	25	0	27	2	0.48	0.50
Government Policy Changes	17	19	14	16	2	15	5	0.49	0.53
Hopes and motivation (of partnerships)	17	44	58	13	1	42	4	0.44	0.46
Knowledge sharing/management	14	8	13	9	3	7	2	0.53	0.56
Managing difficulty and tension/Partnership challenges and difficulties	36	35	25	15	3	26	8	0.48	0.51
Other	10	1	8	0	0	2	0	0.48	0.48
Partnership enablers	2	7	7	7	0	5	0	0.49	0.50
Professionalization and specialization	3	8	1	5	0	1	0	0.49	0.49
Projectification of the sector	6	8	4	11	0	3	0	0.49	0.49
Voluntary sector ethos	2	9	19	2	0	9	0	0.44	0.44
Ways of organizing/collaboration	22	33	25	35	1	30	3	0.46	0.48
Totals	142	234	236	168	11	198	24	0.47	0.49

Appendix 10: Summary of feasibility studies

The feasibility reports provide an overview on the different areas that the CCP was keen on developing.

These areas are:

Combining In-House-Services (CI-HS): Assessing the feasibility of sharing administrative services among the partners and exploiting economies of scale

Developing Interactive Services (IT-S): Exploring feasibility and costs of a shared IT Infrastructure and the delivery of interactive Services.

Linking Telephone Helplines (LTH): Proving whether joint services between the telephone help-lines provided by the partners could be provided

Managing Collective Knowledge (MCK): Exploring to what extent sharing and developing existing knowledge within and across the partners would be possible

Building Regional Infrastructure (RIS): Exploring the feasibility of taking the CCP outside its London headquarters and implementing it across the UK in collaboration with regional partners.

Additionally, a report on combining and evaluating partnership approaches in the voluntary sector – *the cooperated sector (CS)* – which had been commissioned in order to provide the CCP and sector with a better overview and understanding of forms of joint working and the range of options available to them, has been taken into consideration. As far to our knowledge, the CCP also commissioned research with regard to exploring the possibility and costs of shared accommodation and purchasing common building for the partner organizations. We have however, not yet been provided with those documents, which is why they are not part of this evaluation report.

We will further give an overview of the different findings and recommendations of the above mentioned feasibility reports and outline which recommendations we consider as worth exploring further with regard to collaborative arrangements in the CVS.

Combining In-House-Services (CI-HS)

The CI-HS report assesses the feasibility of sharing administrative services among the partners and exploiting economies of scale through shared in-house services. It also gives an overview of various organizations following a shared service model and outlines several alternative structures that have been used to set up shared services.

Aims:

A first assessment of potential benefits (financial and quality) for the CCP participants in combining in-house services to share administrative services and to help the participating organizations to determine whether to proceed with developing shared in-house services (CI-HS).

Findings:

States an Increase in competition and shifting circumstances in the funding and political environment in the UK VS, as well as, an increase in competition for clients, volunteers and members and time and resources of their supporters. These fluctuating and shifting circumstances seem to pressure VSOs to avoid duplication and 'administrative waste' and to make it difficult for them to maintain or expand their current levels of activities and funding. The report considers CI-HS as a viable and potentially sustainable pathway to

1. Reduce duplication and act as a unified voice for children in terms of policy development
2. Increase the frequency and convenience in which clients, volunteers and professionals could be referred to other participating organizations, ultimately improving the quality of services offered to benefit children
3. Be able to rationalise and enhance their operations and reduce overheads, thus freeing up resources for supporting delivery to their service users; and freeing management time to focus on mission, strategic issues and client services.
4. Create capacity and resources to invest in the next generation of administrative support including technology.
5. Have access to a higher quality of service beyond what they could afford on their own, whilst creating savings through economies of scale.
6. Potentially generate additional income (from a share of CI-HS profits).
7. Enhance their image in the community and with funders through overt co-ordinated and partnership approaches to services and funding.
8. Support flexibility in the use of a charity's workforce whilst reducing risk.

(taken from the report):

For the CCP member organizations among others this is assumed to create benefits in terms of cost savings, increased revenue, enhanced (service) quality, improving direct services, reducing fees management time, enhanced organizational profile and reduced risk, as well as fostering entrepreneurial spirit and supporting mission and strategic planning. The report sees CI-HS as largely invisible to the public and hence not comprising '...the ability of each participating organization to maintain its own culture, brand and unique approach to serving the public.'

However, certain perceived potential risks/constraints were also identified among the partners. These include:

1. maintenance of confidentiality in a shared environment (ie hr, client data and payroll)
2. loss of control of services offered by the partners
3. conflicts in strategy with regard to developing (new) shared services
4. achieving lower cost savings than expected
5. having a high dependency on individuals to enable shared service model
6. lack of participation among the partners in providing shared services, lack of exit strategies for the partners
7. organizations being not ready for participating in CI-HS (e.g. with regard to time for decision making or in terms of financial commitment)
8. CI-HS may not generate expected (financial) benefits
9. loss of identity of the smaller partners
10. conflicting schedules/pressures with regard to accommodation needs
11. Investment in high fix cost products (e.g. IT infrastructure) could lead to the loss of money if there is excess capacity beyond needs
12. Slow implementation/ ramp-up costs, before savings are achieved.

Building on estimations for implementation, however, the report assumes CI-HS to require an initial investment of £100K in order to generate profits of £50K per year or more of solely the phase 1 initiatives. For the collective of the CCP member organizations, developing CI-HS is expected to potentially save £200K annually on phase one products, and potentially a further £250K on phase 2 products. Moreover, it is assumed that quality of administrative products would be enhanced through increased focus and access to additional professional resources.

Recommendations:

The report suggests that combining In-House Services (CI-HS) as a way for organizations to work together to improve quality and reduce costs whilst maintaining independent missions and approaches to social programme delivery. Based on assuming general feasibility of developing CI-HS for the CCP members, it is recommended that detailed first stage business planning is proceed for a centralised purchasing function in a first phase, as well as, administration, finance and human resources in a second phase. The report suggests keeping the finances of CI-HS highly transparent and segmented. Furthermore, it suggests forming a separate organization for better capital rising and back office support, as well as, increasing chances of success as a social enterprise. Moreover, it outlines measures that may prevent or help the CCP participants to deal with perceived risks.

Taken together, the following steps should be considered:

1. Approval of recommended way forward (an agreement in principle to continue business planning and assessing the implications for each organization)
2. Develop Vision/Mission/Values for CI-HS to include an assessment of partners' support of the independent nature of CI-HS
3. Develop a detailed business plan for the launch of CI-HS and its component parts / products including sustainability and social enterprise issues
4. Determine individual member expertise in each product area
5. Develop a governance / ownership structure.
6. Hire Chief Executive and manager of first product area to be launched (centralised purchasing)
7. Develop individual advisory committees to support the project components / products
8. Develop and launch product offerings as per the business plan
9. Review and test other opportunities as per the business plan

As a component to executing on step 1, it is recommended to develop a detailed business plan for the organization, as well as for phase 1 products. The plan should detail an approach forward in some detail, including agreed to products, organization principles and structure, marketing approach, product development and implementation plan, impact on each organization and a more detailed financial analysis on purchasing functions.

Assessment:

The rationale behind developing shared services based on CI-HS organization mainly seems to build on the idea of achieving increased productivity, synergies and cost savings through economies of scale. Economies of scale usually apply for production firms and industries in which, as out put increases, the average cost of each unit produced falls (e.g. because

overheads and other fix costs can be spread over more units of output). The principle of economies of scale through shared services usually applies to large (global) organizations and is aiming at improving flow and quality of internal support services (also referred to as back office functions).

However, CI-HS could also result in diseconomies of scale (e.g. because it might be more difficult to manage and align a bigger operation/organization or because outsourcing may increase HR costs). Moreover, in particular in service delivery it remains questionable whether the advantages of reduced cost actually increase direct value for the client/customer, since a more lean organization actually may remove synergies that contribute to the production of customer value and organizational innovation. This might be particularly questionable with regard to niche services as provided by many of the smaller CCP organizations.

The financial value proposition for CI-HS of the CCP members, however, is based that '...there are economies of scale with all administrative purchases, and that CI-HS would maintain 50% of savings to fund its operations.' (report by John Peppin and Associates, p.45ff.)

Moreover, it is assumed that in long-term, CI-HS could earn financial return in after paying for staff and expenses. Considering the highly dynamic and flexible 2market' in which the partner charities operate as well as an increased demand for organizational growth, this might be rather unrealistic. Actually, no evaluation of the effectiveness of any given scenario was conducted.

In any case, the questions whether economies of scale actually would actually produce value and contribute to cost savings can only be answered on an in-depth (financial) analysis of processes and functions across the CCP organizations. Yet, this analysis has not been conducted.

Also, CI-HS would represent a fundamental change in organizational structure for the partner organizations, which may in turn have an impact on most other functions and (stakeholder) relationships and ways of organizing as they are currently established.

Developing Interactive Services (IT-S)

Within all the CCP charities there seems to be a strong desire to deliver more services via the web.

Aims:

The IT-S report explores the feasibility and costs of a purchasing, building and maintaining a shared IT Infrastructure, as well as, the delivery of interactive Services.

Findings:

All charities viewed web based services as key to their business, aiming to provide interactive services to children (externally), as well as, across all parts of their organization (internally). They all expressed a strong desire improving existing web-based services and offering new ones. Furthermore, all partners seem to be keen on providing/using services such as virtual learning, internal communications and intranets. Virtual learning facilities are

seen as highly desirable as a means of reducing travelling and training costs and security is seen a paramount.

In general, the CCP members aim to provide interactive services to a wide range of stakeholders including children, parents, carers, influencers, internal staff and partners. Furthermore, they share the desire to improve basic functions on their sites (e.g. make them more dynamic, appealing etc.). Moreover, all charities expressed the wish to retain their own charity branding and image, as well as, separate websites.

The report presents and assesses five options with regard to the requested shared IT services. These options are:

Based on figures from similar implementations the report provides a number of cost

1. Do nothing; all charities deliver the services independently
2. Common license agreement; a discount is negotiated with a web services software vendor
3. Deliver shared services through an existing charity
4. Deliver shared services through a central organization, CCP
5. Deliver shared services through a CCP managed third party.

estimates (e.g. one-off set up costs, maintenance /support costs per charity etc.) covering each option. It is assumed that the largest cost component is the support costs to provide a high level of service demanded. Since, the report sees the individual staff levels as high and duplicated across each organization, the support costs associated with each charity working independently are large. Hence, the report sees a strong business case to offer the web services through a shared facility.

From the estimations it seems that an externally managed service, managed centrally by a new central organization (e.g. the CCP) or one existing charity, is the lowest cost both in set-up and ongoing support. This is due to the costs related to the dedicated support staff required to run the services, if providing services externally. A potential drawback however, is if an external party is used, resources could be used on an as required basis. An internally provided solution would require dedicated staff irrespective of the work -load. Having dedicated support staff, however, such as in-house developers may also have certain advantages

Recommendations:

Firstly, the report recommends identifying those charities who wish to take part in the shared IT service option, either internally or externally provided. Secondly, to do a detailed migration/new service requirements definition for a fully costed, resourced and planned project.

Assessment:

Individual demands

No cost estimates if charities want to exit partnership

Linking Telephone Helplines (LTH)

The LTH report assesses whether joint services between the telephone help-lines provided by the partners would be feasible and sensible. It considers each of the services currently in place and what they may provide. Furthermore, it also looks at the importance of providing services to young people and examines the usage of new technology in the provision of helpline related services, as well as their associated benefits. In addition, to exploring the opportunities offered by technological developments on future service development and delivery, it also considers relevant feedback from young people on using new technology and contacting helplines.

Aims:

The LTH report aims to review and assess the current practice in the provision of counselling services provided by the partners, as well as, to consult other agencies and young people on options for future service delivery. As such, the outcomes of the study also aimed to identify hard to reach clients and to build confidence to integrate and combine services.

Findings:

Research into services interacting with children and young people has found that many are utilising a variety of online services and interactive technology to offer services to this client group, such as on-line messaging, texting and webchat. Feedback from young people suggests that they are keen to be able to contact services by means other than voice telephone helplines. Services using interactive technology such as text messaging and webchat, have found that young people are contacting them via these methods and that they are reaching groups who otherwise would be unlikely to contact the service. It is clear from available research into young people's mental health and other problems, together with boys' reluctance to talk about their problems and feelings that, services need to reach out to children and young people more and embrace new technology if it enables young people to interact more easily and with more confidence with these services.

At present, only YoungMinds, ChildLine and the Who Cares? Trust provide helplines. The two latter, work directly with children and young people, while YoungMinds provides a service to parents and other adults concerned about the mental health of a child. ChildLine are well known as the 24 hour helpline for all children, whereas the Who Cares? Trust run Linkline, a helpline specifically for children and young people who are in or who have left care. ChildLine run another helpline, The Line, which caters for the same group.

Currently, none of the helpline services is routinely using interactive technology to provide a part of its service, although YoungMinds and the Who Cares? Trust allow individuals to email via their websites. However, ChildLine is developing a pilot using email and text for deaf and hard of hearing young people, and the Who Cares? Trust has initiated an interactive web community for children in care. The latter is at present separate from the helpline, although information about the helpline is available on the site. Because of the differences in their services there are limited opportunities for linking together, beyond considering a joint service between The Line and Linkline. However, closer examination of the caller breakdown shows that there is some opportunities for more efficient signposting and referral

between the services. For example, adults calling ChildLine may be able to be supported by YoungMinds.

The report, sees further possibilities for shared working and signposting between the helplines and other partners who work directly with children, both for providing further and complementary services for children or by supporting whole families. Furthermore, there are further opportunities for the partners to share training, as all offer specialist training for their staff and volunteers. Further sharing of resources is also seen as feasible, as well as the helplines working toward a shared database. Additionally, the report sees opportunities for looking beyond the needs of the one individual, who calls, to providing a service to other members of the family. For example children whose parents are concerned enough to call YoungMinds may be open to receiving counselling from ChildLine. This hold important implications for collaborative practice and knowledge sharing, since it would require the helplines to work more closely together, share information and develop new procedures.

Recommendations:

The report considers the following recommendations as the way forward:

1. Better signposting and referral processes between all partners
2. Sharing of training between partners
3. Develop a shared database for helpline partners
4. Youth Sharing of user feedback and collaboration between Young NCB
5. and Childline's Young People's Advisory Group
6. The Line and Linkline to investigate a joint service
7. ChildLine and Who Cares? Trust to develop text messaging and webchat for callers
8. Carezone to develop email and webchat
9. YoungMinds to develop its email service

The report also formulates challenges in achieving the above mentioned goals:

1. Each of the partners must commit to the ideas they wish to take forward.
2. All partners must prioritise these activities and include them in strategic plans.
3. All partners should be highly committed and be flexible to new developments.
4. The partners need to take into account possible increase in resources in short-term.
5. Efficient signposting and referral demands mutual, trust assurance and referral
6. Confidentiality needs to be addressed both in terms of how this service would operate and the technology used.
7. Training and providing (expert) information resources will be required for development and maintaining quality service.
8. Further consultation, information sharing and flexibility may be necessary.

Assessment:

The implementation of shared services will have an considerable impact on resources, both financial and time. Any development into email, text messaging or webchat will also have an impact on organizational policies and procedures.

Due to the differences of the services provided and the implications on merging them it seems difficult to seamlessly integrated existing services. Moreover, linking the helplines might increase organizational complexity and hence lead to difficulties in providing high quality services. The proposed solution seems sensible and viable, but one should consider that efficient signposting and referral demands mutual, trust assurance and referral and hence demands good collaboration and knowledge sharing.

Managing Collective Knowledge (MCK)

The MCK study explores to what extend sharing and developing existing knowledge within and across the partners would be possible with regard to joint working and collaboration among the partners.

Aims:

The MCK report aims to help the CCP partners to align their organizations culturally and socially to take advantage of the opportunities of knowledge sharing within and beyond the partner organizations. As such, the report is exploring the advantages and challenges in relation to collaborative work under the umbrella of the CCP as they are perceived by the different partner agencies.

Findings:

MCK states an increasing reliance of government money to fund projects within the Children voluntary sector or 'professionalisation' of the sector due to the demand for more sophisticated marketing and fundraising programmes. Moreover, the culture and structure of most of the organizations reviewed seems to be shifting towards the social enterprise model. In general, it seems that internal communication pathways of the individual CCP agencies, as well as, with regard to external stakeholders need to be improved. Although there seems to be a clear tradition of collaborative work in the sector, no formal collaboration seems to have been taken place between the CCP partners prior to establishing the CCP and the partners report a lack of knowing the other partner organizations. Collaborative work seems to take place mainly in a project based form and in externally defined joint ventures or collaborative projects with other organizations.

With regard to Knowledge Management, the CCP agencies seem to be better at storing knowledge than in creating are sharing it. The report suggests that for the voluntary sector, organizational knowledge tends to be tacit/informal/not recorded and specific now-how might not be valued as highly as it could be. Moreover, that a lack of know-how might be hard to talk about and that short-term approaches to knowledge gaps may work sufficiently and therefore make change appear unnecessary. Considering fluctuation, know-how in the voluntary sector might easily be lost or fragmented when contract employees leave the organization after projects are finished.

Concerning the CCP partnership it seems that most partners raised concerns about their participation within a bigger organization. Main concerns are related to identity and brand image, joint ways of working, as well as, establishing clear boundaries and communication mechanisms among the partners, which maybe due to unclear roles and responsibilities among the partners.

However, the partners seem to share an overall vision to work for and with children and improving the services the partners already offer. The report sees this as a guiding principle for collaboration among the partners.

Recommendations:

Access the gap between existing and needed knowledge

Delivery of better services to the CCP stakeholders and make them more aware of the role of knowledge in the process that they are part of

Build upon existing KM initiatives, use available technology and foster community building initiatives; assure seamless and non-disruptive implementation of KM tools with regard to organizational processes and ways of working.

Clearly communicate roles and responsibilities related to knowledge activities and processes and establish individual and collective levels of KM related project management.

Establish pathways for collaborative work and engage in multi-organizational partnerships

Assessment:

(knowledge repositories) Silos of knowledge

Building Regional Infrastructure (RIS)

The RIS report explores the feasibility of taking the CCP outside its London headquarters and implementing it across the UK (e.g. in Scotland) in collaboration with regional partners.

Aims:

The report aims to answer the question what each CCP partner currently does outside its London headquarters, to explore how the CCP concept might work outside the proposed new London building, as well as, to set out options for CCP Trustees to consider.

Findings:

The report comes to the conclusion that the CCP has a very flexible and, yet, undefined nature. Hence, it has difficulty in answering what the CCP exactly is, may stand for or aims to be. As a consequence the report sees difficulty in exploring how 'it' might operate outside its London headquarters. Furthermore, it states that most partners within CCP do not seem to have given much thought to how CCP might work outside its proposed London centre and that most CCP partners' staff outside London headquarters appear to have little or no knowledge about the CCP.

Outside the perception of the Children Centre Project seems very low and CCP seems to be associated or confused with other 'children's centres', such as 'children's centres' set up by

Department for Education and Skills in England or 'new DfES centres' or the children's centres of the London City Council. Moreover, the report emphasises that the rationale for CCP which began with a joint wish to 'explore the opportunities offered by shared accommodation '...does not obviously stretch to justification of work outside that shared centre.'

Although there seems to be a very clear will to use the opportunity presented by CCP to share costs, beyond London as well as within it, there seems to be little developed thinking about how CCP could work to improve service delivery or advocacy for children. Furthermore, organizations seem to be looking for greater efficiency and greater effectiveness, as well as to reduce/avoid duplication and overlap. However, no one seems to have pointed to any overlap or duplication which could be the focus for immediate savings. Moreover, the relationship and responsibilities among the CCP partners seem to be unclear. As the report states there seems to be an expectation that the relationship among the CCP members can be both 'pick'n'mix' (ie partners work with any combination from one partner to all seven, and blend in external partners too, to taste), and 'take it or leave it' (ie the partnership is permissive, and partners are free to work within CCP, or not, as circumstances dictate).

Outside London, associated people seem to be positive about collaboration with the CCP in principle, but seem to be unclear how the concept might be made appropriate for their area.

However, the report identifies three options as potential viable pathways for the future:

1. Replicating the central London centre in each country (ie 3 additional centres)
2. Appointing CCP post-holders responsible for work in the three countries
3. Doing nothing (yet)

Recommendations:

The report makes four recommendations to:

Pursue Option 3 'do nothing yet'.

Staff of CCP partners outside London headquarters need to be better informed about CCP, and need to be more persuaded of the concept, before any investment is made in infrastructure outside the proposed London headquarters.

It would be helpful to circulate widely within CCP the table of partners activities in the three countries and the English regions.

CCP should consider whether it wants to influence the development of the new local authorities in Northern Ireland, and if so, how.

Evaluating Partnership Approaches (CS)

The report on the cooperated sector (CS) provides an overview of examples of Voluntary

Sector Partnerships and suggests a role-out model for the establishment of partnership and joint working in order to provide the sector with an understanding of forms of joint working and the range of options available to them.

Appendix 11: Timeline with Project Related Events

Project related events and activities	Memos	Date	Source/ Interviewer
Nationwide implements knowledge team	Publishes internal CD Roms with data. Task is to set up internal intranet for organizations under umbrella of Nationwide. Team's function is to develop and better enable communications and cross working, to ensure people and units are not working in functional silos. Storing/owning and providing data and information is strategically important.	2001	
Partnership Project: Charitable Company founded but dormant	Strategic goal was to move into new building and use the project to achieve this with alliance partners/co-financing.	Oct 2002- Aug 2003	
Partnership Project: officially registered as a charitable company limited by guarantee	Company registered before actual project bid is submitted.	02.10.02	
Partnership Project: funding application is submitted	First submission of funding application for Partnership Project. Amended and resubmitted after feedback from funder/Government.	2003	
Informal meetings btw. partners about joining the project/partnership	Discussions lead to 7 partners joining the project	2003- 2004	
For Families commits to join Partnership Project	For families seems to have been one of the first to join the consortium	Mar 2003	
Partnership Project: Charity and UK Limited Company	Charity registered as UK Limited company by guarante	16.04.03	

Partnership Project Director appointed by Partnership Project Consortium	Post was publicly advertised; PM was known in the sector and is 'friends' with CEO of Nationwide. Panel felt he was 'the most able man for the job'	Sept 2003	
CRITICAL EVENT: Partnership Project funded by Partnership Fund	Success of bid was communicated (by Government) before funding was technically awarded	Nov 2003- Jan 2007	
Partnership Project Consortium consists of 7 Organizations	In online media the project is announced as 'Nationwide's Partnership Project, a consortium of seven children's charities looking at new models of collaborative working'. A project, which 'aims to improve the quality and cost-effectiveness of existing services and to develop new services through collaborative work.' and that the partner organizations with the Nationwide include Phoneus, ForFamilies, TalkTalk, Be Happy, FosterCare, and Youngster. Further, that it has three years of funding from the Government's 'Invest to Save' budget.	Nov 2003- Jan 2007	
Youngster Director planned to become clinical advisor for Be Happy	Director has previously been a member of Be Happy's professional advisory board	2003	
Be Happy receives grant from the Home Office for parent workers	Enables opportunity for Be Happy to attach a parent worker to each hub so their school project managers can directly refer parents who they feel need that additional support	2003	
Director of Partnership Project hosted at Nationwide	Director of Partnership Project believes the partnership Project is about finding practical proposals that will ultimately benefit services for children and young people. It is an exciting and challenging initiative, and I'm very excited to be part of it.'	2004-2007	
Charity For Families starts developing best	The charity has invested a lot of resources and time into making their	Jan 2004	

practice models to improve service quality	organization more efficient during recent years. The current CEO is very driven and passionate about this.		
Partnership Project Consortium aims to raise capital for shared building and explore ways of working in partnership	Project Director expect to comprise report about building, including valuation of Nationwide's building. further to accommodate any wishes of the other partners with regards to the specification of the building	2004-2007	
Feasibility studies commissioned	Outsourcing of research work: feasibility studies are being commissioned to different independent and external companies	Feb 2004	
MCK Interview: PARTNERSHIP PROJECT Director	Project has been designed before Director is actually recruited. Due to informal meetings there is an existing group before the Project director is installed. He sees his role as representing the interest of the project and ultimately children and young people. He is not concerned if the partners stay in or not. He assumes to large extent success of the building will determine project success, but also says without collaborating the project is meaningless	10.03.04	
Partnership Project Consortium - Trustees meeting	Representatives/trustees from the seven children's charities collaborating on the project meet to hear more about the project and its work. The meeting heard views from the seven charities on both their own organization's work and on how they viewed moving forward in partnership.	15.03.04	
MCK Interview: For Families - Trustee / CEO	Participant is very interested and open about the idea of partnership working, but also aware of the challenges of merger and merging any functions. For families is a very old and historically grown organization (post world war 1) with 450 staff across the UK. They are in need of reform and have recently rebranded themselves. They need to sot	18.03.04	

	<p>on the CCP to ensure if there is an opportunity for them to improve their organizational set up and positioning they will benefit from it. Awareness that a lot of this kind of collaboration is "sitting on boards". Aware that merging functions is very difficult, albeit not impossible considering the partners have no real competition other than fundraising. So they could certainly develop and share e.g. HR and training or financial management functions. First motivation to join consortium is shared building, but also exploring the sharing of resources and business support functions</p>		
<p>MCK Interview: Youngster - Knowledge Manager</p>	<p>In org since 6 years. Charity has grown a lot since then and is very dependant on people knoweldge and skills.. Acts as knowledge broker for other organizations, providing service to local service providers. Little staff (26; 10 with PC) and heavily dependant on funding. Loosing staff means loosing knoweldge that is expensive to replace.Plans to grow further (Scotland). Thinks sharing inter-departmental resources and information or between organizations would be very difficult and that move into shared building is challenging due to all partners potentially havign their own agenda. Also external sources are more important (e.g. medical researchers). Youngster are members of Nationwide, but do not know how much how others manage their knowledge. Youngster could be 'satelite' i.e. specialist organization for others. In pressing need for more space. Knowlegde sharing in share building might enable trust due to more personal relationships, but virtual netwroking equally important; voluntary sector, however seen as competitivite which impacts trust and sharing within the sector. Project not mch communicated. Was a 'news' item on a 'fyer'. Former diector estalbished relationship with Partnership Project in order to better share the increasingly smaller 'pot' of money availabel to the sector.</p>	19.03.04	Garcia & Roser

MCK Interview: Be Happy - Trustee / CEO	Has been in organization for very long time. Charity was established out of Nationwide in 1994	19.03.04	
MCK Interview: HR Director For Families	Works for Nationwide Trustee. Is part of their KM team. Talks about need to knowledge storing and sharing, as well information management, as well as informal ways of collaborating and sharing knowledge such as networking.	31.03.04	
Charity For Families introduces annual Service Evaluation Reports as quality management	Quality Management is a new business practice and seen as essential to improve service and help the organization to become more professional to survive and grow	01.04.04	
Charity For Families changes monitoring system	Both paper based and electronic. Changes required to improve monitoring accurateness, KPIs and best practice evaluation and sharing	Apr 2004	
Partnership Project: Consortium appoints Treasurer	Honorary Treasurer as its first independent board member is appointed	Apr 2004	
MCK Interview: Nationwide Director of Resources and Marketing	<p>Interviewee is a KM team member at the time, as well as trustee of Partnership Project, as well as Line-manager to Project Director (she directly reports to CEO of Nationwide). Develops initial funding proposal/bid for Partnership Project.</p> <p>A the time Nationwide has about 150 staff. They are a second tier organization on mainly work with direct service providers. Director line-manages the Partnership Project Director. The line manager is a vertical business function vital to other functions in a business such as Marketing and HR. She seems responsible for adopting any type of organizational culture change holds authority over Partnership Project which is a form of testing organization development for Nationwide.</p> <p>Nationwide is an umbrella organization with a policy information and</p>	02.04.04	

	dissemination function.		
MCK Interview: Director of Policy and Communications - Phoneus	Is perceived by others as 'very influential lobbyist - called 'specialist staff' - i.e. very tied in with Government doing backroom lobbying work. e.g. to secure funding or position certain themes/changes as important	02.04.04	
MCK Interview: Be Happy Director of Training	Responsible for HR, incl volunteering. 5 years at BeHappy and previous 14 years in the sector. Chsarity has 321 staff (247 full time, 1000 counselling volunteers, 150 administrative volunteers plus about 100 in fundraising). volunteers coordinated by paid staff. plicy and sharing goodpractice across UK. Talks aout need for professionalization and training; hiring 'high caliber' managers. Is aware of objectives of Partnership Project and aim for shared service development, but does not know how the partners operate.	04.04.04	Garcia
CRITICAL EVENT: TalkTalk joins consortium late	CEO sees lack of joint intentionality and trust; does not believe in 'robustness of business case'	05.04.04	
MCK Interview: For Families - London Regional Director	tba	05.04.04	
MCK Interview: CEO Youngster	tba	06.04.04	
MCK Interview: COO and Director of Training at Be Happy	tba	08.04.04	
MCK Interview: BeHappy - Evaluation Officer	tba	08.04.04	

Youngster launches new campaign to fill service gap	Marketing Innovation to foster greater Servitization; Professionalization of Organization	12.04.04	
MCK Interview: Nationwide - KM Team Member	Is not much involved in decision-making. Talks about knowledge and data bases, publications policy related information that represents valuable resource for the sector and Nationwide	14.04.04	
MCK Interview: Phoneus - HR Director	Fulfil two functions in charity. HR and Training but also policy work. Talks about advocacy and lobbying power. Very hands on and experienced. Wants to appear very professional. Talks about networking an policy work, hiring professional staff. Challenge of involving volunteers and highly trainee professionals.	28.04.04	
MCK Interview: CEO ForFamilies	Recent rebranding exercise. Very dedicated. Large-scale changes and investment in last three years. Charities founded on 1948. Is keen to implement partnership but less convinced of business case. Came late to the partnership.	05.05.04	
MCK Interview: CEO TalkTalk	Charity is 118 yrs old at the time of interview. Focuses on area of children with special educational needs with communication disabilities in particular. Comprises about 200 staff in about 25 settings across UK. Talk Talk joins project late. Participant already sees critical issues regarding the Partnership such as (lack of) joint intentionality, trust and cultural differences. „It's hard to make partnerships work'...'you've got to have that mutual interest absolutely clear'. Perception of competitive elements in the partnership. Sees funding for building and possible reputational damage as critical inhibitors to project success. Does not think there is a robust enough business case behind idea of building and partnership, as well as issues around ethos, i.e. serving	05.05.04	

	beneficiaries rather than organizational interest.		
MCK Group Discussion on Knowledge Sharing	Nationwide KM team including LSE students and staff of 'knowledge processes in organizations' MSc seminar	06.05.04	
MCK: Survey - Collective Knowledge and Collaboration Practices	Explorative Statistics and Open Questions on Knowledge Processes and Collaboration Practices	10.05.04-10.06.04	
Charity For Families implements National skill share conferences for their staff	Training as part of professionalization efforts.	Jun 2004	
MCK Feasibility Report: Knowledge Sharing and Organizational Collaboration	LSE MCK report is published online and disseminated by the agencies. Perceived as different and more informative than the other reports commissioned. However, certain information seems to have been distorted by some participants. e.g. that the partners all joined at the same time.	Jun 2004	
Charity For Families National skill share conference on early years work takes place	sharing knowledge and expertise via conference is a typical way of working in the sector	Nov 2004	
CRITICAL EVENT: ForFamilies and BeHappy discuss bid for their own shared premisses outside consortium	Director call it an appalling example of collaboration. BeHappy is offered funding for this but does not take it. For families is under pressure to move to new premises and act.	Dec 2004	
CRITICAL EVENT: Aim to deliver plan for joint "flagship building"	Deliverable of Project Director - Plan is delivered, but project seems unrealistic/unachievable to the partners	Jan 2005	
Ex Director of Partnership Project	He has 30 year experience in working in the sector.	2005-2007	

founders Funders Group, a Membership Organization for investors in the VCS and sits a trustee			
CEO of Charity Talk Talk becomes chair of Governance Club		2005-2008	
Ex Director of Partnership Project joins StoneAgeTrust as CEO	Adopts "spend down" strategy with planned withdrawal from funding in 2009	2005-2008	
CRITICAL EVENT: Partnership Project stagnates	It becomes clear that collaboration takes more time to establish and is difficult. Building is financially unfeasible and timescales do not match.	Feb 2005	
Partnership Project: Last Website update by Project Director	Website not updated since until EVA report was published	09.02.05	
Director of Youngster leaves charity to become independent consultant	Takes up work as independent healthcare professional	01.10.05	
Partnership Project: Reflect back meeting at Nationwide	Reflect-back-meeting with PMs's 'Line Manager' at Nationwide	09.12.05	
CRITICAL EVENT: Charity Phoneus taken over by National Society for abused children	After suffering huge financial pressures merges with bigger charity	2006	
CRITICAL EVENT: LEADERSHIP CHANGE: Nationwide Director of Resources and Marketing takes over the Partnership Project	Nationwide Marcom and Line Manager to Partnership Project Director becomes new Director of Partnership Project in parallel to her role as Marketing Manager until funds are depleted: 'I wrote the initial bit....and can now have his salary....which is nice' (laughs).	2006-2007	

CRITICAL EVENT: Chief Executive of Nationwide sacks Partnership Project Director	Decision not referred to the board. Decision made between Project Director and Chief Executive of Nationwide who points out that 'in circumstances like this friendships have to suffer'.	2006	
EVA: CEO For Families	Is disappointed and blames Nationwide for not being proactive enough and Project Director for poor performance.	02.02.06	
EVA: CEO TalkTalk	Telephone Interview. Says it was Nationwide's project and things were not communicated well.		
EVA: Ex Project Director	Glad to be able to given the opportunity to voice his opinion about what happened or should have happened. Blames partners, Nationwide and Government for failure. Partners perceived his performance as poor, but he was also not legitimised.	08.02.06	
EVA Interview: CEO Be Happy	Refuses to be interviewed on tape. Notes are taken. She vents her views and calls project 'a shambles' and 'a total waste of time and money'.	13.02.06	
EVA Interview KM Team Member - Nationwide	Feels not in position to comment very much on the project.	14.02.06	
EVA Interview: Project Interim Director	Line Manager and Strategy and Communications Director of Nationwide is now Interim /newly appointed Director of the Project	17.02.06	
EVA Interview: Merger Consultant	interviewed by recommendation of New Project Director, as he published a report on 'The Cooperated Sector'	13.03.06	
EVA Interview: CEO of Nationwide	Responsible for sacking former Project Manager	17.03.06	

EVA Interview: Project Treasurer	Commercial Consultant, advising primarily on financial issues and working the sector	21.03.06	
EVA: Member 1 - NewCampaignTeam	Succesful Campaign for Disabled Children; CEO of FamilyFriends involved in campaign	03.04.06	
CRITICAL EVENT: Charity For Families goes into Administration	‘There is a lot of uncertainty around children’s services...in October local authorities were still unsure about what services they were going to commision and and we could not afford to wait’ Charity goes into administration after significant decline in income and crippling pension liabilities after operation since 1948 in England and Scotland. It face a 5 M GBP pensions bill ‘tipping the charity over the edge’ (Ex CEO). turnover was 13,5M but had dropped in 2005 to 10M and it projected only 6M in guaranteed funding in 2007. Charity was heavily dependant on local government contracts.	06.04.06	
EVA: Group Discussion KM at LSE	Staff and students discuss with KM team ho communication across units and silos may be enabled	25.04.06	
CRITICAL EVENT: For Families Services are taken over by WellfareFamlies	Provided former employees agree to new terms and conditions. WF CEO says "For famlies services are top quality and a good fit with ours". Scotland will take over services independently. (source Communitcare website)	01.05.06	
EVA: Member 2 - Campaign Manager New Campaign Team	Gets involved after having been managing similar campaign. Is called a networking specialist. Says one needs to focus on small feasible goals to make projects successful, yet keep the vision for a bigger achievement.	09.05.06	
EVA: Interim Report reflect back meeting with new Director of	Reflect back meeting prior to finalising EVA report to clarify any issues and get a flavour of how the report is being	16.05.06	

Partnership Project	perceived		
EVA: Member 3 - New Campaign Team	CEO of Disability council involved in New Campaign Project	24.05.06	
CRITICAL EVENT: Initial Project Funding set to finish	No activities have been taken place. project is set to run out of funding.	Sep. 2006	
Ex CEO For Families joins Social Charity Network	Works for different agency after ForFamilies had to go into administration	2007-2010	
EX CEO Talk Talk becomes Non Executive Director UK Patient Safety Agency	Job change after maternity leave.	2007-2011	
CRITICAL EVENT: Charity Company is wound down	Company dissolved and lessons learned fed back to funders and EVA report made public via websites	Feb 2007	