

Blended Boundaries

An exploratory mixed methods study of the impact of professional identity, professional capability and policy alienation on the willingness to use transnational performance standards in inter-professional collaboration

Master thesis for the research master Research in Public Administration
and Organizational Science

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Preface

When I was 18 years old I entered Utrecht University convinced that, as a musicologist, I would become the next Adorno. Within six months I realized that my passion for music was with playing the piano and dropping useless musical facts at parties. As my academic interest was apparently much more sparked by social structures and the quirks of society, I switched to Interdisciplinary Social Sciences. There I learned very little about very many subjects. However, for me this turned out to be a good thing, as it narrowed down my interest towards public organisations and professionals. I was sure, Public Administration was going to be my specialisation. The two year research master enabled me to combine my experienced weirdness of society with philosophy, and it gave me the opportunity to freely experiment with so many subjects. Similarly, the honours program sparked my interest in high risk professions (e.g. police officers, firefighters and paramedics), and indirectly led me to Impact Foundation. This unique organisation enabled me to maintain and develop my strange combination of interests. It is at this organisation that I, together with Utrecht University, will start my PhD on how professionalism shapes and reshapes the field of crises and disaster management.

This thesis would not have come to a good end without the patience, assistance and help of several people and organizations. Of course, prof. dr. Mirko Noordegraaf, dr. Lars Tummers and dr. Michel Dückers are thanked for their effortless involvement in my tutorial and thesis. Also, special thanks to Impact Foundation and my co-workers who offered me endless support and feedback. Important, this thesis would not have been a success without USAR.NL and the willingness of Peter Bos and Martin Evers to support my thesis. Several people at USAR.NL have made my experience extraordinary and therefore I would like to thank Roy van de Zilver, Marco Boulogne and Alpha-team for giving me the opportunity to experience USAR.NL as if I was one of them. Gideon, Abigail, Maren and Marloes, thanks for being intensely critical, my thesis would not have come to a good end without you. Lastly, I would thank my family and my girlfriend: Joke, Wil, Eva and Josephine, thank you for your everlasting witty replies on my odd social criticism.

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Chapter 1

Introduction

The thesis that lies in front of you is the result of four intense and interesting months of studying the Dutch Urban Search and Rescue team (USAR.NL) and the professional groups that make up this team. In this thesis I have tried to combine my interest in professionalism with my interest in the public sector, and more specifically in high-risk professions such as police and fire departments, paramedics and the military. As all these groups come together at USAR.NL this would give me a unique possibility to research inter-professional collaboration within these domains. Moreover, the team works in an international and dynamic field that is characterized by a transnational standard: the INSARAG guidelines. Both inter-professionalism collaboration and transnationalism reflect some of the most current debates in organisational and professionalism literature.

This thesis is composed of two parts. The first part, chapter 2, is written as a journal article and addresses the question what influences successful implementation of a transnational standard in an inter-professional collaboration. It does so by adopting a mixed methods design. It thus uses both quantitative and qualitative data to draw conclusions about the problems at hand. The second part, chapter 3, contains recommendations for USAR.NL. As a researcher, I feel that my knowledge should contribute something practical to the organisations or individuals I work with. Although USAR.NL is a highly successful organisation, I sincerely hope that, with my contributions, USAR.NL is able to perform even better. Eventually, I hope that my research will contribute to the most powerful overarching goal of USAR.NL: the aid of people in very dire situations. During my time at USAR.NL I have met many interesting people and I have been able to work side by side with the team members. They have learned me a lot about the beautiful job they do and give me unforgettable experiences. I hope that, in this thesis, I can bring across some of my passion for the rescue work and the valuable lessons I have learned from this research.

Chapter 2

Blended boundaries

An exploratory mixed methods study of the impact of professional identity, professional capability and policy alienation on the willingness to use transnational performance standards in inter-professional collaboration

Abstract

Whereas traditional professionals – medical doctors, police officers, and the like – work within their respective disciplines, within a certain geographical space (a hospital, a neighbourhood, et cetera), many modern professionals work with and across disciplines, and outside fixed territories. Doctors and police officers might be members of transnational inter-professional search and rescue teams. Increasingly, transnational performance standards regulate their work. Both inter-professional collaboration as well as transnational standards, however, will impede their ability to ensure professional quality, even more than traditional professionals. Three constructs associated with the so-called professional logic – professional identity, professional capability and policy alienation – have been suggested to play an important role in effectively using (or not using) transnational standards. This study investigates whether and how professional identity, professional capability and policy alienation influence the implementation of a transnational performance standard in inter-professional collaboration. We focus on the successful Dutch Urban Search and Rescue team and a transnational performance standard (the INSARAG guideline) and study whether the influence of these constructs differs between the different professions active in these inter-professional teams. Moreover, we study which mechanisms hinder or help capabilities to implement a guideline in situations that are difficult to standardize. We used an exploratory sequential mixed methods design to collect data. Results show that professional identity, professional capability and policy alienation indeed influence implementation of the guidelines and inter-professional collaboration. Moreover, we found three other factors which were influential: inter-professional education, selection of highly skilled professionals and professionals with high work experience. Last, it shows that, due to their complexity, both inter-professional collaboration and transnational standard setting might be complementary. The insights from this study help in understanding why professionals embrace or resist the implementation of transnational guidelines and inter-professional collaboration.

Keywords: Inter-professional collaboration, transnational guidelines, professional identity, professional capability, policy alienation

Target journal: Journal of Professions and Organisations (10.000 words including abstract and references)

1. Introduction

Professional work is experiencing transitions in how and where professional work is organized. Whereas traditional professionals – medical doctors, police officers, and the like – work within their respective disciplines, within a certain geographical space (a hospital, a neighborhood, et cetera), many modern professionals work with and across disciplines, and outside fixed territories. This development is driven by contextual changes in professionalism as work is increasingly organized within globalized and corporatized environments, and case treatment becomes increasingly complex (Noordegraaf, 2015). For example, professionals can treat multiple cases that are characterized by multiple problems or stakeholders, while organizations demand increased efficiency and speed. Consequently, professionals might search for other forms of organizing themselves, such as inter-professional or cross-disciplinary collaboration. Doctors and police officers, for example, might be members of transnational inter-professional search and rescue teams, which provide support in the aftermath of severe crises.

At the same time, professional work is increasingly regulated by transnational performance standards, influencing the way professional work should be performed (Faulconbridge & Muzio, 2012; Timmermans & Epstein, 2010; Botzem & Dobusch, 2012). These standards are created in a transnational domain that is dominated by multiplicity of regulating organisations (Djelic & Sahlin-Andersson, 2006; Djelic & Quack, 2012). For example, the United Nations, as supranational organisation, issues performance standards on the execution and coordination of international urban search and rescue work. Thus, next to their regular professional standards, professionals might be confronted with an increase in regulation coming from other (and distant) domains.

As inter-professional collaboration along with transnational standards increasingly occurs, it is important to understand how professionals can effectively collaborate *and* integrate these standards within their professional work. Research suggests that three constructs associated with the so-called professional logic seem to play a role in this, i.e. professional identity, professional capability and policy alienation (Barbour & Lammers, 2015; Van Loon, Heerema, Weggemans & Noordegraaf, forthcoming; Tummers; 2012). For example, Barbour and Lammers (2015) show that professional identity is a multi-dimensional and a multi-level construct that involves belonging and attachment, and beliefs towards the profession. One's identity has shown to be associated with motivations to perform in a certain way

and therefore might influence their willingness to conform to transnational standards and inter-professional collaboration. Similarly, professional capability refers to a professional's proactive coping with 'the challenges and burdens that the dynamic environment of stakeholders poses upon the professional' (Van Loon, Heerema, Weggemans & Noordegraaf, forthcoming). 'Capable' professionals can prioritize actions, continuously develop themselves and their professional standards *and* balance the interest of different stakeholders. Hence, they should be able to work with new forms or organized professional work and standards that require these capabilities. Last, policy alienation, a concept that refers to a person's 'general cognitive state of psychological disconnection from the policy program to be implemented' (Tummers, 2012: 65) is important as it can be indicative of why guidelines and standards are followed or not.

Hitherto, the relationship between successful inter-professional collaboration in combination with implementation of a transnational standard setting has not yet been properly examined. Moreover, it remains largely unclear which mechanisms hinder or help effective implementations in this given context. This is important as professional increasingly work in inter-professional collaboration and with transnational standards, which influence the outcomes and quality of professional work. To ensure high quality it is important to gain insight in the underlying mechanisms influencing (un)successful inter-professional collaboration with transnational standards. Therefore, this study sets out to examine three research questions:

1. *To what extent do professional identity, professional capability and policy alienation influence the implementation of a transnational performance standard in inter-professional collaboration?*
2. *To what extent is this influence different for the various professions that are represented in the inter-professional collaboration?*
3. *Are there other mechanisms that hinder or help the implementation of a transnational performance standard in inter-professional collaboration?*

To answer these questions an exploratory case study has been conducted, focusing on one of the most successful transnational search and rescue teams in which a new transnational performance standard was being implemented. This team, the Dutch Urban Search and Rescue (USAR.NL)-team, consists of police officers, fire fighters, and military and medical personal. Data was collected and analysed by using an exploratory sequential mixed methods design. The remainder of this paper will provide a

theoretical basis and model for examining the influences of professional identity, professional collaboration and policy alienation on inter-professional collaboration with transnational performance standards. Next, the chosen mixed method design will be highlighted, followed by the results of this study conducted at the Dutch USAR.NI-team. Finally, the implications of this research and suggestions for further research are discussed.

2. Theoretical background

This section highlights recent developments in professionalism literature, including transnationalism, and new forms of organizing professional work. It elaborates on what these new forms are and its consequences for professional work. Hereafter, in light of changing professional contexts, the role of standardization in professional work is discussed. Following this, professional identity, professional capability and policy alienation are discussed and linked to inter-professional collaboration and transnational performance standards. This paragraph closes with a theoretical model.

2.1 Changing professional contexts

At the heart of professional work lies the 'protected treatment of complex cases by professionals' (Noordegraaf, 2015: 190). Both 'protection' and 'complexity' can be defined in terms of knowledge, skills and experience, which are acquired through education, tertiary training and experience in the field (Evetts, 2003). These elements are of such importance that they explain almost every aspect of professional functioning, (Faulconbridge & Muzio, 2009). By acquiring specific knowledge a set of particular professional norms and standards can be followed (Willensky, 1964). This means that professional work is specialised such that it is inaccessible to those lacking the required training and experience. Moreover, the complexity of the work makes professional work difficult to standardize, rationalise or commodify (Freidson, 2001). Regulation and supervision, then, can only come from the particular professional community itself. This specialization forms the basis of professional authority and is acknowledged by both society and the state. In turn this enables professionals to exert that authority (Noordegraaf, 2015). Specialization resulting from the above mentioned concepts constitutes the professional logic.

However, the professional logic is often said to face conflicting logics (e.g. managerial and consumer logics) (Freidson, 2001; Noordegraaf, 2013). Increasingly globalised and corporatized environments have incorporated professional work. For example, professional service firms are transnational organizations that employ professionals, as well as influence the education, experience and skills of professionals. This increased transnational orientation is the result of upcoming immigration flows (Beaverstock, 2011; Patterson, 2006; Portes, 2000), political activism (Djelic and Quack, 2010: 76; Keck & Sikkink, 1998) and the international orientation of knowledge (Djelic & Quack, 2010; Faulconbridge & Muzio, 2012) and has led to a multiplicity of actors executing and influencing professional work. However, actors struggle to understand and influence the dynamics of this new order (Schiller, Basch & Blanc-Szanton, 1992). To structure the complexity of the transnational domain, rules and regulations were created and the ideas underlying regulation were reconceptualized (Djelic & Sahlin-Andersson, 2006). The different logics professionals need to work *with*, and the transnational environment professionals work *in*, demand different procedures and outcomes than professionals normally work with.

Some argue that due to this increase in demands imposed by several competing logics professionals become victimized by the pressure of these different logics and systems. However, positioning professionals as passive victims of those logics neglects the capabilities professionals might have in adapting to and managing those demands (Van Loon, Heerema, Weggemans & Noordegraaf, forthcoming). Professionals seem to be able to incorporate demands from other logics in their work practices without neglecting important professional values (e.g. hybrid professionals) (Noordegraaf, 2007). Nowadays professional work involves being part of different unions as well as requiring organization. In the professional service firms for example, educational demands for professionals are constantly subjected to changes with emphasis on increased efficiency and speed, requiring professionals to (re)organise professional work (Suddaby, Cooper & Greenwood, 2007; Noordegraaf, 2015). This shows that professionals are already gradually adapting to these changes. Because a multiplicity of actors becomes involved in dealing with certain cases, professionals look for new forms of organizing professional work that can meet the demands of both organizations and society. This leads to inter-professional or cross-disciplinary collaborations. In order to understand these forms of

organization, it should be clarified exactly what these collaboration encompass and how professionals are able to work in such collaboration.

2.2 Organizing professional work

At the onset of the 21st century professionals, organizations and governments increasingly understood that social issues are not isolated problems. Both professionals and organizations developed more integrated approaches to fully understand and tackle social problems (Edwards, Daniels, Gallagher, Leadbetter & Warmington, 2009). Increasingly, professionals are part of these organisations. Both professionalism and organizational systems recursively influence each other (DiMaggio & Powell, 1983; Scott, Ruef, Mendel & Caronna, 2000). This has resulted in several forms of professional collaboration and defines professional behaviour (Suddaby & Greenwood, 2005). Understanding professional collaboration thus requires awareness of the organizational background *and* the professional background represented in the collaboration.

A multiplicity of collaborations exists, such as multi-agency collaboration, inter-disciplinary collaboration and inter-professional collaboration (Robinson & Cottrell, 2005; Salmon, 2004). As this study mainly focusses on the collaboration of professionals coming from different professional backgrounds, we only discuss inter-professional organisation (for an extensive overview of inter-agency collaboration see for example Warmington et al. (2004)). *Inter-professional collaboration* has the promise to overcome the pitfalls associated with modern and complex professional case treatment, as it acknowledges the interrelatedness of social problems (Robinson & Cottrell, 2005). Several terms are used to specify collaboration. Interdisciplinary work refers to all types of workers coming from different disciplines, whilst multi- or inter-professional teams consist solely of professionals from different professions or disciplines (Nancarrow et al, 2013). Moreover, the prefix 'inter' specifically refers to collaboration and 'trans' refers to the context of professional roles (Thylefors, Persson and Hellström, 2005). Thus in inter-professional teams, professionals from different professions are responsible for structuring collective action through interactive effort and contribution of the professionals involved (Sicotte, D'Amour & Moreault, 2002; Thylefors, Persson & Hellström, 2005).

Inter-professional collaboration rapidly gained popularity in the field of healthcare (e.g. D'Amour, Ferrada-Videla, Martin Rodriguez & Beaulieu 2005), social work (Bronstein, 2000) and

education (Barr, Koppel, Reeves, Hammick, & Freeth, 2005; Cooper, Carlisle, Gibbs & Watkins, 2001; Reeves, 2001). Hence, much research concentrated on these domains, but to a lesser extent on other public domains. Therefore, caution is necessary when generalizing these results to all inter-professional collaboration. However, it is shown that communication, mutual planning, collective decisions and shared responsibilities are important components of such collaboration (Thylefors, Persson & Hellström, 2005). The capabilities to contribute to these demands might be different from standard professional abilities. For example, in inter-professional collaborations responsibilities are diffuse and require professionals to gain knowledge of other disciplines (Edwards, Daniels, Gallagher, Leadbetter & Warmington, 2009). Effective collaboration requires some form of consensus on work and problem definitions (Frost, Robinson & Anning, 2004), an explication of some form of coordination (Schepman, Hansen, Putter, Batenburg & De Bakker, 2015) and some form of inter-professional education or training. This can potentially result in the blurring of professional boundaries and challenge professional roles and identities (Frost, Robinson & Anning, 2004). Demarcation as an essential element of professionalism thus becomes troublesome. As the previous paragraph has shown, standards are inherently part of professional work and its demarcation. These will be discussed in the next paragraph.

2.3 Standardization and professional work

Standardization is at the heart of contemporary society (Brunsson, Rasche & Seidl, 2012; Levi-Faur, 2005; Timmermans & Epstein, 2010) and professional work (Van Loon, Heerema, Weggemans & Noordegraaf, 2015). Complex situations that arise in professional work demand certain capabilities. These can only be acquired through their standardization within regulated environments (Mintzberg, 1983), where the knowledge of a specific field is partially embodied in rules, norms, and guidelines (Botzem & Dobusch, 2012). However, other standards are set outside of the professional domain and can be contradictory with professional work. For example, professionals increasingly claim to lose autonomy due to regulation and standards resulting from transparency and accountability demands of New Public Management (Muzio, Brock & Suddaby, 2013; Noordegraaf, 2007; Tummers, 2012).

A standard can be defined as ‘a process of constructing uniformities across time and space, through the generation of agreed-upon rules’ (Timmermans & Epstein, 2010: 71). It provides some ‘sector-specific coordination’ in areas where other forms of rule setting were insufficient (Botzem &

Dobusch, 2012: 740). Standards encompass certain informal authoritative ruling, exerted through systems of social control (Brunsson, Rasche & Seidl, 2012; Timmermans & Epstein, 2010). Standards aim at creating or obtaining legitimate coordination and compatibility across contexts over different parties (Timmermans & Epstein, 2010). They can be categorized along several lines. For example, Mintzberg (1983) sees standards as organizational coordinating mechanisms and distinguishes three forms of standardization: standardization of work processes, skills, and outcomes. Respectively, these types refer to the specification of the work content, the skills required to do the work, and the work results. Other authors distinguish between design, terminological, performance, and procedural standards (Timmermans & Epstein, 2010). Design standards set definitions for the production of products, terminological standards ensure stability over meaning, performance standards set outcome specifications, and procedural standards describe how processes should be conducted, the latter two sharing similarities with Mintzberg's standardization of work processes and standardization of outcomes.

Nowadays, non-authoritative organisations (such as the International Organization for Standardization) have gained an increased influence in determining the behaviour of professionals. Hence, traditional coercive regulation by the nation-state has shifted towards legally non-binding soft regulation, and from formal towards informal rules (Djelic & Sahlin-Andersson, 2006). Rule compliance has thus changed from traditional compliance (e.g. legally binding rules) towards other modes of sanctioning (e.g. exclusion or change of status) as non-state actors gained coercive powers. For example, coalitions of non-state actors lead to collaborations pressing firms to comply with social, ethical, and environmental standards (Bartley, 2007). Similarly, international collaborations such as the United Nations or the European Union function as transnational bodies of regulation by gaining strong decision and policy making powers.

Due to the interplay of creation and coercion on the transnational level, compliance and implementation of standards become even more problematic (Timmermans & Epstein, 2010; McGlynn et al., 2003; Hollon et al., 2014). For example, the shift in coercive action makes the authorization of standards is difficult. Also, the common nature of transnational performance standards makes it difficult to do justice to demands on individual or group levels. Overcoming the limitations of these transnational standards *and* inter-professional collaboration becomes an important part of professional

work. Constructs which might aid the professional in facing this challenge are professional identity, professional capability and policy alienation, which will be discussed next.

2.4 *Professional identity, professional capability and policy alienation*

Professional identity can be referred to as someone's perception of the self, based on prevailing aspects within the professional institution (Ashfort, Harrison & Corley, 2008). Professional identity can explain why people behave the way they do (e.g. work within an organisation or why they adhere to certain work systems) (Ashfort, Harrison & Corley, 2008). Research has shown that professional identity consists of belonging and attachment, and *beliefs* towards the profession (Barbour & Lammers, 2015). This way, it offers increased understanding of the relation between work and identity, and can explain professionals' behavioural motivations (Ashfort, Harrison & Corley, 2008). As inter-professional collaboration would require some openness to other professional identities (Edwards, Daniels, Gallagher, Leadbetter & Warmington, 2009), a strong identification with one's own profession might impede possibilities to successfully collaborate.

Professional capability refers to the professional's proactive coping with 'the challenges and burdens that the dynamic environment of stakeholders poses upon the professional' (Van Loon, Heerema, Weggemans & Noordegraaf, forthcoming). As professional work is increasingly determined by different stakeholders (e.g. organisations, clients and other professionals), professionals might need other capabilities to align those interests. Being very capable on a professional level enables them to prioritize action with regard to quality and to balance the different interests of stakeholders (Van Loon, Heerema, Weggemans & Noordegraaf, forthcoming). Hence, having strong professional capabilities might enable the professional to overcome several of the problems associated with inter-professional collaboration.

Finally, *policy alienation* distinctly influences whether or not policies or standards are being executed or adhered to. The implementation of standards depends on the professionals' perception of the policy at stake (Lipsky, 1980). An important factor in whether or not professionals will implement a standard is their level of identification with the policy (Tummers, 2012). By contrast, policy alienation, or a professional's 'general cognitive state of psychological disconnection from the policy program to be implemented' (Tummers, 2012: 65) might impede the implementation of standards. Policy alienation

consists of powerlessness and meaninglessness. Powerlessness refers to a person's lack of control over the content (strategic powerlessness), implementation (tactical powerlessness), or perceived freedom in choices (operational powerlessness) regarding the policy at stake. Meaninglessness refers to a person's perception of the policy's contribution to a larger purpose (e.g., societal purpose) (Tummers, 2012). Hence, the professional's willingness to implement and use transnational performance standards depends on the possible alienation with the policy at stake.

To summarize, changing contexts in which professional work takes place have led to new forms of organizing professional work, along the line of transnational standard setting. However, these new forms of work might not be without difficulties. Professional identification, professional capabilities, and policy alienation appear to influence the success of inter-professional collaboration and the willingness to use transnational standards. Based on previous research several hypotheses can be stated. First, as high professional identity might impede a professional's ability to operate in inter-professional collaboration we expect:

H1: high professional identity has a negative effect on successful inter-professional or inter-agency collaboration.

Second, professional capabilities reflect whether or not professionals can overcome, and work with, the challenges of their job. We therefore expect the following:

H2a: high professional capability positively influences inter-professional or inter-agency collaboration, and

H2b: high professional capability negatively influences policy alienation.

Last, policy alienation could impede the willingness to implement transnational performance standards.

We thus propose:

H3: policy alienation negatively effects willingness to use the transnational performance standard. .

This research contains two explorative elements. First, little information exists on what successful inter-professional collaboration comprises and how it should be measured. Therefore, this dependent variable will be studied exploratively. Second, the relationship between several independent and dependent variables is unclear and no hypothesis can be stated on these relations. Therefore, these

relations are also studied exploratively and an exploratory model can be made (figure 1). The unclear relations are presented by dashed lines.

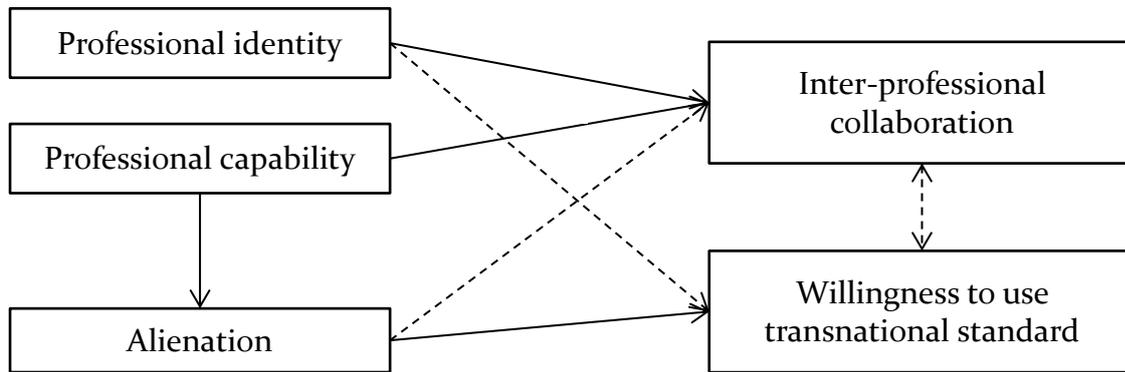


Figure 1. Model and hypotheses

3. Methods

In order to understand the influence of professional identity, professional capability and alienation on inter-professional collaboration and the willingness to use a transnational standard, several steps need to be taken. First, the case selection will be elaborated on, followed by the mixed methods design of this study. Then the operationalisation of the qualitative data and the collection will be elaborated on. Following this, the used measurements in the quantitative phase and data collection methods will be discussed. Last, data analysis will be discussed.

3.1 Case study

This research makes use of the case of the Dutch Urban Search and Rescue team (USAR.NL). This study is a case study as it investigates inter-professional collaboration and transnational performance guidelines in a specific and non-controlled environment. Moreover, this case study is as an extreme case (Flyvbjerg, 2001). An extreme case is a case ‘which can be especially problematic or especially good in a more closely defined sense’ (Flyvbjerg, 2001: 79). Flyvbjerg proposes a line of social research where the case selection is aimed at selecting atypical cases, since they ‘often reveal more information because they activate more actors and more basic mechanisms in the situation studied’ (Flyvbjerg, 2001: 78) and therefore contain valuable insights. USAR.NL is seen as a highly successful organization in conducting and deploying international search and rescue work in line with the UN-INSARAG guidelines. Within the collaboration people with medical, military, police and fire brigade backgrounds are represented.

3.2 Mixed methods design

This research adopts an exploratory sequential mixed methods design (figure 2)(Cresswell, 2015). The uniqueness of the collaboration and the context-specific nature of professional identity require an exploratory and qualitative phase that sequentially gives input for the quantitative phase of the investigation. Thus, qualitative data will be used to create the quantitative measurement. Both quantitative and qualitative data will be used to explore and explain the results. By using a mixed methods design this research can overcome the limitations of single method studies by drawing on the strengths of both qualitative and quantitative paradigms (Johnson & Onwuegbuzie, 2004). Also, both inter-professionalism and transnationalism are complex topics and require methods that can do justice to the nature of the research problem and do not oversimplify the problem or its context.

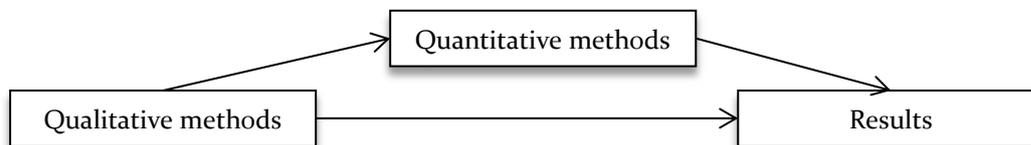


Figure 2. Exploratory sequential design with convergent elements.

3.3 Qualitative operationalisation and data collection

The first qualitative phase aimed at studying several aspects. First, it aimed at exploring whether or not USAR.NL's inter-professional collaboration is successful. This was investigated by asking several questions about the form of the collaboration and the feelings the respondents had towards that collaboration. Second, the qualitative study aimed at specifying the quantitative measurement of professional identity for the professional context of the USAR.NL team members. Professional identity was operationalized by specifically asking about *original* professional background. Last, qualitative data was used to explore how professional identity and policy alienation influence the dependent variables of inter-professional collaboration and willingness to implement guideline. Questions on policy alienation were based on the policy alienation framework by Tummers (2012). Professional capability was not operationalized in the qualitative phase of this study. Willingness to use the guideline was specified by asking how the respondents felt the INSARAG guidelines influenced their work and how they felt about that.

The data collection was comprised of 6 participant observations (150 hours) and 19 semi-structured interviews (20 respondents), that averaged between 1 to 1,5 hours. A topic list was used

(appendix a). This part can be classified as ethnographic (Yanow, Ybema & Van Hulst, 2012). Observations were conducted during regular task execution of the different professional groups. Also, a four day international USAR-training and a mission in a Dutch city were included. Field notes were taken and processed after the observations. Respondents were contacted through the assigned group contacts. The researcher aimed at proportional representation of every role, yet the roles of administrator, communication specialist and medical doctor were not reached. Interviews were conducted face-to-face by one researcher and transcribed verbatim. Pseudonyms were given to protect participant identities.

3.4 Quantitative measures and data collection

Based on validated instruments a quantitative survey was designed. Unless stated differently, items were measured on a 5-point likert scale. Table 3 shows the reliability of these measures. First, a validated scale for *professional identity* (Barbour & Lammers, 2015) was translated to Dutch and used in the questionnaire. The subscales 'belief in the economics of managed care' ($\alpha=.68$), and 'belief in managed care organizing' ($\alpha=.69$) were changed for a 5-item subscale 'beliefs in hierarchy' ($\alpha=.71$ with item 3 deleted) and a 4-item subscale 'beliefs in protocols' ($\alpha=.76$ with item 2 deleted). These subscales contained questions such as 'without formal leadership, the job cannot be done properly' and 'I feel that protocols should be an important part of my job'. The other subscales were adapted to match the professional context of the team members and consisted of the subscales 'commitment' ($\alpha=.89$), 'belief in autonomy' ($\alpha=.81$ with item 4 deleted), 'experienced autonomy' ($\alpha=.77$), and 'belief in self-regulation' ($\alpha=.84$). These subscales addressed questions such as 'I really care about the fate of the police job' 'I have sufficient time to properly execute my job'.

Professional capability was measured on a 7-point likert scale using the professional capability scale by Van Loon, Heerema, Weggemans & Noordegraaf (forthcoming). As the original 8-item scale consisted one item that was to context specific for the teaching profession, a 7-item variant was adopted ($\alpha=.86$). For example, one question in this scale was 'I balance the interests of different stakeholders in such a way that they optimally contribute to work quality'.

Policy alienation was measured using the policy alienation framework by Tummers (2012) and was adapted to fit the USAR.NL context. This scale consisted of the 4-item subscale tactical

powerlessness ($\alpha=.78$), the 6-item subscale strategic powerlessness ($\alpha=.71$ with item 5 deleted), the 5-item subscale operational powerlessness ($\alpha=.70$), social meaningfulness and client meaningfulness. Social meaningfulness was included twice to both address efficiency ($\alpha=.83$) and safety ($\alpha=.93$). It addressed questions such as 'I feel that the INSARAG guidelines contributed to efficiency' and 'At USAR.NL I could influence the way the guidelines were implemented within the organisation'. As the goals of USAR.NL and the INSARAG guidelines don't contain client interaction, the subscale of client meaningfulness was left out.

Last, the dependent variable *willingness to implement* was operationalized using a validated scale by Metselaar (1997). It showed less reliability than the other scales included in the questionnaire ($\alpha=.58$). The dependent variable *inter-professional collaboration* was not operationalised quantitatively as this concerned an explorative construct. The survey items were put into a 92-item web-based survey (appendix b). It then was sent to the full USAR.NL population of 127 professionals. By e-mail, respondents were given a unique link and could only answer the questionnaire once. Respondents were able to pause the questionnaire and return on a later moment. In 18 days two e-mail reminders were sent.

3.5 Data analysis

Qualitative data was imported in MaxQda 12 and analysed using constant comparison methods (Boeije, 2002). This entails three subsequent stages of coding, i.e. open coding, axial coding and selective coding. It implies that 'the researcher decides what data will be gathered next and where to find them on the basis of provisional theoretical ideas' (Boeije, 2002: 393). This method is highly compatible with the mixed methods nature of this research. During the open coding the topic list and respondent's words gave input for theme descriptions. Data was validated using expert interviews on transnational standards and professionalism, and by cross checking interview. After the initial coding, interviews were re-read and re-analysed to validate relevance of the original theme, leading to a revision of the coding tree. Eventually, the coding tree was restructured in four prevalent themes (appendix c).

Quantitative data was analysed using SPSS 23. The population is very small (127). The questionnaire yielded a response rate of 51,59% (68 respondents) complete questionnaires and 7,94 % (10 respondents) partial questionnaires. 3 respondents were excluded from the analysis as in

retrospective they had nothing to do with the collaboration or the guideline. Background characteristics are given in table 1. An overview of the descriptives is given in tables 2 and 3. The data lacked statistical power to conduct principal components analysis and proper regressions. Reliability analysis' using Cronbach's alpha where conducted. Reliable subscales where grouped. 'Does not apply' answers were recoded to neutral as removing them from the analysis would not change results. ANOVA's where conducted to distinguish between group differences.

		N	Percent
Sex	Male	72	96.0
	Female	3	4.0
Age	25-34	4	5.3
	35-44	22	29.3
	45-54	40	53.3
	55-64	9	12.0
Profession	Fire dep.	47	62.7
	Medical	11	14.7
	Military	8	10.7
	Police	9	12.0
USAR.NL group	SAR-group	43	61.4
	Staff & Support group	25	33.3
	Headquarters	2	2.7
	Command	2	2.7
	Other	3	4.0

Table 1 Background characteristics

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Commitment	1												
2. Beliefs in autonomy	.342**	1											
3. Beliefs in self-regulation	.033	.146	1										
4. Beliefs in hierarchy	.296*	-.173	.035	1									
5. Beliefs in protocol	.107	-.129	.337**	.411**	1								
6. Experienced autonomy	.337**	.313**	-.017	.348**	-.085	1							
7. Professional capability	.397**	.342**	-.091	.179	-.216	.331**	1						
8. Strategic powerlessness	-.103	.233	.143	-.126	-.120	.142	.028	1					
9. Tactical powerlessness	-.253*	-.138	.040	-.037	-.056	.040	-.133	.415**	1				
10. Operational powerlessness	-.110	-.167	.071	.080	.259*	-.180	-.189	.039	.288*	1			
11. Social meaningfulness efficiency	.211	-.268*	-.210	.182	.251*	-.110	.062	-.157	-.159	-.261*	1		
12. Social meaningfulness safety	.202	-.268*	-.153	.337**	.374**	-.081	-.071	-.203	-.087	.049	.653**	1	
13. Willingness to implement	.226	-.077	.143	.163	.020	.094	.140	-.117	-.341**	-.123	.229	.165	1

Note: * $P < 0.05$ level, ** $p < 0.01$ level

Table 2 Correlation scores of the measurements

	α	F	p < 0.05	Fire dep.			Medical			Police			Military		
				N	M	SD	N	M	SD	N	M	SD	N	M	SD
Professional identity															
- Commitment	.89	.31	.81	47	3.55	.67	11	3.39	.82	9	3.59	.62	8	3.38	.58
- Beliefs in autonomy (-#4)	.81	.62	.04	47	3.27	.81	11	3.55	.81	9	3.52	.69	8	3.21	.53
- Beliefs in self-regulation	.81	2.98	.70	45	2.96	.71	11	3.66	.78	9	2.89	.69	7	3.11	.85
- Beliefs in Hierarchy (-#3)	.71	4.38	.007	45	3.58	.74	11	2.91	.70	8	3.47	.54	7	3.93	.47
- Beliefs in Protocols (-#2)	.76	.80	.49	45	2.55	.80	11	2.42	.47	8	2.83	.76	7	2.86	.50
- Experienced autonomy	.77	.48	.60	45	3.63	.63	11	3.64	.61	9	3.64	.88	7	3.68	.38
Professional capability															
	.86	.39	.76	47	4.93	1.17	11	5.05	.82	9	5.33	.82	8	5.20	.80
Alienation															
- Strategic powerlessness	.78	.48	.70	44	3.24	.72	10	3.23	.91	7	2.89	.43	7	3.25	.52
- Tactical powerlessness (-#6)	.71	.65	.59	44	3.20	.62	10	2.92	.56	7	3.11	.75	7	3.29	.51
- Operational powerlessness	.70	.34	.79	43	2.76	.58	10	2.84	.35	7	2.74	.34	7	2.63	.31
- Social meaningfulness efficiency	.83	1.35	.27	43	3.54	.59	10	3.23	.55	7	3.75	.43	7	3.50	.56
- Social meaningfulness safety	.93	.50	.69	43	3.36	.80	10	3.18	.44	7	3.57	.45	7	3.46	.51
Willingness to implement															
	.58	1.04	.38	43	3.13	.55	10	3.20	.35	7	2.93	.37	7	3.39	.45

Table 3 Descriptives and validity of the measurements

4. Results

This paragraph presents the results in light of the presented model and tests the hypotheses. First, this section will explore the whether or not and why the current collaboration of USAR.NL is successful. Second, the current use of the transnational performance standard – the INSARAG guideline – will be examined. Subsequently, the influence of the three constructs – professional identity, professional capability and alienation – will be examined.

4.1 *Exploring the current collaboration*

This section sets out to explore whether or not, and why, the collaboration within USAR.NL is successful. Within USAR.NL police dog handlers, fire fighters, military personnel, paramedics and medical doctors collaborate coordinated to tackle one complex problem: the search and rescue of entrapped victims in (often densely) populated urban areas. The team can be characterized as an inter-professional collaboration. The organisation is structured in 4 search and rescue (SAR) groups and a staff and support group, including commanding officers. The main role of the staff and support group is to facilitate and ‘create the preconditions’ for the deployment of the SAR-groups in both tasks (goals) and means (resources).

‘We create the preconditions for the deployment. Someone from logistics creates preconditions for them.’(Operative staff and support group)

However, as some officers noticed, as the SAR-groups leave basecamp they become individual units that require little steering. Collaboration within and between organizational divisions can be distinguished.

First, within teams, the inter-professional collaboration seems to work well. The SAR-groups created a ‘pragmatic’ collaboration, based on structure, deliberation and docility. *Structure* exists as there is a common goal (the search and rescue) and some form of coordination. The coordination is the result of the staff and support group that sets tasks for the SAR-groups. Moreover, although the contexts wherein these tasks are performed often differ (e.g. a collapsed parking lot or a train wreck), the practical skills required for the job often remain the same and the group roles don’t change.

‘Those SAR-workers, they know exactly wat to do. They know how to find someone in the debris with that dog. I don’t need to tell them.’ (Operative staff and support group)

Deliberation is required as the work environment is almost never stable. The work situation only becomes clear when the teams actually arrive on a rescue site. This means that the situation needs to be

assessed on location and action should be decided on. As the work is complex, the team members often have a say in this process. Thus, through deliberation some form of consensus and agreement is required under the responsibility of the group leader. Finally, with *docility* decisions are executed.

'Very flexible, typically Dutch. Up front they discuss a lot, but once they go, they go for the goals. How they reach it, it doesn't matter.' (Paramedic)

Second, differences between the groups largely stem from the guideline. The work of the staff and support group is distinctly coordinated through the use of the INSARAG guidelines; the group has other tasks than the SAR-groups (e.g. information gathering and international coordination), and recognizes other goals than many SAR-workers. As the SAR-groups operate individually with little coordination from the basecamp, this leaves room for the staff and support group to optimize their use of the guideline and take up the other tasks as specified in the guidelines.

'And of course the staff and support group too. They need to work with that guideline much more, they have much more contact with the other teams. They only work according to the guidelines.' (Commanding officer)

For the staff and support group, this results in a different structure and a different position in the overall team. For example, some SAR-workers indicated that they felt a barrier to enter the staff and support tent, which was reinforced by the fact that the tent was often closed and positioned slightly separate from the camp. As a consequence, some SAR-workers experience distance between the two organisational divisions.

'Well, that is the staff and support tent, which is where things happen on coordination level. We don't have a lot to do with them. I would not call them an island, as they are a logically island.' (SAR-worker)

To conclude, the inter-professional collaboration in USAR.NL is successful. According to the respondents a system of structure, deliberation and docility enables them to perform their tasks well. However, between the divisions some differences in goals exist. This is reflected in the cohesion between the two groups. The next paragraphs will examine how professional identity, professional capability and policy alienation influence this inter-professional collaboration with the INSARAG guidelines.

4.2 Professional identity and inter-professional collaboration

This paragraph examines if professional identity negatively influences inter-professional collaboration. Moreover, it will explore if there is a relation between professional identity and willingness to

implement the guideline. Quantitative data shows some differences between the professional identities of the professional groups with respect to beliefs in hierarchy. For this construct, a statistical significant effect was found ($F(3, 67) = 4.38, p < .05$) (table 4 & 5). The medical group values hierarchy less than the fire department ($M = -.99, SD = .31$) and the military group ($M = -1.46, SD = .45$).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.48	3	3.83	4.38	.007
Within Groups	58.52	67	.87		
Total	70.00	70			

Table 4 Professional identity: beliefs in hierarchy,

		Mean Difference (I-J)	Std. Error	Sig.
Medical	Fire dep.	-0.99	.31	.01
	Military	-1.47	.45	.01
	Police	-.84	.43	.29

Table 5 post hoc: hochberg's T2

Qualitative data confirms these findings. Moreover, this data shows the emergence of a unique new professional identity. First, the differences between the original professional identities will be discussed. The first few years of USAR.NL were characterized by those identities. Every professional group had their own culture and work methods and although the professionals were highly skilled, they had to get used to the other groups. The military, being characterized by hierarchy and structure codified within protocols, shows similarities with the fire brigade. However, for the firefighters deliberation is important with commanding officer having the final say. This order is then executed rigorously. Moreover, the fire brigade makes use of protocols in coordinating their action, but these can be diverged from with good reasons.

'I think it is important that, and that happens at the fire brigade too, you put your heads together, come together for a moment. "This is what we found, this is what we saw and we should handle it in this way, what do you think? Someone else has other ideas?" (SAR-worker)

Compared to both the military and the fire brigade, the medical and police groups show less adherence to hierarchy. Their jobs are characterized by individualism and autonomy, whilst they depend on their own judgement. This judgement plays an important role in the way the medical group values authority.

'One decides, the commander in chief, the rest will execute it. Well, I will always first check: is this the easiest way, can we do it differently? They also tried to that, but we are capable of thinking it over a bit better.' (Paramedic)

However, while the medical group is keen on using protocols that strictly describe almost every aspect of effective action in patient care, the police group makes little use of protocols.

The existence of different professional identities within the early USAR.NL organisation hindered successful inter-professional collaboration. It caused team cohesion and mutual understanding to be absent. For example, one common idea was that when ‘things were getting busy’ the dog handlers in general would go walk their dog. On the other hand, the fire brigades viewed themselves as the ‘real’ rescue workers as they had all the knowhow to work the equipment. This resulted in the fact that team did not operate as unity, but as several different professions.

To overcome this USAR.NL developed an inter-professional training program that was aimed at creating mutual understanding. For example, after joining USAR.NL all team members gain some experience as a rescue worker.

‘We had an introduction where everybody, regardless of their function, had been deployed in all the different roles. [...] So, I have gained sound and image of what it is to be a SAR-worker.’
(Operative staff and support group).

Moreover, within the SAR-group, team members are primarily rescue workers, with some having additional tasks (i.e. the group leader, the dog handlers and the paramedics). Last, information exchange, aimed at enhancing the understanding of the different roles, was implemented in the training programme.

As a result, some professionals lost ‘original’ identity. The paramedics and the police officers lost some autonomy. The military staff lost some authority. The fire fighters, however, did not seem to lose that much identity, as much of the work processes in USAR.NL are comparable to that of the fire brigades. Eventually this resulted in a new identity, consisting of a common language, work methods and an orange colour. For example, the moment USAR.NL is activated the workers drop their police uniforms, their fire equipment or green suits and change in the orange coveralls that are inherently part of the USAR.NL identity. Many of the respondents mention this new identity as the most powerful aspect of USAR.NL.

‘When we once started you could see the distinct colours of red, blue, green and yellow. And now you see that we all have been sprayed orange.’ (SAR-worker)

To conclude this paragraph, it can be said that professional identity indeed influences inter-professional collaboration. Strictly retaining the original background hinders collaboration. Qualitative

data thus supports **hypothesis 1**. Quantitative data, however, shows distinctions between the different groups, but cannot confirm the hypothesis.

4.3 Professional capability and inter-professional collaboration

Professional capability reflects to what extent a professional is able to prioritize action, develop themselves, develop and adhere to professional standards and balance the interest of different stakeholders. As the section will show, professional capability is of importance for inter-professional collaboration as well as for policy alienation. Quantitative data shows that the average score of professional capability was slightly over 5 on a 7 point scale ($M = 5.03$) (high scores indicating high professional capability). No differences were found in professional capability amongst the groups. Qualitative data confirms these findings.

The inter-professional collaboration of USAR.NL requires professionals to perform certain tasks. For example, within the SAR-groups and the staff and support group, coordination and structure needs be clear, professional are required to come to an agreement on work processes and some form of mutual monitoring is required. For example, during the aftermath of disasters safety is a priority. Yet this is often conflicted with the main goal of search and rescue. As a result agreements need to be reached on how safety is ensured. Then, team member need to adhere those agreements and 'keep an eye on each other'.

'Dehydration, those kinds of things. Work pressure. So often I say: 'you and, get off the debris. Now you three go.'"(SAR-worker)

Moreover, the commanding officers and the staff and support group must constantly balance the interests of different stakeholder. For example, USAR.NL requires some amount of internal coordination, while communications several parties need to be maintained (e.g. struck country, the home country, the United Nations or the European Union). All these stakeholders have different interests and goals. Managing and coordinating these is the responsibility of the staff and support group.

According to the respondents, team members can cope with these demands as they possess a vast amount of knowledge, experience, and skills. High skills and knowledge enables people, regardless of the context, to for example operate their machines or treat patients. Moreover, it enables them to set mutual goals for the team and to prioritize needs. Highly experienced people are able to overcome the

contextual problems as they do not recoil from difficult situations that can arise within inter-professional collaboration.

‘On the hand you’re a bit old and you’re normal function is too high, on the other hand you need that experience to be able to broaden your scope. That is required to be able to function as one team. You must open to other parts of the organisation.’ (Staff and support operative)

As USAR.NL is seen as an elite team, a large group of professionals is willing to apply and work at USAR.NL. Consequently, the team can demand high standards of expertise, abilities and knowledge, and has access to highly motivated people with years of experience. This results in a team wherein the team members trust the capacities of their co-workers and are often willing to help others.

It can be said that professional capability indeed increases successful inter-professional collaboration as it enables them to prioritize needs, and coordinate and structure the collaboration itself. This confirms **hypothesis 2a**. The next paragraph will examine if these capabilities also play a role in how professionals feel about the guidelines and their willingness to use them.

4.4 Professional capability, policy alienation and willingness to use the guideline

This paragraph will examine whether professional capability influences policy alienation and how policy alienation affects the willingness to implement the guideline. Quantitative data yielded no significant effects for professional capability on policy alienation measures (table 2). For alienation regression analysis showed that for willingness to use the guideline, only tactical powerlessness yielded a significant result ($R = -.341$, $p < 0.5$), indicating that high tactical powerlessness would negatively influence willingness to use the guideline. However, qualitative data yielded more results.

First, strategic powerlessness refers to the professional’s perceived influence on decisions concerning the content of the policy. The INSARAG guidelines are developed by the United Nations. Several participating countries and organisations - of which USAR.NL was one - can, through several working groups, give input in the content of the guidelines. Respondents seemed content with this process, but indicated that transparency regarding the content of the guidelines was lacking. For example, the guidelines indicate that ‘heavy’ teams should bring at least three medical doctors, something the Dutch team finds redundant. However, for the professionals it remains unclear why this decision made it to the guidelines.

‘Even the medical chief doesn’t know it! And he’s part of the UN working group! He, too, was completely surprised it got in there. They didn’t even discuss in the group’ (Paramedic)

Secondly, tactical powerlessness refers to the professional's perceived influence on decisions concerning the implementation of the policy within their own organisation. Within the USAR.NL team members can take part in several working groups (e.g. training and education). These groups give input on where current work processes are problematic and where improvement is required.

'What we mainly discuss is training and education. So you prepare for upcoming events, what was good and wrong last time, what the groups signals you.'(SAR-worker)

The guideline itself is almost never directly implemented within the organisation. As the guidelines are designed on outcomes, this leaves room for the team itself to determine its own working process. As the team members are highly skilled, they know how to reach those outcomes. In combination with the training this seems sufficient to implement the guideline. However, a consequence is that SAR-workers have little knowledge of the content of the guidelines, as this comes to them indirectly. Moreover, also within the staff and support group people don't have comprehensive knowledge of the guidelines, as they are selective in reading only those parts that apply to their function.

It can be said that USAR.NL team members experience little operational powerlessness. This is the result of a) the fact that the guideline is only partially known within the team and b) the guideline almost never describes work procedures for the SAR-workers and therefore does not restrain them. This is partly the result of the belief that SAR-workers do not require (extensive) knowledge of the guideline. Moreover, the SAR-workers are convinced that they have enough skills to properly do their job, without the use of the guideline.

'I read them little, [...] I, for myself, have the feeling I know enough for the job I'm ought to do.'
(SAR-worker).

The guideline is much more part of the work of the staff and support group than it is of the SAR-workers. For them, the guideline specifically task and goals. Thus, the guideline does not impede these professionals' abilities; it even enables them to do their job.

Lastly, social meaninglessness, referring to the professional's perception of the (lack of) of value of the guideline to socially relevant goals, was measured using the goals of efficiency and safety. The data mostly yielded results for efficiency. First, some of the respondents value the guideline as a form of information and as being supportive in creating structure within the organization. Second, since urban search and rescue is often an international affair, coordination amongst those teams is required. This is

offered by the guidelines. Some team members have been confronted with the consequences of other countries neglecting the guidelines. This convinced them of the meaningfulness of the guideline.

We did a couple of searches that we thought weren't done yet and afterwards we found out that several other teams had already conducted a search there. That is just a waste of time.' (SAR-worker).

To conclude this section, it can be said that **hypothesis 2b** can neither be confirmed nor denied as this research did not yield enough data to give a comprehensive answer. **Hypothesis 3**, however, can be confirmed. Little alienation exists due to the specific design of the guideline *and* the way the guideline is implemented within the organisation.

5. Discussion

The purpose of this study was to understand how professional identity, professional capability and alienation influence the implementation of transnational guidelines within an inter-professional collaboration. Moreover, it set out to study whether these influenced differed between different professional groups and if there are other mechanisms that might be of influence. Several hypotheses were tested. This study has several limitations. First, the N of the qualitative phase was very small and disproportionally divided amongst the several professional groups. Therefore little conclusions can be drawn based on the quantitative information. Second, this study did not use control groups for the professional backgrounds. Hence, little can be said about the difference between USAR.NL-identity and other professional identities. Third, this study was unable to quantitatively measure inter-professional collaboration. This makes it not possible to quantitatively interpret the relations. The statistics, thus, should be considered descriptive. Last, USAR.NL is a Western organisation that works according to these principles. Hence, it is difficult to generalize the finding of this study to other countries than from Western European parts of the world. However, despite these limitations, the authors feel that this study contributes to the understanding of inter-professional collaboration and transnational performance standards.

With respect to the first research question, this study has shown that professional identity and professional capability influence inter-professional collaboration. It identified USAR.NL as a successful inter-professional collaboration that structurally works using deliberation and docility accordingly to the INSARAG guidelines. *Professional identity* and *professional capability* have shown to be of distinct

influence in inter-professional collaboration. Prevailing beliefs about the profession can hinder successful collaboration as it prevents team cohesion and mutual understanding. Inter-professional training is shown to be successful in overcoming these limitations, by specifically addressing mutual understanding. Previous research shows limited effect of inter-professional education on quality of work (e.g. Hammick et al., 2010), but this study shows evidence for the effectiveness of inter-professional education by enhancing mutual understanding. This, in combination with the orange coveralls, leads to the creation of one new team identity, in which professional boundaries have blended and transcended the original ones. Moreover, USAR.NL employs capable professionals that can cope with the demands of inter-professional collaboration (e.g. prioritizing and reaching agreement). These findings might indicate that the influence of organizational context on professional identity (Barbour & Lammers, 2015) is of less importance as professionals are clearly capable to lose or overcome impeding factors *and* are able to switch between organizations.

The measures of *alienation* gave insight in why international performance standards are adopted or not. Resulting from the fact that the INSARAG guidelines are set on outcomes, this enables professionals to adapt their own working procedures in achieving those goals. It seems that the fact that transnational performance standards are often rules for the common (Brunsson, Rasche & Seidl, 2012) actually enhanced the use of the standards in this particular case. This study, on the other hand, did not find conclusive evidence that professional identity is of distinct influence in the willingness to use a transnational guideline.

To answer the second research question, this research has shown some difference in professional identity between the different professional groups in the inter-professional collaboration. In order to optimize inter-professional collaboration, understanding of these differences is required in order to diminish them. No differences in professional capability and policy alienation amongst the groups were found. With respect to the third research question it can be said that that both inter-professional collaboration and transnational performance standards are complementary. The guidelines explicate coordination and structure that is required for optimal inter-professional collaboration. This forms an interesting conclusion as two inherently complex issues – inter-professional collaboration and transnational performance – standards might cancel out their negative effects.

6. Conclusion

The most interesting finding of this study might be the fact that within and between four distinct professional identities a complete new identity has emerged. This identity transcends original beliefs and work methods and enhances the effectiveness of the collaboration. As these professions merge, some identity is lost, steadily blending the boundaries between professionals. This study has shown many positive effects of these blended boundaries. The researchers see an important research agenda that further investigates how 'blending' occurs and how this affects professional work in a modern and transnational society.

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Chapter 3

Recommendations for USAR.NL

Introduction

The USAR.NL-team is not only an interesting and state of the art organisation; it is also a highly successful organisation. Its accomplishments in Nepal have not gone unnoticed by the Dutch population and the international community. USAR.NL has found a way to create such a team cohesion that is pursued by many other organisations. As this research has shown an adequate inter-professional training program, combined with organizational artefacts such as the orange coveralls, and selection of highly skilled and experienced professionals contributed to the USAR.NL identity. The resulting collaboration is characterized by a case of ‘Dutch pragmatism’ that enables structure, deliberation and docility to prevail, leading to effective and efficient operations. This research initially was driven by why the USAR.NL-team was functioning so well. This slowly became clear, yet it also shed light on some points for improvements. In order to help USAR.NL maintain their excellent status, several recommendations will be made in the remainder of this chapter.

Recommendation 1: improve the interaction and relationship between staff and support and the SAR-groups

Over time USAR.NL has developed its staff and support group to become a comprehensive division that should be capable of organizing both internal and external coordination. The staff and support group creates the preconditions for effective and efficient SAR-work. At the same time, this group has its own goals and can be responsible for several other tasks. Examples are communications with other organisations and countries, and the safeguarding of information flows. Over the years, these goals have become equally important. This rebalances the relationship between the SAR-groups and the staff and support group. As a result there is some discontent amongst the rescue workers. Based on the research this discontent can have two causes. First, there is a lack of understanding on why staff and support group follows certain rules and regulations. Second, the staff and support group is positioned as distinctly different from the SAR-groups. To prevent this distinction from becoming troublesome **it is important that differences between the staff and support group are reduced.** As USAR.NL already has a proper training scheme in place, it is would be useful to adopt this program to enable the SAR-workers to gain insight in the roles and functions in staff and support group.

Recommendation 2: enhanced knowledge of the SAR-workers of the INSARAG guideline.

Following the previous recommendation, this research has shown that professionals have increased **need in understanding a) how the content of the guidelines is created and b) knowledge of the guidelines itself.** The new guidelines contain some elements that, for some professionals are unclear why it's in the guidelines. As this is some form of meaninglessness, this can impede the use of the guidelines. Creating understanding of why content is there would increase the willingness of professionals to work with the guideline. Second, although the guidelines do not prescribe work procedures, they increasingly interfere with the professional practices of the SAR-workers. For example, decisions to search certain area's or fill in certain forms are based on demands explicated in the guidelines. However, many of the SAR-workers have little knowledge of the content of the guidelines, yet they are sometimes puzzled why certain decisions are made. If the different team members would gain understanding when decisions are made along the lines of the INSARAG guideline, this could diminish discontent on certain decisions.

Appendixes

Appendix A. Topic list

Introduction

- Goal of research/goal of interview;
- Ask permission for audio recording;
- Discuss anonymity issues with respondent;
- Discuss outline of the interview;

General – Respondent

- Could you say something about yourself? / Kan je iets over jezelf vertellen?
 - o Age; / Leeftijd
 - o Regular job & function at USAR; / Normale baan en functie binnen USAR;
 - o Years in profession/years at USAR; / Jaren werkzaam als [functie] en Jaren bij USAR?
 - o Motivation for employment regular profession/USAR; Motivatie voor werk en USAR
 - o What missions did you do for USAR? / Op welke uitzendingen bent u voor USAR geweest?

General – Professionalism and team composition

- Do you consider yourself to be a professional? Why?/ Vindt u dat u een professional bent? Waarom?
- To what extent do you think autonomy is an important aspect of your work? What do you think autonomy is in your job? / In hoeverre vindt u autonomie een belangrijk onderdeel van uw werk? Wat vindt u dat autonomie is?
- To what extent are standards or guidelines a part of your work as a [specific job]? How do you feel about that? / In hoeverre zijn standaards en richtlijnen een onderdeel van je werk? Wat vind je daarvan?
- How does the USAR team composition look like? What jobs/functions are there?/ Welke functies heb je binnen USAR?
- How does the collaboration work?/ Hoe verloopt de huidige samenwerking? Why?
- How do you feel about the collaboration?/ Wat vind u hier van?
- What do you notice of the diversity of the different professions in the team? / Wat merk je van de verschillende professies in het team?

General – INSARAG Guidelines

Context

- What do you think of the INSARAG guidelines? And why? / Wat vind je van deze guidelines? Waarom?
- How important are these guidelines for the functioning of the team? / Hoe belangrijk zijn deze richtlijnen voor het functioneren van het team?
- Are the INSARAG guidelines different from the guidelines you are already working with? Can you give an example?/ Zijn de guidelines vergelijkbaar met de protocollen waarmee je in je normale werk te maken hebt? Kunt u een voorbeeld geven?
- What do you think are the most important changes which have happened as a result of the introduction of the INSARAG guidelines (in general and for you as a professional in

particular)? / Wat denkt u dat de belangrijkste veranderingen waren die zijn veroorzaakt door de INSARAG Guidelines (in het algemeen en voor jou als professional)?

Influence on work

- How do the INSARAG guidelines influence your work? / Hoe beïnvloeden de Guidelines uw werk?
 - o Was this positive or negative? / Was dit positief of negatief?
 - o Why? / Waarom?
- How do you feel about this? / Wat vindt u daarvan?

Alienation/identification

- To what extent can you identify with the INSARAG guidelines? Why? In hoeverre kunt u zich identificeren met de richtlijnen? Waarom?
- How useful do you think the guidelines are? Why? / Hoe nuttig zijn de richtlijnen denkt u? Waarom?

Powerlessness

Strategic powerlessness

- To what extent do you think that you, colleagues or USAR-NL could influence the contents of the INSARAG guidelines? / In hoeverre denkt u dat u, collega's of USAR-NL de inhoud van de richtlijn heeft kunnen beïnvloeden?
- Why is that so? / Waarom denkt u dat?

Tactical powerlessness

- Do you think that you have influence on the way the guidelines are executed? / In hoeverre kan jij invloed uitoefenen op de manier waarop de guidelines uitgevoerd wordt?
- What do you think are the main reasons for this? / Hoe komt dat denkt u?

Operational powerlessness

- Do you feel that, when working with the INSARAG guidelines, you have sufficient autonomy? / heeft u het gevoel dat u wanneer u met de INSARAG guidelines werkt, u voldoende autonomie ervaart?
- What do you think are the main reasons for this? / Wat zijn de belangrijkste redenen hiervoor?

Meaninglessness

Societal meaninglessness

- What do you think are the goals of the INSARAG guidelines? / Wat denkt u dat de doelen van de richtlijnen zijn?
- To what extent do you agree with these goals? / In hoeverre bent u het eens met deze doelen?
- Do you feel that the guideline contributes to achieving these goals? / Dragen de Guidelines bij aan het behalen van die doelen?
- What do you think are the main reasons for this? / Hoe komt dat denkt u?

Summarizing and concluding remarks

- Summarize the topics discussed in the interview
- Ask whether the respondent has any additional questions/comments
- Ask whether the respondent wants to receive the final report
- Thank respondent for interview

Appendix B. Survey

Blok 1	Introductie
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Hartelijk dank dat u deze vragenlijst wilt invullen. Het invullen van de vragenlijst duurt ongeveer 15 minuten en is onderdeel van een onderzoek van USAR.NL naar het effect van de INSARAG 2015 richtlijn op de autonomie van USAR.NL medewerkers. In de INSARAG richtlijn wordt de methodologie beschreven waarmee USAR.NL werkt en staan de minimale eisen beschreven waaraan een USAR-team moet voldoen.

Met het invullen van deze vragenlijst krijgt USAR.NL inzicht in hoe zij het beste om kan gaan met de richtlijn, zodat dit goed aansluit bij uw behoeften. Dit onderzoek wordt uitgevoerd namens USAR.NL en is onderdeel van mijn onderzoeksmaster Bestuur- en Organisationswetenschappen aan de Universiteit Utrecht. De resultaten van dit onderzoek worden verwerkt in een adviesrapport voor USAR.NL en zal eind oktober verschijnen. Als u geïnteresseerd bent in de resultaten dan kunt u aan het einde van de vragenlijst uw e-mail adres invoeren en krijgt u het rapport toegestuurd.

De vragenlijst bestaat uit vier onderdelen. Eerst zullen er een aantal vragen over uw persoonlijke achtergrond en functie worden gesteld, gevolgd door enkele vragen over uw professionele achtergrond. Vervolgens worden een aantal vragen over de INSARAG richtlijn en de doelen van USAR.NL gesteld. Het laatste deel gaat over de betekenis die u aan uw werk geeft. Er zijn geen goede of foute antwoorden.

De vragenlijst is volledig anoniem en antwoorden zijn niet tot individuele respondenten te herleiden. De gegevens uit de vragenlijst zullen alleen gebruikt worden voor wetenschappelijk onderzoek en voor een adviesrapportage voor USAR.NL. Mocht u vragen of opmerkingen over de vragenlijst of het onderzoek hebben, dan kunt u altijd contact opnemen met Jurriaan Jacobs via j.jacobs@impact.arq.org of 0651723541.

Blok 2	Achtergrond
---------------	--------------------

1. Wat is uw geslacht?
 - Man
 - Vrouw

2. Wat is uw leeftijd?
 - 18-24
 - 25-34

- 35-44
 - 45-54
 - 55-64
 - 65 of ouder
3. Tot welke beroepsgroep behoort u?
- Brandweer
 - Medisch(e)
 - Militair(e)
 - Politie
 - Anders, namelijk [open veld]
4. In welk USAR-groep of functie zit u?
- SAR-team Zuid-Holland Zuid
 - SAR-team Rotterdam Rijnmond
 - SAR-team Hollands-Midden
 - SAR-team Haaglanden
 - Hondengeleider
 - Staff & Support group
 - Headquarters
 - Leidinggevende functie (buiten de SAR-groep)
6. (ALS SAR-GROEP) Mijn functie binnen de SAR-groep is:
- Reddingswerker
 - Verpleegkundige (en reddingswerker)
 - Group leader
7. (ALS STAFF & SUPPORT) Mijn functie binnen de Staff & Support groep is
- [open vraag]

Blok 3 Professionaliteit

De volgende vragen gaan over uw professionele achtergrond en identiteit vanuit het [...] vak/beroep. De vragen gaan **niet** over uw USAR.NL taken. Probeer de vragen dan ook in te vullen vanuit uw reguliere beroepspraktijk.

8. Ik spreek mij uit binnen [de brandweerorganisatie][politieorganisatie][de ambulancedienst] [defensie] als er problemen zijn die een belemmering vormen om goede kwaliteit te leveren.

9. Ook al bemoeien [collega]leidinggevenden, inspectie of anderen zich met hoe ik mijn werk moet uitvoeren, ik maak zelf de uiteindelijke afweging.
10. Ik balanceer de belangen van verschillende belanghebbenden zodanig dat het optimaal bijdraagt aan werkkwaliteit.
11. Ik neem actief deel aan discussies over de invulling van [het brandweerberoep] [het verpleegkundig beroep] [het politieberoep] [het militair beroep].
12. Ik geef aan wanneer verantwoordingsplichten een negatief effect hebben op de invulling van andere taken.
13. Ik gebruik de administratieve systemen in mijn werk zo dat ze nut hebben voor mijn werk.
14. Ik zoek vanuit mijzelf cursussen of trainingen over vaardigheden die ik in de toekomst nodig denk te hebben.
15. Tegen mijn vrienden praat ik over [het brandweerberoep][het politieberoep][het verpleegkundig beroep] [het militair beroep] als een geweldige carrière.
16. Ik voel mij zeer loyaal aan [het brandweerberoep][het politieberoep][het verpleegkundig beroep] [het militair beroep].
17. Ik ben bereid om veel meer moeite te doen dan wat van mij wordt verwacht om [het brandweerberoep][het politieberoep][het verpleegkundig beroep] [het militair beroep]succesvol te laten zijn.
18. [het brandweerberoep][het politieberoep][het verpleegkundig beroep] [het militair beroep]is voor mij het beste beroep ooit om in te mogen werken.
19. Ik vertel graag met trots dat ik [het brandweerberoep][het politieberoep][het verpleegkundig beroep] [het militair beroep]heb.
20. Ik geef veel om het lot van [het brandweerberoep][het politieberoep][het verpleegkundig beroep] [het militair beroep].
21. [Brandweer collega's][Politiecollega's][collega verpleegkundigen][collega militairen] zouden hun eigen beslissingen moeten kunnen maken met betrekking tot wat moet worden gedaan.
22. [Brandweer collega's][Politiecollega's][collega verpleegkundigen][collega militairen] moeten de ruimte krijgen om hun eigen oordeel te kunnen vellen over hun werk.
23. [Brandweer collega's][Politiecollega's][collega verpleegkundigen][collega militairen] zouden hun eigen baas moeten zijn in bijna iedere werksituatie.
24. De keuzes van [brandweer collega's][politiecollega's][collega verpleegkundigen][collega militairen] moeten onderhevig zijn aan controle van anderen. (R)
25. Mijn werk kan alleen worden geevalueerd door iemand die in mijn veld is getraind.
26. Alleen [brandweer collega's][politiecollega's][collega verpleegkundigen][collega militairen] kunnen een oordeel vellen over hoe goed iemand zijn werk uitvoert.

27. Alleen een [brandweer collega][politiecollega's][collega verpleegkundige][collega militair] kan volledig het oordeel van een collega beoordelen.
28. Andere mensen dan [brandweer collega's][politiecollega's][collega verpleegkundigen][collega militairen] zijn in staat om de competentie van mijn collega's te beoordelen. (R)
29. Ik krijg voldoende tijd om mijn taken uit te oefenen.
30. Ik heb voldoende vrijheid om mijn oordeel over een werksituatie te geven.
31. Ik heb voldoende ruimte om mijn taken naar eigen inzicht in te vullen.
32. Ik heb voldoende vrijheid in mijn werk om te doen wat ik goed acht.
33. Wanneer ik in teamverband werk is de teamleider verantwoordelijk voor de keuzes die gemaakt worden.
34. Ik luister altijd wanneer een leidinggevende mij verteld wat ik moet doen.
35. Overleg tussen medewerkers en leidinggevende is een natuurlijk onderdeel van het werk.
36. Wanneer de leidinggevende een besluit neemt, dan voer ik dat uit.
37. Zonder duidelijke leiding zou het werk niet goed uitgevoerd kunnen worden.
38. Ik vind dat protocollen een belangrijk onderdeel van mijn werk horen te zijn.
39. Ik vind het belangrijker dat de uitkomsten van mijn werk zijn beschreven dan de manier waarop ik die uitkomsten kan bereiken.
40. Ik heb er moeite mee als collega's afwijken van protocollen
41. Het strikt gebruiken van de protocollen verhoogt de kwaliteit van mijn werk.

Blok 4	Vervreemding
---------------	---------------------

42. Ik ben bekend met de INSARAG richtlijnen
- Ja
 - Nee
 - Ik ben alleen bekend met de oude richtlijn.
43. Naar mijn mening hebben USAR.NL medewerkers te weinig invloed om de INSARAG richtlijnen te beïnvloeden.
44. In Nederland konden USAR.NL medewerkers invloed uitoefenen op de manier waarop de INSARAG guideline is ontwikkeld. (R)
45. Wij als USAR.NL medewerkers waren machteloos tijdens de ontwikkeling van de nieuw INSARAG richtlijn.

46. Medewerkers van USAR.NL hebben actief mee kunnen denken over het ontwikkelen van de INSARAG richtlijn.
47. Bij USAR.NL heb ik invloed gehad op hoe de richtlijn is geïmplementeerd. (R)
48. Door middel van werkgroepen, vergaderingen of trainingen heb ik deel kunnen nemen in besluiten over de uitvoering van de INSARAG richtlijnen (R)
49. De leidinggevenden van USAR.NL hadden mij meer moeten betrekken in de uitvoering van de INSARAG richtlijnen.
50. Bij USAR.NL konden professionals deelnemen aan discussies over de uitvoering van de INSARAG richtlijn. (R)
51. Ik en mijn collega's waren volledig machteloos in de uitrol van de INSARAG richtlijnen binnen mijn organisatie.
52. Ik had behoefte om meer inspraak te hebben in hoe de INSARAG richtlijn wordt gebruikt bij USAR.NL
53. Ik heb de vrijheid om te beslissen hoe ik de INSARAG richtlijn gebruik. (R)
54. Het werken met de INSARAG richtlijn voelt als een harnas waar ik niet makkelijk in kan bewegen.
55. Wanneer ik met de INSARAG richtlijn werk, moet ik mij houden aan strikte procedures.
56. Wanneer ik met de INSARAG richtlijn werk kan ik mij onvoldoende aanpassen aan de werksituatie.
57. Wanneer ik met de INSARAG richtlijn werk kan ik mijn eigen oordeel vellen.
58. Tijdens de invoering van de INSARAG richtlijn heb ik mijn collega's overtuigd van de voordelen van de richtlijn.
59. Ik zet mij in voor de huidige doelstellingen van de INSARAG richtlijn.
60. Ik heb weerstand tegen de INSARAG richtlijn van mijn medewerkers of collega's proberen te verminderen.
61. Ik doe moeite om tot een goede uitvoering van de INSARAG richtlijnen te komen.
62. Ik denk dat de INSARAG richtlijnen op de lange termijn zullen leiden tot veiliger SAR-werk. (R)
63. Ik denk dat de INSARAG richtlijnen op de korte termijn zullen leiden tot veiliger SAR-werk. (R)
64. Ik denk dat de INSARAG richtlijnen al tot veiliger SAR-werk hebben geleid. (R)
65. In het algemeen denk ik dat de INSARAG richtlijn tot veiliger SAR-werk leidt. (R)
66. Ik denk dat de INSARAG richtlijnen op de lange termijn zullen leiden tot efficiënter SAR-werk. (R)

67. Ik denk dat de INSARAG richtlijnen op de korte termijn zullen leiden tot efficiënter SAR-werk. (R)
68. Ik denk dat de INSARAG richtlijnen al tot efficiënter SAR-werk hebben geleid. (R)
69. In het algemeen denk ik dat de INSARAG richtlijn tot efficiënter SAR-werk leidt. (R)

Blok 6 Doelen USAR.NL

70. Ik sta achter de doelen van USAR.NL
71. Het beleid van USAR.NL draagt bij aan het behalen van de doelen van USAR.NL
72. USAR.NL is effectief in het behalen van haar doelen.

Blok 5 Hobfoll principes

In hoeverre denkt u dat u met uw reddingswerk bijdraagt aan

73. Een maatschappelijk gevoel van veiligheid
74. Een maatschappelijk gevoel van geruststelling
75. Collectieve zelfredzaamheid
76. Maatschappelijke verbondenheid
77. Collectieve hoop

In hoeverre denkt u dat u met uw reddingswerk bijdraagt aan

78. Individuele gevoelens van veiligheid van burgers
79. Individuele gevoelens van burgers van geruststelling
80. Individuele zelfredzaamheid
81. Individuele hoop

Blok 7

Dit is het einde van de vragenlijst. Hartelijk dank dat u de tijd heeft genomen voor het invullen van deze vragenlijst. Eind oktober zal het verslag van het onderzoek klaar zijn en beschikbaar worden gesteld aan USAR.NL Mocht u vragen of opmerkingen over de vragenlijst hebben, of meer informatie over het onderzoek willen dan kunt u contact opnemen met Jurriaan Jacobs via j.jacobs@students.uu.nl of 0651723541. Nogmaals bedankt voor het invullen van de vragenlijst.

Appendix C. Coding tree

Code System	#
Code System	1114
Background respondent	20
Interview information	19
Normal job	26
USAR	
Missions	13
Motivation	16
Years	10
Official job	22
Task	16
Professional identity	
Medical	
Regulation	7
Individual	5
Wellbeing	3
Commitment	1
Honesty	2
Cross-diagnostics	4
Specialised	2
Military	
Structure	5
Trust	1
Hierarchy	4
Discipline	7
Police	
Respect	1
Communication	3
Autonomy	11
Social engagement	1
Empathy	2
Firefighters	
Improvising	2
Safety	2
Self-actualization	2
Docility	15
Use of protocols	7
Autonomy	2
Deliberation	5
Commitment	4
Motivation	2
Interprofessional identity: USAR	
Knowledge of different roles	18
Creating a common identity	32

Training	44
Common goal	13
Dutch pragmatism	20
Room for manoeuvring	6
Trust	8
Excellence	20
Willingness to help	7
Disaster context	7
Carrying knowledge, ability and experience	65
USAR - organisation	
Procedures	34
Leaders	7
Operatives - SAR-teams	10
Technocracy - staff	31
Tijdsinvestering USAR	11
Support staff	8
Hierarchy	7
Transparency and communication	5
Organisation experience	17
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