

# SHADOW OF THE FUTURE

REFLECTIVE WORKSHOPS  
THAT ACQUAINT LOCALS  
AND NEWCOMERS







# GLOSSARY

## Asylum-seeker

"An asylum-seeker is a person who has left their country and is seeking protection from persecution and serious human rights violations in another country (refugee), but who hasn't yet been legally recognized as a refugee and is waiting to receive a decision on their asylum claim" (Amnesty International, 2020).

## AZC

Asielzoekerscentrum, a housing complex where Asylum-seekers stay until the government has decided upon their asylum claim.

## A local

A term developed by Welcome app to describe somebody who has stayed in the Netherlands for a longer period of time and therefore is naturally acquainted with the Dutch system, traditions, myths and its corresponding norms and values.

## COA (Centraal Orgaan opvang asielzoekers)

Organization responsible for hosting all refugees in AZC when they are waiting for their procedure.

## Refugee

"A refugee is a person who has fled their own country because they are at risk of serious human rights violations and persecution there" (Amnesty International, 2020). A refugee can be a person seeking asylum (asylum seeker), or a person with a refugee status (status holder).

## Status Holder

A status holder is an asylum seeker with a provisional or conditional residence permit, procured in their 'new' country.

## Newcomer

Newcomers is a term used by various organizations and describes people with a (forced) migration background who arrived 'new' in a country. This includes refugees, asylum-seekers and status holders. This term is mostly used within this research to describe the users of the Welcome app.

# EXECUTIVE SUMMARY

The monthly number of non-western immigrants that applied for a status in the Netherlands has been constantly rising from 955 in May 2021 to 3590 in November 2021 (CBS, 2021). During the first period in the AZC, "newcomers" are purposely distanced from Dutch society. This has as an effect that when they finally get an official refugee status, they have a hard time finding a fitting job. They lack the social network (social bonds, social links and social bridges) that are needed to obtain certain goals or wishes. As previous waves of refugees have struggled to find their role in society, many people consider that the core objectives of integration policies have failed, leaving in their place unfulfilled promises of equal treatment, and polarized or fragmented societies, which strengthens the biases towards newcomers even more (Orton 2012).

As social capital is seen as one of the pillars for successful integration (Ager & Strang (2019), the goal of the graduation project at first was to train locals to be active connectors in linking newcomers to their network in order to help them achieve their goals and ambitions.

Through conducting desk research, interviews, analyzing existing buddy networks and the mapping of newcomer needs, 10 design principles were distilled that helped to define the final design goal. The research and concept 'Shadow of the Future' by Besnick (2000) showed that when referring to or when referred to people need to understand past actions to portray this understanding of the future. This resulted in the finding, that there is not such a thing as training locals to be active connectors but locals should get acquainted with newcomers to a level that they feel comfortable to refer them to their network.

Next to this insight, the clustered data gathered through interviews revealed that newcomers experience challenges in paving a new path and setting goals. As newcomers have been raised in a more collectivist culture, they have always acted upon the collective interest. However, with the disappearance of the value of previously obtained degrees and their collective society, awareness of the self and its corresponding goals is crucial, to be able to function within the Dutch individualistic society.

The developed concept, namely a personal growth workshop has been designed in a way to facilitate both the creation of a network and the shaping of goals based on 'the self'. The workshop creates a space in which newcomers and locals meet to partake in a personal growth workshop. Through a mutual goal, a social script and through offering a way to build 'the shadow of the future', the outline of a personal development workshop supports the acquaintance process between local and newcomer.

This workshop has been prototyped, piloted and evaluated iteratively three times. These pilots had been used to evaluate the effects on acquainting and personal growth, but also provided insights to develop the concept further. The findings of these pilots showed that the workshop has had a positive effect on the attitude of locals towards newcomers and that the workshop created more awareness of the self. The pilot has great potential in opening up a network through acquainting, but more research has to be conducted to facilitate the right micro interactions.

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# 1. INTRODUCTION

*This report is part of the graduation project for the master Design for Interaction at the faculty of Industrial Design Engineering, TUDelft, and in collaboration with Welcome!, a Dutch company working in the integration sector. This chapter introduces the project as formulated during the start, followed by a description of the used methods and overall approach.*

## 1.1 Initial design brief

### The company

Since 2016, the company Welcome app has been searching for ways to accomplish a sense of feeling at home. Previously, they had solely done this through digitally connecting newcomers with locals. (Fig. 1) These connections are important as they offer access to a new social network (social bonds, social links and social bridges). This network is essential for newcomers as they find it hard to operate in a new country with a tight and rigid system and are therefore in need of guidance and grip. (Agers & Strang, 2019)

Next to creating connections between locals and newcomers, Welcome currently has jumped in a market gap caused by the fragmentation of the integration landscape. This fragmentation is a result of the Dutch policy, introduced in 2015, to dedicate the integration process to commercial organizations, which resulted in a wave of new and novel smaller initiatives. A few years later it remained hard to get grip on the sheer amount of initiatives. Welcome therefore now acts as a platform where both supply and demand of the integration sector meet each other and see themselves as: "A one stop shop for all the initiatives in the integration landscape that fulfills the needs of newcomers, organizations, companies, city councils and locals."

### The struggle of buddy projects An inherent power differential

In years of matchmaking, some matches were successful whereas others did not hold up. To increase their impact, Welcome internally reviewed the relationship between locals and newcomers and concluded that there was a mismatch in expectations. Locals want to help, but due to the informal and low-threshold nature of the Welcome app (no formal commitment) and a busy (social) life, they failed to commit to form long lasting relationships. Something newcomers are in need of, and are seeking through the app. This mismatch in expectation as well as the division between local and newcomer causes an inherent power differential where newcomers are perceived as needy and locals carry the attitude of an assistant. This results in an imbalance in the relationship between local and newcomer which complicates the sharing of a network (social links, bonds and bridges). In order to overcome this imbalance, previous work by a social design studio "INK" suggests that it is useful to match individual newcomers to groups of locals instead of matching an individual newcomer to an individual local. When matching to a group or community, the newcomer's dependency on an individual will be avoided, instead the responsibility is shared within the group. Also, this brings the added benefit that newcomers feel part of the "in" group instead of always feeling part of an "out" group.

### A missing social script

Besides an imbalance INK addresses, there is the issue that the platform misses a social script. The platform offers a means for newcomers to talk to locals but the platform does not offer any guidance in the form of a common goal or interest. This makes it hard to build meaningful relationships between local people and newcomers, as there is no clear incentive. This results in inactive locals and therefore, a low response rate to newcomer questions. To still create meaning on the platform and leave no questions by newcomers unanswered, Welcome trained a team of so called 'SuperLocals' to be experts in getting all incoming questions of newcomers answered and, while doing so, reaching a deeper level of communication. This however, seems like a temporary fix where the real solution lies within the creation of long term relationships, where both the newcomer and local want to invest in.

### The initial project goal

To create these long lasting relationships, I will study the potential of matching qualities of newcomers to demands of locals and vice versa. This would make the relation useful for both and therefore create a necessity to maintain the relation. This does not only include the match between a newcomer and similarly aged local, but could also be a match between a newcomer and an association, organization or company.

Next to ways of creating an equal and long lasting relationship, Welcome is also looking for ways to make their business model sustainable. They want to do so to gain independence from funds to secure their future within the integration landscape.

To fulfill both goals, Welcome suggests hosting corporate training to train employees from companies to match newcomers to their network. The matching will not only be on a professional level, but could also be based on other levels: social, leisure, language.

This let me to formulating my design goal:

THIS GRADUATION PROJECT AIMS TO DESIGN A NEW TOOL OR METHOD THAT TRAINS LOCALS TO BE ACTIVE CONNECTORS IN MATCHING NEWCOMERS AND GROUPS OF LOCALS IN A LONG LASTING AND EQUAL WAY.

To do so, I will explore the possibility of using corporate programs to train employees to act as these connectors as this will create a sustainable source of income for Welcome.

Fig. 1 Event hosted by Welcome at a temporary AZC in Tilburg



# 1.2

## Project approach

### Aim

During the period in the AZC newcomers are purposely distanned from dutch society. This results that when they finally get an official refugee status they lack the social network (social bonds, social links and social bridges) that are needed to obtain certain goals or wishes. Like described and later reviewed in this report, Ager & Strang (2019) describes that this social network (social links, social bonds and social bridges) is one of the pillars for successful integration.

The ambition for my project is therefore to design a workshop that trains locals to be active connectors in matching newcomers and groups of locals in a long, lasting and equal way. The trained local could then act as the social conduct in linking the newcomer to an association or company in his network. This group or association could help him reach the desired wish or goal.

### Scope

Due to an invasion from Russia in Ukraine the integration landscape has been significantly altered. Instead of mainly handling the asylum procedure of middle-eastern migrants, COA had to process two flows of refugees. This new inflow caused challenges for COA, but also resulted in a quick alteration of the Ukrainian refugee procedure. Ukrainian refugees were for instance directly authorized to work and did not necessarily have to stay in an AZC. To create focus in the project, I focussed solely on immigration from the middle-east. This allowed me to analyze the impact the integration system has and map the cultural obstacles middle-eastern refugee's encounter.

### Double Diamond

The approach of this project can be best described as a double diamond. (Fig. 2) This is a conventional designer's approach to the idea of enriching yourself with knowledge before aiming to bundle

all this acquired information, to something as small as a design goal. Through converging this design goal aims to give direction to the exploration and becomes the fuel for the ideation process and reasoning. The four main stages of the double diamond "discover, define, develop and deliver" and the personal touch to the stages are elaborated on in the next subchapter.

### Discover

In the discovery phase, I explored the context in which the program would operate, to be able to gain an understanding of the 'integration concept'. By conducting participatory research activities and interviewing both experts and newcomers, a broader understanding on the challenges newcomers face was created. Secondly, I needed to understand the social component of the design goal. What is required for a local to become a so-called connector and how can we match two strangers from different cultural backgrounds to form a relationship which is long-lasting and equal? To come up with a framework for appropriate matching, literature on friendship formation was reviewed. These literature findings were combined with findings gained through doing reviews on already existing buddy programs and interviewing their employees.

### Define

In the define phase, I bundled all the insights of the research in order to formulate a list of 10 design principles. Insight from the discovery phase led me to reframe my project goal and through iteratively reframing and discussing with Welcome's supervisory board, a final design goal was formulated that acted as a concrete start for the development of the concept.

### Design

The design goal of the project was already quite focused and steered into a domain that was not yet covered in the discovery phase. Further research had to be conducted on this new domain to develop a concept that was somewhat substantiated. Through prototyping and experimentation in the form of pilots, the concept was developed over time, whilst also being evaluated.

### Deliver

In the delivery phase, all the learning that could easily be implemented were altered. In this phase it was aspired to make the presence of the creator "me" during the hosting of the workshop unnecessary. Therefore, I tried to capture all the nuances acquired by hosting several pilots and make it tangible for the host of the final evaluation pilot. The project and report finalizes with a reflection and possible future alteration to the concept.

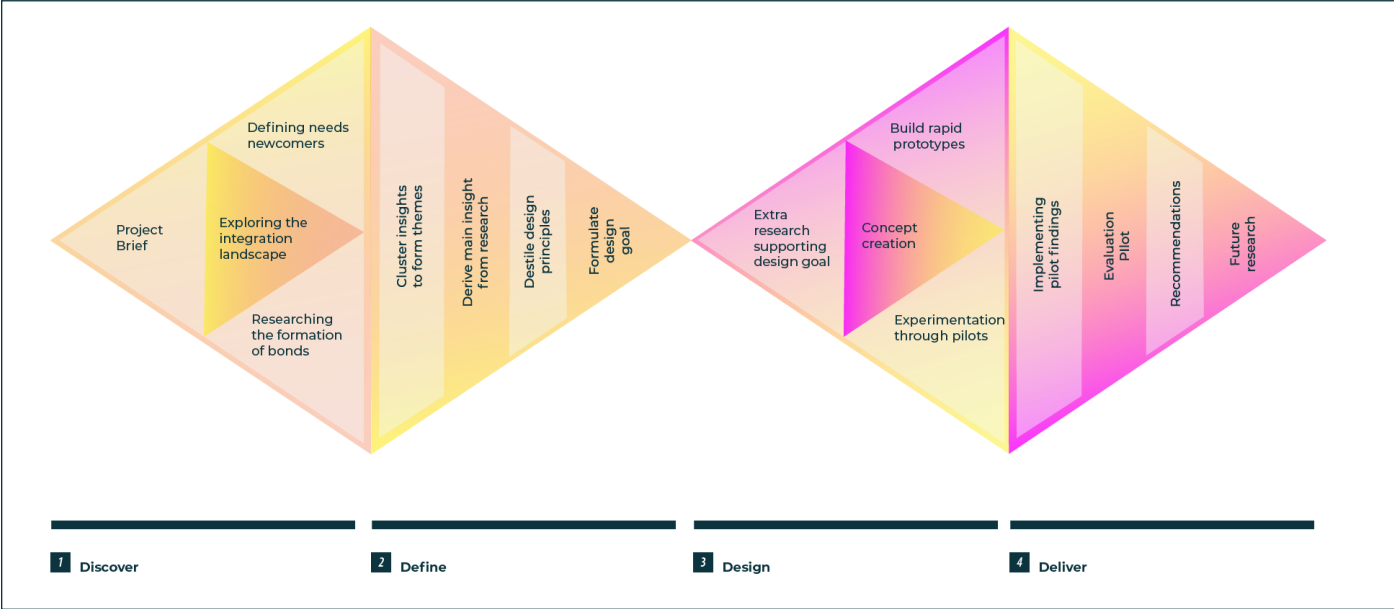
### Anthropological design approach

During this design project I submerged myself in the field through empirical research. I visited several initiatives working in the integration domain, went to several AZC's, joined a newcomer for a day and conducted (expert) interviews. When visiting initiatives I took both the role as researcher, observator and participant. I spoke to people but also listened to conversations other people had, to a later stage draw my own conclusions. Insights were often captured through recordings or by making field notes directly after the event had finished. Immerging yourself helps to leave behind earlier preconceived ideas and stimulate new ways of thinking. An exploration that is emphatic and participatory often lets the designer gain a better understanding of the complexity of the context.

### Learn through doing

During the design phase I took an active role in 'Design Doing'. Whereas the exploratory phase shaped the direction for the first concept and its intended interactions, as a designer you are never able to grasp the full context in which it operates. I therefore quickly went into the field to test my rapidly prototyped concepts. These quick pilots then acted as a way to validate the concept direction but also took the main role in the process of generating new knowledge. direction but also took the main role in the process of generating new knowledge.

Fig. 2 Double diamond approach applied to the project





# PHASE 1

## DISCOVER

The discovery phase aims to give an overview of the dutch integration landscape in which *Welcome!* and the workshop would operate. As it is impossible to experience the integration system first hand, this exploration played a crucial role in being able to grasp the impact this system has on newcomers. First it takes a deep dive into the concepts immigration, acculturation and integration. After which I studied the concept of acquainting through reviewing friendship literature, participating in initiatives, interviewing buddy programs and conducting desk research. Lastly, I took an active role in gaining a good empathic understanding through interviewing newcomers and mapping their challenges.

## 2. UNDERSTANDING THE INTEGRATION LANDSCAPE

*This chapter explains the complex and dynamic situation newcomers and supporting organizations encounter. First I aimed to grasp the impact the system has on newcomers and society. After which the acculturation framework developed by Berry (2005) was used, to understand the role the host society has on the acculturation process. At last I looked at the factors that would stimulate integration developed by Ager & Strang (2004). Insights have been used to empathize with newcomers and to find directions for new product design.*

### 2.1 Immigration and society

The monthly number of non-western immigrants that applied for a status in the Netherlands has been constantly rising from 955 in May, 2021 to 3590 in November, 2021 (CBS, 2021). This group of asylum seekers consists of immigrants who: have an economic incentive, want to reunite with family or were forced to do so. The Dutch coalition "Rutte IV" adheres to the refugee agreement and accepts people for asylum when they are rightfully frightened to return to their own country, as this might result in torture or other inhuman punishments. These forced immigrants are prosecuted in their own country due to reasons of race, religion, nationality, membership of a particular social group that conflict with the beliefs of the ruling party. The events that led them to decide to flee their countries and the journey that comes with it often left them both stressed and traumatized. In Europe 48% of all immigrants who applied for asylum receive status (Trouw, 2020). When they do, newcomers often express a sense of grace for the chance they have gotten and have the drive to pull their lives together. It is crucial both in a human and economic sense to make these people feel at home and provide them with a chance to rebuild their life.

#### Acculturation factors

What is believed to be a done deal after having to wait for an approval of asylum which often takes as long as 2 years, the real acculturation process still has to begin. In order for a newcomer to feel grounded and gain a sense of belonging, Ager & Strang (2004) describe that housing, education, employment, health and social capital (links, bonds and bridges) are crucial factors. Facilitators which could help to remove experienced barriers were expressed to be a mastering of the language, cultural knowledge and the idea of having safety and stability. (Fig. 3)

The factors that are controlled by the state like housing, education and health are relatively well organized in the Netherlands. However, statistics demonstrate that newcomers aren't doing well on the Dutch labor market. From the people who have been granted a residence permit in 2014, around 5,5 years later 41% had a job, of those 73% worked a parttime job and 84% had a temporary contract. (CBS, 2019) Migrants from 2014 were part of the first big middle-eastern immigration wave. The first wave, often entails wealthy and highly schooled immigrants, they had the resources to immediately flee the country.

Fig. 3 Alastair Ager and Alison Strang, A Conceptual Framework Defining Core Domains of Integration

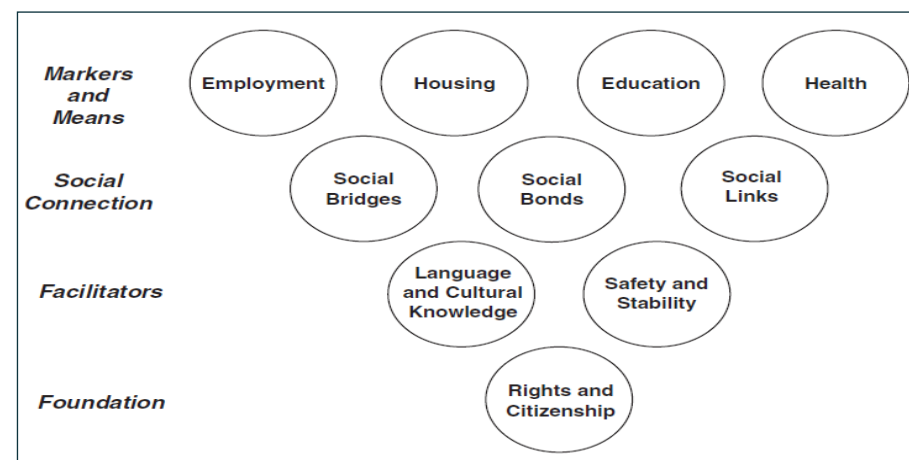


Fig. 4 Ter Apel, tired newcomer expressing frustration after being pelted with eggs



There are a number of reasons why newcomers don't succeed on the labor market. Firstly, newcomers have obtained degrees in their country of origin that aren't approved by Dutch authorities, even when starting a process to approve the obtained degrees it remains hard to assess the value of the obtained degree. Secondly, they have an insufficient mastering of the dutch language and limited cultural knowledge. This makes companies hesitant in hiring newcomers as it will slow down processes. Thirdly, newcomers their network branches do not expand far enough to create adequate opportunities.. Lastly, Aghyad (expert Newcomer employment ) noted that in middle eastern countries jobs entail a specific social status. Whereas dutch students in the Netherlands have worked all kinds of jobs. Newcomers aim to find work on a social level that is equal to what they were used to. In reality these jobs can never be found and it is key to start working as soon as possible.

#### Shift in the dominant discourse of society

As previous waves of refugees have struggled to find their role in society, many people consider that the core objectives of integration policies have failed, leaving in their place unfulfilled promises of equal treatment and polarized or fragmented societies. On the other hand, the failures of these policies have strengthened the voice of those who only see in migrants and their different traditions and customs a threat to public order, national identity and their own security (Orton, 2012). The popular opinion therefore has been increasingly shifting from welcoming refugees to showing a closed attitude.

This growing negative attitude towards newcomers has become visible in the news. Due to policies initiated by Kabinet Rutte, asylums have received less funding and locations were closed over the years. With a new wave of immigrants reaching its peak this has resulted in an insufficient amount of beds in asylum locations. Asylum seekers therefore gathered at the doors of the AZC in Ter Apel waiting to be called in During a news report on this situation by Danny's wereld (2022), a car drove by and threw eggs and milk on some sleeping newcomers. (Fig. 4) Due to this new crisis AZC locations quickly had to be opened by COA. One of these new locations was in an abandoned hotel in Albergen. When residents realized this location had been bought by the COA they revolted. (Fig. 5)

Fig. 5 Protest in Albergen, against the redevelopment of the Hotel to become an AZC

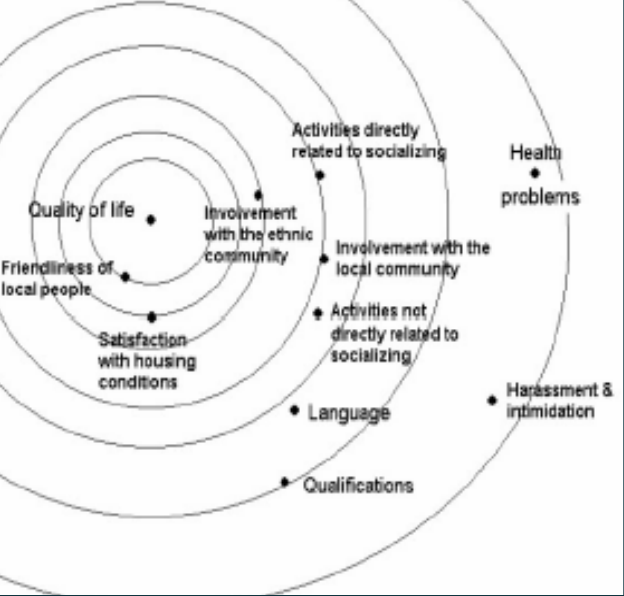


**Promoting interaction between migrants and host societies can, through greater mutual understanding, help break down barriers and dispel xenophobic sentiments (Orton, 2012).**



2.2
Social capital

Fig.6 Relationship between Experiences and Activities of Refugees (Ager & Strang, 2004)



This shift in the dominant discourse that locals have towards newcomers is a problem as one of the key factors for newcomers to feel grounded is the creation of social capital. Next to playing a crucial part in the quality of life of newcomers (Fig. 6), social capital is seen to mediate, or provide ‘connective tissue’, between foundational principles of citizenship and rights on one hand, and the public in sectors such as employment, housing, education and health on the other(Ager & Strang, 2004). Ager and Strang describe three types of social connections namely: social bonds, social bridges and social links.

Social bonds are described as connections with family and co-ethnic, co-national, co-religious groups (Ager & Strang, 2008). Social bonds allow newcomers to maintain their own customs and religion, talk in their own language, celebrate their traditions and exchange news from their home country. Bonding capital creates a feeling of belonging and home and stimulates the quality of life of refugees. Bonds are often characterized by high levels of trust and reciprocity.

Connections with other communities than to whom you belong are so-called social bridges. These connections can act as bridging capital, to reach new networks or institutions unlikely to be achieved by linkage through social bonds. Lack of familiarity with the surroundings and not speaking the language often acts as barriers in formation of social bridges. It thus requires additional connection effort from both refugees and the wider community if we as society want to achieve equal access to services (Ager & Strang, 2004).

Thirdly, social links describe linkage to structures of the government. Social links allow newcomers to partake in society as both contributors and beneficiaries when in need of support (Ager & Strang, 2004). These links are often achieved through a local who has acted as a social bridge. This bridge is needed as when you are new to a country you are insufficiently aware of the systems and the language, to be able to acquire these links.

Social networks are a thing of ‘beauty’ as they enable people to use and exchange resources. But on the other hand are ‘evil’, as when somebody has insufficient access to social networks this will emphasize divisions and inequalities due to differences in access to power and/or resources.

2.3
Acculturation strategies

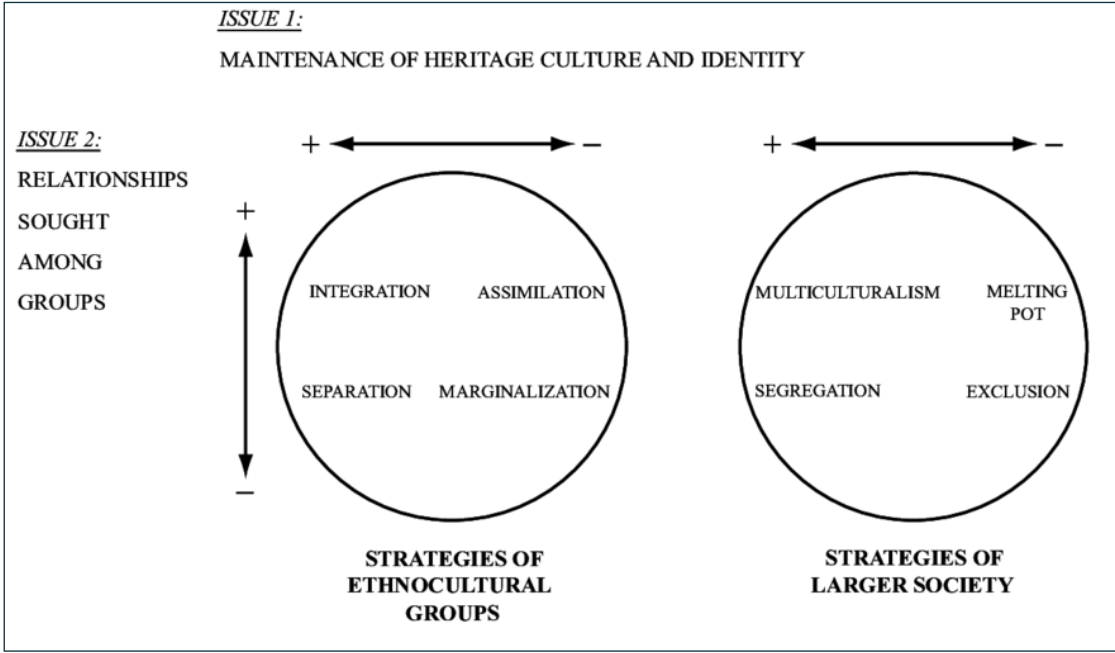
The importance of maintaining bonds and bridges (Ager & Strang, 2004) is also emphasized on by Berry (2005) in his acculturation model. (Fig. 7) In order to reach the optimal form of acculturation, namely integration, newcomers should maintain their own heritage, culture and identity (bonds) but also seek out for connection along other groups (bridges). When integrating, both societies (the larger one and the minority) should maintain their own cultural background but also find new common ground where they share values and practices(Boeijen, Zijlstra, 2020). Following an integration strategy will lead to the society that functions best, therefore other acculturation strategies like assimilation, separation or marginalization are less desirable, both for the host society and the newcomer.

Next to the above, the model showcases that the concept of integration is multi-directional and involves adjustments by everyone in the society. Acculturation is the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members (Berry, 1992).

Migration often entails a radical shift in the social ecology of the self (Hormuth, 1990), one that demands major changes in self-perception and behavior. Newcomers undertake a big effort to acculturate and embrace the dutch norms, values and practices but the same process the other way around is equally as important. When striving for integration it is important that newcomers are offered room to maintain parts of their own culture and identity. If our society does so we might even find parts of someone’s culture intriguing. Of course it might happen that we disagree with certain parts of a culture but at least we made an effort to understand each other. We do not necessarily have to aim on developing shared values, the aspiration should be to cope with the pluriformity of our society.

We do not necessarily have to aim on developing shared values, the aspiration should be to cope with the pluriformity of our society.

Fig. 7 Acculturation strategies in ethno-cultural groups and the larger society (Berry, 1992)



## 3. CREATING CONNECTIONS BETWEEN NEWCOMERS AND LOCALS

*To understand the social component of the workshop I intend to design, I needed to answer the following research questions: "What is required for a local to become a so-called connector?" and "How can we match two strangers from different cultural backgrounds to form a relationship which is long-lasting and equal." To come up with a framework for appropriate matching, literature on friendship formation (Berscheid and Reis, Adams, Verbrugge) and intercultural friendship formation (Kud0) was reviewed. These literature findings were combined with findings gained through doing reviews on already existing buddy programs and interviewing their employees. Combining both the academic world and hands-on initiatives, success factors were derived for designing such a program.*

### 3.1 The importance of networks in attaining goals

Individuals have been using networks as an instrument to reach their goals. In the Netherlands and other goal-oriented countries, individuals have therefore been purposely activating their weak ties to achieve workplaces and reach other social goals (Nardi et al, 2002). When asking for a referral people rather use their friends as "strong ties" but when necessary activate their acquaintances "weak ties". When asking for a referral to somebody you are yet unfamiliar with, a strong tie or a weak tie can act as grease to make the social wheels turning. A concept named "shadow of the future" by (Besnick, 2000) explains that people who are referring or are referred to need to understand past actions to portray this understanding they have in the future. You therefore easily connect a "strong tie" to your network, as you have a clear understanding of their past. For the person being referred to, information provided by somebody referencing is valuable. But checking somebody's social media and looking for social cues, or a rating like on for instance sites like eBay or Discogs could provoke this sense of trust needed to accept the request. A third way to provoke a sense of trust is through exploiting group Identity. People are likely to trust new ties who share their organizational affiliation, and therefore are more likely to engage in interactions.

As an example:

*Let's say Boaz finishes his graduation, and wants to work at Shakki Meals. Boaz would activate his strong ties and ask within a Whatsapp group chat whether any of his friends have any leads which could help him to work at Shakki Meals. Koos, a friend, replies that he knows Carla, an ex-employee of Shakki Meals with whom he has lived in the past. Koos introduces Boaz to Carla and they meet for a coffee as Carla trusts Koos. After the meeting in the coffee bar Carla has the idea that Boaz could be a good fit and she therefore puts her reputation at risk by linking Boaz with the CEO of the company. Like displayed in this example the chain is also able to give you past knowledge and trust, to make the future shadowing process easier.*

**This literature finding shows that the program should invest in forming a bond between (Newcomer and Local). Like explained in the example, people should be able to make a "shadow of future" to see if they are willing to risk their own network. Therefore further research was conducted on forming bonds, relations and friendship formation.**

"PEOPLE WHO ARE REFERRING OR ARE REFERRED TO NEED TO UNDERSTAND PAST ACTIONS IN ORDER TO PORTRAY THIS UNDERSTANDING THEY HAVE ON THE FUTURE." (BESNICK, 2000)



3.2  
Influential friendship formation factors

The social sciences have examined friendship formation for a long time, as people have been: meeting, making friendships, dating, mating and giving help throughout history. Even though the topic has been extensively studied in social science for a long period of time, the social world is complex and hugely intertwined. This complexity causes correlation between factors of influence that bring a lot of research limitations. In research it's therefore unclear how to weigh the factors of influence.

For my research I used the dominant name in friendship literature namely Berscheid and Reis (1998) who wrote an extensive overview of interpersonal attraction factors of influence, namely personal characteristics, demographics and familiarity (Fig. 8), which would later act as the fundament for my project. These characteristics are crucial in the friendship formation phase when somebody moves from stranger to acquaintance. For friendships to then evolve over time, there should be involvement across a broader range of activities. Even though the closest forms of friendship gradually became more dependent on affection than on the frequency of contact (Adam, 1994).

3.2.1 Interpersonal attraction

Personal characteristics

People are drawn to people with similar personal characteristics like friendliness, character, trustworthiness, sense of humor, and physical attractiveness. Our ethnic background affects our judgment of these characteristics as our cultural and social norms influence how we perceive these characteristics. One's seemingly friendly character could be perceived as too friendly by somebody else. The social setting you encounter somebody in also affects what attributions you make to somebody. As one's behavior might be totally different when playing soccer with friends on a Thursday night, than when being home and having to care for the children.

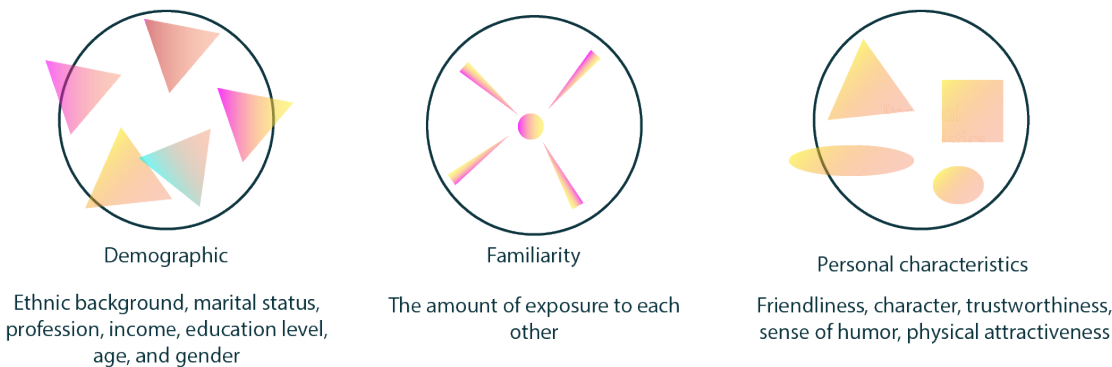
Demographics

Demographic factors like ethnic background, marital status, profession, income, education level, age, gender are more objective and easily visible. You either have them or you don't. People use demographic factors to guess whether someone shares the same values and attitudes.

Familiarity

Familiarity is expressed through the amount of exposure people have to each other. The more chances there are, the more likely interpersonal attraction occurs.

Fig. 8 Three crucial friendship formation factors expressed by Berscheid and Reis (1998)



3.2.2 Cultural influences

Intercultural friendships are not experienced in the same ways as intracultural friends, they differ in their spread, obligation, duration and mutual trust (Kudu, 2003). A study on friendship formation across different cultures adds two extra factors to those described by Berscheid and Reis namely self-disclosure and receptivity.

Self-disclosure

Self-disclosure is needed to form deeper relationships. The level of spoken English for instance determines how well people are able to express themselves and therefore affects the quality of communications. Next to the level of expression, the lack of english skill could result in a change of somebody's behavior by for instance becoming nervous. This then affects the attribution people make to someone's character. Also culture determines the openness of communication, certain topics could become difficult to discuss (Kudu, 2003).

Receptivity of other nationals

As friendships are two folded the receptivity of other nationals is of influence. It seems that people who are interested in cultural experiences, traveling, foreign language and cultures are better at cross-cultural communication and empathizing (Kudu, 2003).

3.2.3 Proxies

As the factors described by Berscheid are intertwined, other friendship researchers have often relied on doing research through proxies (Adams, 1994). Verbrugge (1977) observed that people who encounter each other in their daily rounds are likely to be quite similar. They share the same proxies: places of work, commuter trains, sportschool or institution, (Fig. 9) and therefore probably have the same demographic factor in common so they share economic standing and eventually norms and values. The familiar strange concept by Milgram (1977) however shows that with the vast majority of people who we share our daily rounds with: we simply do not invest enough time in interacting so they remain strangers. So from this pool of people with whom we are sharing proxies with, we then tend to form friends with those we share values and interests.

Fig. 9 Proxies of a student studying at the Tu Delft and living in Rotterdam



### 3.3 Exploring existing social matching systems

Goals and ambitions of newcomers are extremely personal and therefore a one size fits all solution is not feasible. Social matching systems on the other hand are highly adaptive and make use of all skills present in the pool of people. A good matching system allows people to bring something to table and take whatever the user is in need of. Matching systems can be recreational, social or knowledge and network oriented. (Terveen and McDonald, 2005) In the form of speed dating a social matching system could act as a structured way of getting to know a lot of people and find out who is interesting and who is not. A downside of social matching systems is that they do require a lot of diversity to be adaptive and to work resilient.

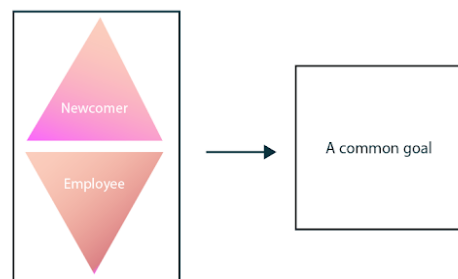
As the concept of matching was not entirely new within the integration sector, we were able to draw on insights from already existing so-called buddy programmes. Friend4friend and Doneer je Netwerk were used as main cases to derive insights from, as both were well documented in the form of literature and we had the ability to interview 4 (ex-)employees. Research on the initiative MDT op Zuid was done through participatory observations and documented in the form of field notes. In the next chapter we discuss the distilled insights from these research activities.

#### 3.3.1 Friend4friend

Friend4friend is one of the many buddy projects in the Netherlands which focuses on making social contact, network expansion, obtaining social support and the improvement of perspective for newcomers. Friend4friend believes that integration is a twofold process, not only must the newcomer adapt to the Netherlands, but his surroundings should have an open attitude as well. Their buddy project matches two strangers to each other and is therefore an artificial imitation of a relationship (Tier, 2015). This is relatively strange as normally, friendships are uniquely voluntary. Whereas relatives are designated by blood or legal ties and neighbors by proximity, friends are selected. Friendship is free without standard rituals, norms or nomenclature to guide the partners (Adams, 1994). These artificial relationships on the other hand are needed as in our segregated society relationships with people who are unlike are uncommon and difficult to develop.

To learn more about the matching process at Friend4friend a interview was held with Mo Bahri one of their coordinators. This interview on succesfull matching ingredients had been supported with literature by Van der Tier (2015) who had studied Friend4friend.

Fig. 10 A common goal could create reciprocity



#### Reciprocity

In their program, friend4friend strives for reciprocity in their matches. Reciprocity is needed as relationships are stronger when they are not one sided. People want to give something back, and above all, be useful. A reciprocal effect seems to increase people's well-being. (Komter, 2003). Reciprocity can be similar when the goods/ services exchanged are identical, but can also be dissimilar when the goods exchanged are different but the value stays the same. Friend4friend responds to both factors through creating a common goal in the relationship namely voluntary work and the exchange of value in the form of knowledge of language/society and the exchange of cultural knowledge. (Fig 10) However on a critical note it is difficult to see how dissimilar reciprocity is equal in value when Newcomers require learning the dutch language and access to the dutch society which are basic needs (Newcomer) and locals get out of their comfort zone. Getting out of your comfort zone to have access to a new culture implicitly states that locals were already in a position of comfort.

#### The spark

Mo Bahri mentioned that when matching, it is key that the spark occurs, matching based on personality traits, interests and personal preferences could really increase chances that this spark occurs. "Newcomer and Local are matched to each other based on similar interests, goals in voluntary work, age, gender and location. Or other similarities that make the first moment of contact easier." (Mo, interview). Matches with the spark in general are more open, have more commitment and therefore also trust which are all beneficial to the relationship formation. (ebby et al, 2007)

#### High frequency of activities

After their match they will get money to undertake something new and fun together. If both feel like there is a good match, the match will be final and they will undertake voluntary work together. The matches should then meet frequently, striving for at least once per month and with a commitment of a year (Tier, 2015). The match gets coaching throughout the program, focussed on personal growth. A few times a month the group undertakes communal activities together with a focus on getting to know each other. At the end the project is concluded with a visit to a theater where newcomers are asked to showcase their dreams. Within the public people search for somebody who could help in fulfilling their dream. The frequency and the amount of activities enable the group to become friends.

#### Clear expectation management

During the interview with Mo from Friend4Friend he mentioned that at times matches do fail. Participants note that it took more time than expected or that it did not meet their expectations. Both participants are there to get something out of the match. If one person is constantly taking the initiative and the other person does not undertake any effort, then the person taking the lead will also quit.

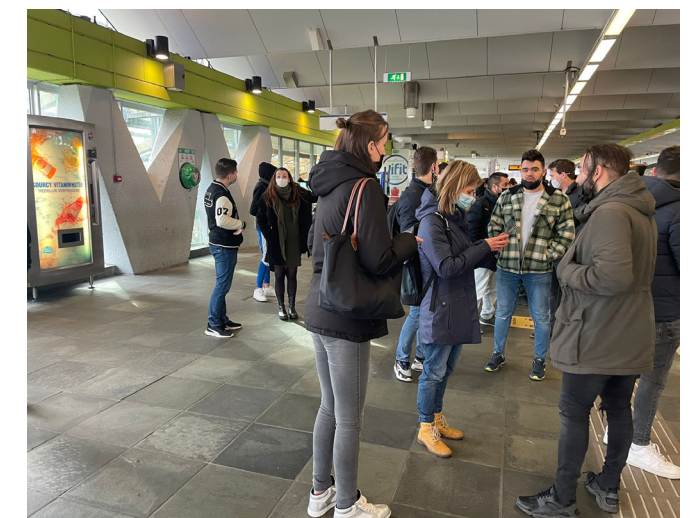
#### 3.3.2 MDT op Zuid, stroll through the city

MDT op Zuid is an organization situated in Rotterdam that guides status holders throughout their development, helps them in setting goals and helps them to fulfill ambitions for them. They do this through offering language courses, organizing sport activities and cultural events, supporting newcomers with homework and organizing game nights.

#### Process

I was invited to join one of MDT's events where newcomers and a group of employees would go for a stroll through the city. The goal of the walk was that employees of the company would empathize with newcomers and that newcomers had a chance to practice their Dutch. During the day I distanced myself from the group and observed and captured all seemingly interesting insights in my field-notebook. When I arrived home, the notes helped me to sketch a thorough outline of the day. An analysis of this day outline helped me to destile the findings discussed below. (Fig. 11)

Fig. 11 Fieldwork, MDT op Zuid, stroll through the city





### **Employees see volunteering as a fun activity, Newcomers as a way to kill time**

Upon arrival the group of employees was already ready, laughing, gossiping about topics work related and waiting for the newcomers to arrive. They saw the activity as something fun and enjoyed not having to spend their day behind a desk. Djawad “mdt employee” called most of them out of their bed and even offered to pick them up with his car. He said to the employees of the company: “I told you this would work better if we had planned it in the evening.” It later became clear that the motive for newcomers to join this walk was to just have fun and kill time during their school holiday.

### **Being matched to a newcomer is new and therefore brings biases.**

I caught one employee stating “I’m curious how they are.” Implicitly stating they were different from them. Also the fact that most newcomers were too late confirmed their assumption, one employee said in a laughing manner.

### **Group behavior predominates**

When all newcomers were present the group went for a walk. The group remained segregated for the first half an hour. Employees stayed with employees and newcomers kept talking with other newcomers about the activity they undertook and were still talking about what happened yesterday when they visited the theater together.

### **A social script kan act as guidelines but should not be childish**

To smoothen getting to know each other, one of the guides handed out conversation cards to one person in the group. She said: “You guys are talkative so I don’t think you will need them.” These cards were never used by the group as seemingly these were awkward to use, so the group remained segregated employees with employees, newcomers with newcomers. Half an hour into the walk this was noticed by the staff, so they decided to match employees with newcomers as duo’s for the rest of the walk. These duo’s remained talking for a while but gradually the group reshaped itself to form the same newcomer, employee groups.

When the group seated itself at a poffertjes store at Blaak, each table had an equal mix of newcomers and employees. Due to the forced time together and being unable to flee from the table the conversation got a bit awkward but at least made us all laugh which resulted in a more eased scenario.

### **Level of language acted as a barrier in creating deeper conversations**

Some newcomers really struggled with the Dutch language and therefore did not feel like talking to dutch people, they seemed to be ashamed to make mistakes. Newcomers who know the language are more talkative and sometimes ask questions back. However for the majority the conversation remained one-sided.

## **3.3.3 Doneer je Network**

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Welcome had been previously involved with an initiative called Doneer je Network. This start-up had the following idea: Can’t somebody with a bigger network in a relevant field donate his or her leads or ties to somebody who does not have this network in this relevant field. To learn more about this initiative, their approach, what succeeded and what were their obstacles. Two ex-employees of Doneer je Network Aisha Ahmed and Simone van Dijk were interviewed to gain insight. I was also able to find extra information in Welcome’s archive which was used to support the interview insights.

Doneer je Network had a good start and the program had the luck to win an Abri campagne, which was enrolled throughout the Netherlands. With the help of this publicity and newspaper articles they created a significant network of network Donors needed to provide a good match. During an intake conversation, newcomers were asked about their wishes and matched to a Donor who could help them in reaching their wishes.

Newcomers were selected on the following criteria:  
A sufficient command of the dutch language  
Finished the integration process

### **Matching based on interest**

When a newcomer fulfilled these criteria and expressed their goals and wishes concretely, the newcomer was matched to their donor based on goals.

### **The spark**

They went for a first meeting together to see whether the magical spark occurred. Afterwards both individuals were asked whether they would want to continue with the match. If both said yes they were buddies from this point on.

### **Not able to make “shadow of the future”**

The ambition of Doneer je Network was that the network donor introduced the newcomer to at least 5 people. “However in reality 80% of all the matches never did so, as they had the idea that their buddy was not job ready yet.” (Aisha, welcome). Reasoning based on literature by Besnick (2000) it could have been that they were not able to make “the shadow of the future” so they didn’t want to risk their network. Donors therefore naturally shifted to a more supporting role and helped the newcomer to create a good CV, a slick Linked-In profile and with the writing of job application letters.

### **Common goal allows for friendship to arise**

In the end the program might have not resulted in 5 links to donors, but the common goal could have helped in the formation of bonds and friendships. Like expressed by Stefan in an interview earlier conducted by Welcome. For him as a donor the experience was an “eyeopener”. He has immense respect for his match Bahlbi who is undertaking so much effort to integrate and make the Netherlands his home. Stefan now acts as an Ambassador in spreading the word and helping explain to dutch people what struggles they encounter.

### **Expectation management**

A second learning from the program was the expectation management. Some newcomers had the feeling that by participating in this program they were able to get a job directly. Whereas this was not really the case but as they arrived with this expectation up for hand, it remained difficult to change it. Also as the amount of hours which somebody should spend on the program were undefined, it was at times difficult for a match when one person felt like he was constantly taking initiative.



3.3.4 De nieuwe verbinders

When interviewing an ex- employee of Doneer je netwerk, the conversation also briefly deviated towards her new project De Nieuwe Verbinders which trains a group of young diverse individuals to lead conversations that carry a lot of friction. Within the program they share personal experiences about discrimination and exclusion and especially touch upon topics that carry a lot of friction.

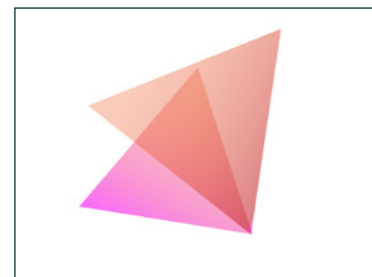
Structure and traditions make people feel part of something

Simone (Interview) noted that through a lot of routines, a fixed and rigid structure, like the weekly mail on friday and moments that required people to come together, people grew closer to each other. Through creating routines people feel part of something. This way the program had exploited group identity to form personal bonds.

Sharing deeply personal stories, allows for stronger bonds

Next to the tight and rigid structure, the program created a lot of space to talk about deeply personal moments, (Fig. 12) at times the conversations carried tensions but being able to share these experiences did allow for the creation of a strong bonding within the group. Like Simone stated in her interview the group still held Christmas dinners together.

Fig. 12 Opening up: Sharing deeply personal stories helps to grow closer to each other



In conclusion

Findings from the field (Friend4friend, Mdt op Zuid, de nieuwe verbinders and Doneer je Netwerk) and literature were combined and acted as input for the creation of our programs framework.

A good first step in the creation of our program was to understand what key ingredients were required for somebody to refer a stranger to an acquaintance. A concept named "shadow of the future" by Besnick (2000) explains that people who are referring or are referred to need to understand past actions to portray this understanding they have in the future. In order to supply employees with this information, a bond should be created between newcomer and employee which would provide the thrust or understanding needed for referencing.

This sense of trust could be created through creating bonds . Research by Berscheid and Reis (1998) describes three interpersonal attraction factors of influence namely (personal characteristics, demographics and familiarity). These factors can be seen as ingredients for friendship formation in an early stage. These interpersonal attraction factors were complemented with two extra intercultural friendship factors found in literature by (Kudu, 2003) namely self-disclosure and receptivity of other nationals.

A big theme not visible in friendship literature but derived from interviews with the program Friend4friend was the use of a common goal to create a strong feeling of reciprocity. This common goal helped to create structure, rituals and traditions which made people feel part of the group and allowed buddies to undertake something together, this insight was shared with findings from De Nieuwe Verbinders. The program should therefor embed a common goal inorder to provoke reciprocity.

Simone from de Nieuwe Verbinders also noted that sharing deeply personal stories, was of influence to the friendship formation in their program . Friend4friend made this less distinct but had a moment in their program where they focussed on expressing wishes for the future. This finding was also found in literature where (Adam, 1994) describes that the closest forms of friendship gradually became more dependent on affection. This led me to conclude that focusing on sharing personal stories would be beneficial at a later stage in the program. (Fig. 14)

Findings in relation to the workshop setup

Demographic factors like ethnic background, marital status, profession, income, education level, age, and gender can be used to act as pre-matchings criteria as these are fixed and visible. You either have them, or you don't.

Personal characteristics on the other hand are harder to grasp and are influenced by the social setting, behavior and culture. We feel that these factors could be best expressed by the participants themselves, in the form of writing down a preference. What normally is truly special about friendship is that it is completely voluntary, you select your own friends. Writing down a preference would imitate the formation of a natural relationship, which is beneficial to the strength of the bonds. (Anita Roodenburg, 2021)

A sense of familiarity could be provoked during the length of the program, by implementing a high frequency of interaction along a broader range of activities. This is especially important in an earlier stage of friendship formation as the closest forms of friendship gradually became more dependent on affection than on the frequency of contact. Both Doneer je Netwerk and Friend4friend mentioned that they therefore match on common interests. Sharing interests will provoke involvement across a broader range of activities which could be of value in a later stage of friendship formation as it will increase the familiarity factor.

Both self-disclosure and receptivity of other nationals could be seen as program requirements. For newcomers the level of language should be sufficient enough, so it will not act as a barrier in reaching deeper conversation levels. Locals could also be selected on receptivity to other nationals, this openness could be conveyed in the branding of the program.

As the closest forms of friendship gradually became more dependent on affection, I feel that sharing personal stories would be beneficial during the program.

Lastly, the workshop should embed a common goal, which would ultimately create a feeling of reciprocity essential for the formation of bonds.

Fig. 13 Distilled factors influencing friendship formation

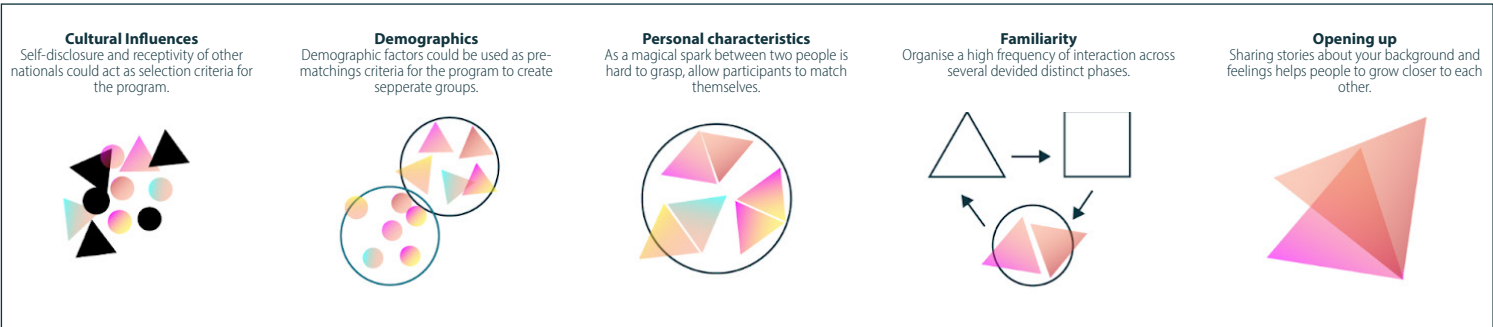
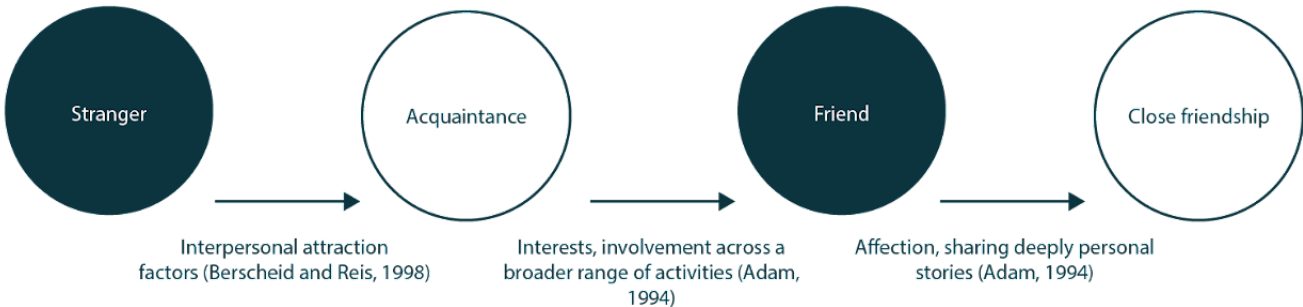


Fig. 14 Developed framework linking literature to friendship stage



## 4. MAPPING NEWCOMER NEEDS

As described in the initial project goal the workshop focuses on fulfilling certain wishes and goals by newcomers through being linked by a so-called connector. However at the start of this project these goals, expectations, priorities and wishes by newcomers were undefined yet. This chapter aims to make the goals, expectations, obstacles, barriers, priorities and wishes of newcomers visible. Research activities like interviews, spending a day with a newcomer and participatory observations in the context, helped me to derive the qualitative insights needed to map newcomers' needs.

Not only did these research activities help to gather insights but it also helped me as a designer to emphasize with the target group. I believe this emphasizing process was a crucial part in my project as it helped to make insights tangible as I was able to place them in their context. This would have never been possible when gathering insights solely from literature. As I build this network of newcomers early on in the process this also provided me with a backbone when organizing pilots at a later stage.

### 4.1 Research methods

Fig. 15 Refugee Team future visioning, workshop



Fig. 16 Image used on the Welcome app, to attract newcomers for interviews



To derive factors that showed latent needs and wishes of newcomers the following activities were conducted.

#### Observations

I joined the crew of Refugee Team for a day and was present at their future visioning workshop. (Fig. 15) The goal of this workshop was to invite newcomers to already start thinking about their goals in the Netherlands. The newcomers present at the AZC had an approved refugee status but were still waiting for a house. This period of waiting could take up to two years as in '2022' whilst writing this report the Netherlands is dealing with a housing crisis. During the workshop I participated as a crew member, observed and made sure that at the end of the day all impressions were captured in the form of fieldnotes.

Another AZC in Valkenburg refused to cooperate in both observations and interviews as these were: "too time consuming." In a later stage I found that this time consuming factor probably wasn't the reason they refused to cooperate. The COA is protective by nature and aims to stop refugees from getting in contact with dutch citizens. AZC locations are hosted in locations often far away from life as they aim to create the least possible attachment to the dutch country.

#### In-depth interviews

Next to my field notes I hosted 5 in-depth interviews with (Dwi, Mohammed (Fig. 18), Muhammed, Ava, Ahran) who had been in the Netherlands for 6 months or longer. The interviews were about their past, barriers they faced when acculturating in the Netherlands and their ambitions in the future. Laddering techniques (Reynolds & Gutman, 2001), were used to reveal latent needs and wishes. Next to the in-depth structured phase the interviewee left room for an unstructured phase, to touch on topics which were not expected on forehand. All interviewees were arranged with the help of the Welcome app. Here I posted an activity that invited newcomers to share the barriers and opportunities they faced when settling in the Netherlands (Fig. 16) These interviews of length varying from 45 to 1,5 hours were recorded through Zoom and later transcribed to act as factors of influence during the clustering phase.

#### A day in the life

Next to interviewing I searched for ways to get first hand experiences and therefore joined Ahran (31yo) in a day in his life. (Fig. 17) During the day we had casual conversations and touched upon difficulties he faced and wishes he had in the future. The insights of these conversations were later captured in the form of field notes which also acted as insights for the clustering phase.

Fig. 17 Supreme hospitality during an interview, resulted in an invitation for dinner

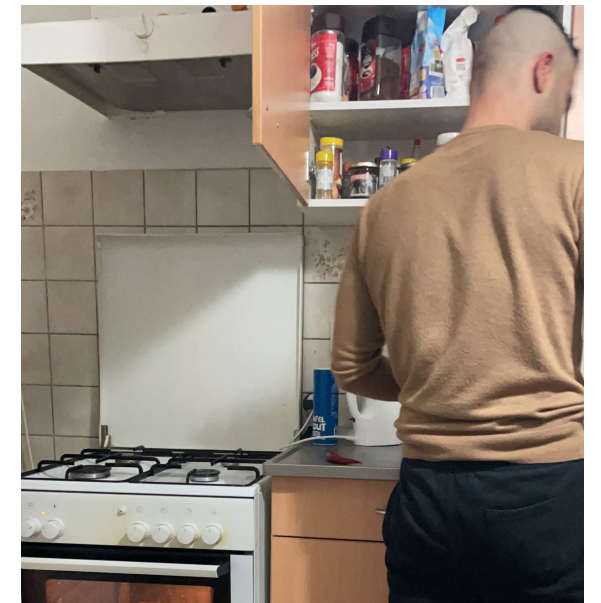


Fig. 18 Snippet from skype interview Mohammed





4.2  
From insight to driving forces

Fig. 19 Clustering Insights derived from Interview



The main insights from the fieldnotes and (expert) interviews were transcribed, distilled and clustered iteratively into themes. (Fig. 19) As these themes were still relatively specific they were mapped in relation to each other to form driving forces.(Fig. 20) These driving forces were used as a foundation to frame the goal of this project, but can be read on their own in order to get a good view on the challenges and opportunities newcomers face. Quotes and statements from the expert interviews, user interviews and literature are stated to support these driving forces.

The insight and themes can be found in (App, A), whereas the driving forces are discussed in detail in the next subchapter.

Collage Making

Each driving force has been supported by a handmade collage, which had been made from magazines bought in the thriftstore. I made the collages simultaneously while writing the text so the process of collage making helped me to iteratively explore what I wanted to convey in the driving force. On the other hand it helps the reader in visualizing and emphasizing with the domain. Collages help in structuring, developing, analyzing and presenting visual issues that are difficult to express in words. (Wormgoor, 2018)

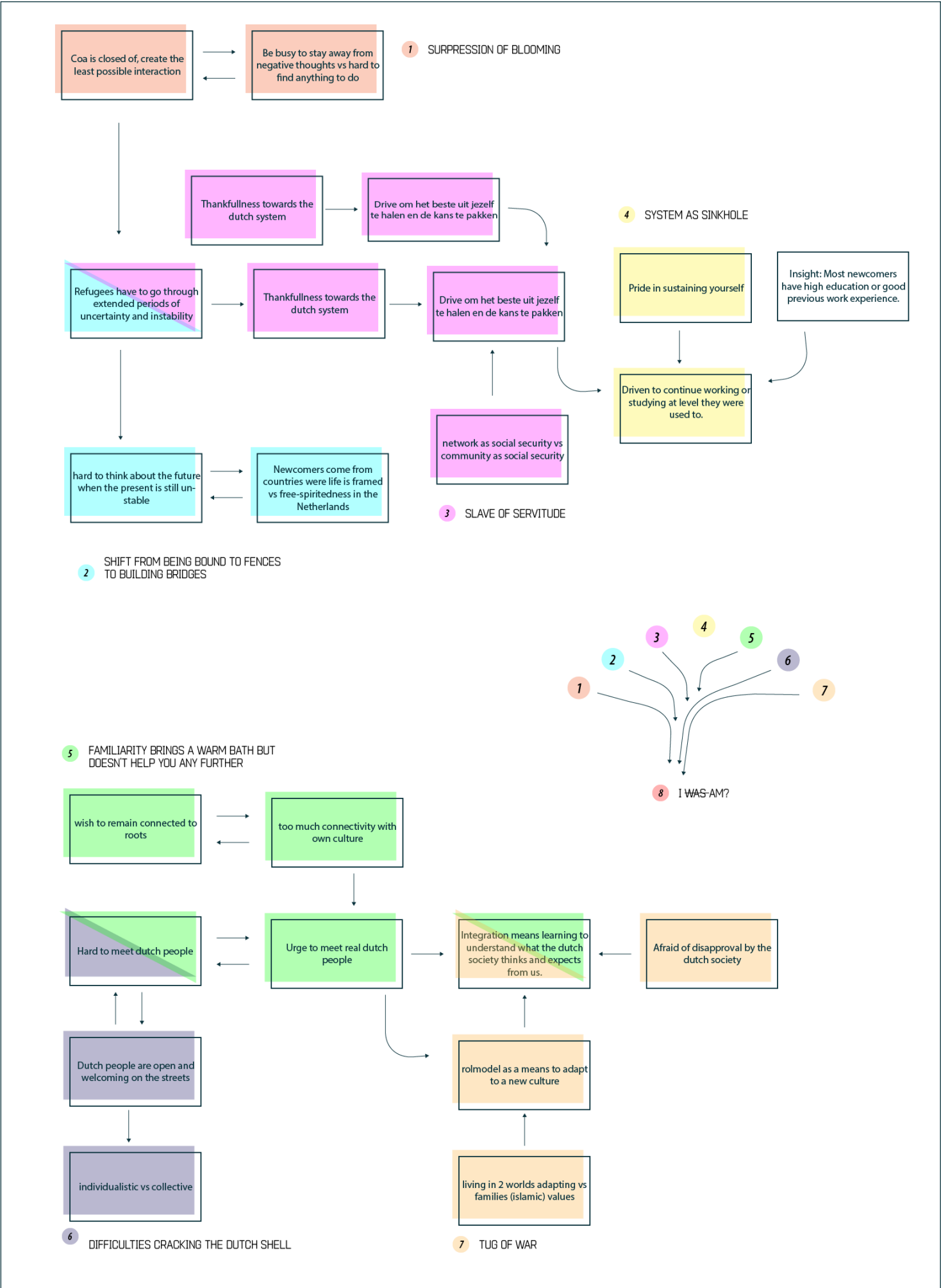


Fig. 20 Themes derived from clusters



# SUPPRESSION OF BLOOMING

*Coa is closed of create the least possible interaction  
Be busy to stay away from negative thoughts vs hard to find anything to do*

In the first stage, when newcomers arrive at the AZC newcomers express that they are suppressed by the COA in the activities they want to undertake. They have the drive to be busy and be of constructive value to the Netherlands but are limited in their interaction space. Most newcomers already start with learning the dutch language and have their mind on the future. Mohammed for instance *"has been grabbing every opportunity to work and learn and help me achieve my ambitions in a very challenging new work environment."* Coa does allow newcomers to undertake voluntary work, but takes 75% of the money newcomers get for volunteering. Ava mentioned that *it was hard for her to undertake voluntary work as she lacked the financial means to go away from the AZC to find anything. Newcomers have limited ability to undertake volunteering work due to peripheral matters such as having no chance to open a bank account, the lack of money to fund traveling.* (Muhammed) Refugee's on the other hand express the need to keep undertaking activities as this allows their mind to stay away from negative thoughts. Where they are wondering if they shouldn't have stayed in their own country. Ava expressed *"that her mind sometimes goes to dark spaces, where she feels depressed."*

"I WOULD HAVE WORKED ANYTHING AS LONG  
AS IT KEEPS ME BUSY AND DISTRACTED  
FROM MY OWN THOUGHTS."

**Mohammed**





# SHIFT FROM BEING BOUND TO FENCES TO BUILDING BRIDGES

*Newcomers come from countries where life is framed vs. paving your own path  
Hard to think about the future when the present is still unstable  
Refugees have to go through extended periods of uncertainty/instability*

Most Arabic newcomers come from countries where life is framed: "A partner gets chosen for you, your job is most probably in line with what your father did and you know that your children will be there for you when you are unable to work anymore". In the Netherlands you have to pave your own path, have goals and work towards something. This ability to be able to think about the future is luxurious but it has two conditions: It requires the mindset to be future orientated and the present situation to be stable and secure, whereas this is often not yet the case. An example of this occurred during an event 'Doneer je netwerk', where a network donor and a newcomer got into a conflict. The local kept asking what would you really want to do, what is your ultimate goal? And the newcomer kept expressing that it did not matter to her whether she would become a cleaning lady or something else, as long as it was a job so she could get her husband to The Netherlands. Questions like this really made her upset and irritated her. (Expert Aisha)

A column in the podcast in my backyard also clearly expresses the struggle of dating and freedom: "Meiden uit Syrië zijn net zo mooi als Nederlandse meisjes. Het probleem is dan ook niet het meisje maar dat je de hele familie erbij krijgt, iedereen om haar heen. Bovendien is de verkeringsstijd erg kort en je mag je haar alleen zien met familie erbij. Soms spraken we stiekem af maar hierin waren we nerveus of we wel of niet werden gezien of misschien wel een verre kennis. Ze zouden het hoogstwaarschijnlijk vertellen aan een van onze ouders. In nederland is alles anders, je zou zelfs in nederland een kind aan kunnen geven zonder dat je getrouwd bent. Waarschijnlijk feliciteert de desbetreffende ambtenaar je ook nog, in syrië zou je weggestuurd worden als je als ongetrouwde vader of moeder je kind komt inschrijven. Het heeft veel voordelen al die vrijheden, je kan bijvoorbeeld al eens samen met elkaar op vakantie, toch vind ik al die vrijheden wel erg spannend. Het betekent dat je zomaar van je vrouw kan scheiden, ik zie mezelf al zitten zoals ik er in nederland al veel heb zien zitten. Alleen voor de tv, beetje zagen, mijn hond naast me op de grond, kinderen die maar een keer per maand langskomen, dat beeld maakt me somber. Weinig keuzevrijheid in syrië is niet fijn, maar je weet wel dat je voor elkaar zorgt tot het eind. In nederland kan je van alles kiezen maar zekerheid ontbreekt. Wat is beter ik weet het niet?"

"TOCH VIND IK AL DIE VRIJHEDEN WEL ERG SPANNEND"

**Podcast: In my Backyard**





SLAVE OF SERVITUDE

*Refugees have to through extended periods of uncertainty/instability*  
*Thankfulness towards the dutch system*  
*Drive om het beste uit jezelf te halen en de kans te pakken*  
*Network as social security vs community as social security*

Newcomers have to go through extended periods of uncertainty in the AZC, where they are constantly being worried about possible denial like Ava expressed: As what I'm seeing around me,, it's gonna be a bit hard, you know, because I'm seeing persons with refusal and their cases are not accepted. Yeah. So um, I think it's gonna be hard. But it's worth you know, finally, it was staying and waiting and fighting for it. So when a status finally gets assigned newcomers express a sense of grace and blessing towards the dutch society and again feel the drive to make themself count. Like distilled from an interview with Muhammed: "I found the Netherlands is a very beautiful country to settle in. And I found yes many features in Netherlands here by Yes, you know, a nice treatment with the governments and people here in Netherland, you know, not like other European countries." They do not only feel the obligation to make themselves count towards the Netherlands but also towards their families who have often funded newcomers for their trip to the Netherlands.

Distancing yourself from obligations towards your family seems uncommon in Arabic countries as families and neighborhoods are highly intertwined in your own life, you live for someone else and can not let your parents feel down. Ahran explained to me "Lets say if his mother would have called and she would have lived in Rotterdam, he would have to go there no matter what. Family is the most important thing and also the insurance for later. In a system which provides you with safety and even kinderbijslag he did not understand how people did not have 8-10 children. As family equals social life and insurance. The added pressure of doing well in the new society is in conflict with the instability/insecurity newcomers are still facing in the now/future. This pressure could be too much which could result in an emotional breakdown. Like what happened to Ahran as well: "During the 1,5 year in azc he felt the urge to learn english as quickly as possible in order to be able to start studying at the TU Delft and continue his studies on geo sciences. As university was in his own language he did not speak english at all. During his period in the azc he managed to pick up english. But as the azc waiting period took too long it was not possible for him to apply for a study in the netherlands, he succeeded at the age of 30 and therefore did not qualify for a duo Loan. This setback caused a lot of emotional instability and resulted in lots of drinking and smoking. During the setback he felt like the intense studying period where he practiced English was useless as he had rather should have put his effort into learning dutch."



"FAMILY IS THE MOST IMPORTANT THING AND ALSO THE INSURANCE FOR LAT"

Ahran



# THE SYSTEM AS SINKHOLE

*Refugees have to through extended periods of uncertainty/instability*

*Pride in sustaining yourself*

*Motivated to continue old level of study*

*Most newcomers had some sort of high education or good previous work experience*

Most newcomers have had a high degree of education in their own country, and have had previous work experience. Before they came to the Netherlands, they were somebody and something. Like for instance Ahmad who was “the number 1 weight lifting champion of Syria and had finished a degree in geosciences.” or Muhammed who already finished Data sciences and aimed to continue with his masters in Eindhoven. However, the systems and organizations they face create and take away many barriers that newcomers face, through which they create a dependency. The number of obstacles newcomers face in their new society (difficulty to learn a new language, hard to make new friends, troubles in finding work that fits.) results in them becoming largely dependent on these institutions, organizations and individuals, who determine their path. Whether this is in domain work like where Ahmad had the ambition “to work somewhere in his own field, but this was made difficult for papers which might not be corresponding,” or in the process of “finding a suitable house” (Muhammed), being the right age to be approved for a study (Ahmad).

Being helped the whole time is in conflict with the sense of pride and the desire to be self-sustaining.. Like Mohammed stated “I have mixed feelings about getting social housing. I want to prove that he is self-sustainable and does not need anything from the government.” This quote also carried the nuance of aiming to be free from judgment by the dutch society.

This phenomenon I also witnessed at the workshop hosted by Refugee Academy where newcomers were treated in a way that would take away any form or sense of pride. The mentor talked slowly in the dutch language and enacted a lot. “Nu jullie wachten op een huis een huis wordt met handen afgebeeld, gaan wij samen nadenken over jullie toekomst”. **This together with childish icebreaker games like “commando pinkelen” made the whole scene look like we were in kindergarten.**

When in the car back I brought this finding to the attention of two Welcome employees (ex-newcomers who lived in the Netherlands for 10 years) and both laughed and stated that this was the case across all AZC's. When working in AZC's people tend to forget that most people are full grown adults and should be treated this way.

NU JULLIE WACHTEN OP EEN HUIS  
“EEN HUIS WORDT MET HANDEN  
AFGEBEELD,” GAAN WIJ SAMEN  
NADENKEN OVER JULLIE TOEKOMST”.

**Employee, Refugee Team**





FAMILIARITY MAKES ME FEEL AT EASE BUT  
DOESN'T HELP ME FURTHER

*Wish to remain connected to roots*  
*Too much connectivity with own culture*  
*Urge to meet real dutch people*  
*Hard to meet dutch people*

Already in the AZC nationalities start to cluster together and form friendships (own observation), similar culture's share similar norms and values they therefore tend to understand each other easily. Sharing cultures also allows the sharing of rituals and reminiscence of the past that provoke a feeling of home, togetherness and above all a sense of security. Like Ava noted in her interview: "We were walking in the Hague and we saw restaurants, bars and things and there were some Arabic restaurants as well. And did you like the fact that there are Arabic restaurants? Yeah, I think, maybe I can work here someday or something."

However, a feeling of security does not behave constructively in the future. Contact with dutch people is needed to learn and understand how the dutch society thinks and expects newcomers to behave. Getting in contact with true dutch people however remains difficult as people in society housing for the majority have an immigration background. (Cbs, 2021) Friendship literature already showed that the neighborhood people live in has a major impact on the amount of friendship opportunities, namely proxies people have to get in contact with Dutch people. During a meeting with Ahran he mentioned that he had trouble meeting real dutch people to practice the dutch language with and had the idea that nobody in Rotterdam West was dutch. Also he noted that dutch people always had a goal in mind and were always in a hurry which made it hard to naturally start a conversation.

Also Mohammed noted that his neighborhood is too diverse. "I see many nationalities but none of them are Dutch. As I walk up to my flat, I notice different cultures. I haven't met them yet but I can tell the first floor is Moroccan because of the curtains and white lights, the second floor is Eritrean because of the smell of their pancake breakfast, the third floor Indians because of the decoration on the door."

It was noted that working in a professional setting would increase the amount of proxies with Dutch people, as then you are forced to interact with people. Which would help in understanding the culture a little bit more and providing an opportunity in forming friendships.



I HAVE TROUBLE MEETING REAL DUTCH PEOPLE  
TO PRACTICE THE DUTCH LANGUAGE WITH AND  
HAVE THE IDEA THAT NOBODY IN ROTTERDAM  
WEST IS DUTCH.

Ahran



## DIFFICULTIES CRACKING THE DUTCH SHELL

*Dutch people are open and welcoming on the streets  
Hard to meet dutch people  
individualistic vs collective*

When newcomers arrive in the Netherlands for the first time, newcomers tend to see Dutch people as open and liberal, which is sometimes even the reason why the Netherlands is chosen to be their new country to settle in. Like Ava did: "Because Netherlands, how we say it, is the country for LGBT rights, and I'm a part of the LGBT community. Okay. And therefore, decided to come here. Yeah."

Newcomers express that upon arrival dutch people are seemingly open and friendly. Several interviewees Dwi, muhammad, mohammed and Ava stated that they genuinely enjoyed the fact that everybody smiled to each other on the streets. Dwi: "Dutch people, they're very peaceful people. You know, like, they don't really care how you look like they respond positively to you. That's my experience. Yeah. And I don't know if they are aware of what happened in the past, but I think not people will be racist towards me."

However, in the long run this openness is seen as shallow as interaction doesn't go beyond hi and smiling on the streets. The way dutch people deal with each other is different than in for instance Arab countries where, like Muhammed said, people are more linked with each other. 'You visit each other a lot and this might have to do with the closeness of families. If you get a new friend, you instantly find yourself getting in contact with their families. But here in the Netherlands there is a little bit of difference, all the people here are not very linked to each other. So it is not very easy to get into other people's lives.'

Friendships in the Netherlands don't form as naturally as in their home countries, but require a more active approach. But when dutch friends do form they stay really close to each like Mohammed experienced that Dutch people have around 4 good friends from childhood and stayed loyal to these friends. This was different from, for instance, India where Mohammed studied for his Phd where everybody is open and welcoming and living on the streets. Dwi also wished that she could have gone back to school. As she feels like younger people are more open for friendship. The younger generation especially.

The mindset linkage between people can be felt when in conversation with Newcomers. Ahran offered me a place to crash during our first meeting. The table was full of goodies like dades, walnuts, stroopwafels, coffee and cigarettes. At the AZC one of the people in the group insisted that he wanted to cook for us and 2 hours later brought a plate full of warm food and was happy he could share some things with us. Like Muhammed said, people are generous and they will never let you go empty handed, this is in their culture and DNA. This linkage is with everybody, not just family.



"I WOULD HAVE WORKED ANYTHING AS LONG  
AS IT KEEPS ME BUSY AND DISTRACTED  
FROM MY OWN THOUGHTS."

**Mohammed**



# THE TUG-OF-WAR

*Living in 2 worlds adapting vs families (islamic) values*

*Role Model as a means to adapt to a new culture*

*Integration means learning to understand what the dutch society thinks and expects from us.*

Newcomers are adapting to the dutch norms and values but will always be questioned by family in their own country. When newcomers come to the Netherlands they start to acculturate. Newcomers start to learn how the dutch society expects them to behave and adjust in a way that feels comfortable/natural to them. Like Dwi stated: "I think you just have to keep an open mind. And you should see, you know, if something were to happen to you that you find strange, you should see it as if you are an alien. Don't think of it as you are a person with a set of values already, because then you will judge the situation. But if you're an alien, then you have to be neutral to that situation. And you have to process it a bit longer. So think about it, don't react." As all old norms and values are linked to their sense of identity, the newly introduced dutch norms and values result in a period of identity loss. Some newcomers express that looking at other Arab people who have lived in the Netherlands for a longer period of time act as their role model as they have already found a nice middle ground, in maintaining family values and adapting dutch values to make life easier. Muhammad; "You know, I found there is a lot of diversity the people here. So, you know, this diversity I think that you know, I came here and I found people from from Arab origins, there are a lot here. So, I think that will make it easy going to this new culture and you know, to be just like not shocked." On the other hand this need for a role model could also be dutch person to whom you are close like Mohammed stated about his host in takecarebnb: "We were a good match as we had similar interests and were both up for for a philosophical conversation and reaching deeper layers of conversation. Because of him I'm involved in participating in Groenlinks, what refugees would ever know about GroenLinks hahaha" "I find myself wondering what Robert will do in this situation without even realizing it."

Like expressed earlier newcomers have lived a life where they were tightly intertwined with their family and therefore still maintain strong connections with their homeland. The mom of Ahmad for instance called 2 times a day which he had to reply otherwise she would become worried. He stated that: " Adopting and doing things that would have never been allowed in my own culture would result in questions by my mother and I therefore sometimes chose to hide things and don't tell her." This inner conflict of shifting in values but not being able to tell your own family about certain activities you undertake while insecure yourself is expressed as being difficult. Activities expressed could be about dating a girl, going to a bar/cub, drinking a beer with friends or not wearing a hijab. Newcomers are living in 2 worlds where both countries are pulling.



ADOPTING.....WILL RESULT IN QUESTIONS BY MY MOTHER AND I THEREFORE SOMETIMES CHOSE TO HIDE THINGS AND DON'T TELL HER.

Ahran



# I WAS AM?

*Access to dutch networks is needed  
Treated equally  
Personal growth  
High motivation and pressure to succeed*

*Themes when described separately like in the chapters above, seem to be separate forces of influence on the integration process. The reality however is that these themes affect each other and pile up.*

Newcomers had a feeling of belonging within their home country, they were somebody with a set of skills and a role within their society. However, as papers and documents are not approved within the Netherlands newcomers stand for a turning point in the career where they have to start over. Suddenly they are facing new career choices and are stimulated by the dutch society to work in a field they have true aspirations for. As choice in their home country was limited and for example: "A state exam determined if and what you are going to study" reasoning based on personal qualities is a fairly new concept to them.

Questions regarding this concept by customer managers of the city council therefore remain difficult to answer. This results in difficulties during the job search as newcomers look for jobs within their previously acquired skill range but they are never hired due to non-corresponding papers.

In order to find a role within society, live up to the expectations of their parents and the Netherlands, newcomers see finding a job as the one and only means to solve their problems. They believe the job would result in access to dutch networks, learning the language and gaining an understanding of cultural differences while providing them with the means to provide for themselves and their own parents. When this job on their own level isn't found this affects their dignity. In Middle-eastern countries jobs carry a specific social status. It feels degrading to start working at a certain job. (Aghyad, Consultech) Here there is a paradox: to learn the language better work is needed, but to find work a sufficient language level is required.

Whereas it could also be possible to reverse this process, live life, meet people, learn the language and cultural differences and therefore create more opportunities to find work. This often does not happen as the problems in the now have too much impact: which results in a newcomer getting exhausted by the job search, the increasing pressure which results in a negative effect on their dignity.

A few interviewees mentioned that due to being treated differently during the whole integration process this has resulted in a damaged self-esteem. Mohammed noted that where he normally would easily meet others, he had the feeling this asylum procedure impacted the way others judged him. From the point he told people he was a refugee the conversation he had the feeling that the conversation could not be stirred into a new direction and it was hard to deviate from the topic. Also Ameer hated the fact that people were constantly trying to act and be different when they were with him. He got "the different treatment", but for him this resulted in an inner feeling of anger that worked against him. Through skateboarding he found a medium to just be him and he was judged equally within this group of friends.



'I GOT TIRED OF THE DIFFERENT TREATMENT'



## 4.4 An overview

To convey the way clusters are intertwined a fictional story based on captured insights was created. The storyline will help to see the integration process as a coherent whole and emphasize with the newcomer.

When Mo arrives in Ter Apel he is full of energy and has inner motivation to start over and rebuild life. However in the AZC this inner drive and motivation to do something is suppressed for his whole period of stay, due to being withheld from dutch society.

The first weeks nevertheless he is in a good mood, happy he has finally reached his destination. But in spite of his good mood a few weeks later while playing football a wave of uncertainty washes over him as a friend he has made in the AZC is being deported. Simultaneously his mind keeps flirting with the past, mental issues start to pop up as boredom dwelms him. On news sites and in whatsapp groups Mo gets to hear that the war is coming closer to the city where his parents live. This makes him wonder: "Shouldn't I have stayed with my family?" But he convinces himself: "It's worth staying here and fighting for my freedom."

1 year in: He finally gets the letter for which he has been waiting a long time. He carefully opens the letter and it reads "You are able to stay in the Netherlands." Finally!, a change of scenery away from the AZC, life can start!

However, life didn't start, the municipality has been looking for a suitable house for 6 months. But here it is "the Big City of Rotterdam." In his neighborhood he sees mostly arabs, which he likes as familiarity brings a warm bath, the bakery next door has the cookies your mom always made for you.

Three weeks have passed and the neighbors still haven't welcomed me? Mo bought stroopwafels and dades just for when the moment would occur.

Three months later and he still has not made any friends, Ahjid from the AZC lives in Nijmegen which is expensive to visit and Mohammed in a place called Putten. Mo wonders: "Where do I meet true dutch people? The tutors at the language school are nice, but they are always busy. Why is everybody in the Netherlands so rushed? You tell yourself you should meet dutch people, this would help you in improving your Dutch skills and maybe they are able to tell you how certain things work around here.

8 Months of having your own house: Mo realizes he has been adopting and drank a beer at a bar with this girl he met on Tinder. Mo would never tell his mom, this is completely not in line with the family values. Fortunately he has been able to send some money to his country as a way of showing servitude.

12 Months in and Mo is still speaking with the assigned mentor from the city council. They have been looking for work in a relevant field namely geo-engineering but due to non corresponding papers this makes it hard. In the AZC he has had his mind on reschooling but as his stay within the AZC was too long, he exceeded the age for which he qualifies for a duo loan, 30 years and 2 months old... Stupid rules... Companies don't dare to take the risk on him, even though sometimes showing willingness.

2,5 years of doing nothing, resulted in a lack of drive and the feeling of identity loss and a huge dependency on the system, uncertainty and constantly being helped by others. Who I was I know, Mo the number one weight lifting champion of Syria, with a geo-science degree. Who I am now, is unclear.



Fig. 21 Collage by JAMES GALLAGHER, expressing the need to be visible.



# PHASE 2

## DEFINE

Whereas the previous chapter aimed to create a good contextual understanding of the integration process, the aquanting process and the challenges newcomers experience. This chapter zooms out and distills the most relevant insight from each domain inorder to form design principles. These design principles then act as input for the formulation of my design goal but will also act as my examination criteria for the rest of the project.

# 5. DEFINING THE GOAL

## 5.1 Deriving design principles

### 5.1.1 Newcomer needs

#### 1. Wish to be treated equally

During the integration process newcomers lose their sense of autonomy as they have been unable to provide for themselves for a longer period of time. Some staff have the tendency to treat newcomers as children, this tires newcomers and leaves scars on their self-esteem. As this treatment is ongoing for an extensive period there is growing uncertainty about whom they are. This manifests itself in a strong wish to partake, blend in and be treated equally, both by the dutch society and the culture of origin. Struggling to get rid of the newcomers' stigma they have been attributed.

DP1: Treat newcomers equally and create room to express autonomie, I am more than a refugee

#### 2. Access to dutch networks is required

Newcomers realize that a network limited to their own culture is insufficient to create adequate opportunities, learn the language, culture and find their way within the system. Even though locals and newcomers share the same physical space we live alongside each other, we don't share the same cafe's, grocery shops, language and religious buildings, our so-called proxies (Verbrugge,1977 ) don't overlap which makes it difficult to meet dutch people. People from middle eastern countries perceive dutch people as "superficially welcome" as their culture has the tendency to accept people in their social circle way quicker than a dutch person would do. Research showed that a bond is stronger when the relationship is in balance. A way to strive for this equality is through creating a mutual goal and striving for reciprocity.

DP2 : Create artificial opportunities for Locals to meet Dutch people

#### 3. Personal development has to be supported

Newcomers were somebody with a set of skills and a role within their society. However, as papers and documents are not approved within the Netherlands newcomers stand for a turning point in the career where they have to start over. Suddenly they are facing new career choices and are stimulated by the dutch society to work in a field they have true aspirations for. As choice in their home country was limited and for example: "A state exam determined if and what you are going to study" reasoning based on personal qualities is a fairly new concept to them.

A shift in mindset has to be made moving from reasoning based on skill to orientation based on personal qualities (soft skills). A new road has to be paved and created. This freedom is uncommon to arabic cultures where life is more framed. Freedom to choose your own path requires strong reflection skills and self confidence, which is hard when the future is still uncertain. Dutch citizens also face uncertainties in the future but have certainty in the present and feel good about themselves, which makes the uncertainty of the future bearable.

DP3: Personal development has to be supported. "We hebben de sleutels nodig tot dit land, geef ons de sleutels" (Welcome RD, 2021)

#### 4. High motivation caused by pressure to succeed

During my interviews it became clear that newcomers were highly motivated and were driven by their sense of pride. They wanted to provide for their families and partake within society. However, set-backs like constantly not being hired due to an insufficient mastering of the dutch language and un-corresponding papers could cause this motivation to turn into pressure and a damaged self esteem.

DP4: Make this willingness to contribute visible to the dutch society.

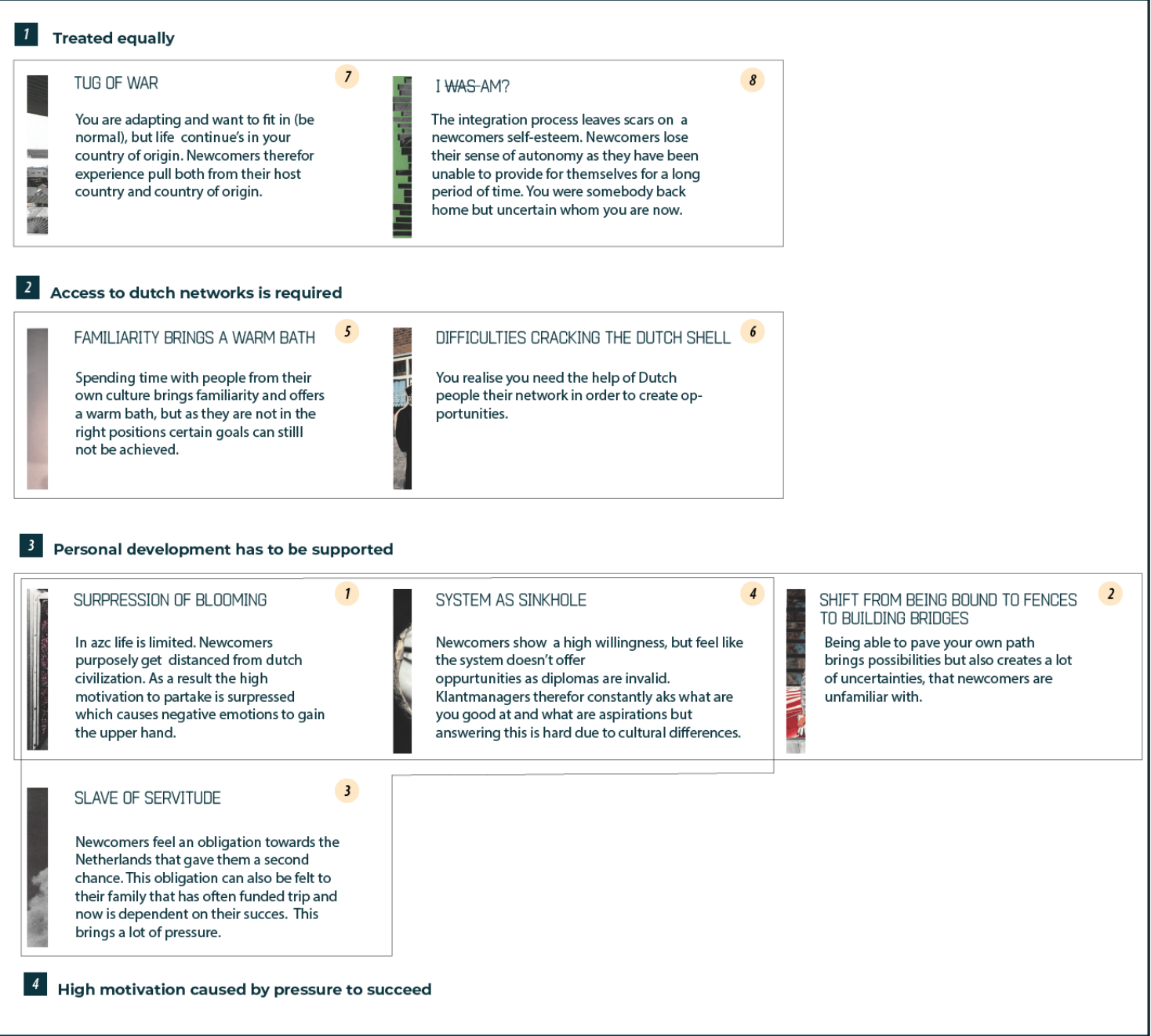


Fig. 22 Clusterering Driving forces to form Design Principles

### 5.1.2 Building Relationships

The project brief stated the assumption that we could train locals to be active connectors in matching newcomers to a group of locals.

However, during the exploratory phase studying friendship literature, I realized that “training locals” would mean increasing their willingness to refer so that their cooperative behavior is stimulated. The concept “shadow of the future” notes that when referring to people, we need to have an understanding of the past in order to portray this understanding on the future. (Resnick et al, 2000)

Through offering the Local an understanding of the Newcomers’ past, the willingness of locals to refer to their network could be increased. Terveen (2005) found that the chances of embracing somebody new in a group increases when the person introducing the new person partakes within the group themselves. The person introducing will be the access to information and resources needed to provide the group a mandatory sense of trust, a similar concept to what is discussed earlier in the concept ‘shadow of the future’. This sense of trust does not necessarily have to be provided by a person but could also be provoked through partaking in a mutual organizational affiliation like for instance a football club. (McKnight et al., 1998) Here we are exploiting group identity to form personal bonds.

*DP5: The design should acquaint locals with newcomers, to a level that they feel comfortable in introducing them to their own network.*

### 5.1.3 Business development

The main reason for starting this research project was that the business development team of Welcome saw potential in hosting corporate programs together with newcomers. Big firms such as ABN Amro bank and Coca-cola had already shown interest as they saw it as a good means to increase their MVO, SCR and social return objectives. This could provide the company with a sustainable source of income, while supporting newcomers in fulfilling their needs.

*DP6: The means through which impact can be achieved is limited to a **workshop format**.*

### 5.1.4 Hosting matching workshops

After analyzing and partaking in the MDT workshop I realized that employees saw their act as a good deed and something fun. They did not have to spend their day behind a desk but instead could chatter, talk and make themselves useful. However as there was no social script the group remained separated and there was not enough interaction between locals and newcomers. Roles had to be assigned to tackle shyness and stimulate an open attitude. This social script and/or role could be created through creating a common goal, like Friend4Friend does within their program. This common goal will also result in a feeling of equality as people as both participants are able to contribute.

*DP7: The session should spark a feeling of joy and create a lighthearted ambiance*

*DP8: A social script should be created that guides the interaction.*

*DP9: A common goal should be created in order to strive for reciprocity.*

### 5.1.5 Personal vision

Fig. 23 One of the many tea houses in Rotterdam



While conducting research for this project I became more aware of my own neighborhood “Rotterdam West”. Like in many parts of Rotterdam it is a diverse area where lots of different nationalities live together. Even though I had been sharing the same physical space the new contacts that I acquired remained limited to the targeted spaces I visited. For the young urban professionals this means going to the Albert Heijn and drinking a beer at a gentrified café “Steyn”, (Fig. 24) all afro surinam people meet at the “Sunshine bar” and people from the arabic nationality shop at “Tanger markt” and spend their freetime playing games in one of the many teahouses. (Fig. 23)

Dutch people are aware of some of the obstacles newcomers face, however as they do not encounter these problems in their daily rounds, thus they don’t act on it. Therefore, I feel spaces should be created to support migrants to engage with Dutch citizens and vice versa. Promoting interaction will help to create a better mutual understanding and help find mutualities that make emphasizing easier.

*DP10: The design should promote interaction between migrants and locals, in pursuance to create a greater mutual understanding.*

Fig. 24 Urban Professionals meeting at Cafe Steijn





## 5.2 Reshaping design goal

### 5.2.1 Reframing the project goal

The initial project goal was viewed with a critical lense, to see whether it was still relevant and viable with the new knowledge acquired.

#### Old project goal

THIS GRADUATION PROJECT AIMS TO DESIGN A NEW TOOL OR METHOD THAT TRAINS LOCALS TO BE ACTIVE CONNECTORS IN MATCHING NEWCOMERS AND GROUPS OF LOCALS IN A LONG LASTING AND EQUAL WAY.

It was decided that the project's goal, to pursue matching locals to newcomers, as providing them with access to dutch networks, is still relevant. Meeting dutch people will make it easier to learn the language, pursue a career and familiarize with the new norms. However, during the research phase it was found that there is not such a thing as the training of locals. Locals should feel acquainted with newcomers to a level that they feel comfortable to refer them to their network.

These finding resulted in the following reframed project goal.

#### Reframed Project goal

THIS GRADUATION PROJECT AIMS TO DESIGN A NEW TOOL OR METHOD THAT ACQUAINTS GROUPS OF NEWCOMERS AND LOCALS IN A LONG LASTING AND EQUAL WAY.

### 5.2.2 Formulating a design statement

Through formulating a design statement I aim at bundling all previously gathered insights and developing a concrete start for the concept development. The list of design principles acted as input for the phrasing of this final design statement. It states more specifically 'who' should initiate the interaction and how this interaction should be approached.

#### List of design principles

- DP1: Treat newcomers equally and create room to express autonomie.
- DP2 : Create artificial opportunities for Locals to meet Dutch people.
- DP3: The design should stimulate personal growth.
- DP4: Make this willingness to contribute visible to the dutch society.
- DP5: The design should acquaint locals with newcomers, to a level that they feel comfortable in introducing them to their own network.
- DP6: The means through which impact can be achieved is limited to a **workshop format**.
- DP7: The workshop should spark a feeling of joy and create a lighthearted ambiance.
- DP8: A social script should be created that guides the interaction.
- DP9: A common goal should be created in order to strive for reciprocity.
- DP10: The desigh should promote interaction between migrants and locals, in pursuance to create a greater mutual understanding.

#### Final design statement

I WANT TO TAILOR A WORKSHOP THAT STIMULATES PERSONAL GROWTH AND NATURALLY ACQUAINTS LOCALS AND NEWCOMERS THROUGH PLAYFUL SYNERGETIC CONVERSATIONS.

**Personal growth** - A shift in mindset has to be made to reach goals moving from skill based reasoning to reasoning based on personal qualities, like common within western society.

**A workshop that .... acquaints** - Even though newcomers and locals share the same physical space their networks don't collide in everyday life. To gain knowledge about each other, meeting spaces have to be artificially created. The design should therefore make the artificially created setting feel natural.

**Acquaints locals and newcomers** - Through acquainting locals and newcomers we can create opportunities for newcomers to make use of dutch networks. As locals have the chance to speak to newcomers this would provide them with the essential sense of trust.

**Synergic conversations** - The design strives for equality and will support this through a common goal and synergic conversations: As participants strive for the same goal, equality is created as they are 'in the same beat'. Also participants will be given the means to contribute and feel of use through synergic conversations.

### 5.2.3 Value of direction

#### For newcomers

When a newcomer gets assigned an official refugee status it is granted a residence permit and a house. In these first years someone from the city council guides a newcomer and supports him in his job search. As often it is not possible to find a job position within the field they have previously worked, they have to search in other sectors . Depending on the skill of the person working at the city council they are able to extract the personal qualities a newcomer has in order to apply for other fitting positions . However after a few years this person from the city council is withdrawn, which results in the newcomer having to care for himself. When looking at the data from CBS (2021) it seems that the time frame they were coached is insufficient to shape new goals. From the people who have been granted a residence permit in 2014 around 5,5 years later 41% had a job, of those 73% worked a partime job and 84% had a temporary contract. This data has been gathered during the first gig middle-eastern immigration wave. As it was the first wave, immigrants were often wealthy and highly schooled immigrants, they had the resources to immediately flee the country. Looking at the data a personal growth workshop therefore seems fitting to formulate goals.

#### Value Locals

A reflection moment is useful for anybody. As culture has a major effect on identity, personality becomes clearer when you talk with someone that is fundamentally different. Personal characteristics that seem common are now exposed. "We denken soms dat nederland het centrum van de wereld is, misschien denkt iedereen dat wel over zijn eigen land." (Metropolis,2022) Through stimulating connections between locals and newcomers we might be able to create advocates of integration. Advocates in the sense that people have experienced the struggles of newcomers firsthand and are able to tell these stories on.



# PHASE 3

## DESIGN

The design goal of the project already nudges toward acquainting newcomers and locals through a personal growth workshop. Fixing the means is unconventional for a design project, but due to great business potential exploration was limited. The design therefore focuses on the creation of the outline and materials for this so-called personal growth workshop. Following the design goal the workshop should achieve the following: “Stimulate personal growth” and “acquaint locals and newcomers to a point where they feel comfortable to refer”

As the focus of the scope in the explorative phase didn't really touch upon personal growth, this still was a relatively new domain. To develop a concept that was somewhat substantiated I had to support the workshop with a theoretical framework that could help develop the outline. The next chapter will discuss the personal growth theory behind this framework.



# 6. THEORY SUPPORTING THE DEVELOPMENT OF THE WORKSHOP OUTLINE

Personal development is broughtly understood and is applied when improving a specific skill, mapping career potentials or helping someone in adjusting their lifestyle. For the focus group newcomers, who have to rebuild their lives, personal development is seen as activities that help increase self awareness in order to enhance the quality of life and plan for the future.

Based on the fundamental work of Martin E. Ford on positive human function and on work of E. Erikson on identity development, a theoretical framework was created on increasing self awareness to plan for the future. At a later stage this theoretical framework is used as input for the development of the concept.

## 6.1 How to: Blossom in life

Fig. 25 Identity is fluid, constantly influenced and adopting

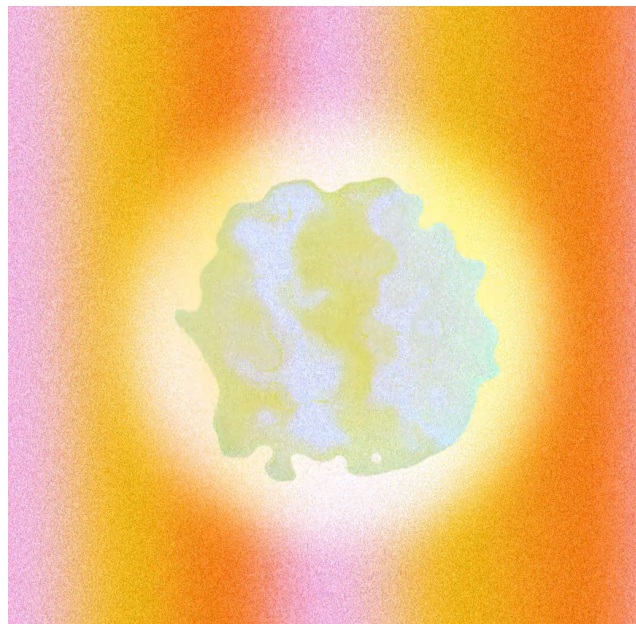
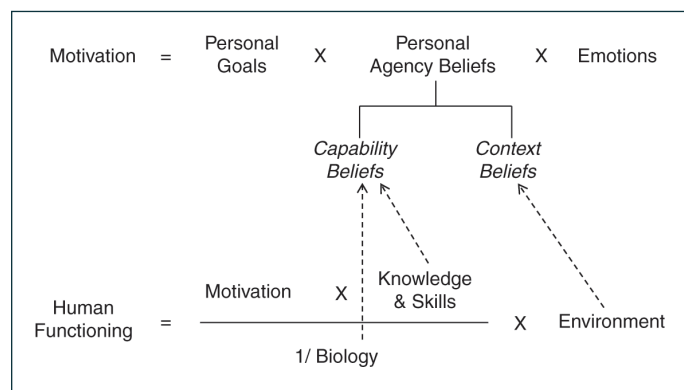


Fig. 26 Framework positive human functioning, Martin E. Ford (1987)



## Aligning our current beliefs with our goals

Identity or ‘the self’ is believed to be fluid by narrative identity theorists Erikson’s (1967). (Fig. 25) Identity is shaped through living life and reflecting on these lived past experiences. Several domains such as culture, the way you were raised, religion, education, myths, norms, the stories you were told and the news you have been consuming daily are of influence.

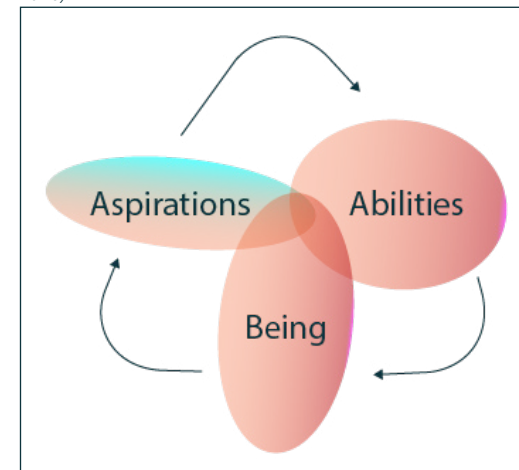
These life events will continuously shape our values, beliefs and perspectives. Such alterations, in a philosophical sense, can mean that a person whose beliefs have changed has become a different person altogether. (Chandler et al., 2003). We therefore speak of someone’s identity when there is continuity in behavior across contexts for a longer period of time.

Our personality is merely a visible reflection of our identity and its corresponding stable/recurring behavioral patterns. Personality, like identity, is also not fixed, but fluid and is shaped by the events that we have experienced, observed or imagined (Ford, 1987).

Martin E. Ford (1987) notes that we blossom in life when we achieve goals that align with our current values and norms. To achieve goals, we are dependent on our motivation (needed to initiate and maintain activity until the goal is attained), skill (needed to construct and execute a pattern of activity), biological structure (it must be physically possible to achieve the goal) but also greatly on the environment which either supports or prevents progress towards the set goal. Motivation at times plays a big role in effective functioning, but it could be that your biology limits you or you are operating in an environment that limits you reaching your goals. (Fig. 26)

Martin E Ford defines motivation as: Personal goals ‘What you want to do?’, Emotions ‘How much do you care about achieving the goal?’ and Personal Agency Beliefs ‘If you personally believe that you are able to achieve the set goal.’ These variables all

Fig. 27 Alligning Aspirations, abilities and being (Knegtmans, 2016)



influence our motivation. There is not such a thing as a single goal. Goals have different forms and depend on the context in which we operate. Behavior that fulfills more than a single goal due to goal alignment enhances the feeling of achievement and competence that lead to great satisfaction. Acting in line with goals has a similar effect to refueling batteries with energie. Good goal orientation and awareness is therefore needed to flourish as a human.

Talent development work by Knegtmans (2016) shows that an alignment in the self, aspirations and competencies is needed in order to increase motivation. (Fig. 27) Within western society we see most value in aligning the self with our aspirations as we feel we can learn the required competences, like also expressed in the theory of Martin E. ford where Capability beliefs are not static but can be acquired.

## Impact on design: factors we can influence

As we want to influence positive human functioning, there is room to play with the following factors: Emotions and Personal Agency Beliefs (PAB). To influence our PAB our biology, knowledge & skills and environment are of influence. However our biology is impossible to alter, as you might be just too short to become that basketball star you aspire to be. On the other hand we are able to influence the environment through for instance joining a hub, where people make their own network attainable to each other. To a certain extent you can acquire knowledge & skills as noted by Knegtmans and Martin E. Ford.

A way to test the attainability of a goal is by making it SMART. Here people are asked to reflect on the following: Specific, Measurable, Attainable, Realistic and timebound. (Doran, G. T. 1981)

Secondly we can increase Human functioning through aligning our goals with our personal norms and values. As this would increase: How much we care about achieving the set goal, “the emotions” part in the equation. The design should therefore encourage this alignment through autobiographical reasoning (Habermas & Bluck, 2000) where individuals make explicit connections between past and future self. People can for instance note how childhood events shaped their current preferences and beliefs, or how an event illustrates a major theme in their life.

**Increase motivation**  
align goals with personal norms and values

**Make goal attainable**  
it would help to formulate them as SMART

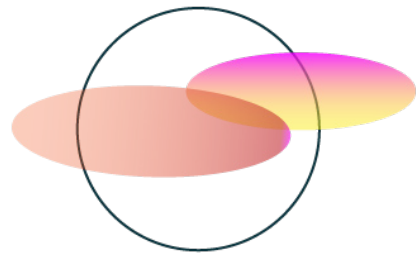
**Create a supportive environment,**  
support the sharing of networks, with other participants



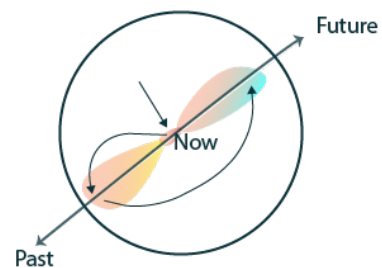
## 6.2 Eliciting tacit and latent knowledge



Ambiguity



Metaphors



Path of Expression

Literature by Martin E. Ford (1987) reasoned that through aligning our norms and values with our goals we could increase motivation. However, personal beliefs, norms, values, goals and aspirations operate beyond our consciousness and are not visible. This knowledge therefore needs to be elicited, generative design research has studied this concept for a long time and developed tools to make tacit and latent knowledge explicit. To dig for this type of information (Sanders, Steppers, 2012) note that a sense of ambiguity and the use of metaphors can spark creativity. Following the path of expression could act as a useful framework in guiding participants their thinking.

Gaver, Beaver, and Benford (2003) note that creative thinking in fact is the result of people making new connections between previously unconnected ideas. A way to do so is through creating ambiguity and is therefore a resource to call upon and not a state to be avoided. Ambiguity is a resource for sparking creativity as it leads to different ideas. Through the making of something or through telling a story to somebody who has a different view ambiguity could arise.

Another useful tool is metaphors, where one idea is positioned against another to explore the fit between the two. According to Schön (1963), this mechanism is the best explanation of how new ideas and solutions are found. By exploring a fitting connection between what you want to say/design and a metaphor, we learn about both the metaphor and the idea simultaneously. A way to support participants with tools to express their thoughts and feelings is by offering metaphoric images as they tend to elicit emotions and memories, and carry many different layers of meanings and associations. Other means like lego and scrap material are powerful association tools, but are more useful for prototyping concepts.

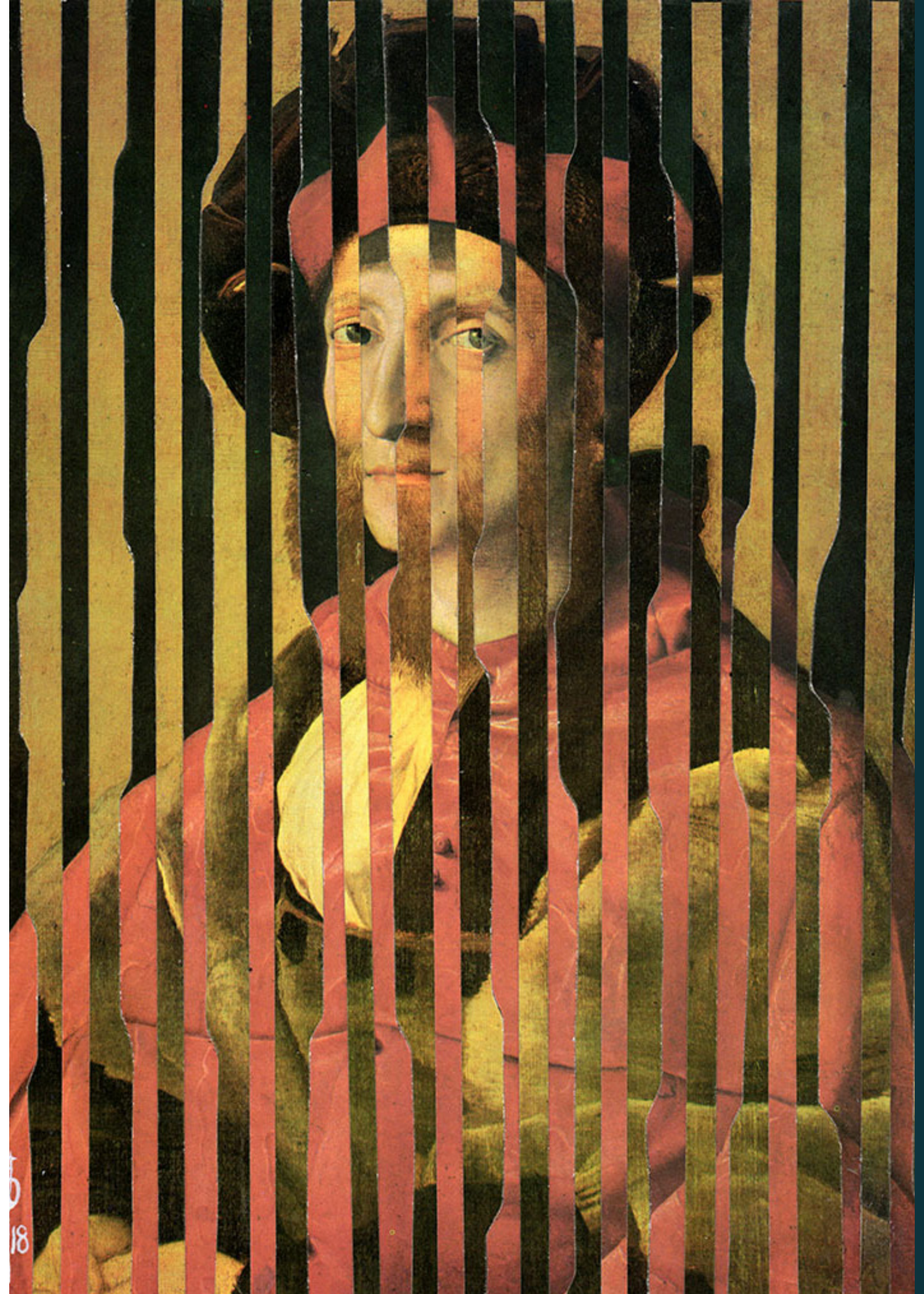
The path of expression could serve as a framework for planning the path that the participants will take during a generative session. It will help culminate in their ability to imagine and communicate their hopes, dreams and fears for the future. The model reasons to go from present to past to future, following the framework helps in reshaping current ideas about the future. Like also discussed within identity theory the past shapes our behavior in the present and our wishes for the future.

Fig. 28 Tools that can be used to elicit knowledge

**Create ambiguity**  
to stimulate creativity

**Metaphors are useful in exploring what you wish to convey.**  
Images tend to elicit emotions and memories, and carry many different layers of meanings and associations

**Follow the path of expression**  
Move from present, to past in order to be able to communicate hopes for the future.





# 7. CONCEPT IDEA - CUT 'N PASTE

With the help of the initial design statement and with support of the literature the outline for the personal growth workshop has been designed. This chapter discusses the creation of the workshop outline and the value the concept has for both newcomer and local.

## 7.1 Personal development workshop in a nutshell

The cut n paste workshop follows the path of expression, moving from past to future selves. The workshop aims to create awareness of the self "Who am I?" and helps in formulating goals for the future "Where do I want to go?" To do so the collaging workshop has been divided into separate phases. In the first phase participants individually reflect on the past and the life events that shaped their identity through collage making. After they have reflected on the past, the second phase focuses on the future self and its corresponding aspirations. In the third phase "the collaged self" and "collaged aspirations" are compared to formulate ambitions. These ambitions are expressed in the group where the facilitator searches for a match. In the weeks that follow up the matches meet to undertake an activity that works towards fulfilling their goal.

## 7.2 Detailed Workshop outline

Fig. 29 Workshop Materials

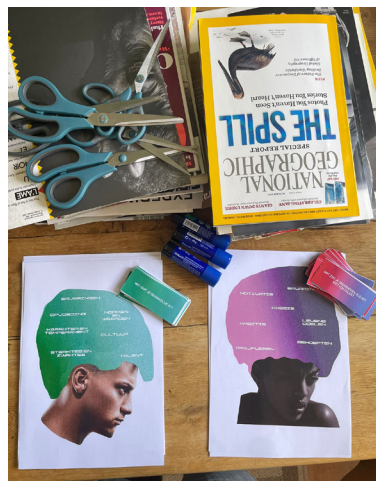
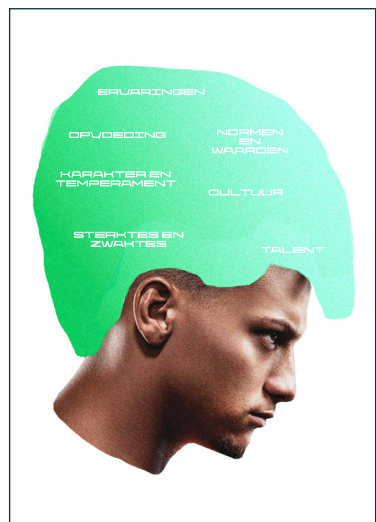


Fig. 30 Collaging sheet 'The Self'



### Set-up and Materials

All participants are seated around a round table. In the middle of this table the collage-ing materials are placed, which consists of tons of different magazines covering a wide range of subjects, scissors, and glue sticks. (Fig. 29) Next to the collaging materials, every participant gets a collaging sheet, which guides their thinking and stimulates starting on the collage. (Fig. 30)

Next to the collage making materials I created eliciting question cards that could be used to spark new insights. Participants could draw a card when they had no inspiration. These question cards were also positioned in the middle of the table and had to be shared with the other participants around the table.

### Detailed Outline

For a detailed visualisation please see (Fig. 32)

#### Phase 1 - 'The self'

When the table has been prepared, all participants are seated. Everybody gets a green collaging sheet and is asked to make a collage about 'The Self'. The self covers both the concept of ascribed and achieved identity. (Gecas and Burke, 1995). Respectively, how is your identity shaped on the basis of inherited status and what have you acquired throughout your life to become the person you currently are.

To provoke understanding about each other, the created collage about the self is discussed in the group. Through discussing this collage, the personality of this person becomes visible to the rest of the group.

#### Phase 2- 'Aspirations'

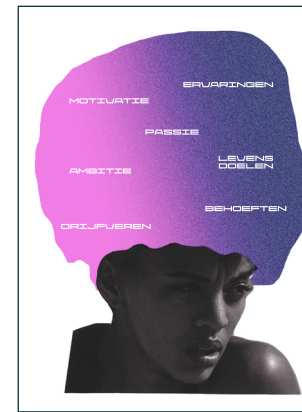
The same process is repeated with the red collaging sheet and corresponding red eliciting card deck that explores "aspirations". (Fig. 31) This phase focuses on making passions, dreams and motives concrete and visible.

To provoke understanding about each other, the created collage about the self is discussed in the group. Through discussing this collage, the personality of this person becomes visible to the rest of the group.

#### Phase 3 - Formulating ambitions

In the third phase participants compare the two created collages ("the self" and "aspirations") in order to dissect how they relate to each other. Participants are asked to look for aspirations that are in line with "the self". After which they are asked to formulate a SMART goal that captures this ambition. This goal should be achievable (within one day), measurable, realistic and timebound.

Fig 31. Collaging sheet 'Aspirations'



These formulated goals are propagated in the group to see who can support who in achieving their goal. Based on personal preferences, local- newcomer matches are created.

### Phase 4- Setting steps towards goal

In the following week participants are matched through whatsapp based on preferences. Through chat they had to search for an activity to undertake that matched with their goal.

In the weeks that followed participants are called in order to inform them about their status.

## 7.3 How were the learnings from the research phase implemented

Follow the path of expression, move from present, to past in order to be able to communicate hopes for the future.

Increase motivation through aligning goals with personal norms and values.

Metaphors are useful in exploring what you wish to convey.

Support ambiguity in order to stimulate creativity

Identity's become visible to others when they are discussed plenary

Make networks of participants attainable to each other, in order to create a stimulating environment

### Eliciting tacet and latent knowlege

#### The workshop moves through several distinct reflective phases

The reflection process has been divided into three distinct phases in which the path of expression is followed. The first phase reflects on 'the self' before it moves towards ambitions in the future. The workshop set-up aims to create synergy between 'being' and your 'aspirations' in phase three. As good alignment would ultimately lead to increased motivation needed to execute the set goals.

#### The collaging process is used as a tool through provoking metaphorical thinking

Norms, values, dreams and aspirations are tacit and latent knowledge, research has shown that through associating and metaphors this knowledge could be elicited. I therefore reasoned that with the help of images that acted as metaphors we could provoke new thoughts. Images tend to elicit emotions and memories, and carry many different layers of meanings and associations. During the workshop participants are asked to create a collage using just images they had cut out of magazines. In the process of comparing what image they cut out and what they want to convey about themselves, participants learn both about the image (metaphor) and what they want to express.

### Supporting the acquainting process

#### The collage acts as billboard of someone's identity

The collaging process leaves room for creativity through which the individual could express their identity. During the workshop, the collaging sheet guides participants to think about several domains that are of influence. The moment all the artworks are completed they are shown to the group and discussed. This showcasing happens plenary and creates room for all the personalities/identities to become visible to the group and therefore provides background.

#### The process of acquainting is stimulated through a mutual goal

As newcomers and locals follow the workshop simultaneously an equal environment is enforced where locals and newcomers both can contribute. The mutual goal helps them to feel a sense of sameness which is believed to lower the barrier when getting to know each other.

The workshop supports synergetic conversation 'during the plenary moments' needed to act as the "natural grease" in the acquainting process. As newcomers lack the network to easily activate leads needed to reach their goals, the acquainting between local and newcomers should happen to a level where locals feel at ease introducing another participant to their network. This would ultimately create a supportive environment for the participants that will help them in achieving their set goal.



# DETAILED OVERVIEW

Fig 32 Detailed flow of the forevisioned collaging workshop





# PHASE 4

## LEARNING THROUGH DOING

Rather than developing the concept in detail before validating it, the very first pilots were conducted with rough mock-ups that tested the outline of the developed personal growth workshop, developed with the use of personal growth theory. These experiments at times led to completely new insights outside of the focus area that till then were unforeseen. The design phase is therefore characterized by iterative design loops as a result of experimentation in the form of pilots.

Based on insights provided by the first pilot the second pilot implemented the learnings from the first pilot and looked at the totality of the concept. A group of newcomers and locals were brought together to undertake the personal development workshop together. As the workshop set-up had already been roughly tested, the attention of this pilot was tailored towards the effect the workshop had on forming bonds across cultures.



# 8. PILOT 1 - HOSTING A CUT N PASTE WORKSHOP

During the exploratory phase I acquired contacts at a language school in Rotterdam (MDT op Zuid) and asked them if I could run a small personal growth pilot, to which they responded positively. I could get a timeslot just after their language school finished, so most of their students were present.

## 8.1 set-up

Aghyad from (CONSUL-TECH) noted that newcomers come from a different country with different systems and other expectations. What seems normal to dutch citizens, who grew-up within the western system, is not necessarily normal to people with an Arabic identity. Within the western society we have been asked to think about our identity throughout our career, and we have been trained in conducting personal development training. As a host of workshops for newcomers you can not assume that terms like 'skills' and 'competences' are common knowledge.

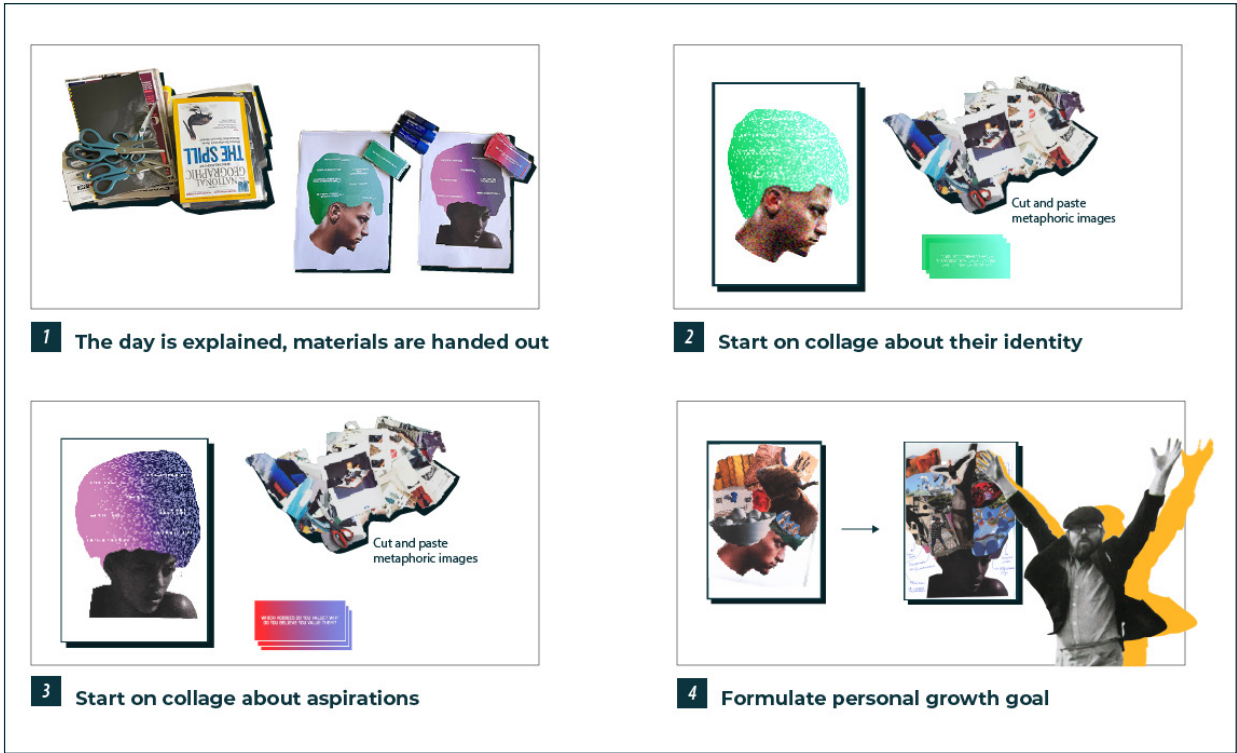
### The scope of the pilot

The overarching research theme for this pilot was therefore: Does the developed collaging method and workshop flow support an entry level personal growth for newcomers, useful to provoke new insights about the self? Even though the total concept embraces the interplay between locals and newcomers, for the first pilot it was decided to focus solely on testing the flowline and content of the workshop created with the theoretical input. For the simplified flow see (Fig. 33).

### Sub research questions

- Does a visual representation of identity in the form of a collage work to make your identity attainable to others?
- Does the collage-ing process provoke any associative thinking? If so, does associative thinking help to gain new insights about the self?
- Do participants enjoy participating in a creative collage making workshop?
- Are participants able to individually construct a sense of self or do they need a reflection partner?

Fig. 33 Pilot outline fitting the scope



MDT mentioned that I could count on 5-10 newcomers who would like to join the workshop, their age ranging from 18-26. Most of the participants still had to finish inburgering and were still taking dutch language classes. During the workshop participants were asked to make a collage of both their current identity and aspired self.

### Materials

For each participant the following was prepared:  
Collage-ing materials - Tons of different magazines covering a wide range of subjects, scissors, and glue sticks.

Two collage-ing canvas - Supporting participants to think in a wider range of domains rather than the usual. Like the way they were raised, previous experiences, the influence of culture on their norms and values and previously developed talents. One collaging sheet focussed on 'the self' whereas the other was about dreams and aspirations.

Eliciting questions - Questions that went deeper into domains already present on the collaging sheet. These question cards are in the middle of the table and had to be shared with the table. These could be used to spark new insights when stuck.

### Timeframe and process

- 10 min - Starting up (explaining what collaging is and why we do it.)
- 30 min - Collaging "the self"
- 15 min - Discussing the collaged "selves".
- 10 min - break
- 30 min - Collaging aspirations and dreams
- 10 min - discussing aspirations and dreams
- 30 min - Formulating goals

## 8.2 The process

When I started with the workshop 9 people were present, but as the program was not mandatory, a smaller group left and headed home, they had decided personal growth was not a topic of interest to them. A smaller group of 5 people ended up participating. After I discussed the idea of the workshop I handed out the collage sheet, scissors, glue and magazines and we started.

The whole workshop should have lasted around 2 hours, instead it only lasted 1 hour and 15 minutes. The forevisioned workshop about collage making never happened even though the participants understood what the idea was, they never started on their collages. (Fig. 34) This was partly due to the fact that: the amount of choice seemed limitless, but in fact was limited and that reflection alone was difficult.

Fig. 34 The table is still tidy after the workshop had finished



### Altering the approach

When I realized that collaging as a reflective tool did not work out, I altered my approach and grabbed the eliciting questions cards and started to act as a reflective partner which resulted in rich reflections and interesting conversations with the participants. After the session I reflected as a group on what worked and what did not, in order to acquire new insights. Other insights were acquired due to observations.



## 8.3 Findings

Fig. 35 Final result after an 1,5 hour collaging session



### The amount of choice seemed limitless, but in fact was limited.

*Participants never took the time to think associatively, the image had to completely resemble themselves.*

As there were around 30 magazines, with 150 pages each, participants kept flicking through the books and searched for images that completely resembled them. Thirty minutes passed and they were still flicking through the books searching for the right image. One participant tried to search for a picture with wife and kids. When he finally found an image of a family, he decided that the picture did not have a beautiful enough wife to be placed on his collage. His pride withheld him from sticking the image on his collage as there might have been a picture that fitted better with who he was. Another participant could not find a picture that resembled freedom or a police officer. For a final result see (Fig. 35).

### Reflection alone is difficult

*It would help to have a partner that asks deepening questions.*

The questions did not play a prominent enough role in the design. Participants had to grab a card when stuck, but they never did. So 'me' the facilitator interfered and asked deepening questions to act as a reflective partner. This resulted in other people in the group losing interest, as the group of five was too big.. When I focussed my attention on one person, and asked questions using a laddering technique. This did result in interesting personal insights, and a rich conversation. This insight is in line with work by Pasupathi et al.(2009) which found that audiences play an important role in the process of narrating everyday stories; talking to a responsive listener results in more meaning-laden stories.

### Newcomer's their identity is largely attached to what they are able to do "abilities"

*When a new path is paved it often is security driven*

As I spoke with several newcomers about their ambitions, it became clear that most pursue a career because it would bring good future possibilities, rather than a career that was in line with their personal qualities. Out of the five participants who joined the pilot, four people aspired to work in ICT (job with a good future perspective). One girl in the pilot had previous experience in hacking and did her studies because she was truly passionate about this path, whereas with the others you got the feeling that "security" was the driving force. When I asked the girl if she had any work experience within this sector she told me that she was not good enough and first wanted to gain work experience at a service desk. It seemed like dreams of newcomers remain security driven and that they underestimate their own qualities. *"Nieuwkomers zijn geneigd te redeneren vanuit competenties in plaats vanuit motivatie en ambities, aangezien dit voor hun geschiktheid aangeeft."* (Ser Diversiteit, 2022)

### Visualisations acted as means to talk about

*They helped to dive into a deeper conversation layer W*

If an image was found during the collaging session that resembled them and you asked about the specific image, participants opened up and told a whole story. It would act as a conversation starter to easily reach a deeper conversation level. One person had cut out a car and told about a company he owned in Syria that made black car windows. The conversation followed up on the sudden popularity of black windows in Syria.

### Boredom within the group

*When a task is hard, participants quickly lose interest*

Participants found the workshop was boring as it was impossible to find the correct images. This finding might have been emphasized as participants were not trained to reflect on their values and think associative like previously noted by agyad. The boredom of participants could be felt and became visual when one person had been shredding paper into tiny bits.

## 8.4 Extention on the pilot

*The results from the collage making workshop differed from what was expected, which made me curious about the impact cultural differences had on the results. I therefore decided to host the exact same pilot with two dutch participants from the same age range, to see whether the results of the same pilot would differ. For this pilot the same scope, materials and workshop outline was used.*

### Dutch people have a strong focus on soft skills, "abilities" you can acquire.

*When a task is hard, participants quickly lose interest*

During the workshop dutch participants emphasized on the strengths and weaknesses of personality and character. This is contradicting to newcomers who seemed extremely focussed on their "abilities". When I asked why no abilities were pasted on the collage of a Dutch participant, it was noted that this was not of importance to them as soft skills are applicable for every type of job.

### A relatively smooth start

*Participants knew what they wanted to convey*

*"Lastig om in het begin aan de collage te beginnen. Eerst lang aan het bladeren in de boekjes, hier had ik wel even tijd voor willen krijgen."* (Femke) However after 5-10 minutes of browsing, both dutch participants felt confident and started on their collage. Both participants started relatively quick as they already knew what they would like to convey about their personality. So to elicit new insights they especially liked to be asked questions. These questions would force them to think about domains they were unfamiliar with. Both participants noted that they liked the fact that someone asked them questions as reflection is a cooperative process.

### Images helped in creating coherence

*Images did not spark new insights*

The images acted as a means to convey what you wanted to say, however when formulating answers they did not spark new insights. Most likely this was the result of formulating an answer before looking for an image that aligned with their answer. On the other hand, when participants started to recap their collage they did start to attach several new norms and values to exactly the same image. *"Uiteindelijk hang je aan een koe, toch 6 verschillende dingen op."* (Celine). Even though the images were used in a less associative way than aimed for, the collage did help in creating a coherent story about 'the self'.

### The future and it corresponding goals are abstract

*Hard to make goal tangible*

Formulating goals remained hard for participants, they were able to pinpoint a certain feeling or ambition that they aspired to act on. However, it remained hard to find a fitting activity that helped initiate change. Therefore goals remained abstract and hard to act on like for example "be more courageous within a group" (Celine)

**More guidelines should be provided when moving from wishes to goals**

Fig. 36 Final collaged output

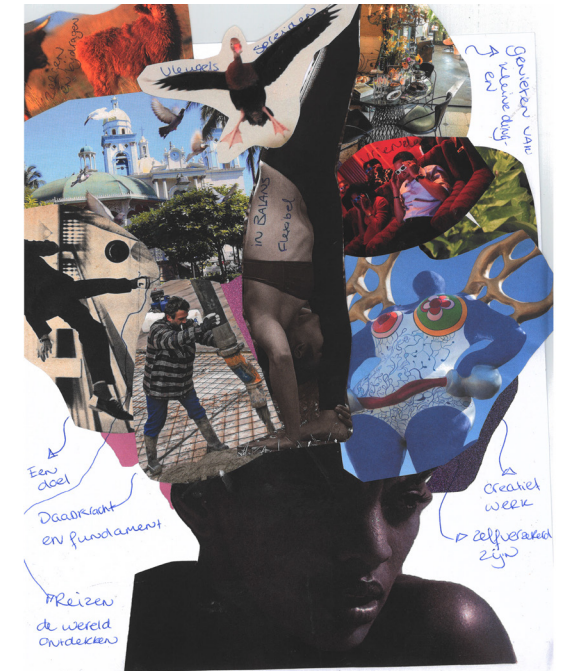
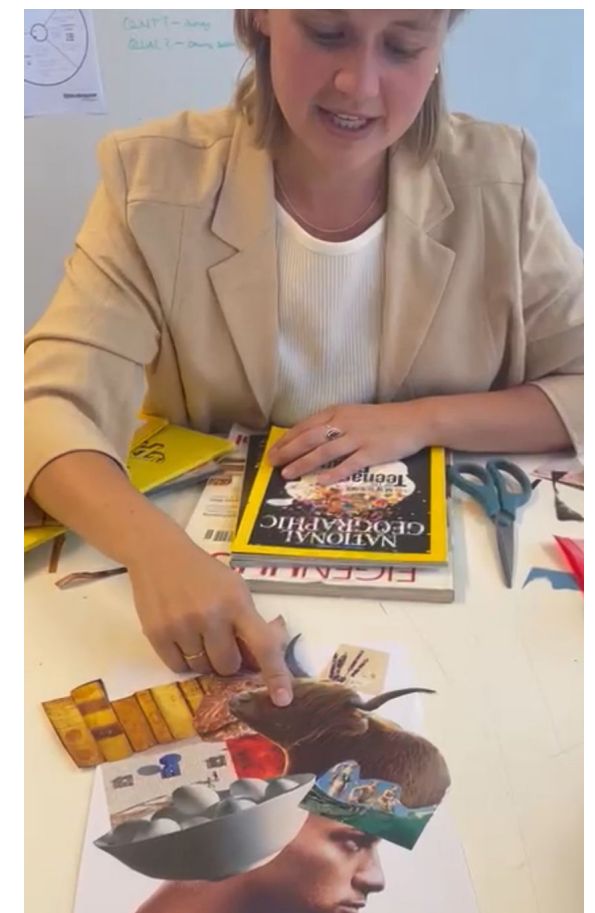


Fig. 37 Femke explaining her final collage.





### Collaging required a lot of ineffective time

When a task is hard, participants quickly lose interest  
Creating a collage is labor intensive but fun to do. However the set timeframe of 2 hours would not be sufficient enough. *“Was leuk om te doen, lekker creatief, duurt wel lang.”*(Femke)

### Session has comfortable yet therapeutic feel

Participants expressed that due to the questions the facilitator asked the session felt a bit therapeutic. *“Voelt wel een beetje alsof ik bij de psycholoog zit, ik weet niet of het nou wel of niet goed is dat ik je ken. . . . . De vragen werken wel erg provocerend, zijn goed en open en zetten je aan tot denken.”*(Femke) Trying to find a picture that resembled the thought and expressing a thought resulted in a feeling at ease *“Het werkte wel lekker om twee verschillende dingen tegelijk te doen, nadenken over de vragen en plaatjes erbij te zoeken. Hierdoor vertel je ook wat makkelijker moeilijke dingen.”*(Femke)

*Collaging is too time costly and does not contribute to the reflection or acquainting process*

## In conclusion

*Choice is perceived as endless, whereas in fact it was limited.*

Due to the amount of magazines, the amount of choice seemed limitless. Therefore it was hard for participants to stop and look at how a certain image could be used as metaphor. I feel that through limiting the amount of choice, people are forced to see images as metaphors. If we would make the amount of choice for images limitless like google they would just search for what they already had in mind.

*Eliciting question cards should take prominent role.*

The eliciting question cards played an optional role, during this pilot. But through chance it was found that they did helped to acquire new insights. As the questions had shown promising first results, the new pilot design should aim to give them a more prominent role. I see challenges in using the questions cards in a group setup as it will be hard to retain the interest of all participants. This challenge became prominent when I hosted the 1st pilot at MDT op Zuid and the group lost interest when I focussed my attention on one person. As the questions also acted as a good conversation starter it therefore seems logical to deviate from a group setup to supporting one on one conversations.

*Choosing a metaphorical image and defining what you want to express, should happen simultaneously, to provoke associative thinking*

As participants think upfront about what they want to convey before searching for an image, the collaging process did not stimulate associative thinking. The collage did help to create a good overview of the self and the visualization made it easier to convey your identity to others.

*Newcomers tend to focus on their 'abilities' whereas locals tend to focus on 'being', both should be stimulated to also explore the other domain.*

Newcomers and locals looked at the concept of personal development in a different way. Newcomers tend to have a strong focus on their 'abilities', dutch people on the other hand seem to only focus on feelings and soft skills. This seems to be an effect of cultural differences where people from middle eastern countries are used to reason based on skill. The design of the next pilot should therefore focus on supporting both locals and newcomers to look in other domains.

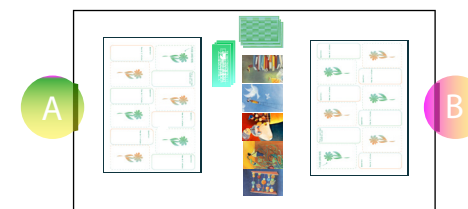
## 9. PILOT 2- UNRAVELING IDENTITIES

The first pilot resulted in several insights that were used to improve the outline of the personal growth workshop. After implementing these changes, this pilot focusses on the totality of the concept. Newcomers and locals were brought together and followed the personal development workshop as a group, in order to study the effects of the workshop on the creation of cross cultural bonds and the willingness to refer.

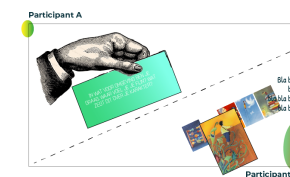
### 9.1 Altered workshop concept in a nutshell

The workshop aims to create awareness of the self “Who am I?” and helps in formulating goals for the future “Where do I want to go?” To do so the workshop has been divided into separate phases. In the first phase participants reflect on the past and the life events that shaped their identity. In a way we aim to collect all the stories that helped become the person whom the person is. After they have reflected on the past, the second phase focuses on the future self and its corresponding aspirations. In the third phase “the self” and “aspirations” are aligned in order to formulate ambitions. These ambitions are expressed in the group where the facilitator searches for a match. In the last phase every match steps into the world to fulfill their goal.

#### 9.1.2 Detailed Workshop outline



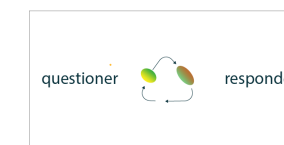
The set-up of the gameplay



1./2. Draw question card and answer with metaphorical image



3. Capture insight on insight sheets



4. Roles are reversed after each discussion



5./6. Every participant expresses their main findings in the group

#### Set-up

Two piles of eliciting question cards and one pile of associative image cards are arranged in the middle of the table. The question card deck remains closed but five associative image cards are drawn from the image-card deck and placed on the table image side up. The table also contains two insight sheets directly in front of the participants' seats.

#### Phase 1 - 'The self'

When the table has been prepared, two participants take a seat in front of each other.

1. Participant A draws a question card from the green question card deck and reads the question out loud.
2. Participant B answers this question through picking an associative image card and uses this image as a metaphor to answer the asked question.  
2.1 It could be that Participant B does not see an immediate fit, the duo now collaboratively searches for a fit between image to formulate an answer.  
2.2 A follow-up question could be asked when the answer is misunderstood by participant A or as a means to dive deeper into a certain domain.
3. As participant B talks it is key for participant A to make notes and capture the insights.
4. When both feel the domain or subject has been covered and to avoid awkward silence a new question card can be picked. The roles are now reversed, Participant B takes the role of Participant A and vice versa.
5. When the timer ends the last question will be discussed and the phase is rounded off plenary.
6. Participants exchange the sheets on which the notes were taken. The main findings of this phase are discussed plenary with the group, after which duos are switched.



## Phase 2- ‘ Aspirations’

The same process is repeated with a new sparring partner and a the red eliciting card deck that explores “aspirations”.

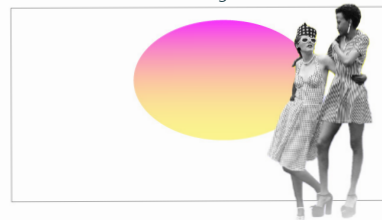
*The main findings of this phase are discussed plenary with the group, after which duo's are switched*

## Phase 3 - Formulating ambitions

In the third phase participants compare the two created profiles (“the self” and “aspirations”) in order to dissect how they relate to each other. Participants are asked to look for aspirations that are inlign with “the self” or formulate completely new ambitions that are a better fit to ‘the self’.

*The main findings of this phase are discussed plenary with the group, after which duo's are switched*

*Every du meets one day after the workshop inorder to fullfill their set goal.*



## Phase 4 - Fullfilling Goals

In the last phase, the duo will try to formulate a goal that captures their ambition. This goal should be achievable (within one day), measurable, realistic and timebound. Goal cards guide participants their thinking.

*These formulated goals are propagated in the group to see who can support who in achieving their goal. Based on personal preferences, local- newcomer matches are created.*

## Phase 5 - Setting steps towards goal

A day after participants had written down their preferences, they were matched through whatsapp. Through chat they searched for an activity to undertake that matchedwith their goal.

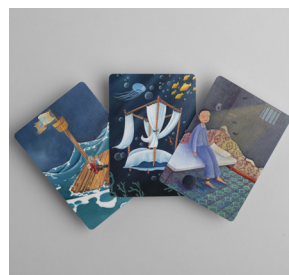
*A week later, participants are called to inform about their status.*

## 9.1.3 Workshop Ingredients

Fig. 38 Eliciting Question card “examples”



Fig. 39 Dixit cards used as associative image cards



### Green and Red Eliciting question cards

The eliciting question cards guide participants their reflection process past these domains of influence. (Fig. 38) Consult appendix D and E for more examples.

Erikson's (1967) notes that “Identity” or ‘the self’ is believed to be fluid. Identity is shaped through living life and reflecting on these lived past experiences. Culture, the way you were raised, religion, education, myths, norms, the stories you were told and the news you have been consuming daily are of influence. Your identity is formed on the basis of the various experiences that you have during your lifetime and culture plays a role in this. (van Boeijen, 2020)

### Associative Image cards

Images tend to elicit emotions and memories and carry many different layers of meanings and association. They have therefor been introduced as metaphorical tool to facilitate expression of thoughts and feelings as they tend to elicit emotions and memories. (Fig. 39) Participants are asked to explore a fitting connection between what they want to say and a metaphorical image card. In the process of finding a fit they learn about the metaphor and what they want to say simultaneously. Consult appendix F for more examples.

Fig. 40 Goals Form ‘example’



Fig. 41 Insight sheet ‘example’



### Goals forms

Goal cards were created to support thinking about several ambitions, not just one, and make from these ambitions, achievable goals. The participant is asked to think about Where/how he is going to undertake the goal and if this formulated goal is achievable and measurable. (Fig. 40) Consult appendix B for full scale.

### Insight sheets

A3 sheets act as capturing sheets for the elicited information. It bundles the Dixit Cards and corresponding notes on one location. (Fig. 41) Consult appendix C for a bigger scale.

## 9.1.4 How were the learnings from pilot 1 implemented

**Reflection alone is difficult and it would help to have a partner that asks deepening questions “create a responsive listener” .**

**Equality**

**Newcomers tend to focus on their ‘abilities’ whereas locals tend to focus on ‘being’**

**Reflection alone is difficult and it would help to have a partner that asks deepening questions “create a responsive listener” .**

**More guidelines should be provided when moving from wishes to goals**

### Eliciting question cards take guiding role

The concept has been built around the idea of a responsive listener and lets the eliciting question cards play a more prominent role in stimulating and guiding the cooperative reflection process. Pasupathi et al.(2009) supports this move as “talking to a responsive listener results in more meaning-laden stories.” This social script also elicits equality, where in the explorative phase we saw that newcomers only have the role of requesting for help; they are now also the ones leading the conversation. As we learned in pilot 1 that newcomers tended to focus more on abilities whereas locals tend to focus on abilities the eliciting question cards were redesigned to cover a broader domain of influences. The cards were utilized to steer focus towards both ‘abilities’ or ‘being’. This nudges participants to explore all different domains of influence on their identity.

### From group setup to one on one

As participants in pilot 1 expressed that they liked if someone asked them eliciting questions directly it was decided to switch to a one on one setup, which would ultimately also create a safer atmosphere.

### Goal cards are created to help make ambitions concrete

The first pilot showed that participants struggled to make their goals concrete, they were able to pinpoint what they wanted to achieve but were uncertain what activities would support them. Goal cards were created to support thinking about several ambitions, not just one, and broke the goal down in several steps: Where/how, Making it measurable, testing the goal on achievability. Martin E. Ford (1987) notes that to have the motivation to fulfill a goal, you should believe that it is attainable to you.



People like to talk about their choices

Collaging is too time costly and does not contribute to the reflection or acquainting process.

Choice is perceived as endless, whereas infact it was limited.

Choice is limited to five rich associative image cards.

In the first pilot we had found that participants like that people easily talk about something like for instance an image. When participants found an image that resembled them it became a rich conversation starter, which was desirable. We therefor retained the images. During this pilot it also became visible that the collaging method took up a lot of time. Searching for the right images was time costly and reduced the time left to spend reflecting. Participants had the feeling there was unlimited choice of images, this resulted in them never taking the time to associate

For people to start thinking associatively and in metaphors choice should be limited, I assume that this will also reduce the barrier to start. Limiting the amount of images to choose from this did mean that the cards had to be rich in associative meaning. A game designed with association in mind but for a different purpose is Dixit. As the cards are already designed with association in mind we decided to use them during our pilot. It still has to be validated through trial and error whether five dixit cards were a sufficient amount of choice to be able to associate and provoke meaning laden stories.

9.2 Set-up

Workshop size

The process of acquainting participants through a workshop is similar to speed dating as you have to acquaint yourself quickly with a lot of participants. Drawing inspiration from speed dating we aimed at keeping the group small enough so that participants were able to meet everybody and still be able to memorize everyone’s personalities. A group of 5-10 newcomers and 5-10 locals seemed like a feasible amount.

As the session makes use of duo’s the amount of newcomers and locals joining had to be equal.

Recruitment of participants

Newcomers were recruited with the help of Welcome’s platform, where newcomers could enroll. The language used was tailored towards personal growth, reflecting and helping each other to achieve a set goal. When participants enrolled I asked for their personal details and kept updating them until the workshop day. The newcomers that enrolled themselves were all aged 25-35 and spoke a sufficient level of English or Dutch.

“Within the workshop the questions “Who am I?” and “Where do I want life to take me?” are central. Identity can be seen as fluid and therefore requires constant reflection. During the workshop we therefore try to make the building stones of our personal identity visible, relate our identity to the rest of the group, set goals and help each other after forming an intercultural match to set the first steps in reaching these goals.” (Fig. 42)

I aspired to reach a dutch audience that was not necessarily involved with newcomers. The recruitment of participants therefore did not happen via my welcome’s channel but with the help of my personal instagram. I posted a call for participants which my friends shared on their socials. Therefore participants were not solely from my network but their age remained limited from 25-30.

The call was written in an attractive tone of voice and was targeted as “Feel like doing something good?” When requesting information they were notified on the personal growth aspect of the program. I feel like a Personal-growth workshop would not have been sufficiently motivating to get locals into action.

Location

The pilot was hosted at welcome’s office in Amsterdam, for that reason most participants were also from Amsterdam. The location made sure demographic variables aligned.

The scope of the pilot

This pilot focuses on the totality of the concept. Newcomers and locals are brought together to follow a personal development workshop as a group. Both the acquainting process and the effects on personal growth are studied. On a more detailed level the effects of the alterations to the concept were studied and analyzed.

9.3 The Process

Even though trying to be culturally conscious during the project’s research, I hosted my pilot on the 9th of July 2022 (Eid al-Adha). This is a holy day for al muslims as they celebrate the sacrificial feast. Some newcomers did not realize the pilot date aligned with the feast and therefore canceled at the very last moment, others felt obliged and joined anyway. Due to the last minute cancellations I suddenly had a shortage of participants (Newcomers).

To arrange substitutes I called interviewees from the earlier research phase of which one responded and was able to join. His friend was also interested in joining the pilot, however his English level was insufficient. In order for him to be able to join, his friend acted as interpreter. Instead of forming duo’s they conducted the pilot with two locals and two newcomers.

Gathering insights

My presence as facilitator was only needed during the collective moments. This allowed me to take notes, observe and take photo’s while the duo’s were conducting the workshop. Next to my notes, I had the chance to talk with participants about the pilots outline and process during the break.

Around a week later, I called all participants for a follow-up interview. The distilled insights from these interviews were clustered into theme’s in the week that followed and captured in the findings subchapter. These theme explore possible alterations, future research directions and reflect on the intended interaction. These themes are discussed in the findings section.

Fig. 43 Pilot hosted with both locals and newcomers



Fig 42. Recruitement via Welcome app was targetted to attract (Newcomers). Whereas on through instagram I aimed to attract Local participants.



9.4 Findings

Newcomers are future oriented and want to build a rigid and sturdy base that is future proof. Locals tend to focus on feelings in the now.

Newcomers are future oriented, want to build a rigid and sturdy base that is future proof. Locals tend to focus on feelings in the now. Locals tend to put emphasis on feelings. “Pluk de dag en geniet.” “Ik wil creatiever zijn.” whereas newcomers tend to focus on making their future resilient. “Our future needs to be rigid and sturdy. In the past we have been dealing with so much uncertainty, so that we become career oriented and always want to be ready for the next step. Maybe there’s a next wave of jobs and I want to anticipate this.” (Jamshid) After analyzing the filled in sheets it became visible how many times newcomers responded with never give up, continue, be strong. This drive became visible to locals. “Viel op hoe carrièregericht alle nieuwkomers waren.” (Abe)

Newcomers focus on building stability in the future, locals on cherishing the now.

The extreme motivation of newcomers, becomes visible to locals.



Fig. 44 Plenary session has mellow and equal atmosphere



### Participants felt like there was an equal atmosphere, which created room to open up.

A relaxt (Joyce) and safe feeling was created through one on one conversations. “Je merkte dat er een veilige omgeving was gecreëerd binnen de groep, door de 1 op 1 gesprekken. (Diederik) The questions stayed on the surface and didn’t touch upon pain points, however they were about topics you wouldn’t casually discuss in everyday life. (Jip) It was up to the person answering to decide how deeply personal the answer was, if you did not feel like opening up the answer stayed on the surface. “De vragen gingen niet te diep op iets in, mensen konden zelf afschermen tot in welke mate ze over iets wilden praten. . . . . Eigenlijk was het stellen van de vraag het moeilijkst. Hoe denk je dat ik. . . over dit en dit. nee ik denk dit en dit. Wat zijn je diepste angsten, zo’n vraag is ongepast. Gesprek wordt makkelijker wanneer iets een positieve insteek heeft.” (Anne)

A sense of trust could also be created overtime, where at first you give superficial answers. But later decide on diving into a deeper conversation level. “De eerste vraag ging over koken en dat hij dit goed kon. De tweede vraag over wat neem je mee, ging hartstikke diep en stuurde op een heftig plaatje.” (Diederik)

**Participants noted that the one on one conversations, created an airy and equal atmosphere.**

### Formulating goals based on “whom am I” and “aspirations” still remained difficult

The first stage expressing “the self” was relatively easy. However when participants moved towards aspirations, questions tended to become more difficult to answer and ‘too career focussed.’ (Diederik)

Others noted that it was difficult to see contrast between ‘aspirations’ and ‘the self’, people searched for this contrast as the goal cards explicitly asked for differences. (Anne, Jip) Literature on the other hand states that your aspirations and self can also be perfectly inline, this should therefore also be emphasized. As it was difficult to find contrast when comparing “the self” and your “aspirations” people wrote down a goal they had already once formulated for themselves.

When a goal was abstract and it did not include any specific activity it was hard for people to see whether they could help. For people to be able to react to a goal it helped to break it down in several tangible stages. “Het was moeilijk om op een bepaald doel aan te slaan, ja ik weet ook niet of ik kan helpen bij manager worden. (wat heb je daar specifiek voor nodig). Kan ik jou dit wel echt geven of wie kan ik jou hieraan linken.” (Anne)

**Even more guidance is needed to move from reflection -> ambition -> goal -> achievable goals.**

**Responding to a goal with a specific activity is easier than to respond to a relatively vague goal**

### The workshop helped locals to find similarities, see urgency and provided an easy means to act.

To a certain degree, newcomers and locals were equal during the workshop. When everybody arrived in the morning, you could note that locals drank coffee with the locals and all the newcomers clustered together. Even Though cultures clustered together at the beginning, at the very end of the program everybody talked with each other. Locals had realised that they share so many similarities. “Ik had gedacht dat nieuwkomers verder van me af zouden staan, maar eigenlijk zijn onze levens zo hetzelfde.” (Diederik)

Next to finding similarities it provided an easy means to act upon intentions. “Ik heb altijd al de intenties gehad om mij meer bezig te houden met sociale projecten. Net Zoals denk ik meer mensen hebben, maar zo kon ik op een laagdrempelige manier hiermee bezig zijn.” (Abe) “Het heeft niet mijn kijk op nieuwkomers veranderd, maar het wel urgenter gemaakt waardoor ik nu wel echt actie wil ondernemen.” (Jip)

**Finding similarities, seeing urgency creates a reason for locals to help.**

**Groups of newcomers and locals remain separated until the very end.**

### Images, open questions and a conversation partner help to unearth latent and tacit knowledge.

During the workshop you could see that participants helped each other with finding an image that fit the story, it became cooperative. Participants also expressed that the role of a reflection partner got adopted quickly in order to dig deeper for more information “..... je komt toch steeds op nieuwe dingen. Vooral de gerichte vragen hielpen mij hierin, de sparringpartner groef telkens dieper. . . . .’ (Jip)

Similar workshops have been hosted at the city council where I work, however I feel that this is one of the better workshops I have joined. I especially like that you were matched to a certain person. It was you reflecting with a partner, thinking about yourself with the questions and images.’ (Musab) We assumed a cooperative process would be ideal, but we had hit the bull’s eye. Speaking to somebody with whom you are completely unfamiliar, helped in developing a new perspective as he reads you differently. “Het is leuk om met iemand te spreken die je niet kent die analyseert je op een andere manier.” (Anne)

Next to your reflection buddy most participants (Musab, Jip, Diederik, Joyce) noted that the images helped to spark new thoughts. “I was telling this and that, it helped in formulating more creative answers, it also helped as a means to talk about.” (Musab)

**A combination of metaphorical images, a sparring partner and eliciting questions helped to elicit new insights.**

Fig. 45 Participants discussing the chosen image Card



### Participants did not feel like the match was a burden, they were going to help at least once and see if they felt a spark.

Before joining the workshop the participants knew what was expected from them. The briefing had mentioned that the workshop would conclude with being matched to a local or newcomer therefore this was not experienced as a problem. When I called the locals they seemed to be looking forward to seeing their match again and going out to undertake an activity.

Even though enthusiasm was visible “Time” was expressed as a barrier to meet, a week later and nobody had met their match yet (Jip, Diederik, Joyce, Anne)

It was noted by Joyce that you have an indication of this person, but it remains hard to put this indication into context, as you miss other needed information. The future appointment would therefore act as a genuine introduction. Joyce noted that if she would feel a ‘Spark’ with her Match she might ask him to meet again in the future.

**Locals see no problems in referring, but more meetings are needed to see whether they can become friends.**

### No context upfront, results in opening up and having no prejudice, but makes it harder to place thoughts in context.

Like expressed before, people found it strange and difficult that the workshop lacked a moment in which everybody introduced themselves (Anne, Joyce) Jip noted that an introduction round would have helped to create an image of somebody. Even though you could create this image during the conversations, you did not have the chance to speak to everyone. On the other hand Diederik addressed that as no context was provided upfront you had no option to bring any preconceived ideas to the table.

“Het voelde onnatuurlijk om niet te weten waar iemand vandaan komt. Maar het maakte in principe niet uit.” (Abe)

**No introduction creates an equal atmosphere as it does not give you room to build preconceived ideas.**

**Context is provided through conversations, however you are not able to speak to everyone. We should therefore find a way we could offer this context, without building prejudice upfront.**



### **The cards acted as conversation starters, in which you truly got to know a person.**

The conversation cards took an active role in guiding a natural conversation. (Jip, Anne, Diederik, Abe) Diederik noted that when somebody was shy the cards offered them the needed stability. "The questions acted as a start for broader conversations. If the conversation ran into a dead end we moved on." (Musab)

Conversations that wandered off like Musab stated were found to be especially useful as they provided more context and new insights, than merely an answer to a question would do. "Vragen waren vaak het startschot om op een bepaald onderwerp door te gaan. .... dit was heel nice waardoor je iemand goed leerde kennen, hierdoor ontwikkelde je een goed gevoel bij een persoon." (Jip)

Diederik, Abe and Joyce noted that the design should put more emphasis on this openness and stimulate the wandering of conversations. In the current design this required an active role of the participants, they all shared a sparring partner which did not take the reflective role organically.

**More emphasis should be put in the workshop set-up to provoke active reflective behavior, so that people naturally ask follow up questions or continue on domains that are discussed.**

### **Participants don't meet up, as the workshop outline did not provide any guidelines**

The week after the workshop I called all participants to see if they were willing to meet up with their match on which all participants responded positively. However, as a month had passed by and I called for a second round, only 1 out of the 5 matches had met for a follow-up. This match aimed to stay in contact, but contact diluted over the next two weeks as networks did not collide. Having to have contact through whatsapp could have been a limiting factor. Participants had to make an appointment and find a fitting activity for their goals through whatsapp by themselves. Anne mentioned "I found it hard to find an activity, the world moves on, often when I don't feel like replying I leave my whatsapp message open". Jip his response was also inline with this feeling: "Uiteindelijk is het dus slecht gegaan denk ik omdat het in onze eigen handen lag om iets op te zetten en we daar te laks in zijn geweest."

**Momentum of the day should be used to make an appointment**

## **9.4.2 Specific findings in relation to the workshop setup**

### **Image cards are successful in stimulating association**

Drawing cards were barely used within the session, In the whole session one person had been using the drawing card three times. Drawing cards were used out of ease, not out of necessity. It is therefore safe to say that in the final version drawing cards can be left out.

**Having solely image cards would be sufficient to express yourself.**

### **Strong linguistic focus**

The workshop design required Dutch or English linguistic skills, therefore the design only helps the higher educated newcomers. Locals noted that at times a newcomer struggled with their linguistic skills, the longer somebody is in the Netherlands the better their skills were (Abe). Also Anne noted it becomes more difficult to express yourself and make jokes, which are needed to form friendship bonds.

**The next design should aim on giving language a less prominent role**

### **Fixed roles helps in tackling shyness of newcomers**

Newcomers are really shy at first, therefore it was useful that the moderator matched them randomly to several other participants this reduced the awkwardness. (Musab)

## **9.5 Implementing learnings from pilot 2 to the workshop outline**

**Having solely image cards would be sufficient to express yourself.**

**Momentum of the day should be used to make an appointment.**

**Responding to a goal with a specific activity is easier than to respond to a relatively vague goal**

**No introduction creates an equal atmosphere as it does not give you room to build preconceived ideas.**

**Context is provided through conversations, however you are not able to speak to everyone.**

**Groups of newcomers and locals remain separated until the very end.**

### **Drawing cards are left out**

As the eliciting image cards were effectively used by participants and the drawing cards were barely used during the session. I concluded that having solely eliciting image cards would be sufficient to express yourself. The drawing cards are therefore left out, in order to simplify the concept.

### **Goals are formulated at a later stage with your final match**

It was decided to alter the workshop outline and first match participants based on ambitions, before formulating specific goals. The phases in which participants discuss "the self", "aspirations" and search for ambitions provide sufficient information to get to know each other, to a level that people felt comfortable in undertaking an activity together. It was found that responding to a goal with a specific activity did not really impact the discussion with whom they wanted to undertake an activity. So it would be easier to formulate these specific goals as duo's, this way they could be written in a way that the activity captures both their ambitions. Through implementing this alteration I also feel that it will be easier to truly go out in the wild to undertake this activity together.

### **An introduction round is implemented**

As there was no introduction round implemented in the outline there was no room to build preconceived ideas. However participants expressed that an introduction would help to build context and understand a person. This context was also created during the conversations but you were not able to speak to everyone. I therefore suggest introducing an introduction round which is similar to the workshop set-up and therefore stays away from describing demographic factors like age, location but rather goes into depth about who you are. I made the introduction round part of the workshop explanation, in which all participants have to draw an image card and tell the group how they relate to this specific card.

### **Assigning seats after entry to the workshop**

Groups of newcomers and locals remain separated until the very end. Even though I tried my best to make no distinction between newcomer and local as this contributes to an equal atmosphere. Cultural influences cause groups of nationalities to cluster together, as it is habitually easier to talk in your own language. Through assigning seats upfront I aspired to force groups of cultures to blend upfront.



## In conclusion

To conclude, I reflected on the unraveling identities workshop to see whether the intended interactions formulated in my design goal were achieved. As a recap, within my project I had formulated the following design goals:

1. The workshop should acquaint locals and newcomers, to a level that they are willing to refer to their own network.
2. The workshop should create a mutual understanding between locals and newcomers to ultimately break-down cultural barriers and provoke a sense of equality.
3. The workshop should support personal growth through aligning 'the self' with its corresponding aspirations.

### Equality

The atmosphere within the workshop was perceived to be equal. The main drivers for this equal atmosphere were expressed to be the following: the workshop outline did not create any room to build preconceived ideas, the tight social script of the workshop gave everybody a role and the one on one set-up created a safe space.

During the development of the outline it was decided to have no introduction round, the workshop set-up therefore did not allow room to build any preconceived ideas. When assigned duo's, this forced people to enter a conversation with an open mindset as they did not yet have any context of the person. The 1 on 1 set-up seemed crucial to provide participants with a feeling of safety, which had the effect that participants were more open in their answers and expression. As the question cards were phrased in an open way it was up to the participants themselves to decide how intimate they wanted to respond to a question. The social script created reciprocity as through assigning roles both participants got a voice. This was much needed as it was noted that due to a damaged self-esteem newcomers often are shy. After having analyzed the results of the workshop I realized that there still was an unavoidable power differential between newcomers and locals as they had different attitudes: Newcomers aim on building stability for the future whereas locals generally aspired to cherish the now.

### Effect on acquainting and referring

Due to safety and equality present in the workshop, conversations quickly became highly intimate and personal. In these conversations the struggles of newcomers, the similarities and the extreme motivation becomes visible to locals. Participants therefore expressed that they felt no problem in meeting up, but that they needed to see whether they could become friends after meeting up several times. A month after the workshop had finished I checked in on the participants to see how the meeting had been but they still hadn't met up with their buddy. I feel that I had left a too big of a step for the participants to fulfill by themselves namely: the searching of an activity that fitted both their goals. As networks did not yet collide and communication had to be done through whatsapp communication diluted over time. Even Though participants were able to make the shadow of the future and did not feel a burden to meet up or refer, it was hard to act on something which was relatively vague.

### Eliciting new insights about the self

Due to a combination of the following workshop ingredients: metaphorical images, a sparring partner and eliciting questions, new insights were elicited. During the workshop session, the assigned sparring partner naturally took the role of a reflective partner. As when you read an eliciting question card out loud, and your buddy responds it is hard to respond solely with a 'Yes' and move onto the next question. Participants did express that there did remain a difference with whom they corresponded. Some people are highly skilled in reflecting, while others find it harder to dive into a deeper conversation level and ask the right follow up question. As the amount of choice had been limited, association through metaphorical images was provoked. The metaphorical images did not only end up taking a role in association but also acted as a memory canvas which helped to memorize what had been discussed. None of the participants had mentioned that the workshop was too difficult. Everybody had been able to answer the eliciting question cards and when having to search for a metaphorical image the reflection partner supported.





# PHASE 5

## DELIVER

This phase aspired to make the presence of the creator “me” during the hosting of the workshop unnecessary. Therefore, I tried to capture all the nuances acquired through hosting several pilots in a manual. The card deck and other materials were prepared in a way so that somebody else could take the role of the facilitator. The findings of this final evaluation pilot are discussed after which I wrap up the report with a general discussion on the project outcome and possible future research direction.



# 10. EVALUATION PILOT

In this chapter the final concept ‘Unraveling Identities’ is evaluated. The goal of this evaluation pilot was to make the presence of the creator “me” during the hosting of the workshop redundant. I therefore prepared all the materials in a way that somebody else could take the role of facilitator. To host this evaluation pilot I asked an employee from Welcome to host the final evaluation pilot and take care of the recruitment of participants. The suggested alterations from pilot 2: “leaving out drawing cards, formulating goals together with the final match, implementing an introduction round and the assignment of seats”, were implemented in order to bring the concept to a higher level. Next to these implementations, the nuances I had previously acquired through hosting several pilots were captured in the form of a facilitating manual. In this chapter I discuss the creation of this manual and evaluate the pilot’s findings.

## 10.1 Manual as guideline for facilitator

In order to capture all the nuances I had acquired through hosting several pilots and to create a clear overview of the workshop outline, I created a manual. (Fig. 46) This manual covered the theoretical backbone of the program, the workshop ingredients, the outline, tips regarding hosting of workshops and detailed time-planning.

In the first section the manual showcases an overview of the theories used as backbone for the development of this workshop. I felt it was valuable to communicate this theoretical backbone as the facilitator might be receiving questions why the outline has been designed a certain way. Also facilitators are required to be adaptive, this theory could then support their decision process when alterations to the outline have to be made.

The manual then talks the facilitator through the fundamental workshop ingredients, both their function and role within the workshop are discussed. It was decided that the final package contained both the eliciting question cards and associative image cards whereas the goal cards and insights sheets had to be printed by the facilitator prior to the session as they were single use. For that reason a QR has been included linking to the pdf.

After having raised awareness of the workshop components the reader is guided through the outline: the set-up and the workshops’ distinct phases ‘the self’, ‘aspirations’, formulating ambitions and fulfilling goals. This is done both in a nutshell and in detail showing a step by step guide.

A separate chapter has been devoted to organizing the workshop and the recruitment of participants. This chapter is solely written for the facilitator and tries to capture all the nuances required both prior and during the hosting of a pilot day. A tip section provides the facilitator with grip.

A removable planning sheet has been included which walks through the workshop’s time planning. As it is loose, it can be consulted during the hosting of the session.



Fig. 46 Snippet from two of the pages within the manual.

The full manual can be consulted in Appendix G

## 10.2 Set-up

As the goal of this pilot was to make me redundant. I had prepared all the materials in a way that somebody else could take the role of facilitator. The created pilot materials together with the manual were given to Nahom, an employee of Welcome, two weeks prior to the intended hosting date. Nahom was happy to help and therefore took care of the recruitment of participants and arrangement of all the other organizational aspects. As I was interested in whether somebody else other than myself would be able to run an effective workshop I distanced myself from any organizational aspects.

Nahom had decided to host the pilot at an AZC in Tilburg and planned on using it to acquaint a group of locals and newcomers of Welcome’s ambassadors hub. The participants therefore had been previously in contact with each other, and were aged 30–40.

During the hosting of the workshop I was present to see whether the manual had provided enough guidelines to run a successful workshop. But also was there to provide Nahom with the security that if something would fundamentally go wrong I would intervene.

## 10.3 Scope

During this pilot I was mainly concerned with the effectiveness of the manual in communicating all the insights required to host a good workshop. In this chapter we therefore merely reflect on the hosting aspect of the workshop and the role of the facilitator.

I had formulated the following research questions:  
Is the manual effective in transferring the knowledge required to host an effective workshop?  
Does the facilitator encounter any barriers while organizing the pilot?  
Is the facilitator able to communicate the workshop flow well?  
and ofcourse I was sensitive to any other unforeseen barriers.

Findings regarding the effectiveness of the workshop from a participant perspective were not emphasized on, results from this pilot were in line with what had already been found in Pilot 2. These detailed findings and conclusions from a participant perspective can be found in chapter 9.

## 10.4 Findings

Fig. 47 Facilitator consulting manual while participating



### Due to collaboration with existing groups their was less hassle organizing the pilot

Nahom (the facilitator) did not have difficulties organizing the pilot. As he stood in close contact with people from the AZC he quickly had a list of participants ready. As a location he had arranged the communal room in the AZC. He did have difficulties finding dutch participants from the ambassador’s team, as they had busy schedules. He therefore decided that he would partake himself and he asked me to join as a participant.

### The facilitator was able to execute the general outline well

With help of the workshop manual, the facilitator was able to host the workshop. Setting up the table and walking the participants through the outline all went well. The workshop has been a success as workshop participants again expressed that they had acquired new insights about the self and had fun. One participant noted that this workshop had exceeded his expectations, he was glad to be able to participate.



### **Facilitator pays less attention to nuances**

Whereas I had written strict guidelines, Nahom had bent the guidelines to make them fit for him. As an example Nahom had decided that it would be okay for him (the facilitator) to partake as a participant. This of course influenced the flow of the workshop, as it was hard to do both time-keeping and participation. (Fig. 47) But as the general outline and set-up had been followed well and was understood this did not significantly impact the eliciting output of the workshop. The group on the other hand was not able to fully finish the workshop as we had exceeded our time limit. Nahom mentioned that he would alter his approach the second time he would organize the workshop.

### **Facilitators internalize the workshop**

The workshop had been used for a slightly alternative goal than intended. Nahom saw an opportunity in using the connecting mechanism of the workshop to build bonds within the group of Local and Newcomer ambassadors. The workshop had effectively achieved this goal. Qusai (an ambassador) had mentioned that he had gained more insights about the people they had been working with during this workshop day than in the past two months. (Fig. 48)

Fig. 48 Evaluation pilot hosted By Nahom at the AZC in Tilburg, was effective



## **10.5 Discussion and recommendations**

### **Hosting workshops is time costly**

Even Though there is a fixed workshop format, it costs a lot of time to run a campaign and recruit potential participants. Further research should be conducted on what gets people into action and what motivates them to partake in order to run effective campaigning and increase the scalability of the concept. The workshop set-up requires the number of newcomer and local participants to be equal, so that everyone can form a duo. This brings increased complexity to hosting the workshop as when somebody does not show up, somebody is forced to be left out. Therefore I advise the host to have a list of substitutes ready.

Next to the recruitment, it takes a lot of time to keep all participants involved prior to the workshop. This involvement is needed to ensure that everybody shows up, is aware of the expectations and is present at the exact same time.

Through cooperation with two other co-hosts who take care of the recruitment within their network we might create an opportunity to reduce the hosting time. We can make use of the obligation one feels towards their own organization to partake. This way the host can also easily tap into new pools of people. For example Coca-cola recruits 10 locals within their company and RefugeeTeam recruits 10 locals within their network.

### **Obliging the Western view?**

During the discovery phase we saw two colliding attitudes, the western society which reasons are based on 'the self' and the middle-eastern cultures where roles are assigned and you reason from collectivity. People raised in the west have been forced to think about their personal development throughout their lifetime but this is a relatively new concept to people from the middle east. This finding was supported by one participant in an interview after pilot two. "In Holland there is a different mentality than in middle eastern countries. We are expected to get the fish, but have not learned how to fish, and learn where you were especially good at. I come from a country where everything is rigid, you have to partake in a specific exam that determines what and where you end up and if you are even able to study.

For me when I came to the Netherlands I just wanted a job, I didn't care what. We need to switch to the culture of the Netherlands where you are able to decide yourself what you want to do. In my country people are happy that they can study, afterwards you will continue a job that fits your studies."

Through designing a workshop that trains middle-eastern people to shape a goal oriented mentality, I took an acculturation stance. I could have also created a workshop for dutch recruiters to be more sensitive to cultural differences while recruiting, in order to teach them the tendency of newcomers to reason based on skill instead of soft skills and intrinsic motivation.

### **Creating separate workshop groups based on demographic factors**

As I only hosted one workshop group I solely recruited twenty participants. As a consequence my pool of participants was not big enough to create several workshop groups categorized based on demographic factors like I had earlier suggested. Acquainting literature showed that this would increase the changes bonds are created between participants. On the other hand I feel like a mixed group of participants as it has advantages as well. When talking to someone who has a completely new view on life or reasons based on different skills this could cause friction, spark and therefore inspire.

When matching based on demographic factors, like the working sector, this could steer the workshops focus even more towards career whereas it currently is also focused on life in general. By focusing on work we might create expectations from newcomers which we are not able to fulfill.



### ***The importance of expectation management***

When a dutch person is matched to a newcomer, he often sees him or her as one of the many connections. On the contrary, for a newcomer it might be his only way to get in contact with new people. Here we are dealing with a risky power differential. When a newcomer attaches too much value to the match, and his expectation is not fulfilled it might damage his self esteem. Good expectations management prior to workshop to participants is therefore of great importance. For this workshop it would mean clear communication about the expectation to go and undertake an activity for a day only.

### ***Language is a prominent part of the workshop***

In the current workshop set-up language takes a prominent role during the reflection process. The workshop is therefore not suitable for people that did not master the Dutch and English language. Especially during the first few months some of the newcomers have not yet developed a mastering of the dutch or English language. On the contrary, the value of the workshop is greatest in the months directly after they have received their residence permit. I would suggest exploring alternative capturing methods other than writing, such as drawing and expression through images.

### ***Skill of reflective partner, strongly determines output of workshop***

More emphasis should be put in the workshop set-up to provoke active reflective behavior, so that people naturally ask follow up questions or continue on domains that are discussed. The workshop outline guides participants through question cards, however these question cards do not embed follow up questions. Often participants started to discuss a domain but this was not always the case. In the future it could be explored how the question cards could be exchanged for traded in for discussion cards. This way participants are forced to start a discussion about a domain. On the other hand, this would undermine the created social script which creates the valued equal atmosphere. Also we don't know if conversations will reach the level of depth that was present in the current set-up.

Workshop can be used as a tool tool to elicit insights regarding the barriers newcomers experience Next to a means for participants to become more aware of the self. The workshop could also be used by welcome as a generative session to find barriers, dreams and challenges newcomers face. Even Though answers are highly specific, certain themes might become prominent when analyzing the data. This way, Welcome! can kill two birds with one stone.





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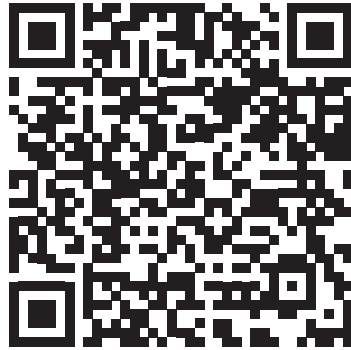
# APPENDIX

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- A: TRANSCRIPED INTERVIEWS  
AND CLUSTERED THEMES
  - B: GOAL CARDS
  - C: INSIGHT SHEETS
  - D: EXAMPLES OF ELICITING QUESTION  
CARDS 'ASPIRATIONS'
  - E: EXAMPLES OF ELICITING QUESTION  
CARDS 'THE SELF'
  - F: EXAMPLE'S ASSOCIATIVE IMAGE CARDS
  - G: WORKSHOP MANUAL
-



## A: TRANSCRIBED INTERVIEWS AND CLUSTERED THEMES



***Here you can access all the data, which has been used for the clustering***



**Here you access, all the clusters**





B: GOAL CARDS

LOOK AT YOUR ANALYSIS

EXPLORE HOW YOUR DREAMS AND YOUR CURRENT SELF RELATE TO EACH OTHER.

ON WHAT STRENGHT WOULD YOU LIKE TO PUT MORE EMPHASIS? DO YOU FEEL LIKE YOU ARE CURRENTLY MISSING SOMETHING? WOULD YOU LIKE TO EXPLORE SOMETHING TOTALLY NEW?

GOAL

WHERE/HOW

MAKE IT MEASURABLE

ACHIEVABLE?

GOAL

WHERE/HOW

MAKE IT MEASURABLE

ACHIEVABLE?

GOAL

WHERE/HOW

MAKE IT MEASURABLE

ACHIEVABLE?

GOAL

WHERE/HOW

MAKE IT MEASURABLE

ACHIEVABLE?

C: INSIGHT SHEETS

PLACE CARD HERE

Pick a card that resembles you?

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:

PLACE CARD HERE

Pick a card that resembles your aspired self or dreams?

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:

Question:

How do I relate:



D: EXAMPLES OF ELICITING QUESTION CARDS ‘ASPIRATIONS’

WHERE DO YOU ASPIRE TO BE GOOD AT?	WHICH ACTIVITIES DO YOU DO WITH JOY?
WHAT PITFALL WOULD YOU LIKE TO TACKLE?	WHAT WOULD YOU LIKE TO BECOME? WHY?
ON WHAT PERSONAL STRENGTH WOULD YOU LIKE TO EMPHASIZE IN THE FUTURE?	IS THERE ANYTHING THAT IS HOLDING YOU?
WHICH MOMENTS WOULD YOU LIKE TO CHERISH MORE?	WHIH CARD WOULD YOU LIKE TO BE? AND WHY?
LIKE WHAT IDOL DO YOU ASPIRE TO BE? AND WHY?	WHAT WOULD YOU DEFINE AS GOOD WORK AND WHY?
WHICH ACTIVITIES IN LIFE WOULD YOU IDEALLY LIKE TO SPEND MOST OF YOUR TIME ON.	HOW DO YOU WORK AMBITIONS RELATE TO SOCIETY?

E: EXAMPLES OF ELICITING QUESTION CARDS ‘THE SELF’

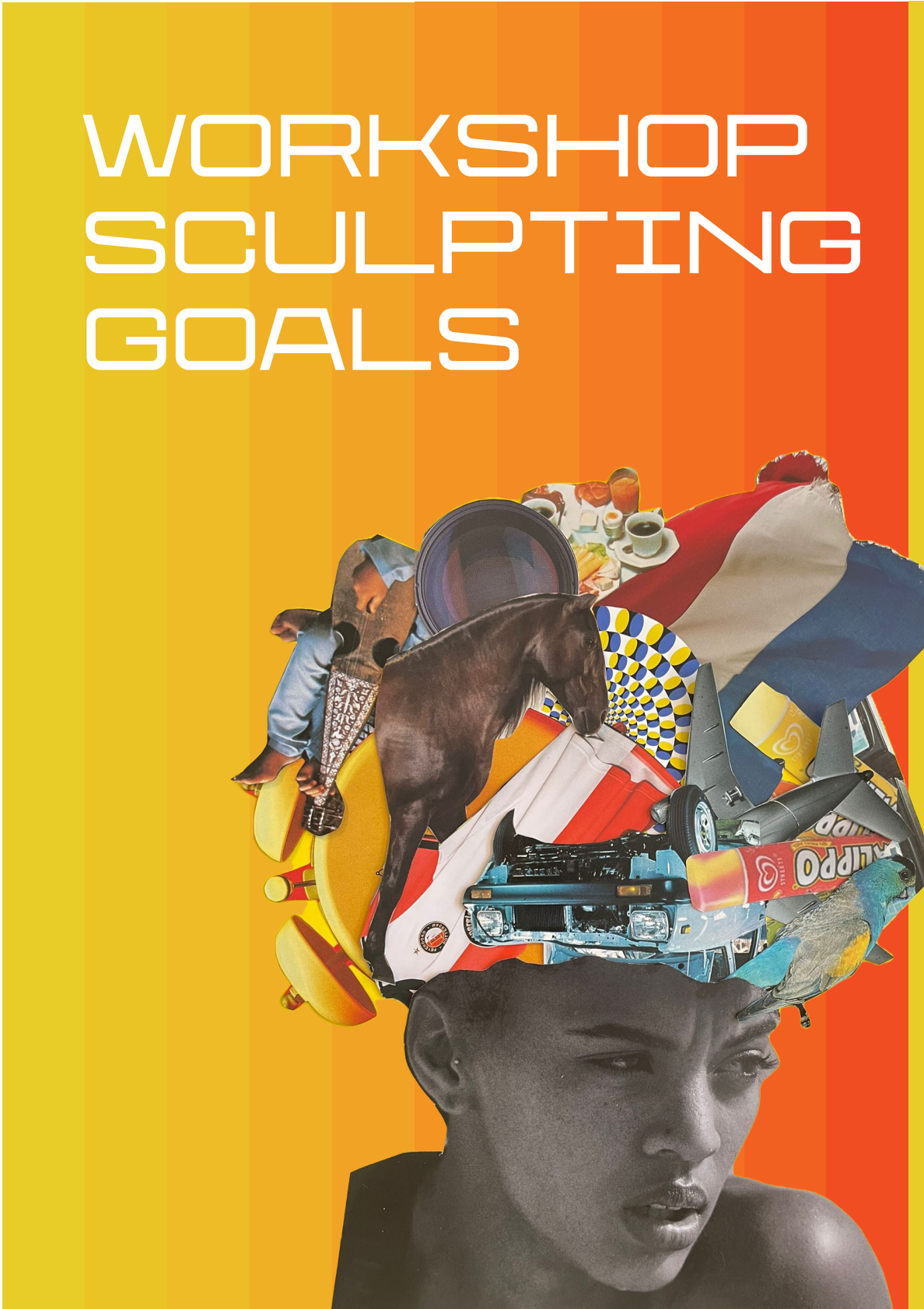
WHICH CHARACTER TRAIT WOULD YOU RATHER LOSE? AND WHY?	IS THERE A HIGHER POWER GOD, OR SOMETHING TRANSCENDENT AND IF SO WHAT IMPACT DOES IT HAVE ON YOUR LIFE?
WHAT DID A FRIEND / COLLEGE OR FAMILY MEMBER TEACH YOU THAT YOU WILL NEVER FORGET? AND WHY?	IN WHAT SENSE ARE YOU STILL THE SAME AS YOU WERE WHEN YOU WERE 4 YEARS OLD?
HOW WOULD OTHERS DESCRIBE YOUR BEHAVIOUR?	WHAT DID YOU ASPIRE TO BECOME AS A CHILD? WHAT CHARACTERISTICS WOULD YOU STILL FIND ENJOYABLE?
WHAT TYPE OF ART TOUCHES YOU? AND WHY?	WHAT FEAR IS CURRENTLY HOLDING YOU BACK?
WHICH CARD SYMBOLISES MOST WHAT YOU HAVE INHERITED FROM YOUR CULTURE? WHY?	WHAT JOBS DID YOU HAVE? HOW DID THEY FIT YOUR PERSONALLITY?
DO YOU BELONG TO ANY SUBCULTURE? WHAT VALUES DID THIS TEACH YOU?	WHICH CARD DO YOU FEEL SYMBOLISES MORALLY RIGHT?



F: EXAMPLE'S ASSOCIATIVE IMAGE CARDS



G: WORKSHOP MANUAL





## GOAL

A WORKSHOP THAT STIMULATES PERSONAL GROWTH AND NATURALLY ACQUAINTS LOCALS AND NEWCOMERS THROUGH PLAYFUL SYNERGETIC CONVERSATIONS.

### Personal growth

*Sculpting realistic goals that are inline with 'the self'*

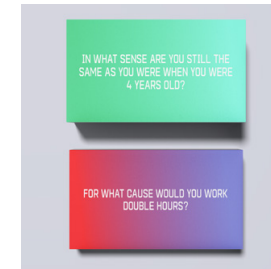
M. E. Ford (1987) notes that personal goals should be inline with 'the self' to increase the motivation needed to fulfill the goal, as good alignment will increase "How much you care about achieving the goal." Following this theory and 'the path of expression' (PJ Stappers, L. Sanders, 2012) the workshop outline is designed in a way to first create awareness of the self before moving towards thinking about aspirations and goals.

### Acquainting newcomers and locals

*To a level that they feel comfortable in helping eachother*

Even though locals and newcomers share the same physical space, our so-called proxies don't overlap, we don't encounter eachother in our daily rounds. To stimulate interaction between newcomers and locals the workshop outline has been designed with acquainting in mind. Through undertaking a common goal newcomers and locals feel part of the same group. The workshop has a rigid structure and gives both newcomers and locals the ability to ask questions, this results in synergic conversations that provide participants with a sense of trust needed to acquaint.

## WORKSHOPS INGREDIENTS

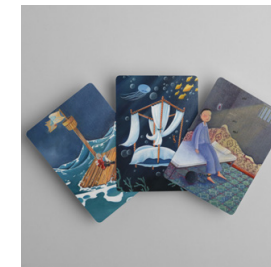


Eliciting Questions "examples"

### Green and Red Eliciting question cards

The eliciting question cards guide participants their reflection process past these domains of influence.

Erikson's (1967) notes that "Identity" or 'the self' is believed to be fluid. Identity is shaped through living life and reflecting on these lived past experiences. Culture, the way you were raised, religion, education, myths, norms, the stories you were told and the news you have been consuming daily are of influence.



Dixit cards used as associative image cards

### Associative Image cards

Images tend to elicit emotions and memories and carry many different layers of meanings and association. They have therefor been introduced as metaphorical tool to easier express thoughts and feelings as they tend to elicit emotions and memories, and carry many different layers of meanings and associations. Participants are asked to explore a fitting connection between what they want to say and a metaphorical image card. In the process of finding a fit they learn about the metaphor and what they want to say simultaneously.



Insight sheet 'the self'

### To be arranged by facilitator

20 Pens

Print 20 A3 insight sheets 'The self'

Print 20 A3 insight sheets 'Aspirations'

Print 20 Goal cards



Goal Cards

Download  
Insight sheets + Goal cards





# MANUAL

## The workshop in a nutshell

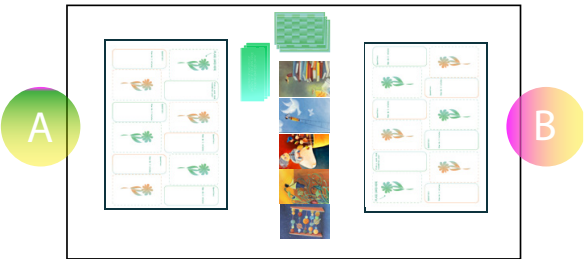
The workshop aims to create awareness of the self “Who am I?” and helps in formulating goals for the future “Where do I want to go?”

To do so the workshop has been divided into separate phases. In the first phase participants reflect on the past and the life events that shaped their identity. After they have reflected on the past, the second phase focuses on the future self and its corresponding aspirations. In the third phase “the self” and “aspirations” are aligned in order to formulate ambitions. These ambitions are expressed in the group where the facilitator searches for a match. In the last phase every match steps into the world to fulfill their goal.

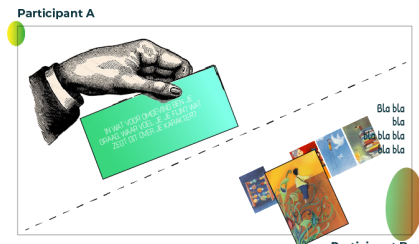
## Workshop in detail

### Set-up

Two piles of eliciting question cards and one pile of associative image cards are arranged in the middle of the table. The question card deck remains closed but five associative image cards are drawn from the image-card deck and placed on the table image side up. The table also contains two insight sheets directly in front of the participants’ seats.



The set-up of the gameplay



1./2. Draw question card and answer with metaphorical image



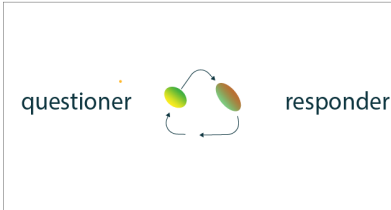
3. Capture insight on insight sheets

### Phase 1 - ‘The self’

When the table is ready, two participants take a seat in front of each other.

1. Participant A draws a question card from the question card deck and reads the question out loud.
2. Participant B answers this question through picking an associative image card and uses this image as a metaphor to answer the asked question.
  - 2.1 It could be that Participant B does not see an immediate fit, the duo now collaboratively searches for a fit between image to formulate an answer.
  - 2.2 A follow-up question could be asked when the answer is misunderstood by participant A or as a means to dive deeper into a certain domain.
3. As participant B talks it is key for participant A to make notes and capture the insights.

# MANUAL



4. Roles are reversed after each discussion



5./6. Every participant expresses their main findings in the group

### Phase 2 - ‘Aspirations’

The same process is repeated with a new sparring partner and a the red eliciting card deck that explores “aspirations”.

The main findings of this phase are discussed plenary with the group, after which duo’s are switched

### Phase 3 - Formulating ambitions

In the third phase participants compare the two created profiles (“the self” and “aspirations”) in order to dissect how they relate to each other. Participants are asked to look for aspirations that are in line with “the self” or formulate completely new ambitions that are a better fit to ‘the self’.

These formulated ambitions are propagated in the group to see who can support who in achieving their ambition. Based on personal preferences, local- newcomer matches are created.



Every duo meets one day after the workshop in order to fulfill their set goal.

4. When both feel the domain or subject has been covered and to avoid awkward silence a new question card can be picked. The roles are now reversed, Participant B takes the role of Participant A and vice versa.
5. When the timer ends the last question will be discussed and the phase is rounded off plenary.
6. Participants exchange the sheets on which the notes were taken. The main findings of this phase are discussed plenary with the group, after which duo’s are switched.

### Phase 4 - Fullfilling Goals

The match will compare their previously formulated ambitions to try and formulate a goal that captures both their ambitions. This goal should be achievable (within one day), measurable, realistic and timebound. An appointment will be made to undertake the goal and phone numbers will be exchanged.



# MANUAL FACILITATOR

## Prior to session

### Recruiting participants

1. Participation should be voluntary as a receptive attitude will be needed.
2. Participants should be able to express themselves in either English or dutch.
3. Expectations of the wokshop and it's mandatorry match should be made explicit.

### Workshop size

The workshop group size can range from 10-20 participants.  
The amount of locals and newcomers joining should be equal.

#### Tip 1!

*If you would like to scale to initiative and run workshops for 100+ people, make sure to host several separate workshops. Use demographic factors such as age, level of education, marital status, residential area etc.. to divide participants into distinct groups upfront. As the creation of distinct groups will increase the likelihood of aquaniting.*

#### Tip 2!

*If more than 10 Locals or Newcomers signed up for the event, do not make the event bigger or close enrolment, but start a substitute list. This will allow you to quickly find a substitute when somebody calls in sick.*

#### Tip 3!

*If a person enrolled who did not master the English or dutch language, try to find someone within the group who speaks the same language. This person can then act as his translator. Instead of a 1 on 1 setup, a 2 on 2 group is recommended.*

### What to arrange for the workshop

1. Location with desks and chairs so locals and newcomers can get seated in front of each other.
2. Coffee, tea, snacks and fruit for the breaks during the pilot
3. Sufficient pens for the amount of participants joining the day.
4. Print Insight sheets on A3, Print Goal cards on A4

# MANUAL FACILITATOR

## During session

### Rol of facilitator

1. Be the timekeeper

*Make sure to be strict timewise in order to remain flow in the workshop*

2. Facilitate during plenary moments

*Make sure everybody gets a chance to express their findings during the plenary moments.*

3. Walk around during the reflective exercise

*Help where necessary, ask if they understood the task*

4. Make sure participants are at easy and feel comfortable

*During the plenary moments it could happen that somebody does not like to express what they found.. Do not put emphasis on this matter but move on. This session has not been made with the intention to be therapeutic.*



### During session

Participants may show up early, in the meantime make use of this time to prepare the tables in the room.



Two piles of eliciting question cards and one pile of associative image cards are arranged in the middle of the table. The question card deck remains closed but five associative image cards are drawn from the image-card deck and placed on the table image side up. The table also contains two insight sheets directly in front of the participants' seats.

Only start the workshop when everybody is present, as the group has to follow the phases simultaneously.

**5 min** - Explanation of the gameplay

*"Participant A draws a question card from the question card deck and reads the question out loud. Participant B answers this question through picking an associative image card and uses this image as a metaphor to answer the asked question. Participant A takes notes of the answer and might ask a follow up question in order to gain more knowledge. When the duo feels the domain has been covered, they move on to the next question. After each question the roles are switched and the process is repeated. The phase ends when the timer buzzes. After each phase sparring partners will be switched."*

*Will act as means for the group to introduce themselves, but also this is the moment to intervene when somebody does not understand how to associate.*

**5 min** - Assign new duo's

*All newcomers move one table left to form new Newcomer-Local duo's*

**5 min** - Assign new duo's

*All Locals move one table right to form new Newcomer-Local duos*





