

# APPENDICES

## Enhancing Change in Creative Sessions at LEF Future Center

Master thesis by Suzanne van Beek

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# **PART I: Appendices**

## **A. Graduation Project Brief**



# IDE Master Graduation

## Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

**! USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT**

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

### STUDENT DATA & MASTER PROGRAMME

Save this form according the format "IDE Master Graduation Project Brief\_familyname\_firstname\_studentnumber\_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !



family name  
initials  
student number  
street & no.  
zipcode & city  
country  
phone  
email

Your master programme (only select the options that apply to you):

IDE master(s):  IPD  Dfl  SPD

2<sup>nd</sup> non-IDE master: \_\_\_\_\_

individual programme: - - - (give date of approval)

honours programme:  Honours Programme Master

specialisation / annotation:  Medisign

Tech. in Sustainable Design

Entrepreneurship

### SUPERVISORY TEAM \*\*

Fill in the required data for the supervisory team members. Please check the instructions on the right !

\*\* chair Ir. S.G. van de Geer dept. / section: DA

\*\* mentor MSc. K.G. Heijne dept. / section: PIM

2<sup>nd</sup> mentor Martijn van der Rijt

organisation: Rijkswaterstaat - LEF Future Center

city: Utrecht country: The Netherlands

comments  
(optional)

⋮

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v.



Second mentor only applies in case the assignment is hosted by an external organisation.



Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

**Procedural Checks - IDE Master Graduation**

**APPROVAL PROJECT BRIEF**

To be filled in by the chair of the supervisory team.

chair \_\_\_\_\_ date \_\_\_\_ - \_\_\_\_ - \_\_\_\_ signature \_\_\_\_\_

**CHECK STUDY PROGRESS**

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: \_\_\_\_\_ EC

YES all 1<sup>st</sup> year master courses passed

Of which, taking the conditional requirements into account, can be part of the exam programme \_\_\_\_\_ EC

NO missing 1<sup>st</sup> year master courses are:

List of electives obtained before the third semester without approval of the BoE

( \_\_\_\_\_ )

( \_\_\_\_\_ )

name \_\_\_\_\_ date \_\_\_\_ - \_\_\_\_ - \_\_\_\_ signature \_\_\_\_\_

**FORMAL APPROVAL GRADUATION PROJECT**

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked \*\*. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks ?
- Does the composition of the supervisory team comply with the regulations and fit the assignment ?

Content:  APPROVED  NOT APPROVED

Procedure:  APPROVED  NOT APPROVED

( \_\_\_\_\_ )  
 \_\_\_\_\_ comments

name \_\_\_\_\_ date \_\_\_\_ - \_\_\_\_ - \_\_\_\_ signature \_\_\_\_\_

**Personal Project Brief - IDE Master Graduation**

The Effect of a Creative Session project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 12 - 12 - 2018 04 - 07 - 2019 end date

**INTRODUCTION \*\***

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

Many companies adopt creative techniques to innovate. Especially startups have embraced creativity to shape their company and develop products. A way of pursuing creativity within a company, is to organize creative sessions.

A creative session (figure 1) is a group process of applied creativity with the ultimate goal to create a product. This product can have many forms and is the tangible result of the creative process. The creative process is recognized by a continuous circle of broad exploration of options, organizing these options and ultimately selecting or creating the most promising options. Creativity techniques can be used to support these phases (Buijs & Van der Meer, 2014). Different methodologies are built around the principle of these phases, but execute them in different manners, e.g. creative problem solving (CPS), theory U or design thinking.

The facilitator plays a crucial role in the form and execution of a creative session. They are experts in designing a creative session by taking the goal, stakeholders, program, process and group energy into account.

LEF Future Centre is a department of Rijkswaterstaat that organizes creative sessions and an example of how a company uses creative sessions as a tool for innovation. LEF Future Center is based in Utrecht and supports Rijkswaterstaat and other governmental organizations through sessions. Their product is a session focused on breaking patterns and routines, because this helps people to solve problems in a different way than how they occurred. All interior spaces of LEF are designed to execute sessions, as the environment of the sessions has a large effect on groups and how the brain functions, e.g. the color of lighting can encourage either divergent or convergent thinking. LEF Future Center has a lot a practical knowledge about facilitating and will host this graduation project to develop their product further.

The team of LEF Future Center supports the process around a session. The different stakeholders (figure 2) throughout this process are the LEF team, the externally hired professional facilitator, the problem owner and the participants of the sessions, which normally last half a day or a full day.

The reasons to organize a session vary greatly, and a popular theme at the moment is sustainability. The Dutch government has set ambitious goals for 2030 and big changes are needed to achieve them. Creative sessions are a powerful way to create innovative ideas in the field of sustainability, but the impact of the session is essential to make these changes happen.

Rijkswaterstaat is also realizing this and is developing a Future Lab together with LEF Future Center. The Future Lab will host multi-day sessions that focus on delivering concrete solutions and prototypes. The development of the Future Lab is a great opportunity to use the expertise of LEF Future Center in new ways to create solutions that serve our future generations.

Buijs, J. A., & Van der Meer, H. (2014). Professioneel wyberen: het organiseren en leiden van creatieve sessies. Den Haag: Boom Lemma uitgevers.

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**Personal Project Brief** - IDE Master Graduation

introduction (continued): space for images

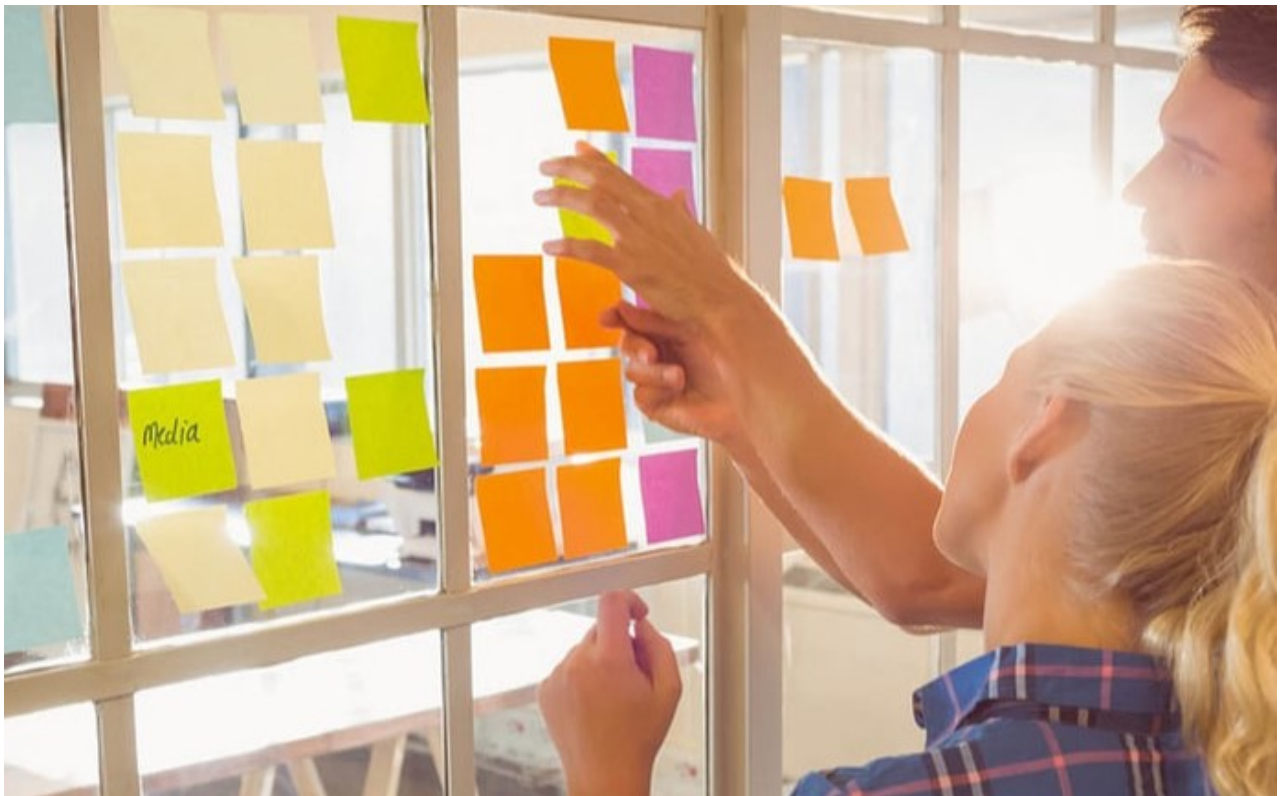
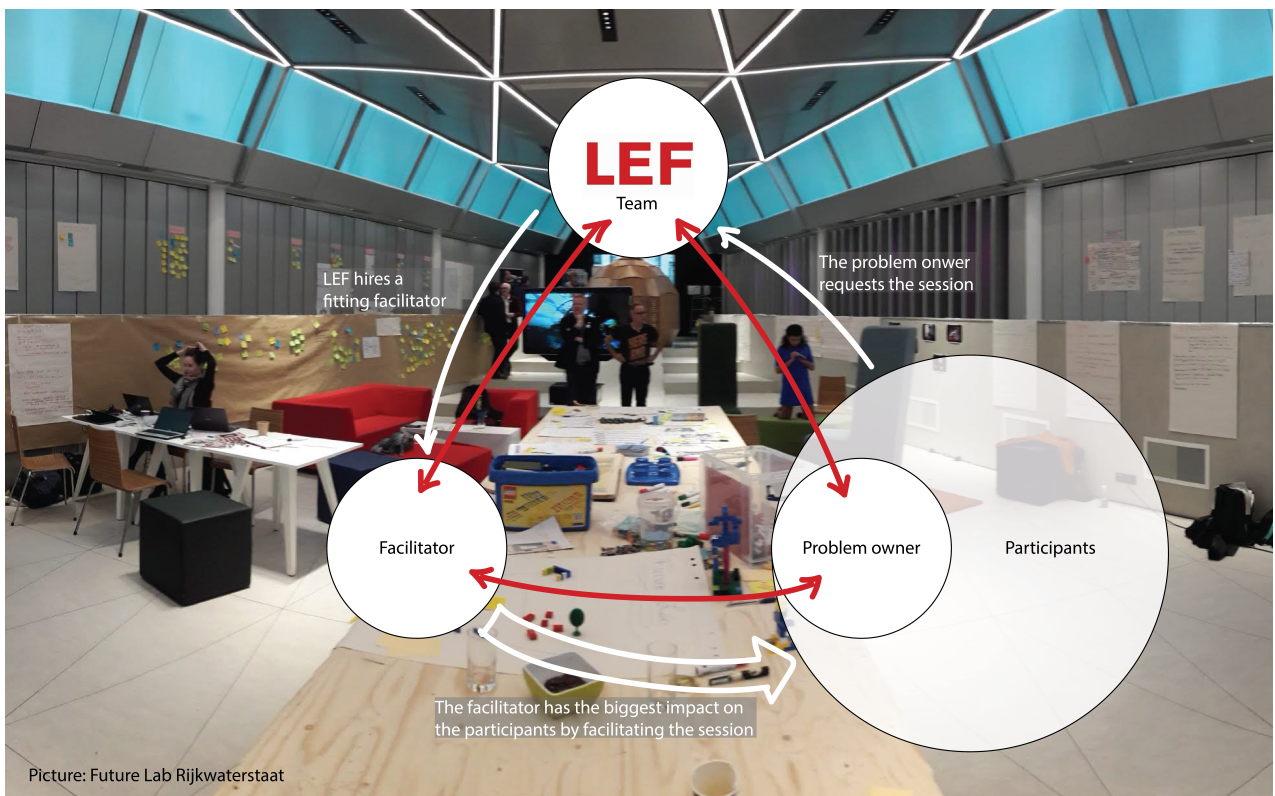


image / figure 1: Example of a creative session



Picture: Future Lab Rijkwaterstaat

image / figure 2: Structure of stakeholders around a session at LEF Future Center



## Personal Project Brief - IDE Master Graduation

### PROBLEM DEFINITION \*\*

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

The effect of a creative session can be described as what the session causes afterwards. Experiences from facilitators, participants and myself show that the effect of a session often seems disappointing. The energy is high during the session, but participants tend to fall back into the behavior of their working routine afterwards.

This is a very complex and elusive problem, as the factors that influence the effect are different every time, depending of the goal, facilitator, the session plan and participants. Also, the effect is not the same as reaching the goal of a creative session. Participants can be inspired, may have developed new knowledge or network. These are valuable changes, though different to the individual and rather intangible.

Effect is closely related to change. The amount of literature available about change is numerous and the same applies to papers and books written about creative techniques and creativity. Unfortunately there is a gap when we search for knowledge about how to anticipate change that will be caused in a creative session. Buijs et al, 2009, confirm this by stating how limited our knowledge and understanding on that topic was, and still is.

LEF Future Center recognizes the problem as well in their sessions. This project will therefore focus on expanding the effect of creative sessions (typically, idea generation sessions) at LEF Future Center and building on LEF's strengths of involving the tangible environment to support the process.

Buijs, i., Smulders, F., & Van Der Meer, H. (2009). Towards a more realistic creative problem solving approach. *Creativity and innovation management*, 18(4), 286-298.

### ASSIGNMENT \*\*

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, ... . In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

Research 'change' in the context of a creative session and design a product and/or service that enhances the effect of a creative session at the Future Lab of LEF Future Center.

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The result of the project will be twofold: theoretical knowledge consisting of elements that are important to influence the effect of a session, and a design for LEF Future Center which validates and advances the theory.

The development of the design will be done in 5 phases:

Phase 1 Research into context: Understanding LEF Future Center and the problem

Phase 2 Literature research: Involving external and academical knowledge into the project

Phase 1 and 2 are concluded by scoping the problem into a design brief.

Phase 3 Ideation: Iterative development of ideas that influence the effect of a creative session

Phase 4 Conceptualization: Using elements from ideation to develop a final design

Phase 5 Finalization: Validate the design and define how it should be implemented by LEF Future Center.

## Personal Project Brief - IDE Master Graduation

### PLANNING AND APPROACH \*\*

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 12 - 12 - 2018

4 - 7 - 2019

end date

Date	10 dec	17 dec	24 dec	31 dec	7 jan	14 jan	21 jan	28 jan	4 feb	11 feb	18 feb	25 feb	4 mrt	11 mrt	18 mrt	25 mrt	1 apr	8 apr	15 apr	22 apr	29 apr	6 mei	13 mei	20 mei	27 mei	3 jun	10 jun	17 jun	24 jun	1 jul	
	16 dec	23 dec	30 dec	6 jan	13 jan	20 jan	27 jan	3 feb	10 feb	17 feb	24 feb	3 mrt	10 mrt	17 mrt	24 mrt	31 mrt	7 apr	14 apr	21 apr	28 apr	5 mei	12 mei	19 mei	26 mei	2 jun	9 jun	16 jun	23 jun	30 jun	7 jul	
Project week	1	2			3	4	5	6	7	8	9	10	11	12	13		14	15	16	17	18	19	20	21	22	23	24	25	26	27	
Worked days	2	3	0	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	3	4	4	4	4	3	4	4	4	4	
Total	2	5	5	5	9	13	17	21	25	28	32	36	40	44	48	48	52	56	60	63	67	71	75	79	82	86	89	93	97	101	
TASKS																															
MEETING TEAM	12 dec							29 jan				26 feb		12 mrt							23 apr			23 mei			11 jun			4 jul	
DEFINE LEARNINGS																															
RESEARCH WITH CONTEXT																															
RESEARCH INTO CONTEXT																															
LITERATURE RESEARCH																															
IDEATION																															
CONCEPTUALIZATION																															
FINALIZATION																															

The phases, described in the assignment, can be seen in the planning above. The ideation and conceptualization part are relatively long, as the process will have an iterative - hands on - nature, enforced by prototyping and testing and therefore needs careful planning.

Unfortunately my father was recently diagnosed with cancer. He is already being treated and the prospects are good. Due to the process we are going through with my family, I am choosing to work on the project 4 days a week.

The fifth row counts the days that I work on the project. The midterm meeting takes place on the 12th of March (day 41), the greenlight meeting on the 23th of May (day 79) and graduation on the 4th of July (day 101).

## Personal Project Brief - IDE Master Graduation

### MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, ... . Stick to no more than five ambitions.

The elective Creative Facilitation introduced me to the field of facilitating and to LEF Future Center. I have facilitated different sessions since and developed affection for this profession. Creative techniques and methods support the facilitator during a session, but it is the interaction and group energy that makes all the difference in the creative process. LEF Future Center has developed a lot of practical knowledge about organizing and facilitating sessions; unconscious and conscious processes in the brain are a leading element in creating the environment and flow of a session.

I have an interest in the part of group processes that is nearly impossible to describe in words and believe that I have the tools and competences to analyze the interactions that are difficult to grasp. I enjoy order and clarity, to find structure in the chaos. This will help me to understand and communicate processes that are fuzzy at first.

This project is not only driven by curiosity and interest, but also by an aversion of discussions that do not lead to actions. There are many intelligent people that get together to find solutions to complex problems, but many solutions come in the form of new meetings, connecting networks or consulting another party. Creative sessions are a wonderful tool to accelerate a concrete solution, but action is still needed afterwards to make it happen.

That is why I chose to focus on influencing the effect of a creative session. What can be done to encourage the partakers of a session to take action?

Apart from my reasons to set up this project, I have three learning ambitions:

1. To acquire knowledge about the industry. I never did an internship and I am aware that university is a very different environment than a company. I wish to have a better understanding of those differences to get a better perspective on the possibilities and restraints I will have as a designer in the future.
2. To find balance between designing intuitively and academically. Whilst the projects at the IDE faculty have taught me a lot, they focus more on the academical part of designing than intuition. The graduation project is a very personal process to me in which a lot of choices need to be made. A lot of choices are made unconsciously (Dijksterhuis, 2011), which I link to intuition. I would like to be aware of how such choices can fit in the academical context of the TU Delft.
3. To practice what I preach; I wish to deliver a product by the end of this project of which LEF Future Center knows how to implement it. This project should not end with general recommendations and a report only if I wish to make an impact.

Dijksterhuis, A. P. (2011). *Het slimme onbewuste*. Prometheus, ISBN, 445202180, 9789035136779.

### FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

## **B. Acceptance Finding**

Acceptance finding is the most relevant sub-process considering change, as it concerns all aspects needed to develop and implement the product of the creative session into the destined context.

Putting the process of a creative session next to change steps, helps to understand the change process of a creative session and puts a lot of acceptance elements forward. An overview of acceptance finding components is offered below and these components occur throughout the entire process.

### **Aim for Tangible Output**

A creative session should aim for tangible output (Heijne & Van der Meer, 2019). Planning that output starts from the beginning of the process by understanding the problem and phrasing the problem statement that is leading for the session plan.

Contribution to change: Creating something tangible leaves the resource group with a sense of satisfaction. Also, the tangible content is valuable material to communicate and develop further.

Phase(s): Preparations and execution

### **Define Important Players**

The most important players considering the implementation should be defined and considered for the resource group. Important players that will not be part of the resource group, should be kept informed and involved to create support (Buijs & Van der Meer, 2014)

Contribution to change: Involving important players in the process creates a more valuable output, because of the different perspectives. The resource group will also be more inclined to help implement the output, as they helped creating it.

Phase(s): Preparations

### **Transparent Communication**

Buijs & Van der Meer (2014) also explain that it is important to be transparent about the problem and process to the resource group.

Contribution to change: Incomplete information will confuse the resource group and they may even start to doubt the process or purpose. If information about the problem is withheld, it may result in insufficient solution finding.

Phase(s): Preparations, execution and aftercare

### **Techniques during the Creative Session**

Examples of techniques to enhance acceptance finding during a creative session are the Force-Field Analysis (Lewin, 1951) and the Devil's advocate (Janis, 1971) which, in short, evaluate the strengths and weaknesses of the idea.

Contribution to change: The resource group is being prepared for further development of the output of the session. The weaknesses indicate what development is still needed and the strengths help to defend the output in the 'real world'.

Phase(s): Execution

### **Finish with an Action Plan**

Treffinger (1995) proposes to make an action plan, describing specific steps that have to be undertaken in order to implement the output.



Contribution to change: Composing the steps creates understanding of what still has to be done. Also, the steps can be assigned to important players clearly.

Phase(s): Execution

## Reporting

The process and output can be captured in many different ways: video, pictures, reporting, hiring an illustrator. The facilitator and problem owner should consider this up front. The facilitator should for example make sure that the resource group uses markers, because these are legible on pictures, or could use different coloured post-its.

Contribution to change: The many activities that take place during a creative session are easily forgotten. A lot of relevant knowledge has been created and not all of it is part of the final product. The captures help to remember that.

Phase(s): Preparations, execution and aftercare

## Reflection

De Graaf & De Graaf (2017) recommend a phase of reflection during the creative session. Participants share their viewpoints on the challenge during this phase and are hereby able to adjust their individual opinions. After the session the facilitator, problem owner and, in some cases, the resource group evaluate the creative session (Heijne & Van der Meer, 2019).

Contribution to change: The process of implementation could be improved by reflecting on the process so far.

Phase(s): Execution and aftercare

# C. Survey: What Makes a Creative Session Successful?

## The Survey

Wat maakt een creatieve sessie succesvol?

Voor mijn afstudeerproject bij LEF Future Center ben ik aan het onderzoeken wanneer een sessie succesvol is. Dit onderzoek richt zich op werk sessies met meerdere processtappen die focussen op samen creëren. Daaronder vallen bijvoorbeeld geen netwerksessies of teambuilding sessies.

Jouw expertise is daarbij essentieel. De enquête bevat 6 vragen, die van grote bijdrage zullen zijn in dit onderzoek.

\*Vereist

1. Ik ben \*

Markeer slechts één ovaal.

Facilitator

Account Manager

Anders:

2. Wat is in jouw ogen een succesvolle sessie? \*

3. Kun je uit eigen ervaring een voorbeeld geven van een succesvolle sessie? \*

4. Hoe sterk droeg de intake toen bij aan het succes van de sessie? \*

Markeer slechts één getal.

Geen bijdrage 1 2 3 4 5 Grote bijdrage

5. Hoe draagt de intake in het algemeen bij aan een succesvolle sessie? \*

Markeer slechts één getal.

Geen bijdrage 1 2 3 4 5 Grote bijdrage

6. Kun je je keuze toelichten?

## Responses

### Wat maakt een creatieve sessie succesvol? (Reacties)

Tijdstempel	Ik ben	Wat is in jouw ogen een succesvolle sessie?	Kun je uit eigen ervaring een voorbeeld geven van een succesvolle sessie?	Hoe sterk droeg de intake toen bij aan het succes van de sessie?	Hoe draagt de intake in het algemeen bij aan een succesvolle sessie?	Kun je je keuze toelichten?
20-12-2018	Facilitator	Als de klant met concrete resultaten blij de deur uit loopt.	<p>Een sessie waarbij men hoopte 4-6 vrijwilligers te werven voor een koplopersgroep; er waren 14 aanmeldingen!</p> <p>Een sessie waarin men inzicht wilde krijgen over 'Mensen die niet mee willen doen aan de energietransitie' had zo'n overweldigend resultaat dat de opdrachtgever het een 'Rollercoaster' noemde.</p> <p>Een workshop waarin men wilde leren hoe je een innovatiemodel maakt leidt tot een eigen gemaakt innovatiemodel waar iedereen volledig achter staat.</p> <p>Een sessie waarbij deelnemers aan het einde zeggen: "Goh, ik wist niet dat ik zo creatief was!".</p> <p>Een sessie waar deelnemers argwanend binnen komen met een blik van "Wat is dit nu weer?!" en de deur uit gaan met een blik van "Oh, dus het zit zo!".</p>	5	5	Een intake is HET belangrijkste moment van de sessie. De intake bepaalt alles. Er kunnen na de intake nog wel wijzigingen zijn, maar de overall aanpak van de workshop wordt in de intake bepaald.
21-12-2018	Facilitator	een bijeenkomst die de groep een stap verder helpt naar het resultaat dat ze willen boeken.	een serie bijeenkomsten die moesten leiden tot een integraal economisch plan voor een gemeente. Hierbij hebben we gewerkt aan een gedeeld referentiekader dat uiteindelijk leidde tot een actieplan, het vaststellen van budgetten en het investeren.	4	4	een intake bepaalt in sterke mate de vormgeving van de eerste stap van het proces. als deze goed is gegaan gaat het proces redelijk vanzelf. Die intake moet de gevoeligheden helder maken en de stap waarop de meeste energie zit.
28-12-2018	Facilitator	Sessie waarbij de facilitator meerwaarde heeft geleverd	Ja geen probleem, bijvoorbeeld halfwaarde tijd Chris Klunder opdracht	4	2	Intake is belangrijk maar zelf bij een slechte intake kun je veel herstellen in de sessie zelf. hangt ok af van het ontwerp van de sessie. Als die geheel gescript is dan kun je weinig herstellen. Maar er zijn ook hele open sessies waarin de sessie zijn werk doet.
1-1-2019	Facilitator	Een sessie is bedoeld om van a (huidige situatie) naar b (gewenste situatie) te komen. Of daar een begin mee te maken. Als dat bereikt wordt, is de sessie succesvol.	Voor LEF: werken aan scenario's voor het terugdringen van ongewenst reclamedrukwerk. Eind van de dag lagen er inderdaad een aantal scenario's en was als onverwacht resultaat ook een groep mensen opgestaan die die scenario's een stap verder wilden brengen.	3	3	Als je met de juiste mensen aan tafel zit kan een intake een grote bijdrage leveren. De juiste mensen: degenen die van A naar B willen én liefst ook een paar mensen die zelf in de praktijk met situatie A te maken hebben. Soms organiseer je daarvoor een ontwerpessie of een extra gesprek omdat pas bij de intake blijkt dat die mensen er zijn en wie dat precies zijn. Hoe meer je een probleem vooraf van verschillende invalshoeken kan bekijken, hoe duidelijker je in beeld krijgt wat A en B ongeveer inhouden en hoe gericht je een sessie kan ontwerpen die daar aan bijdraagt.
7-1-2019	Facilitator	als je tijdens de sessie voorbij het 'oppervlakte' level komt. De deelnemers doen in zo'n geval niet alleen mee met het programma maar er ontstaat ook een diepere laag van nieuwe verbindingen, inzichten en connecties. Het zet aan tot nadenken en activeert deelnemers om na de sessie (op een nieuwe manier) met het thema aan de slag te gaan.	Ik heb nog niet heel veel sessies gedaan voor LEF, maar kan wel een voorbeeld noemen van de sessies die ik gedaan heb. Tijdens een co-sessie van ProRail op de conferentie energie & klimaat gingen de gesprekken voorbij het netwerken en uitwisselen en werden er ook daadwerkelijk nieuwe plannen gesmeed om met verschillende organisaties het probleem op te pakken en kennis met elkaar uit te wisselen. Ik heb achteraf vernomen dat hier mooie nieuwe initiatieven uit ontstaan zijn.	5	4	De intake bepaald hoe de sessie ingestoken wordt. Tijdens de intake goed doorvragen en de daadwerkelijke vraag achterhalen is van essentieel belang voor het slagen van een sessie. Dit zorgt er voor dat je tijdens de sessie niet voor verrassingen komt te staan en dat de deelnemers naar huis gaan met een resultaat waar ze iets mee kunnen
7-1-2019	Account Manager	Een sessie waarbij 1) LEF haar meerwaarde heeft kunnen tonen door haar eigen benadering (doorbraaksessie/brein faciliteren) en 2) een sessie waarbij de klant meer heeft gekregen dan waarvoor ze kwamen, de zogenaamde WOW factor.	Heb veel sessies gepland staan, maar er hebben daadwerkelijk nog maar 2 sessies plaats gevonden vanuit mijn accounts. Als deelnemer kan ik zeggen dat mijn deelname aan de masterclass van Robert succesvol was.	4	5	Voor de intake heb je een stuk papier met een vraag en doelstelling, daarna een verkennend gesprek met iets meer verdieping, maar met de intake komen alle ingrediënten aan tafel en dan kan je pas lekker koken.)
7-1-2019	Account Manager	Goede flow en actieve deelname van deelnemers aan de sessie.	LEF sessie Onderwatergeluid in de Noordzee	4	4	Daarin kun je al richting geven en bepalen waar je de focus op wilt hebben.

Wat maakt een creatieve sessie succesvol? (Reacties)

Tijdstempel	Ik ben	Wat is in jouw ogen een succesvolle sessie?	Kun je uit eigen ervaring een voorbeeld geven van een succesvolle sessie?	Hoe sterk droeg de intake toen bij aan het succes van de sessie?	Hoe draagt de intake in het algemeen bij aan een succesvolle sessie?	Kun je je keuze toelichten?
19-12-2018	Facilitator	als er na de sessie een intrinsieke beweging op gang is gekomen bij de deelnemers	ja maar dat is niet in een paar woorden te beschrijven. Dat is afhankelijk van heel veel factoren.	4	4	Bij een intake gaan alle voelsprietten van de facilitator aan en deze 'speurt' naar patronen die van invloed zijn op het resultaat dat beoogd wordt. Dat gaat verder dan vragen naar doelstellingen. Dat is zicht hebben op interactie, ook tijdens de intake, dat is speuren naar systemische patronen en anderszins factoren die straks in de sessie sowieso plek hebben.
19-12-2018	Facilitator	Als het inspirerend is geweest, effectief en memorabel (duurzaam)	Kennismaking tussen verschillende strategie-afdelingen van diensten die elkaar hebben gevonden. Was een eye-opener voor velen.	5	4	Elke intake en opdrachtgevers is anders. Natuurlijk cruciaal bij succes, net zoals een stuur handig is in een auto.
19-12-2018	Facilitator	Een sessie die resultaat oplevert welke gebaseerd is op nieuw gecreëerde kennis (tit meegebrachte bestaande kennis) en op consent van de totale groep.	11 dec 2018 EZK hernieuwbare energie (van Azzadin). Dit was een kick off voor een nieuwe samenwerking tussen RWS-RVO-RVB die samen in een programma gaan werken. Zij hebben in de sessie goed de tijd genomen om kennis te delen over de 6 projecten waaraan ze werken. wat is de status, wat gaat goed, waar lopen we tegenaan en waar kunnen we elkaar helpen. Daarna namen ze de onderlinge verhoudingen en relatie onder de loep door naar elkaars sterkten + zwakten te kijken. De sterkten en zwakten van de 3 partijen leverden in het licht van de gezamenlijke programmadoelen goed inzicht op over de complementaire samenwerking in dit programma. En waar ze op moeten letten, wat je aan welke partij kunt overlaten en wat niet. Resultaat van de kick-off was dat er goede verbindingen zijn ontstaan, welke belangrijk zijn voor kennisdeling en vertrouwen in de samenwerking.	5	5	In de intake moet duidelijk worden waar de LEF sessie waarde toevoegt aan het werkproces van de klant. Het is een valkuil om de vraag te groot op te pakken. Je zoekt naar een hefboom effect. door 1 ding uit te lichten, kunnen andere zaken goed lopen. Structureren, afbakenen en durven in te grijpen op betrokkingsniveau (en niet alleen op de inhoud van de vraag). Je kunt met sterke personen en zwakke relaties geen goede organisatie bouwen, maar met sterke relaties en gewone mensen wel.
19-12-2018	Facilitator	Als het van te voren gewenste eindresultaat voor de opdrachtgever wordt behaald	ja zoveel	5	5	Aleen met een goede intake kan je bepalen wat het einddoel is, waar je uitdagingen zult zodanig een goede methodiek bedacht kan worden om het gewenste resultaat te bereiken
20-12-2018	Facilitator	Het hangt van het doel af wat je van te voren bespreekt. Maar omdat we werken met mensen, is het voor mij dat er echt openheid en eerlijkheid is in een sessie. Waarbij mensen zich gehoord voelen en betrokken. Vanuit daar kan je bouwen naar het vervolg. Dat is de basis.	Dat is een sessie waarbij de deelnemers van te voren ook betrokken zijn in het vormen van een sessie. Zodat de dag echt goed aansluit en het mooiste is als er vervoelacties uit voort komen. Dat kan voor mij betekenen dat er iemand met iemand koffie gaat drinken. Alleen dat al kan tot iets heel moois leiden. Daar geloof ik in.	5	5	Als er een klik is in de intake, je op 1 lijn zit met welke richting je in gaat, is dat erg belangrijk. Waar binnen je beide open bent en echt kijkt of jij ook past bij deze dag. Voor mij mag dat een heel informeel moment zijn, liefst ook niet in LEF maar gewoon op de werkplek van iemand zelf, ergens buiten de 'werksferen', dan zie je vaak de echte persoon. Succes met je scriptie!
20-12-2018	Facilitator	Een sessie die daadwerkelijk de vooraf gestelde doelen (in overleg met de opdrachtgever) waarmaakt. Dus bijv: deelnemers lopen met meer energie, verrassende inzichten en/of nieuwe contacten of concrete to-do's het LEF uit.	Yes, op 5 nov. waar veel onderlinge contacten gelegd zijn, deelnemers lang bij de borrel zijn blijven hangen (ze willen blijven en communiceren met elkaar) en waar meerdere deelnemers ter plekke positieve terugkoppeling geven.	5	5	Zonder duidelijke, concrete, onderling afgestemde en ingestemde doelen kun je geen programma voorbereiden, laat staan 'raak schieten'/ leveren wat de deelnemers nodig hebben.
20-12-2018	Facilitator	Een sessie waarbij doelen zijn bereikt, deelnemers moe maar voldaan naar huis gaan en opdrachtgevers trots zijn op de sessie.	Ja.	5	5	De intake is de basis van een goede sessie. Vaak komen opdrachtgevers met een beeld maar blijkt tijdens de intake dat hun werkelijke probleem elders ligt. Of in elk geval genuanceerder. Bij intakes voer ik vaak flink de druk op. Het is hard werken voor opdrachtgevers. Soms is het zelfs een beetje confronterend voor ze. Het zijn geen gemakkelijke gesprekken. Voor mij is het belangrijk dat opdrachtgevers vertrouwen in mijn optreden als facilitator hebben en tegelijkertijd dat ik zeker weet dat ik kan bieden wat ze nodig hebben. Dat is soms wat anders dan wat ze van me vragen, (bel me gerust als je meer nodig hebt! Marinda: 0617212137)
20-12-2018	Facilitator	Een sessie die past binnen de principes van het LEF waarbij er wordt gewerkt naar een doorbraak/transitie van de opgave van de opdrachtgever(s). Hierbij werkt de LEF methode als hulpmiddel om bij te dragen dat het doel wordt bereikt.	Een sessie waarbij meerdere stakeholders van verschillende organisaties (overheden, marktpartijen, etc) samen werken aan een gezamenlijke opgave en daarbij nieuwe inzichten, netwerken en oplossingen bereiken.	5	5	De intake geeft de basis aan hoe je een sessie aan wilt vliegen en wat er nodig is om de opgave/probleemstelling een stap verder te brengen richting een oplossing. Als dit bij de intake niet duidelijk genoeg is wordt het moeilijker om daar een passende sessie voor te ontwerpen en daar de juiste deelnemers de juiste rol in te laten spelen.



Wat maakt een creatieve sessie succesvol? (Reacties)

Tijdstempel	Ik ben	Wat is in jouw ogen een succesvolle sessie?	Kun je uit eigen ervaring een voorbeeld geven van een succesvolle sessie?	Hoe sterk droeg de intake loen bij aan het succes van de sessie?	Hoe draagt de intake in het algemeen bij aan een succesvolle sessie?	Kun je je keuze toelichten?
7-1-2019	Account Manager	Een sessie, waarbij over de vraag de voorbereiding, de follow up is nagedacht en waarbij men ook weet welke vraag minimaal moet worden beantwoord en met wie; ook een sessie waarbij mens inziet dat verandering van gedrag of patroon alleen echt lukt met een traject, men de durf heeft (onorthodoxe) externen te betrekken en een goede creatieve registratie maakt. Een sessie die er uit ziet als een reis met doel en de durf het pad, de route te verlaten. Maar volgens mij is het beter deze vraag interactief te doen. Humor en Speelsheid zijn een must. De sessie moet een beleving zijn met prikkels die je bijlijven, dat gebeurt bijna nooit, het is ook van belang de sessie niet te starten in LEF maar daarvoor met uitnodiging en opdracht evt. Doorwerking monitoren. Er is hier veel meer over te zeggen	Rijksvoot, samenwerken RWS in DP ga maar door: lullige is dat veel sessies niet worden geregistreerd en het vernaal en de leerervaring verloren gaat. Deze vraag kan je ook beter interactief doen.	5	5	Zes... intake is absolute basis voor inzet liever gevolgd ook door een ontwerp sessie, goede uitnodiging, research naar basismateriaal en doordacht follow up moet in intake plaatsvinden. Suzanne ik raad je aan om dit niet via de digitale snelweg te doen maar interactie, schetsen, toelichtend en in dialoog.
10-1-2019	Creatief leider	Een succesvolle sessie activeert en zet deelnemers 'aan' om samen een impactvol resultaat te (willen) behalen en in praktijk te (kunnen en gaan) brengen. Waarbij negatieve patronen en/of obstakels worden doorbroken zodat spanningen tot meer positieve effecten leiden. Voor de organisatie en ultimo een brede maatschappelijke meerwaarde.	Voor mij was de plasticreerivers makathon echt magisch.	4	5	Relatie gaat voor prestatie. De beste sessies komen voort uit een collectief verlangen en drive. De basis ligt er dan al voor de intake. Dit zijn echter de bijzondere sessies. In de praktijk moet die relatie en analyse in zeer korte tijd gebeuren. Daarom is een effectieve intake een sleutel tot succes.
31-1-2019	Account Manager	probleem + oplossing geaddresserd en een open sfeer tijdens de sessie (in oplossingen denken)	Achteroevers IJsselmeergebied	4	5	De opdrachtgever was open in de intake over alle bezwaren en problemen die er leidden bij het gebruik van de IJsselmeereovers. Hij was ook duidelijk in alle stakeholders die er waren, van de toeristische sector tot aan visserij en bewonersverenigingen. Daarmee konden we een goede interactieve sessie/discussie voorbereiden.
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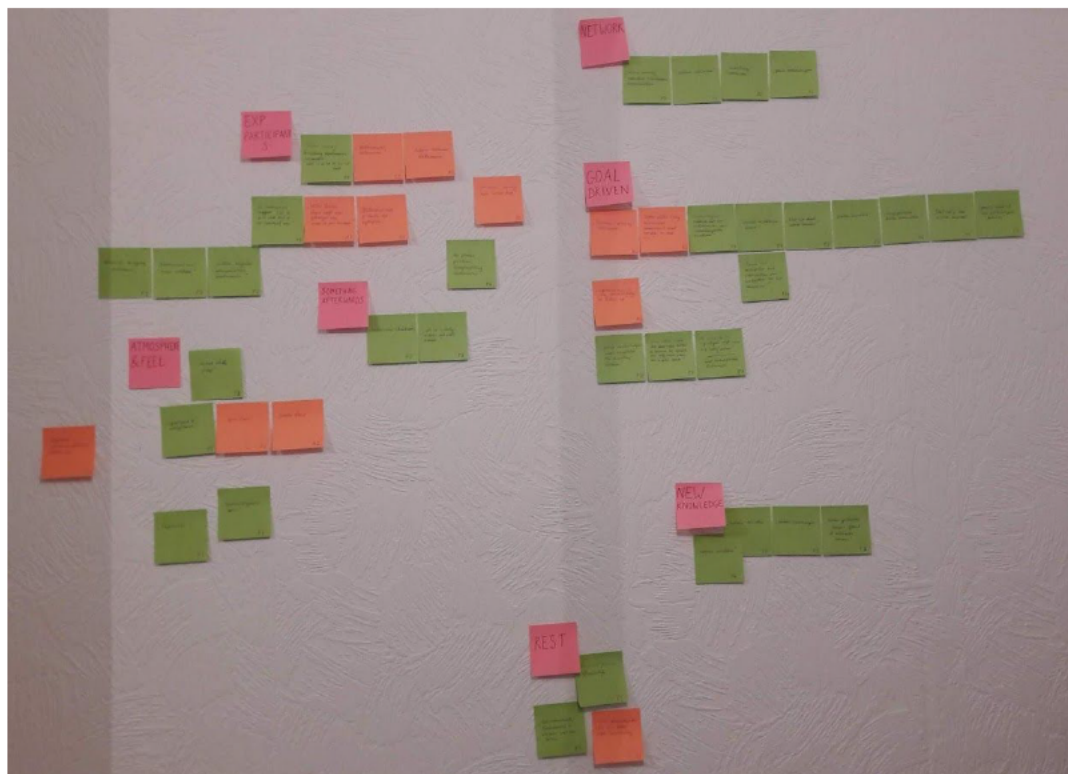


Figure QX: categorizing data of the open questions using “analysis on the wall” (Sanders & Stappers, 2013) to get an overview of successfactors for a creative session.

## D. Participant Observations

Throughout the graduation project I have observed different sessions and joined the LEF team in many meetings and daily activities. This form of research is called participant observation. The researcher is involved in a variety of activities over a period of time to get a better understanding of the behaviours and activities of a cultural group.

The field notes were kept in a notebook, figure QX, that I had with me at all times. Every day I would make a summary of the day describing my experiences and graduation observations. My findings were checked with the team regularly in semi-structured interviews, informal conversations or by sharing my work with specific people.

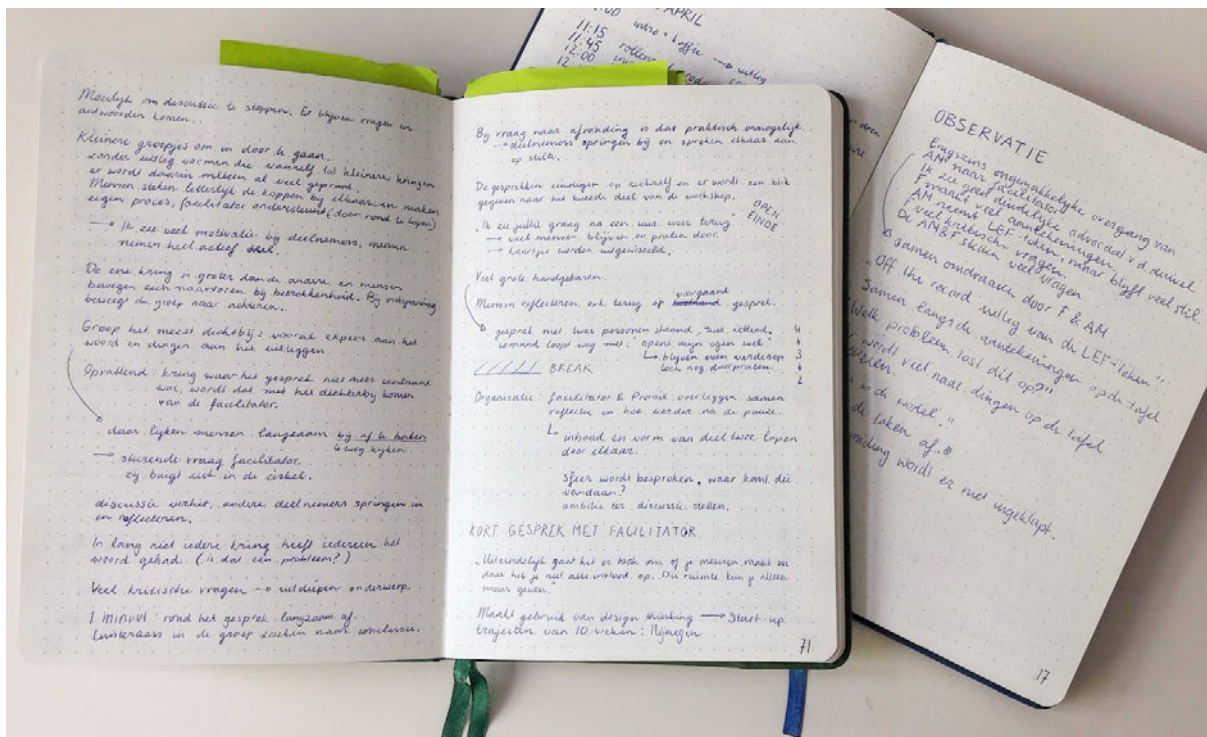


Figure QX: Notebooks with observation notes and findings.

The activities I took part in were weekly team meetings, monthly meetings, lunches, an after work dinner and visiting conferences with part of the LEF team. Of course the research focuses on creative sessions and therefore I have specifically observed sessions at LEF Future Center or specific locations. I have paid attention to the role of the facilitator, account manager and problem owner by doing short interviews or even by taking on roles myself.

The specific sessions/intake meetings I have observed are shortly illustrated below. The process of the sessions is being described, though the observations were far more complex. The process, different roles, interactions and motivations of people were observed.

### S8854 Kennisdellingevent Projectcontrol

October 3rd 2018 - 120 participants

The first session I observed was a very big one. The participants had managerial roles on projects and would share their experiences, tips and tricks throughout the day. The main facilitator was supported by 3



co-facilitators and together they managed the program that would alternate between plenary interventions and workshops in groups. The facilitators mainly focused on making a safe environment to share for the participants.



Figure QX: Plenary presentation at Kennisdelingevent Projectcontrol

## **A8939 DenkLAS**

*October 9th 2018 - 20 participants*

Liberal Arts and Sciences (LAS) had a study association which organizes creative sessions for companies. They collaborate with LEF frequently and were invited to the Future Lab of LEF to create ideas and inspiration for the space of the Future Lab. The energy level and pace were high during the session, which was a built-up of several creative techniques to ideate, energizers, choosing promising ideas and further developing these ideas. All participants were familiar with creative sessions, which contributed to the pace and creativity of the session.

## **AU8947 Future Lab Hub**

*October 23/26th 2018 - 20 participants*

The Future Lab Hub was a creative session of four consecutive days. The concept of a hub involves having resources, facilitators and time in abundance. The facilitators would keep an eye on the process, but mostly ensured an open space for research, creativity and meaningful meetings. Different people and parties were invited beforehand, which provided some structure, and people passing by were also invited to join whatever was going on at that moment.

During these four days the main team present in the Future Lab experimented with different ways of using the space and defined the identity of the Future Lab with those that happened to pass by the hub. A stay at a hotel was part of the experiment to see what effect it has on a group and their work. The children of some team members also joined during several days to give fresh perspectives on the topics displayed and in the middle of all chaos there was a relaxing reflection booth, where you were isolated from the sounds and happenings in the hub.



Figure QX: Future Lab Hub setting after several days

## **S6516 LOL Netwerkdag Energie en Klimaat**

*November 8th - 200 participants*

A LEF-session on a special location is also referred to as LOL. The network day concerning energy and climate was located at the Fokker terminal in The Hague. The group of participants was large and diverse, with the aim to create new networks. The main facilitator opened the session with an intimate, plenary fishbowl setting. Hereafter the group was split into different workshops, facilitated by the co-facilitators. During breaks and after the workshops all participants were encouraged to share information and contact details in the central hall. The central hall was the meeting point, because the catering was located here and a small exhibition of inventions and projects was situated there. The drinks at the end of the day were spiced up with a contest, choosing the most inspiring project involving energy and climate.





Figure QX: Plenary fishbowl setting at Netwerkdag Energie en Klimaat

## **Mobiliteitsbeurs**

*November 28th 2018*

This was a conference to promote mobility developments. One of the facilitators prepared a talk to promote LEF at the conference. She used attributes and an interesting follow up of conversations techniques to demonstrate what LEF stands for and what a LEF-session can do.



Figure QX: Conversation techniques at the Mobiliteitsbeurs

## RWS Ontwerpt

*December 13th 2018 - 15 participants*

RWS Ontwerpt is a new division of Rijkswaterstaat, which has been set up to stimulate in-house knowledge and design. The division organised a set of creative sessions as a starting point for one of their projects.

During the first session they explored the area where the project would focus on by visiting the area, exchanging knowledge and important questions about the topic and formulating future visions for the project. The future visions were documented by a draftsman.





Figure QX: Participants explore the area of the project



Figure QX: The draftsman visualizes ideas of the participants

## **A8961 LEF methode interne facilitatoren**

*December 17th 2018 - 20 participants*

This was the first of two sessions to educate a new group of Rijkswaterstaat employees about the LEF-method. These employees had expressed interest in becoming internal facilitators at LEF. The session was out of the ordinary, as normally the information is provided by the participants and the method by LEF. Now the facilitator was providing the information throughout the day with PowerPoint slides and demonstrations.

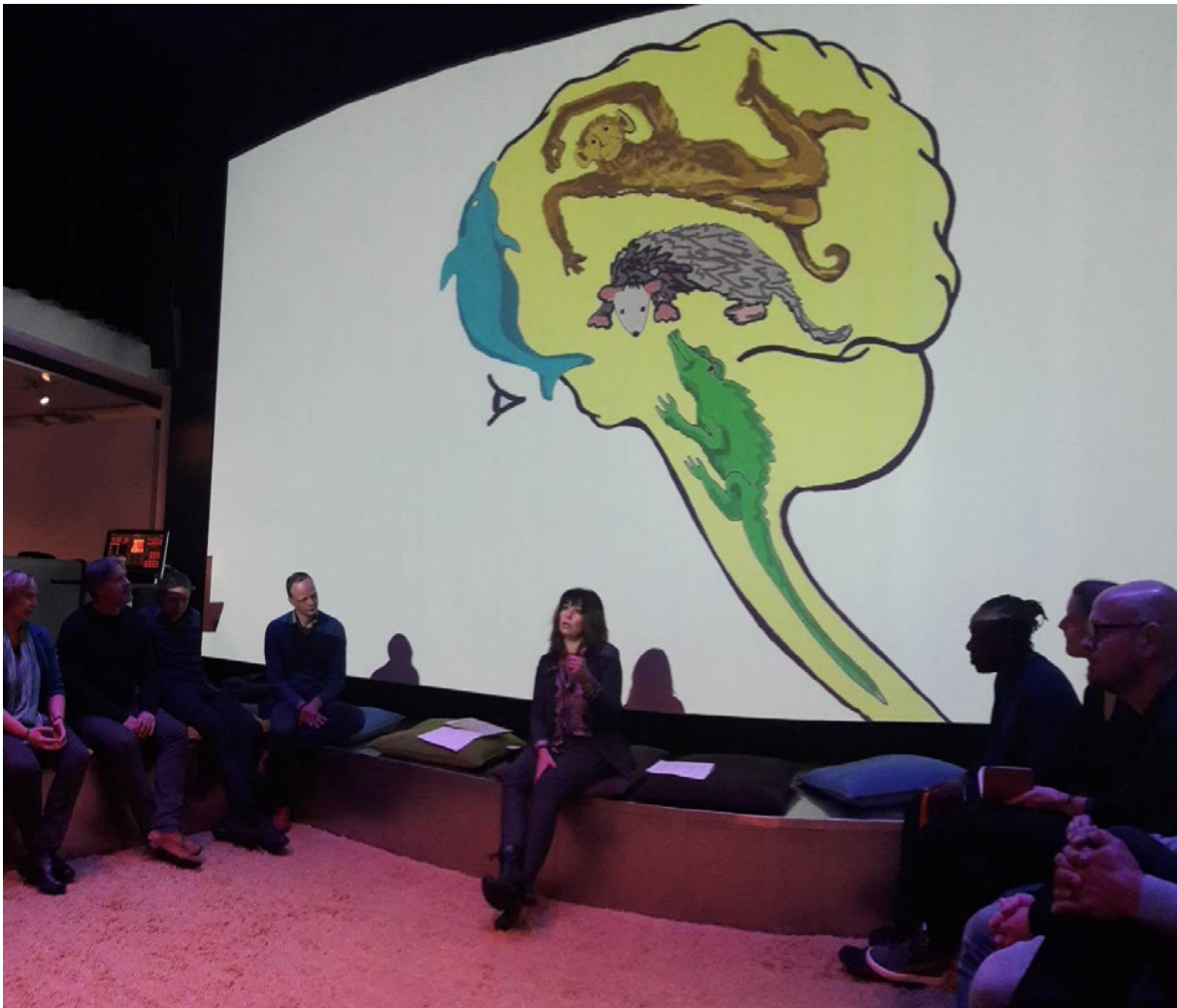


Figure QX: Information about the brain given by facilitator Marinda Hall

## **Week van de circulaire economie**

*January 14/17th 2019 - 90 participants*

The week of circular economy was organised at LEF as it is connected to the sustainability goals of the Dutch government. Throughout the week different important parties, departments and people were invited to certain talks and workshops.

## **Evaluatie & aanvraag: S8954 Traject samenwerking FAN**

*January 21st 2019*

The evaluation and inquiry are two steps in the LEF-process. The conversation could not be recorded, as the participants did not feel comfortable with that.

The first part of the conversation was the evaluation of a previous session. The participants, the account manager and problem owners, discussed the course of the session, the performance of the facilitator and results.

Naturally the conversation went from evaluation to inquiry of the next session in the trajectory; the account manager and problem owner decided beforehand that several sessions would be needed to create a breakthrough.

## Intake: LEF Future Lab sessie

January 21st 2019

This intake was recorded entirely in audio file: Intake 21 januari LAB.m4a

## Intake: S10012 Omgaan met conventionele explosieven op zee

January 21st 2019

This intake was recorded entirely in audio file: Intake 21 januari.m4a

## Sessie LEF Team

January 28th 2019 - 15 participants

LEF has meetings to reflect on the previous month or to look ahead. These occur every Monday afternoon and last one hour. These sessions are normally performed in a circle of comfortable desk chairs. The subject of adjusting the digital inquiry form had come up several times already and for this meeting I had prepared a small creative session with the team.

The team would first write down their ideas to improve the form, then discuss those in small groups and add new ideas. All ideas were clustered next. These clusters were discussed with the entire group to conclude the short session. The clusters were input on the topics to improve the form by one of the account managers.



Figure QX: The LEF team sharing opinions





Figure QX: The LEF team discussing clusters

## **Intake: S10034 - LOL Drones implementatietraject**

*January 31st 2019*

This intake was recorded entirely in audio file: Intake 31 januari.m4a

## **A8961 LEF methode interne facilitatoren**

*February 4th 2019 - 20 participants*

During the second day of the training for future internal facilitators at LEF all participants were asked to read the Body of Practice and prepare a case. Throughout the day the participants were asked to bring forward questions and interest to discuss, roleplay and solve interactively. By the end of that day groups of participants prepared mini-sessions to experiment with the space and facilitating techniques.

## **A10052 Studenten TU Delft**

*Februari 15th 2019 - 45 participants*

A group of fellow Industrial Design Engineering students came to visit LEF for the course creative facilitation like I had done one year before that. Together with an internal facilitator of LEF I prepared the session to make the students experience what the environment can do with a creative session. The morning focused on sharing information about the brain and showing different spaces and possibilities of LEF and the LEF-model. The students would prepare experiments with the space in groups during the afternoon, which led to inspiring and creative ways of using space in sessions.

Facilitating the session as a duo was a good and new experience, but preparing the session by making a scenario, arranging the invitations, catering and participants lists was enriching as well.



Figure QX: Creative Facilitation students designed their own energizer



Figure QX: Creative Facilitation students experimenting with the space and furniture

## S10012 Omgaan met conventionele explosieven op zee

*March 6st 2019 - 70 participants*

This session was the result of the intake as described before and a preparatory meeting with the problem owners, facilitator and co-facilitators. Apart from observing the session, I was one of the co-facilitators. My task was to support a workshop leader during a group discussion with about 10 people. The goal of the discussion was to gather information from the participants on the process developed by Rijkswaterstaat for the disposal of conventional explosives at sea.

The workshops were planned after a plenary start of the session, during which several presentations were held. The findings of the workshops were plenary summarized during lunch and developed into new solutions during the workshops in the afternoon.

## **AU8985 LAB Design thinking sociale innovatie driedaagse**

*March 11/13th 2019 - 24 participants*

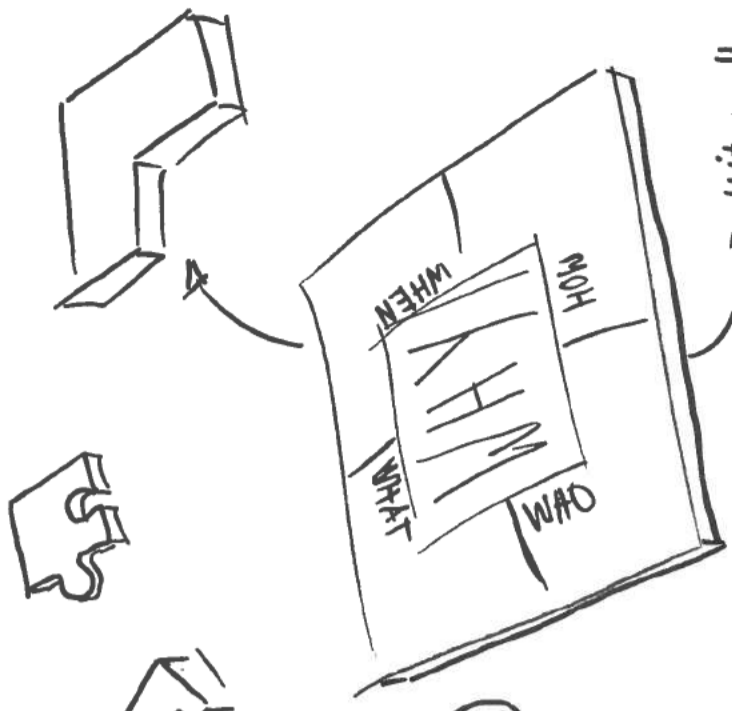
Different educational organisations came together at LEF for a three day session to find new solutions to international education. The creative session followed the design thinking approach and the participants did interviews at the university in Utrecht as part of their research. On the last day, a group of students was invited to validate the concepts made by the participants.



## **E. Braindump**

er moet wel een balans blijven tussen reminders en eigen sturing

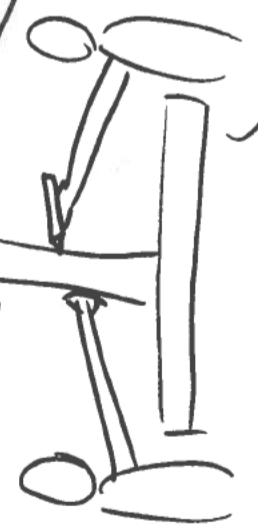
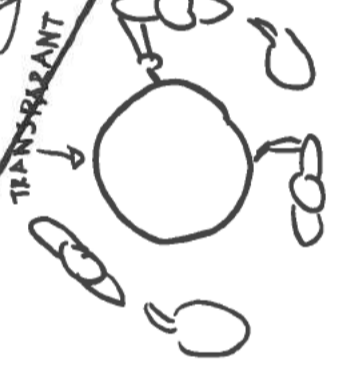
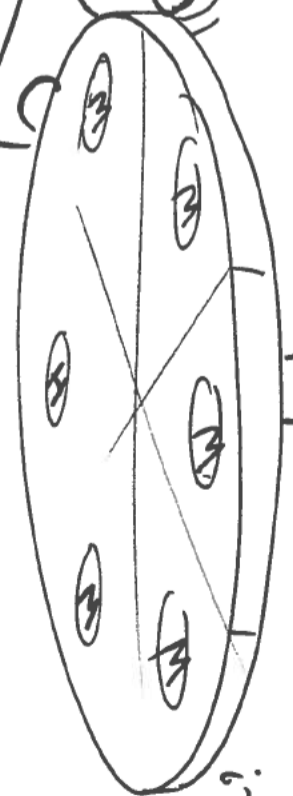
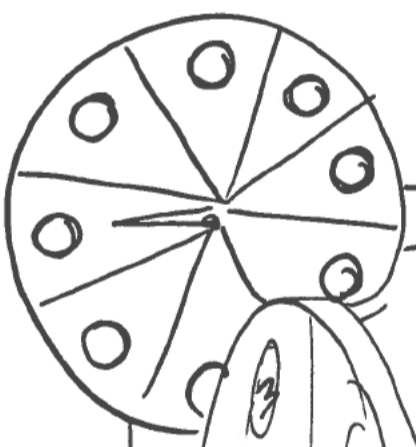
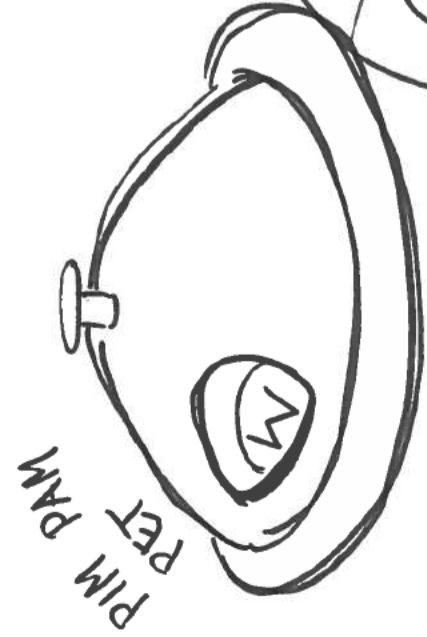
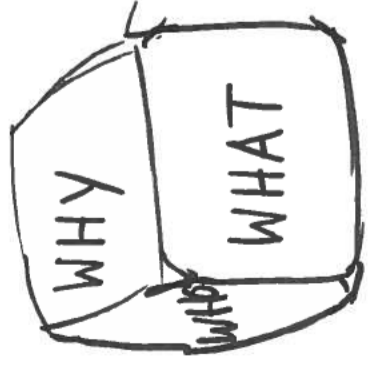
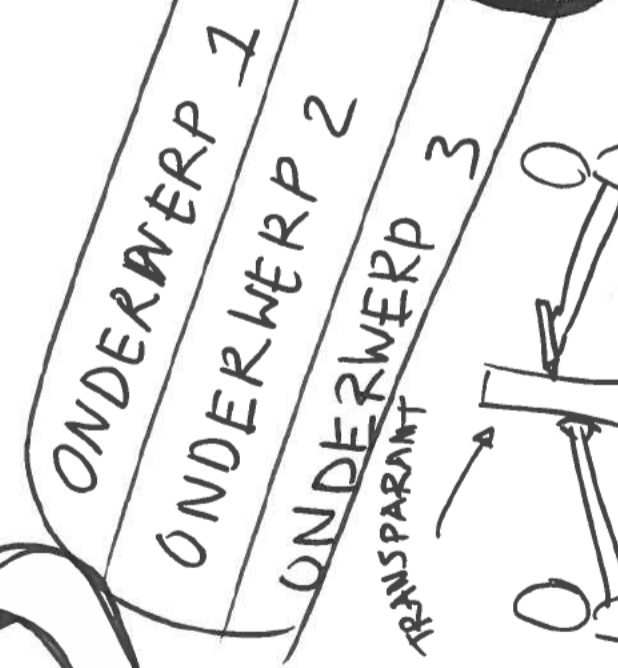
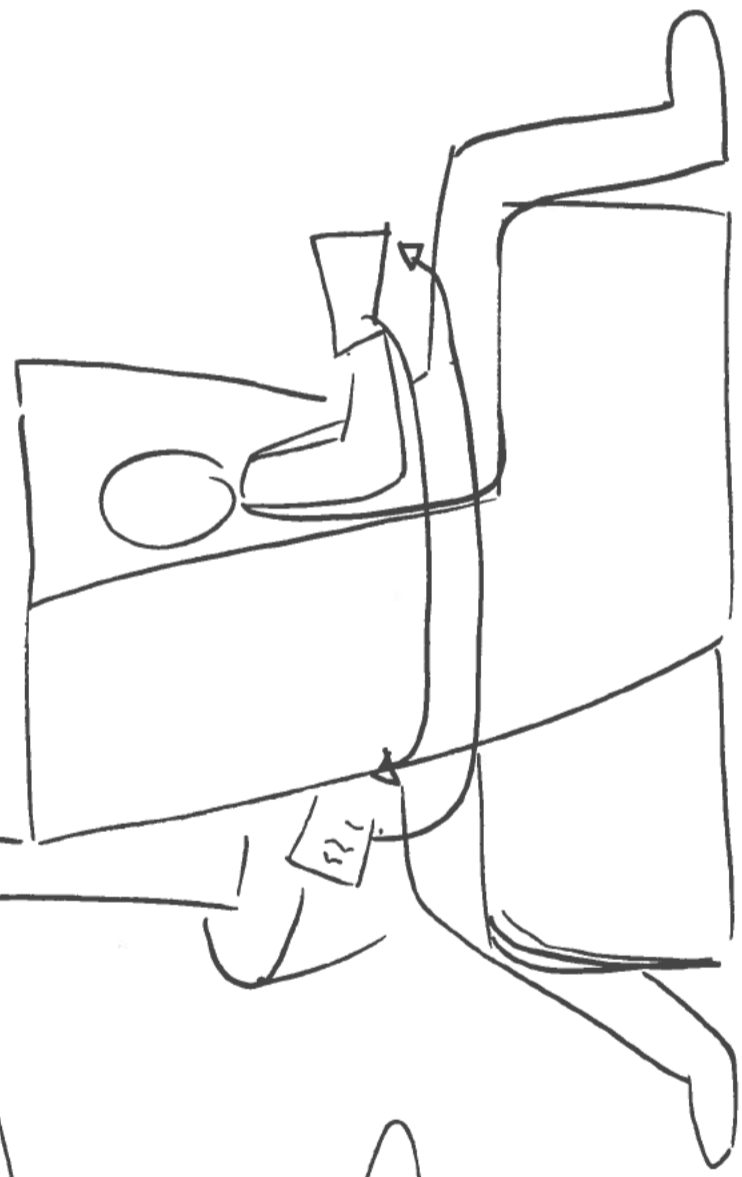
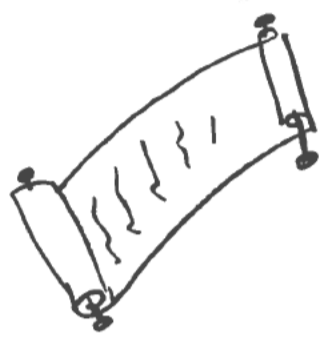
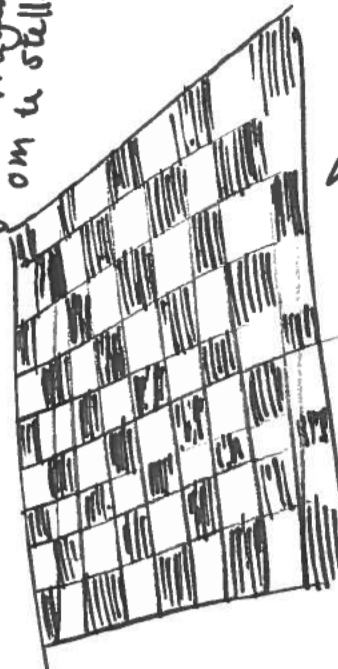
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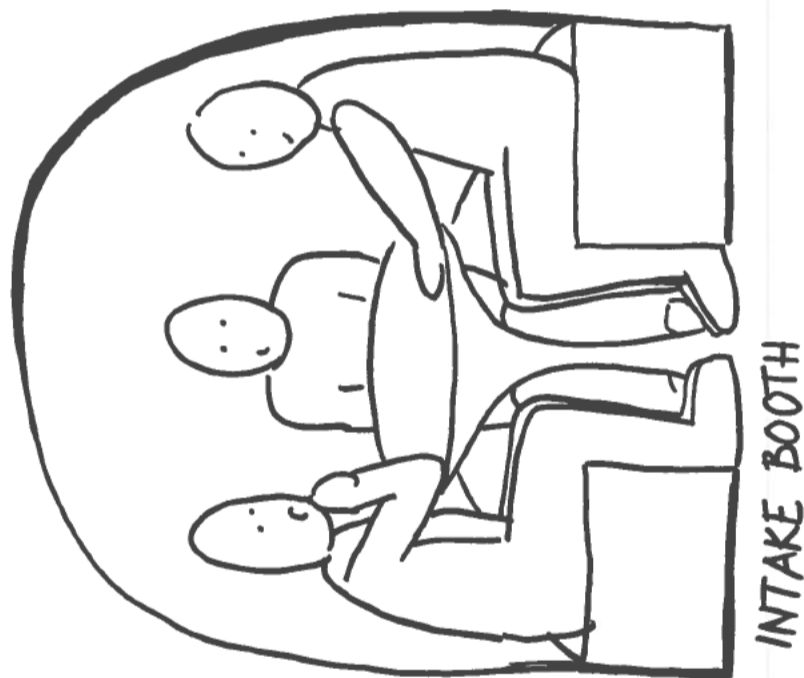
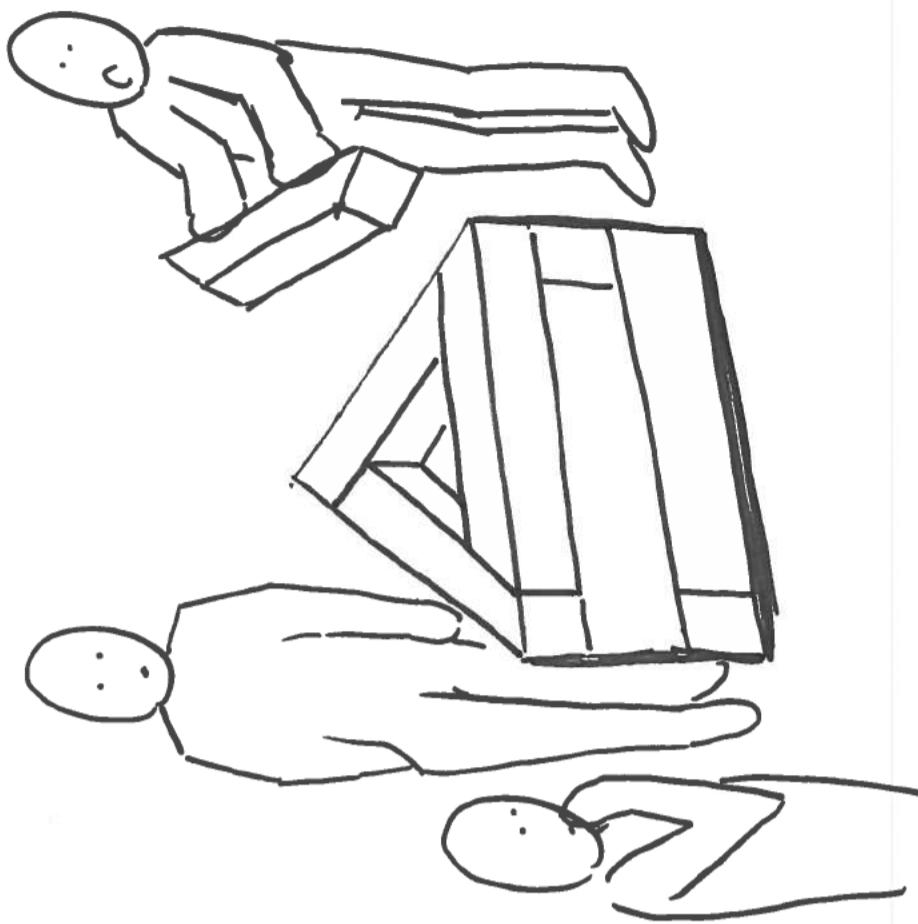
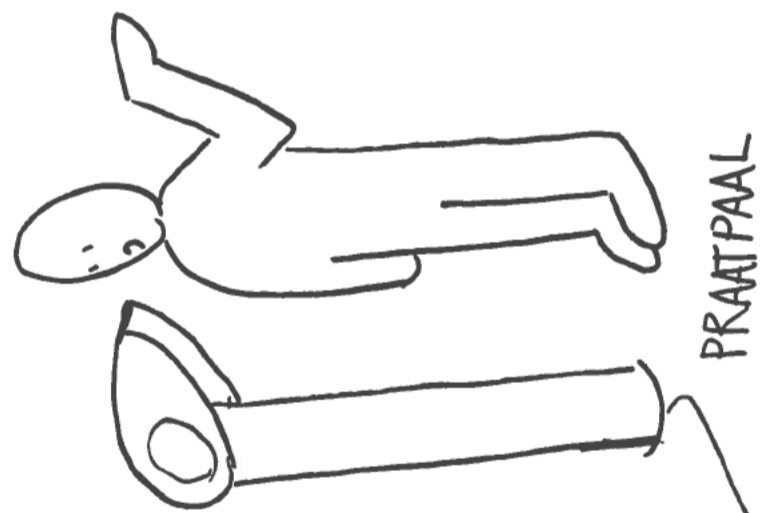


→ uit welke onderdelen moet het bestaan?

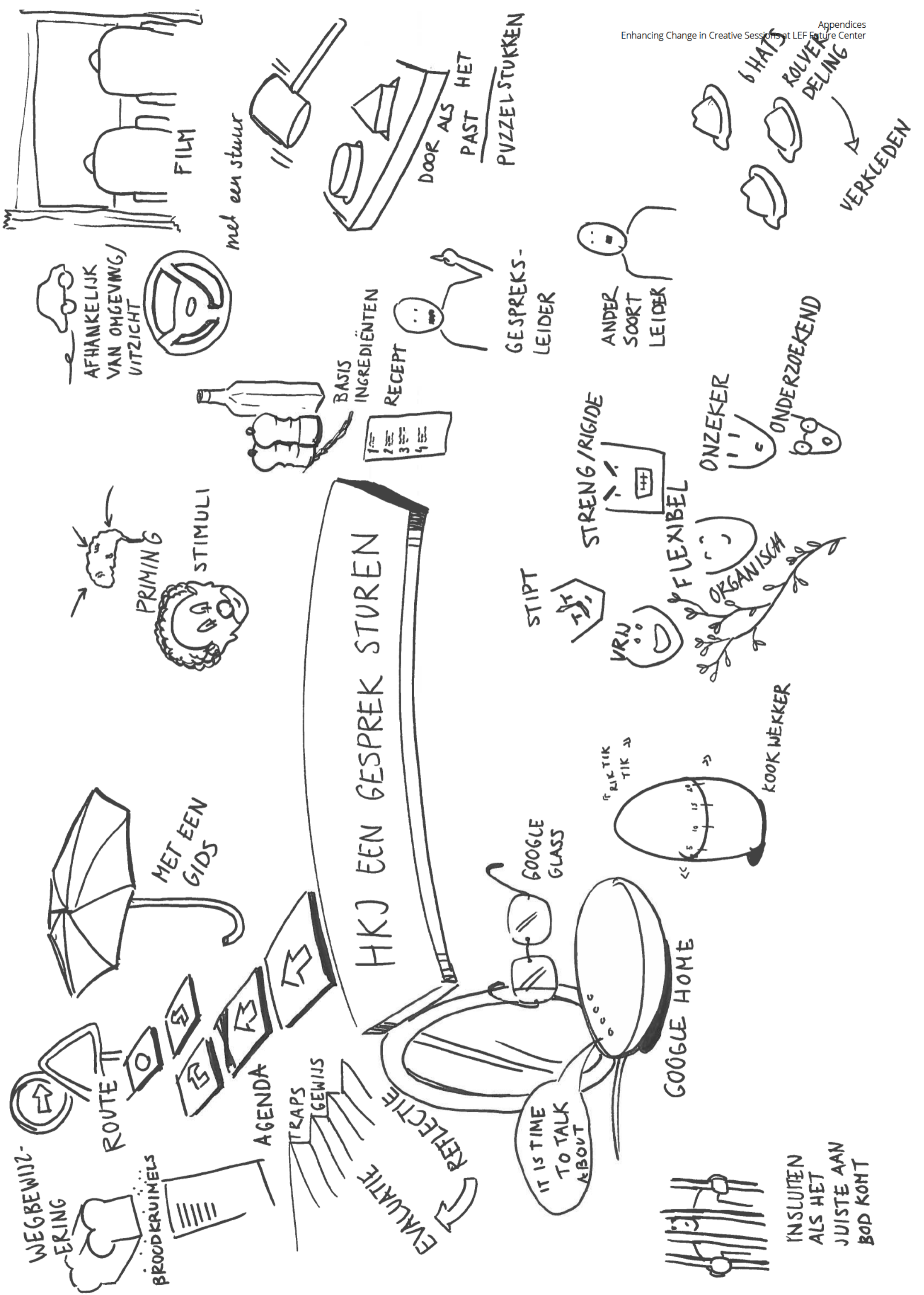
- Wat zijn de juiste vragen om te stellen?

TACTISCH KIEZEN

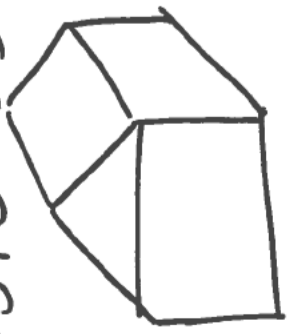








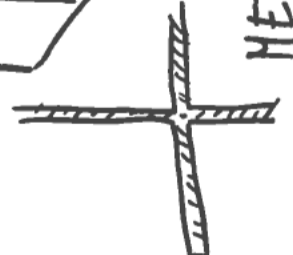
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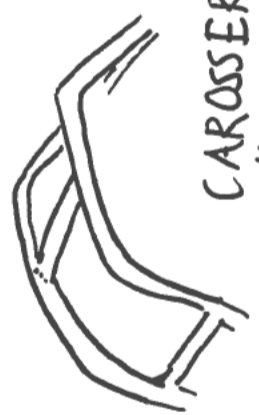
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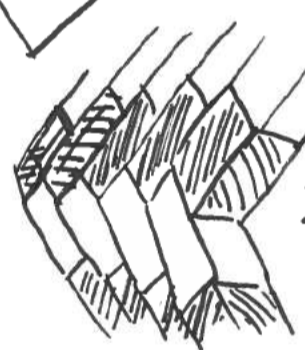
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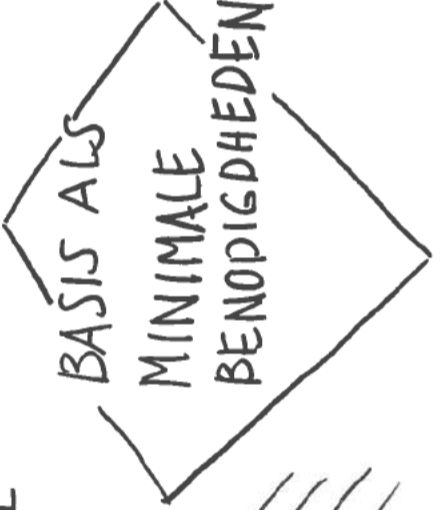
METAAL



CARROSSERIE  
FRAME



BAKSTEEN



BASIS ALS  
MINIMALE  
BENODIGDHEDEN



GELD



HUISJE  
BOOMPJE  
BEESTJE



VRUCHT-  
BARE GROND

FOTOSYNTHESE

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ABC

ALFABET/GRAMMATICA



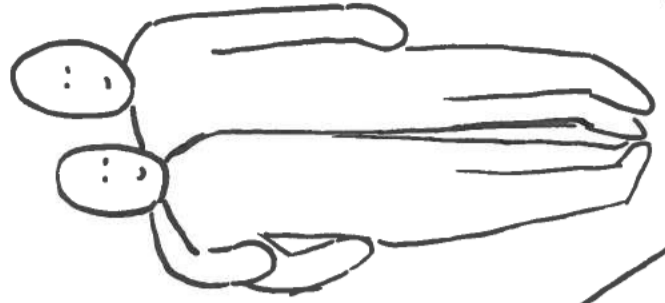
SCHOOL



BASIC

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ENGSTE  
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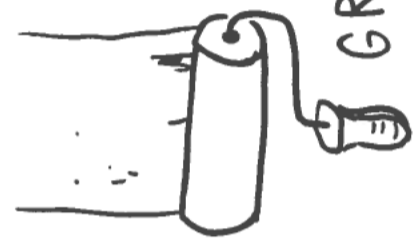
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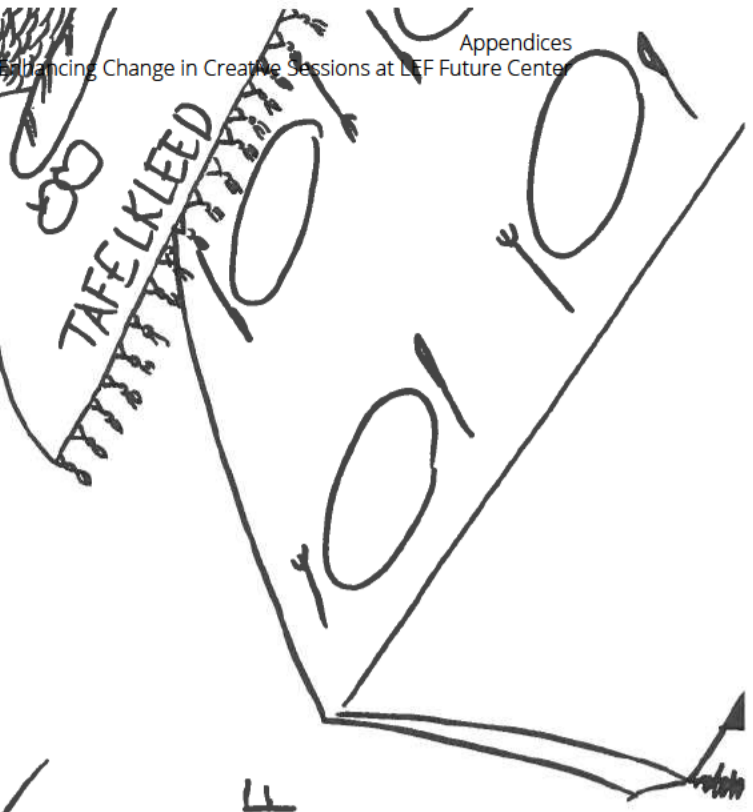
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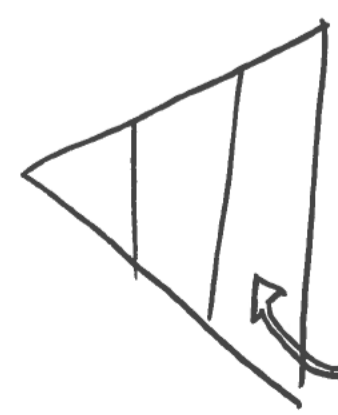
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TAFELKLEED

PICK NICK KLEED



VOET



MASLOY

ONDERGOED

SLAAP

z z z



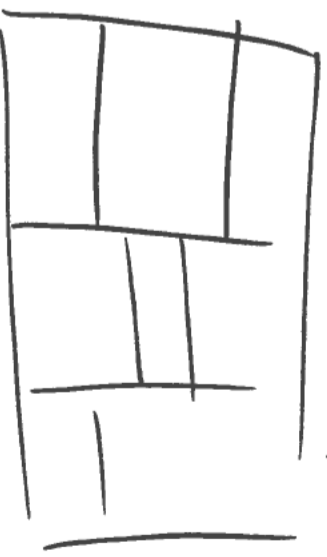
BED



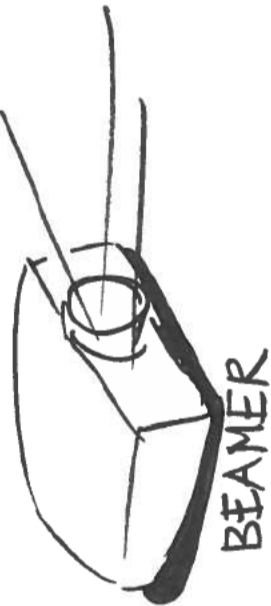
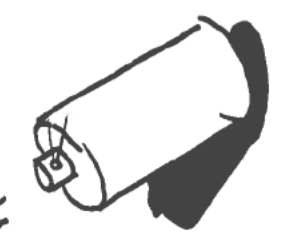


KLEUREN

GRAFFITI



CANVAS

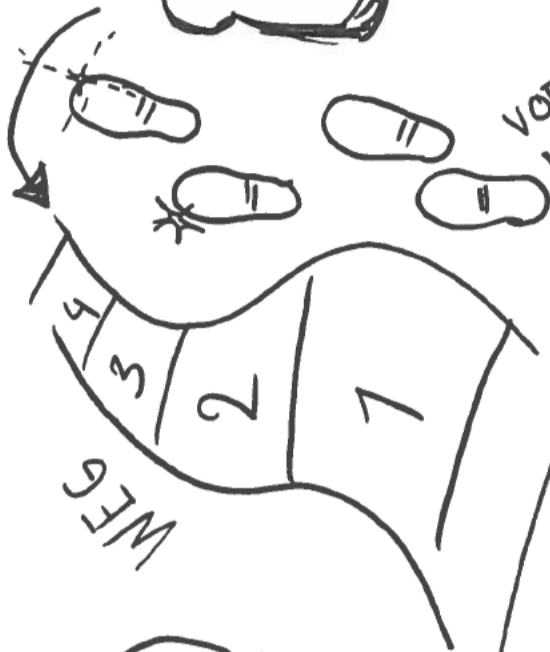


BEAMER



VR

HOLOGRAM



WEG

TEKST AAN EEN  
OBJECT EN PLAATS  
KOPPELEN



AFGAAN  
MET TOKENS



STEENTJES

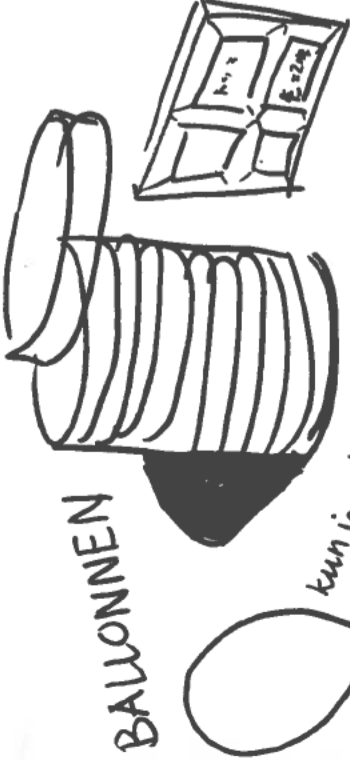


VOETSTAPPEN  
MET HERINNERINGEN



abstract  
HKJ ELEMENTEN (v.d. intake) VISUEEL MAKEN

KLIEDEREN  
FLUBBER



BALLONNEN



kun je ook op schrijven

WHITEBOARD/  
RAAM  
TEKENEN



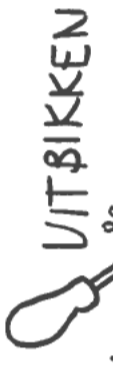
-ZWEVERIG



TEKENAAR

KNUTSELEN

VINGERVERFEN



VITBIKKEN



IN HET ZAND  
SCHRIJVEN



of HOROSCOOP

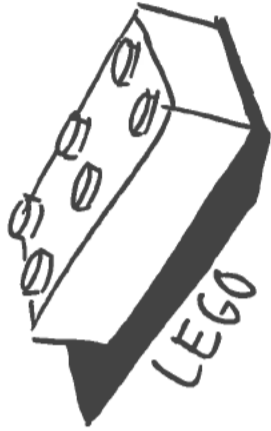
CALEIDOSCOOP



HOOGTE  
VERSCHIL

BODEM

VITBEEDEN



LEGO



KAARTEN

RELIEF/  
BERGEN



SCULPTUUR  
BOETSEREN



ZANDSCULPTUUR



WOLKEN KIJKEN/MAKEN

## **F. Creative Sessions**

Two creative sessions were organised with the help of the course Creative Facilitation and facilitators Eva and Frank. The aim of the sessions was to inspire me during the ideation phase of the project. One session focused on creating trust between the partakers of an intake meeting the other focused on engaging in all the intake elements. You can find a description of the session and its results in the client reports I have received from the facilitators.

Eva van Eck  
4350820  
April 2019  
ID5325 Q3 2019

# PROOF OF COMPETENCE

## Creative Facilitation



# CLIENT REPORT **INTERNAL SESSION**

## **PROBLEM DESCRIPTION**

Suzanne van Beek is working on her graduation, focusing on the intake meeting that takes place before the creative session. The intake meeting is an important part of the creative session. It is “the moment where the facilitator tries to understand the core of the problem and makes agreements about the process”, as Suzanne described it in the case description, which can be found in appendix 1, page 19. The problem statement as given is ‘*how to address a certain point in a meeting naturally, without using an agenda or list*’.

During the intake meeting, on February 13, we met with the three of us. The two facilitators for two cases and Suzanne as problem owner. During this meeting Suzanne provided more insights about the problem, as well as background information about her graduation.

The problem statement was redefined into two more specified problem statements, so both facilitators could o a different sessions with a slightly different focus.

### **Problem statement 1**

How can you have a structure in the intake meeting without keeping an agenda list?

### **Problem statement 2**

How can you create trust with the problem owner during an intake meeting?

## **PROBLEM ANALYSIS**

This session focussed on Problem statement 1: How can you have a structure in the intake meeting without keeping an agenda list? In appendix 2, the session plan and adjustments are shown. This session focussed on the last diamond, where the resource group really had time to create a concept. Therefore the first two diamonds are carried out faster.

Suzanne joined the session after the resource group had started with the 5W1H method. This gave the group the opportunity to answer questions and Suzanne to explain the problem more in depth. Suzanne and the resource group together decided on the PaP. All parties agreed on the statement, which gave a head start for the brainstorming.

### **Problem as Given**

How can you have a structure in the intake meeting without keeping an agenda list?

### **Problem as Perceived**

How to cover all important topics in a flexible way during an intake meeting

## SESSION RESULTS

The resource group ended with three very different concepts. These were presented during the common presentations, also the results are photographed and presentations filmed and shared.

Final deliverables (send to Suzanne)

- All ideas on post its (physical post its)
- Concept posters (images of posters)
- Concepts explained (movies)

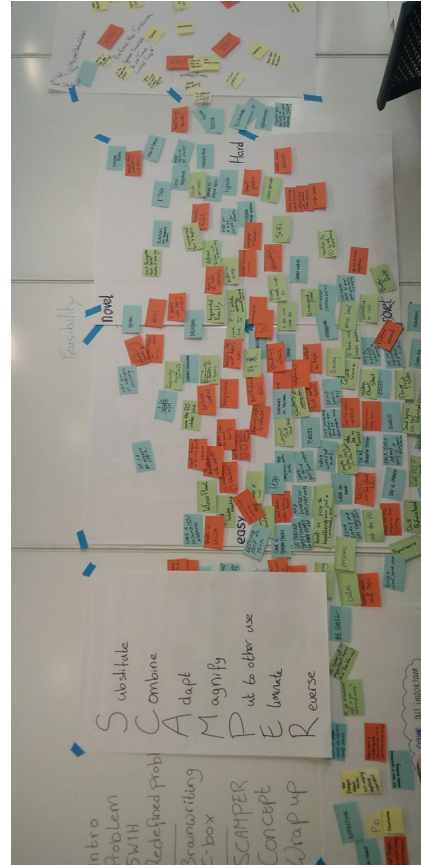
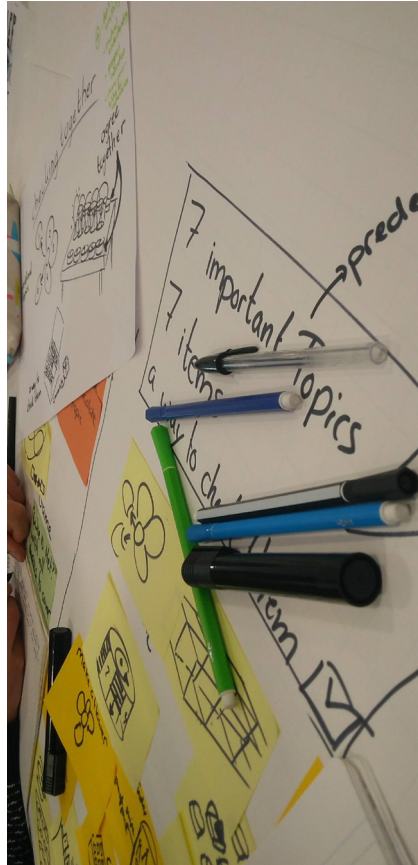
The outcomes can be found in appendix 3, on page 21.

## RECOMMENDATIONS

### What to do with the raw material?

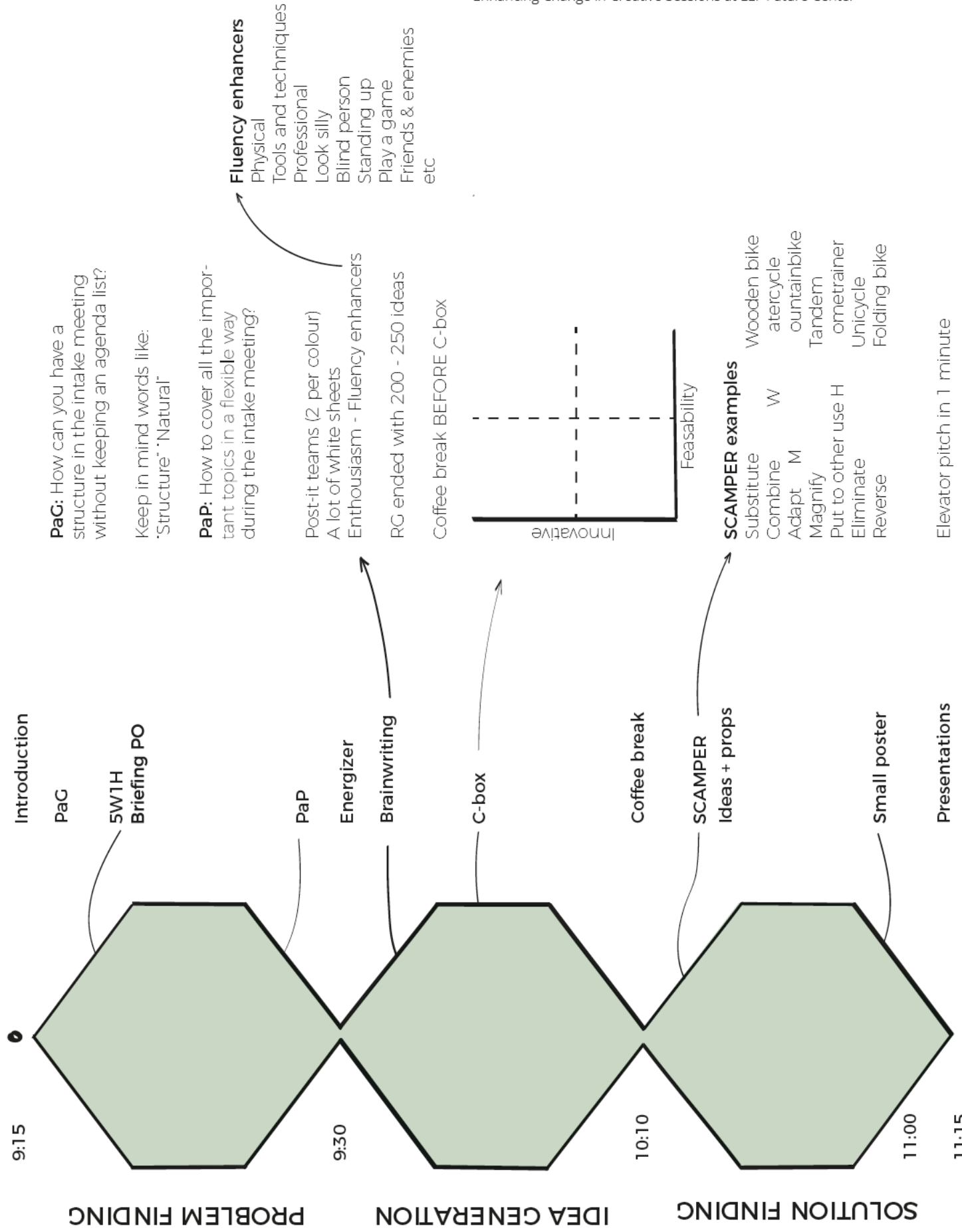
The ideas on post its are made by 6 different people and might have some overlap. There are many ideas (200 - 250) so for them to be useful it is recommended to do another round of clustering and selecting.

The concepts are elaborated novel ideas which shouldn't be copied and implemented literally. The thoughts behind them could be a great starting point for further elaboration. The movies with the explanations with the posters will give a head start with this.



# EXECUTION OF THE SESSION

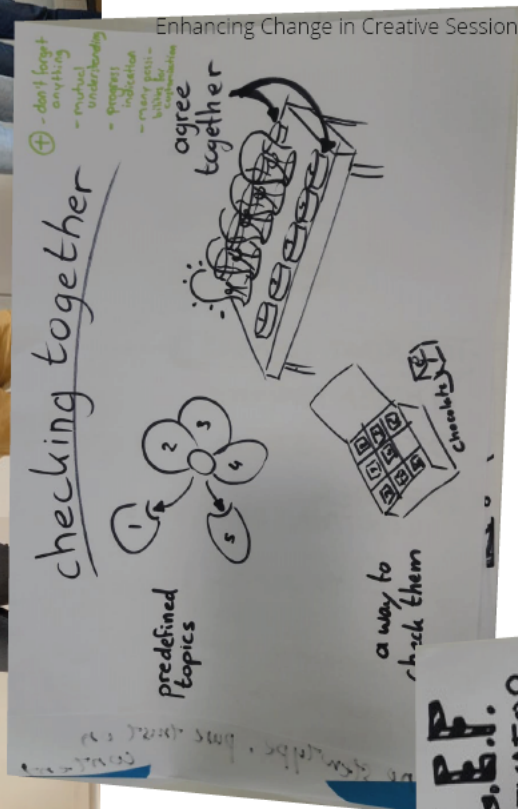
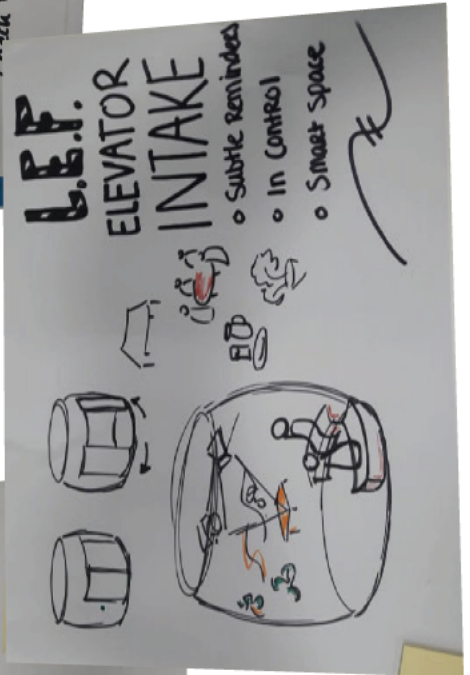
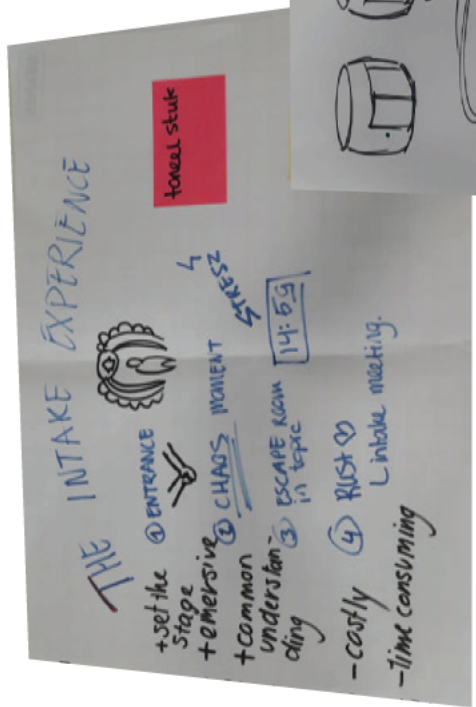
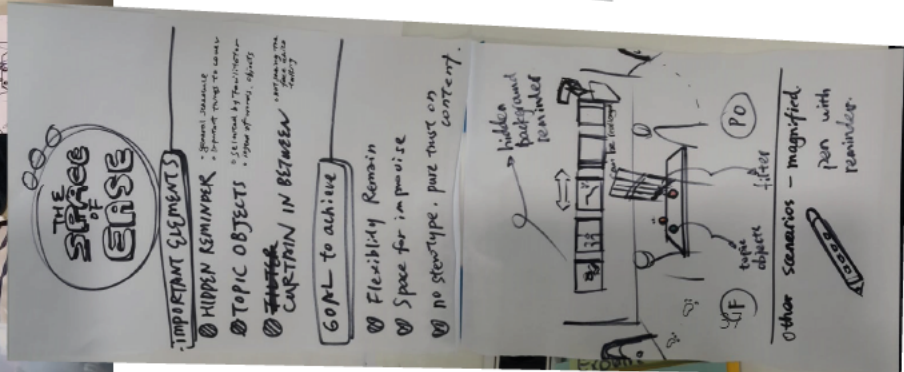
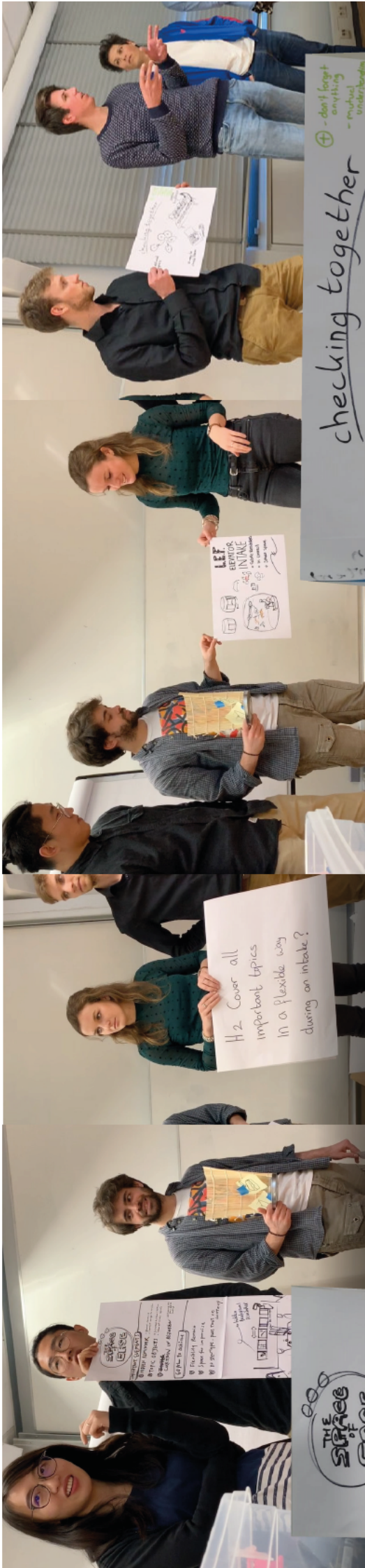
# SESSION PLAN INTERNAL SESSION





# END RESULTS: VIDEO'S & POSTERS

Video screenshots



Images of the concept posters



## Session plan 19-02

### The case as presented

The aim of the creative session was to come up with inspiration for the client. The client was Suzanne van Beek, a student graduating at the LEF Future Center on the effect of a creative session with a focus on the intake meeting. For this session she wanted inspiration **on how to address a certain point in a meeting naturally, without using an agenda or list**. Besides me Eva van Eck also chose to do this creative session.

### In-take meeting

During the intake meeting we discussed whether the question Suzanne wanted to be answered was the right question. Also, because she had two sessions instead of one we discussed whether there were more different questions on which a session could be held. After the meeting we came up with two problem statements. Because we had two sessions that ran synonymously Suzanne, as problem owner, would partake in parts of both sessions.

1. **How to establish trust in an intake meeting** Frank
2. How to have structure in an intake meeting (without a list) Eva

### The session

#### Introduction

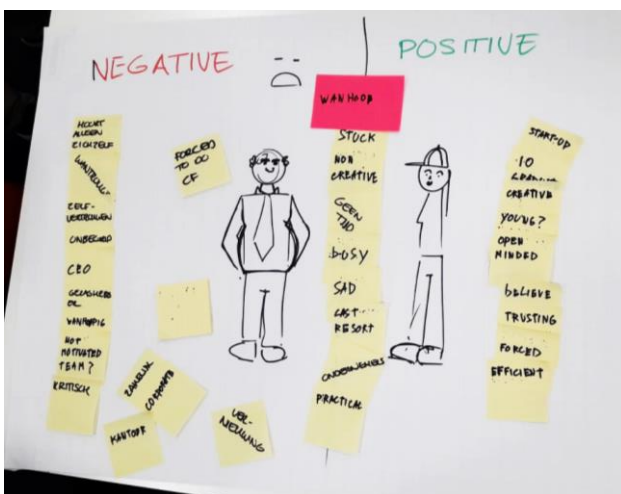
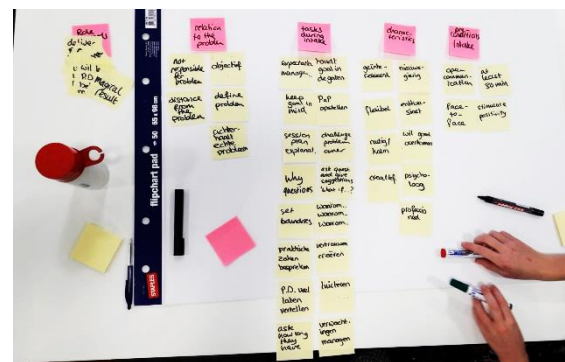
In the introduction the problem owner (Suzanne) gave a short presentation on the problem context and the problem (as given). The participants also got the possibility to ask some questions to further understand the given context and problem.

#### Warm-up

Because Suzanne had to attend both groups we first did the introduction and thereafter we did a small ice-breaker exercise revolving around trusting each other. The exercise lets you make very long jumps because two people support you while jumping. One of the participants (forgot that he) recently bruised some of his rib resulting in some pain during this physical exercise. After the exercise we did a short name-introduction round in which we used his bruised-rib story as a red line/ association game starter.

#### Personas

In order for the participants to better understand the two main stakeholders in an intake meeting a flower exercise was used to map these persons out. This was done in two separate groups (of two) in which one group focused on the facilitator role and one on the client role. After the flowers were done the participants were asked to shortly cluster the results and form two personas each, of a good and a bad example of the roles.

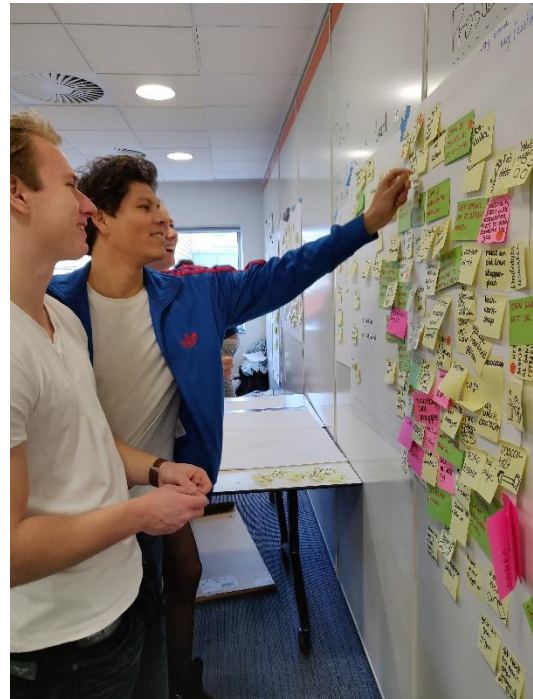


## Acting

After understanding the personas I asked the participants to act them out, firstly in a normal intake setting with a good facilitator and a good client. The other participants were asked to observe and write down what they saw or found interesting. In order to keep the acting going I gave the actors extra tasks, character traits or new contexts of the conversation such as 'be a duckling' or 'in a hot air balloon' as well as changing out the 'good' roles for the 'bad' ones.

## Ideate

During the acting exercise I expected more ideas to already develop however this did not happen enough so I felt that we were not yet ready conceptualisation. Therefore, after a short break, we continued with ideating on the problem. From this a nice amount of good and bad ideas. The ideas were then clustered using a C-box in which the ideas are ranked according to two scales, feasibility and innovativeness.



## Conceptualize

After the ideas were mapped on the C-box each participant received three stickers (two green ones for a good idea and one red one for a novel/ original idea) in order to only focus on the valuable ideas. From these ideas two 'concepts were derived.'





The students were then asked to develop a concept and create a poster of them. The group was separated in two.



## The Concepts

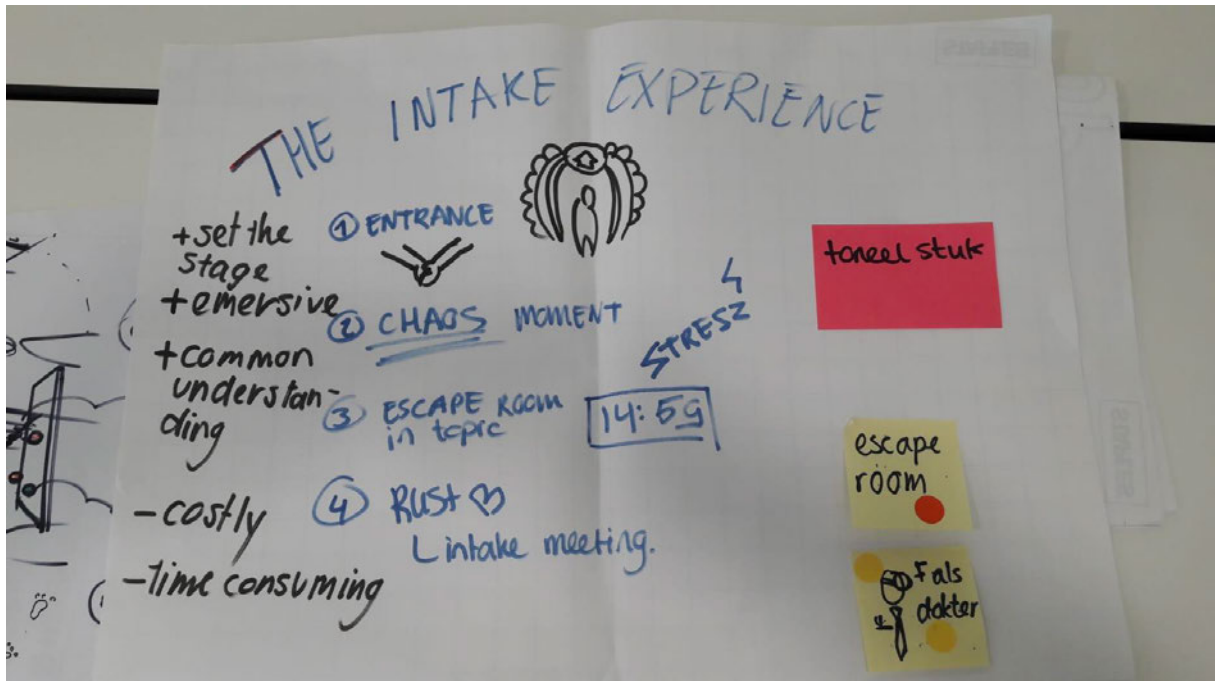
### Good Cop Bad Cop

This concept derived from the way that cops in movies gain trust of suspects. First a 'bad' cop tries to aggressively get the suspect to admit their crimes. This hardly ever works and then a 'good' cop shows empathy with the suspect and therefore gains the trust of the suspect. In the setting of an intake meeting this translates into a rough starting conversation with a 'bad' facilitator to get all the important agreements out of the way. During the meeting that role gets taken over by a 'good' facilitator that lets the client feel relieved and lets him experience the trust.



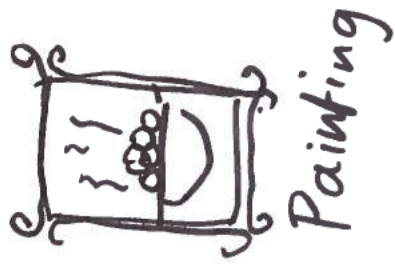
## The intake experience

This idea revolves around changing the static setting of an intake meeting into a more immersive experience in order to create a better common understanding of the problems addressed by the client. This can be a stressful event as long as there is a feeling of relief during that experience, followed by a less-stressful intake meeting.



## **G. How To's**

Σ



Painting



Tablet

pen

Drawing

Illustrator/Photoshop

metal casting

3d print

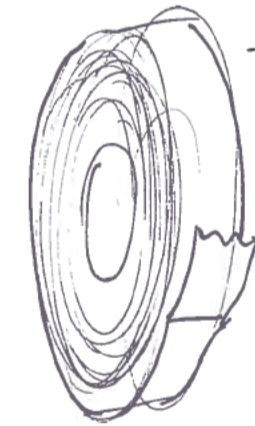
2D

VR modeling

Feeling them (haptic reality) senses

# HOW2 MAKE ~~THINGS~~ + VISUALISE THINGS?

draws



ductape (or hot glue)

Things that are available in every office

PROTOTYPING

SCULPTURE



OF SAND

recreating it in my mind

READ A BOOK

STORYTELLING



LEGO

> Make objects

Video

Sand




in your head

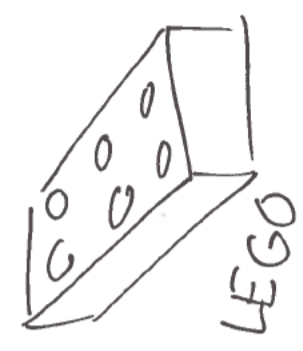
Zzzzz DREAMING



jip en jannike tool  


experiencing

TOUCHING  




make hand gestures to 'draw' objects

Dough.

VR.

paper models 3D printing

HOW2 MAKE THINGS TANGIBLE?

videos

bake cookies

Music

3D model

clay

playdough!

light

HOLDING HANDS



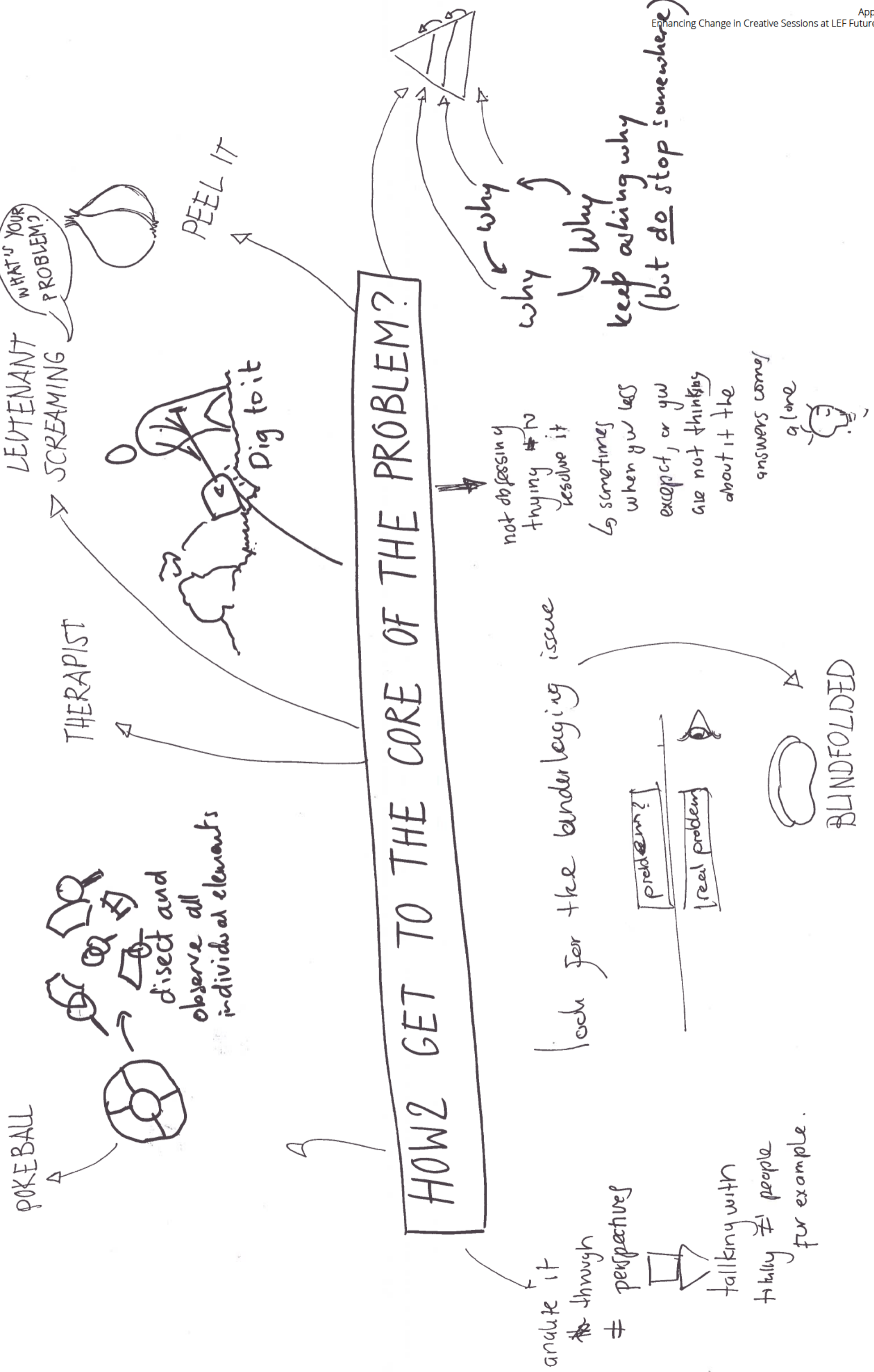
Draws

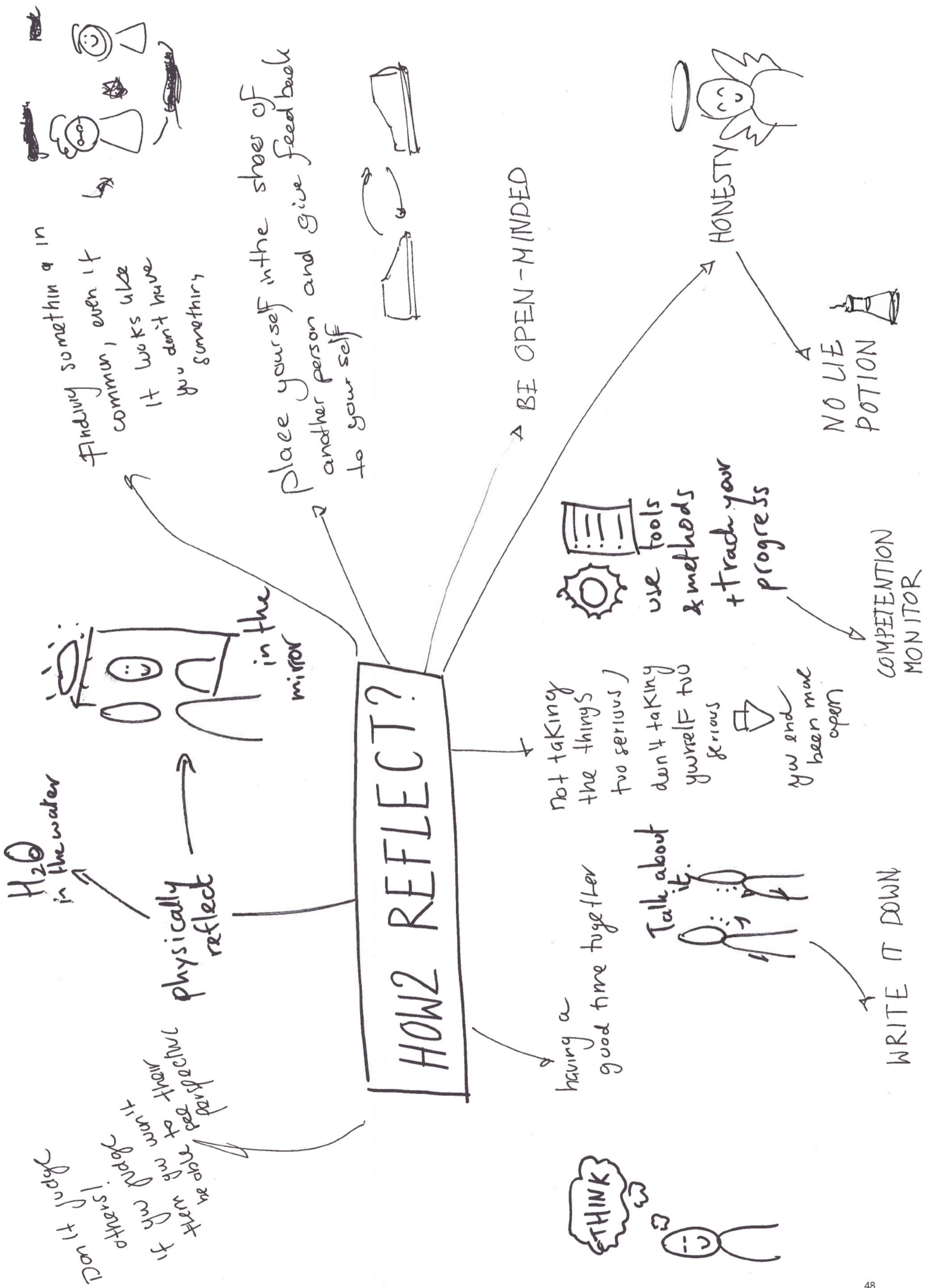
paper

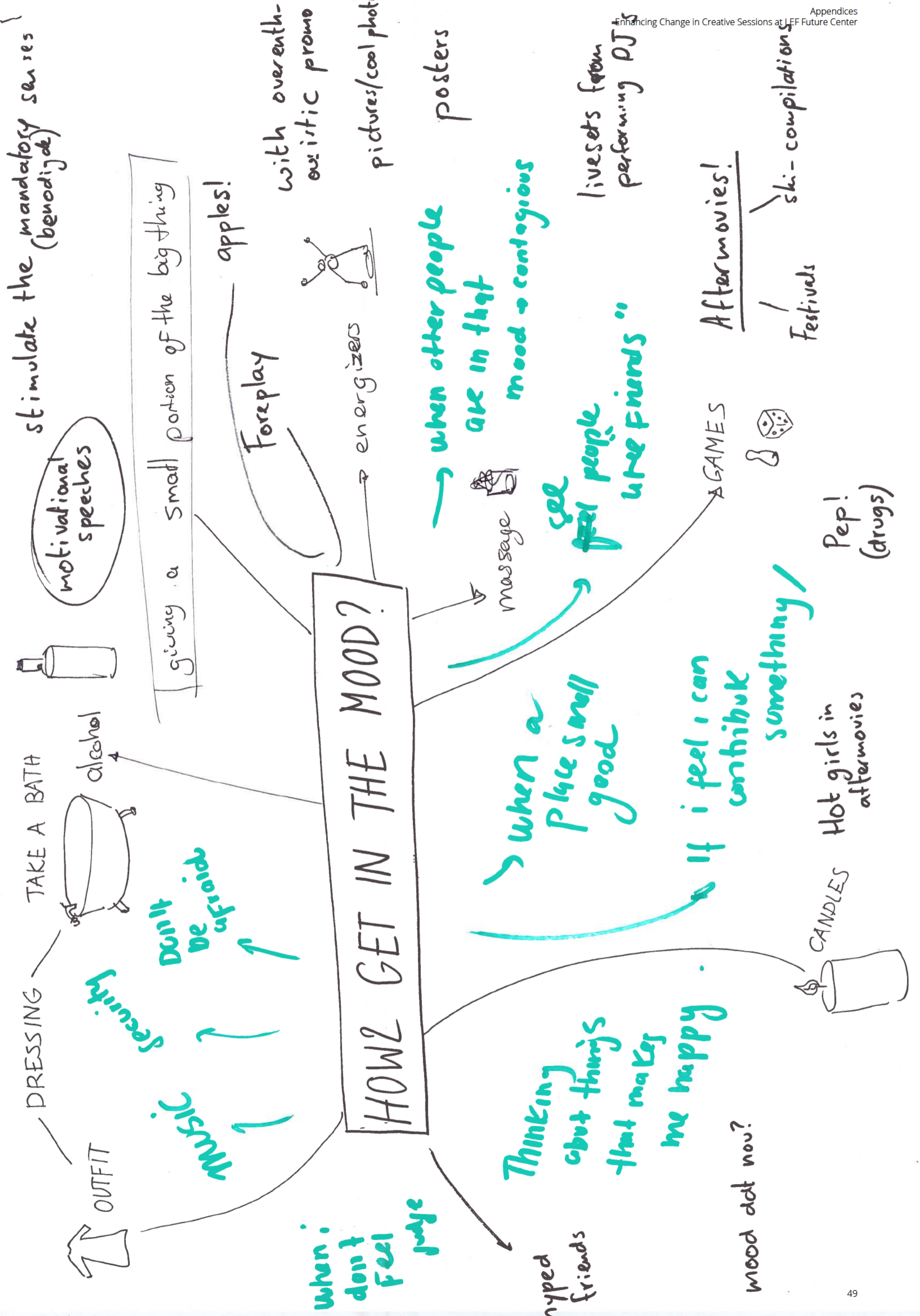
PLAY-DOUGH



dough









have it in your eye sight  
all the time



ALARM

When you really know that's  
wando te nace hacerlo :)  
es foal reor-  
dov digo



PHONE CALL

Remember to buy the tickets to cartagena because I am really ~~extra~~ excited to go there!

# HOW2 REMIND?

When you know that if you don't do something they're going to be consequences



PRICKING ON THE SHOULDER

good memory!

understand the important of that



rehearse



connect it with an emotion for or -

→ happiness  
fear  
...



let someone remind you

write on your hand

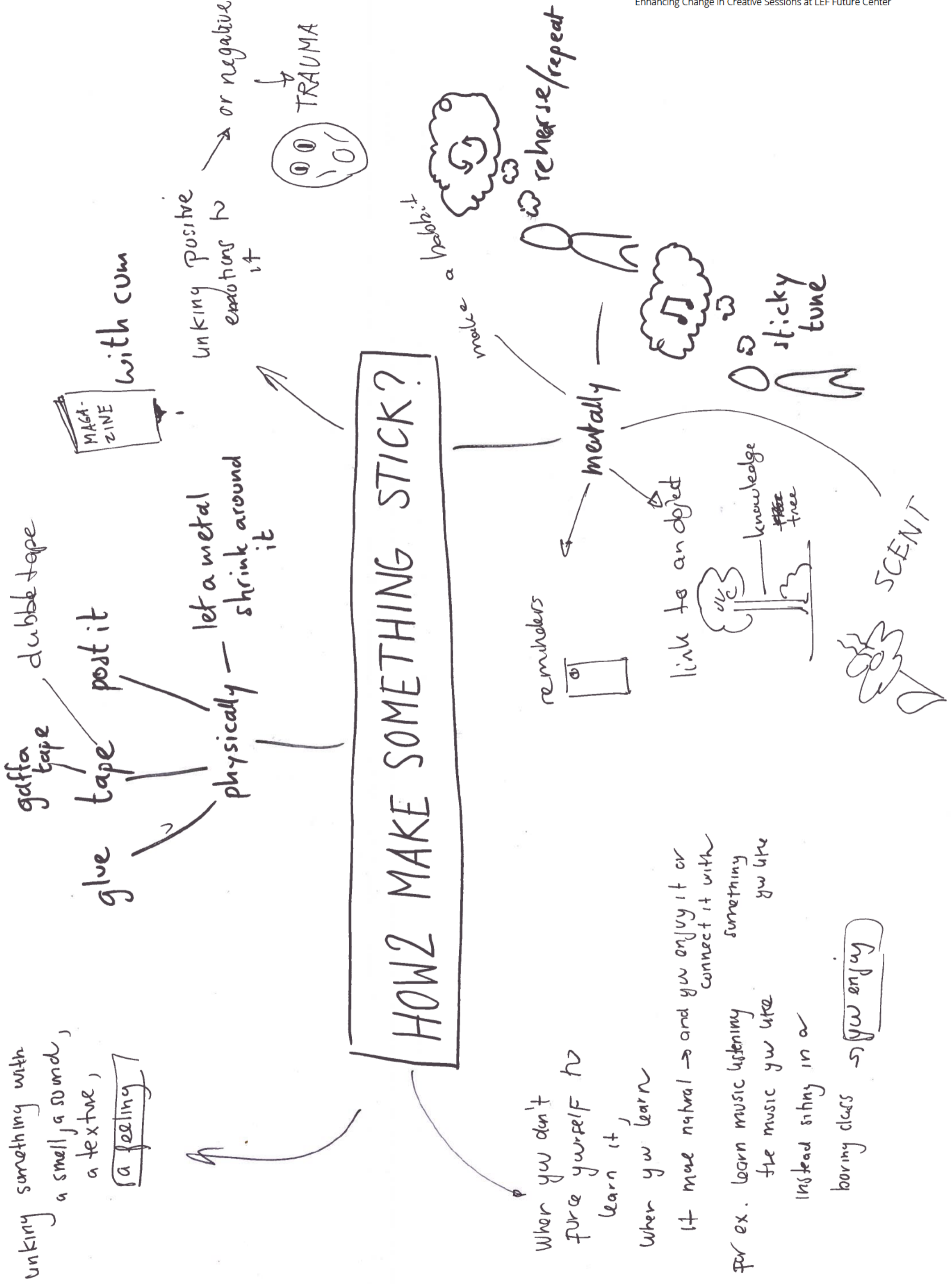


as your dad the keep telling you every time he sees you.



connect a sense to it.

- smell of your grandpa's house
- The sound of your car
- Hurt yourself



LEVELS



timeline



MUSIC ← OVERGANG



SILENCE



reflective

HOW2 SEPARATE PHASES?

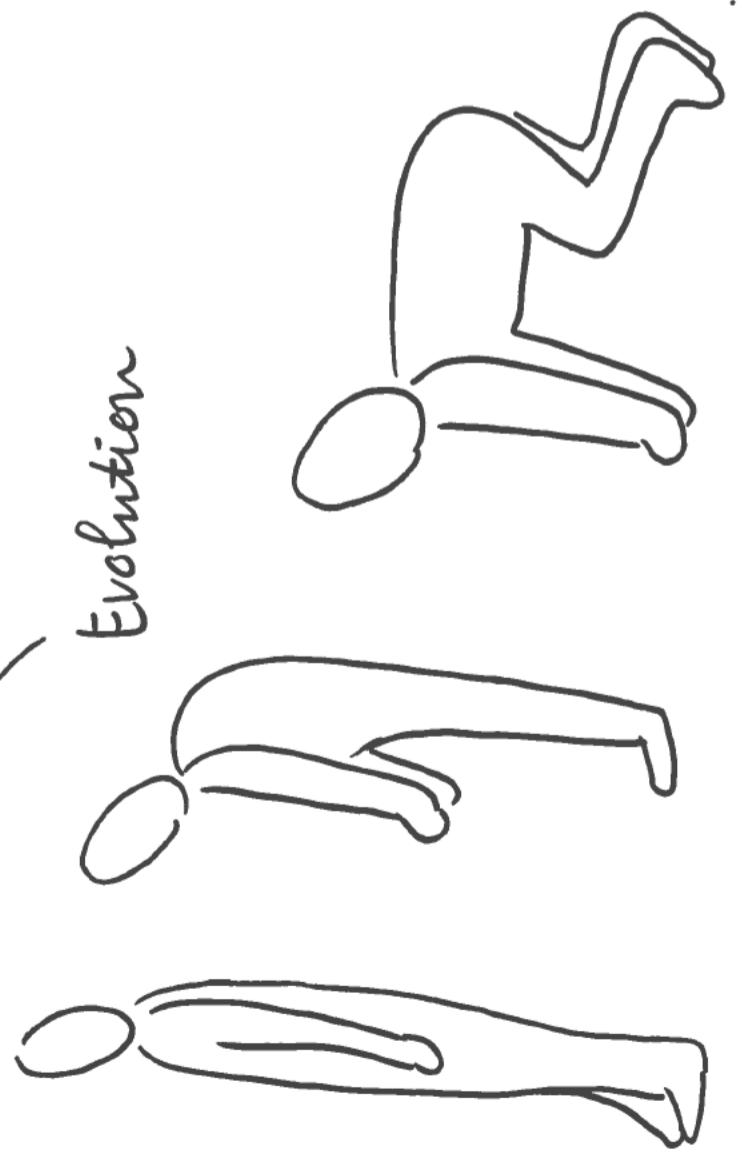
MILESTONES



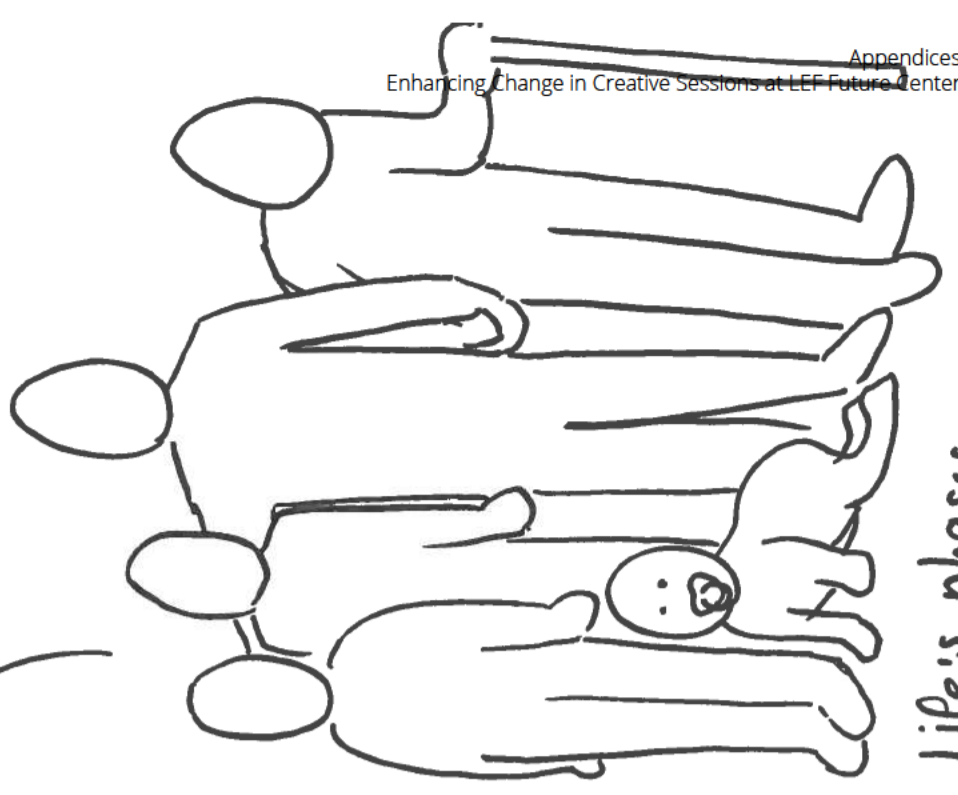
DRIVING  
LICENSE

Evolution

sorts



DIPLOMAS

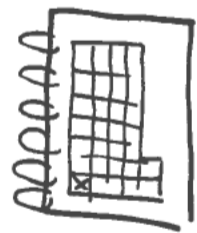


Life's phases

AFSRRAREN MAKEN



HANDSHAKE

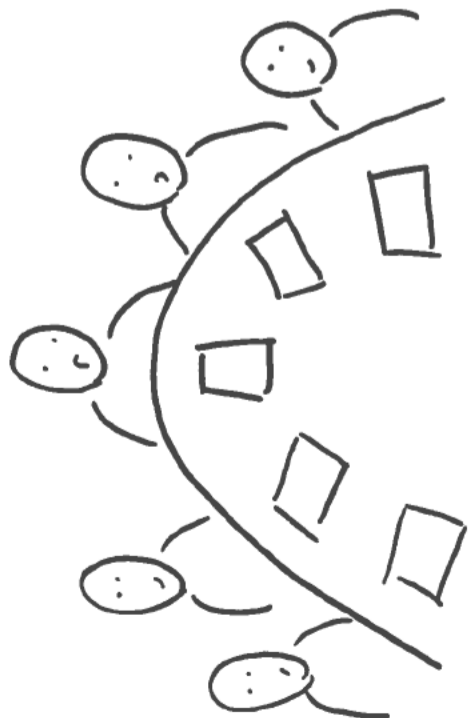
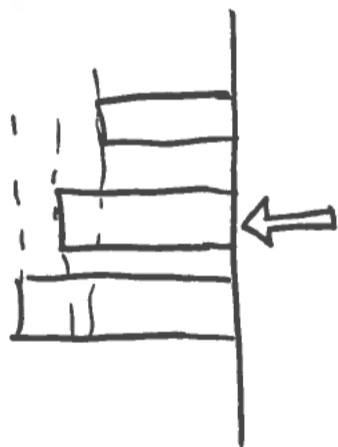


DATUMPRIKKER

POLDEREN



CONSENSUS



VERGADERING

ADVOCATEN



MONDELING



TELEFONISCH



## H. Exploratory Design Interventions

During Ideation I have explored the interaction between the facilitator and problem owner using low-fidelity prototypes. The goal of the roleplay is to observe the interactions to trigger inspiration and discover relevant element considering the design goal. The intake meeting would be enacted by two participants, who take on the roles of the facilitator and problem owner. Each participant roleplaying the facilitator has a background with creative facilitation, which made it easier to immerse into this leading role. The role of the problem owner was enacted by someone inexperienced with creative facilitation. They would refer to projects from their own life in the role of problem owner to talk about in the fictional preparations of a creative session. The facilitator was instructed before hand about the use of the prototypes. The design interventions were discussed with the participants afterwards, which provided valuable insights next to the observations.

### **Pilot - Design Intervention 1**

The first design intervention was performed as a pilot. The design intervention focused on discussing the role of the facilitator, problem owner and account manager. Each participant had a token with the name of their particular role on it.

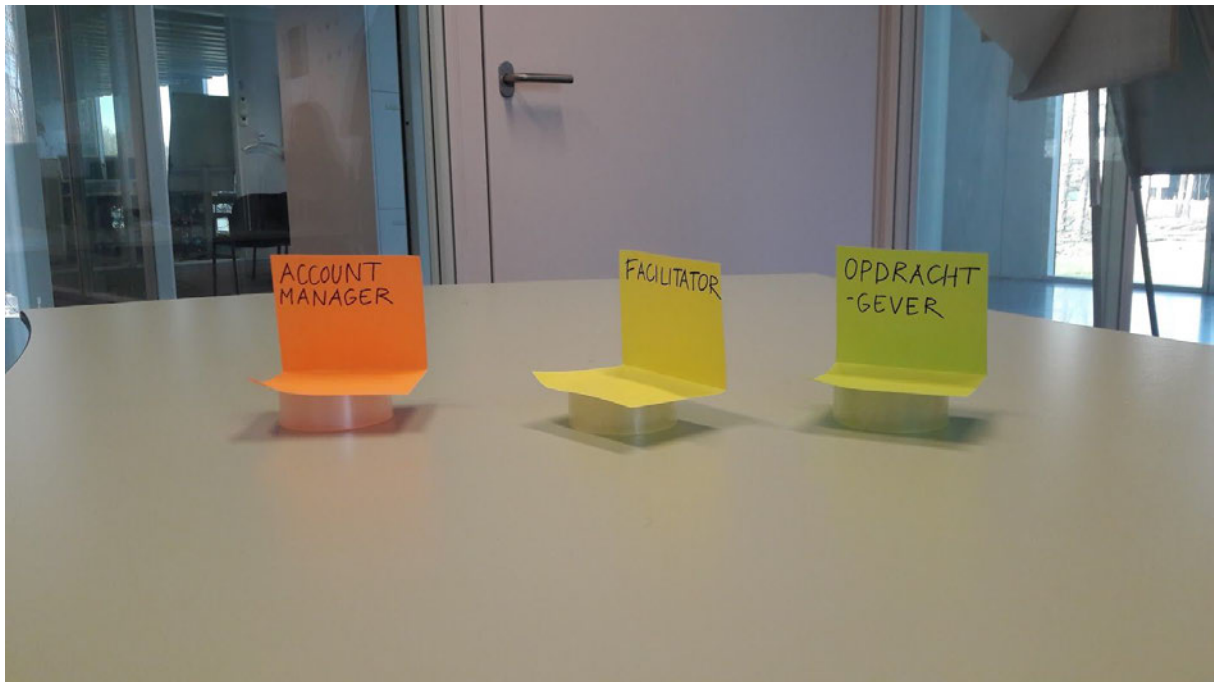


Figure QX: Design intervention 1

Goal: Explore the effect of describing roles and responsibilities if it is not related to the person.

How:

1. Divide roles amongst the participants, including the designer.
2. Start by discussing the roles randomly.
3. Then take the tokens and ask each participant to introduce itself and describe the role of the token.
4. Pass the tokens along and describe the roles from another perspective.

Insights:

### Into the goal

- The roles were described more clearly using the tokens, which could have also been the result of repetition.
- Repetition helps create a clearer description.
- Describing the role of the token was not experienced as a description of a certain individual.
- Especially when describing one's own role there would be referred to the individual instead of the token.  
"My role is " instead of the role of is ...
- The role of the problem owner was the most difficult to describe.  
"You have to explain me my role, I am giving you a lot of power." - participant problem owner
- The roles can be described on many different levels:
  - role in the process of the creative session.
  - role referring to someone's working function.
  - role in the overall process of the organisation of the problem owner.
- It is useful trying to define the formal roles, instead of describing what a person would like to do in its role.

### Into the execution

- The researcher was automatically put into a leading position in the roleplay after explaining what the roleplay would be about. Observations instead of participation are therefore recommended.
- It was difficult for the participants to get into their roles, which is why the consecutive tests involved participants with experience in creative facilitation and better instructions about their roles.

## Design Intervention 2

The participants were again provided with a token and materials to personalize the token.



Figure QX: Design intervention 2

Goal: Explore the effect of describing roles and responsibilities if it is not related to the person.

How:

1. Instruct the facilitator about the use of the tokens: to use them to define the roles and expectations of the facilitator and problem owner when the facilitator sees fit during the intake meeting.
2. Instruct the problem owner by preparing a case for a fictional creative session from one's own experience.
3. Let the participants roleplay the intake meeting with the facilitator in the lead.

Insights:

- The facilitator prefers to start with the context of the project.
- The facilitator wants to make notes.
- Both participants work in silence on the tokens.
- The participants are mostly design students which are more open to creative activities than in most corporate environments.
- Safety is important in the interaction.
- Personalizing the token, encourages reflection.
- Participants show uncomfortable behaviour when the tokens are introduced.
- The facilitator introduces that they personalize each other's role instead of their own.
- The role descriptions mostly focus on the process during the creative session.
- It would be interesting to divide the description of roles into phases: preparations, during the session, afterwards.
- A creative token is a better reminder than bullet point, because it is more visual.
- The facilitator believes it is adequate to introduce an activity like using the tokens during an intake meeting.

### Design Intervention 3

The participants were provided with random pieces of LEGO® to build tokens with.

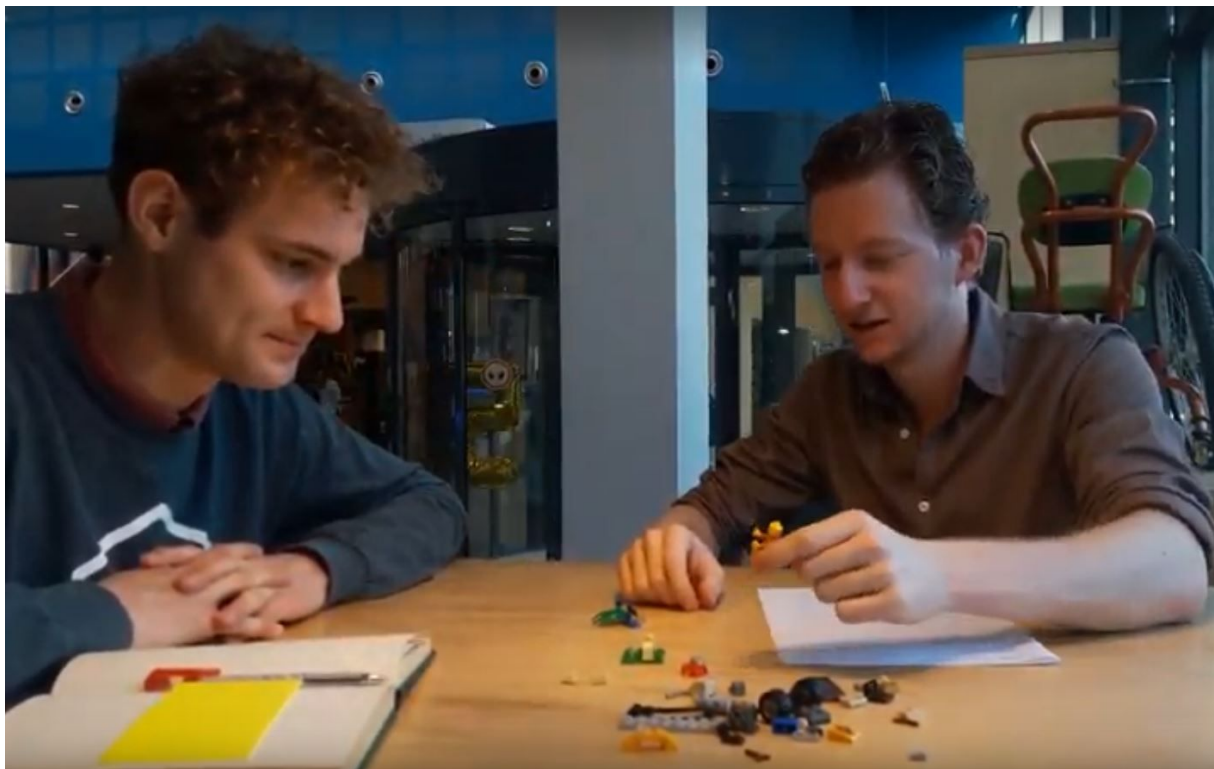


Figure QX: Design intervention 3

Goal: Explore the effect of describing roles and responsibilities if it is not related to the person.

How:

1. Instruct the facilitator about the use of the LEGO: to build structures that represent the the roles of the facilitator and problem owner when the facilitator sees fit during the intake meeting.
2. Instruct the problem owner by preparing a case for a fictional creative session from one's own experience.
3. Let the participants roleplay the intake meeting with the facilitator in the lead.

Insights:

- Due to unclear instructions, the LEGO was applied throughout the intake meeting and there was no focus on defining the roles.
- Insecurity with the problem owner what he should do or prepare after this meeting:  
"Should I prepare something?" - participant problem owner
- The facilitator demonstrated professionalism through proactivity and taking the lead in the intake meeting.
- Linking abstract terms to a physical objects, helps to understand them.
- The LEGO helps to make agreements in a playful manner.
- The LEGO creates an overview of what has been discussed in a sort of playing field.
- It is pleasant to have something 'to do' during the conversation.
- Defining the roles was focused on the responsibilities during the session.  
"You want to throw your trust into someone, because then it isn't your problem anymore." - participant problem owner
- It has to be clear what the content of the intake meeting should be.
- Bring the content of the intake meeting to the 'out-take'/evaluation.
- The LEGO enables the participants to capture triggered information and to make abstract information tangible.

## Design Intervention 4

A path with intake elements, tiles with text, was set out for the participants to follow during conversation.



Figure QX: Design intervention 4



Goal: Explore the effect of reminders and communicating while walking.

How:

1. Instruct the facilitator about the path: to walk along the intake elements in the order that the facilitator sees fit and use the reminders at its discretion.
2. Instruct the problem owner by preparing a case for a fictional creative session from one's own experience.
3. Let the participants roleplay the intake meeting while walking with the facilitator in the lead.

Insights:

- The facilitator desired a pen and paper to make notes.
- Professionalism is expressed by making the facilitator express its expertise: facilitating a fluent and effective conversation.
- A path or walk has an ending, the conversation is ended naturally in that way.
- Spelling out the topics helps to ask better questions.
- The participants automatically alternated between walking next to each other and discussing facing each other, while standing still next to a 'tile' on the path.
- 4W's nudge good questions.
- It is important to summarize what has been discussed.
- The discussion focuses on the execution of the session.  
"Because how we will bring it into practice, will be a question for later." - participant problem owner
- The conversation was fluent, even though there were clear physical stops in their walking.
- Problem owner had not been considering his own role yet.
- The conversation gets more enthusiastic when they start talking about more tangible subjects, for example the form of the creative session.
- There is a clear need to document things during the conversation.
- It was comfortable to walk while making conversation. The participants only experienced discomfort when having to start the activity.
- It felt natural and comfortable to close off a subject by leaving the place and continue walking.
- When the walk is getting closer to the end, the participants experience an internal need for reflexion: is anything missing.
- There is no good understanding of the different roles and responsibilities.
- The facilitator should need to know the path before hand.
- It was expected for the participants to revisit certain tiles to discuss them again or differently, but this did not happen.

## Design Intervention 5

Again LEGO was provided during the roleplay and a recording device, displaying different intake elements, was given to the facilitator. The role of the problem owner was played by a student that is not at all familiar with creative session.



Figure QX: Design intervention 5

Goal: Explore non visual capturing of the intake elements and the influence of the participants position.

How:

1. Instruct the facilitator: feel free to make use of the LEGO, start the conversation across the table, move to sit around the corner of the table when the facilitator sees fit and record summarizing statements according to the elements.
2. Instruct the problem owner by preparing a case for a fictional creative session from one's own experience.
3. Let the participants roleplay the intake meeting while walking with the facilitator in the lead.

Insights:

- The facilitator had quite some options and instructions, but this was not perceived as distracting or overwhelming.
- The use of the LEGO was not defined and barely used. The problem owner never touched the pieces, because it was unfamiliar and unclear what to do with it and would have liked to be invited to use the LEGO.
- The elements are all discussed without recording at first.
- The facilitator chose to change his position before recording the statements.
- Repetition helps to clarify the elements further, statements are not recorded.
- The participants are very aware of their hands and use these in the conversation.
- Defining the roles was initially interpreted as the roles of the resource group.
- Defining the roles was focused on the responsibilities during the session.
- The problem owner enjoys it when the conversation gets less abstract.
- Both want to start talking about solutions and dive into the subject.
- It is easier to talk when the participants are not facing each other.
- A note taker can be effective, but makes the conversation less intimate, because capturing the conversation through typing, the sound, makes people feel uncomfortable.
- An environment with other people/distractions makes it easier to take time for thinking.
- The recording did not change the conversation.

- The list with elements to record, helped the facilitator to structure the conversation.

## Design Intervention 6

Both participants were provided with a canvas of the intake elements and discussed them in confessional position, positioned next to each other while both facing complete opposite ways.



Figure QX: Design intervention 6

Goal: Explore the effectivity of a canvas and talking without body language.

How:

1. Instruct the facilitator: Discuss the topics on the canvas as the facilitator sees fit in confessional position and move to the table to fill in a new canvas together.
2. Instruct the problem owner by preparing a case for a fictional creative session from one's own experience.
3. Let the participants roleplay the intake meeting while walking with the facilitator in the lead.

Insights:

- The facilitator did not feel comfortable filling in the same canvas again and would have prepared a new one to write down made agreements.
- Handwriting in confessional position is perceived as personal notes and not always legible.
- Barriers are an important element to talk about and did not come up during the intake meeting, because it was not on the canvas. The facilitator stopped thinking for himself.
- The problem owner did not write anything down.
- The topics/canvas parts were discussed fluently.
- It felt silly to not look at each other during the conversation.
- Both experienced better listening in the confessional position.
- Defining the roles was focused on the responsibilities during the session.
- The process of the problem owner should be discussed.
- The facilitator experienced more discomfort when introducing the confessional position and would prefer it is more part of a full experience.

- The facilitator needs time to summarize thought.

OVERALL INSIGHTS:

- Every facilitator has their personal style to approach the conversation.
- Discussing and defining the roles always refers to the time frame of the creative session.
- The role of the problem owner is unclear.
- Repeating topics will reveal new information.
- Abstract reminders help creating a fluent conversation, but can be interpreted in the wrong way by the facilitator.
- The intake meeting should be a full experience.



# I. Script Concept Evaluation

## Introduction

± 2 min.

Before starting I will tell the participants:

- They are not the subject of research and cannot do anything wrong. I will be testing the prototype to see what does and does not work.
- To think aloud about the use of the prototype and to share any sort of opinion about it.
- To divide the roles of account manager, facilitator and problem owner amongst the participants.

## Scenario en taken

± 45 min.

Research questions

1. To what extent do the users get aware about their roles & responsibilities?
2. To what extent are all intake elements discussed and questioned?
3. To what extent do the users experience the interactions as 'invigorating', 'trustful' and 'intense'?
4. To what extent do the users experience group cohesion before and after using the prototype together?

In the past months I have been developing a product that supports the intake meeting at LEF Future Center. I have built a prototype of the product for you to test and experience it. The design is not finished yet and that is why your feedback is very valuable to me. Both positive and negative feedback will not insult me, it will only help me to improve the product.

I would like to ask the three of you to role play an intake meeting at LEF Future Center. During the intake there are usually three roles: The account manager, facilitator and problem owner. You take one role each and perform the intake meeting using this prototype.

[Divide roles]

[Consent form + questionnaire part I]

Any questions before we start?

I will give a small introduction on the use of the prototype to the account manager

and facilitator. The problem owner can use this time to read/prepare the case of the LEF-session.

The prototype makes a small session of the intake meeting, consisting of three phases: the introduction, digging into the content and rounding off.

#### Phase 1 (5 min)

The account manager takes the lead in the first phase. During this phase you introduce everyone to each other, LEF and the reason to organise a LEF-session. During the introduction please shortly discuss the responsibilities during the preparations, execution and after the LEF-session.

#### Phase 2 (20 min)

To go to the second phase, the triangle in the middle should be turned over. Please help each other while doing this. The facilitator can now take over from the account manager to elaborate on the reason to organise a LEF-session. Underneath the triangle there are several tiles:

- The LEF-token: the token should always be with someone. This person is the devil's advocate and will ask critical questions during this phase. Try to pass the token through.
- The statement tile: On this tile write down the goal of the LEF-session.
- Three theme tiles: Once the goal is defined, discuss who need to be invited to reach to goal, what barriers there might be regarding the goal and practicalities (e.g. date, catering, methods etc.)

#### Phase 3 (10 min)

When you finish discussing everything you wanted to discuss, fold in the table and summarize everything by writing it down around the goal of the session and divide tasks for the preparations, execution and after the LEF-session.

Any questions before we start?

Please go ahead.

In general

- How is the conversation documented by the users?
- How do the users use the physical components of the prototype?

Phase 1

- How are the responsibilities of the account manager, facilitator and problem owner discussed?
- To what extent does the account manager take the lead during the first phase?

Phase 2

- How do the users experience turning the triangle over?
- To what extent does the facilitator take the lead during the second phase?
- How is the LEF-token being used?

- How do the tiles influence the conversation?
- To what extent is the urgency/motivation for the LEF-session discussed?
- Has the goal of the session been written down?
- To what extent have the stakeholders, barriers and practicalities been discussed?
- make time measurements of the different phases.

#### Phase 3

- How do the users summarize the meeting?
- What effect does did the discussion have on the perception of their responsibilities?

### **Afsluiting**

**± 15 min.**

How did you experience doing the intake meeting in this way?

What did you like about the prototype? What would you like to change?

Then I have the second part of the questionnaire, could you fill this in?

That was all, is there anything else you would like to share?

## **J. Concept Evaluation Questionnaires**



**PART I**

Please fill in the following questionnaire regarding the group that will be present during the intake meeting.

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Study contact details for further information:

Suzanne van Beek

[BeekSV1@vsn.nl](mailto:BeekSV1@vsn.nl)

06-49953874

**PART II**

Please tell us how you experienced the intake meeting by filling in the following questionnaires. There are no wrong answers and your answer will only be used for the research anonymously.

	Does not fit my experience at all						Fits my experience exactly	
<b>Forced*</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
<b>Trustful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
<b>Decisive</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Invigorating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Curious</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Focused</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Intense</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Complicated</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Understanding</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

\*A list with definitions can be found on the back of the paper

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Anything else you would like to share?

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 Suzanne van Beek  
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<b>Forced</b>	<ol style="list-style-type: none"><li>1. obtained or imposed by coercion or physical power. "there was no sign of a forced entry"</li><li>2. (of a gesture or expression) produced or maintained with effort; affected or unnatural. "a forced smile"</li></ol>
<b>Trustful</b>	having or marked by a total belief in the reliability, truth, ability, or strength of someone.: "a trustful acceptance of authority".
<b>Decisive</b>	settling an issue; producing a definite result.: "the Supreme Court voided the statute by a decisive 7-2 vote" "decisive evidence".
<b>Invigorating</b>	making one feel strong, healthy, and full of energy.: "a brisk, invigorating walk".
<b>Curious</b>	eager to know or learn something.: "I began to be curious about the whereabouts of the bride and groom"
<b>Focused</b>	pay particular attention to.: "the study will focus on a number of areas in Wales".
<b>Intense</b>	<ol style="list-style-type: none"><li>1. of extreme force, degree, or strength.: "the job demands intense concentration" "the heat was intense" "an intense blue".</li><li>2. having or showing strong feelings or opinions; extremely earnest or serious.: "an intense young woman, passionate about her art" "a burning and intense look".</li></ol>
<b>Complicated</b>	consisting of many interconnecting parts or elements; intricate. "a complicated stereo system"
<b>Understanding</b>	the ability to understand something; comprehension.: "foreign visitors with little understanding of English".

All definitions are retrieved from Oxford Dictionaries

**PART I**

Please fill in the following questionnaire regarding the group that will be present during the intake meeting.

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Study contact details for further information:

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 06-49953874



**PART II**

Please tell us how you experienced the intake meeting by filling in the following questionnaires. There are no wrong answers and your answer will only be used for the research anonymously.

	Does not fit my experience at all						Fits my experience exactly	
<b>Forced*</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Trustful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Decisive</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Invigorating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Curious</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Focused</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Intense</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Complicated</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Understanding</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*A list with definitions can be found on the back of the paper

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<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Anything else you would like to share?

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Study contact details for further information:  
 Suzanne van Beek  
[beek@s31.cbr.uva.nl](mailto:beek@s31.cbr.uva.nl)  
 06-49953874

**PART I**

Please fill in the following questionnaire regarding the group that will be present during the intake meeting.

	<i>0</i> <i>likes</i>			<i>2</i> <i>likes</i>
	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Study contact details for further information:

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**PART II**

Please tell us how you experienced the intake meeting by filling in the following questionnaires. There are no wrong answers and your answer will only be used for the research anonymously.

	Does not fit my experience at all							Fits my experience exactly
<b>Forced*</b>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Trustful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Decisive</b>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Invigorating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Curious</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Focused</b>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Intense</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Complicated</b>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Understanding</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

\*A list with definitions can be found on the back of the paper

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
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<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Anything else you would like to share?

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---



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Study contact details for further information:

Suzanne van Beek

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 06-49953874

**PART I**

Please fill in the following questionnaire regarding the group that will be present during the intake meeting.

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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Study contact details for further information:

Suzanne van Beek

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06-49953874



**PART II**

Please tell us how you experienced the intake meeting by filling in the following questionnaires. There are no wrong answers and your answer will only be used for the research anonymously.

	Does not fit my experience at all				Fits my experience exactly			
<b>Forced*</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Trustful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Decisive</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Invigorating</b>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Curious</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Focused</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Intense</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Complicated</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Understanding</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*A list with definitions can be found on the back of the paper

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Anything else you would like to share?

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Study contact details for further information:

Suzanne van Beek

[s.vanbeek@rws.nl](mailto:s.vanbeek@rws.nl)

06-49953874

### PART I

Please fill in the following questionnaire regarding the group that will be present during the intake meeting.

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Study contact details for further information:

Suzanne van Beek

[BeekS11@rws.nl](mailto:BeekS11@rws.nl)

06-49953874

**PART II**

Please tell us how you experienced the intake meeting by filling in the following questionnaires. There are no wrong answers and your answer will only be used for the research anonymously.

	Does not fit my experience at all				Fits my experience exactly			
<b>Forced*</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Trustful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Decisive</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Invigorating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Curious</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Focused</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Intense</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Complicated</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Understanding</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*A list with definitions can be found on the back of the paper

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Anything else you would like to share?

Goede sfeer, vooral ook een paar leuke suggesties nog

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---

Study contact details for further information:

Suzanne van Beek

[S.vanBeek@lefc.nl](mailto:S.vanBeek@lefc.nl)

06-49953874

**PART I**

Please fill in the following questionnaire regarding the group that will be present during the intake meeting.

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Study contact details for further information:

Suzanne van Beek

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06-49953874



## PART II

Please tell us how you experienced the intake meeting by filling in the following questionnaires. There are no wrong answers and your answer will only be used for the research anonymously.

	Does not fit my experience at all						Fits my experience exactly
<b>Forced*</b>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Trustful</b>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Decisive</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Invigorating</b>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Curious</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Focused</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Intense</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Complicated</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Understanding</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

\*A list with definitions can be found on the back of the paper

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Anything else you would like to share?

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---

Study contact details for further information:

Suzanne van Beek

[s.vanbeek@lefc.nl](mailto:s.vanbeek@lefc.nl)  
 06-49953874

**PART I**

Please fill in the following questionnaire regarding the group that will be present during the intake meeting.

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Study contact details for further information:

Suzanne van Beek

[s.vanbeek@lefc.nl](mailto:s.vanbeek@lefc.nl)

06-49953874

**PART II**

Please tell us how you experienced the intake meeting by filling in the following questionnaires. There are no wrong answers and your answer will only be used for the research anonymously.

	Does not fit my experience at all				Fits my experience exactly			
<b>Forced*</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Trustful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Decisive</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Invigorating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Curious</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Focused</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Intense</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Complicated</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Understanding</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

\*A list with definitions can be found on the back of the paper

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Anything else you would like to share?

To me this meeting wasn't like a proper intake. It was more like a 2nd or 3rd meeting with planning activities. In such activities there is not so much of a clear role for the accountmanager.

Study contact details for further information:

Suzanne van Beek

[Beek@01.com.nl](mailto:Beek@01.com.nl)

06-49953874

Participant: \_\_\_\_\_

**PART I**

Please fill in the following questionnaire regarding the group that will be present during the Intake meeting.

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Study contact details for further information:  
 Suzanne van Beek  
 06-49953874

**PART II**

Please tell us how you experienced the intake meeting by filling in the following questionnaires. There are no wrong answers and your answer will only be used for the research anonymously.

	Does not fit my experience at all						Fits my experience exactly	
<b>Forced*</b>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Trustful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Decisive</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Invigorating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Curious</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Focused</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Intense</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Complicated</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Understanding</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

\*A list with definitions can be found on the back of the paper

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Anything else you would like to share?

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Study contact details for further information:

Suzanne van Beek

[s.vanbeek@lefc.nl](mailto:s.vanbeek@lefc.nl)

06-49953874



Participant: \_\_\_\_\_

**PART I**

Please fill in the following questionnaire regarding the group that will be present during the intake meeting.

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Study contact details for further information:

Suzanne van Beek

[s.vanbeek@leefutur.nl](mailto:s.vanbeek@leefutur.nl)

06-49953874

**PART II**

Please tell us how you experienced the intake meeting by filling in the following questionnaires. There are no wrong answers and your answer will only be used for the research anonymously.

	Does not fit my experience at all						Fits my experience exactly	
<b>Forced*</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Trustful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Decisive</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Invigorating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Curious</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Focused</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Intense</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Complicated</b>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Understanding</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*A list with definitions can be found on the back of the paper

	Not at all like me/my group	A little like me/my group	A lot like me/my group	Exactly like me/my group
<b>We get along well together</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We feel good about our team</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We enjoy helping each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We stick together during the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like my group will keep me safe</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We encourage each other in the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I feel like I fit in my group</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I want to work on more challenges with my group</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>We help each other on the challenges</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Anything else you would like to share?

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Study contact details for further information:

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