# Trust Building
### within
# Student Teams
### for an
# Improved Team Performance

# COLOPHON

# TRUST BUILDING WITHIN STUDENT TEAMS FOR AN IMPROVED TEAM PERFORMANCE

## Master Thesis

# CONTENT

# GLOSSARY

**AED:** Advanced Embodiment Design, a main course of the Integrated Product Design Master given at the Faculty of Industrial Design Engineering at Delft University of Technology. The course takes a full semester to complete.

**COACH MEETING:** The meeting that the coaches have each Monday during the whole semester to discuss the progress of the different teams. Only the coaches and the course coordinator are present in this meeting.

**COACH SESSION:** The session where a student team meets, presents and discusses their progress, work, planning,deliverables and more with their coach. The coach session takes place once a week. Only the students and their coach are present in this session.

**KPI:** Key Performance Indicators,

# EXECUTIVE SUMMARY

Following courses at a university gives the students the opportunity to learn new sets of skills and knowledge. Each course is an interaction between students, coaches and the coaches/ people responsible for that course, with a clear starting point and end goal. Some courses rely on individual skills but the majority nowadays encourages team-work as it becoming more the standard form of co-working in higher education institutions and in the real world.

**A case study**
For this project, one of the main courses of the Integrated Product Design (IPD) master track at the faculty of Industrial Design Engineering in Delft is Advanced Embodiment Design (referred from now on as AED) will be used as a case study. During AED, a team of students work on a client-based design project for 20 weeks (a full semester) that is self-managed by the students and supported by a designated coach. Each team consists of 5-6 students with different:
1. cultural backgrounds,
2. engineering competences,
3. design approaches due to differences in prior education,
4. experiences and vision on teamwork.
This poses a big challenge for the coaching team and for the teams themselves but at the same time it is a learning goal of the course.
In an attempt to support the students the best way possible and give the coaching team the opportunity to intervene when the team needs it the most, Bas Flipsen (the course coordinator and the initiator of this graduation assignment) introduced a coach journal where the coaches track the teams' performance.
The focus of this graduation assignment is to identify potential problems and act on them.

**Design brief**
Design a product-service that measures the position of the team in terms of performance by taking the U-Theory (Scharmer, 2009) as basis. What parameters will be measured and how they are communicated to the coaches are the focus of this thesis. The product-service should facilitate measuring the performance. In the current situation, the coaches only get a glimpse of what the students are doing. The students chose what to communicate and what not to communicate. Being able to look beyond what is presented by the students is the envisioned situation.

**The approach**
First, the current situation is observed and analysed. The course journal used in the AED course is a tool to visualize the data filled by the coaches and a way to prioritize the discussion topics of the coaching team. On the other hand, the students meet their coach once a week where they present their progress, voice their concerns, ask for feedback or questions and make agreements with the coach about future plans.
Then, a literature review has been conducted were different parameters have been researched in relationship to team performance such as team forming, coaching, team dynamics and reflection.
The main findings were:
1. Designing an effective team influences the performance
2. Teamwork is a major contributor to improved performance, productivity and quality of decision making
3. Coaching does not influence the performance directly but by influencing the dynamics of the team that by itself influences the performance
4. A dynamic team is constantly changing. Once the team knows its dynamics -team members being aware of work habits and competencies of each other- the team can shift roles and responsibilities based on the general benefits, that influences the performance of the team in general

5. Reflection and peer evaluation are two techniques to measure team performance
Afterwards, two AED students and seven coaches have been interviewed.

**Well-being tracking Toolkit**
This project resulted into a learning activity toolkit providing a guideline for both the students and coaches to use during the coach session. The aim of the toolkit is to choose one to three emotion cards from the 'Premo' cards sets to express their emotion at that moment in regards to the team work and project. This concept contains 2 different guide of use, one for the students and one for the coaches, the 'Premo' cards sets and several scenario of use that support and explain possible ways of using it.
By voicing out the emotions on an early stage, it creates trust within the team, avoids conflicts on a later stage and results in a better team's performance.

**Validation**
Finally, the toolkit have (partly) been evaluated with a few students and coaches. The expectations are that the well-being tracking activity will help start the conversation within a student team, which will improve the teams' performance eventually.
However, to fully validate the effect of the well-being tracking activity on the team's performance, the activity must be applied and executed during the next run of AED. The effect created by the toolbox is subject to a dilemma that is present all the times, the fallacy of prevention, as team performance is not only defined by the trust built within the team. When a potential problem is being prevented, it is hard to access the effect of that problem as it did not happen. So did the toolbox prevent conflicts within the student team, or were there other factors who influenced the team's performance. This dilemma was, is and will be presented even by using this tool.

# INITIATE

**INTRODUCING THE PROJECT ASSIGNMENT AND DESIGN APPROACH**

The project kicks off with an introduction of the project scope and the approach taken within this thesis.

# 1
## INTRODUCTION
INITIATE

The first section states my personal biases about the topic, determines the scope of the project. Subsequently the project assignment is defined through the design brief.

**Chapter Overview**
**1.1** Personal interest
**1.2** Project scope
    **1.2.1** AED course
    **1.2.2** Stakeholders
**1.3** Design brief

## Take aways

**Personal interest**
- Based on personal experience some aspects of this research might be biased.
- As a coach, my role is to guide the students and let them think of the solutions themselves, I only ask 'critical' questions that make them think.
- As a student, I switched roles within the team depending on the needs. My coherent team didn't mean a good result.

**Project scope**
- The course AED is taken as a case study
- The cultural, educational backgrounds and skills of students are not taken into account when talking about what infltuences the performance of a team.
- The stakeholders involved are:
  - » AED course coordinator
  - » AED coaches
  - » AED students

**Design brief**
- Design a product-service that measures the position of the team in terms of collaboration based on the U Theory. What parameters will be measured and how they are communicated to the coaches is the focus of this thesis.

# 1.1 PERSONAL INTEREST

Based on my personal interest in education and my humble experience in coaching during my study years where I worked as a teaching assistant in several design courses and also my full time job as a teacher at The Hague University of Applied Sciences for the previous 1.5 years, I have to say that I am in a double position: the coaches' position and the students' position. These experiences are and will influence my research and choices. It is best to be aware of the bias I have about the topic, which leads to the next mind map [Fig 1]. In this mind map, some things are based on experience , some are based on assumptions and expectation and some are based on facts that I have read somewhere but unfortunately don't have a reference for it anymore.
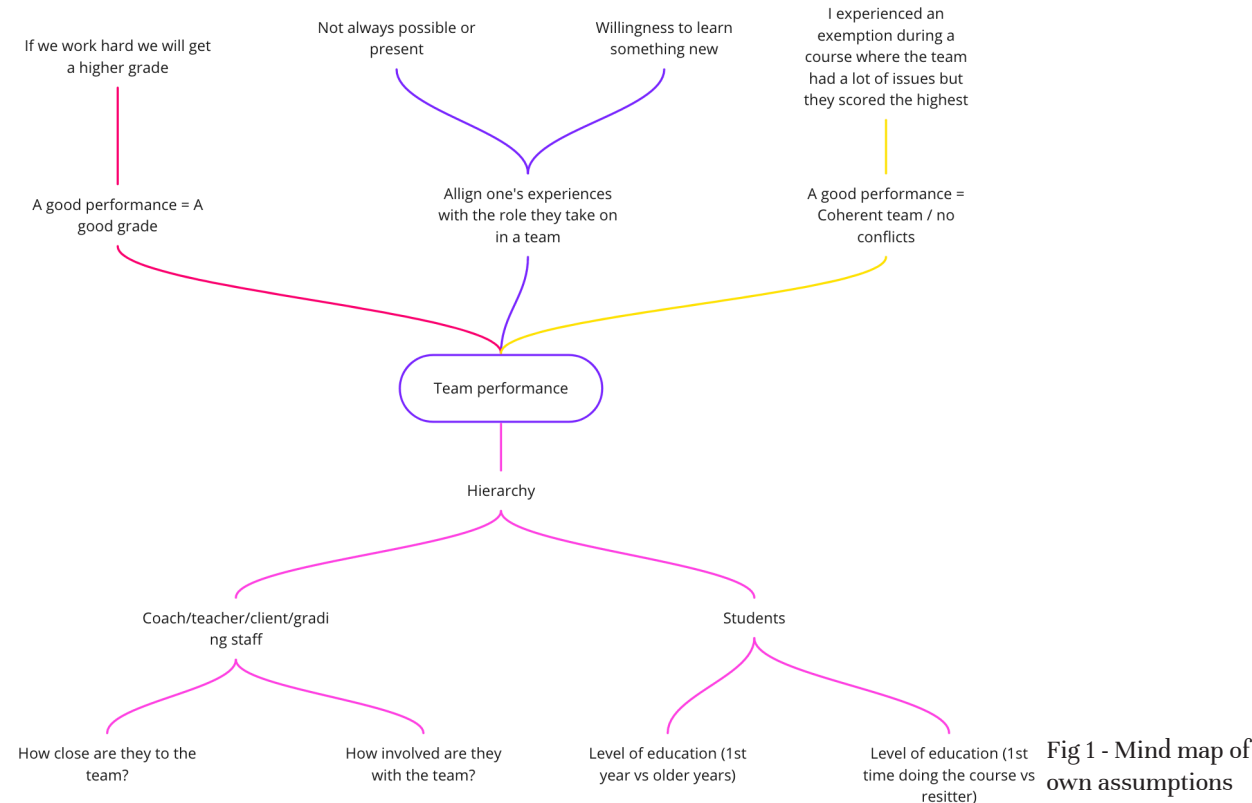


Fig 1 - Mind map of own assumptions

## 1.1.1 As a coach

During my work as a student assistant, I got to understand the other side of the coin, why some coaches would reply with a question instead of giving an actual answer. This made me think about our role as a team (when I take the student role again). It is the student's role to learn, and solve the given problem and not to rely on the coach's opinion. I do remember if a coach said or even implied that solution A is better than solution B, we will blindly opt for solution A, even if our research results said otherwise. One thing that I can confirm from my experience is that unfortunately, a good/coherent team doesn't necessarily mean the results are good. In other words, the team dynamics is not correlated with the team performance.

## 1.1.2 As a student

As a student I can recall that within the teams that we felt related and trusted each other we did function well. Although, I can't say that the best functioning team resulted in the best results. Every team was different, and each time we got to know each other differently. What I certainly know, is that I changed roles within the teams depending on what was needed within the team or the course and only a few times based on a clear learning goal. Getting to the end of the course and validating it had a higher priority than my personal learning goals.

# 1.2 PROJECT SCOPE

This master thesis is focusing on student teams performance's and how to measure it. By reading this short description of the project it is clear that students team can have any background or be from any discipline, and that is very broad, hence the choice to take a specific course from a specific faculty to use it as a case study and apply different research and design methods to come to a solution: How to measure the students team performance's?

## 1.2.1 AED COURSE

The course Advanced Embodiment Design focuses on the embodiment design phase of the product creation process. The course has two simultaneous parts:
*1. Project Embodiment Design*: a project part where a team of 5-6 students work together on an assignment commissioned by an external company – client – and are coached by a designated AED coach during the whole course.
*2. Expertise Areas:* a theoretical part where the students have the chance to learn from an expert instructor about the following expertise areas [Fig 2] :
    a. Advanced Design Enablers (ADE)
    b. Smart Systems & Technologies (SST)
    c.Advanced Ergonomics Feasibility (AEF)
    d. Product Experience (PE)
    e. Sustainable Design Engineer (SDE)



Fig 2 - AED expertise areas (taken from the course manual 20/21)

The course takes one full semester to complete. During the first quarter, there is more focus on acquiring the theoretical knowledge needed in order to apply it during the second quarter on a real problem offered by the client. The students must end with a validated prototype, a technical report, and a technical data package.
At least 2 students are expected to attend the learning activity provided by the experts and report back to the team. AED does not only provide theoretical knowledge, but it teaches the students directly and indirectly how to operate within a team, how to self-manage it, taking decisions and overcoming difficulties. The students are guided by coaches on a weekly basis, on several aspects such as: teamwork, self-management and content.

## 1.2.2 STAKEHOLDERS

[Fig 3] Shows an overview of the stakeholders within this project, along with a first indication of their wishes and needs. These desires are based on interviews with the stakeholders and personal experiences. Three stakeholders will be more directly involved in the future design than the others.

*Course Coordinator*
The course coordinator is the initiator of the performance dashboard. The dashboard is used for different purposes:
1. Tracking the progress of the teams efficiently
2. Leading the conversation during the coach meeting
3. Giving a weekly update on the performance of the different teams

*Coaches*
The coaches are the ones filling in the coach journal and the ones using the gathered data to discuss progress of the teams and seek help/support from other coaches in challenging situations. It also gives them an overview on how

well their teams are performing in comparison to other teams and can decide to act on it and support the team in whatever manner they see fit.

### Students
The students are the ones who are getting tracked so that the coaches can give the best of themselves, but for now, they don't have a say in it. The coach journal is filled in from the coach's perspective while the data and decisions affect the students on the first place. Getting the students involved is an option that can be considered during the design phase.

### Industrial Design Engineering faculty
AED is not the only course that is working with different coaches and students teams, in fact the majority of the design course at Industrial Design Engineering (IDE) faculty are executed in teams. This challenge of tracking the team's performance and aligning the coaching is faced in different courses, maybe with a difference in the severity of the influence it has on the course, but there is definitely some influence. The faculty would benefit a lot from a general tool that can be applied in different courses.

### Universities and higher education institutions in general
To broaden the scope more, not only the faculty of IDE would benefit from the performance dashboard but also universities within The Netherlands or abroad.
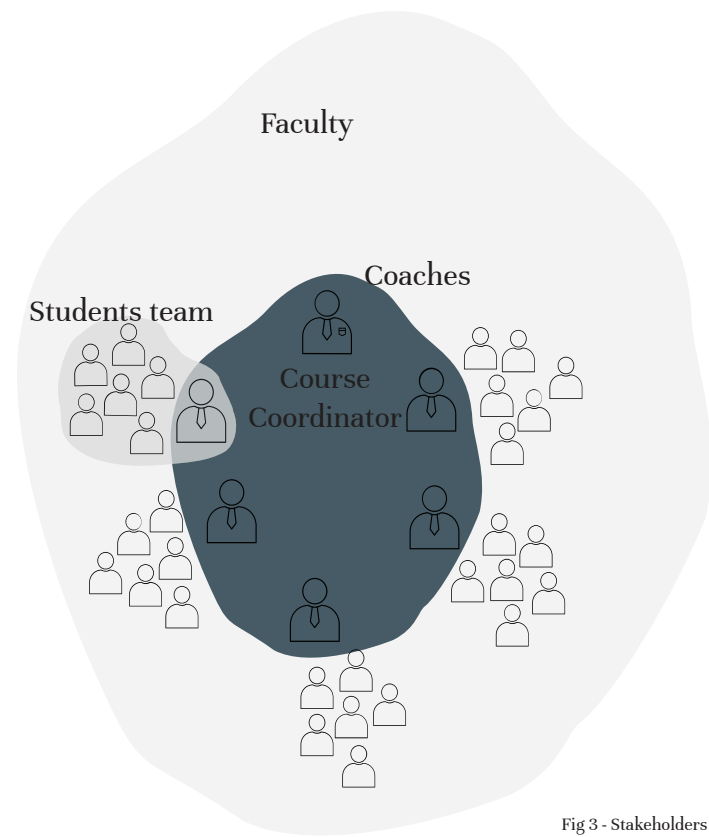


Fig 3 - Stakeholders

# 1.3 DESIGN BRIEF

Design a product-service that measures the position of the team in terms of performance by taking the U Theory as basis. What parameters will be measured and how they are communicated to the coaches are the focus of this thesis.

The assignment is:
Create a product-service that helps positioning the team's performance on the graph ( U-Theory graph) and communicate it with the different coaches and students. The product can be seen as a scale or thermometer that defines the position of the team based on a set of parameters. The service is to communicate the results of the product in a clear and quick overview to the coaches and students so they can decide on their next actions/steps.

The product-service should facilitate measuring the performance. In the current situation, the coaches only get a glimpse of what the students are doing. The students chose what to communicate and what not to communicate. Being able to look beyond what is presented by the students is the envisioned situation.

**Current situation**
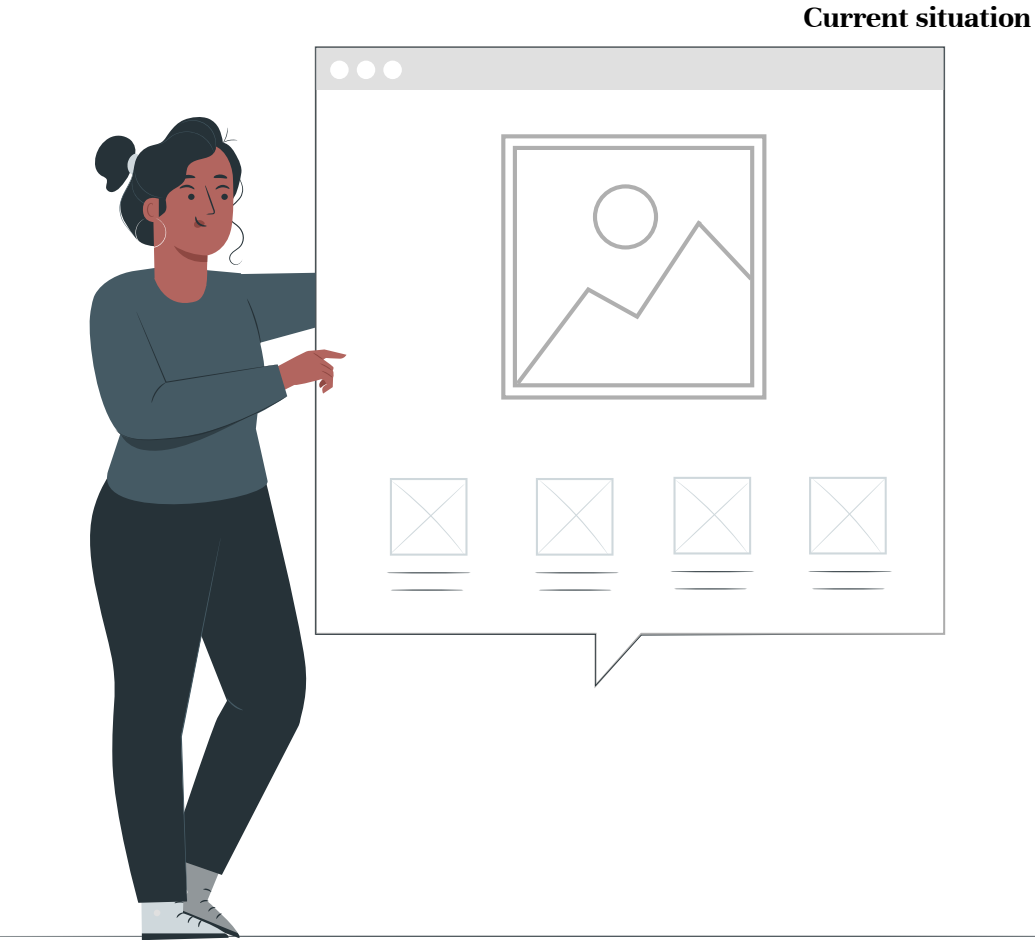


**Envisioned situation**

# DISCOVER

**EXPLORING THE CONTEXT OF THE THESIS THROUGH SEVERAL METHODS**

The exploration part starts by standing still with my personal biases, then looks for validation/ disapprovement in the literature, by asking the users and observing the current tools and methods used in the course AED.

# 2

# FIELD RESEARCH
**DISCOVER**

This chapter represents the results of the observation of the current situation and ends with some opportunities for development and improvement.

**Chapter Overview**

## Take aways

**Coach journal**
- The coach journal is a tool to visualize, prioritize the discussion of the team. It is also a tracking tool of different parameters, used by the coaches to track their own team and to compare it to other teams.

**Coach meeting**
- The coach meeting is where the coaches get the chance to discuss, ask and give advice about certain challenges they are facing during the coach session with the students. The topics discussed during the meeting vary from content related to personal related.

**Coach session**
- The students meet their coach once a week where they present their progress, voice their concerns, ask for feedback or questions and make agreements with the coach about future plans.

# 2.1 COACH JOURNAL

The coaching team meets once a week to discuss any challenges they encounter while coaching the students. After the coaching session, each coach fills in the coach journal [Fig 4] based on the following key performance indicators (KPI's):

a. Does the AED group do the right things?
b. Project management approach
c. Planning (on-time completion)
d. Flow
e. Team dynamics
f. Perceived Stress levels

Sevaral questions are being asked in the coach journal. The full list of questions, alongside a screenshot of the coach journal can be found in Appendix A.

The gathered data is then visualized in a performance dashboard [Fig 4] and used as the starting point of the discussions during the coach meetings. Within these meetings, struggling groups – that scored lower on some or all aspects in comparison to the other teams – are the main discussion point. The coach of that team is given the opportunity to explain what he perceived and why the team scored low, and also voice out the challenges he is facing with this team and what he intends to do so that the team gets back on track. The other coaches are then given a chance to react on the given information, to ask questions and to give advice. Sometimes the problems put on table are too complex and out of the scope of coaching the team within the course, for example personal situations of a certain team member that influences the whole team, that the help of experts such as a student counselor, psychologist or the course coordinator, is needed. The specific professional takes the case over.

The coach journal serves also as an indication tool for the course coordinator to track the progress of the course, how some decisions influence the students. The answers filled in the coach journal are from the coache's perspective and only based on his observation, experience and the vibe they get from the team.
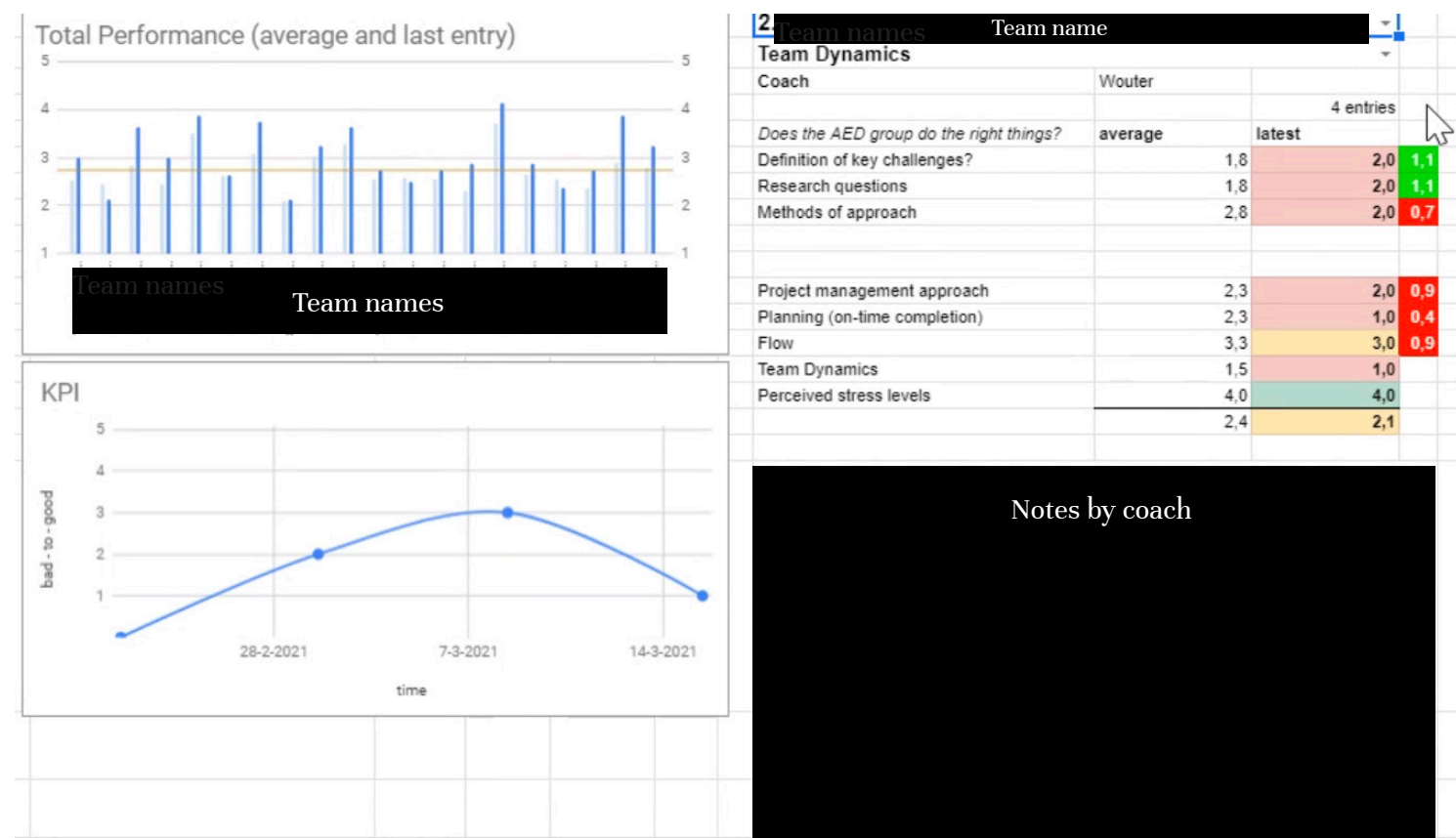


Fig 4 - Screenshot of visualization of data from the coach journal (sensitive information blacked out for privacy)

# 2.2 COACH MEETING

The coach meeting always started with a small talk and by giving the coaches who didn't get to fill the coach journal before the meeting to do so. When all coaches have filled something in, the course coordinator shares (when the meeting is remote) / project his screen so that the whole team can see the results. After a quick check, the course coordinator starts by asking the coach whose team scored lower on a particular or on all aspects to elaborate on the reason. The discussion starts then. The topics discussed during the meetings differ per academic week, starting by students are behind schedule or are having issues with the client, to students prototyping and doing very well, to big challenges and personal problems that need an intervention of a professional. The specific topics can't be disclosed for privacy reasons. The main outcome of the meeting is coaches sharing their experiences with the team, what they did, asking and giving advice to each other on specific situations. Sometimes they follow up on major challenges.

# 2.3 COACH SESSION

The topics discussed during the coach session differ per team, coach and academic week. Although the sessions were all observed within the same academic week, the students' needs varied from struggling with the planning to discussing details of parts of the prototype. The dynamics during the session were also different. One team was well prepared with a meeting leader, observant and presenting person. They had a clear structure of what they wanted to tell the coach in the form of a presentation, what they wanted feedback on and what their next step was. This team seemed coherent and working well. When asked how come they were structured this way, the coach said that the team was having difficulties and had no structure so he suggested this way of meeting during the coaching session and the students liked it, and it worked out. Another team was totally different, they talked over each other, they had no clear questions or goal from the meeting, but they did get a lot of help from the coach who was very involved with them and they discussed where to find some components for their prototype in details. The coach shared some personal experiences and the students enjoyed it. The last team started with a casual small talk, and then started sharing what they did, what they found challenging and what they are planning to do the next week.

While asking the students separately about the session, they shared that the time was not enough to discuss everything they wanted and that sometimes they feel like they are unheard. They have to make difficult choices and prioritize topics to discuss. It is not a place to share everything. Some students felt that the coach was not helpful at all because he never gave a clear answer, instead he redirected them to search for it or encouraged them to get in touch with experts. This made one student very frustrated.

# 3

# DESK RESEARCH

**DISCOVER**

This chapter explores the theories (U Theory & 5 dysfunctions of a team) used by the course coordinator in his own research as a basis of this project. More theories are reviewed to look at the broader picture.

## Take aways

**Theory U**
- Scharmer (2009) presents 3 models representing what goes through you when facing a new situation:
  - » Absencing: you are moving apart
  - » Muddle through: you are in denial
  - » Presencing: you are moving together
- The ideal situation for a team is to be in a presencing mode where the team members have an open mind, open hart and open will.

**Five dysfunctions of a team**
- Lencioni (2002) presents 5 reasons why a team can dysfunction:
  - » Absence of trust among team members
  - » Fear of conflict, not engaging in open constructive disagreement
  - » Lack of commitment
  - » Avoidance of accountability
  - » Inattention to results
- Trust is the base of a good functioning team. By creating trust at the first place you can solve all dysfunctions mentioned by Lencioni

**Team performance & team forming**
- Designing an effective team influences the performance
- Teamwork is a major contributor to improved performance, productivity and quality of decision making

**Team performance & coaching**
- Coaching is a dynamic process
- Coaching does not influence the performance directly but by influencing the dynamics of the team that by itself influences the performance

**Team performance & team dynamics**
- A dynamic team is constantly changing on different levels, on team members role, on interaction between team members or the work they are doing.
- Once the team knows its dynamics -team members being aware of work habits and competencies of each other- the team can shift roles and responsibilities based on the general benefits, that influences the performance of the team in general

**Team performance & reflection**
- Reflection and peer evaluation are two techniques to measure team performance
- Emotional intelligence is the ability to manage one's emotions and use the information to guide one's thinking and actions
- IPD students - in general - are more focused on designing and building than on reflecting and mindfulness
- Introducing a method as a way of working although the students don't see the benefit at the moment of introduction can work wonders later on when they see the benefits.

# 3.1 METHOD

This chapter summarizes all the desk research executed during the project, and is not presented in a chronologically order. The extra research about team performance and reflection and the introduction of emotions have found place after the design direction has been chosen.

As this project is part of an ongoing research conducted by the course coordinator himself, a in depth research has been conducted about the initial theory used by him to understand what has already been researched, then further literature research has been conducted in order to answer the different questions that came up during the initial research. The following questions are asked:

    1.How to measure a teams' performance?
    2.What parameters influence the team's dynamics?

3.What (more) models are available for team dynamics?
4.How does a coach influence a team?
5.What roles should be fulfilled within a team in order to function properly and have a high level of performance?

By looking at the questions, the research can be divided into different relationships that will be presented in chapter 3.3 team performance:

    1. & Team forming
    2. & Coaching
    3. & Team dynamics

The results of the research are the basis of the design directions, but research is not a linear process, the following relationship has been investigated after choosing the design direction:

    4.Team performance & reflection, where emotions have been introduced.

# 3.2 CURRENT THEORIES

The questions (KPI's) used to generate the data for the coach journal are based on an ongoing research conducted by Bas Flipsen and Stefan Persaud. Their research is focusing on developing coaching strategies for increased performance within multi-diverse teams. For their research they took the "Theory-U framework" by C. Otto Scharmer and "The 5 dysfunctions of a team" by P. Lencioni as a starting point and they focused on the reflections of the students within the course AED (Flipsen & Persaud, 2020). Here is a short description of the used theories.

### 3.1.1 THEORY U
The Theory U emerged from a long field of research by Scharmer (2009). It started by a self-reflection on what goes through you when facing a new situation. Scharmer summarized the whole process to three main models [Fig 5] ,
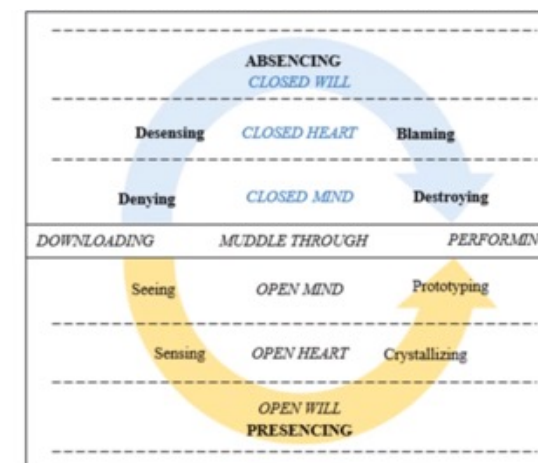
Fig 5 - Theory U model
(taken from Flipsen, B. & Persaud, S. (2021))

N-shape named absencing, where you are moving apart, Linear- shape named muddle through, where you are in denial, and the U-shape named presencing, where you are moving together. The 3 different shapes represent what happens within an individual by focusing on what happens in the mind (what you are thinking), the heart (what are you feeling), and the hands (the actions). After years of research, Scharmer found out that this model also applies to a team. The ideal situation for an optimal functioning of the team is if the

U-shape applies to all team members, hence the name: Theory U.
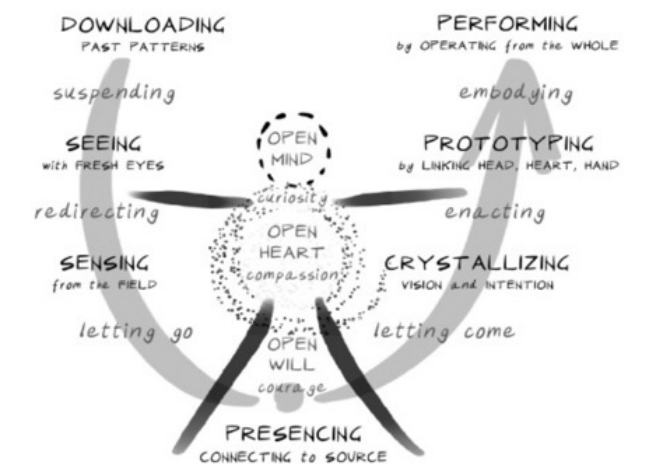
Fig 6- Theory U model (taken from Scharmer, C.O. (2009))

A simplified summary of the U-shape [Fig 6] is: in order to function at your best within a team going through a process of having an open mind, where you recall past experiences (downloading), you look at things with fresh eyes (seeing), then it moves down to the heart, where you sense what is happening around you (sensing) then you connect to what you feel (presencing) then it moves to your hands where you are willing to let it in (crystalizing) and start taking action (prototyping) and finally forming a coherent team (performing). This whole process is illustrated in the picture above. The shape of it makes the name of the model (Theory-U). As stated before this model is the ideal situation, but unfortunately doesn't work for all individuals. The opposite shape of the U is the N where an individual has a closed mind (denying) which leads to a closed heart which doesn't accept anything new/different (desencing) which makes the individual lose interest and the will to act, Sharmer refers to it as closed will (absencing), then problems start to be visible when the individual decides to act on it (blaming) which disadvantages the whole team (destroying). The Linear shape is where the individual is indifferent all the way and doesn't voice out their thoughts or feelings.

### 3.2.2 FIVE DYSFUNCTIONS OF A TEAM

The book: "The five dysfunctions of a team" (Lencioni, 2002) is written in a narrative way where it tells the story of a corporate team who has some difficulties and is supported by a new member appointed by management.

The book presents five dysfunctions alongside with how to overcome it. It all starts from the bottom of the pyramid [Fig 7] where the first dysfunction is the absence of trust among team members; team members who are not genuinely open with one another about their mistakes and weaknesses make it impossible to build a foundation for trust. The second dysfunction is fear of conflict where team members avoid conflicts, leading to being unable to engage in open, constructive, ideological conflict. The third dysfunction is lack of commitment based on two different parameters: consensus and certainty. The fourth dysfunction is avoidance of accountability where team members are unwilling to call out team-members on performance or behaviour. The final dysfunction is inattention to results where team members care more about other goals than the collective goals of the group.

### 3.2.3 CONCLUSION

Both used theories have some overlap where the pyramid of the five dysfunctions of a team by Lencioni is very similar to the N-shape by Scharmer. The theories try to explain what happens within a team and how it can influence the performance. Solutions are presented, but more applicable in a professional environment where a clear hierarchy is present. These theories can be applied perfectly to the course AED as it works with real client with a real problem that the students have to solve.

This small overview of the used theory behind the coach journal is to explain where it comes fro and the starting point of the literature review For this project, more research is done to broaden the view and to specifically research the relation between team performance and team dynamics. More information is needed about the measurement of the performance of the team, the parameters of the team's dynamics, the roles of team members, the influence of coaches on the team, and much more.



Fig 7- 5 Dysfunction of a team Pyramid taken from https://woutertinbergen.nl/reading/five-dysfunctions-team/)

# 3.3 TEAM PERFORMANCE

### 3.3.1 TEAM PERFORMANCE & TEAM FORMING

According to Wageman, (2001) *'a self-managing team has the authority and accountability of executing and managing the work but within a structure and towards a purpose set by others'.* By looking at this definition we can argue that student teams are a self-managed team, as the students have the authority to execute and manage their own project, in fact that is encouraged and expected from them. They are responsible for the deliverables and progress of their work within the structure and requirements of the course that is set by the course coordinator and guided by the coach. Wageman (2001) argues that it is possible to influence the team's effectiveness by designing a self-managed team. So, for the course AED, if we want an effective team, the teams should be designed with the following criteria's:

*1. A real team.* Real teams are defined for present purposes as bounded social systems with clear membership that is reasonably stable over time, thereby providing the capability for members to behave as a collective

*2. Clear direction.* This is the degree to which the purposes of a team are stated clearly, and focused on the ends to be achieved rather than on the details of the means to be used in pursuing those ends

*3. An enabling team structure.* Team structure includes five basic design features: appropriate team size; optimal skill diversity; task interdependence; challenging task goals with "stretch" performance targets; articulated strategy norms.

*4. A supportive organizational context* (a) a reward system; (b) an information system; (c) an education system; (d) the mundane material resources

In other words, you can try to track the team's performance, but you can design an effective team that influences the performance. By comparing the different terms highlighted previously to the Theory U (Scharmer, 2009) and the five dysfunctions of a team (Lencioni, 2002), the starting point is the same: **TRUST.**

The team members should feel a sense of belonging to something so that they can trust each other and start moving along the U shape as presented by Scharmer (2009). This suggests that we can influence the team way before forming as a team.

But what if there is no possibility to design the team as we want due to lack of time or logistical issue, would the roles within a team influence the performance?

As the student teams taking part in the course of is AED can be seen as self managed teams as defined previously by Wageman (2001), a review of different researches about the self-managing team (SMT) theory and its influence on the performance of the team conducted by Magpili & Pazos (2017) has been reviewed. The goal of the review conducted by Magpli & Pazos (2017) is to 'synthesize empirical studies that investigated the influence of input variables on SMT performance. Input variables are antecedent factors at the individual, team, and organizational level that influence team performance (McGrath, 1984)'. Magpili & Pazos (2017) divided the inputs into three levels: 1. Individual level, 2. Team level, and 3. Organizational level. For this research

only level 1 & 2 are relevant. The influence of the organizational level is not part of the scope as previously framed when the stakeholders have been defined. An elaborated explanation of the different levels can be found in Appendix B.

**1. Individual-level input variables:** Individual-level input variables are characteristics related to specific members of the team. The individual-level variables influencing the SMT performance are:
- Individual autonomy
- Individual roles
- Leadership
- Self-management skills
- Skills
- Teamwork Skills:

**2. Team-level inpunt variables**: Team-level input variables are characteristics that are attributed to the team as a collective. The team-level variables influencing the SMT performance are:
- External leadership
- Peer control

Those variables influence in a way or other the performance of the team, but Wiley et. al (2013) argues that there is no evidence form 'scientific' psychological research in the positivistic tradition on the relationship between teams and absolute performance is by no means conclusive or consistent, but the prevailing view is that teamwork is a major contributor to improved performance, productivity, and quality of decision making.

To conclude, there is no definitive answer whether the roles within a team have a 100% influence on the performance of the team. There are several aspects that influence the team's performance, but we can conclude that we can try to influence the performance by forming a team strategically by taking the previous variables into account. Of course, this is not always possible, but the team members can discuss their individual characteristics and discuss as a team what parameters they have home and what parameters

they have to learn, 'borrow' or accept that it is not available and be aware of its absence.

### 3.3.2 TEAM PERFORMANCE & COACHING
The third interesting term was coaching. Does the way we coach the students influence their performance?
In the literature and in the real world, there is are two terms that are being used interchangeably: Coach & Mentor. Within the course AED the term coach is used instead of mentor. Defining each term is crucial to align what we are talking about. If we can generalize a difference, coaching addresses performance in some aspect of an individual's work or life; while mentoring is more often associated with much broader, holistic development and with career progress, Clutterbuck (2008). On the other hand, the European Mentoring and Coaching Council accepted that both coaching and mentoring – in specific context – may:

1. Be relatively directive or non-directive
2. Require and draw upon the helper's experience
3. Be of long or short duration
4. Involve giving advice
5. Work with goals set by the learner or for the learner
6. Deal with significant transitions the learner wishes to make; and
7. Address broad personal growth ambitions.

For this project the term coach will be used as it is used by the course. The following definition given by Whitmore (2003): "[coaching is] unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them" as referred by Cox (2015) is used. Although while researching the definition of coaching, several phrases such as: unlocking potential, collaborative solution or life-transforming experience came on board. Cox (2015) argues that the definitions should take the different applications of coaching into consideration and refers to a work done by Segers et al (2011) where they presented three different

function-related definitions of coaching:
**1.Skills coaching** aims to modify specific behaviours or habits
**2.Performance coaching** focuses on specific performance potential, deficiencies, and on how to fill performance gaps and shape the job to optimize the individual's performance.
**3.Developmemt or life coaching -personal coaching-** takes a broader, more holistic view, often dealing with more intimate, personal, and professional questions.

What function-related coaching is applicable during AED depends highly on the coach, the needs of the students and the progress of the project, but generally there is a combination of the two last points.
Mezirow (1990) proposes that people are coachable -ready to be coached- the moment the familiarity of their daily life is interrupted in some way, prior to this discomfort they are not open to being coached because of the accustomed and habitual approach. He then identified seven phases of transformation that can be facilitated by a coach.

1. Self-examination
2. Critical assessment of assumption
3. Recognizing that discontent and the process of transformation are shared
4. Exploring options
5. Planning a course of actions
6. Reintegrating
7. Critical reflection

These seven phases presented do not necessarily have to happen for the same individual but is dynamic process.
To summarize the relation between coaching and team performance, we have to zoom out and look at it from a wider perspective. Coaching does influence the performance of a team but not directly. It is hard to say that a good coaching session will solve instantly all conflicts, but it definitely influences the dynamics of the team, the interaction between the group members and the roles they take within a team, so this

way coaching does after all influence the team's performance.

### 3.3.3 TEAM PERFORMANCE & TEAM DYNAMICS
A dynamic team is a team who is constantly changing on different levels, on team members role, on interaction between team members or the work they are doing.
Edwards (1996) suggests that the best way to measure the performance of a team is to not only look at the outcome but by using a balanced measuring model that includes two parts of performance: how team members perform and what they accomplish. It is important to create measures for the 'how' of team members performance because it:
1. Shows improvements needed
2. Reinforces positive behaviours and skill
3. Focuses on team member interaction
4. May diagnose why results were not accomplished
5. Emphasizes team building

For this project team dynamics will be focusing on the team members interaction and the reinforcement of the positive behaviors and skills. A great model Edwards (1996) refers to is the 360 feedback process, because people are aware of their team members' work habits and competencies – assuming they know each other well enough and are a team- it is easy to anticipate on who is likely to have an 'accident', to succeed as an excellent leader, to excel on any topic, who best serves as a trainer or coach and who is deserving recognition and rewards. The 'how' of a team member is team dynamics.

### 3.3.4 TEAM PERFORMANCE & REFLECTION
More research is needed to be able to follow with the 2nd direction that focuses on the team performance and shining the light on what happens within a team out of the sight of the coach. This direction doesn't aim to control and monitor the students 24/7 but to signal potential conflicts

on time. In other words make the students aware of their own behavior. The most used method is through reflection and peer evaluation. First a quick literature review has been conducted on the influence of peer evaluation, reflection and the role of emotions in it. Then a coach and two students have been interviewed to get to know what does the potential user think of this path of design and if any adjustments need to be done.

The reason why emotions are being introduced now is the distinct feelings stated by the students in the following chapters and illustrated in the user journey that led to this choice. There were mixed feeling all along the course, some could have been avoided and some led to more conflicts.

Mayfield & Tombaugh (2019) argue that although evidence for the psychometric properties of peer evaluations is mixed, most studies referred by them suggest peer evaluations are an acceptable measure of team member performance (Falchikov & Goldfinch, 2000; Fellenz, 2006; Loughry et al., 2007; Speyer, Pilz, Van Der Kruis, & Brunings, 2011). A significant concern for students is the potential for peer evaluations to create a socially uncomfortable environment in which team member interactions (and peer ratings) are unduly influenced by friendships, personality perceptions, or other relational and situational factors not in the ratee's control (Bettenhausen & Fedor, 1997; Borman, White, & Dorsey, 1995;

Shore, Shore, & Thornton, 1992; Topping, Smith, Swanson, & Elliot, 2000). These concerns are supported by the literature, as referred to by Mayfield & Tombaugh (2019) which shows peer evaluations may not reflect actual performance due to the influence of rater biases and other idiosyncratic sources (Conway, 1996; Greguras & Robie, 1998; Lance, 1994; Scullen, Mount, & Goff, 2000; Viswesvaran, Ones, & Schmidt, 1996).

Another term that emerged was the influence of the emotional intelligence on the performance of the team. Naseer et al (2011) refer to the definition of the emotional intelligence presented by Salovey & Mayer (1990): "*the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions*". Being able to guide one's thinking and actions influences highly the performance. Having an emotional intelligence means that the individual have the following abilities:
1. Appraisal of emotions: ability to be sympathetic, appraise and express emotions of others.
2. Expression of Emotion: ability to properly determine and express one's own emotions
3. Use of Emotions : the ability of the individual to use emotions to aid the cognitive processes.
4. Emotional Management: Ability to not only understand the emotions of others but also make an effort to manage these emotions.

# 3.4 CONCLUSION

After an exploration it is difficult to answer the research questions separately as they all influence each other, but a simplified summary would be that team's performance is influenced by several factors and also measured in different ways. The **TRUST** built at the beginning between the team members influences the roles they take within the team and that influences the dynamics of the team and also the effectiveness of it. Coaching does not influence directly the performance of the team, as the willingness of the individual to be coached is the first step into making changes, also the personal learning goal.
In all the theories I saw a lot of similarities with

the two theories presented at first ( Theory U & Five dysfunctions of a team) where **TRUST** is the base of a team forming and that leads to a better interaction -dynamics- which then influences the performance. The coach role is a supportive role during the process.

In the next page the different interactions and actions taken by the students, coaches, course coordinator and the coaching team during the course of AED are mapped in a linear representation of the U-theory. This representation is an attempt to summarize and combine the different theories, results and apply it within the course.

|  | Open Mind | Open Heart | Open Will | Open Heart | Open Mind |
|---|---|---|---|---|---|

**Students**

- 2.1 Building team trust
- 3 Caring for team members
- 4.1 Diagnosing member behavior
- 11 Shift roles & responsibilities
- 9.1 Quality of decision making
- 12.1 Diagnosing member behavior
- 18 Building team trust
- 18 Caring for team members

**Coach**

- 2.2 Building team trust
- 4.2 Diagnosing member behavior
- 5 Investigating problems systematically
- 9.2 Quality of decision making
- 10 Coaching advice
- 12.2 Diagnosing member behavior
- 13 Investigating problems systematically
- 17 Coaching advice

**Course coordinator**

- 1 Form teams
- 6 Track performance
- 14 Track performance

**Coach team**

- 7 Discussion
- 8 Advice
- 15 Discussion
- 16 Advice

# 4
# USER RESEARCH
**DISCOVER**

This chapter focuses on the experiences of the (potential) users of the future design. The data is gathered through different methods in order to map the different aspects into a user journey map.

**Chapter Overview**

## Take aways

**Coaches**
- Coaching is a dynamic process.
- There is no one size fits all when it come to coaching methods.
- Coaching is a skill learned and developed over time.

**Students**
- 1 hour of coaching session is not enough to discuss everything that happened within the team.
- It takes the students on average 6 to 7 weeks into the project to feel as a coherent team.
- If given the chance to re-do the course, the students will invest more time in team forming, address issues earlier and be more honest and direct.

**User journey**
- The course can be divided into 6 milestones:
  » 1st meeting with team
  » 1st meeting with coach
  » 1st meeting with client
  » Mid-term
  » Final
  » After getting the grade.
- The actions, thought and emotions felt prior to milestones are different for each individual team member.
- Negative actions, thoughts or emotions don't mean automatically a negative process, and the opposite is true.

# 4.1 COACHES

"The first minutes in the coaching you will always access, sense the group dynamics, see the faces, motions, atmosphere, explicit questions - issues forwarded before the meeting prepared. Most important is to create a relaxed open atmosphere and mutual trust to make this adventure happen in a positive vibe !"

*Coach*

Reading about all the research that has been conducted and the different opinions of researches is a good starting point to get to know the topic, but who knows the situation best than the people who are now – at this moment – experiencing the challenges of team performance. This led to the a questionnaire that has been sent to the coaches of AED about their coaching style and how do they handle in some situations. The results where varied. The questionnaire can be retrieved in Appendix C alongside the full data.

The main results are that the majority of coaches:
- When they are assessing a team's performance, they look at the performance of the team as a whole.
- When they are assessing teamwork they look at the coherence of the team members
- When they are assessing stress they look at the overall feeling of the team (what I sense)
- When they are assessing the work flow they look at the interaction between the students
- When they are assessing progress some look at the individual progress and some look at the team's progress all while looking at the small results in between.

Then a semi-structured interview has been conducted virtually (via zoom) based on the responses of the questionnaire and the things I observed and heard during the coach meetings.
A full transcript of the interviews can be retrieved in Appendix D.
The interviews had two main parts, the coaching part where the participants were asked how did they become coaches, what kind of coach are they, when, why and how do you help students and finally how would your current or students who had you as a coach describe you. The second part was about their opinion on team forming, what is an ideal team according to them, how do they measure the dynamics and the project management of the team.

The results are very different but the main conclusion is that each coach has their own style, and that none of them could really articulate how they coach, they just do it by feeling. I think what they mean by feeling is more being attentive to the signals the students are sending or saying. There is not one size fits all and that the situation at hands requires a certain reaction and they just go with the flow. As one coach described it: *"Coaching is a dynamic flexible process, running sometimes out and down the scale above from 0-10 and have to decide what is the most appropriate effective support at that moment for the group, but also address individuals to contribute at the group process. [...] The first minutes in the coaching you will always access , sense the group dynamics, see the faces, motions, atmosphere, explicit questions - issues forwarded before the meeting prepared. Most important is to create a relaxed open atmosphere and mutual trust to make this adventure happen in a positive vibe !"*
Most coaches mentioned that they are here to help support the students and that knowing about internal conflicts -playing within the team- on time gives them the opportunity to adjust and coach better rather than in a late stage of the project.

# 4.2 STUDENTS

Students were less willing to participate in the research, so only two ex-students and one actual student have been interviewed on what they though of their team and their performance. The students mentioned that they didn't feel a bond with their team members at the start and that it took them at lease 6 to 7 weeks of working together to finally feel as a team and start addressing issues and conflicts directly instead of sugar coating feedback to each other. One student did mention that she felt a sense of belonging to the team from the start as she was with a friend in the same team, but felt the same as the other 2 interviewed students about the rest of her team. The reason for this delay of sense of belonging according to one student is due to the nature of the project and the lack of time they had to get to know each other. " *You just start the course and you have to have a planning, a presentation for the client and much more within a week, we don't have time to get to know each other on a deeper level. We did introduce ourselves but it was over within 5 minutes. They [coaches & course coordinator] did advice to go out and have a drink and get to know each other, but with the current situation (corona pandemic) it was not possible. Looking back now, we could've done a session on-line.*" while an ex-student referred to the influence the switch between physical and virtual education influenced their team dynamics. He was glad that they had a chance to work in the same room before going into lock-down. For the research, the parameter of physical or virtual meeting is going to be ignored as this situation is temporal and it will go back to 'normal'.
The students also mentioned that coach session was too short to discuss everything they wanted, to they had to prioritize topics of discussions,

when asked about sharing their challenges as a team with the coach. This gave them a feeling of rush and not enough time to talk about conflicts or irritations within the team.

To explore the influence of emotions two students were presented with a list of emotions and are asked to chose 12 emotions (6 positive & 6 negative) that described the whole experience of following the course, then for each milestone. The results are shown in the user journey in chapter 4. The students did share that talking about emotions is nice, but they don't have time for it. One students said: " *You are a DFI student, right? As an IPD student I have no time for this. All I want is to work and get designing and prototyping. I do have a friend that studies DFI and she is mindful about what she feels, I am too when I am with her because she leads the conversation, otherwise I never think of it.*"
Although this is not representative for all the students doing the AED course, if it is put together with the comment of lack of time and having to prioritize topics to discuss during the coach session, talking about emotions is totally off table. But on the other hand, the interviewed coach is implementing a techniques called thorn & roses where he starts his meeting with how are you feeling today. His feedback was that the students were surprised at first, but now they got used to it and that they start the session by asking or sharing how they feel.

Within the Delft Institute of Positive Design several research have been conducted on the meaning of emotions, and it resulted in 2 lists of emotions (one negative and one positive). Both lists will be the starting point for voicing out the emotions.

> " You just start the course and you have a planning, a presentation for the client and much more within a week, we don't have time to know each other on a deeper level. "
>
> *Student*

# 4.3 USER JOURNEY

Based on the planning of the course and the maps filled in by the students on what they did, how they felt and what they thought, the following user journey has been mad. The course is divided into 6 important milestones/deadlines where the students have to work for and hand in a deliverable (most of the time). The data has been gathered during a virtual session where the students (individually) mapped their actions on the timetable of the course. Along their story the following questions were asked: what did you think of it? What did your team members think of it? What did the coach think of it? Then the students (together) have been given a list of emotions to choose from and allocate to a milestone/deadline.

| Phase of journey | 1st meeting with team | 1st meeting with coach | 1st meeting with client | Mid-term | Final | After getting the grade |
|---|---|---|---|---|---|---|
| **Actions** — What does the student do? | Get to know each other; Make an agreement/planning; Share contact info; Read the assignemnt/course manual; Start the project; Communication method | Get to know their coach; Ask questions about the course; Present their first exploration/planning; Communication medium/method agreement | Presentation; Allign expectations; Discuss planning; Record feedback/answers | Presentation; Mid-term report; Answer the questions; Reflection; Get feedback; Discuss next steps | Presentation; Final report; Answer the questions; Reflection; Get feedback; Say goodbye to the team | Getting the grade; Agree/disagree with the results; Listen to the feedback; Record feedback |
| **Feeling** — What is the student feeling? | Joy; Hope; Admiration; Fear | Joy; Hope; Admiration; Fear; Surprised; Distressed; Overwhelmed; Disapointment; Inspired | Frustration; Hope; Admiration; Stressed; Surprised; Distressed; Overwhelmed; Disapointment; Inspired | Annoyance; Satisfaction; Frustration; Admiration; Worry; Confidence; Insecurity; Pride; Distress; Energetic; Confusion; Joy; Relaxation; Loneliness; Humiliation; Respect; Fascination; Hope | Annoyance; Satisfaction; Frustration; Admiration; Worry; Confidence; Insecurity; Pride; Distress; Energetic; Confusion; Joy; Relaxation; Loneliness; Humiliation; Respect; Fascination; Hope | Annoyance; Satisfaction; Frustration; Admiration; Relief; Joy; Anger; Pride; Distress; Energetic; Confusion; Relaxation; Respect; Fascination; Euphoria; Sad; Guilt |
| **Student Thought** — What is the student thinking? | I like this person; This is a hard project; I am still lost | I like the coach/planning/project; I am not sure about the coach/project/planning; I am indifferent | I like the coach/planning/project; I am not sure about the coach/project/planning; I am indifferent | I am positive about the results/full of energy and hope; This is not going well / We are behind; I am indifferent / I need time to process the feedback | I am positive about the results/full of energy and hope; This is not going well / We are behind; I am indifferent / I need time to get by from the stress/hardwork; I happy that it is over and handed in (relief); I am stressed about what we handed in; The course is over! | I am happy that I passed the course; It was X's fault we didn't get through; Say goobgye to the course/project |

# DEFINE

**DEFINING THE DESIGN REQUIREMENTS**

At this stage the design requirements are being defined and a design direction is chosen to work further with.

**5.Design Directions**

**6.Ideation**
6.1 Direction choice
6.2 Design factors (Requirement)
6.3 Ideation

# 5
# DESIGN DIRECTIONS
**DEFINE**

This chapter translates the results of the research conducted into applicable design directions. Each design direction is represented as a first idea.

## Take aways

**Design directions**
- Focus on the **trust** by investing time and effort in the first step: **team building**
- Focus on **making challenges and problems faced by students visible out on time** by supporting the students in **voicing out their struggles on time**.
- Focus on the question: What **parameters** can be used to **track the team's performance?**

# DESIGN DIRECTIONS
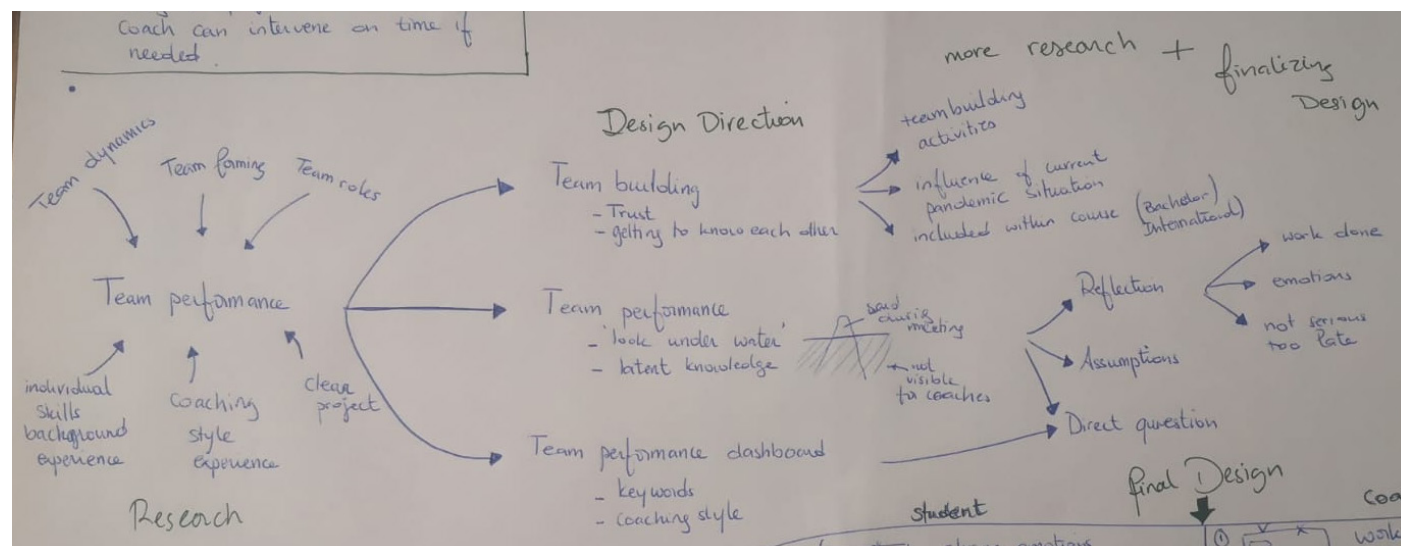


The picture above represents an overview of the directions based on the research. In the next page, the three directions are explained with the respective challenges. Next, the first ideation iteration is shown and explained.

Based on the previous gathered data the following directions are a logical result. Each direction has a suggestion of ideas. The initial idea is provide a toolbox that can be used when needed by the students, the coaches. The toolbox will provide different tools (activities, solutions, ideas) to tackle each of the main challenges faced within a team in order to improve the team's performance.



## DIRECTION 1: TEAM BUILDING
The first direction comes from the lack of trust and that team building is taking time, effort and energy from the team members and it is a conscious process. A solution could be planning a team building activity that supports team building, or aligning the expectations and goals of the team.

**Team Building**
**Trust**

Challenge 1: Background
- language barrier
- cultural difference
- expertise / knowledge difference

Challenge 2: Getting to know each other
- breaking the ice
- taking initiative
- getting comfortable

Challenge 3: Alignment
- expectation management
- individual vs collective goal

## DIRECTION 2: TEAM PERFORMANCE
The second direction comes from the late signaling of challenges or problems, usually around week 6 or 7 of the project. This direction is based on the idea to make the struggles and challenges of the students visible on time so that the students themselves can solve them with the support of the coach. A supporting tool that articulates what they are going through in the form of a questionnaire, form or some other tool/ The students should be able to select on themes of challenges and chose from a variety of models/solutions/tips/activities.

**Team Performance**
**Articulate challenges**

Challenge 1: Keeping to the agreement
- late to appointment
- late deliverable / completion of tasks
- delay in reply

Challenge 2: Efficiency
- respecting duration of meetings
- discussion topic

Challenge 3: Role distribution
- what role is within you
- passive attitude

## DIRECTION 3: TEAM PERFORMANCE DASHBOARD
This direction explores and analyses the current dashboard and selects targeted KPI's and key words that can support the coaches in their coaching session. It is not only going to focus on visuals, but also content of the dashboard. This direction comes from the main question: How to track and measure the team's performance.

**Team dashboard**
**Key-words**

Challenge 1: Work management
- planning
- coaching session

Challenge 2: Challenging the student
- explaining choices
- thinking differently

Challenge 3: key-words
- stress
- planning
- flow
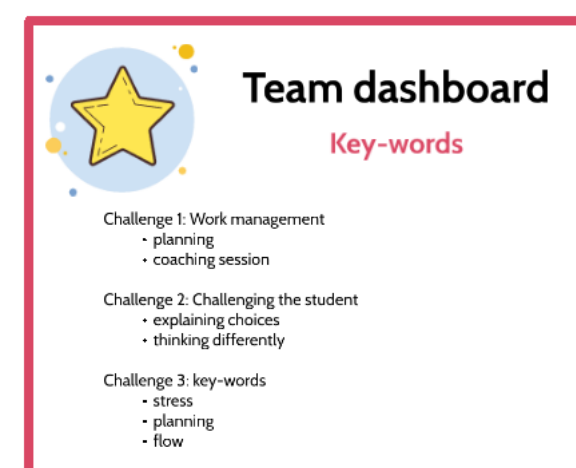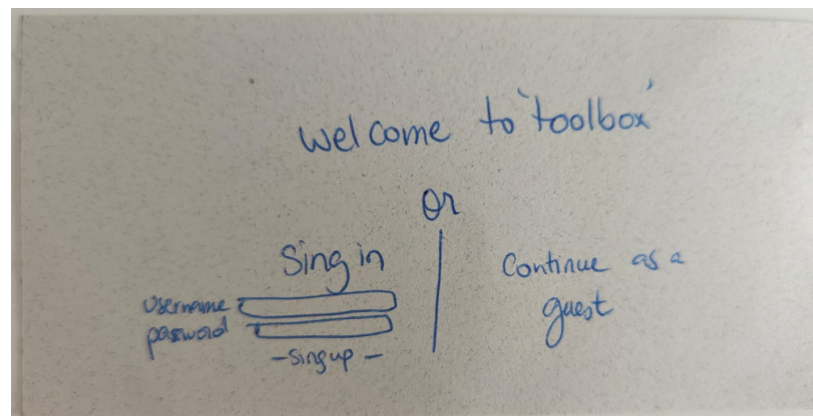
The toolbox is an online platform where the student can sing in to get their profile and retrieve previous choices and actions if wanted. There is also an option to continue as a guest.
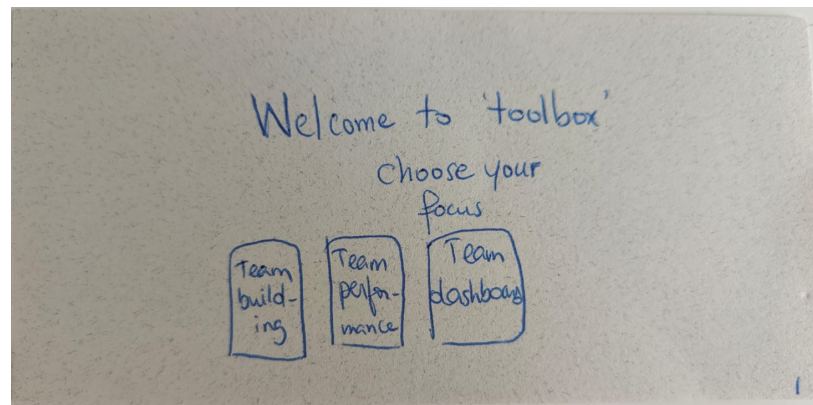


Once the platform is acceed, the user can choose one of the main focuses.
1. Team building
2. Team performance
3. Team dashboard
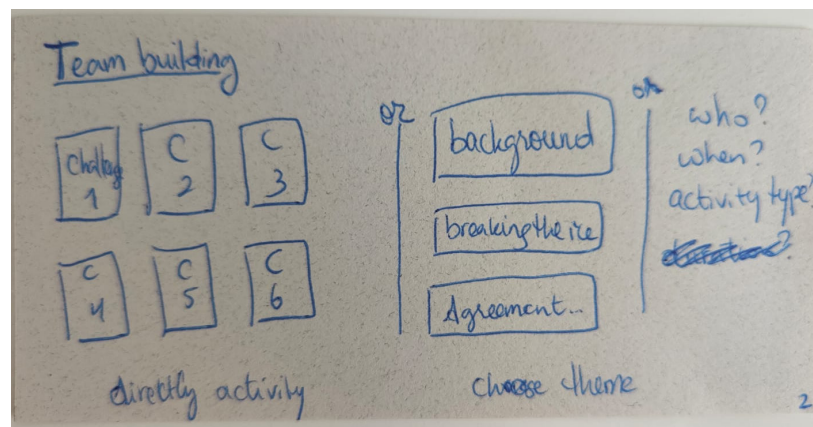


Once a focus area is chosen the platform shows the different solutions/tools it contains. In this example, the focus area "Team building" has been chosen. The user is presented with 3 different ways of chosing.
1. Choose a card
2. Choose a theme
3. Choose based on the availability/ activity type or moment of use within the project
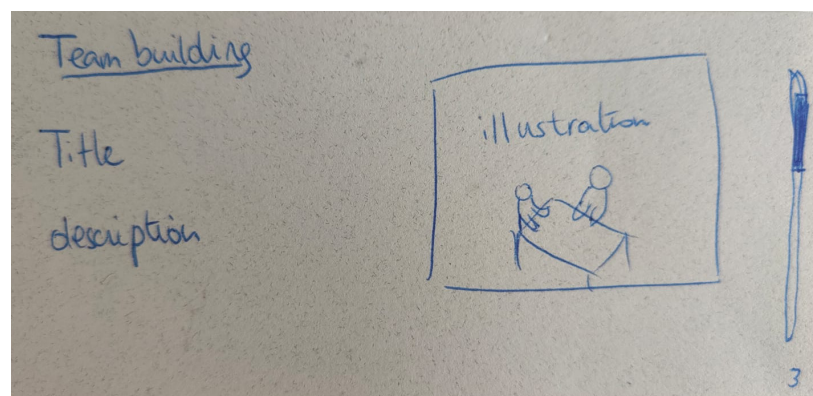


All choices lead to the same cards, but it gives a better overview and focus on what is more important. It can be seen as a tag.
Each activity card contains the name of the focus area, title of the card, a description of the activity/tool and an illustration. This is done to explain the activity more and let the user decide if that is what they need or they want to change the card.
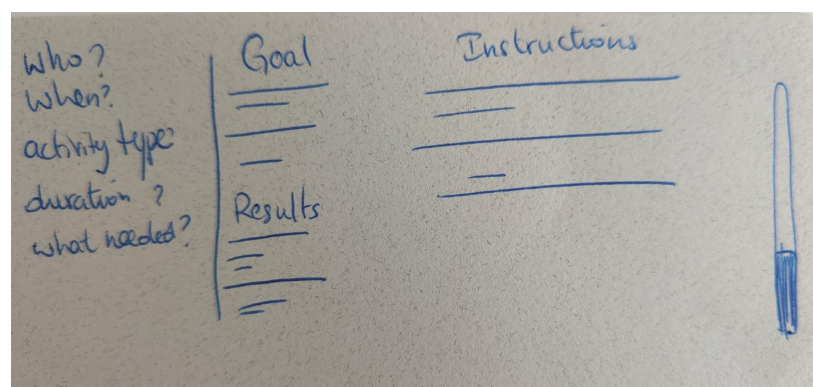


Then if the user scrolls further they can see a list of tags on the left side including: who is supposed to participate, when is it used (in regards of the project), what type of activity, the duration of the activity and what is needed. Then in the middle of the page, the goal of the activity is presented, the instructions and the intended results.
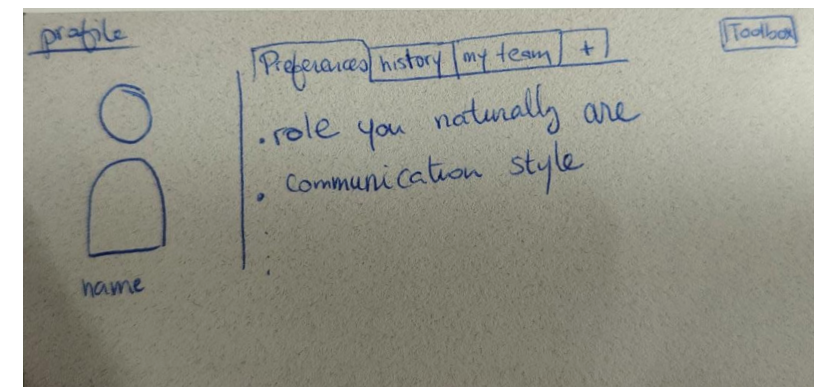


The profile page gives the user the freedom to personalize their choices, track their used cards, and connect to the team.
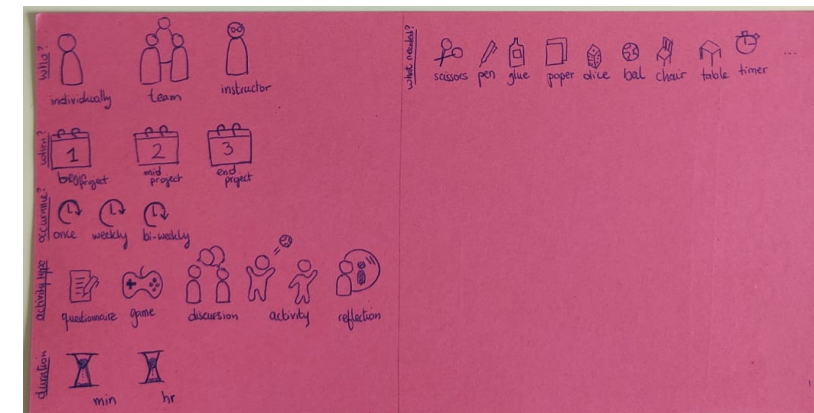


Those small icons are the icons used on the activity card to represent the amount of participants, the time needed, the activity type and the tools needed. These icons are the same in each card.

As presented only one direction is drawn, but the idea is the same. Each direction would have different cards that suggests activities to help support the student and coaches in overcoming it. In the ideation chapter, the idea development is presented with more details and tests with the users.

# 6
# IDEATION
## DEFINE

This chapter defines the design requirements, selects a design direction and explores the missing knowledge to follow the chosen design direction.

**Chapter Overview**
6.1 Direction choice
6.2 Design factors (Requirement)
6.3 Ideation

## Take aways

**Direction choice**
- The second directions has the most potential for further development.
- A combination of directions is possible.

**Design factors**
- Time: The concept should not take more time than needed, students and coach experience a lack of time already.
- Active involvement: The concept should involve all parties (students, coaches and course coordinator).
- Privacy: The concept can't store data on users to protect their privacy.
- Trust: The concept should facilitate a trustworthy and safe environment for the users.

# 6.1 DIRECTION CHOICE

All three directions can be combined in a toolbox that tackles all directions. The toolbox contains activities for the team building such as role play, ice breakers, or mini-challenges where trust is the main key to solve the game. Another component will be a form to be filled by the students. The form is filled with questions in regards their progress, planning, performance and that of their team-members. This way the students can reflect on the work done. The last component which is the third direction is to find the right key-words/questions that can be answered by the coaches to track the performance of the team.

Although the three directions have a lot of potentials, a choice has to be made to narrow down the scope of the design. The choice is made with the following arguments.

## DIRECTION 1: TEAM BUILDING
The first direction were the focus lies on the team building is not chosen for this thesis for several reasons:
1. There is no time/flexibility to implement team building activities during the course.
2. Most students are aware of some sort of team building activity, as several courses give space to team building especially during the first year of the Bachelor studies. In case of an international student, the international office organizes an introduction week were the students have to work in a team and learn the ' Delft methode van samenwerken'.
3. Trust is not built overnight, so one activity won't be enough to get the envisioned result.
4. The task of team building is left upon the students. They can decide how they want to form their team.

## DIRECTION 2: TEAM PERFORMANCE
The second direction has the most potential within the scope of this thesis for several reasons:

1. The performance can be tracked and measured. The question is still how and when, but that is part of the design question.
2. Although students do reflect on their previous projects, it is often done because it is a required deliverable and not because the student sees its benefits.
3. From the interviews with both the coaches and the students, they shared that speaking up earlier and being direct would have helped them with their project, although it is now too late.
4. This direction is a challenging one in comparison to the first one, as asking a direct question: how is it going? often doesn't lead to a deeper answer. All you get is: We are fine, OK, it is going. As stated before (chapter 4) the coach session is too short that students prioritize talking about the content of the project instead of the internal team-conflicts.

## DIRECTION 3: TEAM PERFORMANCE DASHBOARD
The last direction is a difficult one and needs more time and resources than a master graduation thesis. To answer the question of which key-words should be asked, a longer and broader research should be conducted. Also the purpose of the dashboard is to map and track the performance of the team and to make the course manageable for the course coordinator and not necessarily to find out 'The' key-words. This doesn't mean that the dashboard is going to be removed or ignored, only there will be no update/changes made to the dashboard as a result for this research.

A combination of directions is also a possibility but the main direction is the second one where the focus will be on getting the latent knowledge visible on time for the team to be able to 're'-act on it with the support of the coach and indirectly the whole coaching team. It will eventually build trust within the team (direction 1).

# 6.2 DESIGN FACTORS

The following factors should be taken into account when designing the final concept:

## TIME
The concept should not be taking more time than needed from the students and the coaches. As referred several times by both parties, time is an issue within AED course. One hour of coaching session is just enough -or maybe not- , also the needs of the students differ per team, coach and client (assignment).

## ACTIVE INVOLVEMENT
The concept should engage all the parties, as in the current situation where the coaches fill in the coach journal, most students are not involved in the filling process. The students should get a chance to express their experience with each other and with the coach in a free, safe manner.

## PRIVACY
The privacy of students and coaches is very important when the individual starts sharing personal experiences. The concept should respect the privacy and no data on personal experiences should be stored.

## TRUST
The reason that leads the students to avoid conflict and confrontation is generally not wanting the be the one saying ugly words to the other. This depends of course on the personality of the individual. When the concept facilitates a trustworthy environment with no judgment or fear of conflicts, the students will be open to speak up.

# 6.3 IDEATION

The path chosen is to focus on tracking the team's performance by building trust and talking about emotions. The idea is, presented on the right, that the students each choose a certain amount of emotions (can be positive, negative or a combination) from a list of emotions, then they will discuss each emotion with each other, why does a particular team member feel that way? And how can 'we' as a team make it better. By talking about the emotions, the students are being open and vulnerable, this builds trust. When the discussion is over a general emotion is chosen by the coach and team members, and it will be filled-in in the team performance dashboard of the coach. This way, the coaches can discuss and give each other advice on how to support a struggling team during the coach meeting.

A small test of the first idea has been conducted with 5 students in total. 2 students of AED, 3 students who are not related to the master of IPD at all.

First, what emotions do students experience and when? This has lead to a mini-brainstorm session with 3 non-AED students who mapped out their emotions and actions. This has been compared with the previous user-journey and it was found that most student do experience some big emotions before an important deadline or after some conflicts within the team.
The 2 AED student were asked to choose 6 positive emotions from the 'POSITIVE EMOTIONAL GRANULARITY CARDS' (Yoon, Pohlmeyer & Desmet, 2015), and 6 negative emotions from the 'Emotion Typology' (Fokkinga, Ozkaramanli & Desmet, 2014) lists. The students stated these emotions in relationship to the moment of the project. This resulted in a lot of confusion and a long discussion on what does a certain emotion mean and how different levels of emotions were felt. Also one student

stated that he felt more than just 12 emotions in total. He thinks that even during the day his emotions shift depending on the situation but he had one major emotion that stayed with him the whole day. This lead to exploring other ways of expressing the emotions, because the students need support in voicing out what emotion they are feeling. After some research, Pieter Desmet, a major contributor to both lists provided to the students, has been contacted with the permission to use a tool developed for facilitating the process of voicing out emotions. Both 'Premo' and 'Pick-a-mood pictorial tool for mood measurement' were a good options for this direction. Not only was the idea tested with students, but also with a coach. The coach agreed with the idea that starting a discussion/ dialog about the different emotions is a good way to build trust and achieve better performance as a team.

Also, the use of 12 emotions per student and combining it to one general emotion that represents the team is not an easy task, and as stated by the AED-students in the previous chapter, they don't have much time, so something else had to be found.

'Premo' has been chosen because it gives more emotions to choose from and also the illustrations are free to be interpreted, and not related to one specific emotion. This gives the students some space to express their feelings instead of just choosing it from a list.

Privacy was also a point of discussion with the students, and they preferred it if the emotions could not be tracked to them personally. A general emotion of the team was a good idea for them.

In the next page, a scenario of use is drawn to make the idea clearer.

This is an initial scenario of use, where everything is clear and no conflicts happen within the team, and chosing an emotion goes smoothly. The tool is used every week without skipping a meeting, no abnormalities or exceptions. It would be ideal if it was true, but there are different factors that will influence this ideal picture where the results are 100% guaranteed.

The different questions and possibilities are being explored in the form of a map of use in the next pages an overview of normal and extreme use are explored.

## Pink section (Course manual)

How to use it? · What to use? · When to use it? · Rules of use

→ Instructions

Course manual → Instructions / Link to the cards → Share pdf / Benefits

Benefits →
- Positive effect on teamwork
- Mental health wellbeing
- Less stress & conflict
- Getting to know each other on an other level (emotional/private)

- By performing better
- By giving space to our feelings and
- By talking about it on time
- By building trust

## Blue section (Kick-off lecture)

- Mental health wellbeing
- Positive effect on teamwork
- Less stress & conflict
- Getting to know each other on an other level (emotional/private)

Benefits

Kick-off lecture → Show tool / Part of the course

- Coach meeting
- Client meeting
- Expertise area deliverables
- Report

## Introduction

Introduction

The tool is introduced in 3 different moments/places:
- Course manual
- Kick-off lecture
- 1st coach meeting

## Green section (1st coach meeting)

How to use it? · What to use? · When to use it? · Rules of use

→ Instructions

1st coach meeing → Instructions / Link to the cards → Share pdf / Benefits

Remind students with the info in the course manual. Let students explain it to you or to each other.

Benefits →
- Positive effect on teamwork
- Mental health wellbeing
- Less stress & conflict
- Getting to know each other on an other level (emotional/private)

- By performing better
- By giving space to our feelings and
- By talking about it on time
- By building trust

## Yellow section — Use (with coach)

How to use it? · What to use? · When to use it? · Rules of use

→ Instructions

1st coach meeing →
- Instructions
- Link to the cards → Share pdf
- Start sharing first! → Today I feel...
- Decide on collective emotion → Today we feel...
- Benefits

Benefits →
- Positive effect on teamwork
- Mental health wellbeing
- Less stress & conflict
- Getting to know each other on an other level (emotional/private)

How to use it? · What to use? · When to use it? · Rules of use

Use (with coach)

The tool can be used with or without the presence of the coach.
The 3 first time of use are mandatory with the coach (the coach works as a gatekeeper for the proper use)

2nd coach meeing →
- Reminder of instruction
- Link to the cards → Share pdf
- Decide on collective emotion → Today we feel...
- Reflection on use of tool → Feedback
- Reminder of benefits

Reminder of benefits →
- Positive effect on teamwork
- Mental health wellbeing
- Less stress & conflict
- Getting to know each other on an other level (emotional/private)

3rd coach meeing →
- Start sharing first! → Today I feel...
- Decide on collective emotion → Today we feel...
- Reflection on use of tool → Feedback
- Discuss next steps

# Use (without coach) branch

**Use (without coach)** — The tool can be used with or without the presence of the coach. The 3 first time of use are mandatory with the coach (the coach works as a gatekeeper for the proper use)

## 1st coach meeing

How to use it? — What to use? — When to use it? — Rules of use

- Reed instructions
- Code of conduct → Agreement
- Start sharing first! → Today I feel...
- Decide on collective emotion → Today we feel...
- Share collective emotion with coach

## 2nd coach meeing

- Start sharing first! → Today I feel...
- Decide on collective emotion → Today we feel...
- Reflection on use of tool → Feedback
- Share collective emotion with coach

## 3rd coach meeing

- Start sharing first! → Today I feel...
- Decide on collective emotion → Today we feel...
- Reflection on use of tool → Feedback
- Share collective emotion with coach

# Special use branch

**Special use** — The tool has to be used weekly, but what if it is not possible? Or if it used more than once a week? Or the students don't want to use it.

## Skipped a week

Not enough time — Absence of team members — Low priority — Other...

- Reason?
- First time? → Not a problem, do it on another day the same week if possible
- Occured before → Re-evaluate the goals and benefits
- Individual or collective desicion?
- Role of coach? → Simulate the students enough?

## More than once a week

Visible benefit? — Encouragement of coach? — Avoiding work? — Other...

- Reason?
- Benefits? → Why use it more than once?
- Reflection on use of tool → Feedback

## Not using it at all

Not enough time — Absence of team members — Low priority — No benefits — Other...

- Reason?
- Coache's role? → Simulate the students enough?
- Reflection on use of tool → Feedback

# DEVELOP

**DEVELOPING THE FINAL CONCEPT**

The final concept is developed.

**7. Concept**

# 7
# CONCEPT
## DEVELOP

The final concept is being represented

## Take aways

- Premo is a supporting tool for the final design, not the design in itself.
- The well-being tracker is a combination of tools that triggers the discussion about emotions within a team.
- By making issues open for discussions, the team will perform better.
- The aim of the well-being tracker is to start the conversation.

# CONCEPT

Why invent the wheel when you can use the knowledge available out there.

This question led to the choice of using Premo. A tool developed by the Delft Institution of Positive Design under an Attribution-NonCommercial-NoDerivatives 4.0 International Creative Commons (CC BY-NC-ND 4.0). Premo is a collection of 14 different pictures of a person expressing emotions. It has both a male and female version as shown on the right.

It is opted for the use of this tool as a way to express emotions within the concept, as stating/naming an emotion can be hard sometimes, and reading through a list of emotions in order to pick some is going to take a lot of time. Premo will be used within the concept as a representation of the emotions.

Premo is originally developed to express emotions towards products, but as further research is conducted and also as referred in the promo-movie, it can be used for rating concerts. This means that Premo can be used also for an experience and not only a product. The course of AED can be seen as an experience in it self, so Premo can be applied on it.
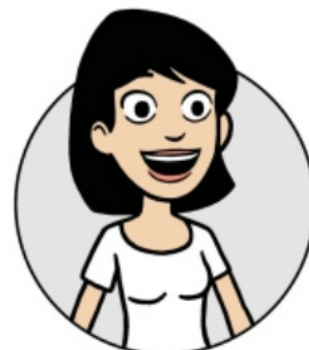


Male        Female

## Pride

The feeling when you possess (or have accomplished) something that exceeds your own expectations, or that others find praiseworthy.

## Shame

The feeling when someone knows something bad about you. You believe this to be true, so you also feel bad about yourself.

## Admiration

The feeling when you look up to someone who has excellent abilities or impressive accomplishments.

## Contempt

The feeling when someone is inferior or unworthy in your eyes; they have done something blameworthy.

## Joy

The feeling when something good happens to you. You fulfil a need, achieve something, or make progress towards achieving a goal.

## Sadness

The feeling when you have lost something that was important to you, and believe it cannot be undone.

## Hope

The feeling when you believe (but are not certain) that something good or desirable may happen in the future.

## Fear

The feeling when something can harm you or someone you care about, and you are not sure whether you can do anything about it.

## Satisfaction

The feeling when something meets or exceeds your expectations.

## Anger

The feeling when someone does something bad that harms or offends you, and you blame that other person.

## Desire

The feeling when you anticipate that something will be beneficial once acquired or consumed.

## Disgust

The feeling when you find something repulsive and want to avoid having contact with it in any way.

## Fascination

The feeling when you encounter something new and interesting that you do not immediately understand.

## Boredom

The feeling when there is nothing interesting or engaging to door expereince.

Premo is not the concept itself but a supporting tool that makes it easier for the users (students and coaches) to pinpoint their emotions in order to start the conversation.

The concept is a new learning activity that will be implemented within the course of AED. A learning activity is an activity that is executed by the students in a learning environment. Most known learning activities within the higher education are lectures, workshops, presentations.

The well-being tracking is an activity where students and coaches get the chance to share how they feel every week at the start of the coaching sessions. By sharing the feelings on an early stage, the students and coaches become more open en understanding of the way of thinking and actions of others. This reduces the chance of high conflicts. It can be compared to a glass of water that with every inconvenience or big emotion, it fills a little. After some time there is no space for the water which makes it that it spills. This happens with us humans too. Each person has a certain capacity of emotional build-up before bursting out. By sharing and talking about these emotions, our expectations and capacities are being aligned with the expectations and capacities of others. It is expected from this learning activity to reduce the conflicts within the teams, adjust the dynamics within the team and so influence the performance of it. The coaches can also compare their teams during the coach meetings, as during the well-being tracking activity the whole group decides on an emotion they want to label their team with for that day. The extra data can be an additional indicator for the team performance. How emotions influence the performance can be further studied or observed when the activity is being used in the next edition of the course. For this thesis, it there is unfortunately no time to research this influence. The assumption is that it does influence the performance because the students are more open and understanding of each other. They support each other where needed on an early stage of the course.

The goal of the activity is to get the conversation started.

The activity is a success if only one student is being open and honest about their feeling. The reason why only one student is enough, because it is expected that the other team members will have enough compassion and sympathy that they will share also theirs, or at lease try to understand why that particular student feels that way and how they can support. That with the idea that they are one team now.

The coach will play a crucial role in the execution of the activity, as he will set the example for the students and ask follow up questions if needed. This depends on the coach's experience and knowledge of the team.

The activity should not take the most time of the coaching session. If some aspects need to still be discussed, the team can make the choice to apply this activity whenever they need it, not only during the coaching session. The coach is not present then, unless otherwise agreed with the coach himself.

On the next pages the instructional documents are shown. This is what the students and coaches will get as instructions.

As the activity is using the tool Premo as way of expressing emotions, there are two possibilities, a digital and a paper one. The choice will be a paper version for the following reasons:

1. With a digital version there is less connection with the students, as they will be sitting behind their screens while someone is sharing their emotions (this is an expectation based on past experiences as student and coach).

2. A digital version gives the feeling that the filled in information is or will be stored somewhere, while with the paper version, nothing is recorded. Pinpointing physically an emotion is not stored or recorded anywhere. This will give the students a secure feeling of more privacy. Only the people present will know about it.

# Guideline for students

**Introduction**
This is a guideline on how to use the well-being tracking activity. This is part of a ongoing research about improving the performance of student teams. By tracking the performance of the students teams, coaches can support the teams accordingly.
This activity is a reoccurring one during the whole course of AED.

**Goal**
The goal of this activity is to *talk about the small emotions* felt during the project but are often overlooked or not given space due to the amount of work.

**Benefits**
- Build a stronger bond with your team members.
- Be more understanding and supporting to each other.
- Build trust.
- Manage expectations.
- Avoid conflicts in a later stage of the course.
- A better performance as a team.

**Premo tool**
In appendix A, you can find the tool and explanation of the various emotions.

**Rules**
- Privacy is very important. What you discuss together as a team stays within the team.
- Feeling a certain emotion doesn't mean you can act on it. Stay respectful to each other.
- Every emotion is valid. None is more important than the other.
- In case of a serious problem, please talk to your coach, the course coordinator, student counselor or to a close friend or family member.
- When someone is talking, listen. Don't interrupt or assume what the other person meant.

**Instructions**

| | |
|---|---|
| Who | The students & the coach |
| When | Before the coaching session & at the start of the coaching session. Every week. |
| What | Choose a minimum of one and a maximum of three emotions from the Premo tool |
| How | 1. Your coach will print the Premo tool for you (just once, so keep it safe). Cut the circles and keep them safe to reuse every coaching session. |
| | 2. Get together with no electronic device around you ( laptop closed, phones aways). |
| | 3. Each student choses between one to three emotions and puts them in the front of them. |
| | 4. Start by sharing the chosen emotion, why you chose it, and what you expect from the team in regards of this emotions. |
| | 5. Each one must share. |
| | 6. One student summarizes all the emotions shared, what is expected as a team. |
| | 7. Discuss how you can go further with the knowledge you have now. Make agreements. |
| | 8. Choose one emotion that represents the team at that moment. Share this emotion with your coach and explain why. |

# Guideline for coaches

**Introduction**

This is a guideline on how to use the well-being tracking activity. This is part of a ongoing research about improving the performance of student teams. By tracking the performance of the students teams, you (the coach) can support the teams accordingly.

This activity is a reoccurring one during the whole course of AED.

**Goal**

The goal of this activity is to ***trigger the conversation between the students about the small emotions*** felt during the project but are often overlooked or not given space due to the amount of work. This will give you (the coach) an opportunity to be part of what happens behind the scenes.

**Benefits**

- Build a stronger bond with your student team.
- Be more understanding and supporting to each other.
- Build trust.
- Support the students in managing expectations.
- A better performing team.
- The opportunity to be aware of underlying conflict in an early stage.

**Premo tool**

In appendix A, you can find the tool and explanation of the various emotions.

**Rules**

- Privacy is very important. What you discuss together as a team stays within the team, except the emotion representing the team.
- Feeling a certain emotion doesn't mean you can act on it. Stay respectful to each other.
- Every emotion is valid. None is more important than the other.
- In case of a serious problem, please discuss it within the coach meeting.
- Respect dialog rules: When someone is talking, listen. Don't interrupt or assume what the other person meant.

**Instructions**

Who   The students & the coach

When   Before the coaching session & at the start of the coaching session. Every week.

What   Choose a minimum of one and a maximum of three emotions from the Premo tool

How   1.   Print the Premo tool, one paper per student and one for yourself. Cut the circles and keep them safe to reuse every coaching session.
2.   Give the students time to get together with no electronic device around them ( laptop closed, phones away).
3.   Each student has to choose between one to three emotions and puts them in front of them. Please do choose your cards too.
4.   When you join the team, start by sharing your chosen emotion, why you chose it, and what you expect from the team in regards of this emotions.
5.   Each one must share, including you (the coach).
6.   One student summarizes all the emotions shared, what is expected as a team.
7.   Discuss how you can go further with the knowledge you have now. Make agreements.
8.   The students have to choose one emotion that represents the team at that moment, and explain why. Log the emotion in the performance dashboard.
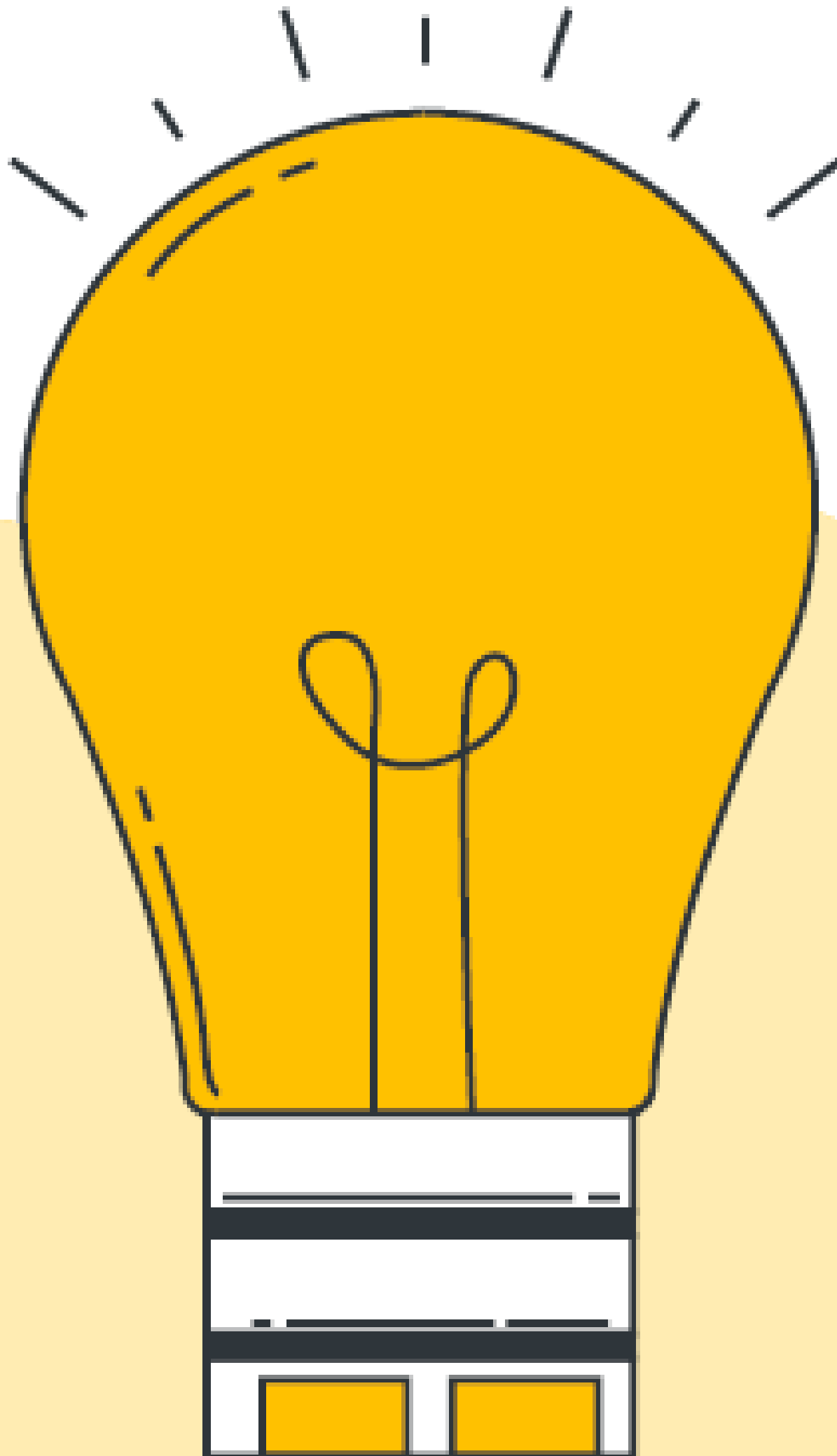
# DELIVER

**INTRODUCING THE PROJECT ASSIGNMENT AND DESIGN APPROACH**

The project kicks off with an introduction of the project scope and the approach taken within this thesis.

**8. Design proposal**
8.1 Introduction of the tool (x2 coaches & Students)
8.2 Scenario of use

**9. Evaluation**
9.1 With coaches
9.2 With students
9.3 Other tools
9.4 Conclusion

# 8

# DESIGN PROPOSAL

**Chapter Overview**

## Take aways

**Introduction of well-being tracking**
- The tool should be used during the coach session each week during the whole course.
- The coach session starts by using the tool first before moving to the content.
- In order for the tool to succeed, the coach plays a big role in the use of it by setting the example and sharing how they feel, at least during the first 3 weeks.
- The tool fulfilled its purpose when the discussion is initiated about a conflict or inconvenience within the team
- The tool only triggers and facilitates talking and sharing the emotions, it is not a measuring tool for how the emotion felt influence the performance of the team.
- The tool succeeds if one student is sharing openly and honestly about their feelings. The more the merrier.

**Scenario of use**
- In a situation where the emotions felt within the team are coherent, it is easy to label the team with an emotion. This situation is anticipated to happen at the beginning of the course, or just after an assessment.
- In a situation where the emotions are contradicting, labeling the team with an emotion depends on the emotional intelligence of the coach and the team members. It also depends on the previous meetings, agreement made and previous labels given to the team by the team.

# 8.1 INTRODUCTION OF THE TOOL

The tool is introduced in the form of a story where the main characters are:

**Alice:** A future student of AED.

**John, Layla & Robin:** Future students of AED & team members of Alice

**Marcel:** Course coordinator

**Patrick:** Coach of Alice's team

## COACH'S PERSPECTIVE

The coach will be introduced to the tool during the preparation phase of the course which is typically between 4 to 1 week before the start of the course. The coaches will be gathered and the tool will be explained to them, how to use it, and what the benefits are. My expectation that not all coaches will support this tool due to various reasons, but in order to have a coherent method across the whole course, the coaches are given the opportunity to discuss what they don't like about the tool and how they think it should be

The story is told from both the students' and the coaches' perspective. First the coach's perspective is presented then the students perspective.

changed. The most important part is that the team is on the same page.

In order for the tool to work the coach needs to be vulnerable, open and be the example. The coaches have to start sharing their own emotions during the first session so that students such as Robin or Layla start using it too. Each coach has their own way of coaching and experiences with talking about emotions, so there is no instructions on how to lead the conversation, expect being honest and open.

## STUDENTS' PERSPECTIVE

The students will be exposed to the tool in 3 different ways to ensure that they didn't miss out on information, to emphasize its (the tool) benefits and to have time to process it and prepare for questions if needed.
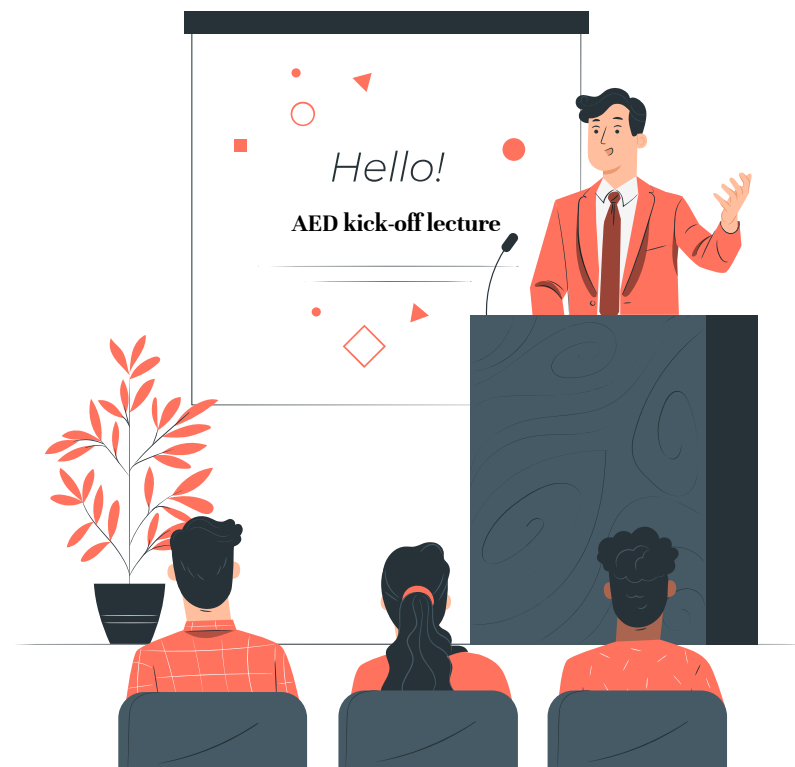
### 1st encounter

Before the start of the course, Alice gets a mail that she has been added to the course AED on Brightspace. On Brightspace she finds the course manual and an introduction video among other relevant documents. First she downloads the course manual to read it later, but first she clicks on the video where Marcel introduces the course very short and refers to the tool. After watching the video she searches for her name in the list of students, and finds out she is part of team 8. On the list she also gets to see who are her team members, her coach and who is their client. Alice doesn't know any of her team members or the coach but she is excited to start the course. While she is still reading the course manual, Alice

is added to a group chat on What's app created by John, who starts the conversation by asking about the introduction video and when to meet. She replies to the message. Luckily Alice did watch the video unlike Robin who didn't. He did miss the mail, but it was brought to his attention that there is a video on Brightspace by his team member. Alice was relieved that she did watch the video and was also thankful to John who started the conversation and shared the information with everyone. She thought to herself, if I didn't see it on my own on Brightspace, this message would have alerted me to the existence of the video.
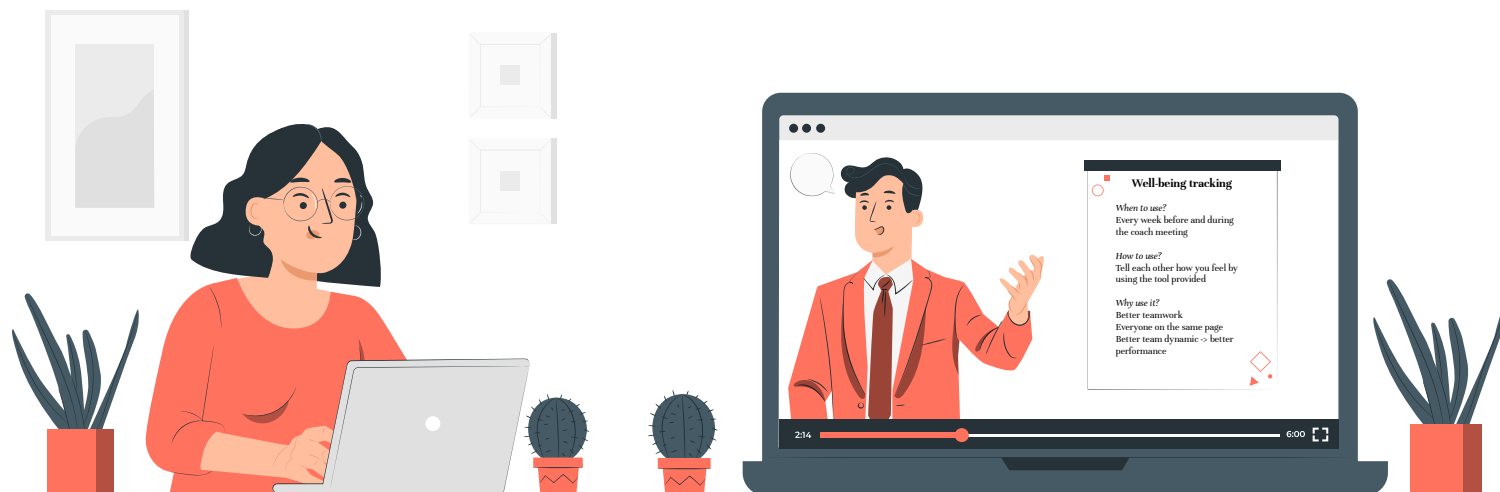
**2nd encounter**

During the kick-off a lot of information is shared but nothing new for Alice as she already surfed aroung on Brightspace. Marcel explains the course, the course goals, the working method, planning and deliverables. When he starts talking about the working method he refers to the well being tracking tool and stated the benefits of its use one more time. Alice thinks it is a nice idea but Robin was skeptical. He thinks that it is just a waste of time and that he is here to learn and build things and not in a therapy session where he has to talk about emotions or feelings. Besides it is not compulsory so he is not planing on waisting his time on it.

## Well-being tracking

*When to use?*
Every week before and during the coach meeting

*How to use?*
Tell each other how you feel by using the tool provided

*Why use it?*
Better teamwork
Everyone on the same page
Better team dynamic -> better performance

**3rd encounter**

After the kick-off lecture the Alice and her team gather in the studio where they start reading the assignment and discussing several topics. One is the well-being tracking tool. The opinions are divided, Alice and John think that it is a good way to start on the same page and to understand each more while Robin sees it as a waste of time and that he is not here for therapy, he is here to build cool things. Layla is indifferent. Even though the opinions are divided, Alice reads the instructions again and tries to use the tool with her team-members. There is some tension as Robin doesn't take it seriously. Alice attempt failed. They worked further on the project.

After an hour of getting to know each other the coach, Patrick enters the studio and starts by introducing himself. Then he proceeds to get to know the students in his own way. After the greetings and getting to know each other, he asks the students if they have any questions regarding the course, or kick-off lecture. Robin sights and expresses his disagreement with the use of the tool and that it is a waste of time. Patrick then proceeds to state the benefits of the tool and immediately uses it. Robin was still not impressed but he knows that it is part of the course and it is going to be used.

# 8.2 SCENARIO OF USE

Two different scenarios of use are presented where the results of the tool are presented and interpreted in relation to the team performance. No matter the situation, the coach fills the labeled emotion in the couch journal and discuss it during the coach meeting if needed.

## SCENARIO 1: COHERENT EMOTIONS

A normal situation refers to the moment all team members chose a positive of negative emotion. It is easy to conclude that the overall emotion of the team is either positive or negative. The coach can easily discuss the emotions felt within the team and report it in the coach journal. The odds of this situation happening is very small, it may occur at the start or after a deadline where the students receive a grade or feedback. In general, the students tend to feel the same way about the assessments and grades.
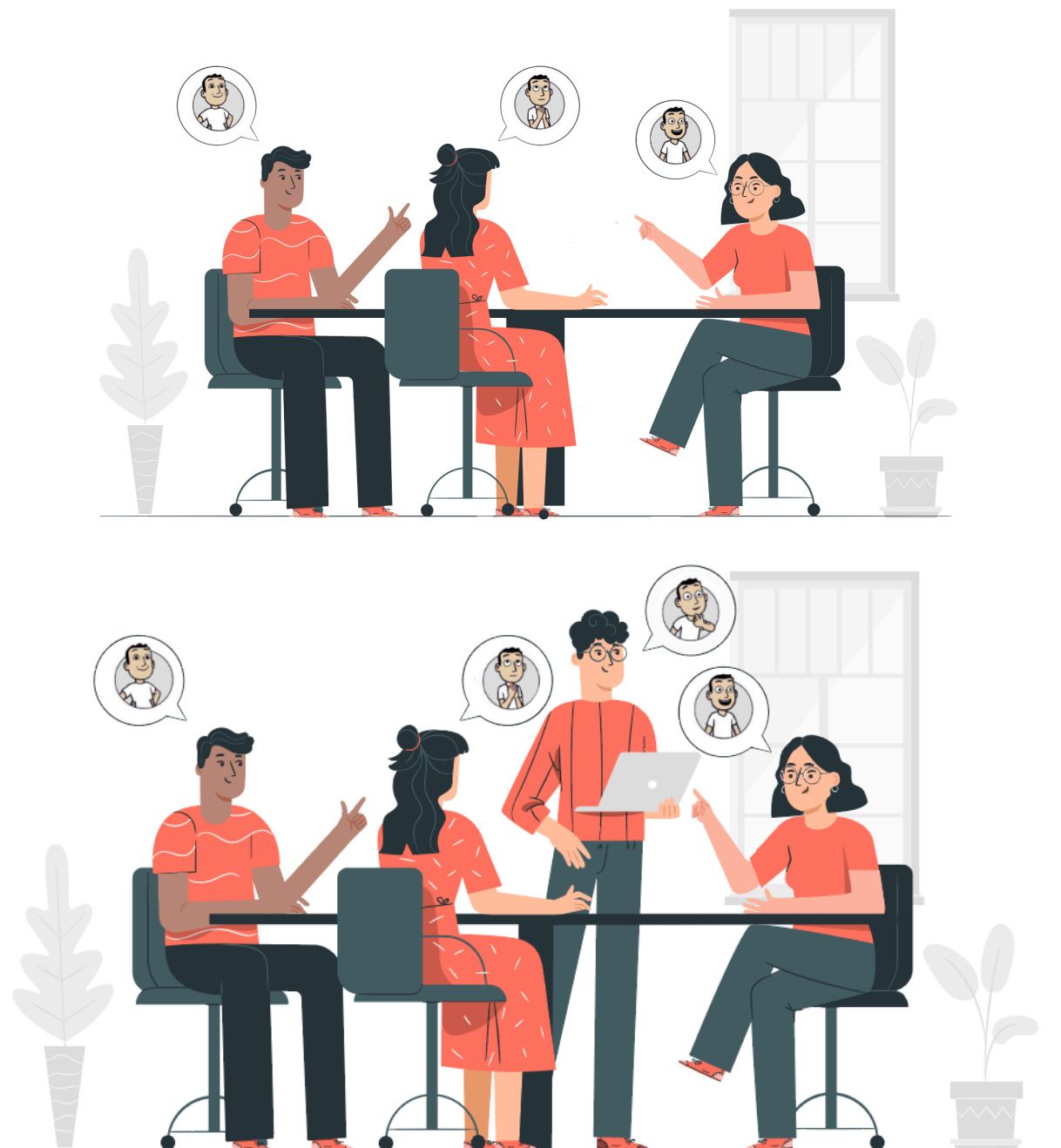
## SCENARIO 2: MIXED EMOTIONS

This scenario is the most likely to reoccur weekly as the deadlines come closer and the interaction intensifies between team members. The emotions are divided within the team and a definite conclusion on the overall emotion of the team is a challenge. One student is angry, the other is proud of his work, one is feeling fear. Will the team be labeled as a positive or negative team? Which emotion should be given more attention.

As stated before labeling a team with an emotion depends highly on the experiences shared by the team and the own assumptions, knowledge and emotional intelligence of the coach and the team members. Is the emotion a temporal one or is the cause of this emotion known. Is it the first time or did it occur before?

Unfortunately there is no mathematical equation that a certain combination of emotions means label A or B for the team. Only the team members and the coaches are able to label the team with an emotions.

Again the aim of the well-being tracking is not to stick a label to the team, but to start a discussion about the emotions playing in the background that influence the thinking and actions of the members.

# 9
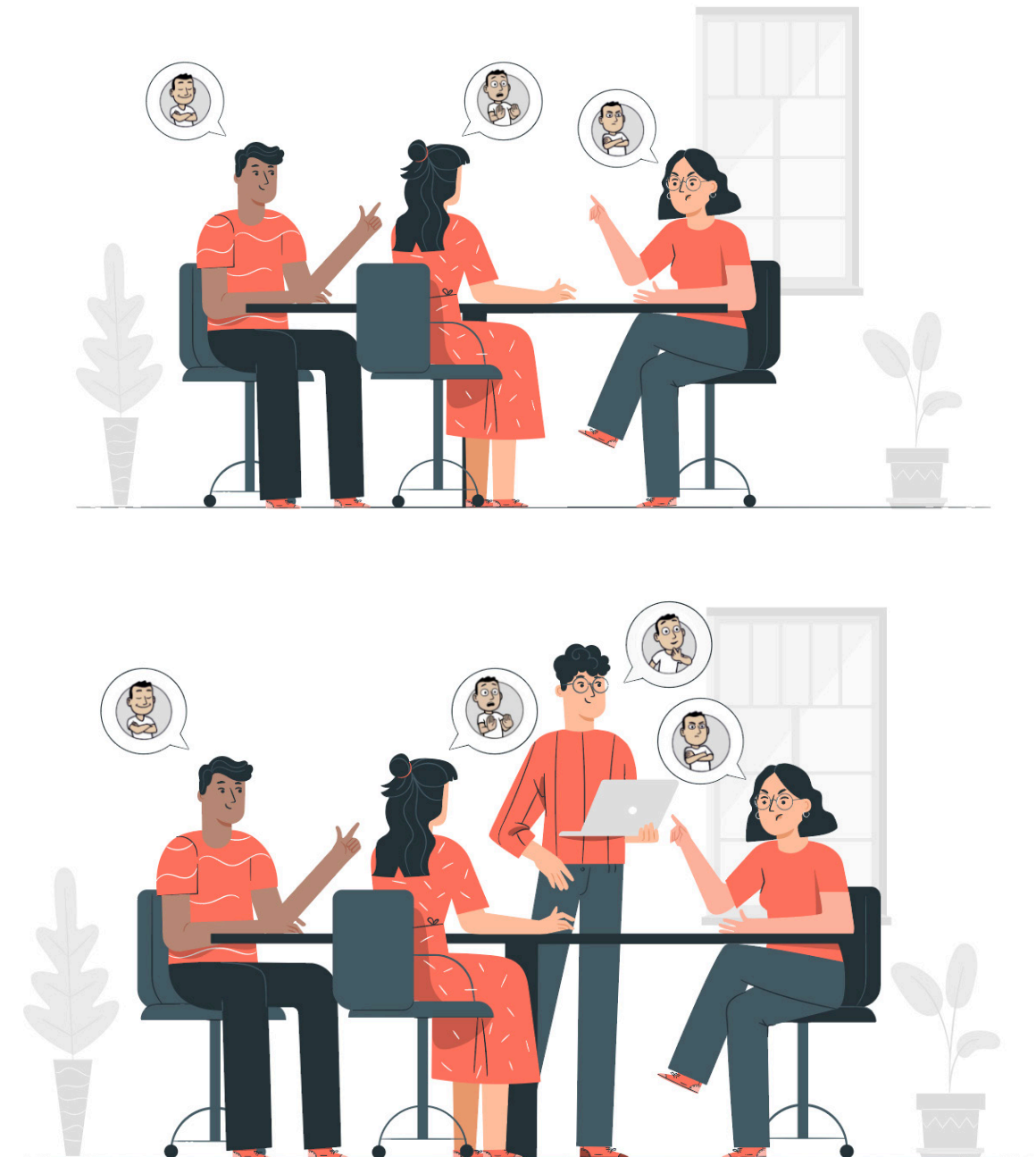
# EVALUATION

This chapter evaluates the concept with some stakeholders and ends with recommendations for the future use.

**Chapter Overview**

## Take aways

**Coaches**
- The coaches understood the benefit of the tool, and expect it to work, but asked several questions about specific ways of use that have to be tested out further.

**Student**
- The student wants to use it, and suggested that the tool will be used on a daily basis for a better tracking instead of a weekly usage.

**Other tools**
- 'The progress cards' faced some resistance from the student at the start as it was perceived as additional work.

# 9.1 WITH COACHES

The final concept has not been evaluated with a coach of AED due to time constrains, but it has been (non-structured) evaluated with my supervisory team and a colleague of mine. The initial idea has been evaluated with a coach of AED. This chapter contains both evaluations.

**Idea evaluation**
The initial idea of starting a conversation about emotions in an early stage of the project will lead to a better understanding and stronger bond within the team. The coach, whom the idea was evaluated with, agreed with it and stated that he himself is using a similar way of dialog starter. He uses the 'roses and thorns' method where he starts his coaching session with I have a positive feeling about this, and a negative feeling about that.
At first his team was not totally on board, or understood the reason behind it. So he had to take the lead for the first meetings, but afterwards, the students started taking the lead over. The students gave him as feedback that they enjoyed it and looked forward to it. They didn't see it as a mandatory or extra task, but as an integrated task in the coach session. This is the same way I expect the well being tracking to work. At first there might be some resistance from the students, but once they are used to it, and especially if it is not introduced as extra activity but an activity part of the coaching session, it will achieve its goal.

**Final concept evaluation**
There are several aspects of the tool that can and have to be evaluated. In this project only the adoption and scenario of use have been evaluated.
The main questions asked during the non-structured evaluation with the supervisory team based on their long experience with coaching designer teams was: What is your opinion on this tool and what would you change to make it work?
Both coaches understood the benefits it promised, but had a lot of practical questions about the use of it.
What if a student is sick? Can it be used with less people? What if we skip a session? What if me or my colleague doesn't see the benefits of it, and doesn't use it? According to them, the final concept as it is, is too dependent on the willingness of the coach to use it. It is not possible to predict future behaviour of coaches and students, but it is possible to simulate that by providing answers to the previously asked question.
Another thing was brought to my attention by a coach is the fallacy of prevention. The fact that expected effect of the tool is to avoid conflicts within the team and improve its performance might lead to questioning the influence of the tool as no conflict happened due to it being prevented.  This dilemma will be there and can't be avoided. If the tool itself does what it promises, then it did succeed, as the results per academic year will differ. The tool is not the only influence according to the coach, students, clients, coaches are different each year.

# 9.2 WITH STUDENTS

The final concept has been evaluated with an ex-student of AED. Unfortunately, timing was again an issue in finding students to evaluate with.
The student  was presented with the concept and the instructions for the students. Then he was given the chance to give feedback on it, why does he think it will/will not work, and how should the toolbox be changed to make it useful for the students.
The student did like the idea. In his personal experience within his team, he would have loved to use the tool as there was a big conflict within his team due to the lack of communication and different expectations. According to him, this tool would have helped them on time. On the other hand, he does think that some of his team members would be less willing to use the tool.

The student mentioned a similar why of tracking the well being that he heard of from an AED coach. The team worked with a 3 colour code, green: representing I am OK, red, representing I am not OK, and yellow representing I am in between. Once the student enters the working studio, he/she has to indicate on a table on the wall which colour represents them best that day.  The team gets a visual representation of the  feeling of team. This way of working, would have been enjoyable and helpful for the student with whom the well-being tracking tool has been evaluated. He then suggested that the tool might be useful to use everyday for a better representation of the feelings of the team. This can be a possibility that can be explored on a later stage of implementation of the tool.

# 9.3 OTHER TOOLS

How will the tool be accepted/adopted by the students ?

Another way of validating or evaluating a tool is to look at similar tools or situations. During my studies, I remember a tool that had been in development to track our progress and communicate it with the coach, we were the second testers of it. Each week, as a team we had to hand in a 'progress card' that includes what we did that week, the positive and negative findings of that week. At first, we just did it because it was mandatory, but after some weeks, we actually understood the benefits of it and began taking it more seriously.

The 'progress cards' can be compared to the well being tracking tool as it is also a learning activity that occurs weekly, and is aimed at articulating the positive and negative findings of the week. Although both tools are focusing on different outcomes (findings vs emotions), it is possible to assume that the well being tracking tool will also achieve its goals once the students fully understand its benefit. When that will happen, depends on the team as a whole.

Jaskiewicz and Helm, both my teachers at that time, continued developing the progress card further into a more structured format. *"To support design students in reflecting on, planning, and receiving feedback on their design processes, we have developed a design process documentation format called the "progress cards". Progress cards take inspiration from design diary and engineer's logbook traditions, but highly simplify those formats and impose more structure on the performed documentation. Rather than providing a detailed chronological account of performed activities, the progress card format aims to create daily snapshots of student design processes and their intermediate outputs.* (Jaskiewicz and Helm, 2017). After several iterations they found out that: *"The use of the format caused initial resistance from the student designers due to perceived additional work"*, which is one of the challenges of the well being tracker also, *"However, the format's acceptance has been substantially improved by*

> *a) introducing fast to fill in digital forms,*
> *b) using clear form structure with main areas clearly designated for documentation of intermediate process outputs,*
> *c) drop-down categorisation of these outputs,*
> *d) providing a separate field dedicated entirely for teamwork."*

Not all these recommendations are applicable for the well being tracking tool, but it can be translated to the following ones:

> a) Emotions need time to be discussed and acknowledged, so speeding the process up will influence the quality of the discussion.
> b) using clear structure of discussion with main questions clearly designated for voicing out the underlying emotions.
> c) with enough data, develop a specific tool to represent the emotions instead of 'Premo'
> d) providing separate moments dedicated to emotions in relation to the team, the work delivered and the personal aspect.

# 9.4 RECOMMENDATION

To conclude the evaluation part the following recommendations can be applied to improve the tool.

1. Emotions need time to be discussed and acknowledged, so speeding the process up will influence the quality of the discussion.
2. Using clear structure of discussion with main questions clearly designated for voicing out the underlying emotions will support both the students and coaches.
3. With enough data, a specific tool to represent the emotions should be developed and used instead of 'Premo'
4. Provide separate moments dedicated to voicing and discussing emotions in relation to the team, to the work delivered and to the personal aspect.
5. The different scenarios of use should be tested further and change the tool accordingly.

# PROCESS REFLECTION

Doing a research project on my own, it felt like a very lonely process. There are some parts of the process that I enjoyed, some that I hated and some that - if given the chance again - I will redo or adjust. In this chapter I am standing still and looking back on my process.

### Initiating the graduation
Looking for an assignment was not difficult as I had a clear idea of what my focus will be as I am passioned about education. I also didn't face difficulties with getting my supervisory team together as talked with them long before the graduation started.

### Planning
The graduation project takes a specific course (AED) as a case study, which gave me easy access, or so I thought, to the users of the potential tool. Only to find out that it was hard due to the actual health constrains in the world. Another thing I would do differently is to not finish my graduation in one semester but take more time so that I get the first part of observation and ideating when the course is running for one semester, and the time in between to develop the tool better and actually test it during the next run of the course. But this will result in me getting over the requirement of 100 days. So in this case I had to leave into an evaluation instead of a test.

### Research
This project was a part of an ongoing research conducted by the project initiator, who provided me with a lot of references and reading material, but I needed to learn more. I enjoyed this part the most, as I could go on and on researching the different theories and researches, but my biggest struggle was converting the overflow of information into valuable insights and filter the it. Afterwards, I still think I am missing so much information and that is never enough, but there

boundaries and scope should clearly be defined for the next time to avoid going astray. If I had to redo this part of the project, I would stop myself from following each and every lead or new information just because it sounds interesting, and to focus on staying within the lines decided before.

### Ideation
The ideation phase was the most fun and simple part, or so I thought. It was difficult to anticipate the different scenario of use, take into account the different parameters. The idea is simple: Stimulate the students to start a conversation about their emotions on time to avoid frustrations and conflicts later on. But the endless scenarios of use, and questions of what if? made it a challenging part. Deciding on the components of the tool was challenging.

### Validation
Unfortunately due to the fact that the course was running during my project and that the toolbox must be used from day 1, it was impossible to test it within the course. I had to just evaluate it in a fictional scenario with ex-students of AED. As stated in the planning part, the ideal way to validate it is to have the toolbox ready for use before the start of AED so that it can be observed and updated when needed.

### Report
As stated before, I have been struggling with translating the amount of data gathered into a consice report. I can communicate it via a presentation easily as the audience asks questions about the specific information they missed, but in a report, I just don't know what is enough, too much or still needs more elaboration. One advice that I got from my team was to get a meeting with a writing coach, that helped. Also what worked for me is letting several people read my report, both with or without an IDE background.

# PERSONAL REFLECTION

This is one of my least enjoyable parts of my whole study. Partially due to my previous experience with the project and also personal situation. I would like to take this place to thank my supervisory team who did not give up on me when I almost did give up on myself. They really kept me motivated and they were very understanding.

### Communication
As stated before, my supervisory team was very supportive of me before and during the project. I felt I was welcome to voice out my concerns any time, but I have a problem of blocking/freezing when things become too much for me. I was really happy that my team reached out when things went quiet for a time. I did promise to give a weekly update, which was my way of forcing myself into staying up to date, but unfortunately I did fail on that part. I did give some updates at the beginning but then it went still. This is not the first time that this happens to me. I even sought professional help, but I do the same. I become unresponsive for a long times mostly because I resent myself and feel ashamed of my behaviour.

### Being a student again
I felt in a double position, as I have worked as a teacher, and now back to being the student. I think I can understand the student part better now. This experience also made it clear to me that I love my job and I would continue doing it. Research is great and I love it if I am only allowed to research but not write reports or papers. My intentions are to keep challenging myself to get learn more about the interests areas and even new fields.

### Personal growth
I am proud of myself that I made this far and did not quit at the last moment. It was definitely not an easy or enjoyable journey but I had my ups and downs. Looking back, I had a lot of chances to go a step further. I took some, and let some go. It is hard to realize the chance you have at that moment, but this is all a learning process. I learned that I am not a person who works individually, I really need a team, a sense of belonging, because I have issues with respecting deadlines that I set. In a team, I do my best because my actions have consequences on other people. This mental set should be also applied to myself. I haven't figured out yet how to, though.

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# APPENDICES

PRESENTING MORE INFORMATION THAT
INFLUENCED THE DECISIONS BUT ONLY
RELEVANT AS AN EXTRA READING.

A. Coach journal
B. Extra theories
C. Questionnaire
D. Interview transcripts
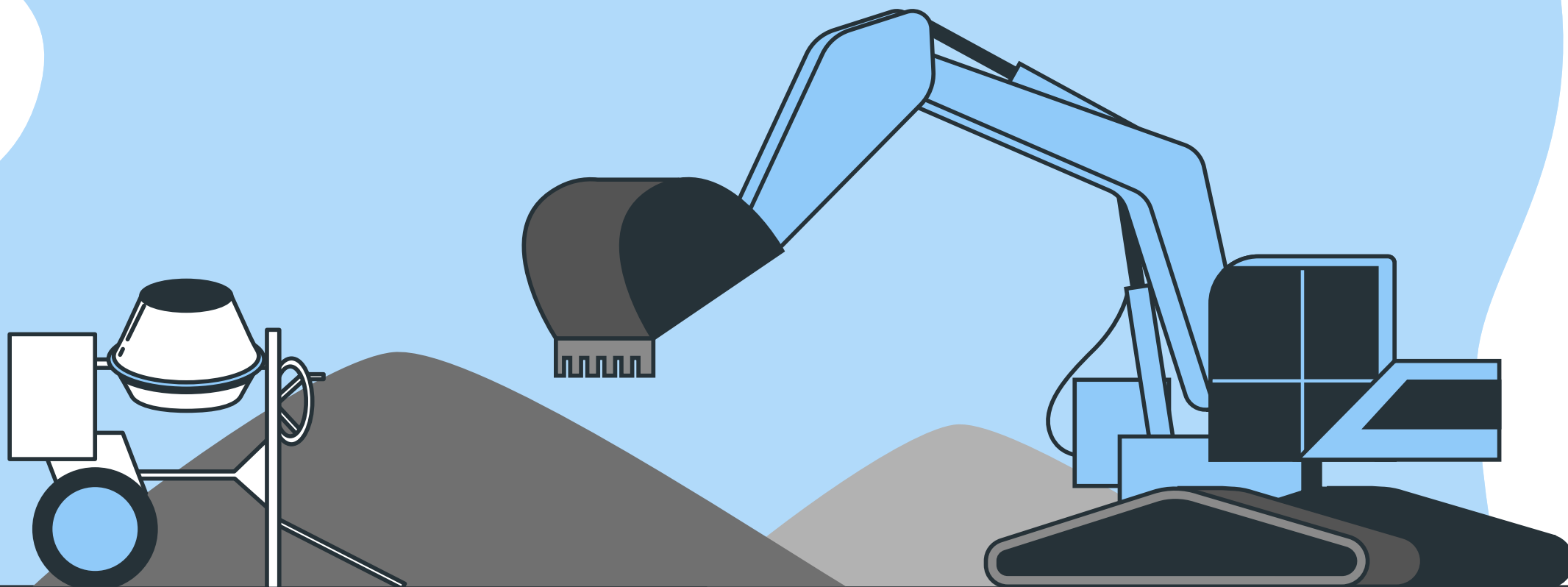
# A. COACH JOURNAL

1. Does the AED group do the right things?
   - a. Definition of key challenges
   - b. Research questions
   - c. Methods of approach
2. Project management approach
   - a. Not available
   - b. Project management approach has been chosen but not implemented
   - c. Implemented project management approach
   - d. Project management is varying successfully implemented
   - e. Successfully implementation of project management approach
3. Planning (on-time completion)
   - a. Not available
   - b. Most items run behind schedule
   - c. Most items are on track, but some behind
   - d. All items are on track
   - e. More items are addressed than planned (progressive planning)
4. Flow
   - a. No flow in the group
   - b. Bad flow (two opposed groups or issues with more than two individuals)
   - c. Some flow (still some issues with two individuals)
   - d. Moderate flow (still some issues with only one individual)
   - e. Good flow in the group (no issues)
5. Team dynamics
   - a. Students are probing each other (aftasten)
   - b. Students trust each other and developed a common team goal
   - c.  Students master the art of disagreement
   - d. Students are fully committed to an agreed-upon plan of action
   - e. Students hold each other accountable for the plan
   - f. Students focus on the collective results of the team
6. Perceived stress level
   - a. None
   - b. Minor
   - c. Moderate healthy
   - d. Major
   - e. Catastrophic
7. Samenvatting, opmerkin en meer …

## Coach Journal AED 2020-2021

Dit formulier wordt gebruikt om wekelijks inzicht te krijgen in de Performance van de verschillende groepen. A.u.b. vul dit formulier in voor de meeting van volgende week.

* Required

**Welke groep gaat deze evaluatie ***

Choose ▼

**Does the AED group do the right things? ***

| | Not available | discussed but not formulated | discussed and formulated, not validated with coach | defined, validated with coach | defined, validated with client |
|---|---|---|---|---|---|
| Definition of key challenges? | ○ | ○ | ○ | ○ | ○ |
| Research questions | ○ | ○ | ○ | ○ | ○ |
| Methods of approach | ○ | ○ | ○ | ○ | ○ |

**Project management approach ***

- ○ Not available
- ○ Project management approach has been chosen but not implemented
- ○ Implemented project management approach
- ○ Project management is varying successfully implemented
- ○ Successfully implementation of project management approach

**Planning (on-time completion) ***

- ○ Not available
- ○ Most items run behind schedule
- ○ Most items are on track, but some behind
- ○ All items are on track
- ○ More items are addressed than planned (progressive planning)

**Flow ***

- ○ no flow in the group
- ○ bad flow (two opposed groups or issues with more than two individuals)
- ○ some flow (still some issues with two individuals)
- ○ moderate flow (still some issues with only one individual)
- ○ good flow in the group (no issues)

**Team dynamics ***

- ○ Students are probing each other (aftasten)
- ○ Students trust each other and developed a common team goal
- ○ Students master the art of disagreement
- ○ Students are fully committed to an agreed-upon plan of action
- ○ Students hold each other accountable for the plan
- ○ Students focus on the collective results of the team

**Perceived stress levels ***

- ○ None
- ○ Minor
- ○ Moderate healthy
- ○ Major
- ○ Catastrophic

**Samenvatting, opmerkingen en meer …**

Your answer

Submit

# B. EXTRA THEORIES

In the same paper, Wageman (2001) refers to the three behavioural indicators of self-management introduced by Hackman (1986):

1. The degree to which team members take collective responsibility for the outcome of their work
2. The degree to which the team monitors its own performance, actively seeking data about how well it is doing
3. The degree to which the team manages its own performance, making alterations in work strategies when circumstances change, or feedback indicates that a new approach may be needed

And to the three components of effectiveness also introduces by Hackman (1990):

1. Task performance: the degree to which the team's product or service meets the needs of those who use it
2. Group process: the degree to which members interact in ways that allow the team to work increasingly well together over time
3. Individual satisfaction: the degree to which the group experience, on balance, is more satisfying than frustrating to team members

## INDIVIDUAL-LEVEL INPUT VARIABLES

Individual-level input variables are characteristics related to specific members of the team. The individual-level variables influencing the SMT performance are:

1. Individual autonomy: There is a high tension between individual-level and team-level autonomy within the SMTs that have to be dealt with. According to Magpli & Pazos (2017), a study conducted by Langfred (2005) found that for highly interdependent tasks, a combination of low individual autonomy and high team autonomy led to significantly higher levels of performance.

2. Individual roles: Roles in SMTs are not typically tied to job descriptions and are driven by what the team members decide it is needed to accomplish their goals (Banai et al., 2000; McCalman, 1998; Perry et al., 2013; Thursfield, 2015). Furthermore, high-performing SMTs often have a built-in capability to rotate roles due to overlapping skills (Perry et al., 2013; Wilson & Grey-Taylor, 1995). This capability has been associated with increased trust and improved negotiation within the team (Cook, Gerrish, & Clarke, 2001). On the other hand, other researchers argue that unintended consequences have emerged as a result of increased responsibilities, such as increased levels of stress in the team, especially when combined with peer pressure and performance-based rewards (Giuliani, 1996; McCalman, 1998; Roy, 2003).

3. Leadership: Magpli & Pazos (2017) refer to a study conducted by Carte, Chidambaram, and Becker (2006) where they found that individuals in high-performing teams are more likely to exhibit more leadership behaviors than those in low performing teams. Different leadership styles have different influence on the team, but besides having the expertise and initiative, team leaders also need the ability to gain commitment from the team and to delegate if they want to succeed.

4. Self-management skills: Self-management competencies have been linked to increasing performance through the collection of actions from self-regulating individuals who readily do tasks and willingly back up other team members (Millikin et al., 2010; Wageman, 2001) as refered by Magpli & Pazos (2017). According to (Rolfsen & Langeland, 2012; Wilson & Grey-Taylor, 1995) as referred by Magpli & Pazos (2017), teams with members who engage in self-management show increased levels of commitment and team spirit.

Skills: Some studies suggest that SMTs' success is highly reliant on having a team of highly skilled experts in multiple areas (Druskat & Pescosolido, 2002; McCalman, 1998) as referred by Magpli & Pazos (2017). They also refer to the study conducted by (Mcnair et al., 2011) where they argue that the lack of skills can also prevent team members from exercising autonomy, which is the key operational characteristic of SMTs.
Teamwork Skills: Evidence from the review conducted by Magpli & Pazos (2017) reveals the lack of teamwork skills as a critical performance barrier despite the presence of exceptional technical expertise (Fazzari & Mosca, 2009; Wilson & Grey-Taylor, 1995). Specific documented teamwork skills that affect SMTs' performance include the ability to lead, communicate, and conduct meetings effectively (Banai et al., 2000; Hoda et al., 2013).

## TEAM-LEVEL INPUT VARIABLES

Team-level input variables are characteristics that are attributed to the team as a collective. The team-level variables influencing the SMT performance are:
External leadership: External leaders are those who provide direction from outside of the team and help manage team boundaries but who are not involved in the team's day-to-day activities (Morgeson, 2005). The coaches in the case of AED, where they have a supportive role and not a directive role, as the presence of an external leader throws the whole idea of self-managing away.
Peer control: Peer control is the 'pressure' exerted on an individual behavior in order to achieve the collective goal by using social influence. Magpli & Pazos (2017) refer to the study conducted by Stewart, Courtright, and Barrick (2012) where they found that peer control is significantly and positively related to team performance.

## TEAM PERFORMANCE AND TEAM DYNAMICS

Mezirow (1990) proposes that people are coachable -ready to be coached- the moment the familiarity of their daily life id interrupted in some way, prior to this discomfort they are not open to being coached because of the accustomed and habitual approach. He then identified seven phases of transformation that can be facilitated by a coach. .Self-examination: exploring feeling such as anger, fear, shame or helplessness in relation to the challenge. This provides the coach with what motivates the coachee (Cox & Backhirova, 2007)

2. Critical assessment of assumption: that results in significant insights for the learner. The coach can challenge or provoke disequilibrium to create learning opportunities.
3. Recognizing that discontent and the process of transformation are shared: team members can share experiences and the coach too. The role of the coach is to make the student realize that problems are shared and everything is negotiable.
4. Exploring options: by comparing alternatives in order to make decisions. The coach's role is to help the student to analyse the variety of interpretations and alternative scenarios.
5. Planning a course of actions: that accommodates new meaning perspectives, acquiring new knowledge and trying out new roles. The coach can support by helping the learner to formulate plans and deal with new realities especially in case of trying out new roles.
6. Reintegrating: the students to the new perspective in their lives. The coach may provide examples or models for functioning within the new role.
7. Critical reflection: leads to a clearer understanding by tapping collective experience to arrive to the best judgment.

# C. QUESTIONNAIRE

## Coaching style

Dear coaches,
This is a small questionnaire about how you coach / assess the teams in the coach journal. It should not take you longer than 5 mins to fill in. Thank you in advance for helping me.

PS: I do speak Dutch, so if you want to fill in your answers in Dutch feel free to do so :)
Assmae

...

1. Name
   -Optional-

   Enter your answer

2. How would you describe your coaching style?

   ex: result-oriented, lively, precise, patient...

   Enter your answer

3. When I am coaching I mainly focus on

   ○ The effort students put in

   ○ The level of knowledge and skills the students have/show

   ○ The performance strategies (planning, plan of action, task division...)

4. Which coaching funcion suits you best?

   ○ Motivational coaching: Address the effort of the team and encourage process gains.

   ○ Consultative coaching: Address performance strategy and foster the invention of new ways of proceeding.

   ○ Educational coaching: Foster the development and apporpriate use of the team member's knowledge and skills.

5. When I am assessing a team's performance ...

   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   |---|---|---|---|---|---|---|---|---|---|---|

   I look at the performance of the individual student    I look at the performance of the team as a whole

6. When I am assessing teamwork...

   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   |---|---|---|---|---|---|---|---|---|---|---|

   I look at the coherence of the team members    I look at the tasks performed per team member

7. When I am assessing stress ...

   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   |---|---|---|---|---|---|---|---|---|---|---|

   I look at the overal feeling of the team (what I sense)    I ask explicitly for it

8. When I am assessing the work flow ...

   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   |---|---|---|---|---|---|---|---|---|---|---|

   I look at the interaction between the students    I look at the planning

9. When I am assessing progress ...

   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   |---|---|---|---|---|---|---|---|---|---|---|

   I look at individual progress    I look at the team's progress

10. When I am assessing progress ...

    | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
    |---|---|---|---|---|---|---|---|---|---|---|

    I look at the small results in between    I look at the final result

11. Do you have any suggestions/questions/tips?

    Enter your answer

    Submit

# D. INTERVIEWS

**Audio 1**

00:00:00.000 - Assmae
Small talk...

00:00:43.471 - Assmae
Welkom, uum, ik weet niet of je al een beetje weet wat ik doe of wil je dat ik misschien even wat nog uit leg

00:00:50.002 - Coach 1
Ja ik weet het ongeveer maar leg het nog maar uit

00:00:52.986 - Assmae
Nou ok is goed. voor um, zelf doe ik DFI dus dat is Design for Interaction. Ik heb heel lang, vaker ook gewerkt als Student assistent op IO bij verschillende vakken, waarschijnlijk heb je me vaker gezien bij PO vakken, hier rond lopen of...

00:01:10.006 - Coach 1
Ja AED van vorige jaar

00:01:12.481 - Assmae
Ja vorige jaar was ook voor hetzelfde maar dat is even niet doorgegaan want ik was ook zwanger en ik april ben ik bevallen ik was gewoon te enthousiast en te optimistish dat het gaat lukken

00:01:25.861 - Coach 1
Dan zit je nu met een kleintje thuis nog

00:01:36.061 - Assmae
Ja ja ze is nu wat ouder natuurlijk een beetje wat zelfstandiger maar ... en ik werk ook fulltime, tenminste nu niet meer voor deze 6 maanden niet om mij te focusen op het afstuderen maar daarvoor werkte ik dus fulltime aan de Haagse Hogeschool als docent voor de HBO versie van DFI eigenlijk

00:01:58.402 - Coach 1
Ja

00:01:59.422 - Assmae
En in september ga ik het dan weer beginnen. En mijn interesse is al vanaf dag 1 in het onderwijs en coachen en zo, vandaar dat ik ook deze opdracht heb opgenomen, van ok ik vind het heel interessant en wat ik ook weet van mijn eigen studietijd dat er wordt heel veel van ons verwacht als groepjes of als mensen om dan echt in groepjes te gaan werken alleen daar worden niet echt begeleiding, je wordt in het diepe gegooid en doe het maar en dat heb ik ook gemerkt met het [inaudible] docentschap of met coachen, dat ik niet, ja, ik heb wel wat didactiek gehad natuurlijk maar dat is meer van ok hoe ga je naar mensen luisteren, dat je dan moet doorvragen enzo maar het hele gevoel om dan in te zien en het inzicht krijgen van hoe, hoe gaat het met zo'n team en de tools dat is gewoon afhankelijk van iedere coach en iedere persoon

00:02:57.827 - Coach 1
Ja

00:02:58.973 - Assmae
Ja dat ik probeer wat aan te veranderen, dus dat is het hele idee, um, en dat leidt mij naar ons interview die ik heb gedeeld in 2 delen, eentje gaat over de coaching, dus wie ben jij als coach, en hoe ben jij coach geworden in de zin van wat heeft jou gevormd? en wat vind jij belangrijk in de coaching? En aan de andere kant, ben ik benieuwd van wat is volgens jou het beste team? Hoe wordt ie dan gevormd, wat is de rollen d'r in en taken en dit soort dingen? Dus het zijn 2 onderdelen

00:03:33.874 - Coach 1
Ja

00:03:44.074 - Assmae
Als het niet lukt om ze allebei in een halfuur, dan doen we gewoon 1 onderdeel en daarna nog een onderdeel dus dan houden we zo overzichtelijk

00:03:45.799 - Assmae
Heb jij zelf vragen?

00:03:46.999 - Coach 1
Nee

00:03:48.199 - Assmae
Dan beginnen wij met het eerste vraag, nou het is een semi-gestructureerd dus het is meer ik geef een algemene vraag en dan ga ik afhankelijk van wat jij zegt een beetje doorvragen.

00:03:54.296 - Coach 1
Prima

00:04:03.528 - Assmae
Nou mijn eerste vraag is: Hoe ben jij coach geworden? Wat heeft jou geinspireerd?

00:04:09.187 - Coach 1
Eeum, ik zat na mijn studie IO heb ik 16 jaar in het buitenland gezeten bij audi design en ik ben toen in 2016 terug gegaan naar NL voornamelijk om familiaire redenen, en dat ze hier in NL willen wonen, en euu toen heb ik mijn baan bij audi design opgegeven en kwam toevallig, werd ik getipt dat de TU Delft docenten zocht. Het leek me altijd wel, eeu, colleges geven heb ik al regelmatich graag gast colleges [inaudible] universitaire, dus ik vind het werk met studenten altijd heel erg leuk en ik dacht waarom niet? toch een keer zo'n baan. Onze zoon was toen 2,5 dus ik kon sowieso niet fulltime werken dus zo'n parttime job die was perfect. dus... ik vond het heel erg leuk om weer terug te zijn aan de TU Delft

00:05:05.815 - Assmae
Ok

00:05:05.995 - Coach 1
Zo ben ik eingelijk in gerolt.

00:05:15.997 - Assmae
Ingerolt. En hoe ben jij dan als coach? In de zin van eum, niet kwa professionele, zo ben je gekomen maar meer eeum wat heeft jou gevormd als coach in de zin van was het misschien een coach die je, dus een van de coaches die je zelf had toen jij student was dat je dacht hm die heeft mij geinspireert of iemand bijvoorbeeld bij audi design of iets anders?

00:05:34.455 - Coach 1
Euum, ik gebruik voornamelijk mijn praktijk ervaring, ik ben natuurlijk teacher of practice nu bij Delft,

daarvoor ben ik aangenomen en ik heb natuurlijk heel veel projecten gedaan vooral BEP, eeum, en in teams gewerkt, eeum, team manager ook geweest dan ben je ook soort van coach, dus op die manier, zo ben ik er in gefietst.

00:06:05.401 - Assmae
Ja en op die team manager hoe is dat anders dan een coach voor studenten?

00:06:13.211 - Coach 1
eeuuum, bij team manager ben je natuurlijk verantwoordelijk dat het team goed loopt, en dat het eind resultaat ook goed is en bij studenten moet je ze toch echt vooral zelf laten doen, je gaat niet alles voorleggen

00:06:29.631 - Assmae
Ja en was dat makkelijk om die verschil

00:06:33.996 - Coach 1
Nee dat is prima! Ja hoor

00:06:34.835 - Assmae
Ja

00:06:40.232 - Coach 1
Het is wel ontspannender in ieder geval, het is een ander mindset die je hebt.

00:06:46.874 - Assmae
En die switch was makkelijk te..

00:06:48.837 - Coach 1
ja hoor

00:06:49.961 - Assmae
Nice

00:07:02.660 - Assmae
Dan ja, eeum, ben jij wel tevreden hoe zeg maar hoe jij bent nu als coach, of heb jij zoiets van nou, op dat gebied zou ik wel willen verbeteren of groeien of wat minder

00:07:10.429 - Coach 1
Ja, hele goeie vraag, ik vond het, wat jij mee nu bezig bent dat team coachen en wat gaat nou miss in team en hoe krijg je nou een team op de rails, ben ik niet heel erg sterk in. Tenminste heb ik nooit coaching in gehad en je ziet het regelmatig gebeuren en ik vind het heel erg dat, ik heb heel veel training gehad bij audi, management training. En ik was altijd onder de indruk van die, daar kregen we meestal psychologen, die dat deden, dat personal coaching heel goed konden. En daar ben ik helemaal niet in opgeleid maar dat vind ik parallel wel interessant.

00:07:43.372 - Assmae
Ja, ok, en eeum stel je hebt, je komt dus dan, je zei, je gaf aan van ok, het is wat lastiger om dan in te zien waar, wanneer het miss gaat of dat het goed gaat met een groep. Euum maar stel je bent in zo'n situatie bel jij of roep jij een ander collegua of een ander coach om te helpen of denk jij van jou ik zoek het zelf of hoe probeer jij dat zelf op te lossen,

00:08:14.898 - Coach 1
Ja ik bespreek het wel, ik heb het wel met individuele studenten gehad, bij PO2 bijvoorbeeld, en het onderling contact met andere coaches dat is altijd heel erg goed. En meestal als je er echt werk van maakt dan gaat het

meestal venzelf weer goed. Het is iets waar ik niet zoveel ervaring mee heb, maar ik vind het erg leuk om af en toe doen maar.. ik had vorige jaar een AED groep wat helemaal niet liep en dan kom je wel uit als zeg maar niet helemaal geestelijk gestoort, en gewoon normaal reageren kom je een heel eind met je huis in de keuken tools die je hebt.

00:08:51.614 - Assmae
Ok, en eeum ben jij, dat was even van de vorige keer , maar misschien is het niet van toepassing nu, maar bij de vorige coach meeting, of ten minste maandag, was er een hele grote contrast tussen Coach 3 en Coach 2. Want Coach 3 was heel bezorgd over zijn eigen groepje en die was een beetje meer, ik had het gevoel dat ie emotioneel was terwijl Coach 2 was van Ok wat is er aan de hand en dan bam direct, eeum waar zou je jezelf er in als ik ze, als 2 uiterste ga kiezen, of nemen, waar ben jij?

00:09:34.845 - Coach 1
Wat was Coach 3 dan, wat deed ie precies

00:09:36.743 - Assmae
Hij was meer bezorgd over een groepje en dan ging ie doorpraten, terwijl dat groep zelf volgens Coach 2 zei dat nou het gaat prima en zo, alleen Coach 3, was van nou nee er is toch aan de hand en ging ie doordringen terwijl Coach 2 had van oh ok het gaat goed, nou prima en dan en door gegaan.

00:10:01.445 - Coach 1
Doe mij meer richting Coach 2 dan, volgens mij.

00:10:03.953 - Assmae
Richting Coach 2's kant, en eeum denk jij dat dan niet, daardoor, nou ja, dat de studenten niet eerlijk zijn of open zijn om hun zorgen te vertellen? Of denk je dat is hun verantwoordelijkheid en dat moeten ze zelf..

00:10:23.499 - Coach 1
Ja voor een deel moeten ze het ook zelf leren, dat vind ik wel, tenminste daar gaat het, van meestal mijn eerste wat heb je al geprobeerd? en wat is het probleem en eeum ben je de enige die het zo ziet? of iemand anders ook zo?

00:10:40.993 - Assmae
Dus ja, ok, dat ze dat zelf eerst moeten proberen, ja

00:10:47.421 - Coach 1
Vorige keer heb ik het gedaan toen heb ik helemaal het probleem, ik zag wel dat er een probleem was, maar ik heb het helemaal niet aangesproken, ik heb het gewoon opgelost door het gesprek in te gaan, en eeum een aantal dingen vragen en waarom heb je dat niet gedaan? en toen kwamen ze achter wat ze niet hadden gedaan en wat mist ik en dat viel zelf op zijn plek.

00:11:07.190 - Assmae
Ok, ja en waar zit dan de grens voor jou, om nu ga ik helpen of nu houd ik me gewoon der buiten? Weten jullie zoeken het maar zelf uit. Hoe weet jij die grens? Hoe herken jij die grens?

00:11:22.896 - Coach 1
Eeeum ja volgens mij zijn het 2 dingen waar je zelf toe waar het miss gaat, 1 ding kan professionele zijn dat ze of gewoon een hele stomme oplossing verzinnen die niet werken en dat het daardoor het helemaal miss loopt, of het bij de planning dat het niet helemaal loopt of het op persoonlijk vlak dat het daat botst. En als de leden op persoonlijk vlak botsen maar dan blijkt de planning helemaal niet klopt en gecommuniceert is en dat je meestal moet je, ja ga ik een beetje schroeven en een beetje duwen en ja heel diep in de problemen ben ik nooit gekomen, dus het is redelijk makkelijk tot nu toe, geen enorme drama's geweest,

00:12:06.900 - Assmae
Nee gelukkig, en merk jij dan misschien een verschil tussen studenten? Bijvoorbeeld, master of bachelor, of Buitenlanders en Nederlanders? Of..?

00:12:20.602 - Coach 1
Euum team werk?

00:12:22.486 - Assmae
Ja, nou meer als je ze coach hoe zij dat, hoe zij wat jij zegt opvatten?

00:12:31.677 - Coach 1
Eeum, even denken, op het professionele vlak vond ik vorige jaar de buitenlanders die erbij zaten, Canadese, Indiers, die waren, nou niet allemaal maar over het algemeen, vak inhoudelijk gingen ze sneller de diepte in en IO'ers een beetje Lary Vary Zweeverig, en die zijn heel bang als het concreet moet worden en die zitten nog heel vaak in, ook bij AED in het begin bij die, hele magical oplossingen dat het absoluut niet richting concretisering gaat en daar wat bij AED om draait. En die hebben ook te laat door dat het gemaakt moet worden en die missen nu die buitenlanders dit jaar, die werken anders, en er zijn veel minder, dus je merkt dat groepen het eigenlijk fijn vinden om niks vast te leggen en een beetje te blijven zweven. Vage planning, een vage concepten en vage oplossingen en het probleem niet willen definieeren en zo, dat merk je nu wel, maar dat is vak inhoudelijk is dat. en eeuuum, IO'ers zijn volgens mij wel goed voor de team building, de verbinding sauce tussen verschillende competenties, ze zitten natuurlijk op IO,en die mensen komen naar hun faculteit toe, dus ze nemen wel zo een beetje een sturende rol in, dat zie je wel en als ze dat goed op pakken dan, eum, vorige jaar het kan de dynamics van de team, heel goed ten goede komen.

00:14:03.425 - Assmae
Ja , ok, als ik, ik heb nog 2 vragen voor de coaching eeum hoe haal jij conflicten naar boven? Dus hoe, als jij iets ziet, hoe breng je dat boven?Ga je gewoon direct met hen in gesprek? of probeer je het meer zo een beetje te, een beetje hun kant, door te zeggen ik denk dat dit het is, en eerst hun laten werken of...

00:14:30.670 - Coach 1
Daar heb ik toevallig tijdens mijn, bij audi, mijn management training, veel tools voor gehad en een van de tools is de feedback tools, ik weet niet of je die ook kent

00:14:43.847 - Assmae
Nee, hoe heet ie?

00:14:44.592 - Coach 1
Die gooi ik ook nog bij AED, XYZ feedback, can McKenzie komt ie. En die is gewoon super simple. De X staat voor het delen van je bevindingen, dus dan zeg je ik zie dit en dit gebeuren, het kan op inhoudelijk vlak zijn of op persoonlijk vlak, dus ik zie hier dat je een exploded view hebt getekent, en uuum, dus XYZ, dus de eerste is de waarneming, en je kan je vragen of die waarneming  correct is, en dan de Y is wat het met jou doet, persoonlijk, die waarneming, en Z is dan de feedback.

00:15:32.917 - Assmae
Die je dan geeft aan die persoon?

00:15:34.481 - Coach 1
Ja en die is ook, eeum, die geef je ook niet, euum, die is ook zo concrete mogelijk, dat het een soort van do-able is en daarmee wordt, dat is super werkbaar is dat en maakt conflicten heel makkelijk bespreekbaar omdat het heel snel, voornamelijk als het over inhoud gaat haal je de persoonlijke der uit want je hebt het over de inhoud. Ik zie hier een berekening, en als die, of ik zie hier een eeum, even een concrete voorbeeld geven, ik zie hier dat je een berekening gemaakt hebt en volgens mij wil je, ja die is heel makkelijk na te rekenen, maar je ziet wat ziet het dan, eeeeum, of als je een redenatie bijvoorbeeld van een constructie of zo van ik zie

dat je die aanname gedaan had en hier een aanname gedaan hebt en hier een aanname gedaan en kom je op deze oplossing, en de student kan zeggen ja dat heb ik zo gedaan en dan kan je zeggen nou, ik wordt er een beetje ongemakelijk van want volgens mij neem je de binnen bocht want ik zie niet dat je dit en dit niet hebt gemaakt, en als coach zeg je dan, ik zou graag willen dat je volgend week die en die en die stappen mee neemt en dan is het volgens mij een stuk beter, en zeg je niet jij bent een idioot of wat ben jij stom, je haalt de persoonlijk eruit en dat helpt heel erg bij studenten dan gaat het om hele fijne manier van feedback. DIe werkt heel goed.

00:17:09.528 - Assmae
Ok dat lijdt mij naar de volgende, als ik nu vraag aan de studenten die jou hadden gehad als coach, en ik zei beschrijf Coach 1. Wie is Coach 1? Wat zouden zij zeggen? denk jij.

00:17:22.615 - Coach 1
Eeuuuum, pragmatisch, .... ik heb ze laats in een ander vak gehad en yeah you are a good coach, dat zeiden ze in die feedback. We don't know you but we heard you are a good coach, good coach is in de feedback. Ik weet niet wat er onder verstonden precies, ik heb het wel gevraagd maar kwam er niet echt een.... Ervaren volgens mij. Ik kom altijd wel met dingen uit de praktijk en euu duidelijk

00:18:10.399 - Assmae
Yes, laten wij die team forming in 10 min te doen en als het niet lukt dan

00:18:19.691 - Coach 1
Ja geen haast dan bellen we straks nog een keer.

00:18:22.896 - Assmae
Dan ben ik benieuwd omdat je dan zelf al 16 jaar bij Audi hebt gewerkt en waarschijnlijk ook echt heel veel in teams, wat volgens jou het ideale team? Waar bestaat ie uit?

00:18:36.442 - Coach 1
Eeuu, het ideale team, phoee. Daar heb je natuurlijk die DISC methode die we bij AED er in gegooid hebben. Ik weet niet of je dat een beetje mee gekregen hebt

00:18:49.612 - Assmae
Ik heb het niet mee gekregen vanuit AED maar ik heb het wel gevonden als theorie het staat wel in een van m'n references.

00:19:00.999 - Coach 1
Je hebt eentje die gaat nog een stuk verder met 16 karakters ofzo,

00:19:04.368 - Assmae
Ja, ja eentje die simpel is en eentje die is echt ingewikkeld van nou...

00:19:09.478 - Coach 1
Die disk werkt redelijk goed, eeum en het is ook fijn als je al die verschillende karakters ook erkenning geeft in een team. Dus dat je iedereen in zijn waarde geeft en ruimte geeft. Dat is altijd super belangrijk. Eeum, even denken, wat was precies je vraag? het ideale team... eeum

00:19:38.674
Het kan gewoon zowel studenten als gewoon een team in het algemen.

00:19:42.370 - Coach 1
Ja ik vind het altijd heel tof als je kan de fonken af vliegen bij wijze van spreken

00:19:51.361 - Assmae
Sorry, de..

00:19:54.289 - Coach 1
De fonken  der af vliegen, maar als dat op het inhoud blijft en de argumenten, dan kan ik zo van genieten als je een van der oplossingen aan het zoeken bent en het knalt echt hard en  heftig tegen mekaar met argumenten en dat je daarna met elkaar een beertje kan gaan drinken omdat je een oplossing gevonden hebt dat is toch en als dat in een team niet kan dan word je snel gefrustreert en ga je voorzichtig doen en kan je niet open spreken en zo dus dat gesprek binnen zo een  team is erg

00:20:26.222 - Assmae
En om zo een team te krijgen wat zouden dan de rollen of de je eum de verdeling in een team dat het ja zo wordt zeg maar mogelijk wordt.

00:20:42.933 - Coach 1
Ja daar heb ik bij Audi heel veel training op gehad hier, bij  Audi is het super belangrijk dat team goed functioneren en dat er geen tijd zegmaar, zo efficient mogelijk op een team werken zo min mogelijk tijd verloren gaat, dus op team efficiency word heel veel gecoached en over hoe je met elkaar om gaat en hoe je met elkaar beargumenteert en dat geef ik ook heel erg aan studenten mee dat soort simpele regels die ik pas heb geleerd toen ik ja boven de 30 was, die kan je prima aan studenten leren hoe je in een team werkt. Er zijn super veel methodes voor, argumentatie cursussen, persoonlijkheids trainingen, hoe je met elkaar om gaat? Argumenteren, structureren, planning dat soort dingen en als je het allemaal door de zelfde school ging, bij Audi, dan werkt dat op een van de manieren wel en kan je elkaar corrigeren daarop op gedrag en zo kon je het wel redelijken stroomlijnen.

00:21:40.980 - Assmae
Denk jij dat dat ook eeum handig zou zijn voor IO.

00:21:45.291 - Coach 1
Ja

00:21:55.491 - Assmae
Om studenten vanaf dag een, zeg maar die, misschien cursussen of dat in een groep of vak wat dan ook zodat...

00:21:56.228 - Coach 1
Ja dat kan je gewoon in je vak inbakken.

00:22:01.388 - Assmae
Maar volgens mij wordt dat niet gebeurt nu.

00:22:01.660 - Coach 1
Nee op hetzelfde lijstje kan je ook leren presenteren toevoegen

00:22:11.031 - Assmae
Nee klopt en rapporteren dat is ook iets

00:22:13.730 - Coach 1
Ja

00:22:13.955 - Assmae
Daar zie ik veel kans inderdaad maar niet voor AED nu, is te breed.

00:22:20.585 - Coach 1
Nee maar ik gooi het er wel in, dat soort coach oefenningen en zo en als een iemand heel erg aan het woord is bijvoorbeeld een oefenning erbij of er over heen gooien en het leren luisteren naar elkaar

00:22:37.817 - Assmae
Ja ok, en jij had het zelf als ... jij hebt zelf als project manager gewerkt en wat zijn je tips voor een team die dan ... dat ze hun eigen team managen, dus niet als manager, niet een persoon die echt het team managet, maar meer dat het team zelf hun project gaan managen. Wat zijn je adviezen daar op? of ten minste je idee daarover.

00:23:02.929 - Coach 1
Ja dat probeer ik, dat is altijd de doel, ik had een keer een hele goeie manager als project en toen hadden wij ook meerdere projecten zelf lopen en die probeerde elke team een 'zelfs..... [duitswoord]' dat betekent iemand die zelfstandig kan lopen en zodra je dat voor elkaar had geboekt dan konden ze ook los laten, dus zijn management stijl was opgericht te zorgen dat ze zo snel mogelijk op eigen benen konden staan en niet meer naar hem moesten luisteren en dat werkte voor het team heel fijn en voor het management heel erg fijn, dt scheelt heel veel in stress, dus dat probeer ik ook heel veel. Zodra een teampje loopt dan doe ik er ook niks meer er aan.

00:23:42.109 - Assmae
En hoe zorg ja dat het team loopt?

00:23:52.309 - Coach 1
Dat moeten ze voornamelijk uit zichzelf doen en ook duidelijk laten merken dat ze het zelf moeten doen dus ik weet het ook niet, dat is ook een goeie, en wat denk je zelf? en jongens dit moeten jullie echt zelf oplossen, en ook een hele goede tip is van: Ooh dat wil je morgen aan de klant gaan presenteren! Ik zou het niet doen. En dan verder niks. En dat moeten ze ook zelf verder oplossen ipv. zeggen dit moet je verbeteren, dat moet je verbeteren, en dit is niet goed, dat is niet goed.

00:24:23.928
Oh je zegt niks. Dit zou ik niet doen en klaar. Zoek het maar zelf uit.

00:24:27.851
Ik zou het niet doen, ik zou het niet doen.

00:24:30.963
Ik zou het niet doen, ok.

00:24:32.319 - Coach 1
Ik zie deze presentatie van jullie, jullie gaan dit morgen presenteren, ik zou me schamen met zo een presentatie voor de klant, dat is het feedback en dan mogen ze nog zelf willen weten dat is het advies of feedback ik zou nog eventjes een draai aan geven en dan gewoon zeggen wat, een beetje op de inhoud. De beste is zeggen ik word heel nerveus van

00:25:04.982 - Assmae
Ja en zoek het zelf uit

00:25:08.335 - Coach 1
Ja dat is meestal genoeg voor het team en genoeg voor het feedback en dat heb ik vaker, die team die we spraken maandag ochtend, die hadden vorige week ook zo een moment.

00:25:19.251 - Assmae
Ja want ik kon me maandag, ik vond maandag dat ze ok waren in de zin van...

00:25:24.283 - Coach 1
Ja de maandag daarvoor was niks, dat kan je zo prima zeggen dan.

00:25:32.465 - Assmae
Ja nou ik denk dat wij nog maar 3 of 4 minuten hebben, dus ik zou.

00:25:37.250 - Coach 1
Ja we kunnen, hoeveel heb je nog?

00:25:37.503 - Assmae
Ik denk dat jij heel veel ideeen of nou ja veel ervaring hebt op teamforming/teamdynamics en daar wil ik juist meer op in gaan vooral omdat je ook al 16 jaar in zo een bedrijf hebt gewerkt waar efficiency heel erg belangrijk is, dus ik ben gewoon meer benieuwd ook als je namen hebt van bepaalde technieken of zo die ik kan opzoeken.

00:26:05.138 - Coach 1
Ja ok, dan bellen wij zo nog even. Mijn meeting zal niet langer duren dan 30 min, zal ik je om 10 uur, of ik stuur je een mail als ik klaar ben.

00:26:17.935 - Assmae
Ja is goed, tot straks


Audio 2
0:00:00.000
 Waiting... Small talk

00:02:16.652 - Assmae
Welkom terug, ik was benieuwd naar team forming en ja team efficiency en hoe kan je dat assessen en process en progress ook, hoe kan je dat halen of gewoon in de gaten houden, dus als jij tips hebt of hoe je dat kan doen dan heel graag. Ik heb zelf hier nog vragen over die nog open stonden over team dynamics. Wanneer weet jij dat het dynamic tussen een team goed gaat of slecht gaat?

00:03:24.283 - Coach 1
Ooh phua dat is online super moeilijk! Je zit niet in dezelfde ruimte dus je merkt minder. Ik merk het meestal aan de output. En als de output goed is en de dynamics slecht zijn dan zie ik het niet. Dan heb ik het ook niet gemerkt dat het team onderling ruzie hadden maar ondertussen wel een heel goed resultaat en dan valt het mij niet op. Dus dat heb ik gemist.

00:03:53.319 - Assmae
En het valt je alleen op op het moment dat er de output slecht is.

00:03:58.583 - Coach 1
Tenminste dan ga je al vragen, van waar ligt het nou aan? en dan kan het zijn dat het team goed functioneert

00:04:05.419 - Assmae
Aha, ok. Je zei dat het online wat moeilijker is en had jij het gevoel dat het offline is echt op school dat het beter is als zij op IO zijn?

00:04:24.381 - Coach 1
Het kan van invloed zijn dat het met online/offline als de verbinding heel slecht is of als mensen bijvoorbeeld slechte camera hebben, het werkt minder goed als het online doet

00:04:45.142 - Assmae
Ja dus om even terug te gaan naar die project management. Je had het over verschillende methodes, of verschillende cursussen die jij had misschien heb jij, ja dit is meer gewoon voor mij interessant. Heb jij namen van bepaalde techinecken of onderzoekers, of iets waar ik verder naar kan kijken

00:05:10.292 - Coach 1
Ja even kijken hoor, eeum, eentje die we net noemde is de McKenzi Structured Feedback, daar kan je online, als je even googeld daar vind je hem wel snel. Ik ga hem bij AED ook nog erin gooien. Die stoplicht methode, die heb ik net afgelopen week bij AED gedaan. Ik weet niet of je die hebt zien langs komen op brightspace

00:05:41.086 - Assmae
Ja die had ik gezien, dat had Bas doorgestuurd.

00:05:44.293 - Coach 1
Ja het is meer een werktool voor de teams. Ik heb namelijk hier een lijstje met tools opgeschreven, even kijken. Dus die DISC model, die ken je die heb je al staan, en even kijken, ook een hele bekende, die je bij communicatie krijgt en die super belangrijk is om als basis cursus en die mij geholpen heeft is zo een ijsberg model. Daar vind je ook duizenden verschillende dingen van op internet dat vanuit communicatie, 10% is communicatie en de rest is indirect communicaties, onder water en onzichtbaar.

00:06:33.921 - Assmae
Ja en dat is dan wat lastiger nu ook het online is, want dan haal je juist meer weg

00:06:41.814 - Coach 1
Ja en je moet je anthenes ook aan zetten, en daar ben ik als engineeur misschien niet heel goed in, ik moet er echt moeite voor doen, het is niet iets automatisch komt.

00:06:52.484 - Assmae
Ok, euum even kijken.

00:06:56.996 - Coach 1
Eeum dat ijsbergmodel dat kan je misschien wel en dan heb je het actief luisteren en dat is een methode, ik weet niet hoe het heet maar het gaat over ' the indian talking stick' ik weet niet of die kent

00:07:10.968 - Assmae
Talking tick nee.

00:07:14.119 - Coach 1
Indian, van indiaan

00:07:18.951 - Assmae
Indian talking stick, ja ja ja. Ja zo een stok hebt en je mag alleen praten op het moment dat je die in je handen hebt en dan moet je dus, forceer je eigenlijk de meeste geluid, wat meer ja mensen die dan extrovert zijn en leiding willen nemen om still te zijn en te luisteren.

00:07:43.863 - Coach 1
Je moet, als je de stok krijgt eerst herhalen wat de vorige gezegd heeft. Even kijken er is een hele goede die is even denken ik weet niet hoe die in het Engels heet, maar dat is met 4 smileys. Die werkt ook heel goed. Dus ik ben OK jij bent OK, en daar heb ik op internet gezocht en dan krijg je verscchillende modellen en het lastig .... er zit ook een thoerie erachter als je op internet gaat zoeken vind je hem wel. Maar je krijgt wel verschillende sites die het goed uitleggen. Dat is eigenlijk dit model

00:08:58.924 - Coach 1

Zo ziet het eruit: Aan de linker kant ik en aan de andere kant jij. Ik ben OK, en jij bent OK en dat is de enige level waarop communicatie in een team, of met een coach of met wie dan ook goed functioneert. En als je in een ander vakje bent werkt het niet. Zodra je dat doorhebt dan gaan de alarmbellen rinkelen.

00:09:21.059 - Assmae
Dus dan zorg jij dat ik ok ben en dat jij ok bent zodat wij dan

00:09:25.387 - Coach 1
Ja ik ben ok jij bent ok dan hoe je elkaar respecteert en ik ben Ok jij bent niet ok dat is een typische verhouding met een student die niet luistert bijvoorbeeld, een typische moeder dochter of vader zoon als je de vader rol en het kind wat niet luistert enzo. En in die rol kan je heel snel schieten met tijdens het coachen en dan heb jij nog de ik ben niet OK en jij bent wel ok, dat kan bijvoorbeeld een student zijn die opkijkt tegen zijn coach of de secretaresse die, wilt u nog een koekje bij de thee? zal ik de raam open zetten meneer de baas? zo een onderdanige relatie en deze zie je ook heel vaak, jij bent niet ok ik ben niet ok dat zijn vaak studenten onderling die klachen over hun coach, of een vak, dit lost ook niks op. Elke situatie is onwenselijk behalve " ik ben ok jij bent ok". En zo lang je hier zit dan is het heel makkelijk en als je merkt dat het gesprek niet loopt dan is het vaker dat je in een ander modus bent gerold met je team of onderling zitten ze in een ander modus te kletsen en dat merk je niet meer. Dit is een referentie kader zo een dingetje in je hoofd oh zitten we hier? dan is er waarschijnlijk iets anders aan de hand of we zitten ergens in verschillende modus dan kan je daar een beetje gaan. Eeum dat waren ze volgens mij, ik ben ze aan het verzamelen, ik heb een aantal creativeits methodes, maar die heb je niet zoveel aan. Ik vind het ook interessant die persoonlijk ontwikkeling en team building vind ik ze ook heel interessant.

00:11:23.646 - Assmae
Ja daar ben ik ook opzoek naar zegmaar. Voor nu, eeum heb ik, tenminste mijn idee is of wat ik wel uit eindelijk ga maken is een tool, ik weet niet vanuit welke kant dus vanuit de coaches of vanuit de studenten, dus die wordt ingevuld of gebruikt door de coaches opf de studenten, dat heb nog niet een beslissing in genomen, dat ie dan wordt ingevuld en dat ie dan door misschien een uitleg of een kleur code of woorden of wat dan ook aangeeft van nou het gaat niet goed op level van team dynamics maar het gaat wel goed op level van planning bijvoorbeeld. Dat ie dan de verschillende aspecten die dan belangrijk zijn voor een team voor een goed werkende process en dat gaat uiteindelijk toch weer over het hele process van hun werk. Het kan zijn zoals je zei dat de output goed is maar het onderling niet goed gaat maar dat ie dan die tool ook aangeeft nou kijk het gaat niet goed binnen het team onderling maar kwa werk gaat het goed en dat ie dat dan kan zien en als coach zelf gaat beslissen of ingaan als je dat wil of niet. Die beslissing blijft over. Maar wat ik absoluut niet wil is dat het een zo een reflectie formulier word dat de studenten extra gaan moeten invullen iedere keer aan het einde van een gesprek ofzo, dus ik probeer het, of ten minste ik streef ernaar dat het een, dat de studenten ook echt het nut ervan inzien en dat vrijwilliger ga invullen ipv oh het moet van het vak dus we doen het maar, dan wordt het meer als extra gezien en dan denken ze van nou ik kan die tijd liever gaan besteden aan mijn werk, we hebben het druk druk druk, dan wordt het gewoon ingevuld omdat het dan moet, dus dat is het een beetje en mijn idee voor nu, tenminste mijn eerste idee is zo een tool die echt zo een toolbox dat ja gaat kijken van ok hebben we problemen op het niveau van team dynamics dat we daar wat kaartjes of spelletjes of wat dan ook wat technieken, hands-on wat is ons situatie wat is ons probleem die we willen oplossen en dat ze daar 1. van er uit halen wat er aan de hand is en hoe je dat kan oplossen binnen je team en dus dan moet je kijken twee of drie en eentje is over process misschien en eetnje over de rollen, wat is dan het ' ideale' trol verdeling of het ' idelae' team, dus meer het vorming en eentje wil ik nog toevoegen is eigenlijk het team building, ook helemaal aan het begin. Dus het hoeft niet alleen maar als, pas als er een probleem is dat je dan terug naar kijkt. Zo zie ik het een beetje voor me, maar natuurlijk daar moet ik nog over brainstormen, dit is meer mijn eerste ideeen die ik heb verszonnen

00:14:33.660 - Coach 1
Ja, dat is ook heel veel, duizenden team coahes die rond lopen volgens mij,

00:14:40.219 - Assmae

Ja dat is het ook en daar moet ik ook natuurlijk wel een grens aan stellen want ik heb sowieso nu de beslissing genomen om de cultural background en ook het educational background gewoon weg te laten, want dat is, dan wordt het te veel informatie of aspecten die ik dan ook nog moet gaan onderzoeken en dat is te groot voor die scope nu, voor het afstuderen en ik denk dat is misschien net niet handig, maar nu zitten wij online, en dan op een gegeven moment hopelijk op basis van wat ze hadden gezegd gisteren bij de persconferentie, in april of mei weer op school, maar dan ben je nog steeds een keer per week wat eigenlijk nu ook al gebeurt. Dus ik weet niet hoe dat invloed heeft. Dus dat online en fysiek elkaar zien hoe dat dan invloed heeft op teams. Dat is even buiten beschouwing, ten minste voor nu. Daar heb ik niet naar gekeken, dus dat is even hoe ver ik nu ben. En leidt dit eigenlijk tot een ander vraag of tenminste 2 vragen die ik heb voor dat wij afsluiten. 1) Is er een vraag of iets die jij zelf wilt nog delen, of iets dat je dacht van nou, dit had ik liever of dit wil ik graag dat je het had gevraagd?

00:16:22.443 - Coach 1
Eeuum, zo uit mijn hoofd niet nee.

00:16:28.669 - Assmae
Nee, ok als je later nog opkomt van oh dat is handig of,

00:16:34.002 - Coach 1
Oh ja misschien nog eeum ik had verwacht dat je ook over die coach journal van Bas die 5 vragen dat je daar op in zou gaan. Of dat is misschien iets anders of niet?

00:16:46.031 - Assmae
Ja dat is dat is meer wat hij zelf heeft, want die coach journal, de doel ervan is eigenlijk om het gesprek te leiden van jullie meeting te leiden. En alleen ik weet niet of dat de goeie vragen zijn, of ten minste of dat de vragen zijn om dan die te boordelen hoe ver die studenten zijn. Nee maar misschien moet ik daar nog vragen over gaan stellen, nee ik heb daar niet echt naar gekeken. Ik was meer benieuwd naar hoe jullie als coaches zijn en dan wil ik het ook bij de studenten gaan vragen ik ga ook precies hetzelfde van de studenten vragen en kijken en vergelijken wat mensen belangrijk vinden vooral op basis van team vorming, of team dynamics, en laatste ik wil, ik ben van plan om ergens niet volgende week maar de week daarop een creatief session/ brainstorm session iets, creatiefs te gaan organiseren met jullie, met de coaches, ik weet niet of jij tijd hebt en uberhaupt mee wilt doen

00:17:54.184 - Coach 1
Ik wil wel mee doen, maar ik zit super krap met tijd de komende weken

00:17:59.122
Komende weken, ok, ja heb jij misschien nu al een indicatie van dan en dan kan ik of dan en dan kan ik absoluut niet?

00:18:10.359 - Coach 1
De maandag zou kunnen

00:18:12.185 - Assmae
Ben jij niet met AED groepjes

00:18:16.744 - Coach 1
Ja de groepjes spreek ik 's ochtends en 's middags probeer ik op de TU te zijn. De maandag heb ik voor AED gereserveerd, de dinsdag zit ik vol de woensdag zit ik vol, ja misschien woensdag een uurtje ergens, maar wel lastig en donderdag en vrijdag zijn altijd vol. Dus mijn hele week zit al vol.

00:18:40.361 - Assmae
Ja, ik snap het ... small talks and ending meeting.

# COLOPHON