CREATIVE ROOMS

DIY MEETING GUIDE

Appendix

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TUDelft

Contents

B. Literature Review of Creative process

5.5. Process: Creative way-of-working

This chapter provides a structural approach to create shared experiences with organizational systems and process. Such shared experiences lead according Ford (1999) to shared interpretations which motivate people intrinsically to adopt creative attitudes enabling to cope with wicked problems. This section investigates how to align employees on the principles and values of the creative process to increase self-motivation.

One generic process model
Although the creative process is described as flexible, a practice or artefact for sensemaking is needed to avoid confusion and provide direction and stability (Ravas, 2019). Employees need to be able to translate the abstract values and principles of the creative process to something visible. For almost a century researcher try to capture the creative process in models to make the flexible process explainable. However, in organisational context employees operate in all kind of ways, leading to variety of process between strategy and implementation (Buijs, 2012). Despite wide disparities in projects within an organisation, the use of design activity should be organised integrally for good implementation. One generic model, applicable to any project, would be of great deal to the creation of one shared language about creativity. After all, shared interpretations about creativity leads to the desired creative cultures.

Literature review about the creative process
For decades the definition of the creative process is based on the four-step definition by Walles (1926): Preparation, incubation, illumination and verification. Additionally, to delay early criticism Osborn (1953) suggested to separate elaboration from verification. Later after incubation a sixth phase; ideation was added to create content for the illumination phase(Carson, 1999), see figure 1.
1) *preparation* (investigating the problem in all directions)
2) *incubation* (unconscious processing)
3) *ideation* (seeking inspiration and generation of ideas)
4) *illumination* (gain insights and creation of a solution)
5) *elaboration* (developing and detailing an idea)
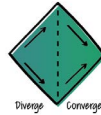6) *verification* (critical elaboration and validation of the idea).

Figure 2 Diverge 'diamond'

Equally relevant to the phases-model of creativity is the 'diamond' concept (figure 2) of diverging and converging (Guilford, 1950). Divergent thinking means producing a large quantity and variety of ideas, which are flexible (the variety of ideas diverging into different directions) and fluency (the quantity of ideas produced). Diverging is always followed up by convergent thinking, describing the concept of narrowing down to one solution. An import aspect in this narrowing down is deliberate synthesis of research insights. In order to an efficient synthesis Tassoul&Buijs (2007) proposed an in-between phase; 'clustering', in which the various ideas get grouped and named.

The creative diamond concept has been used in many variation. What the models all have in common is that they consist of a sequential series of diamonds, it is never limited to one single creative diamond. The most commonly used model is probably, the by British Design Council (2015) popularized the 'Double Diamond'. This visual description of the creative process is rather clear and comprehensive. A more elaborated version is The five Buffalo CPS stages model based on the work of Parnes (1967), which is a sequential series of five separate diamond-shaped steps; information finding, problem finding, idea finding, solution finding and acceptance finding. Many different variation have been made all with the goal to stay as clear and comprehensive as the Double Diamond and elaborated on the process phases as the Buffalo process.

Figure 3. Buffalo process

The rather linear phases-model and 'diamond'-shaped diverging and converging concept can easily be combined and be extended with a more cyclical and iterative process (Tardif and Sternberg, 1988). This leads to a module (figure6) with a perfect setup for iterative work, which suits the solution finding to
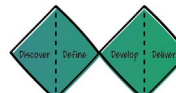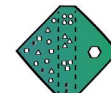

Figure 6 Double Diamond   Figure 5. CPS module   Figure 4 Iterative diamond

wicked problems better. In order to innovate organisations are looking for insights better known as 'Aha! moments'(Akin and Akin, 1996), which suddenly make you understand how to solve a problem best. Such moments do not just come to mind. Two conditions are key for a good interactive process. The first condition, the starting point of each iteration loop (creative leaps) needs to be replaced by a new frame of reference, called framing (Akin and Akin, 1996). On top of this, wicked problems sometimes can be tackled best when deconstructed in sub-problems. The second condition is continuous reflection on the process and gained (new) knowledge to evaluate a situation and recognize how to continue (Donal Schön, 1983). Depending on the qualities of the results the people involved decide to go on a next step in the project if the results are judged positively or redo the action, or reframe the original situation when the results are lacking certain quality. A next step can also lead to combining, transforming, contextualising or deconstructing certain results.
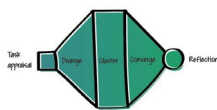

Figure 7 Full CPS module

Buijs, Smulders and Van der Meer (2009) stressed in their work towards a more realistic creative problem solving approach that many processes forget the interdependent steps outside the traditional content finding process. However, these equally important processes around the creative process are the link to the overall organisational innovation. process (Buijs et. al., 2009). The processes of information finding, acceptance finding and project management could therefore not be forgotten when developing a creative innovation process applicable organisation wide. Regarding the work of Buijs et.al (2009) and Heijne&Van der Meer (2019) these four elements can be described as following:

Project management (PM): This overarching process is needed to manage and organise the various creative activities in a creative problem solving session. Furthermore, project management enables actors to identify the value of an implementation regarding higher organisational purpose.

Content finding (CF): Building on an idea as a result of thinking and sharing existing knowledge, experiences and ideas based on memory within the research group. The way this information got express depends on how the social context influences the mental models of the involved actors.

Acceptance finding (AF): Parallel to the building of an idea, alignment on a good process is important. This includes acceptance on the content implementation, but also on sub-processes like staffing, participant recruiting, communication and knowledge sharing.

Information finding (IF): Almost in every project the shared information amongst the involved actors is not insufficient. The lack of information can be compensated through external information finding processes. The processes enriches, enlarges

and refreshes the knowledge in the content finding process or function as confirmation or reality check.

Only with the three processes executed simultaneously and managed by fourth overarching process of project management, a creative process aiming for innovation organisational wide is realistic. A process with such a structure recognizes the interactions amongst people and with technology in organisational context (Smulders, 2006). It is for this reason Buijs et. al. called the process; Integrated Creative Problem Solving(iCPS), see figure 8. The importance of the socio-technical should definitely be reflected in the generic process model.

Figure 8 Integrated Creative Problem Solving model

Conclusion | 5 important elements for a representation of a design process
Organisations embedding creativity as a catalyst for innovation benefits from a process that serves as a guideline for creative activities. From both the literature review and inspiration studies five essential process elements can be derived. A generic, visible model which should serve as overview for 1) shared interpretation about the principles and values of creativity and 2) increased individual self-motivation must include the following 5 elements:
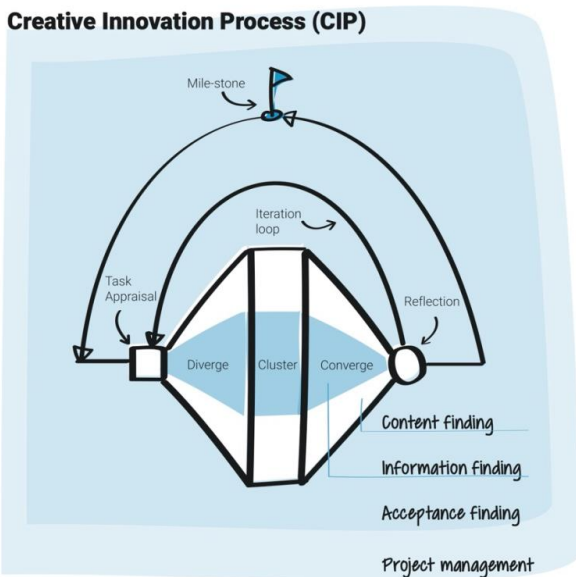1. The process model should be **applicable/adjustable to different divisions** in the organisation
2. Illustrate the ability to **postpone logical and realistic thinking** through the clear presence of converging after diverging and reflection moments in which desirability, viability and feasibility can be tested.
3. Clear focus on iterative work, **showing innovation comes in steps.** Dare to experiment, prototype and fail in order to learn. Reflection is needed for good decision making and task appraisal to make progression.
4. Ambiguity plays a major role in creativity, any presence of a linear process should therefore be avoided. However, the pressure of money and time means that some **guidance for planning is required.** In a non-linear way actors involved should feel stability and direction.
5. Regardless of their position, employees need to be able to **relate to the process and understand their purpose for participation.** Knowing the process roles works engaging and motivating and clarifies who to involve or inform about the project progression.

Despite the fact that the models increasingly reflect the complexity of creativity in an organizational context, no process stimulates innovation through creativity involving all five elements mentioned. An opportunity appears to design a visible, perhaps tangible representation of the creative process to motivate people to experientially learn (the change) how adopting creative attitudes can lead to innovative solutions.
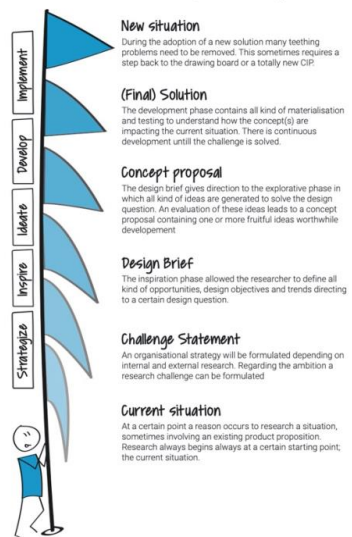
Suggestion for Creative Innovation process

With regard to the literature review the Creative Innovation Process (CIP) is introduced.

Creative Innovation Process (CIP)

Mile-stone

Iteration loop

Task Appraisal

Reflection

Diverge Cluster Converge

Content finding

Information finding

Acceptance finding

Project management

Development of mile-stone

Every proces, independing of the necessary information and iteration loops, has certain mile-stones. A mile-stones is the result of one phase and the starting-point of the next.

Implement

Develop

Ideate

Inspire

Strategize

New situation
During the adoption of a new solution many teething problems need to be removed. This sometimes requires a step back to the drawing board or a totally new CIP.

(Final) Solution
The development phase contains all kind of materialisation and testing to understand how the concept(s) are impacting the current situation. There is continuous development untill the challenge is solved.

Concept proposal
The design brief gives direction to the explorative phase in which all kind of ideas are generated to solve the design question. An evaluation of these ideas leads to a concept proposal containing one or more fruitful ideas worthwhile development.

Design Brief
The inspiration phase allowed the researcher to define all kind of opportunities, design objectives and trends directing to a certain design question.

Challenge Statement
An organisational strategy will be formulated depending on internal and external research. Regarding the ambition a research challenge can be formulated

Current situation
At a certain point a reason occurs to research a situation, sometimes involving an existing product proposition. Research always begins always at a certain starting point; the current situation.

C. Mental barriers

Hindrances in creativity

Creativity is very ambiguous and for that reason not easy to experientially learn. The change to creativity interferes in employees current working routines, causing a conflict between rational(financial and efficiency goals) and intuitive (non-financial and creativity goals) logics (Calabretta, et al., 2017; Aricò, et al., 2017). It is this paradox of rational versus intuitive thinking causing uncertainty and discomfort. Davis (1999) concludes that wishing to increase your ability to be creative (boosting your motivation for learning), encompasses understanding, expect and be ready to cope with barriers to creativity from the work environment and from inside oneself. As Amabile said, for intrinsic motivation, Davis stresses that individual expression of creativity depends more on coping with mental obstacles, rather than intelligence or thinking styles.
There are several barriers that can block the learning of adopting creative attitudes for creative performances. The phenomenon of barriers is the absence or existence of something that blocks or impedes the successful adoption of cognitive abilities for successful creative activities (Smith, 2003; Gonçlaves, 2016; Davis, 1999). To cope with mental barriers, external blocks should have been minimised first. So in the transformation to embed design capability in the organisation, a programme should first minimise resource barriers and cultural barriers in order to create the opportunity for change. When this opportunity is clearly present to employees, barriers for willingness and confidence can be minimised.

1. External barriers
minimising external barriers contributes to the reduction of mental blocks.
- *Resource barriers in empowering employees: Purpose, support and resources*
  Resource barriers can stop creative productivity because a project is lacking a clear purpose (strategic vision), mental or practical support and/or resources; people, money, time, supplies, and/or information to generate or implement creative ideas, etc.

- *Cultural barriers in empowering employees: freedom, trust and recognition*
  The *cultural barriers* have to do with conformity pressures rooted in the meanings of a work culture (Davis, 1999). People create explanations from their own thoughts about how creative actions could be perceived by others of his/her work environment. Ford(1999) calls these deliberations mental dialogues. For this we could say, the degree of self-confidence depends to a large extent on the joint idea of the creative process in the social context. The more someone perceives the work-environment as safe, in terms of acceptance by others, the more someone will be intrinsically motivated to perform cognitive operations. Cultural barriers influencing the motivation for variation (in terms of way of doing things) are freedom, recognition and trust (Ambrose, 1995; Amabile 1988).

2. Internal barriers
These *Mental blocks* are overdue 'inside oneself' barriers. After all, as children we were all creative. These individual, mental barriers concerning habits and traditions originated from learning and socialization evolved by interactions within a social context (Davis, 1999; Kelley; 2012). minimising or overcoming these mental barriers for creativity is a person's growth in creative confidence. In other words, lacking confidence is having mental blocks restraining an employee from rediscovering their creative capacity.

2.1 Mental barriers in change: willingness to change
According to Ravas (2019) An employee wants to belong to a certain organisational

3. Design fixation occuring when people unconsciously tend to reproduce or reuse features of an example, previous model or older products, without considering their appropriateness (Jansson&Smith, 1991; Purcell and Gero, 1996; Cardoso and Badke-Schaub et. al., 2011). To uncover such fixation, it is important to continuously alternate between the abstract configuration space and concrete concept space. However people desire to avoid ambiguity and therefore keep things practical. People need to learn how to cope with complexity and imagination.

4. By Smith&Ward (2012) called premature conceptualisation, concerning early attachment to initial ideas, which can lead to dead-end-situations. Having an initial idea could be working as an anchor to communicate the underlying idea, though it is the path of least resistance and at one point is good to 'kill the darlings' and take the learnings for further development. A good process clarifying iterative working must encourage people to take risks and be good with failures.

5. The feeling of being stuck in the thinking process, called stuckness, is the breakdown in someone's capacity to continue(Sachs, 1999). This phenomenon comprise a number of inhibitions:
5.1 "Being standstill" - Uncertain in how to proceed
5.2 "Taking too long" - Unable to solve a part of the problem, causing you to spend all your time in one phase of the whole process.
5.3 "Not moving past a initial diagram" - unlike premature conceptualisation not anchor-points/frame of reference can be created
5.4 "self-fixation" - self-imposed blocks (sticking to personal objectives/values etc.)
5.5 "repetition" Continuous cycle of procedural decisions that leads to same results

Conclusion;

Intrinsic motivation is a key quality to empower employees for creativity. People are self-motivated when they feel like adopting creative attitudes. However there are several hindrances that can prevent an employee from adopting these attitudes.

There are three types of barriers which need to be minimised to embed design capability within an organisation. Each barrier is provided with action steps to overcome the barrier.
1) Barriers to the creation of the opportunity for change: Create shared interpretations about freedom, recognition and trust and make available a clear purpose, support and necessary resources and equipment.
2) Barriers to the willingness to change through creativity: Built on trust-relationships by managing expectations about stability and direction, self-enhancement and the allocation of status and resources to self-motivate employees for change through creativity.
3) Barriers to the ability for creativity: Stay motivated by transforming the situation with the help of new inspiration. Over time people may not always know they are fixated, for this it could keep reflecting, in some processes called the 'mirror' phase, also with people outside the project team.

Because experiential learning will be used as a technique to carefully embed design capability in work environments, dealing with mental barriers regarding the creative process will be improved with practice. Next to growth in expertise and knowledge, employees will also be easier motivated to adopt creative attitudes.

The cultural barriers and mental barriers affecting the willingness for change are for the development of the design capability programme very crucial. Both barriers deal with

second self-enhancement, and finally allocation of resources and status. Resistance can be expected when implying change or variation, because it leads respectively to the feeling of confusion, loss and fear. Trust-relationships are important to manage these emotions and temper them to motivate employees intrinsically. There must be transparent communication about the content of the change in order to manage expectations (Martins&Martins, 1997). Mediating sense making, feeling and political functions, motivates employees to be part of the change. There needs to be willingness to change. People need to believe "change is good". Once an employee is able to choose for creativity - Flip (Kelley&Kelley, 2014) -, other perceptual barriers possibly occur as result of the creative activities (Gonçlaves, 2016; Davis, 1999).

2.2 Mental Barriers in creative thinking: confidence in the ability for creativity
Within creative thinking there are several perceptual barriers keeping an employee from seeing new interpretations, relationships and generating new ideas, due to habitual ways of comprehending. Organisations with established routines, old traditions and strong operational-driven cultures, like DutchAir, deal more with employees perceptually blocked for creativity (Ford, 1999). The Kelley brothers state that employees need to be supported in their fear of losing control, fear of taking the first step, fear of being judged and the anxiety of the messy unknown. But first, what are these barriers demotivating people from successful adoption of creative attitudes? In other words, once an employee has adopted the rod, why can he/she still be demotivated in fishing?

On the basis of the literature study by Gonçlaves (2016) and Davis (1999), there are several hindrances of creativity. Literature about creative facilitation, creative methodology and design science provide all kind of toolboxes, methods and tips to break free from these fixations (Heijne&Van der Meer, 2019; Tassoul, 2008; Kumar, 2011; Kelley&Kelley, 2014; Sanders&Stappers, 2013; and many more) What all literature have in common is the factor of support in transforming the situation; proving that extra motivational inspiration (knowledge, idea, bridge) needed to continue. Such support can also be provided by a supporting-role, e.g. management, coach or a process facilitator, though to stimulate self-efficacy it is desirable to have people being able to unfix themselves. Finding the motivation to minimise these barriers can be hard, but will become easier over practice.

1. Functional fixedness is the cognitive bias to the function of a certain object, service or system. Most employees are educated through logical-thinking and therefore assume there is just one right answer. People are unable to come up with multiple answers or think of other possible functions. This is often caused by experience and knowledge (Maier, 1931; Duncker, 1945; Luchins&Luchins, 1959). To avoid such a fixation teams diversity is important(Heijne&Van der Meer, 2019). Besides people should deliberately put their mind and body in motion to seek for inspiration (Kelley&Kelley, 2014).

2. Mental Set (Luchins&Luchins, 1959), which is the tendency to follow the same approach regardless of the type of problem. For this reason it is important to give attention to proper task appraisal, including the envisaged approach(Buijs et. al., 2009). This also improves the meaningfulness of using creative thinking (Staw, 1990). People need to spark their curiosity and dare to go beyond 'their area'.

acceptance finding, either in collective sense or individual sense. In the definition of creativity, the focus aspect lies deliberately at the process because this includes the interactions within project teams. It has become clear that an organisation embedding design capability should focus in first place on project management and acceptance finding (Buijs et. al., 2009). The experience in content finding(the design activities) and information finding will come as a result of supportive management, collectiveness and a good reflective learning process.

To conclude, DuchtAir is still at the very beginning of their capability programme making they would benefit the most from minimising the barriers for opportunity creation and willingness. Although it is needed to make employees aware of the attitudes they need to adopt and the possible mental barriers that can keep them away from this adoption, the facilitating solution doesn't need to make the adoption per se happen. First a shared understanding needs to be created of the process, the creative attitudes and the way the project team will deal with barriers, before this team should start applying creativity to their project challenge.

In addition, according to Bloom's taxonomy, in practice should an individual first remember the information learned and agreed on within the team. Then understand it by creating an interpretation by itself, in order to be able to adopt the right attitude to actually apply a contribution to the creative process.

D. Creative Climate Literature

Descriptions of the Work Environment Dimensions and reliabilities
Source: Moos, 1986

Relationship Dimensions
1. 1. Involvement: the extent to which employees are concerned about and committed to their jobs.
2. PeerCohesion:theextenttowhichemployeesarefriendlyandsupportiveofoneanother.
3. Supervisor Support: the extent to which management is supportive of employees and encourages employees to be supportive of one another.

Personal Growth Dimensions
4. Autonomy: the extent to which employees are encouraged to be self-sufficient and to make their own decisions.
5. Task Orientation: the degree of emphasis on good planning, efficiency, and getting the job done.
6. Work Pressure: the degree to which the press of work and time urgency dominate the job milieu.

System Maintenance and Change Dimensions
7. Clarity: the extent to which workers know what to expect in their routine, and how explicitly rules & policies are communicated.
8. Control: the extent to which management uses rules and pressures to keep employees under control.
9. Innovation: the degree of emphasis on variety, change, and new approaches.
10. Physical Comfort: how physical surroundings contribute to a pleasant work environment.

Descriptions of the Climate for innovation dimensions
Source: Creative Problem Solving Group, *1992*

Challenge: the degree to which members of the organization are involved in its daily operations and in setting long-term goals. In a highly challenging organization, the members are intrinsically motivated to make contributions to the organization's success. They enjoy their work and thus invest their energy.

Freedom: the ability to exert independent behaviour in the organization. Organizations with high degrees of freedom allow their people autonomy to define much of their work.

Dynamism/Liveliness: the eventfulness of the life of the organization. In a dynamic setting, new things and new ways of thinking about and handling issues are constantly occurring.

Trust/Openness: the emotional safety in relationships. In an organization characterized by a high degree of trust, everyone feels free and comfortable in putting forward new ideas: initiatives can be taken without fear of reprisals, ridicule, or fear of failure.

Idea Time: the amount of time people can and do use for elaborating and propounding new ideas. In a high idea situation, possibilities exist to discuss and test impulses and new, spontaneous suggestions.

Playfulness/humour: a relaxed, spontaneous, atmosphere characterized by jokes and laughter.

Conflict: personal and emotional tensions in the organization (as opposed to idea tensions in the debates dimension). High levels of conflict are usually linked to hate between individuals, plots, gossip, and slander.

Idea Support: the manner in which the organization treats new ideas. In a supportive climate, ideas are received in a kind and attentive way by peers and supervisors. Ways to evaluate the new ideas are explored.

Debates: clashes and arguments over viewpoints and ideas. In an atmosphere of debate, many people's ideas are heard and discussed. Many people are eager to raise their ideas.

Risk-taking: the tolerance of uncertainty and ambiguity in the organization. In an organization that takes risk, initiatives can be taken even when the outcomes are uncertain. Members feel that they can take a chance.

E. Creative facilitation brainstorm results

Creative Facilitation | Inspiration activity

Creative Facilitation (CF) is a block-elective in which students learn within two weeks the do's and don'ts, but also their own style in facilitating creative sessions. As final assignment students prepare a 2 hour session for a submitted case. The people participating in these sessions are fellow students of the CF-course. The students are doing their Masters in one of the Industrial Design Engineering directions, and therefore have a very good knowledge of creativity.

Intake
Two students were using my case (my graduation topic) for their creative session. In advance we had an half hour intake session:

Assignment 1
How to rediscover childhood creativity to boost the creative confidence of adults
  Prefered outcomes: Definition of childhood creativity, more specific problem statements, Perhaps first ideas to solve this/these problems?

Assignment 2
How to ensure that the Creative Facilitation students keep practicing creative facilitation also after the two-weeks course?
  Prefered outcomes: What of creative facilitation could make you stop practicing it? Interventions/solutions to keep intrinsically motivated to work with creative facilitation.

  Use the CF course as simulation of what happens in the organisation. You have a short course/training and afterwards it would be beneficial for your problem solving processes to apply what you have learned. However to do so, you need to find that creative confidence!
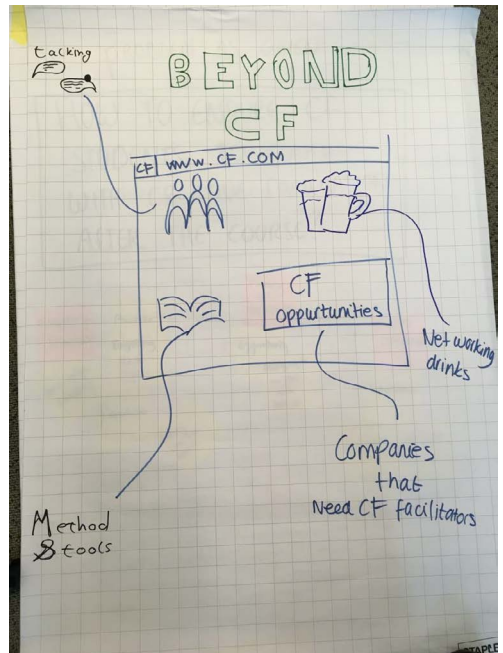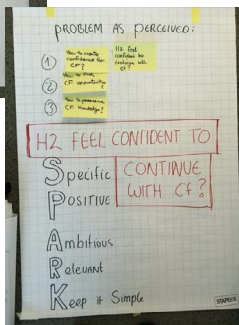
Results

Assignment 1: Ideas to create a safe space for creativity
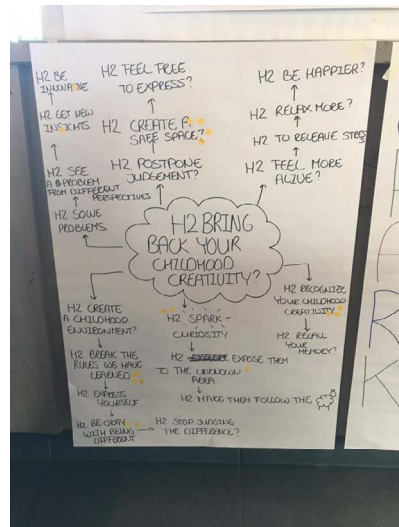
Assignment 2: Ideas to give people the confidence to keep using CF, also after the course

F. Context Interview with employees of DAC

Context Interviews with DAC employees

Goal the interview:
The interview consists of two parts: The goal of the first part is to hear how the key figures experience the impact of the training and the coaching-on-the-job on the participants growth in creative confidence. The second part is to gain insights about the airline industry and DAC's context and employees.

Participants
Interviews were completed with 5 key-figures of DAC's design capability building programme. Two key-figures are project managers, who are members of the programme team, but also manage one of the projects whose team members participate in the training programme. With their plus 15 years of working experience they are real experts of the context. The other three key-figures are 'Builders', which are agents who work two week in the operation followed up with two weeks at the office. In the two weeks at the office they work on 'wicked problems' in the operation creatively. They are supported by the project managers. What these key-figures have in common is their above average competence in performing creative activities. Therefore, they have the ability to evaluate the company, employees and the programme to give insights about the adaptation progression of creativity.

Interview approach:
Interviews are held with a semi-structured, exploratory approach. Four interview templates were created to gather the information, together with an interview guide to structure the interview. The interviews were one hour in duration and recorded with consent.

The templates:
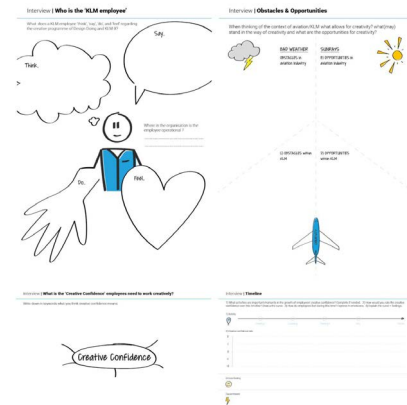
Interviews (Due to corona I have only spoken with the highlighted people)

Overzicht wie ik wil interviewen:

A - Interviewing coaches	B - Interviewing participants with coaching	C - Interviewing participants without coaching	D- Interviewing context experts
Ryanne (XPO)	Lisette Bouten (6x)	Erwin Thijsen	Ryanne
Sylvia (XPO)	Emilie van Nierop (1x)	Leontine (DT)	Silvia
Sharon (XPO)	Pepijn Gielen (1x)	Ellis Hoek	Sharon
Dorine (LW)	Jord Rood (1x)	Joyce Morren	Esther
Anne (LW)	Raymond Saffrie (2x)	Jonna (ods)	Wanda
Anouk (LW)	Lonneke Goedhart	Remco (ods)	Sander of Maite?
Caroline (LW)	Ellen weberink	Ingeborg v.d. Hoek	Design Community?
	Martin Broekhuizen(2x)	Kitty Oosterveer	
	Marcel Visser*	Transformation office**	3 builders

(*): Heeft een coaching sessie op 5 maart, ik zou hem graag van te voren spreken om te horen wat zijn verwachtingen zijn bij de coaching en welke vraag hij heeft. Vervolgens de coaching observeren en tot slot een paar vragen stellen over zijn zekerheid in het voorzetten van het creatieve proces.

(**): Als het kan zou ik 2 of 3 personen van Transformation office willen vragen of ze een kleine diary zouden kunnen bijhouden over hun creative gedrag/gedachtes rondom de training en de weken daarna. Ik denk op deze manier een beter beeld te kunnen krijgen over wat de training nu daadwerkelijk teweeg brengt.

A) Interview coaches:
Ik wil de coaches interviewen om te achterhalen hoe zij de creative confidence ervaren van de participants. Hoe gaan ze een coaching sessie in en hoe gaan ze eruit, wat voor een verbetering ervaren ze?

> template Creative Confidence
1. Wat is volgens jou de betekenis van 'creative confidence'/ creatieve zekerheid?

> template timeline:
2. Klopt de tijdlijn? Of wil je iets veranderen/toevoegen?
3. Hoe ontwikkeld zich de creative confidence gedurende deze tijdspanne volgens jou?
4. Welke emoties zijn hier aan gekoppeld?

5. Wat zijn de type vragen waarmee participants de coaching in gaan?

5.a Wat zegt dit volgens jou over hun creative confidence?

5.b. Is wat ze vragen ook daadwerkelijk waar ze in ondersteund willen worden?

6. Creatie confidence gedurende de coaching

6.a Waarom veranderd het wel of niet? Ben je hier als coach actief mee bezig?

6.b. Is dit iets wat ze ook zelfstandig zouden kunnen/aan kunnen werken?

7. Hoe omschrijf je de creative confidence waarmee de participant de coaching uit gaat?

7.a Op welk vlak (herkennen, begrijpen, toepassen etc.) is hun creative confidence voornamelijk gegroeid?

7.b Zal de participant een volgende keer anders gebruik maken van coaching? Oftwel een ander type vraag stellen?

8. Wat is volgens jou de reden dat niet iedereen gebruik maakt van de coaching uren?

9. Sommigen maken juist meerdere keren gebruik van coaching, waar zit dit hem in en zie je deze mensen groeien qua creative confidence?

10. Wat is volgens jou een haalbaar doel, wat betreft het boosten van creative confidence?

D) Interviewing Context experts
Ik wil een aantal context experts interviewen om een breder beeld te krijgen wat volgens hun het lastig maakt voor KLM werknemers om de moed/zelfverzekerdheid te vinden om aan de haken aan het creatieve innovatie proces.

Obstakels
- Wat zijn de obstakels van de Airline industrie?
- Wat zijn obstakels door de organisatie van KLM zelf?

Kansen
- Anderzijds, welke kansen zie je binnen de Airline industrie
- En welke kansen zie je binnen de organisatie van KLM?

Karaktertrekken KLM-medewerker – Wie is deze medewerker?
- Hoe zou je een typische KLM-medewerker omschrijven?

  (ik begreep van Maite dat er een groot verschil zit tussen mensen uit de operatie en de kantoor mensen. Kan je dit verschil toelichten?)

B) Interviewing participants making use of coaching
Ik wil participants interviewen die gekozen hebben voor coaching omdat ik benieuwd ben waar hun confidence vandaan kwam om bepaalde vragen te stellen. Waarom vonden zij wel de courage om na de training bezig te zijn met het creative innovatie proces.

- Hoelang werk je al bij KLM?
- Wat is je huidige functie?
- Wat zijn jouw werkactiviteiten en verantwoordelijkheden binnen jouw rol? Wat is het startpunt van jouw activiteiten, dus waar start jouw opdracht mee? Waar geef je het resultaat over en aan wie?
- Wat is belangrijk voor jou binnen je werken, dus welke waarden?
- Waar kan volgens jou de grootste verandering geboekt worden?

0. Welke training heb je gevolgd?
0.a Met welke motivatie/gevoel ging je de training in?
0.b Met welke motivatie/gevoel je de training uit ging?

1. Hoe was te tijd tussen de training en coaching?
1.a. Ben je aan de slag gegaan met hetgeen dat je geleerd hebt tijdens de training?
1.b. Waarom gebeurde dit wel of niet?

2. Hoe kwam je tot het moment dat je coaching ging aanvragen?
2.a Wat wilde je toen vooral weten, leren of vragen?
2.b Hoe was het om een vraag in te dienen?
2.c. Wat voor een vraag heb je ingediend?

3. Hoe heeft de coaching jou geholpen? Wat heeft het je gebracht?
3.a Heeft de coaching je voornamelijk geholpen in het begrijpen, het durven of in het uitvoeren van iets?

4. Ging/ga je in het vervolg anders met het creatieve innovatie proces om? En hoe zou je jezelf voorbereiden op volgende coaching?

C) Interviewing participants not using coaching
Ik wil ook participants spreken die geen coaching hebben genomen. Ik ben benieuwd hoe het ze is vergaan na de training; zijn ze bezig (geweest) met ontwerpmethodieken/het creatieve proces.

- Hoelang werk je al bij KLM?
- Wat is je huidige functie?
- Wat zijn jouw werkactiviteiten en verantwoordelijkheden binnen jouw rol? Wat is het startpunt van jouw activiteiten, dus waar start jouw opdracht mee? Waar geef je het resultaat over en aan wie?
- Wat is belangrijk voor jou binnen je werken, dus welke waarden?
- Waar kan volgens jou de grootste verandering geboekt worden?

0. Welke training heb je gevolgd?
0.a Met welke motivatie/gevoel ging je de training in?
0.b Met welke motivatie/gevoel je de training uit ging?

1. Hoe was te tijd tussen de training en nu?
1.a. Ben je aan de slag gegaan met hetgeen dat je geleerd hebt tijdens de training?
1.b. Waarom gebeurde dit wel of niet?

2. Je hebt niet gebruik gemaakt van de coaching uren, waarom niet?

3. Kan je iets bedenken waarom je wel zelfstandig met het creatieve innovatie proces aan de slag zou gaan?

D) Interviewing Context experts
Ik wil een aantal context experts interviewen om een breder beeld te krijgen wat volgens hun het lastig maakt voor KLM werknemers om de moed/zelfverzekerdheid te vinden om aan de haken aan het creatieve innovatie proces.

Obstakels
- Wat zijn de obstakels van de Airline industrie?
- Wat zijn obstakels door de organisatie van KLM zelf?

Kansen
- Anderzijds, welke kansen zie je binnen de Airline industrie
- En welke kansen zie je binnen de organisatie van KLM?

Karaktertrekken KLM-medewerker
- Hoe zou je een typische KLM-medewerker omschrijven?

Vragen Coaching-on-the-job

Type vragen die bij coaching binnenkomen en hoe dit iets zou kunnen zeggen over iemands creative confidence.

Bloom's taxonomy;

Creating
Evaluating
Analysing
Applying
Understanding
Remembering

Transcribing Interview recordings

Unfortunately, due to a deadline of the Builders and the threat of working from home because of the Covid-19 virus, i had to interview the Builders in phases between their tasks. I was too chaotic for recording. However, I found the input on the templates valuable and therefore took them into account. One of the Builders wasn't finished at the end of the day with all templates and took these home. The interviews of the project managers are fully transcribed, see below.

Interview transcript 1:

Description interviewee:
- Team member of the Design Capability programme
- Coached several participants
- involved as process manager in one of the project who were also trained in the programme.

Definition of Creative Confidence | perspective an individual in an organisation:
- a participant needs to be able to go with flow, they should be able to make 'mistakes, I put question marks on purpose, because mistakes are actually learnings.
- people should get the chance to be creative and to test, I think that is a good one.
- Also, gaining insights and learn from this.
- Also very important is; not only allowing to make mistakes, but also that management is allowing you to make mistakes and getting the opportunity and tools to do this.
- These managers should also be able to provide the tools and resources needed to apply the skills learned in the training. Participants have really basic questions and also for these kind of requests, like drawing a human figure or where to find post-its managers should be enabled to facilitate.
- Creativity should fit within the process
- In this all trust is very important, confidence is a real important word. People need to trust each other in that they can do things creatively. Because without this trust, they would never get the feeling they can make mistakes. People should make prototypes to learn from it, not to get attached. It is a shame if it doesn't. making a prototype just to test if it works in order to scale-it-up is counterproductive to creativity. The process should be iterative.

Timeline Creative Confidence
> is the timeline correct? yes it is.
> How does the creative confidence develop?
- Oe, this is very different for each participant. One person is not the other. I think I need different colours for different people
    - Shiftleaders and People who are not really in the core team of the project; but who are linked to the project because they have knowledge or data about external factors most probably relevant for the project; often don't really understand why they are part of a training. The confidence levels of these participants won't become higher than zero, but that is oke. We discovered it is important to keep them informed about what the core team is doing. In this way we can sometimes check-in with them, without the need to fully explain why we need certain data, what we are going to use it etc. These persons should be included in the process as experts. However these people grow in their confidence as they are included in proces.
    - The project leaders are often the case owners. In this case the porject leader have been part of this whole design capability project for a longer while. Because of this they start with a much higher confidence rate. This project leader has been motivated from the beginning with defining the ambition and the north star, besides he really one to learn how to handle projects differently. He had some experience, but also made himself familiar with the content, even before the training. Start on 1,

way the coaching could be used to do learn how to do it differently. We had to keep it small and really focus on the critical assumptions. We learned to understand what is really relevant, something really important for eventual success.
- This was a team effort, it was not just one team member concluding it. Because we were sitting there as a team, we were able to say it in this way. Because everyone involved was in the same room, we really spoke the same language en we could make decisions. This was the moment to integrally reflect on where we were standing and how we should continue.
-Due to this, the people outside the core team still found it difficult to attend the training. By knowing what is going on, it is easier to accept it. Perhaps the deep dive in how to use all the methods was a bit to much. The part about the stakeholder management in which we positioned them as real part of the research group was an eye-opener. This group needs to be prepared in a way that they are willing to help the core team in moments of need. This group should have the confidence to help a group following a creative process. Perhaps the Builders can play in role. They can make a good translation between operations and fuzzy creative theory.

Really nice to have the builders attend, the shiftleaders were impressed by their expertise. This was very new for KLM.

Q. Are people changed after a coaching sessions?
- This really depends on the experience of the first session. If we ask difficult question they won't return for second coaching. We have to be careful with this.
- We have to understand how people need to be helped, they don't know for themselves. I really have to boost them to go to the coaching.

Q. But if you have to boost them, are employees using what they have learned after the training?
- this depends on the level of involvement. The process managers really use it; assumption mapping, testing etc. But others less. I think, especially in the beginning, there is always someone needed to boost the group in changing the way they are doing things. This could be the supervisor or someone of the design team.

- In the second training we have done stakeholder mapping and this was a real interesting process also for the research group to understand how we are all parties involved. A supporting role should be closely involved, if this is not the case people won't be as motivated and activated as when this person is showing interest.
- The people around the core team, who make the final decisions and supply the resources and data should be fond of the creative way of problem solving, because they need to give you the space. Higher management is absolutely one of them. They are the ones who need to take away obstacles. They have important knowledge that should be spread integrally.
- A mindset change is very important; and management should give the trust.

People who work with process improvement are eager to ask for coaching. For others it is just information.

Q: What is a feasible goal for creative confidence?
- This creative process is for some people radically different. I think support will be needed for a while. People only learn when they really apply the knowledge. And this support should be more helping than directing.

- People were surprised about the speed in which they were asked to work creatively on their own, while they were clearly missing the confidence.
- In on of the trainings someone asked: "but how are we going to apply this in the project?" On which I answered "no, how are you going to apply this in this project"

coaching helped him understand things better and the second training made his confidence accelerate and wanting to continue in this way.
Also the process managers have this level.
- X-Builders are in the operational context beneath the shift leaders regarding position, however in the creative process the X-Builders were more experienced and therefore more confident in working with methods and tools. The X-builders start on 0.

Together we came to the conclusion that the intervention moments, in which explanation, clarification, guidance and support is offered, cause a boost in the creative confidence level of a participant. The progression line looks the same for each participant, but start on different levels depending on earlier involvement in the capability programme.

Q: No it seems like the confidence is only growing, do you expect any drops?
Yes, I have some concerns about the time after the training. as project manager I really have to boost my team members to make use of the coaching hours. So without my stimulating-role participants wouldn't use the support, while this is really important to remind the employees about how it works and what they can do; Recognizing how to proceed. Providing structure is really import.

- I have the feeling that structural support needs to be proved by a coach; the employees find it really important to have the ability to spar with an expert.
Especially the project lead mentions this often, despite his level of confidence. He seeks for confirmation in his approach and want to be supported in the transition to a next step in the process; how to proceed.

Some teammembers prefer coaching with Silvia over the provided coaching from an external design agency. Silvia on the other hand doesn't feel fully confident about her competence regarding knowledge. ; I also subscribed for some coaching hours, to improve my knowledge about the skills. I would like to get a train the trainers workshop, to become a better coach.

Q: What are the kind of questions
The main question is, how to proceed? Asking what is you learning objective doesn't work for them; they just want to know how they can continue with their project in the creative way.
Q: do you think having these employees knowing what they should learn if of importance for their learning process?
mm. yeh maybe it is important. But, I don't believe in asking over and over again if they have a learning objective, in that way they you frighten people. Than they think.. they ask such a difficult question, I not going anymore. I think it is better to listen to the question and to come to the real problem together during the coaching. To my opinion this approach works much better and over time people will also learn from this. Otherwise you make people insecure.
- The coaches who do this reframing during the coaching, get more requests.
- The level of competence is to low to think for themselves where they need help, besides how to proceed.
- 'we all thought every project has a process, but we figured out many don't follow any process and therefor crave any form of structure. Give us the structure and explain me the steps to follow. People want to know how to get from A to B.

Q. what is the grow in confidence after coaching?
- clarification in how to proceed is what boost the confidence mainly. People like to be confirmed in what they are doing.
- just start with something and evaluate it also helps in understanding how to continue. During the training the members figured out that another approach would be better. In this

- It was nice for people to get coaching from the person who also gave the training. This person knows the situation better, but you also know who to expect. From the other side it is also possible from the programme teams perspective to see how people develop and if they have a feeling for it or if they need more coaching.
    ! Support must be leading.

- In terms of efficiency you want people to be autonomous in using the creative activities, on the other hand coaching is the perfect moment to check and learn from an expert and to get confirmed in your actions.

Context KLM & Aviation industry.
Obstacles Aviation:
- all rules & regulations about safety, compliance

Obstacles KLM:
- Old, log and slow
- Meeting culture
- Directive cultuur, top-down culture, Hierarchical.
- afraid to change, because employees think they are not able to. They are uncertain.
- employees are relatively old. They are sceptical this programme would make the change for them. They are very experienced, Which lead them to quickly reject ideas because they think to have seen it before and they know that won't work. Very sceptical and not being able to empathize with the fact that the world has changed and that the techniques are improved.

Opportunities KLM:
- We are listening more and more, so we are changing in this top-down-culture. This is because we are recognizing the need for change.
- We expect a lot of new young people with innovative ideas (this could of course also be an obstacle)
- People like to doing differently, they are willing to know where they are doing it for. They like to co-create and help other people. DAC people are very service-minded.

Opportunity Aviation:
- Customer oriented business
- Big need for change
- New advanced techniques.

Employee description | operations

mm, it is not really positive what I will write down:
- many employees don't feel seen by their management. From the moment they have experienced how it is possible; creative approach; they really want to change their work environment into that way.
- management have no clue is what is really happening in the operation, they think all managers are like this, while some managers actually visit once a week.
- People are sometimes afraid to say something, but this is because they miss the higher goal. They don't know how to connect with managers.
- employees say; when are they changing our situation? So, they do not think of doing it themselves.

- What they do is not like our X-builders; but the rest is uninvolved and waiting for change to happen. However this is something you should ask the X-builders, i have been out of operations to long so I can only guess now.

Funny contrast, because when you reach them a helping hand they are committed to be involved and to make a change, however this would never start with them. You have to activate them to see there is a creative mode.

X-builders are doing research to what makes them good bridges between theory and practical application.

I think it is important to also ask the Builders how they think creative confidence should be developed. I'm concerned that at end of the programme we have many managers and project leads who understand the importance and value of creative problem solving, but that we miss people with practical skills to implement the theory.

Total research groups should be informed and motivated to work through creative activities.

Interview transcript 2
Description interviewee:
- Team member of the Design Capability programme
- Coached several participants
- involved as process manager in one of the project who were also trained in the programme. The training with this team didn't went so well.

Goal of the interview is to hear how a this key figure experiences the impact of trainings and coaching-on-the-job on the participants growth in creative confidence.

Definition of Creative Confidence | perspective an individual in an organisation:
- Someone needs to see the value of creativity.
- Dare to have an open mindset and a mental agility
- Someone needs to have a basic skill-set, depending on the creative need within his or her profession. Maybe someone needs to be able to just challenge an idea. However this is not really part of creative confidence, but does support it.

- Het gevoel van vrijheid dat je creatief mag zijn: 'this start with having the feeling it is ok to make mistakes'
This however differs enormously between the layers of KLM, for example the layer of gate agents has really defined tasks. Perhaps these agents are open minded and have this mental agility, but they keep to their well-defined tasks, which don't stimulate creativity and also from higher up they are not supported to do differently. So, there needs to be an opportunity to be creative, but also supported from management.

> If someone doesn't dare to be creative, the opportunity and needed resources need be present to perform creatively, i guess the daring will come over time. I don't know how you learn someone to dare, I guess this is something you should feel.

Q. what do you mean with feeling?
- supported and recognition from management, but this is not always needed. Some teams who work so well together, have created a sort of culture in which they can be creative without the need of management to stimulate them. This is of course easier to realize when

And also many questions about the tools
- How am I going to do this? How can i make (e.g. a journey map)? Or i have made a journey map, can you have a look at it?

Some people found the confidence to try it out themselves, while others needed support in starting, setting up an activity and getting confirmation.

That people start using creative activities in their process has I think more to do with the room, focus, support and time they get in the programme, rather than the offer of trainings. People were in sleeping mode, this programme rekindles the creative fire.

Q: How essential is coaching?
- it's 100% necessary for the program to succeed. One coaching session at least to bring theory to practice.
- every one of my group had a second coaching session, I think they were sharper in the second coaching session because they knew better what to expect from the coaching.
- For now, the creative activities learned in the programme are an addition on the existing activities of participants. Finding the time in their daily work needs to be planned. This however is something we can manage upfront the training programme with the unit managers.

Q: On what level do participants mainly grow during the programme? recognizing, adapting or creating?
- mainly recognizing; some participants recognize they were actually already doing things in a creative manner. Others recognize that creative activities can of great value.
- this recognition helps to see that some things can also be achieved is an another way. So that there are different methods to use depending on the circumstances.
- The understanding of what differentiate these methods and which one to choose is not present yet. "I expect that understanding comes by experiencing it more often"
- This is the reason coaching is still very important, participants need to be challenged all the time so they learn from their experiences.

You don't have to stick to a certain tool, but it's about the outcome it offers. You need to be aware of what the outcome is for and what you want to use it for in order to choose the right tool.

The participants are aware of what they can, not of what they know.

Q: What is the reason not every participant made use of coaching?
- On side; not everyone knew it was an option
- On the other side: people don't know what to expect from the coaching and therefore what they could ask.
- And some people think the coaching is not for them. This is the group with the well defined tasks, who think the coaching is only available for the 'office projects'. Besides they are used to prescribed tasks, an open option for coaching doesn't fit the way they do things. They are used to rules and structure.

Q: Some people made use of coaching more often, do you know why?
- I have asked all participants, they have not subscribed themselves.
- They are thankful for the trainings and they can really use it, but they find it really hard to make the time for it. I guess management should have really said this programme has priority, then everyone would focus on developing their creative skills.

Q: What is a feasible goal for the level of creative confidence?

you choose to be creative. For people who are asked to be part of the transition, this is different.

Timeline Creative Confidence
> is the timeline correct?
This is how the training looks like, but I think that the intake (preparation) are very important and that participants should be informed about the reason for the programme. By means of foundations participants must get an answer on the question 'why' they are participating in this programme. What's in it for me, so what is the value.
For the programme itself an intake is of value to understand the level of expertise and to determine if creative problem solving fits the context. For the project I manage, expectations would have been managed better if we had an intake with the people involved and a presentation about the foundations of creative problem solving.

> How does the creative confidence develop?
- Oe, I find it really hard to determine this. I think you should really ask participants for this.
- An intake and foundations presentation have big influence on where this confidence starts, it has a lot to do with expectation management and thereby the basic attitude towards the programme. With my project almost nobody was open for doing things differently.
- openness; accepting to do things differently
"I'm project manager, of course I know what I have to do"
- The participants don't have the expertise yet to understand why you learn certain aspects in a training. They are really focused on how to execute a certain skill, instead of understanding why executing a task in a certain way can influences the final performance. If you don't get it is about the 'why', I understand people say "hello I'm an project manager, of course I know how to interview". While we are actually trying to learn people; why you make an interview guide and how creating a guide in a certain way influences the output.

- The line, mm.. oke assuming a project with foundation block, than it is still hard because everyone is different, some people find it more interesting, have a talent for something or see the value faster.

Beside an intake and foundations block, I think an intervention in term of an interview of assessment is needed to get 1) a good understanding of someone's creative level, and 2) the participants has the possibility to get (or not) confirmation in his/her expectations.

- As participant you are unknown in the beginning. You are sceptical, but curious because you already do something. So the confidence is low, but there is willingness.
- The confidence and willingness should grow during the expectation management.
- First training helps people to start trying themselves. willingness is still very present, but the confidence to use the creative tools and methods remains the same.
- Coaching is the turning point. This gives the support to use the creative activities in their own projects. Coaching brings the theory to the real work environment. People start to deliver something, since they were helped in transforming theory in for their project relevant practical steps.
- Now participants have some experience with performing creative activities, they were able them self to link theory from the second training to their own projects.

Q. which questions?
This really depends on where a participant stands with their project;
- How do I start? or How do I proceed?

- First we need to speak the same language and create examples of success stories. So over time people can start their own projects creatively. Check-ins with more experienced people needs to be available for confirmation and direction. Deadlines are really important, a time-frame is missing which support people to keep make progression. People need to keep each other sharp and motivated.
Sprint reviews are needed to understand the dependencies and if a dependency takes to long, a participants should find another way or goal. A process should give direction and clarity, but also the freedom within steps to gain new insights.

Context KLM & Aviation industry
Obstacles:
Log
High-pressure
Regulations in sustainability, CO2 emission
Consumer perspective changes continuously; like the willingness to fly.

Opportunity:
Building on flexibility and anticipating on change
Because the world is changing, new opportunities arise: change creates new opportunities

KLM Obstacles
- Different languages, makes it hard to align.
- Multi-siloed and many units within a silo
- No integral working approach
- No bridge between higher management and operational leadership

KLM Opportunities
- There is one north star
- Capability programme
- Expertise present in organisation
- Foundation start
- Diversity
- Blue heart culture! - if management implies something people will try it (goodwill)
- We have strong team cultures

Employee description | operations

DO:
- We participate, within our ability
So, the training is offered?
- Yes absolutely. There are other teams asking for the training programme, but these are often project teams who are working with change, optimisation or improvement.
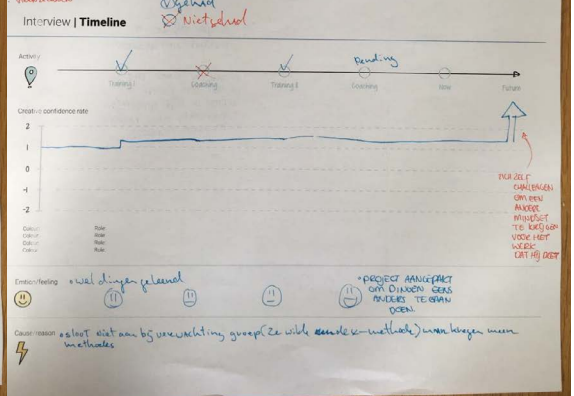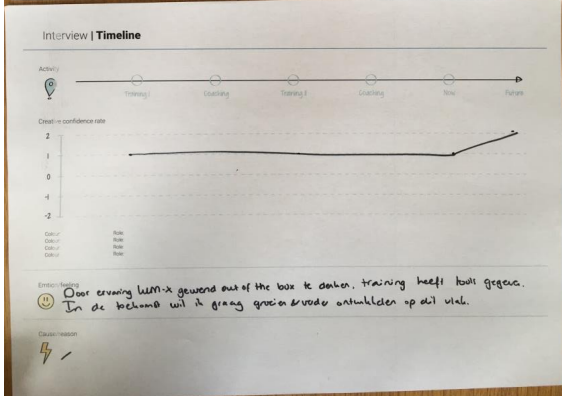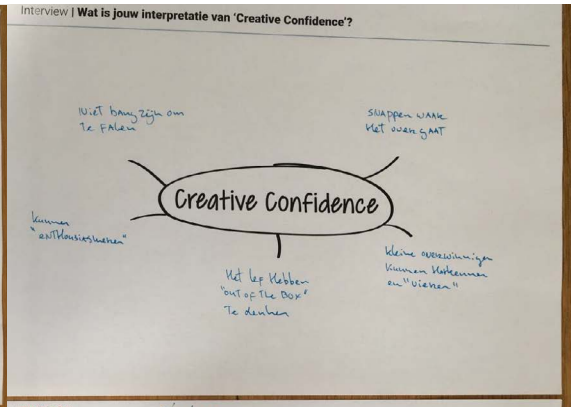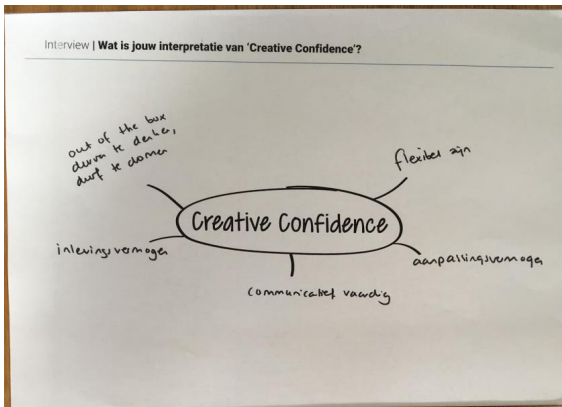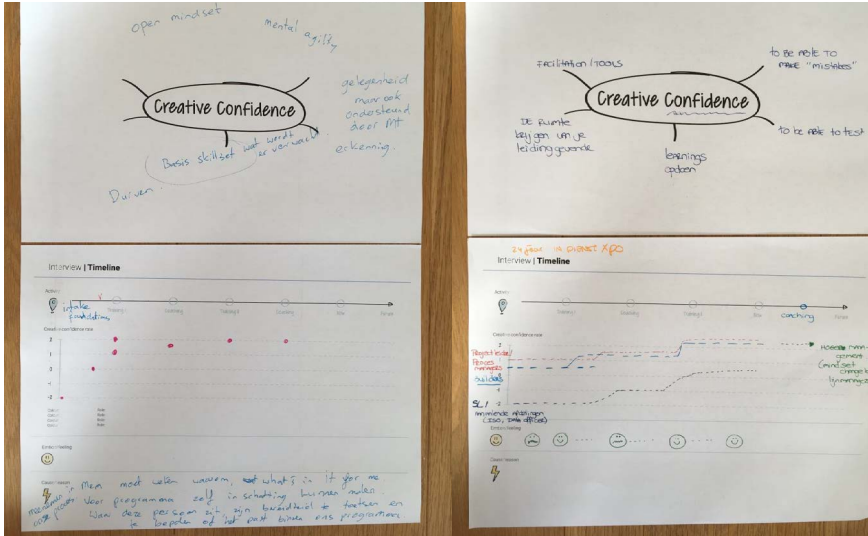
SAY: oee, I need to fit my agenda.

THINK:
- mm.. nice. I'll let it come to me.
- they don't think too much in the beginning.

FEEL:
- Oke, It is a lot…

Because people don't really understand it yet, they have the attitude of: Cool, we participate in you experiment, let's see what it brings. I don't have a real expectation yet. For her project the intrinsic motivation to participate was not present, probably because there is no legitimate example yet, so people had no reference to make an expectation. A first impression is very important with these kinds of groups. KLM people are strongly opinionated.

Interview | What defines a typical KLM employee?   INT 4

Say... Hoe het zou moeten zijn.

Think... In oplossingen Maar doet het niet

Do... Doet wel er gevraagd wordt

Feel... Machteloos

Interview | Obstacles & Opportunities   INT 1

When thinking of the context of aviation/KLM what allows for creativity? what(may) stand in the way of creativity and what are the opportunities for creativity?

BAD WEATHER — OBSTACLES in aviation industry

SUNRAYS — B) OPPORTUNITIES in aviation industry

* Regels (Safety And compliance)
* "Oud" KLM - log, traag en vergader cultuur
* top down cultuur (directief)

* A need to change in order to survive
* customer centric /experience

C) OBSTACLES within KLM

D) OPPORTUNITIES within KLM

* mensen zijn bang voor verandering
* Bang dat ze niet "mee" kunnen komen
* leeftijd hoog (sceptisch)
* we hebben dit al een keer eerder gedaan "het werkt niet"
* men ziet niet dat de techniek, de wereld is veranderd (no need for change)

* jonge mensen met vernieuwende ideeën
* co-creëren
* KLM'ees zijn behulpzaam

Interview | What defines a typical KLM employee?   INT

Operatie

Say... WANNEER GAAT ER NOU iets veranderen en worden al onze problemen opgelost?

Think... DAT HET MANAGEMENT GEEN IDEE HEEFT WAT ER WERKELIJK SPEELT OP DE VLOER"

Do... Afwachtend

Feel... Ze voelen zich niet gehoord door het MT.

Interview | What defines a typical KLM employee?   INT 3

Say... • ER VERANDERT HIER NOOIT iets
• Sinds de HPO zijn er zekere Ze willen "op positieve stappen KANTOOR" DAT genomen we steeds naar kijken worden"
• Eigenlijk heb ik een mooie baan met veel vrijheid"

Think... • Ik BEN hier voor mijn salaris
• Ik BEN hier voor de uitdaging (en salaris)

Do... Ik klooi veel en doe niets anders... Ik probeer dingen waar ik iets mee kan en laat de rest voorlopig los

Feel... Ik voel me geruaagn Ik voel mezelf vrij om elke dag iets nieuws te leren /uit te proberen

Insights Interviews creative confidence

G.Session with Design Community of DAC

Design Talks
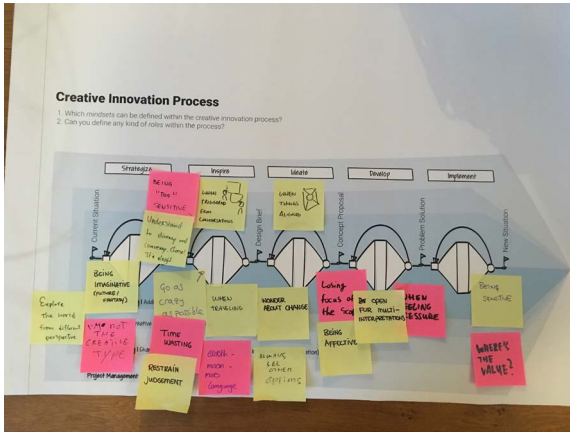
Brainstorm session about design community

RECAP CO-CREATING THE DESIGN COMMUNITY

Workshop: November 28, 2019
Document: December 04, 2019

Support in work

Sharing work
- Organise open demonstrations
- Create an open bulletin board of opportunities
- Share cases you work on
  Share previous results/deliverables that you can build on
- **Organise a KLM design week** (showcase week/innovation fair)

Sharing skills
- Support with extra hands & brains for projects
- Designer sparring partner
- Help facilitating
- Map the skills in your team and use them better or ask for help

Connecting people
- Improve the onboarding process
  Create a quick start guide about the community
- **Get a buddy mentor**
  Talk to seniors/mentors
- Create network platform to find others (LinkedIn) and know who to talk to
  Design a 'Smoelenboek' (make it fun).
- Reduce distance between internal and external employees.

Knowledge sources/tools
- **Create open libraries for document sharing**
  Create collective design toolbox (Trello toolbox?)
- Review projects together
  Review other's ideas (design critique)

Sharing knowledge
- Talk to each other more often
- Organise social talk + lunch/drinks
  Organise lunch & learn for designers
- Share project wow's
  Share ideas/insights from projects
  Sharing articles, blogs, books, etc.
  Share your conference visits
  Share stories + projects

Learning from other's
- Exchange day with designer in a different company
- **Shadowing another designer for a day**
- Work alongside and learn to know each other's colleagues.
- Facilitate each other's sessions

Get inspired (together)
- Share events and perhaps go together
- Go together to Meetups and conferences and share take-outs
- **Visit (design) departments of other companies**
  Visit Dutch Design Week
  Visit Universities
- **Organise a movie/documentary night**

Creative Spaces
- WOW
- Initiate Design Pop-up spaces
- Create memberships on design communes, like cx-circle
  Create Designer Slack channel
- Share our own workshop suitcases with post-its, scissors, tape, etc.
- Build an insight library (collecting our learnings)

Culture change

What do we change?
- Change the culture of KLM by design
- Change the design culture in KLM

Trust
- Dare to reflect/be critical
- **Feel openness to share ideas or feedback**
- Trust your colleagues with your work content
- Involve all kind of people/embrace diversity (culture melt pot)
- Challenge decennial routines and show it can be different

Research → we should explore over solving
- Do more (user) research
  Empathize more with the user
- Show & share good results
- **Focus first on designing the right thing (first diamond)**
- Exchange knowledge with Air France

Spread the word
- Raise awareness for we're doing design all over KLM
- Create an open source of raw data(blue lagoon etc.)
- Exchange expertise/skills (also with non-designers)
- Be an example & educate others
- Design one and the same language (both in- and outside team)

We need:
- small projects to start and show
- nice deliverables to proof we're designers
- you all!

Just do it!
- Organise a fuck-up night
- Fail fast, succeed sooner
  (iterative work culture)
- Keep it small to improve fast

Design rules
- Show not tell
- **Use assumptions well;**
  Grow curiosity, shrink limitations
- Be proud!
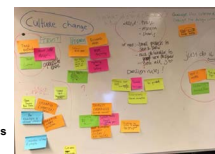
Fun

~ desired outcome: not just fun, but also linked to work.
- Interactive sessions
- Transparency
- Hands on projects
- Enthusiasm/take initiative
- intrinsic motivation

Inspiration
- **Organise showcases/demo's/exhibitions**
- Travel together
- Use storytelling
- Organise/Visit inspirational talks/conferences of other companies
- Visit (design) departments of other companies

Collaboration
- **Collaborate in work**
  Strategy game to solve problems
- Attending training courses
- Be part of Co.Lab
- **Online platform**

Get to know each other
-Create possibilities to network
- Make music
  Create/sustain new herb garden
  Do sport activities (bouldering/mud run)
- Organise a parking lot Laser game
  Go to an Escape room
  Organise a Party/consuming beers/food
  Organise a design lunch for which everybody contributes
  Organise a Laugh at design fails
  Play hide & seek at a KLM location
  Play Beatsaber @VR team
- Make a leader board; e.g. designer of the month
  Make ourselves known: Meet the designers board
  Make ourselves known: 'find the designers treasure map'
- Introduce new people to the community
- Brand the community; T-shirts design:
  - Design@KLM
  - 'So you design airplanes?'

Design for a need that does not exist or is known yet
- Understand what capabilities should/want be learned; *where are we heading to?*
  Clarify your ambitions; *where do you like to work towards?*
- Work together with students
- Create a shared work environment (drive/maps)
- Design for high level strategy; *ambition forming through exploring*.
  - 20% google time to work on future projects
  - Organize 'The day after tomorrow' sessions
  - Divide projects in short- and longterm roadmaps

How can we get there? Make these projects possible?
- Field trips (inside KLM/outside world)
  Exchange with Airfrance
- Design as a bridge to bring operations and business closer #co-creation
- **Be a critical design virus**→show what impact we can make
  Cultural change: we have to proof the value of design through impactful metrics
  - Share successful cases to present to non-designers
  - Generate one KLM style
- Adapt to what the world is expecting by thinking beyond KLM as an airline.
- Commit to diversity and inclusion.
- **Interdisciplinary ThinkTank**
- **Design form of leadership; Chief Design officer**

Topics
- CSRI: corporate social responsibility
- Diversity/inclusion
- Accessibility of..
- Charity project
- AR transfer project

H. Intake interviews with project teams of DAC

Intake interviews

Preparations

Vragen voor Project Teams
Doel; inzicht krijgen over hoe er nu een online werkomgeving wordt gecreëerd:

Vragen:
- Op welke manier werken jullie op afstand in project teams aan innovatie projecten?
- Hoe komen jullie tot overeenstemming qua werkzaamheden en besluitvorming?

- Hoe worden er gezamenlijke/individuele doelen gesteld? hoe is iedereen hiervan op de hoogte?
- Hoe wordt er online samengewerkt? hoe worden verschillende viewpoint, ideeën en ervaringen gedeeld? Hoe wordt de eindgebruiker hier (ook) in meegenomen?
- Op welke manier blijft de online werkomgeving luchtig en speels of is er zelfs humor te bespeuren?
- Je kan niet dagen lang in Zoom of Skype conversaties zitten, wat maakt dat een collega onafhankelijk kan werken of bijdragen aan een gedeeld project?
- Wat maakt dat jullie elkaar kunnen vertrouwen in een online werkomgeving?

- In welke mate zijn medewerkers gestimuleerd in hun creativiteit nu er gewerkt wordt in een online werkomgeving? [Werknemers zijn minder creatief dan voorheen - net zo creatief - creatiever dan voorheen]. Wat is hiervoor de rede?

- Wat is het voornaamste verschil tussen online en gezamenlijk op kantoor/in de studio werken aan een innovatie project?

Introduction:
Ik ben Marieke Noordermeer en bezig met mijn afstudeerscriptie voor de Master Design for Interaction aan de TU Delft. Ik was afstudeerstagiaire bij ODS en werkte samen met het team dat werkte aan het Next Programma van Design Doing en KLM-X. Mijn project focust zich op het stimuleren van creative confidence; de zelf-motivatie om aan de slag te gaan met creatief probleem oplossen. Mijn eerdere onderzoek maakte uit dat voornamelijk het werkklimaat waarin groep afstemming plaatsvindt grote invloed heeft op de mate waarin een persoon zich bemoedigd voelt om autonoom creatief te zijn. Door de huidige Covid-19 situatie is de werkcontext verplaatst naar online omgeving. Om deze reden is mijn ontwerpvraag: *hoe kan ik autonome afstemming in een creatief klimaat faciliteren.* Oftewel *hoe kan ik een online klimaat genereren waardoor men op meer creatieve wijze zullen gaan werken, ook op afstand.*

How to facilitate autonomous alignment according an online creative climate?

Method:
Semi-structured interviews via a conference call

communication. Besides the quality of the meetings are sometimes interrupted by bad WiFi or distractions in the background. Videoconferencing is also a bit awkward, it is very in your face. To keep it professional people should be able to create a neutral background when working from home.

How is work documented nowadays?
Besides the shared minutes of the meetings we esteem to us the Sharepoint. Now we have some time we try to structure it a bit, but we are still discussing about this. The organisation has fully shifted to the 365-microsoft environment, but we are still figuring out what is working for us.

How is alignment going within the team?
We inform each other about how it is going, what progress we made and discuss if any help is needed. {is any of this documented?} No we don't, but we are just with three.

How do you avoid misalignment during meetings?
It is all based on trust. As said, we are just with the three of us and we have a good relationship with each other. Maybe for when we are getting bigger it would be good to have any form of structure. Now there are sometimes misalignments about who is doing what.

What if there is a misalignment, how does the team deal with it?
As soon as we find out we try to solve it, but sometimes things get lost.

Further research agreements:
On Thursday May 7th the team has three different meetings. They will inform me of the option to observe these meetings.
1. Check-in meeting Radical Innovation Team (workstream 1)
2. Alignment meeting with Lead of Transformation office
3. Alignment meeting Radical Innovation Team about the ecosystem (workstream 2)

|

Answers / results:
Intake session with Radical innovation team | 30-04-2020

Introduction to the team
The radical innovation team is part of Transformation office. Next to the radical innovation team there are four other teams.
1. Radical innovation team
2. Winning way of working team
3. Leadership team
4. Cost-awareness team
5. Strategy team

These teams together form the Transformation office which exist of 17 team members and managed by Jacomien Dijkstra. Each subteam has its own programme and own project leader
The Radical Innovation Team exists of three members of which Linda Bos is the Project Leader.

The Radical Innovation Team has as the common goal to build an innovation ecosystem. With the ecosystem the team aims to form an integral association to address strategic topics on innovation. This is what they call workstream 2. Each member leads their own projects to take insights from the business, in this way the team builds on all aspects of innovation. This is what they call workstream 1.

Interview questions
How were your meetings before the home working conditions?
Every friday morning we came together. Because we are busy with our own projects we really take this time to team up. We mostly inform each other about the progress of our projects (workstream 1) and have ad hoc discussions about the ecosystem (workstream 2).

Where you using any form of progress documentation?
No we are not using any form of Kanban board of whatsoever. Sometimes Linda (PL) makes an agenda when if feels necessary. However, she always makes a summary about what is said, though. I don't need all kinds of templates. We have tried many templates, an intern even made a game for our meetings, but the required effort was often to high. The meetings need to stay productive; low effort, high reward.

How are the team meetings online going?
Now we use video conference calls to meetup. We use Microsoft Teams or Blue Jeans.
- I personally prefer Blue Jeans because you can blur your background better.

What are the main differences between the real get-togethers and online get-togethers?
The meetings are much more efficient. We really start on time and come directly to the point. People are not tempted to get a coffee just before we start and there is less small talk.

Because we were forced to have online meetings, I discovered I can save a lot of time. Before I lost a lot time by traveling from one to another building. I learned to just relocate twice at most and otherwise I call in. Though, I think it's good to have a physical meeting in time. in the new normal, a balance will have to be found in this.

On the other side, I miss the interaction with each other. Is it hard to understand non-verbal

ntake meeting | Loeke Molenaar
2) Vragen naar een introductie van het team
Je mag mij al een introductie toegestuurd van de compositie van jouw 'team', wat ik vervolgens beschreef als dat je meer als een expert aanschuift bij bepaalde teams.

Wat is jouw precieze functie?
I'm part of Jan Willem's design team. All designer's are part of separate projects for which they do research and work in the field of service and strategic design. Myself I contribute to PaxOps (Passenger Operations), but I also cooperate with the business side; InFligth services.

I have meetings with the PO and director of PaxOps, together we decide on my planning by prioritizing the projects. Besides I participate in PO-meeting and that I indicate where I can offer help. I have proved the relevance of strategic and service design, so more and more teams know wherefore to find me.

So, i actually execute project assignments for different teams, however I don't participate in their stand-ups and check-in meetings. I mainly work on my own and rapport to the product owners these times once in the two weeks.

3) Vragen
Hoe waren de meetings voordat we verplicht werden om thuis te werken, dus in welke vorm had je deze meetings?
First the projects at PaxOps; I make a planning about how much time I expect a project will cost me. This planning i share and than together with the director of PaxOps and the PO's of the different projects I decide how to prioritize the projects.

In the meetings with the projects do i share what my contribution means and how they will benefit from it. I really have to repeat this every meeting, otherwise they don't get it.

then I also have meetings with the PO's. In the PO-sink meeting we just inform each other about what we are doing. This is also the moment for me to find out where I can jump in and/or help out. During the Team meeting I explain again what I do or can do.

Besides, I addressed InFlight with that my work good be of value for their business. So when there is an idea I communicate with Sharon. I align with her about what is valuable information for Inflight

Gebruikte jullie tijdens deze sessies enige vorm van voortgangs documentatie, zoals notulen of bijvoorbeeld een Kanban board etc.?
No nothing, just some slides to share.

Hoe zijn deze meetings nu online, hoe werken jullie online samen?
We have meetings via both BlueJeans and Teams. BJ I use for one-on-one's and Teams for for bigger team meetings. The meetings are conversations and people share their screen when giving a presentation.
It is absolutely different than when I organise a session and use Miro or something like that. For the regular team-meetings it would not work, but for example there is a new process starting in which we map out a process and then we will use a whiteboard tool.

Wat is het grote verschil tussen meetings in realiteit en online meetings?
It all goes much slower; I have the feeling I need to be present at every meeting otherwise I

have no clue about what everyone is doing. Besides it is harder to express yourself; I can not explain myself by writing or drawing something on a post-it or whiteboard. You're explaining a little bit through hands and feet now.
So yea, a canvas could be really handy, but it is often such a hassle to get it. It overshoots the mark. So sometimes it is better to draw something on a piece of paper and show that in front of the screen. This is even faster, than sharing a screen.

Mij lijkt een groot verschil het wegvallen van non-verbale communicatie, hoe kijk je hier naar?
To be honest, I think this not really a big thing. For the team meetings it is not a problem, but when you are with many people in a call you cannot see everyone, and thereby not everyone's reaction. On the other side for design prints it is really a problem.

Hoe verzekeren jullie in het team dat jullie op 1 lijn liggen? Oftewel Hoe komen jullie tot overeenstemming qua werkzaamheden en besluitvorming?
Mm hard one, because very often we have a misalignment in definitions. As a result, we have different expectations for some ideas. Sometimes someone checks is we are aligned by sharing his/her interpretation of what I'm saying; "so you mean this..". Sometimes you're really explaining in children's language what you mean to keep it understandable for everyone

Often an email is sent after which states what has been discussed. People can respond when something is wrongly interpreted or we discuss it next meeting. Nowadays I'm more calling then emailing, I find it important to ensure people have understood me correctly and then calling is more straightforward.

Wat als er een misalignment is, hoe merk je dat dan op en hoe wordt dit aangepakt?
For example, a while ago there was a misalignment about the definition of a 'Journey'. This happened within the InFlight team, so I was not there to explain it correctly. I learned from this that I should managed expectations earlier by sending out what the meaning was of the activity. This led to frustration and delay in the process. These days we share clear descriptions with images of the process and what kind of result they can expect. In this way we can ask people for feedback and we can refer back to it when it is still unclear. This all happens in powerpoint.

Welke positieve kanten zie je in van online samenwerken en team afstemming?
In terms of collaboration with other designers it has improved. We check-in much more and this helps in what everyone is doing and how we can help each other. I involve others much more in my project.

You're more likely to be involved in meetings. It's not always valuable, but it gives me the choice to be informed.

With which team you need to collaborate the most online, so having discussion and making choices together?
That are the project teams, more than the sink teams. The project teams are often a mix of people from the business and designers with which I work and tune in really intensely. These are the creative work sessions including a lot of alignment. Something the PO joins in these sessions.

I have 1,5 hours meetings with the PO's to discuss what projects we all have and how we can help each other. And with the specific project teams i have work session to really get work done.

What has changed in these kind of meetings?
a lot has changed because for one of the projects I would rather hang the whole wall full of all information with what they use and do. In this way it is easier to cluster the information and process it. Now I'm doing it often on my own and try to move it to an Mural board. To spruce and make something creative out of it, it's almost better to go through a structured sprint, rather than separate meetings. Separate meetings are very slow and ineffective. Communicating about app flows is very hard and combining different inputs is hard. We are trying to work with Mural, but there is no structure yet.
Although preparing a meeting causes time and work upfront, meeting would be much better and effective. Ideally, we would prepare what we want to discuss in a meeting, and share the information upfront so everyone can prepare. But what we discovered is that the people having expertise about certain things don't have the skills to filter the interesting information for a meeting, so it doesn't really work. Online Co-creation is very hard. On the other side, people are easier happy nowadays.

We are still discovering which online modus works best for us. We are throwing a away one meeting to understand how we should tackle a certain issue. At least, if we find out. So it would be ideal if there would be a matrix with different goals of a project, providing a plan how to structure a meeting. Really, we easily ruin two meetings to figure out how to set up a project.
It is actually stupid because every project should start with understanding the goal and making a plan according this goal.. but we don't do it.

Intake meeting | Daan van der Oever | PO Delphi team.
2) introductie van het team
The Delphi Team retrieves data insights from spotify dashboards. Together with the stakeholders the team decides on the type of data required, set clear goals and divide the work to be done. During meetings they also discuss what issues they're up against.

The team members work in smaller groups on certain projects, these teams have seperate stand-ups.

3) Vragen
Hoe waren de meetings voordat we verplicht werden om thuis te werken, dus in welke vorm had je deze meetings?
First we had three meetings a week, in which we came together at out Kanban board. This board was a representation of the Jira board we have.
We work along the Agile way of working; meaning we have a PI-event in which we prioritize the projects to be done. Once in the two weeks we have a sprint meeting in which we plan with the team what is feasible to finish within two weeks. The stand-ups are check-in moments to decide on the progress and ask help if needed. We always end with a sprin treview and retrospective, which are more reflective ceremonies about refinement and if everyone is still happy.

Gebruikte jullie tijdens deze sessies enige vorm van voortgangs documentatie, zoals notulen of bijvoorbeeld een Kanban board etc.?
As said, yes we use a Jira and a Kanban board during the sessions. The Scrum Master takes the lead in these sessions.

Hoe zijn deze meetings nu online?
It is totally different now, many things have changed. We have less people in the team, several projects have stopped and new projects started. There are new priorities these times. Because of all these changes we have a short stand-up every morning at 10 a.m. and also at the end of the day we have a check-out.
Also the sub-teams meet every morning. These meetings are more about the content and the alignment with stakeholders.

Hoe worden afspraken en voortgang tegenwoordig gedocumenteerd?
We just follow the Jira now

I. Early prototypes
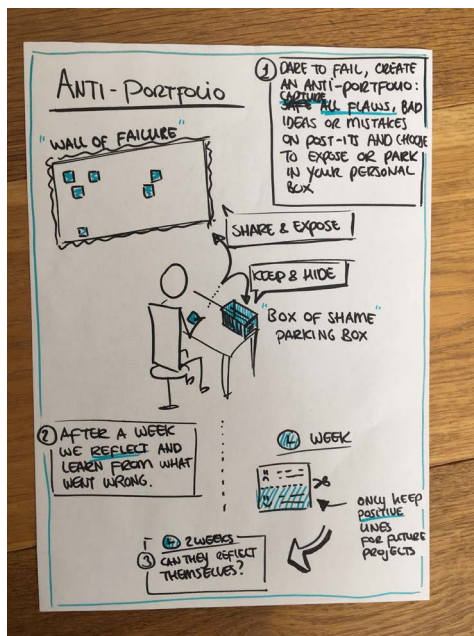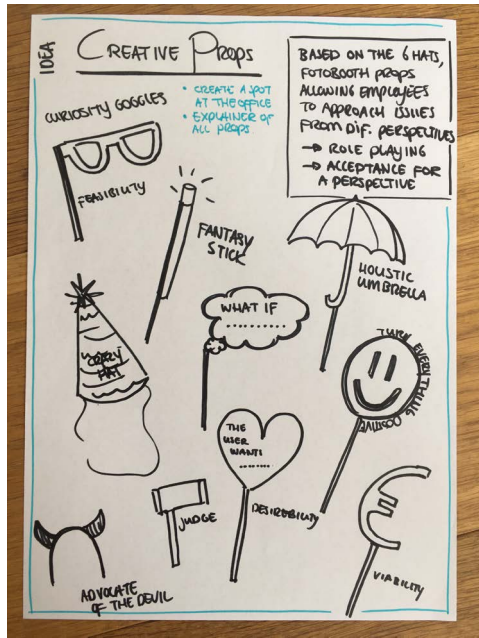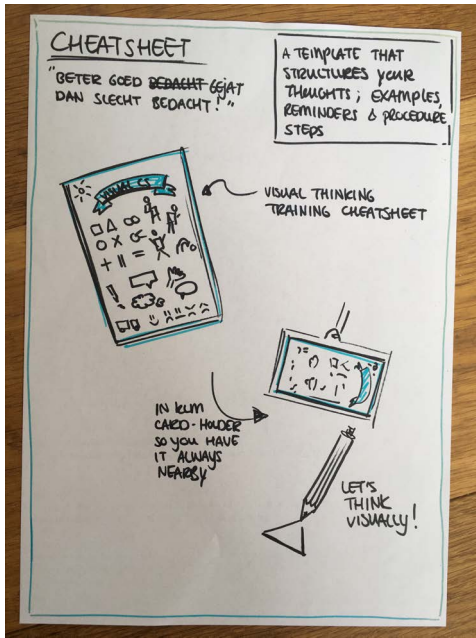
MANTRA REMINDERS

HANG ON YOUR LAPTOP/DESKTOP TO SEE IT ALL TIME

A WEEK LONG A MANTRA FOR EVERY DAY WHICH REMIND YOU VIA GUIDED MASTERY ON THE CLIP

MANTRA

MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY

1 MO. TASK APPRAISAL
2 TU. DIVERGING
3 WE. CLUSTERING
4 TH. CONVERGING
5 FR. REFLECT

HOW TO WORK WITH THE CREATIVE INNOVATION PROCESS

1. WRITE ON 1 POST-IT THE TASK YOU ARE WORKING IN A TASK IS ACHIEVABLE WHEN IT FITS ON 1 POST-IT
2. QUANTITY BREEDS QUALITY
3. GO BRANSTORM MULTIPLE INTERPRETATIONS NOT FOR SHARING
4. MAKE A CHOICE ON YOUR GUT FEELING
5. REGARDING LAST WEEK GIVE YOURSELF 3 TOPS & 3 TOPS

H2 be CREATIVE POSTER & CONTRACT

H2B CREATIVE

KEY INSIGHTS

DRAWING

AFTER A TRAINING

MAKE IT PERSONAL

PERSONAL POSTER IN HOW YOU CAN APPLY WHAT YOU HAVE LEARNED

SIGNATURE (PERSONAL LEARNING) CONTRACT

IN OFFICE

CREATING A PERSONAL POSTER WITH CONTENT ABOUT THE TRAINING RELEVANT FOR YOUR DAILY PRACTICES

J. Early Ideation session

Early Ideation workshop

<u>1. Preparations</u>

Aim of the session
Generating new concept directions addressing the Creative Climate dimensions

Participants
5 (alumni) DfI students were recruited for the ideation session. Two of them are already working as service designers. The other three participants were graduate students. The mix of different cultures (Colombian, Italian, Turkish and Dutch) and genders (two men, three women) made this a diverse company, good for getting different ideas. One of the participants

Location
Online environment of Miro

<u>Email instructions for the participants</u>
Hi, {Participant Name}
First of all, many thanks for being a participate in my ideation workshop. This email provides some practical information about the graduation topic and ideation session.

1. Graduation topic:
We are in turbulent times in which organisations feel a high sense of urgency to pro-actively innovate their business to stay relevant. With increasing safety and compliance restrictions, also a Dutch airline is transforming her business. Creativity has proven itself as catalyst for innovation and therefore a programme has been initiated to embed design capability throughout the whole organisation. However, organisational preparedness and individual design skills and knowledge is not everything. Employees should also be self-motivated to think and act creatively. The ability to self-motivate is what we call 'creative confidence'; the topic my graduation is about.

Literature points out that mainly the climate in which teams align on their projects have great influence on an employee's confidence to autonomously use their creativity. Creativity is defined as the process in which people generate novel, appropriate and unexpected ideas. Due to Covid-19 the work context has shifted to online environments. In order to boost creative confidence online, the design brief has been formulated as following: How to facilitate autonomous alignment according an online creative climate?

2. Goal ideation session:

<u>WHAT:</u> The degree a climate fosters creativity depends on several factors. In Tuesday's ideation workshop I would like to generate ideas, solutions and perhaps opportunities on how to express these factors.
<u>WHY:</u> The generated ideas will help me to create different prototypes which I will test during team meetings.
<u>WHO:</u> The session will held with students and alumni of IDE
<u>WHEN:</u> Tuesday 5₅ of May from 10:00-11:30
<u>HOW:</u> An online workshop for which we use the following online tools:
Zoom videoconferencing:
https://tudelft.zoom.us/j/95082151853?pwd=eWtQMm9aWDIvWlZBejhpTmxmLy90UT09

Wachtwoord: 775528
Miro virtual whiteboard:
https://miro.com/welcomeonboard/rlg5LkzmisPtIrjID3CbpInuLXvQtdZNldGdqKIlT5MYX4UBHW6V7m su1a4IgAQZ Homework assignment:
https://miro.com/app/board/o9J_ktUozow=/?moveToWidget=3074457347824997177&cot=13

‼ For Tuesday please make sure you have a fully-charged laptop with WiFi to join the videoconference and virtual whiteboard ‼

3. Preparations:
To warm-up a little bit and get familiar with the tools and functions of Miro, I have a small homework assignment prepared for you. Go to the Miro-canvas to do the homework assignment beforehand. We start the ideation session by sharing 1) who are you? 2) what means *freedom* to you, and 3) what means *trust* for you?

4. Planning Tuesday:
09:50-10:00 – check-in: open the Zoom videoconference and Miro canvas
10:00-11:30 – Ideation workshop: make sure you have paper and a pencil and enough snacks and drinks to keep up for 1,5 hours :)
11:30-end – wrap-up and time to chat about life!
If you have any questions please ask.

Many thanks!
Cheers,
Marieke

Ideation session plan
Workshop notes
Date: May 5th, 2020

Workshop details
10:00 INTRODUCTION | <mark>25 minutes</mark>
Welcome & introduction | 2 minutes
   1. Good morning everybody
   2. Welcome at the ideation session in which we will tackle the problem: How to make an online creative climate
   3. Today's agenda
   4. In this session we..
Please, make sure you can switch easily between the Zoom and Miro canvas.

two tips; left under there is a frames option; this helps you navigating to the right content. If you want to know where we are, you can also click on my icon top bar to find me.

- 'Thumbs up when everything is clear'

Personal introduction | 8 minutes
Please introduce yourself by telling who you are and what freedom and trust means for you

Topic introduction | 5 minutes
- The initial topic of my graduation is how to boost creative confidence. I discovered that the climate of someone's work environment really influences a person's intrinsic motivation to act in a certain way → in my case creatively.
- A creative climate can be described as the vibe in certain work context in which one can trust another and oneself and within which people are free to give an activity their own interpretation.
- → as you probably can image determines a certain climate really the dynamics between team members and thereby the extent people experience autonomy; which is based on trust and freedom.
- Due to covid-19 the work context has shifted to an online environment. With a decrease in formal and informal meetings, effective alignment meetings to enable autonomy has become even more important than before crisis.
- For this reason, especially during alignment meeting it is important to have a creativity stimulating climate to empower employees to think and act creatively.

Factors influencing a climate to stimulate creativity | 5 minutes
2.   employees need to be challenged
3.   employees need to be able to debate; meaning ability to share different viewpoints, ideas and experiences
4.   employees need to be able to give input
5.   employees need to be able to explore the unusual and that maybe means taking risks
6.   employees need to be able to manage possible conflicts due to differents viewpoint or contradicting opinions.
7.   The meeting needs to be dynamic/lively
8.   There needs to be room for humor/playfull elements.
•   any missing?

Value of face-to-face meetings | 5 minutes

As said, due to Covid-19 meetings are held nowadays online, via video conferencing or other tools. To understand what an online option should replace, what is the value of face-to-face team meetings?
- Brainstorm in 2 minutes about the value of face-to-face meetings?
- Vote for the most interesting one

10:25 IDEATION!
We know do 5 rounds of ideation | <mark>50 minutes</mark>
We end each round with some overarching ideas, which forms the basis for the next activity; creating solutions.
- We brainstorm 2 minutes about the H2 on our personal brainstorm area's
- We take some time to cluster the ideas and make overarching ideas. In this proces the ideas will be presented in the middle one by one in the given order. I will write a group name and others can contribute in silence to these groups.
- When we are happy with the clusters we move on to the next round.

11:15 SOLUTION FINDING!
9.   <mark>2 minutes</mark> Combining ideas → use your colour coded circles to make idea combinations
10.   <mark>10 minutes</mark> Design a solution on your personal poster pages
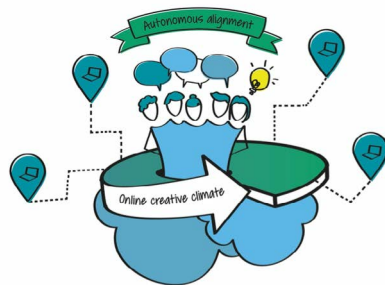11.   <mark>10 minutes</mark> Pitch your solution

11:30 Wrap-up & feedback

Welcome and Introduction

First two brainstorms about creative climate and lack of face-to-face meetings

Results brainstorm rounds 1,2 and 3

Ideation round 1 | Brainwriting

H2 BE DYNAMIC / LIVELY

1. Create as many ideas to solve the 'H2' | 2 minutes
Brainstorm at your personal workspace

2. Categorise the ideas
One by one we categorise the ideas, when you have an idea that links to one presented, you can add it directly.

Order:

FREEK

- environment conditions, oxygen etc.
- Have high oxygen levels in your house
- Get sunlight
- open air, light, space, everything
- Eat chocolate
- food and beverage stimuli
- have a coffee
- Talk to friends
- Interaction with other people
- Be physically active
- Skate/ quest for excitement
- talking with multiple people
- Pet something furry
- Make exercise
- jump
- Move around
- Physical movements (running up, micro sports)
- Run
- move a lot with your hands
- running
- jump around
- physical activity
- move around while talking
- Follow a dance class (bijles)
- Dance
- Expressing your emotions
- Grab an instrument and go with it
- Sound effects
- play music
- Smile a lot
- Shouting
- Laugh
- Audio stimuli
- Shout
- Taking turns (1 person builds on top of the other)
- Variation
- Be spontaneous
- just do it
- playing around
- Having ice-breakers
- Humor
- make jokes
- Mess around things
- Dynamic association
- use new fresh titles associated with fun running
- dynamic backgrounds
- play games
- Use explosions

Ideation round 2 | Brainwriting

H2 BE PLAYFUL / HUMORISTIC?

1. Create as many ideas to solve the 'H2' | 2 minutes
Brainstorm at your personal workspace

2. Categorise the ideas
One by one we categorise the ideas, when you have an idea that links to one presented, you can add it directly.

Order:

NAZLI

- play weird hats
- ridiculous outfits
- Look physically funny
- make a full of yourself
- upside down online meetings
- theme meeting: dress up
- everyone wearing pijamas
- DOn't wear clothe
- Physically different positions
- Reverse the meeting
- Dress up with funny clothes
- become a pickle!
- Memes and gifhy's
- Look digitally funny
- Face filters GIVE EVERYONE A MOUSTACHE
- Involve interactive animations
- Popular culture references
- just use emoji
- become a pickle!
- Make your face look weird
- Snapchat filters
- Being mobile/ not attached to a desk/be goof
- no online restraints
- Watching /performing comedy
- Making jokes
- Alternative communication
- Involve online little games
- Gamification
- use kids words/vocabulary
- Haptic Signals
- make it a contest/game
- Playing a game with each other
- Be physically ache
- make a party,music and dancing in the meetin
- Fun noise
- Helium Voices
- make a choreography together
- Sound Effects
- Visual communication
- use of artefacts
- just sketch
- Drawings things to/far with other!
- Fooling around
- Random elements
- Playing with things
- like a senser ball
- Play with toys/lego
- Share things from your past playing
- Sand sculpting / creating
- Get a clown
- balloons

Ideation round 3 | Brainwriting

H2 HAVE PEOPLE CONSIDER THE UNUSUAL

1. Create so many ideas to solve the 'H2' | 2 minutes
Brainstorm at your personal workspace

2. Categorise the ideas
One by one we categorise the ideas, when you have an idea that links to one presented, you can add it directly.

Order:

- Get High/ Microdosing :P
- Use drugs
- Chemically induced mindset
- Force fitting
- Random Stimuli
- Giving them random stimuli
- Change of physical perspective
- Change the physical environment
- Forcing them to use certain elements/words/
- Define new rules of reality
- random fitting
- absurd questioning
- see a situation with other senses
- Make them experience something from a different perspective (crawl to see like a kid)
- Changing the question into something else
- Use a random word generator
- guided fantasy
- just try to do the exact opposite of something
- design for it to 'not work"
- use metaphores
- ask random people
- Ask others (get new perspectives)
- make drawings and change the meaning
- Ask your children
- Include kids, as for their ideas
- Use Methaphora
- ask kids what they think of it
- Travel, be multicultural
- Include different ways of thinking/ perspectives
- Introduce them to new cultures/ways of thinking
- Create something totally new, from existing
- Suddenly change the entire plan
- Sensetizing
- Get people into the weird vibes with tasks ->
- First create a contest for the most unusual...

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Results brainstorm rounds 4 and 5

Morphological synthesis

Concept directions

Alberto's solution space

ALBERTO

Use Metaphors · Challenge people to speak · Use visual representations for emotions/expressions · Interaction with other people · Physically different positions

FABIANA

THE BOX MEETING

You send a box with physical material to work with

Inside you have elements for the meeting

They complement each other giving people tasks and facilitating th meeting from there

people can show stuff to the camera

NAZLI

Working Together Apart

Random Drinks · Act if you are in the same room · physical activity · Sensitive/familiar topics · no online restraints

Leona's solution space

LEONA

Force fitting · Taking turns · Gamification · Audio stimuli

"GANZEN(MEETING)BORD"

Online meeting board in the shape of the game of the goose.
· Taking turns in the meeting with the dices
· The numbers on the boards can be activities
· You are represented on the board

Freek's solution space

FREEK

Use visual representations for emotions/expressions · Playing with things · Humor

Sticker me mate!

You can comment on different phases or parts of a meeting with stickers that will stay with the user (or not). This way you can reflect on the process and take things with you but also involve people into interacting with esch other

FREEK

Physical representations

Conversation Buddies

Making online meetings personal again.

Wrap-up & feedback

THANK YOU!

YOUR IDEAS AND SOLUTIONS WILL BE USED AS BASIS FOR THE PROTOTYPING PHASE WITH PROJECT TEAMS OF A DUTCH AIRLINE.

IF YOU HAVE MORE IDEAS, CONTACT ME!

FEEDBACK TIME!

TIPS:
More room for clustering · Breaks to 'digest' ideas · Clustering: only share new ideas · Providing stuf to represent ourselves visually · emojis, photos, icons etc to support writing

TOPS:
Really liked atmosphere! Had fun · I liked your boards a lot · Having an exercise that we complete in our own time · Super structured! Good job · Pre exercise with Miro

K. IV analysis

Preparing an effective meeting is like making a high-end cocktail.

Elements making the cocktail		Variables influencing the kind of cocktail		The impact
Soda	Alignment	The glass	Aim of the meeting	The type of elements (what kind of drink)
Alcohol	Implementation	The customer	Meeting group	How the elements come together
Fruit	Connectivity	– How many	– Size of group	How experiential / participative
Decoration	Creativity	– Who is this	– Composition	How much attention for each element
		– How often	– Frequency meeting	How much of each element
		Type of bar	Meeting location	How the customer can experience the cocktail

Qualities explanation

The service that allows for the facilitation of a creative climate should have characteristics which are..

- *Interactive:*
  → The solution must include interactive elements that afford fun-, participative- and experiential interactions which are important for the evolvement of liveliness, debates and social connectivity within the meeting group.

- *Adjustable:*
  → the presence of adjustable elements works engaging and invites to participations. Besides adjustability affords freedom in expression and creates a lively and free atmosphere.

- *Charismatic*
  → the facilitative support should have a charismatic character, which engages and activates participants to interact, connect and align. The solution inspires devotion to use creativity and have action in mind.

- *Effective*
  → The final solution is effective by including aspects of the design process. The solution affords a purposeful contribution, room to diverge and room to consider the unusual. The structure leads to common language and constructure communication important for the required comfort.

- *Occasional*
  → Having the meeting once a week affords lasting excitement and fun for the online meeting. Besides the facilitation must be matched up with where the projects stands in the process. The position in the process has influence on the type of interactions required. Due to the effectiveness of the meeting there is no need for more meetings.

ANALYSIS – in relationship to meeting objectives:

Composing a meetingflow is like preparing a high-end cocktail

4 components | objectives
- Alcohol | Implementation
- Syrup | Connectivity
- Soda | Alignment
- Fruit | Creativity

determines ingredients → determines the proportions of the ingredients

The customer | The meeting group
- ☆ The composition
- # The size
- 🗓 Frequency

6 type of glasses | 6 aims of meetings
- Receive feedback
- Make a decision
- Get inspired
- Find acceptance
- Gain information
- Build relationships

L. Some ideation activities

Part of the design process to the the meeting introduction
and expectation management rooms
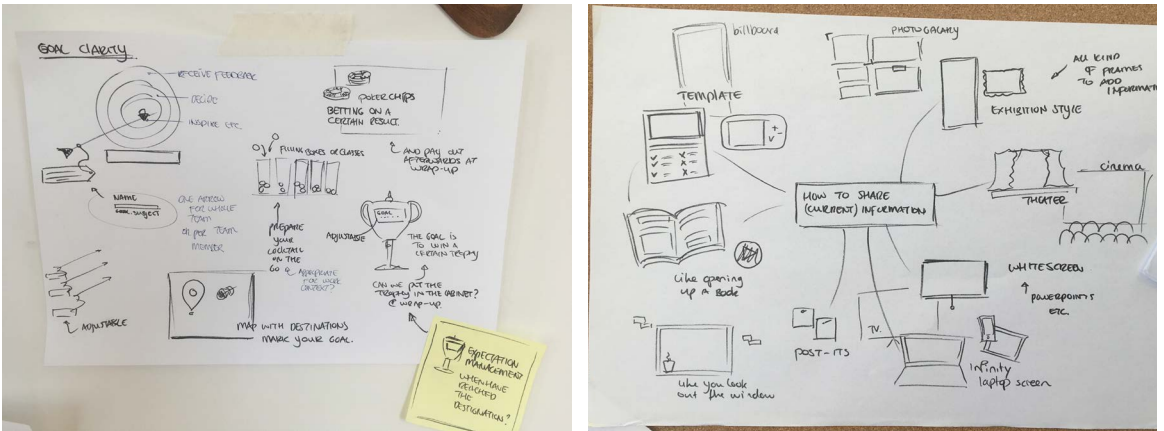
Design process to the 'graveyard'-learn from mistakes
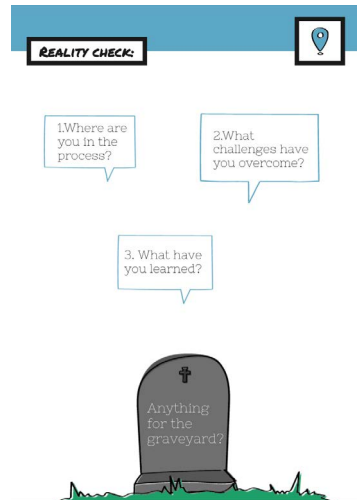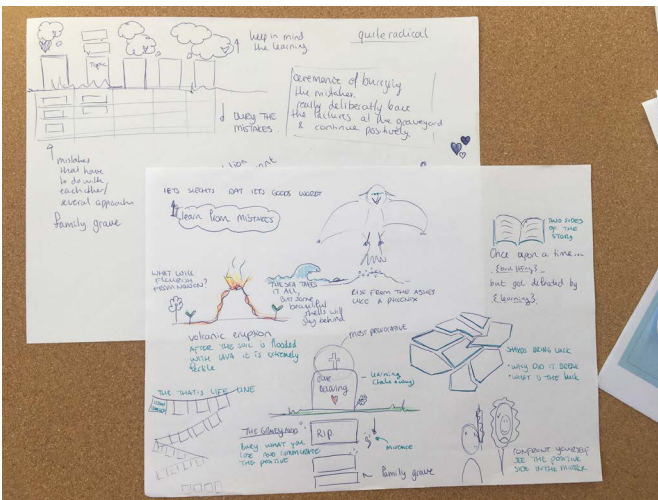
Design process of the 'waiting room', started with a coffee corner
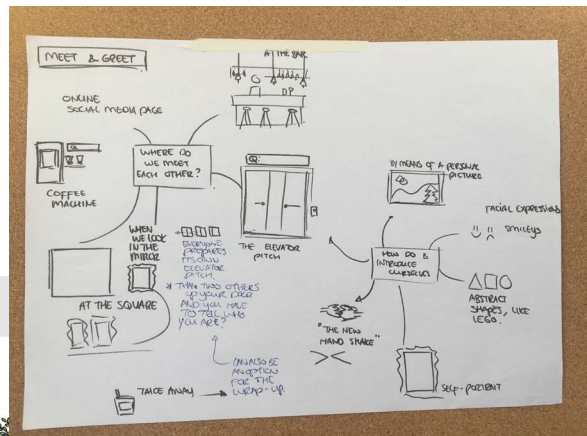
The coffee corner be-
came a personal update
activity

First idea for the check-out room..
back to work

How to show progression over time?
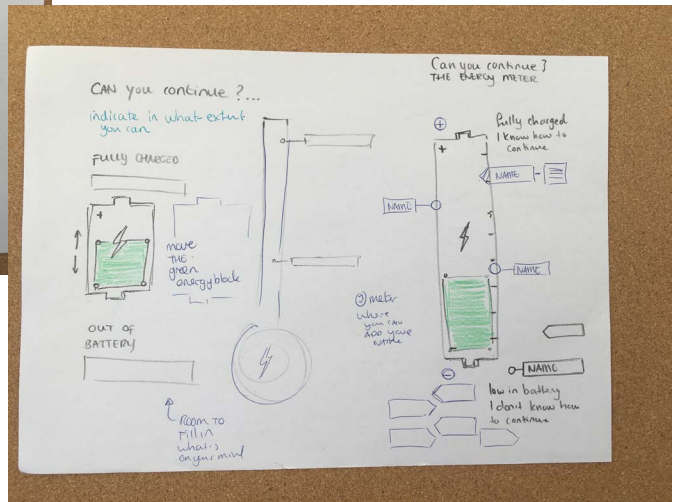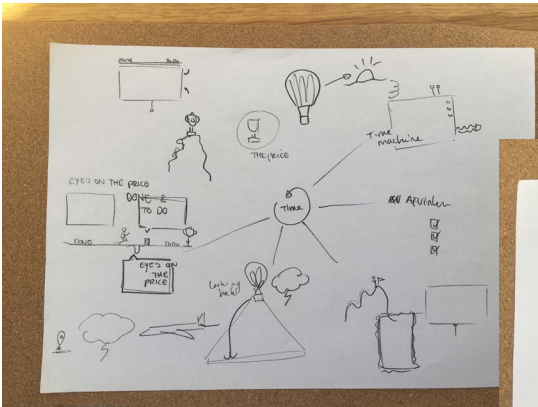
How to celebrate success?
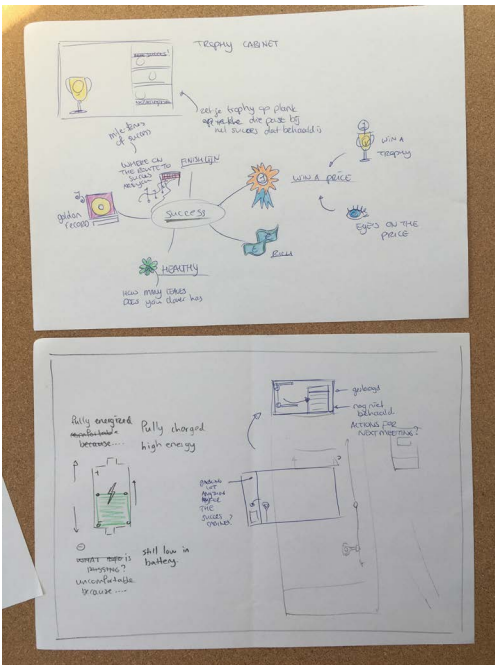
The wrap-up energy meter is based was based on this first prototype in Miro. Inspired by the temperature meter.
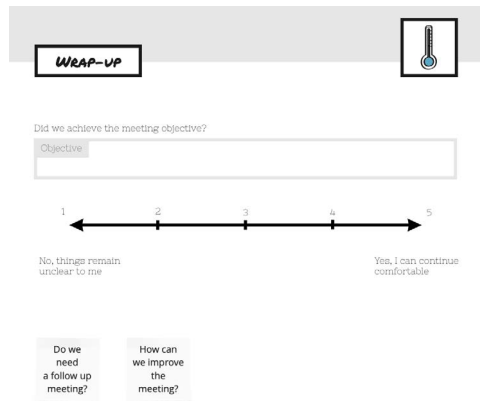
When discussing how to to design the 'decision making-deep dive activity' (eventually not developed) the idea for the 'way-forward' came to live.
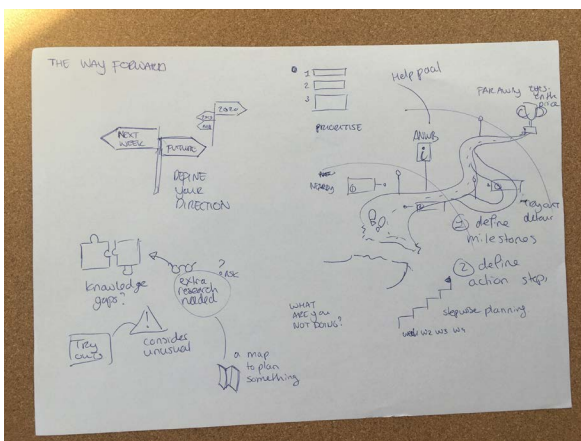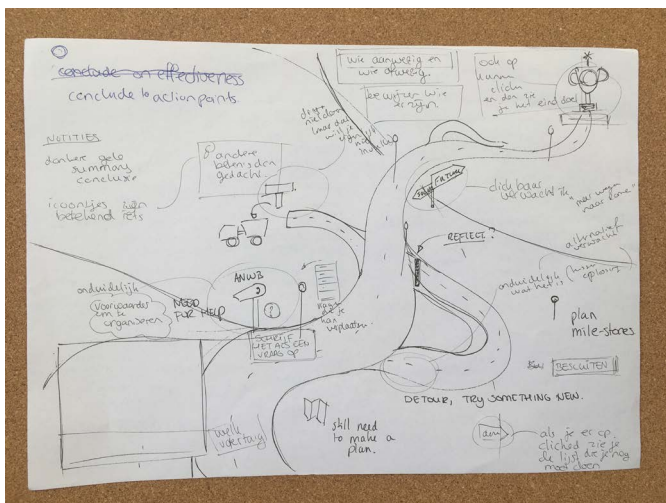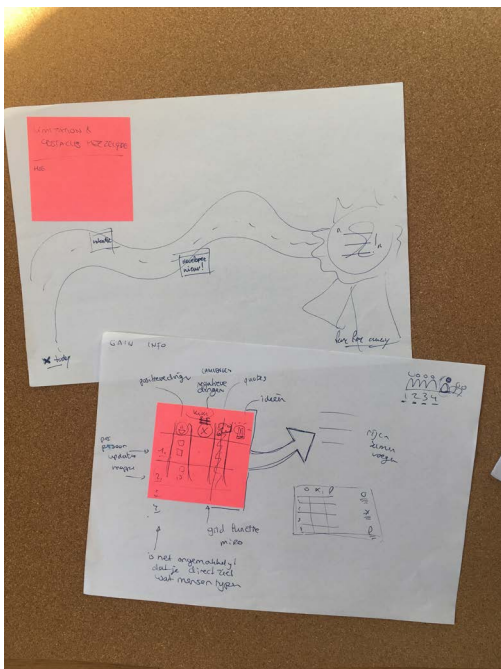
Extra brainstorm for the differenst stops along the road; way forward.

In the end, the rooms were all designed, some earlier than others. The first designed rooms had about 5 to 6 iteration steps. These rooms have proven to be the best during the evaluations.
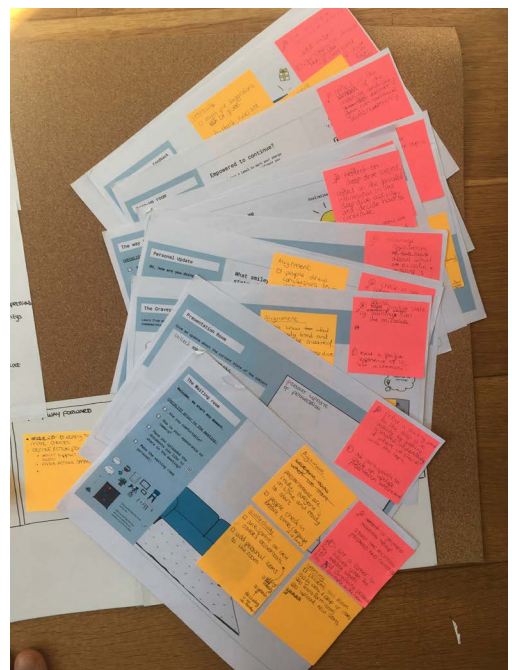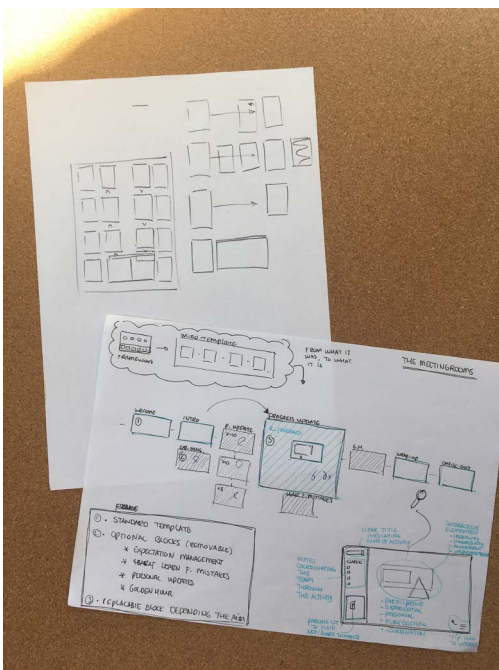
There have also been multiple iterations over the flow. This started with understanding how the creative climate dimensions could be expressed in the meeting. When feeling confident about the rooms in the flow, there was more focus on how the build-up this flow, so optional rooms could be added logically.

Research insights

Nnt everyone check's in at the same time

Need for social interactions

Lack of meeting structure
- no clear goal
- no process

GROW method

Lack of Debates and risk taking

if there is just one project, do this as a group, otherwise everyone does an GROW update

afhankelijk van hoe lang meeting duurt, anders deel van inhoudelijke update laten zijn!

Goal of meeting phase

Establish a climate

Let everyone speak + social cohesion

why do we have this meeting?

how do I contribute to the project?

what is the current situation/ starting point

which (other) suggestions, ideas, alternatives, viewpoints, experiences are there?

decide on opportunity, direction, conditions, Responsibilities

round up, everyone comfortable/ free to continuou autonomously?

Informal round-up

Ideal meeting flow

1. Check-in

3. (personal) Update from everyone

2. Facilitator starts the meeting

4. Goal

5. Reality

6. Options/ opportunities

7. Way forward (decision making)

wrap-up

8. Check-out

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M. Input on variables

Meeting flow | Building blocks of an effective meeting

People have always many ideas which are not always linked to the discussed topic, we can we use this space for those ideas?

"Goal is often unknown, but actually really nice to have"

"I've never actually approached meetings like this before.."

Meeting activities

1. Check-in

2. Introduction of meeting

Goal of the update:

3. Reality update

4. Options/ opportunities

5. Analysis

6.Golden-hour

7. Way forward

8. wrap-up

9. Check-out

"It's nice to have a structure like this at all!"

Optional: personal Update from everyone

Optional: expectation management

Optional: learn from mistakes activity

Better optional, feels more like brainstorming

Optional: Succes evaluation

goal of these activities

Make also shareable agenda of this

Introduction

Establish a climate

why do we have this meeting?

Let everyone speak + social cohesion

how do I contribute to the project?

Also discuss rol division & meeting rules

Middle: content processing

Explain current situation/ starting point

Share suggestions, ideas, alternatives, viewpoints, experiences

Transform 'options' into knowledge for action points

Share any (crazy) thoughts, ideas or suggestions which are perhaps off-topic, but worthing consideration/a try-out

decide on opportunity, direction, conditions, Responsibilities

What are the difficulties and excitements?

"Good to look at problem from different perspectives"

Rounding off/conclusion

round up & reflect: everyone comfortable/ free to continue autonomously?

Informal round-up

Add that the target for the next meeting should be determined

Based on Facilitation of creative sessions, the design process and Observations of DAC teams

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informatie ophalen

nu nog control&command >je zou meer naar resultaten willen werken zelfsturende teams

1. What is the aim of the meeting?

Indicates the desired outcome and therefore the required activities

Receive Feedback	Find Acceptance	Get inspired	Make a decision	Team Building
Exchange information	Harvest existing ideas	Generate new ideas	Prioritise and decide	Build relationships
1. Goal: define where you want feedback on.	1. Goal: define the topic where you want to align on.	1. Goal: describe the reason for an ideation and desired form of outcome	1. Goal: Describe the choice to be made and when this choice is an success.	1. Goal: Define the reason for team building
2. Reality: provide required background information + define succes.	2. Reality: share ideas, viewpoints and experiences on topic	2. Reality: indicate design context and share lessons learned	2. Reality: Explain the existing criteria and/or options	2. Reality: Reflect on experiences
3. Options: receive feedback	3. Opportunities & Obstacles: Identify differences and similarities	3. Options: think of as many ideas and categorise	3. Options: Discuss the criteria and/or options	3. Options: Undertake activities for connectivity and trust relationships
4. Way forward: clarify what to do with the feedback and formulate actions	4. Way forward: Agree on how to continue	4. Way forward: decide on promising ideas/categories	4. Way forward: Make a deliberate choice based on the discussion	4. Way forward: conclude with learnings and set expectations
Use the comfort of aligning to elevate freedom	*Use the freedom of aligning to elevate comfort*	*Use comfort activities to evolve a sense of freedom*	*Use freedom activities to evolve a sense of comfort*	*Use comfort an freedom activities to build on comfort and freedom*

1. Invite the stakeholders or experts from who you need feedback

2. Invite the people who can provide the required (background) information for an effective feedback session

1. Invite the stakeholders who need to agree / be aligned.

2. Invite the people who deal with the eventual implementation of the project result

1. Invite people who bring novel, meaningful and/or unexpected ideas, viewpoints and experiences

2. Invite stakeholders to participate in the generation new ideas

1. Invite stakeholders (e.g. customer) who need to be part of the decision making

2. Invite experts whose expertise can lead to effective decision making

3. Invite (random) people if there is a need for objective decision making

1. Invite the stakeholders having impact on the connectivity, comfort and freedom in the 'core team'.

Core team: employees considered as part of the project team and not as expert or stakeholder.

New frame

losser, kent wel al een structuur

meer begeleiding nodig (interessanter om opzet voor te hebben)

2. What knowledge and competences need to be present?

Indicates who needs to be invited and determines the meeting group

Covers the experience with meeting tools

-Personalities, wanneer je kan kiezen (wellicht wel onbewust)

hierarchische lagen - zwaardere voorbereidingen -moet wel ervaren zijn

3. What is the meeting group composition

Depending on the diversity: Widen or bring together

Core Team	Divers Team
Connectivity Make it personal, focus on well-being and commitment	**Connectivity** Connect on more formal level. Focus on the different to-dos in the meeting group and make everyone feel comfortable with this role.
Alignment Have honest in-depth discussions. Oversee knowledge gaps. If needed time differs, facilitate overview and summary of activities.	**Alignment** Make advantage of the role division and present expertise. Facilitate debates in which all perspectives are heard. If needed time differs, facilitate overview and summary of activities.
Implementation Control on accountability. Decide what is needed from team leaders.	**Implementation** Seek for opportunities at the extra invitees
Creativity Use the comfort of the present connectivity. Experiment and dare to consider the unusual.	**Creativity** Make use of the diversity in the group
Have team members challenge each other and think out of the box	*Make use of the diversity. Have meaningful debates*

4. What is the size of meeting group?

Depending on the # of participants is the meeting experiential vs. controlled

<5 participants	5-10 participants	>10 participants
Connectivity Avoid 'individuals'. Invite everyone in how employees like to engage.	**Connectivity** Prepare time to socially connect, ensure everyone is comfortable to engage in the meeting.	**Connectivity** Introduce attendees and further focus on group cohesion and equality. Have a clear common goal and manage expectations up front.
Alignment Facilitate good clarity and leave room for discussion. Free interpretation and feedback. Oversee knowledge gaps.	**Alignment** Monitor alignment. Sense when there is disconfort or when people don't speak up. Manage those conflicts through engaging questions (e.g. what, if, or why's that etc.)	**Alignment** Give the floor to people, guarantee that all perspectives are taken into account. Conclude, discuss and ask for confirmation.
Implementation Avoid the sense of 'being controlled'. Let participants think for themselves how to continue	**Implementation** Make employees responsable to define their action points. Leave room for input from others	**Implementation** Coordinate on action points. Make people accountable.
Creativity Leave room for own interpretation of activities. Make it very dynamic, experiential and personal.	**Creativity** Provide rules and structure to comfort people using creativity during the meeting	**Creativity** Provide rules and structure to comfort people. Give time to think first, before sharing. It is recommended to have an ice facilitator.
Let participants explore themselves how to find stability and direction	*Facilitate both comfort and freedom*	*Facilitate stability and direction to allow for structured freedom*

5. How frequent does the meeting group meet?

Depending on the frequency go for depth or efficiency

Daily meeting	<30 min.	Weekly meeting	~1h.	Bi-weekly meeting	~1h.
Connectivity How daily stand-up focusing on well-being and commitment. Make it personal	**Connectivity** Take time to check in and give personal updates. Ensure everyone is comfortable for the activities aiming for alignment, implementation and creativity.	**Connectivity** People need some time to catch up you'd want to instruct and comfort again. Plan an acting
Alignment In the daily meeting only get to shared interpretations if it hinders progress. Use the weekly meeting to get all great.	**Alignment** Include enough time to get on the same page. Let participants prepare what they want to discuss, get aligned on.	**Alignment** Participants need to get the time to understand what has been done, before they can align, can participants prepare what they want to discuss.
Implementation Discuss the workings mini of activities done, in progress and on the backlog, use the daily meetings to keep track of the weekly goals.	**Implementation** The participants know what they're doing hold responsible for. Action points are set up per week.	**Implementation** Make two week plan and perhaps a scale about interim sessioning, is a creative sharepoint.
Creativity Only apply creativity when it benefits the efficiency.	**Creativity** Stimulate a creative mindset	**Creativity** Stimulate a creative mindset. Keep triggering this mindset also in the weeks without a meeting.
Let the daily meeting for daily duties and focus on well-being	*A weekly meeting is ideal, make use of the flow*	*Pay extra attention to the engagement of the participants*
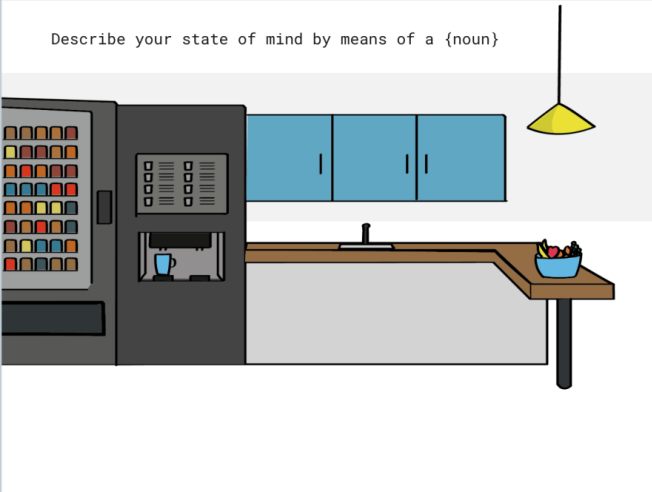
N. Personal update alternatives
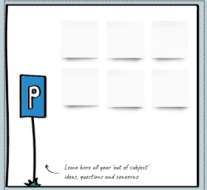
The Coffee Corner
In the coffee corner participants are asked to express their state of mind by means of a certain category, like type of fruit or state of weather. Participants' creativity will be triggered because they have to express themselves by means of a metaphor. For example; I feel stormy because I have a lot on my mind. By letting everyone speak quickly, the activity also functions as ice-breaker for participation.
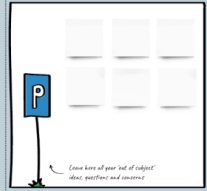
Shape your state
This third personal update activity work best with smaller group in which everyone can get the time to express their state of mind visually. The participants use the abstract shapes to build something that represents their state of mind. The next participant contributes on the work of its fellow participant. In this way people learn to hitchhike and make something new of an existing creation.

O. Evaluation A

💬

Evaluation A | Test the usability of separate rooms with employees.

3 individual tests.

Participant 1:

Rooms:
- Waiting Room
- Meeting Introduction
- Presentation Room

Warming-up

Answer the questions by adding text or drag and drop.
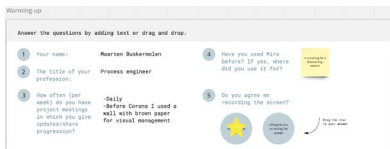
While waiting for the task: "Now I'm curious what it actually says here" →
enlarges the explanation of how to decorate the room; "so now I can actually read it"

2. Task - the waiting room | Does the participant understand the interactive elements?

☑ uploads presentation

- Searches for the upload button, compares it with the icon in the checklist. Mentions that the icon for exporting the whole board and uploading something are very similar.

☐ clicks on button

"Oke I can upload documents"

☐ pastes presentation in collection box with other presentations

- Explores the menubar of the presentation to understand how he can prepare for the meeting. He finds some very interesting features, but nothing that helps him with the meeting itself.

☑ goes back to waiting room

Tries to but button was not working.

☑ goes through the text of the check-list

☑ interacts with the meeting room
    ☑ transforms items
    ☑ drag & drops items
    ☐ adds/uploads new items

3. Discussion about interactions

3.1 Participant was wondering if there is an easier way to get his presentation in the presentation room. The option to use the button was explained, but this was not identified as button by the participant.
- Is it logical to upload the presentation in the waiting room, while you have to copy paste it to the presentation room?

THE WAITING ROOM

Task: You are a few minutes early and you have prepared a presentation about the price book for today's progress meeting:
- Upload the presentation from 'saved files'
- Prepare for the meeting
- Wait until the meeting starts.

Waiting room template   Waiting room after doing the task
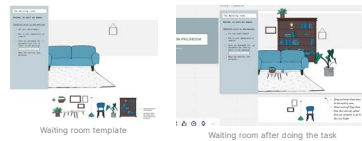
1. When looking at this first room, can you give me your first impression by explaining what you see and expect?
   - Participants looks at the waiting room and start reading the title and checklist.

- "I see a couch and a robe, so I'm expecting us to proceed in an informal manner" "So, yes I feel quit comfortable here" Tries to tick the checkbox: "Ow, this is not a real checkbox.."

- The sentence 'How is your camera appearance?' is unclear to the participant

- "I have nothing to upload now, otherwise I would have done that at this point"

- With 'personalise the waiting room' it was not immediately clear the digital waiting room was meant. However eventually the participant started decorating the room.

- "the room is finished, I want to be able to meet on the couch"

- "Yes it is oke to upload it in the waiting room, because then the meeting doesn't have to be interrupted halve way. " You want to have everything ready and prepared before the meeting."

3.2 Do you want the checkboxes to be working?

- actually yes, because most of the features are interactive, so I actually expected it to work.

3.3 You didn't understand the phrase "How is your camera appearance", why not?

- "Oh now I actually do understand what you mean, I guess because I always turn my camera off i didn't think about it"

4. Suggestions/remarks/ideas

- give a separate check-point for the action copy paste the presentation/document to presentation room

- Give people the guidelines to quickly navigate through the board.

> "I think you put down a good mindset with the ability to create a homely atmosphere."

-Would you enter the meeting earlier because of this waiting room?
mm. I don't think so, unless it is an important meeting and you want to be fully prepared. Besides, this tool should not come as a surprise to people, it is very new.

THE MEETING INTRODUCTION

Task: You like to receive feedback on the price book. Besides, it comes to mind that you want to raise the fact that you're on holiday next week

Meeting introduction template

Meeting introduction after doing task

1. When looking at this second room, can you give me your first impression by explaining what you see and expect?

- The participant sees a map of the world and then the questioning title 'what is the aim of the meeting': "I hadn't expect this beneath each other. In addition he reads the subtitle an his interpretations is: "So I can create a subject for the meeting and pin this on the world map".. "mm.. oke" {confused}.

- He look further and identifies the 'parking lot', he expect he can pin the subjects in this square in the first place because there are also post-its.

- but after reading the explanation: "O no, this is where all topics that are irrelevant for the main meeting subject can be dropped". Now, the participant understand what the parking lot means and figures out he can add text tot he post-its. However the parking lot is grouped so it is easy to move it around. After trying several times he figures out he has to click double twice to add text.

- Because he is zoomed in on the parking lot, the participant also figures out the map is not just a map of the world: "Aha the destinations have different meanings", "Ah that's nice!" and he mentions them all

- He goes back to the subject card below the map and understands what to do now.

- To ensure he has seen everything he goes to the checklist and tries to understand all check-points. While pointing to the subject-post-its "is this what you mean with frames?"

2. Task - Meeting introduction | Does the participant understand the interactive elements?

☑ The participants heads to the subject-cards
☑ The participants adds text to a subject-card

  adds text and reflect to the pricebook presentation

  ☑ understands the double clicking

☑ Participant understand the map are the different aims of a meeting
☑ The participant drags the post-it to the right destination
☑ The participants reads the text of the check-list
☑ Adds comment about holiday to the parking lot

  holiday schedule doesn't seem like a subject to talk about in the format of map-of-the-world-is just something to discuss, so I put that on the parking lot.

  ☑ understands the double clicking

  After trying out several times.

3. Discussion about interactions

- I really like the parking lot, there are always issues that come up in connection with the items on the agenda and you want to give them a place and not let them interrupt the meeting.

- I didn't understand the map of the world directly, I guess this can be improved by enlarging the titles.

3.1 in what extent did the size of the text (some very small) hold you back in the interactions? What is your opinion about the need to zoom in?

- Because of the test i was looking for something. The subtitle clarified everything, but since this is not on top of the page it was not the first thing to read.

- important items should be readable, little arrow not.

4. Suggestions/remarks/ideas

I guess it would be interesting if there is a deep dive activity as part of the meeting, but goal clarity is very important

THE PRESENTATION ROOM
Task: Present your presentationim

Presentation room template

Presentation room after doing task

1. When looking at this third room, can you give me your first impression by explaining what you see and expect?

- The participant mentions the presentation screen: "I expect I have to plot my presentation in this screen"

- Zoom in on the little arrow: "What does this say, I figured out that all instructions are always presented at these little arrows"

- The participant expects that when dragging the presentation from the grey area to the screen it adjust to the size of the screen. Because this doesn't happen he scales the presentation himself.

- Unfortunately the shortcut to the waiting room was not working, but he intended to use this shortcut to get his presentation from the waiting room.

2. Task - Presentation Room | Does the participant understand the interactive elements?

☑ The participant drags its presentation in the presentation screen

- Although it was not his own presentation, the participant clearly understood what was asked from him. He immediately saw a presentation screen.

☑ enlarges its presentation
☑ starts its presentation

3. Discussion about interactions

- The participant looked for a smart way to get his presentation in the room. "I would like to have the possibility that when I drag the presentation in the screen or when I double click on the presentation that is automatically starts" I miss the presentation mode in Miro.

- I like that all presentations can be given in Miro. But I think there should also be an opportunity for other forms of sharing information

4. Suggestions/remarks/ideas

5. Interaction qualities:

how coordinated are the interactions?
- clearly, the arrows helped me a lot
- Only the navigation between the rooms could be better

how personal are the interactions?
- It is nice that you can change things yourself. But not all rooms are personal, and I don't think it is needed

how exciting/fun are the interactions?
- I like the cartoonish style, in this way it is humanised.. like someone drew this for me. I think this style could work for every meeting. Besides, it invites me to add something to the room without having the feeling messing up the clinical operation room.

how participative are the interactions?
- Partly, in some screens it is very clear that you need to do something with certain items, like the post-its on the world map. However I didn't directly see the items for the waiting room, maybe better to give the icons a special frame; "now it is floating a little.."

how experiential are the interactions?

- a lot, I really expected it to be interactive so I think I clicked on almost every item to explore what can be used; probably also because I'm invited to try out the product.
- you keep see new things the longer you look at the room, that is also cool
- Visually imitating a meeting room or a presentation room triggered me to take actions that I also do in real life scenario.

6. Would you use this during your meeting, explain why?
- I find certain aspect very interesting. like a good check-in, goal setting and check-out etc.

7. Final suggestions, remarks or ideas?

- I'm just curious how you are implementing this. For what meeting would it be useful.
- Be aware that a check-out moment is also very important, especially now we are working online with informal moments etc.

Participant 2:

Rooms:
- Deep dive | receive feedback
- The Way forward
- Wrap-up

Task: You just got an update about this new way of having meetings. Please give feedback on this proposal using the template.

Deep Dive | Receive feedback template

Deep dive receiving feedback after doing the task

1. When looking at this third room, can you give me your first impression by explaining what you see and expect?

- The participant want to zoom-in in order to read the text, because of this the participant doesn't start at the top of the screen and therefore he finds it hard to understand what is expected. Because there is a big 'T', he doesn't expect to move somewhere else first.
- However after reading the text at the left side of the ladder he got the idea it is about giving feedback and he expects the yellow post-its should be

used to give the feedback. "I see five sticky notes, so I also expect that five people can provide feedback"

- "I like how we can give feedback at the same time, everyone can pick a sticky note 'een geeltje'."
- "I don't understand what is meant with the present, but i cannot move it"
- "I cannot read the what is below the icons, but I suspect I can add them to my sticky note".
- Then the participants reads the 'thanks for your feedback' (step 5) : "Ahh here the one who receives the feedback can create a kind of summary of all the feedback given" Because of this also the takeaways at step 6 make more sense and he mentions: "So the present is the received feedback?"

2. Task - Deep Dive activity Feedback | Does the participant understand the interactive elements?

☑ Is aware the room is about giving feedback (by saying so)

☐ Read the checklist, is aware of the checklist to do's
- Understood what to do without reading the checklist. Participant mentions he expect to start at number 1. Clarity.

☐ Is aware of the rules
- didn't have a proper look at the feedback rules because it is positioned at the right top corner near step 5, the step the participants have already provided their feedback.
- On the other side the participant mentions aspects of the rules while going through the different steps, like "good to start with a positive note, in this way feedback doesn't feel like criticism, but as input to continue with"

☑ Starts at step 1

☑ Uses the post-its to comment

☑ Continues with step 2-4

Participants like it is a stepwise process; "Some people tend to talk a lot in meetings and than not everyone gets the chance to say something, if you let people first add something on a sticky note and than discuss them one by one it is clear there are more people who like to say something"

"the structure makes that not everyone wants to talk at the same time"

☑ creates positive notes for the values

"What do you mean with 'Value'?, as a finance person I immediately think of value in sense of expense or profit"

☑ creates critical notes for the concerns

☑ creates ideas for the suggestions step

☑ Understands that step 5 and 6 are for the subject owner

☑ Understand that after this activity something will be done with action points

3. Discussion about interactions
3.1 Why didn't you start at the top of the room?
- "I saw a 'T', so I expected I had to start there. The text was far to small so I had to zoom in"
3.2 How did you know step 5 and 6 where more for the subject-owner to address?
- The participant got the idea his part was finished because; "I was attracted to thank you"

4. Suggestions/remarks/ideas

- Change the word value to 'positive note', 'compliment' or 'Like'
- A more logical arrangement of the different elements so I won't miss any information while being able to read what is expected.

!! Participant expected he had to scroll downwards, but the next room was at the right side !!

WAY FORWARD
Task: To implement Miro in your company you will verify if there is budget to purchase Miro licences.
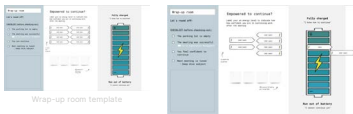
Way forward template

Way forward after doing task

1. When looking at this third room, can you give me your first impression by explaining what you see and expect?

- Reads the title and checklist items
- Start to interpretative the different illustrations
  - "**the sun**, ah that is wha we call the lighthouse" The participant interpreted this as the final goal or milestone.
  - **To do & done**: "When I click on this I expect to see all the action items on the backlog and all items that are in done". The participant missed one direction in this illustration and that is about the decisions made. In projects I would be great to have an overview of all made decisions: "If someone couldn't attend the meeting, this overview makes it easy to catch up quickly", also mentioned was that employees otherwise have discussions about topics already decided on.
  - **The ANWB-post**: "I would guess this has to do with asking for extra help, however I'm not sure if you know what an ANWB-pole is so I expect it should be something else", "If you click on the pole I expect to find a list with contact details of experts". The participants didn't find the helping text clarifying what the illustration means, he was not understanding the word 'obtain'.
  - **Detour**: Because of the extra road the participant expected this to be another way to get to the final goal, 'the sun'.
  - **Dead-ends**: was directly interpreted as all directions that are not helping in reaching the final goal.

2. Task - The Way forward │ Does the participant understand the interactive elements?

☑ Is aware the room is about defining action steps
- •
☐ Follows the checklist
- didn't read it because zoomed in again.
☑ Uses the 'cards' to describe the action steps
- When receiving the task the participant noticed he had to do something, so he read the title and subtitle and then understood he could use the card to describe actions.
☑ Explores the options in the 'card bar'
- After mentioning the menubar of the card the participant found the options very valuable. Especially the option to assign tasks and add status tags to clarify who is responsible and what is the action about.
☐ Understand the meaning of the different items along the 'route to succes'
- partly, but gave also different interpretations and these didn't change during the performance of the task.
☑ Gets triggered by the different items along the route
☑ drags the 'card' to the corresponding item
- "This action still needs to be done, so that should be part of the 'to do' illustration" The participant would have like if he could drop the cards into the different icons, so the cards would be saved in a list.

3. Discussion about interactions
3.1 Why didn't you read the text in the blue banner?
"Because it is a different colour I don't expect it to be the main activity of the room."
3.2 Why did you move around the action card?
"It felt logical to place the action item at the type of action, although it are all to do's"
4. Suggestions/remarks/ideas
- Have the goal of the project presented in the sun or at the top of the room to ensure everyone is working for the same purpose.

- The participant would like to get a bit more information about each illustration
- Add a decisions list, very important for good collaboration and progress documentation. → at this point we started brainstorming about ways to do so. Perhaps adding 'comments' could be something.
- For this page it would be nice to know who are present in the meeting, would be nice if this is documented somewhere.

WRAP-UP ROOM
Task: Let everyone in the meeting know you don't feel so confident yet, you still have the feeling you miss a lot of information.

Wrap-up room template

Wrap-up room after doing task

1. When looking at this third room, can you give me your first impression by explaining what you see and expect?

- This time the participant started reading first the title and checklist items. And continued with the question title and subtitle of the activity.
- The participant mentioned he find it very valuable to have such an activity in the meeting.
- He expect that he can use the 'plus' and 'min' to indicate his level of energy.
- However he is a bit confused in what the battery means: "there are no indications of what the different levels means, so people can interpretative this differently.

- Until the moment he saw that you can enter your name on the label, he didn't think you could move it. "Oh, than I would drag the label to the battery"

2. Task - Wrap-up Room │ Does the participant understand the interactive elements?

☑ Is aware the room is about rounding off the meeting
☑ Reads the checklist
☑ Writes his/her name on the label
- It was unclear you had to double-click to adjust text. With help he eventually got his name in the label, but the intentions were there.
☑ Understands the battery is a meter on which one can indicate how he/she feels
☑ Drags label to the battery level representing his/her state of confidence/comfort
- Drag the label on the battery level; "I actually expected this to fit perfectly"
☐ Adds post-its to clarify the choice

3. Discussion about interactions
3.1 What made it hard to understand you could do something with the labels?
- Participant didn't identify the labels as 'labels', the text was too small and it look finished in how it was presented.

3.2 Why did you drage the label on the battery?
- "I expected it to fit, so i was surprised and started to doubt if I had to drag it to the battery."

3.3 Why didn't you add a post-it with clarification?
- "Oh I missed those post-its", besides the participant mentioned it would be good to keep it as an option, just providing how you feel after the meeting should be enough. The lead or facilitator can always ask for an extra update after the meeting in a one-on-one.

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4. Suggestions/remarks/ideas
- Make the text of the label bigger
- Make the labels fit the battery of give it an arrow on each side, or give an example
- "We always work with smileys, perhaps you can add these so people can give a bit more information without real explanations"

5. Interaction qualities:

How coordinated are the interactions?
- yes, there are good instructions but sometimes they are a bit misleading. So use questions if you want someone to answers something and use a more directive form if someone has to do something.

How personal are the interactions?
- There is always room to give you idea or input, so that is great.

How exciting/fun are the interactions?
- many visuals and interactive items. "I really liked using it, I'm curious how it works with a group".

How participative are the interactions?
- Good, on each page I could do something.

How experiential are the interactions?
- I guess I would use more functions when having used the tool more often. it sometimes took me a while to fully understand what I could do, but the experience is great and i feel like i know what to do now.

6. Would you use this during your meeting, explain why?
Yes i think it can provide al lot of structure in the meetings. Everyone get the opportunity to contribute and better documentation.

7. Final suggestions, remarks or ideas?
- "I found it confusing to scroll to the right, I'm used at scrolling downwards." The participant recommended to make it scrollable, so in vertical

directions.

Participant 3:
Rooms:
- Presentation room (iteration 1)
- Learn from mistakes
- Way forward (interaction 1)
- Progression board
- Golden Hour

PRESENTATION ROOM (ITERATION 1)
(In advance the participant is asked to think of an project update he/she gave lately)

Task: Show how you would give your update in this environment.

1. When looking at this third room, can you give me your first impression by explaining what you see and expect?
- "I guess this room is to give presentations"
- Zooms in on little arrow beneath presentation screen: "Ah, so I can give a presentation on the screen and add updates about breakthroughs and obstacles in the left grey box."
- "Looks like you can indicate breakthroughs and obstacles"

2. Task - Presentation Room (iteration 1) | Does the participant understand the interactive elements?
- ☐ Pastes presentation in grey area (not obliged, since this is not directly part of this room)
- ☑ Pastes presentation in presentation screen

"Really nice that you can drop a presentation straight from you document folder"
- ☑ Transforms presentation so it fits the screen
- Has found the navigation bar above the presentation and intuitively clicks through the presentation to show how he would give the presentation
- ☑ In presentation he/she addresses breakthroughs
- ☑ In presentation he/she addresses obstacles

"I guess this room is finished when the breakthroughs and obstacles are discussed and concluded in some takeaways"

3. Discussion about interactions
    3.1 You just mentioned the breakthroughs and obstacles, why did you do this and what would you desire to do with them?
- Because they are on the screen I expected I should do something with the items. I think it is good to mention them and to draw some takeaways of the presentation with regard to the breakthroughs and obstacles.

- "Having them in this room makes you won't forget to address them" "On the other side it depends in what kind of meeting you are, in a meeting with management you mainly want to focus on what you have achieved"

    3.2 Is there another item that should definitely be added to enrich the updates of progression?
- The participant stresses that a time-line could be handy which indicates how far we are in the project in percentages. "Knowing how far in the progress we are manages the expectations about how much effort in project is still required." "It indicates whether we have most of the time in front of us or behind us"

4. Suggestions/remarks/ideas
"I think it would be a good idea to add something of a time line"

!! when asking to go to the next screen, scrolls downwards !!

LEARN FROM MISTAKES | THE GRAVEYARD
Task: Imagine you are developing an application. And you tested a first version of the application with a big red action button. The participants however did not click on the action button, because the button was red which they associate with stop or decline. Besides it was unclear that it was a button due to its squared shape. In other words action buttons should not have the colour red and are better rounded off. How would you use the graveyard room to express this learning?

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1. When looking at this third room, can you give me your first impression by explaining what you see and expect?
- "Ohhw, the graveyard" (curiously)
- Firstly he reads the text under the titel; "I think here we are going to bury the failures we don't want to make again in this project or in another project".
- Start filling in the template according an example of his own

2. Task - The graveyard | Does the participant understand the interactive elements?
Own example:
- ☑ Edits subject on gravestone
- Goes first to the 'mistake' boxes and understands how to edit the text.
- Secondly the subject is added
- ☑ Buries the mistake beneath the gravestone
- ☐ Adds an extra mistake by finding the 'plus'
  - "Ah I can add more"

"oh and then I describe overhere (learning cloud) the learning, that is great!"

- ☑ adds the learning in the commemorate clouds
  - ☑ Understands the double-click
  - Has no problem with the 'double click' in grouped items

  "mm but this learning has also a downside, because you also don't want too many people at you kick-off, however I still think it is a valuable learning to keep commemorating, also for next projects"

After task:
- Zooms in on little arrows: "Oh there is more explanation"

3. Discussion about interactions

It was all very clear.

4. Suggestions/remarks/ideas

"It would be nice if you can collect all the takeaways of these learning and share them with colleagues (like my other change mangers who have their own projects to lead) or for a next project."

Extra question: To share the the mistakes and learning, is this the right format? "ya this looks fun, it is fine. But in multi-projects meetings it would be nice if the project name is mentioned"

THE WAY FORWARD (ITERATION 1)

Task: You will contact an UX designer, because with your team is decided to make several new designs for the application.
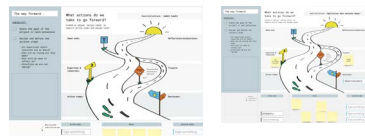
1. When looking at this room, can you give me your first impression by explaining what you see and expect?
- "I see a large road, I see a checklist, but I start with reading the big title"
- "Ah look, at the end of the road I want to be at the sun, the next milestone" → starts adjusting the title
- Stays at example of previous room (without asking to)
- "mm, here I see action steps and decisions, dead ends, reflections, tryouts.. mm" Doesn't know what to do.

- Reads subtitle to understand what he needs to do and scrolls downwards "Ah here are the action cards"
- Drags cards in the room: "I guess decision cards should be part of 'decisions'"
- After reading the arrow the participant moved cards back because instruction is saying the 'move cards to next room'.
- Goes to the checklist and want to tick the checkboxes
- After 3 minutes the room is as how we started.

2. Task - The Way forward | Does the participant understand the interactive elements?
> Because of the task the participant start interacting with the room again as how he started.
- ☑ The goal has changed to developing an application
- ☑ 'Asking a UX designer' is linked to the ANWB emergency post
  first creates sticky note with the notion that we need UX expertise
  Adds an action card to this
- ☑ A action step is created with reaching for a UX designer
- ☑ The action step is dropped in the action steps corner
- eventually cards were created
- ☑ A decision card is created for the decision to make extra designs
- ☑ this cards is dragged to the decisions corner
  creates a sticky note with the decision that needs to be made instead of the made desicion
  but revises himself and creates an decision card afterwards
- ☑ The other icons make the participant reflect (rethink about what he/she is deing with the application)
  "Dead ends, no idea what to do.. and reflections is not for now i guess"
  "Tryouts could be something when we start designing the wireframes etc."

"Mm took some time, but normally you would do this with a team and not alone"
Add a sticky note to tryouts and add another idea "mm maybe we need a design session"
Want to add something to Reflection/Evaluations and Dead Ends but has the ideas that is something for later in the project.

3. Discussion about interactions
3.1 What made you decide you wanted to add anything to the visual?
- the participant wanted to add something ad the grey boxes because of the double dot; "A double dot indicates something needs to be filled in"

3.2 There was no need to add something to the tryout box, because nothing about this was mentioned in the task, however you still added something. Can you tell why you did so?
- If feels strange to leave anything open, you want to think of one tryout at least

3.3 But still you left two thing open (dead ends and reflections/evaluations) why did you do that?
- "I can only say something about these items if I've already walked the path"

3.4 What made you think you had to move the cards from the Way Forward room to the Progress board?
- "The arrow says that the cards need to go to the next room, so i did."

4. Suggestions/remarks/ideas
4.1 is it needed to drag and drop the items or can the stay beneath the illustration, what creates more overview?
- It is nice to have the cards and post-its ready for usages

- The participants suggests to add information of what is expected at the titles or icons when you move you mouse over the text or illustration (hovering).

Evaluation A | Test the usability of separate rooms with employees.   21
Evaluation A | Test the usability of separate rooms with employees.   22
Evaluation A | Test the usability of separate rooms with employees.   23
Evaluation A | Test the usability of separate rooms with employees.   24

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"I see I have move the action cards to the next room, so shall I?"

PROGRESS BOARD
No task (interactions are similar to existing boards), just wondering how the participant interpretatie the board and how this can be used in combination with existing backlogs.

1. When looking at this room, can you give me your first impression by explaining what you see and expect?
- First reads all information on the board
- Participant start dragging the cards of the previous room to the progress board. "Oe these cards fit perfectly in the progress board"
- Moves the filled in cards to the top of the board
- "If the cards goes the 'In progress I want to add who is going to execute the task" → Easily discovers that there is an toolbar above each card and adds a name. "Oh this is sweet".
-

2. questions
2.1 How do you interpretative 'ready for reflection?', where would you use it for and would you?
- "when you have executed the task of the 'In progress', than it is ready for reflection". "Although..It is before done".. With an example the participants explains what he expect; he interpretaties it as a state in which someone

2.2 This board is added to create the link between this meeting tool and existing planning application. The progress board also contains a kind of kamban board, but is meant as discussion template in stead of organising the to do's. How could this board interplay with tools you are using now with you team?
- Yea I think so. If all issues get created in here, but arranged in another tool it could work. It would be nice to have the same board (unadjusted) in the next meeting, so you can discuss which items have reached the next stage.

Does this also apply for other rooms?
- yea the graveyard and maybe the way forward.

2.3 At golden hour you have seen that you can also assign people and add deadlines and tags, would you use these features?
- The participant thinks they would, these are the kind of things you want to discusses with the team.

3. Discussion about interactions
3.1 In the progress room you easily added the cards to the backlog, why did you do that?
- It feels like a Kanban board, a tool I use because we work in the Agile-way-of-working. We work with Jira en MSPlanner

3.2 You mentioned you want to add the decisions in the same row as the corresponding to do's. What did you mean by that?
- It would be good to have the background information that lead to certain tasks linked to the action cards. This provides understanding and relevance for the card. "In a way you want to link the decision to the corresponding action cards"

4. Suggestions/remarks/ideas

WRAP-UP ROOM
Task: you feel almost ready to continue, you only have a lot of questions about how to prepare for the implementation of the application. You suggest this an inspiration session for this issue for the next Deep Dive activity. What would you do?
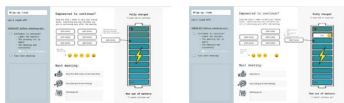
1. When looking at this room, can you give me your first impression by explaining what you see and expect?
- Reads first the title and continues with the checklist items
- Reads the 'question title' and subtitle
- double clicks on balloon: "Oh here I can add my name.."
- Drags the item on the second battery level "..and I am rather confident" "I know I should continue working"
- After the battery exercise he goes to to the Next Meeting item and double clicks to edit the subject of the deep dive. "Here you can add the subject of the next deep dive activity"
-

2. TASK WRAP-UP ROOM (ITERATION 1) ;
Participant used the previous task to indicate his level of confidence. een onderwerp voor de vervolg meeting was toen spontaan bedacht, maar dit onderwerp leidde tot een discussie in of het wel een geschikt onderwerp zou zijn voor een deep dive.
- ☑ add name to label

- ☑ drags label to battery
- ☐ creates an arrow
  - drags item on the battery
- ☐ copies a smiley
- ☐ drags the smiley to its label
- ☐ Edits text of Deep dive; 'preparations for implementation'
Explained how he would use it, but didn't fill it in.
- ☐ Edits text of goal: Get inspiration
- ☐ Thinks of who to involve in the meeting
  "I would add here the people who I want in the meeting group"

3. Discussion about interactions
3.1 You did nothing with the smiley, why didn't you?
"Oh, I thought that by putting the label on the battery I already said something about my state of mind"
3.2 Is it a valuable addition?
Doesn't really have an opinion about this: "I guess this should be an open choice"
3.3 I see you drag the smiley, would it be logical to add more of the same smiley or to indicate copy paste the smiley?
"Copy paste is logical"
3.4 Would if it be oke if the facilitator would ask you to explain you level of energy?
"Yea why not, It is easy to explain"
3.5 Another part is the discussion about the next meeting, you didn't fully filled it in, why not?
We already discussed it somewhat in the Kanban, however I find it very logical to repeat it in this wrap-up room and make sure everyone knows what is coming.

4. Suggestions/remarks/ideas

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GOLDEN HOUR
TASK: Your suggestion is to tryout is having music on the background would stimulate the creativity during meetings. The teams like to try this out. what would you do?

1. When looking at this room, can you give me your first impression by explaining what you see and expect?
- Names the title 'Golden Hour' {Inquiring} and continues with reading the checklist items
- "Ah øke here you can add other topics, which is great because at the end of the meeting everyone has always lots of ideas"

2. TASK | Golden Hour
- ☑ uses a sticky not to add suggestion
  - Drags it to 'team related' topics because he found it more something concerning the team.
- ☐ tries to find out the option to transform the sticky note into an action card
  - clicks on sticky note and searches in the pop-up bar, but doesn't know the icon for action card.

"I don't think I would put it on the backlog, it is more a 'proefballonetje' a tryout which needs to be discussed with many people"

3. Discussion about interactions
-
4. Suggestions/remarks/ideas
-

5. The interactions:
Are the interactions coordinated?
- First time I see the tool and first time that I use Miro. I guess after using it several times I understand the rooms better and the usage will be more effective
  - I like the structure the rooms provide. Normally we would just look at presentations, make some notes in a booklet and perhaps make an item in planner. This service give guidelines to align directly on tickets (to do's.

Would you still make use of a booklet with this tool?
  - Now, one person makes notes and takeaways and shares this with the people. Tickets we make directly in Jira or Planner, so we switch to another application at the end of the meeting. During the presentations, everyone leans back a little. The graveyard items are then quickly forgotten and so in the next project you step into the same pitfalls again
  - "With this tool you're a little forced to think together and that's good of course."
  - de participant geeft aan dat het fijn is dat je door alle stappen heen loopt in 1 tool.

Are the interactions Personally?
  - Everyone gets the change to add something, so this is fine.

Are the interactions fun/exiting?
  - "Yea it is fun, some of the features got me really exited" → Dropping the presentation in the screen, things work I wanted to, all aspects I expect in a meeting are presented and i really like you always works towards a conclusion; so takeaways, decisions or new action steps.

- Optional activities as the graveyard are really appreciated since he noticed this is often forgotten. "It's very annoying when the same mistakes are made all the time."

6. Would you use this product during meetings with your projects team members?
- "Yea I would definitely like to try it out and see if it works for us. "
What do you mean with 'if it works for us'?
  - This tool is new for us, so we have to figure out if it improves the dynamics in the meeting and if it enhances the structure of the meetings.
How would you decide if the dynamics are fine and if the meeting is structure is improved?
  - are we all happy with the output of the meeting, was everyone able to include their input etc.

7. Anything to add?
- maybe at the beginning it would be nice to now how many rooms to expect, so what is coming.

I explain that there is a meeting introduction page in the full service. I ask if something of an agenda overview should be added to this introduction.
- "Just some icons indicating these are the rooms we will address today, or the kind of activities we will do would be enough"
  - Participant mentioned that is probably most useful when you use the tool for the first time. But you often invite experts, stakeholders or other people outside the team, in that case it would be nice to show an overview.

"To conclude, I really enjoyed using the tool"

P. Evaluation B

Evaluation B | Usability for Facilitators

TASK
You organise a meeting with the following specifics:

Scenario << eventually not used because participant thought of a scenario herself.

- You have invited some external experts who will be involved in the rest of the project. In total the meeting group is 8 participants.
- The aim is to meet each other and get aligned on the project. In order to do so you like the experts to give feedback on the already done research.
- Before diving into the content you like to have a personal update activity.
- Because of the time you choose not to do optional activities 'the graveyard' and 'golden hour'.

1. **The participant is asked to explore Miro and explain me what she would do if she had to build-up a meeting.**
   While exploring Miro, can you give me your first impression by explaining what you see and expect to do in order to build-up a meeting flow?

- "Ok, I see 'cheatsheet', very handy". She mentions the functionalities and the smart icons.
- Besides, the navigation is explored, the little arrows pointing to the right were distracting, but eventually she understood how it works. "I see a arrow downwards" clicking but not working. "Ah and an arrow to the right.. oke Miro has a standard arrow to the right so you made extra triangles to show where you are going to.
- "Mm øke, that are 12 the same kind of boards, or as you call them rooms". Then see looks at me for next instructions.

I have to explain where the template button is located

- "Oke here I see probably things you have made"
- "Oh look no there a pictures", and waits if more pictures get present itself.
- She chooses the one with the picture (the waiting room) She didn't read all the different templates and therefore missed the basic template (these are also not ordered).
- Ah that fits of course perfectly
- Start reading what is one the page and thinks how she would use it in her meeting. "so before the meeting starts we can decorate this room" and start trying out herself. "This looks nice". I have a session soon, so nice if people can do this themselves.

- And then I want a.. umm 'golden hour' {inquiring}
- "So here you can drop all kind of topics".. "I don't see a parking lot, but I expect this is something you then already have".
- Zooms out; "I find this more something for at the end." "This feels like the 'wttk' of the meeting"
- "I paste if for know in room 12, but maybe I don't need that many rooms."
- Because she didn't start with a basic template, she has to copy and past the separate rooms. It is unclear how it works.
- Discovers that some post-it left behind; "Oh I forgot some post-its, these were maybe not locked"

- Want to make her meeting complete, add another template from the folder (the personal update) This room she puts on Room 2, because the finds this is something for at the beginning. Again she expected the elements to be grouped, although she also understood this isn't handy for the interactions. "Maybe as a facilitator you have to degroup the items as part of the preparations.
- "oh I'm going to use it right now, but of course as a facilitator you wouldn't actually do that"
- "Perhaps, facilitators should be able to personalise these rooms, like just providing yellow dots and some lines so participants can create their own smileys" This links stronger to experiential learning.

About the checklist: "I find it really good, but.."

- " I find it taking a lot of space and it is distracting" "Perhaps it would be better if the activity in the waiting room contains all these functionalities, or that its hidden somewhere"

- "I really like the drawing style"

Adinda: is there somewhere instruction for the facilitator?
→ I show the facilitating notes. Ah yea perfect, and are these visible for all participants? "I think it would be good if the goal and time of each room are communicated with the team." "I expect that the participants want to know why they are doing these activities." "So zoom out to explain the reason before diving into the activity"

"Time I would add because time boxing is quite difficult and as facilitator I find it always easier to cut of discussion etc. if the time for the activity was already mentioned beforehand"

I show the meeting introduction page;
- "How does this page work, are you determining the goal of the meeting together with the participants?"

- "I would say that also this room has a goal 'the why'" She recommends to add the objective of the room on top of the page.
- "I have experience as a facilitator that as facilitator you have to pay attention to all the text or it shouldn't be on the page" Participant don't read it themselves; "Participant just start working as soon they understand the relevance and what needs to be done"
- "I think it is good if the facilitator get the instruction to mention clearly the goal of each room and explain stepwise what needs to be done"
- "I like the idea of having a shared responsibility for the rooms, but in practice I know that providing a clear goal is most important and be aware that all text in a room needs to be repeated by the facilitator"
- "Besides don't you think that every meeting just need a facilitator, so the it is a conditions for having meeting in this way, besides driving the task".

2. Task - clarity

- ☑ Opens the template icon (after explaining the functionality)
- ☐ Reads the description of the rooms
- ☐ Drags the meeting structure on the canvas
- ☑ Chooses a room template
- ☑ Adds a room to the meeting structure
- ☑ Fits the room in the structure
- ☐ Reads the meeting notes

3. Discuss interesting interactions:

- I observed you wanted to move around the rooms, but that copy pasting the whole items was not very convenient. → I show what the intended idea is:

"The idea is that you have to add the standards meeting structure, but why isn't this the standard template you open?"

- You didn't really use the navigation, why not?

"I find it easier to scroll and the little arrows buttons are to small, something you cannot help of course" → I explain the option to navigate through the column with arrow keys; "Oh, but this is perfect.. you only need to know this"

"Explain this(arrow keys) at the waiting room, or the first room and people will know how it works"

- The elements weren't grouped and you mentioned it would be nicer if everything was grouped and the facilitator can degroup. Why, would you think so?
  - "It would be nicest if you can degroup the latest group and if then all elements that should be interactive are separated.
  - "Of course if you only have to fill in room 3 and 7, then you don't really have the problem with shifting it all around"
- "What if you make the whole product in illustrator?"
  → Would work as a prototype, but not to test the group interactions.
- "What I want to say, I think it is a really nice product, but don't limit yourself to the functionalities of Miro"
  - " If I were you I would focus on the basic principles. so having basic templates, focus on adjustability and the freedom to explore.

4. Questions:

4.0 Did you like the product? "Ya really, nice. Good overview."

> I like that you directly started interacting with the rooms, why did you?:
"It is nice that everything is ready for usage, so I definitely wanted to try it out." "However I strongly have the need to be able to personalise certain rooms."

"Besides did I miss the option to change the layout of the rooms. Perhaps I like to add a logo, or change the font to the style of our company etc."

4.1 Do you have feeling that you have all the information and tools to build up a meeting? explain why
- "I miss an overview with all the elements of the meeting structure, I don't know what else is possible"

- "I think that an overview page with the different rooms and what you can do with the room would be helpful."
  "Besides, an instruction in how you can use it"

  "Imagine you would sell this product, than i would design one board with an overview and examples of how you can use these rooms and another board containing the structure with basic rooms in there" The other rooms you can pick in the template folder.

4.2 Is the template self-explanatory?
- The structure is very clear and how you add the the rooms is working.
- However it is unclear to me when you use this structure. Do we build-up the structure in the meeting, beforehand etc.
- I would give the structure an subtitle which explains what 'CREATIVE ROOMS' is

4.3 How would you describe the extent of effort you have to put in setting up the meeting flow on a 5-point scale? 1
1 low effort - 5 high effort → Very low in effort, I would say '2'.
"But you need to put some effort in learning how it works."
- "If you were selling this product I would do an explorative session with the customer explaining the possibilities and the options to adjust the standard template"
- "Besides that you offer a service to personalise the document to the style of the company"

- Make clear way people need to use your product, what change is it making? And are you the ambassador of this product will it be a template of Miro?
  If it stays your product, focus on the value and not just the technology of Miro, perhaps it can eventually be made in a different software.
- Focus bij het verkopen van het product ook op het draagvlak dat het zal creëren.

4.4 How would you describe the extent of reward you have to put in setting up the meeting flow on a 5-point scale?
1 low reward - 5 high reward
I haven't use the product, I don't know. "But for the preparations a 5 it looks very complete."

4.5 On a scale of 1-5 how prepared would you feel if you had to give the meeting in 10 minutes? Explain why..
1 not prepared - 5 very prepared
"no not at all, because I really have to see all the room at first and understand their meaning." "I also miss a script telling me how long certain activities take etc."
- is there a decider
- are we per room first discussing or are we doing a silent round etc.

4.6 On a scale of 1-5 how much freedom does the tool give to adjust the meeting as how you like?
1 I miss freedom - 5 good freedom
- I think this is very complete, so unless I have a definite opinion on something, I might want to be able to adjust something
- But maybe I have an alternative 'waiting room' activity, then I want to be able to easily change it.
Do you want to change rooms, or would a blanco template also work?
- "Yes, a blanco room would be great"

Suggestions:
- "Perhaps in stead of the text boxes with '{edit text}', use more questioning sentences like "add here you name" etc. " Although this is very clear, but gives a bit more instruction.

EXTRA Adina
I like to discuss with you the supportiveness of the tool for meeting organiser to facilitate meeting creatively.

What is your opinion on the statement: *This tool, called 'Creative Rooms' provides support for facilitators to creatively lead a meeting*
- "Some basic principles of creative facilitation should perhaps be explained a bit more." 'what means creative facilitation, what to consider etc.' → so think of 'creating this climate' and 'group dynamics' etc.
- A short introduction or tutorial would be helpful
- having all the guidelines to creatively facilitate a meeting is one, but having also the why behind these guidelines would really provide a basis for creative facilitation.
- When you know this information the facilitator will also feel freer to build-up its meeting and to facilitate a group. Meeting never go exactly as planned, but by knowing why you do a certain meeting with certain steps it easier to be flexible.
- "You want to know when you can go to the next meeting"
- Add some tips, guidelines when you are a good facilitator.

What is your opinion on the statement: *This tool teaches facilitators to set-up an effective meeting - which helps teams to align, connect, use creativity and be implementation-driven.*
- I haven't seen the templates in depth. But I believe directly that meeting will become more effective because of the structure it provides. The rooms challenge the participants to think visually, so it triggers creativity. Because you have to share you input directly on one canvas you will

absolutely align and this also connects. implementation-driven I guess so, but haven't seen these rooms.
- Very interesting, but try this out with a team who normally has meeting in an ineffective manner.
- you have to be there in the first place to help with facilitation.

Evaluation 2 | Esther
TASK
As a result of the evaluation with Adinda, two separate boards where created, 1) a manual with an overview of the rooms and instruction of how to use the meeting structure. 2) a board containing the basic meeting structure with facilitating notes supporting the facilitation and a template folder with extra rooms and elements.

The participant is asked to have both manual and meeting structure open. Because the participant has reserved the whole afternoon for this session we do a more elaborated review of both the manual and meeting structure.

1. Manual Review:

Manual: introduction + Overview of the digital interactive rooms

Manual: Instruction to build-up and facilitation notes.

General notes:
- Continuity in one style that helps in the navigation through the different rooms
- use colour coding, numbering and highlight to indicate what is important or how to read the manual.
- Use manual as separate title
- Adopt a writing style that really appeals to the reader and allows you to engage in dialogue

Front page/ introduction to the manual:

Notes of Esther during Manual review of intro page

- Avoid to many difficult words in the subtitle, keep it simple and inviting to use.
- Use more visuals
- Be more precise why the facilitator should use your tool
- Besides indicate for who this product/service is designed

View: overview of the rooms

Notes of Esther during Manual review of Overview page

- Understand ipv View, this is what you like to achieve.
- "Hard to understand where to start on this page."
- Provide more clarity in how the different rooms are related to each other. Use for example arrows to show that something can be optionally included.
- Keep non-designed rooms empty and mark them with 'to be designed'
- Give an indication of how long an activity will take, this is where you start make choices.

Build - introduction to how to use the meeting structure

Notes of Esther during Manual review of instruction to build-up page

- Give the steps titles in which both activity and goal are described; {activity you want me to take} to {achieve this goal}
- Make the descriptions shorter. Avoid repetition of information. At this point you are already convinced to use the product.
- Start with the introduction as if someone hasn't open the meeting structure template yet.
- "I suggest another layout, I would expect general information like how adjust the meeting structure on top of the page"

Facilitate - how to guide the meeting group

☐ Gives the meeting structure a title

Discuss interesting interactions:

- Because the participant had read the manual really thoroughly almost all interactions were done fine. eventually no scenario was provided, because of this the participant didn't fill in the open titles or items on the meeting introduction page. → something to check next evaluation!

3. EXTRA questions Esther
I like to discuss with you the supportiveness of the tool for meeting organiser to facilitate meeting creatively and have a discussion about what is needed to implement this tool in organisational context

What is your opinion on the statement: **After an introduction in the Miro environment meeting organisers are able to build-up meeting with the focus on alignment, connectivity, implementation and creativity (effective meeting)?**

- yes, willing to try it out. However I just need a little more time to get into the different rooms. Besides, I would like know who I can reach when I have questions, or when something is working. "There must be a 'vraagbaak', lthough this manual will get you a long way."

What is your opinion on the statement: **Facilitators can learn experientially how to facilitate with help of Creative Rooms**

- I guess the notes are helping the facilitator to become a better facilitator. "I suggest to provide these notes in really accessible tone of voice."

What is your opinion on the statement: **Creative Rooms provides the support for facilitators to creatively lead a meeting**

- The manual provides half of the support. I think it is needed to have an 'Customer support manager' (CSM) who support in setting up the first meetings. In this you have three different levels:
  1. Learning from CSM in a meeting facilitated by CSM
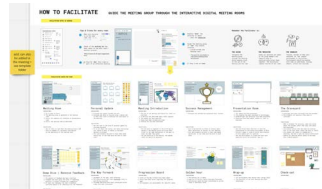
Notes of Esther during Manual review of facilitation instructions.

- Very clear and valuable, but a lot of information one page. "perhaps you can split the general information and per room notes over two pages."

2. Meeting structure review
I would like to have the meeting structure open next to the manual, so I can directly experiment.

☑ reads the manual to understand what to do
☑ Opens the template icon
☑ Drags the meeting on the canvas
☑ Chooses a personal activity fitting the meeting group
☑ clicks on the plus button to make space for the extra activity "Not really easy to find"
☑ Chooses the receive feedback activity
☑ Drags the extra rooms in the meeting structure
☐ prepares the introduction page
    ☐ Reorganises the agenda
    ☐ Already creates a sticky note

2. CSM is watching the meeting you're leading. (buddy)
3. Someone else has had support from the CSM and then helps you again

4. Discussion about the implementation of the product

To discuss the implementation part I first share some of my own ideas to get the discussion starting.

- Make it part of the trainings, in this way trainings could even be held online
- Tutorials on the Sharepoint
- Some teams need to start using it and make it fit their way of working in order to create a snowball effect. Support in customising the tool is required.
  - Because of this tool participants also start to reconsider creative approaches to solve their problems; this is where the database with creative tools could be really handy.
  "We can do a design sprint to find new ideas"
  "We should create vision for the festival"
  "we should go to the terrain to check out the possibilities}

How could Creative Rooms fit in the current design programme of DAC?
- It provides a 'do-factor', with this service ambassadors of the programme have a tool with which they can bring their new design knowledge into practice.
- Besides, this tool can be used as 'way-of-working' in the programme itself. With help of the templates in Miro, the Next programme can communicate and do activities with the participants.
- Esther recommends to use the Service Design Maturity Model by Koos Service Design.

Evaluation 3 KATRINA
CREATIVE ROOMS is a DIY guide to facilitate effective meetings when working from distance

– An effective meetings is a meetings that leads to alignment, creativity, connectivity and implementation.

The goal of this third evaluation is to truly evaluate the usability of the manual and the meeting structure to build-up effective meetings. Besides a discussion about how the guide can support the facilitation of a meeting. On top of this some extra statements are discussed about if Creative Rooms contains the aspect of possible experiential learning.

TASK
You are product owner of the Design training programme at you company and you organise a meeting with 7 employees of different departments to give feedback on the last training. Besides this is the moment to hear out what the employees expect of the next training and if they have other suggestions than a training.
The participant has both the manual and meeting structure open.

1. Review the manual and go to the meeting structure when you feel up to.

1. Actions:
Zooms out to get an overview what is all about
☑ reads the manual to understand what to do
Page 1 - Overview:
- Reads the title and is confused about the word: 'ingenuity'. "The title says Creative Rooms"
- "This is an intense page, I don't know what to focus on."
- Goes to 'frames', expects that the navigations works via this panel. (has experience with frames)
- "I'm missing an introduction, I want a clear explanation fo what these rooms are".
- "Maybe I would start with the meeting structure board and use the manual as reference"
- I first read the yellow highlighted title's.

- What do the icons mean? [creative climate dimensions] I wouldn't do anything with it, because I shouldn't know what"
- "I go back to the 'digital interactive meeting rooms', I guess that is the focus point"
- "Oh some of the rooms are already in here"

Page 2 – Build:
- "mm.. so this manual suggests that I have to use all eight basis rooms" {sceptical}

☑ Opens the template icon

At this point the participant goes back to the manual to see how building-up the structure works.
☐ clicks on the plus button to make space for the extra activity
"Not really easy to find", Instead the participant used the 'Plus' in the frames panel. An extra frames was created, but then the participant finds out it is not part of the structure.
☑ Chooses the receive feedback activity
☑ Drags the extra rooms in the meeting structure
☑ prepares the introduction page
☐ Reorganises the agenda
"I expect I can adjust the agenda."
Deletes almost all elements
☐ Already creates a sticky note
What I find difficult is that I would like to create my own set-up (flow), but that i have to follow a structure. After having an idea for the meeting I would like to read the manual in how to set this up and see if there already templates available
☐ Gives the meeting structure a title

2. Discussion about some of the rooms:
General: It is very clear where each slide (room) is for, clear objectives.
Waiting room: Creates a good open and relaxed setting
Meeting introductie: There are a lot of elements on this page. I don't know why I would use this page in my meeting. Of course I want to make the goal of the meeting clear, but I'm not sure if this is the way.

Can I make my own meeting introduction? Is there an empty template with which i can make own?
- I maybe want to add a slide myself, with which I ask the meeting group to share what they have learned. So, retrieving the key take aways.

The graveyard: "quite vehemently", I'm curious what this is about, because you describe it as you leave with a positive mindset."
Golden hour: I think I would add another visual, maybe something that fits my topic.

Deep dive | Receive Feedback:
In first glance it is not directly clear how the activity works. The facilitator should give clear instructions or the titles should be clearer. Besides how can you give multiple options? The post-it grid makes it look like there is one post-it per person.
- step five is maybe hard to do within the meeting, because it takes some time to process the feedback. "what is the difference between step 5 and 6?"

Blanco Room:
- "Good that it indicates where to think of when creating a new room"

Participant uses a blanco room to design her own meeting activity

4. Questions:
4.1 Do you have feeling that you have all the information and tools to build up a meeting? explain why
- I find it difficult i have follow the basis structure, it doesn't feel there is any possiblity to change this basis. Perhaps if you provide more separate elements with which you can put together you own room activities, this would be better. Although, than it must very clear in the manual what kind of mindsets need to be triggered in what phase of the process, and thereby where to focus on.

4.2 Is the template self-explanatory?
Almost too much information per room, give the facilitator a more prominent role in explaining and let the room just provide a certain vibe

4.3 How would you describe the effort-reward ratio in setting up the meeting flow on a 5-point scale? 1

1 low effort - 5 high effort

As user you have to be sure you want to invest time in Miro, because only when you put effort in making yourself familiar with the tool it will work. If you want to, the balans of effort and reward is good.

Use less text, because if you like to adjust it you have to edit a lot. If I had a meeting tomorrow morning I would probably only use the meeting room, check-out room and blanco room to design my own activities.

4.4 On a scale of 1-5 how much freedom does the tool give to adjust the meeting as how you like?

1 I miss freedom - 5 good freedom

I miss the freedom, I would have loved to be able to design the rooms more myself. For now, i would give it a 1.

EXTRA questions Katrina
- What is you opinion on the statement: **Creative Rooms supports meeting organisers to facilitate meetings creatively?**

Absolutely, facilitators are forced to think more critically about the different activity objectives within a meeting. With the structure and all the examples facilitator are dragged into this way of approaching a meeting setup. (5)

- What is your opinion on the statement: *Facilitators can learn experiently how to facilitate meetings creatively?*

Facilitators do see what kind of elements can be brought into a meeting, however in what extent it helps them in their creativity I am not sure because the reasoning is nog provided. So with this structure facilitator will do it automatically, but not sure if they learn why they do it (3)

- What is your opinion on the statement: **With Creative Rooms employees can experientially learn what creativity is, what the value can be and how to unleash their creativity?**

The as for the facilitators, if the reasoning is not provided, employees won't be aware of what elements help them being creative. Without this understanding they won't learn, but do it.

Q. Evaluation C

Observations

Evaluation C | Group interactions

The project: **We organise a corona proof festival in Delft.**

Subject meeting: **Receive feedback on location proposal**

The roles: Since the meeting was fully fictitious, the participants were asked to play role a certain role, which was personally shared via email.

Commissioner of Decoration

For the style of the festival it is important that there is a lot of green and the possibility to chill on the waterfront.

Commissioner ticket sales

It is important that we make a quick decision about the location so that the event can be announced. There must be a clear entrance and exit.

Commissioner Music

You're responsible for all the artists. For you it is important that there is room for a main stage, backstage and good power connections

Commissioner Safety

For you it is important that the location is large enough so that there is enough space to keep your distance. In addition, there must be sufficient emergency exits.

Commissioner Location

You want to find a good location for the festival. You have a proposal in which you hope that it meets all the wishes of your co-organizers. You present your proposal and want to receive feedback on this proposal afterwards.
- Obstacle: Lijm & Cultuur doesn't want to allow a festival because of Corona, so we had to look at other options
- Breakthroughs: I see a possibility to organise a festival in the Delftse Hout.

Location proposal

Evaluating the group interactions. |

Are the rooms leading to Alignment, Connectivity, Implementation and Creativity? → So, is CreativeRooms leading to effective meetings in which employees feel autonomy and confidence for a creative mindset?

To answer this questions with a yes the meeting should evoke certain interactions and experiences. The interactions are observed and by means of a checkmark system is decided of the room lead to the intended outcomes. To verify these observation and to understand if the interactions are also experienced positively, a question list is shared with the participants (appendix X → google docs)

Expected interactions

1. The Waiting Room

Alignment

☑ Participants are all ready on time (presentations are uploaded, people made it themselves comfortable, waiting room decorated)

- because of an error with the screen recorder the facilitator (me) was not able to set a timer, i was late in the meeting myself.

Connectivity

☑ Participants anticipate on each other's decorations (adding, transforming, start talking about it etc.)

☐ Extra: Participants add personal items to the room
- only provided items are used. (painting was added by facilitator in advance)

Creativity

☑ Decorate freely, like using the given items in their own way or adding new items

Two participants decorated the waiting room because they were in the meeting a bit earlier.

2. Personal Update

Alignment

☑ Participants confirm they understand each others

Connectivity

☑ Participants listen to each others explanations/stories

☑ Participants comment on each others frame

☑ Laugther

Creativity

☑ Participants express their state of mind by means of a smiley(s)

☑ Participants give their own interpretation to a smiley

☑ Extra: participants create their own smiley

- only the participants who already had experience with Miro
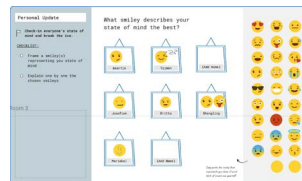
Participants designed their frames with smiley's and extra additions!

3. Meeting introduction:

Alignment:

☑ Participants agree on the goal, agenda en roles (confirming by head gestures, oke/yes etc.)

☐ Participants ask for clarification about the goal, agenda, roles and/or parking lot

- afterwards the participants mentioned that they were missing a lot of background information, which made them feel uncomfortable to just come up with suggestions. They expect that this room would work better for team who have history together.
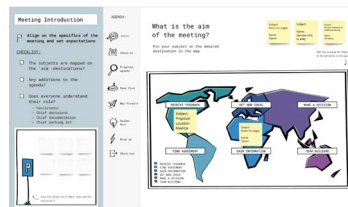
Implementation

☑ ~~The goal is dragged to the 'destination' on the world map~~

It was unclear who needed to do this, participants started to create their own subject regarding the information they got via the email about their role.

Connectivity

☐ Together the goal is brought to the destination to create shared ownership

- Eventually the facilitator did all the work and the participants just confirmed.

☑ ~~Participants react with joy to the role division, it is easy to assign the tasks (participant are willing to take the role)~~

- Roles were easily divided and not questions were asked. (eventually chief parking lot did not know he had to move the picture of the parking lot, eventually a new text box was created and the ideas were listed in there)

After facilitator set the example, other post-it were pasted on the world-map

**5. Presentation Room**

Alignment

☑ ~~Participants desire to understand what is said/ ask for clarification~~

☑ ~~Participants who give an update confirm if everything is clear~~

☐ Debates about the breakthroughs, obstacles and time line lead to a complete picture of the current state

(Participants already started ask question, but not about the breakthroughs and challenges. Clearly the participants didn't know at this point that clarifying questions could be asked in the next activity: receive feedback)

Implementation

☐ The discussion about the timeline, breakthroughs and obstacles create a clear starting point for a diverging step/make people appraise the current state and understand what is needed.

- While the other participants were waiting for the location commissioner to get her presentation in Miro, they were tryout what else they could do in the meanwhile.

☑ ~~Participants turn information in concrete examples to fully understand the update~~

(not because of a discussion about the breakthroughs and obstacles, but because the other 'roles' had many questions about if the place is fitting their requirements for the festival location) The decisions were listed in the parking lot.

☑ ~~Participants start to think in action steps~~

Commissioner location presents presentation in the presentation room.
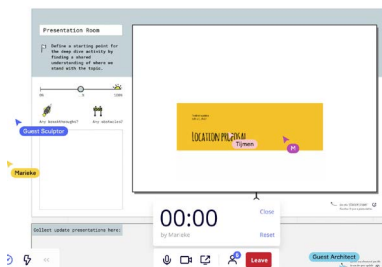
7. Deep Dive │ Receive Feedback

Alignment

☑ ~~Participants ask for clarification~~

☑ ~~dialogues about feedback lead to understanding (ah oke.., so.., to conclude..)~~

- again big conclusions and decisions were listed by chief documentation in the parking lot

☑ ~~Participants follow the feedback rules~~

Connectivity

☐ Participants hitchhike/link to each others feedback

- Probably because of the time for yourself this didn't really happen, perhaps there should also be some time to look at each others input.

☑ ~~Participants listen to each other~~

☐ Participants thank each other for the input.

☑ ~~input is positive/constructive~~

- Most participants use the three step feedback way, but some also started with a concern or gave just suggestions.

Implementation

☑ ~~The group brings insights to some takeaways~~

After facilitator asks them to do to so

☑ ~~Focus of feedback lays on improving, not just changing/doing things differently etc.~~

- The group was already really thinking what needs to be done before next week's meeting. The subject-owner was not directly giving respons on the created cards (step 5 not used).

Creativity

☑ ~~multiple suggestions are given~~

- participants mainly gave suggestions

☑ ~~silent round enables everyone to give feedback~~

☑ ~~Extra: People give suggestions out of the box~~

☐ Extra: different forms of input (not only post-its)

Participants giving feedback in silent round.

8. The Way Forward

Alignment

☑ ~~Agreement about next milestone/goal~~

Was the first thing done.

☑ ~~Participants discuss the different 'steps/illustrations'~~

- sticky notes were used to think of next action steps

☑ ~~Decisions are listed~~

- they are listed in the parking lot, but not in the form of the discussion cards.
  > facilitator did not explain the cards

Implementation

☑ ~~First the milestone/goal is defined~~

☐ Decisions are made with regard to the goal/milestone

- all kind of ideas where summed-up, and in progress board prioritised.
- next milestone did point out what is important for now.

☑ ~~Chief documentation creates action cards~~

- not cards, but a list in the parking lot
☐ Off-topic input goes to the parking lot
- everything was pasted on the road map.

9. Progress board

Alignment (all because facilitator was asking questions!)

☑ ~~discussion about accountability~~

☑ ~~discussion about if and to where a card to be moved~~

☑ ~~discussion about new cards~~

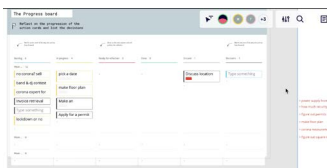☐ Big discussions are listed in the discussion list.

Implementation

☑ ~~tasks/cards get a clear title~~

☑ ~~tasks/cards get assigned~~

☑ ~~tasks/cards get a deadline~~

☐ Participants reflect on the cards one-by-one

- the other participants were creating new cards while other cards were discussed. It was bit chaotic, but eventually the most important tasks were on the progress column.

10. Golden hour:

Alignment

☐ Participants ask each other for clarification

☑ ~~Participants clarify their input~~

- The input was given mainly from their own perspective, by explaining it the participants got the understanding that many ideas and suggestions had some overlap.

☑ ~~Debates and dialogues lead to decisions (to transform input into cards)~~

- participants discuss about the category titles, these were not fitting the context and therefore they created a new shared interpretation.

Implementation

☑ ~~Unusual ideas are transformed into experiments/tryouts~~

☐ Assign the cards to people (accountability)

Creativity

☑ ~~Participants freewheel --> generate different out-of-the-box ideas~~

- this time participants also came with ideas not directly linked to their 'role'

☑ ~~Participants think in opportunities (suggestions)~~

☑ ~~positive and constructive about each others ideas~~

☐ Participants hitchhike (build upon each others input)
  - too less time to look at each others ideas during the generation time.

☑ ~~quantity breeds quality~~

☑ ~~People listen to each others input~~

☐ Participants give input in all kind of ways (not only post-its)

Golden hour after 1 minute of brainstorming   a participant adds new card to the progress board after discussing the point in the golden hour room

Wrap-up Room

Alignment

☑ ~~Through discussion/dialogues participants agree on next meeting specifics~~

- Facilitator was filling in the aim and goal, but the participants helped filling in who needed to be part of the meeting group (without asking or directing someone)

☑ ~~Discussion about the succes of the meeting~~

- For some participants something was missing, this was a good moment to discuss if this could be tackled in the next session.

Connectivity

- Though, participants didn't really choose for the same level (one did and used an arrow)

☐ Dialogue/discussion about the interpretation of the energy meter
 - the participants didn't speak, but just did.
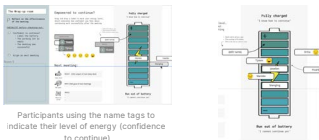
Participants using the name tags to indicate their level of energy (confidence to continue)

Check-out

Alignment

- one person really had to leave, people used the moment to say bye

Connectivity

Creativity

☐ Extra: Participants decorate the check-out room

☐ Extra: Participants are creatively stimulated and share inspiration etc.

- participants were asked fill in some questions, so not directly.
- after filling in the questions we came back in the check-out room and participants shared some experiences. This was just done orally.

happy participants

Check-out room, participants left a compliment.

General feedback:

- "Most rooms were very **intuitive** and **structured**"
- "Lock the background this made it sometimes it messy and chaotic"
- The participants mentioned they had no clue what to expect from the meeting or what the result would be, but "If we wouldn't have the Miro we wouldn't have come this far"

- The participants had the feeling of missing some background information, they were missing the motivation for gathering and some basic information as 'when' is the festival, 'for how many people' and 'why' we organise a festival would have created some more direction. They also mentioned that project teams won't have this problem, they expect that the meeting would work very well for them.
- To link back to the higher goal of the meeting the participants suggested to have the topic or subject of the project on top of the meeting rooms
- Furthermore, they would have liked more time to connect with each other in the beginning. They suggest to have the personal update before the meeting introduction. In addition, "Let everyone share his/her role, add this to the personal update".
- Because it is hard to follow who is sharing information or who is speaking, one participant suggested to have the one speaking on top of the videochat gallery (this is a function in Zoom, but not in Miro). Another participant suggested to colour code the participants. In the warming-up activity of the session (not part of creative rooms) the participant were asked to create a little introduction about themselves by adding a picture, post-it + name and icon saying something about them. Everyone chose another post-it colour. it would have been nice if everyone was sticking to that colour so you could see who was saying what.

General observations:

- Participants used the scrolling option, because not all elements can be locked in the grid function, participants accidentally messed up the file.
 - suggestion: create a scroll bar
 - clearer indiction of the arrow key function at the starting screen, except in the waiting room
- Facilitator has a prominent role: Participants don't start interacting in the rooms until the facilitator gives a 'go', despite the warming-up room. Maybe because I was gone for some time the participants started interacting (decorating the room)
- participants use the 'sticky note' function instead of the presented sticky notes in the room
- Participants click on everything to figure out how it works

- Facilitator should give clear time to generate information and a clear indication of when to move on to the next room, participants were just coming with new ideas and suggestions because they didn't knew they had to round off.
- People won't do things if you don't tell them clearly to (copy pasting the parking-lot was unclear)
- Participants were using sticky notes for everything, they were not stimulated to use other forms of expression. Also the actions cards and decision cards were not used until the progress board.

Evaluation question list

Evaluation questions | Creative Rooms
5 antwoorden
Analyse publiceren

What was your role in the project team?
5 antwoorden
- Commissioner Location
- Commissioner Decoration
- Commissioner Safety
- Commissioner Ticket sales
- Commissioner Music
- Commissioner Catering

Did you have previous experience with Miro?
5 antwoorden

Questions about the extent you feel aligned

To what extent do the activities lead to constructive discussions/dialogues
5 antwoorden

5 antwoorden

To what extend are conflicts managed?
5 antwoorden

To what extent it was clear to you who was responsible for what?
5 antwoorden

Please, clarify your answers and explain if you felt aligned with your fellow festival-organisers.
5 antwoorden

It is fun way to do an online meeting and to keep an overview of what has been discussed. However, it is a bit hard to know who is doing what and who is responsible for what. Mainly because this was a fictious meeting and we dived right into it. If you have more experience with this online meeting tool and you have an actual meeting, I think it would be really good! Keeping all info in 1 place (visually) and no hand-written reports.

I think it went fine, I just felt I had too little background information about why why where organising the festival. But working with the others was no problem

Maybe make in the personal room an place where the roles are clarified

You can easily add input and get included in the discussion

For the first time it was maybe a bit unclear how everyhting works etc, but think in a next session everything will go more smoothly

I really liked the idea of different rooms that you were guided through. It was all designed very nice and a good guiding help through the design process which led to good alignment. A point of attention might be: during the whole process I was unsure who was

Questions about the extent you feel connected

To what extent did you have a good idea of who was part of the meeting group?
5 antwoorden

To what extent you felt the group was collaborating as a team?
5 antwoorden

5 antwoorden

Please, clarify your answers and explain the extent you felt connected with the other participants.
5 antwoorden

You can see three screens with who you are talking, so it is hard to see all faces and know who is talking. Also you do not know the roles of the people, unless they introduce themselves. However, if the meeting was real you would have known ofcourse. This is the same for collaborating.

our discussion did not go soo deep that there where big conflicts yet.

Not sure if this is possible in miro, but it would be nice if the person that is talking comes in view, now the same 3 persons where in my view and had to scroll down to see the other person talking
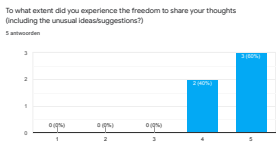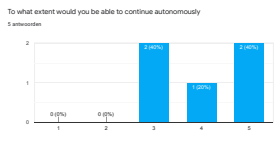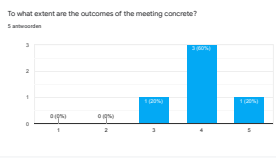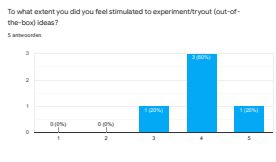
Good collaboration

I did not know all of the other roles (maybe I missed it), but the size of the group was nice which automatically generated more of a connection with the other participants

It was nice and helpful that we had a short presentation phase before the real discussion. And everyone contributed their thoughts, which is nice.

Questions about the extent implementation was in consideration

To what extent was it clear how the different meeting activities contribute to a purposeful meeting?
5 antwoorden

To what extent you did you feel stimulated to experiment/tryout (out-of-the-box) ideas?
5 antwoorden

To what extent are the outcomes of the meeting concrete?
5 antwoorden

To what extent would you be able to continue autonomously
5 antwoorden

To what extent did you experience the freedom to share your thoughts (including the unusual ideas/suggestions?)
5 antwoorden

In what extent do you leave the meeting with a creative mindset (compared to when you started the meeting)
5 antwoorden

Please, clarify your answers and explain how you were stimulated to unleash creativity.
5 antwoorden

I was able to express myself as I was also visually stimulated by the rooms that were created. The rooms were not locked, so everything moved, therefore it was not very smooth. I think if it was a real meeting, all participants would be equally enthusiastic and there would be more ideas and brainstorming.

there where some small miro glitches but the rest worked well

The visualisitation of ideas really add value to the meeting and makes it easy to share your thoughts

As mentioned before, the visual process really stimulated creativity in my opinion. Also, the ease of using micro helps putting down creative ideas into words.

I especially like how you designed the meeting rooms.

Thank you for sharing your experiences!

Please, clarify your answers and explain to what extent implementation was taken into account
5 antwoorden

The structure of the meeting was good. I felt stimulated to come up with out of the box ideas, but was not really stimulated by the other participants. I would have liked a 5 minute creative brainstorm on how to tackle the 'knelpunten'. At the end of the meeting it would be good to summarize everything and make sure all action points are clear to all participants and that everyone knows what to do.
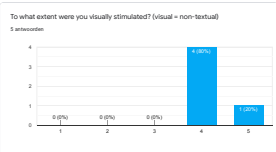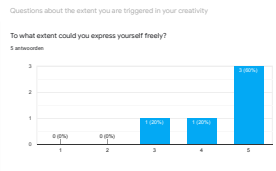
I would have liked some time in the begining to discuss our basic plan and motivation before deciding on location. This held me back in the beginning, but the pages helpt guide us trough the process

the structure of the meeting was clear

Maybe make a final to-do list for the points that have to be done for next week

I think the process with all the different small steps really stimulated out of the box thinking. Also the micro tool used for it added up on this as it gives a lot of freedom in quickly writing something down etc.
I would not be able to continue autonomously, I did not quite understand whether another meeting next week will follow us on this or if that was fictive.

Questions about the extent you are triggered in your creativity

To what extent could you express yourself freely?
5 antwoorden

To what extent were you visually stimulated? (visual = non-textual)
5 antwoorden

Any suggestion, remarks or other feedback, let me know!
5 antwoorden

Good luck Marieke!!!

I think i gave all, but if i think of somethin i'll let you know

Maybe try to lock the background

Good luck!! :D

maybe more info before the meeting