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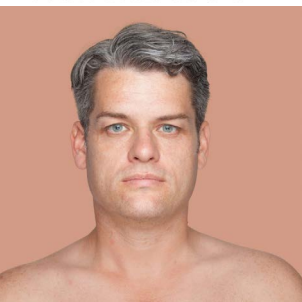
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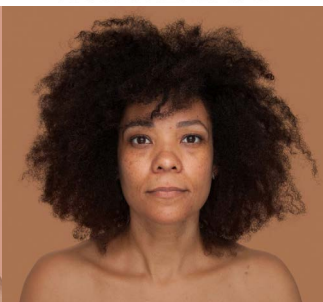
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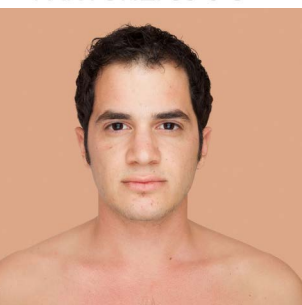
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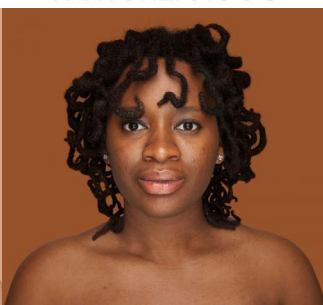
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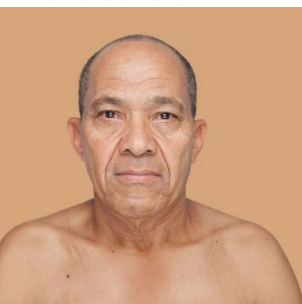
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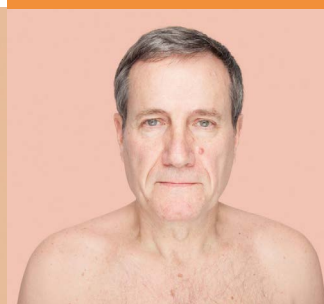
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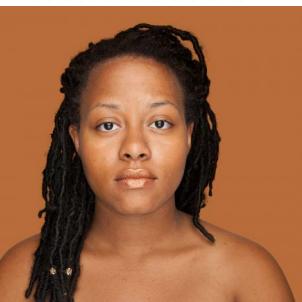
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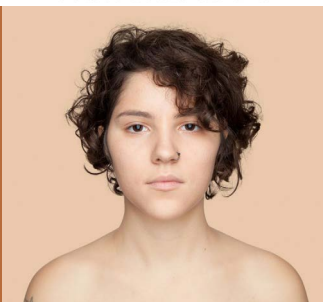
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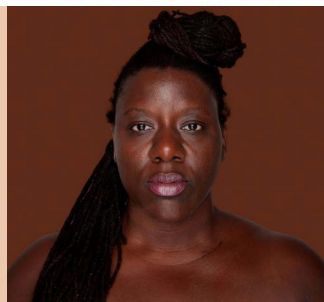
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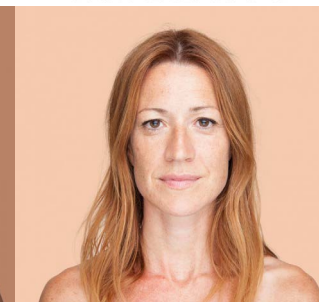
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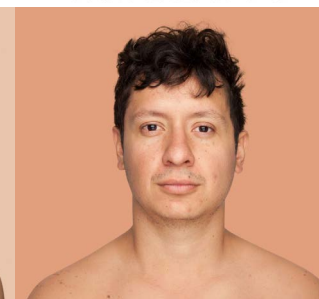
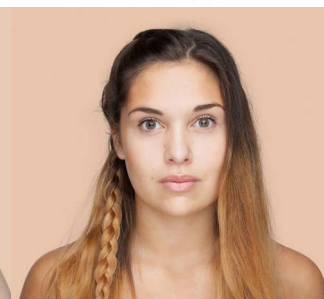
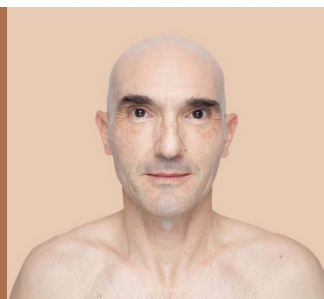
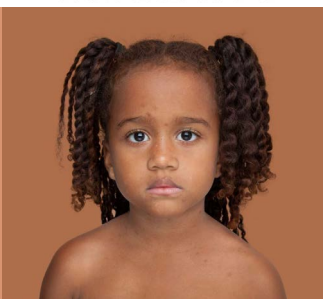
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APPENDIX

RECOLOR THE DOMINANT TRUTH

Master thesis
Tirza Izelaar

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A. DESIGN BRIEF

DESIGN
FOR OUR
future



IDE Master Graduation

Project team, Procedural checks and personal Project brief

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

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

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

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

STUDENT DATA & MASTER PROGRAMME

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



family name Izelaar
initials T given name Tirza
student number 4362330
street & no. 
zipcode & city 
country 
phone 
email 

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

IDE master(s): ☐ IPD ☒ Dfl ☐ SPD

2nd non-IDE master: _____

individual programme: _____ (give date of approval)

honours programme: ☐ Honours Programme Master

specialisation / annotation: ☐ Medisign

☐ Tech. in Sustainable Design

☐ Entrepreneurship

SUPERVISORY TEAM **

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

** chair Bregje van Eekelen dept. / section: HCD - DA
** mentor Paul Hekkert dept. / section: HCD - DA
2nd mentor Kevin de Randamie
organisation: RAEN Industries Holding BV
city: Rotterdam country: The Netherlands

comments
(optional)

4

Even though from the same department, Bregje and Paul offer different strenghts and perspectives. Bregje with a cultural, social, institutional perceptive, while Paul a psychological, proces based perspective.

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



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



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

APPROVAL PROJECT BRIEF

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

chair Bregje van Eekelen date 06 - 01 - 2021 signature en

Bregje van Eekelen
Digitally signed by Bregje van Eekelen
Date: 2021.01.06 16:11:35 +01'00'

CHECK STUDY PROGRESS

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

Master electives no. of EC accumulated in total: 30 EC

Of which, taking the conditional requirements into account, can be part of the exam programme 30 EC

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

☒ YES all 1st year master courses passed

☐ NO missing 1st year master courses are:

name de Bruin / Monique von Morgen date 09 - 12 - 2020 signature _____

FORMAL APPROVAL GRADUATION PROJECT

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

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

Content: ☒ APPROVED ☐ NOT APPROVED

Procedure: ☒ APPROVED ☐ NOT APPROVED

- adapted version approved

comments

name Monique von Morgen date 05 - 01 - 2021 signature _____

Encouraging white people to break their reproduction of systemic racism. project title

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

start date 17 - 11 - 2020 01 - 06 - 2021 end date

INTRODUCTION **

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

In response to the death of the Afro-American George Floyd many people in the Netherlands were demonstrating against systemic racism in not just American, but also in Dutch society (1). The concept of systemic racism involves norms, values, rules that structure social interactions and promote racial inequality (2). In other words, it concerns cultural and institutional practices that have a negative effect on groups in society (3).

Many people do not realize that the effects of systemic racism are intertwined with everyday life. The available information presented in such a system, expressed either overtly or covertly, shapes people's movements (4). For example, white people that recognize themselves in most beauty advertisements, while black people only recognize themselves in advertisements for exotic products. This could create the association that black people are from another country, causing a reaction of surprise from white people when a black person speaks Dutch without a foreign accent. Imagine people frequently receiving such information while using their phone, watching the news, going to school. Their brain continuously makes connections based on repeated information, creating a wide range of associations. Nobody can escape this unconscious process that shapes people's movement in the world (5). This ultimately results in a society revealing behavior and attitudes that contribute to racial discrimination, ignorance, racial stereotyping; creating disadvantages for black people and people of color (6).

Within the Instagram account Directiekamers van Nederlands, Madeleijn van den Nieuwenhuizen displays who is accountable for decisions, dividing money and supervision within Dutch society (7). Interestingly, while going through the page it is noticeable that the majority of showcased people are white. Some examples are displayed below. These people grew up in a culture that favors white people, carrying associations based on race and now working for institutions. Raising the question: What is the role of white people in upholding and dismantling systemic racism?

RAEN Industries Holding BV. is the external party for this graduation. The founder, Kevin de Randamie and his team envision to foster impact from creativity, including protecting ideas, their owners and its scalability. To maintain autonomy and dispose of the subsidy dynamics, including (mostly caucasian) people who decide this, they are a business rather than a foundation. This graduation is connected to a specific activity RAEN Industries Holding BV. is realising; giving the BlackLivesMatter movement (BLM) an impact. In particular, they are creating a national council consisting of black professionals. In addition to this council this graduation project, will specifically look into the role of white people and how they could have a suitable impact.

1. <https://nos.nl/collectie/13842/artikel/2336372-meer-en-breder-publiek-bij-reeks-anti-racismedemonstraties-nederland>
2. Van Dijk, T. A. (1993). *Elite discourse and racism* (Vol. 6). Sage.
3. Essed, P., & Hoving, I. (Eds.). (2014). *Dutch racism* (Vol. 27). Rodopi.
4. Guno Jones at <https://dezwijger.nl/programma/cultuur-en-beeldvorming>.
5. Daniel Wilgordus in Universiteit van Nederland <https://www.youtube.com/watch?v=y8bNMGJJLqc>
6. Griffith, D. M., et al (2007). Dismantling institutional racism: theory and action. *American Journal of Community Psychology*, 39(3-4), 381-392.
7. Instagram account: Directiekamers van Madeleijn van den Nieuwenhuizen <https://www.instagram.com/directiekamers>

space available for images / figures on next page

introduction (continued): space for images



image / figure 1: [Direciekamers van Nederland capturing head of organisation from Ministerie van IenW.](#)



image / figure 2: [Direciekamers van Nederland capturing head of organisation from VPRO the association of broadcast.](#)

PROBLEM DEFINITION **

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

- What: Supporting Dutch white people to break their cycle in reproducing systemic racism. Therefore looking at the role of Dutch white people in upholding and dismantling systemic racism.
- Who: Dutch white people, a fairly large target group at the moment. This will be narrowed down during the research phase by looking at the impact of certain groups/individuals in upholding or dismantling systemic racism.
- Why: Black people and people of color experience disadvantages in life because of systemic racism. While by law they should be equal to white people, in real life this is not the case. Black people have been fighting this for a long time but are not listened to by the majority and leaders of this country; white people. White people listen better to white people, and white people are in institutional positions to make change, this also being results of systemic racism.
- When: White people are being influenced by (and thereby uphold) systemic racism throughout their lifetime. It will be questioned if there is a preferred period in their life to break their cycle with systemic racism and so to best intervene.
- How: During the research phase systemic racism will be illustrated containing its existence in current society and its effects. During design phase a future intervention will be created in the form of a product.
- Effects to avoid: Reinventing the wheel, steeling the lead as white people. Instead white people should support black people that are already fighting this, without expecting them to do all the work.

ASSIGNMENT **

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

To design an intervention that puts Dutch white people in the position to break the cycle with systemic racism without crossing existing dismantling movements.

At the end of this graduation a future intervention will be created in the form of a product.

During the research phase, systemic racism will be illustrated being intertwined in current lives of Dutch white people. This will be done by looking at: unconscious development of associations leading to racial discrimination, confrontations with systemic racism, history of how it came to be, self-image of the Dutch culture. Besides getting a grip on mechanisms that uphold systemic racism, examples and organizations will be found that are already dismantling systemic racism. Their visions and the work of RAEN Industries Holding BV. will help envision a desired change. The desired change and environment of users will be help to determine solution qualities that should motivate users to change their behavior. This will be the start of the ideation phase, leading to an intervention encouraging white people to break their reproduction of systemic racism. Intervening would provide the spark to start a domino effect changing users behavior. For example it could take shape in creating a tool that young children could use both in the classroom and at home with their guardians, or it could be a spelling-check like addition to text-editors highlighting terminology that diminishes an ethnic group or proposed moments during the application procedure to let employers reflect on the reasons they want to hire somebody.

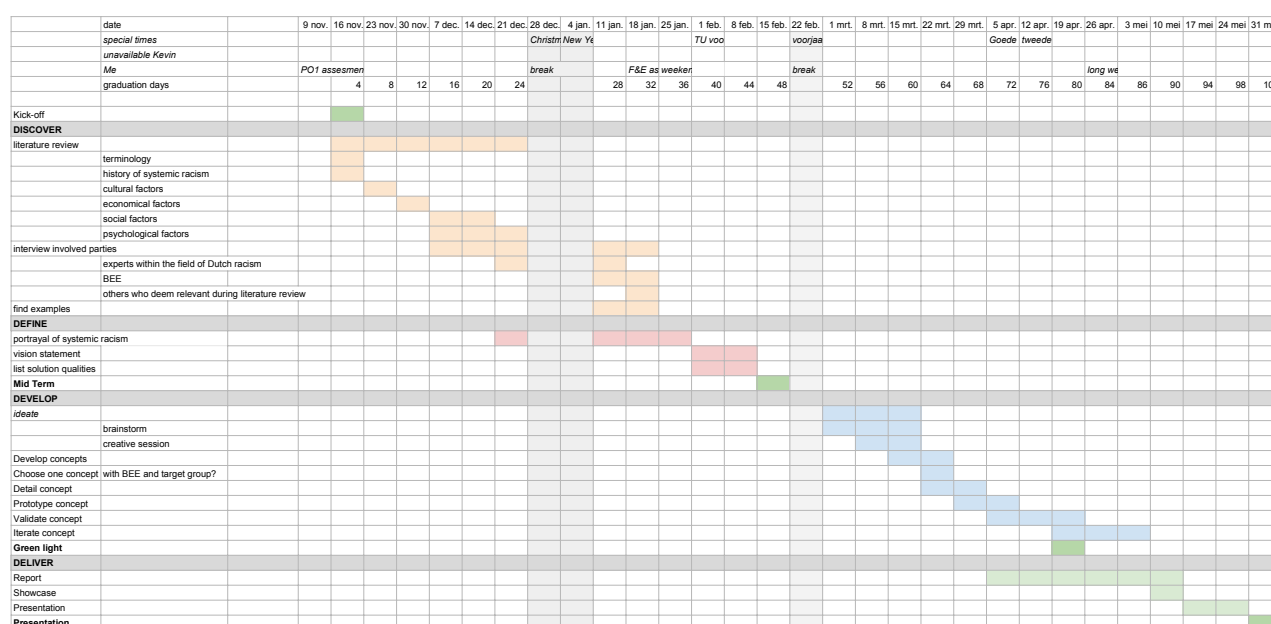
PLANNING AND APPROACH **

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

start date 17 - 11 - 2020

1 - 6 - 2021

end date



The project will flow through the four stages of the Double Diamond model (Design Council, 2004). Together with the implementation of Social Implication Design (SID) method (Tromp&Hekkert,2016).

1. Discover: In this phase the problem will be analyzed from different aspects, being historical, cultural, economical, social and psychological. With the goal to get a good sense of the context and find factors of the problem.
2. Define: All factors from phase 1 will be analyzed on connections and patterns, to create a portrayal of systemic racism. During this phase the desired change will be determined and defined into a vision statement. Within the portrayal and vision, aspects will be evaluated on "designerability" by intuition, since not all changes are good to influence by design interventions. Lastly solution qualities will be found that are meaningful to the users, which would motivate them to change their behavior.
3. Develop: a concept supporting the insights leading towards the desired change. Creative sessions with stakeholders will support ideation. A prototype will be made to enable validation with users. During this validation the design will be tested on the solution qualities and and its behavior effect after user. To look at the long-term effect the design will be reviewed by experts in the domain. An iteration will be done with these insights.
4. Deliver: The final design including recommendations based on phase 3 will be presented in a report and showcased during a presentation.

Tromp, N., & Hekkert, P. (2016). Assessing methods for effect-driven design: Evaluation of a social design method. Design Studies, 43, 24-47.

MOTIVATION AND PERSONAL AMBITIONS

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

I am a white person, who has been confronted with the inequality in Dutch society before this project. Previously I had always put it beside me and got on with life. With the attention systemic racism got during this summer, I had a turning point and started consuming more information. While digestion information, feelings of disbelief arose. How could I always have had an excuse for my own behavior? When looking around I noticed not everybody had experienced a turning point. I slowly started speaking to my white friends about it, who had no clue about certain hurtful wording or disadvantages black people and people of color experienced. If my white bubble and I did not think twice about systemic racism in our own Dutch society, there have to be more people doing the same. I started wondering how I could put all those new feelings and thoughts to use. Taking me here and transferring that energy into a graduation project.

Learning goals:

- Reflect on my own bubble and behavior, while learning more about the subject.
- Write an easy to read, concise, yet complete report. It might hurt for a little to leave information out, but it will feel good at the end.
- Learn how to host online creative sessions.
- Starting a project with a topic, as big, as complex and vague as systemic racism, but narrowing it down to something concrete.
- Finding a balance of keeping parties involved and relying on them.

Personal ambitions:

- Find assurance in myself that something is good enough.
- Dare to speak up, even if I also do not know it all.
- Ask people for help and their time, even if I do not have a direct reward for them.
- Stick to the hours, not overdo it.

FINAL COMMENTS

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

B. CREATION DESIGN STATEMENT

In order to reach the statement as described in chapter 6, questions from the SiD book and laddering provided an overview of options to find the sweet spot.

What motivates or underpins people's behaviour?

- dominant culture believing they are being good agents acting on their beliefs
- people's actions are determined by unconscious beliefs -> clash between the two mentioned above, connected to what the dominant cultures values
- fear of being called a racist
- white people having a higher threshold of racism
- acknowledging differences is not done

What guides individual decision making?

- protecting self-identity
- labelling people
- protecting your in-group
- defining in-group as good based on perceived information
- defining out-groups as dangerous to the values of the dominant culture
- expectations created by labels on which we respond and take action
- dominant culture being ignorant about racism
- white people perceiving an equal world, because they are white
- to be part of Dutch dominant culture, you have to be white

Laddering on behaviour

Let white people discriminate less

how?

by receiving different information

how?

Information that creates a different image of the other -> why let white people perceive a higher level of security when seeing a person of color

how?

by letting organizations change output

how?

by changing what their employees create

how?

by adapting the flow in which they create this output -> why? this flow can also be racially biased (very unconscious)

how?

create an output that matches people's moral

Search for a suiting individual motivation.

To reduce the effects of systemic racism on POC, I wish to nudge white people into organizational processes that positively include POC by ...

... providing them a freedom of choice.

... enabling an environment with novelty and variety.

... enabling passing of values.

Inspiration from the Human Experience Catalog from the Pieter Desmet and Steven Fokkinga.

- giving room to experiment - competence

(fulfills the need to make their own decisions and faults, to go against somebody's opinion for their own beliefs, which is also partly the problem)

- providing a sense of purpose - purpose
(they might feel lost and do not know what to do)
- confirming their affiliation - belonging
(let them behave in accordance to the rules and values of your group)

moral awareness / seeing values in the world / passing on values - morality

(letting them act on their duties as a powerful person, let them pass on the values they believe in via organizational processes, but guide them in making them racially just, because they are to be tolerant) by creating an environment that is bring novelty and variety - stimulation

(diversity leads to better innovations due to these different perspectives)

- need for mental comfort - ease
(facing a reality that conflicts your own is scary, so some ease is needed)

To reduce reproduction of systemic racism, I wish to [primarily] nudge white people into racially just decisions by teasing them with tolerance within [organizational processes].

-> Nudging did not seem to reach the intended long term change, is a mechanism too broad + individual motivation is unrepresented.

Statement used during ideation:

To reduce systemic racism, I wish white people would make racially just decisions by teasing their tolerance during [organizational processes], enabling their actions to reflect their morality. [EN]

Om institutioneel racisme te verminderen, wil ik dat witte mensen raciaal rechtvaardige keuzes maken door ze te plagen met hun tolerantie tijdens [organisatorische processen], zodat hun handelingen een reflectie van hun moreel worden. [NL]

Deconstructing this sentence into the elements mentioned in FIX, gives the following overview:

social change: reduce systemic racism

desired individual behaviour: white people would make racially just decisions

individual motivation: enabling their actions to reflect their morality

mechanism: teasing them with their tolerance during organisational processes

-> After use evaluations teasing was found not to be the ideal mechanism. As such the statement was adjusted.

Final statement

In order to reduce systemic racism, I want white people to break with work oriented reproduction of racially unjust actions by broaching their apparent norm for review so they can adjust their actions towards their beliefs. [EN]

Om institutioneel racisme te verminderen wil ik dat witte mensen breken met hun reproductie van raciaal onrechtvaardige handelingen op de werkvloer door het voor hen vanzelfsprekende normaal op tafel te leggen zodat zij kunnen gaan handelen naar hun morele zelfbeeld.[NL]

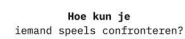
Runthrough of the session.



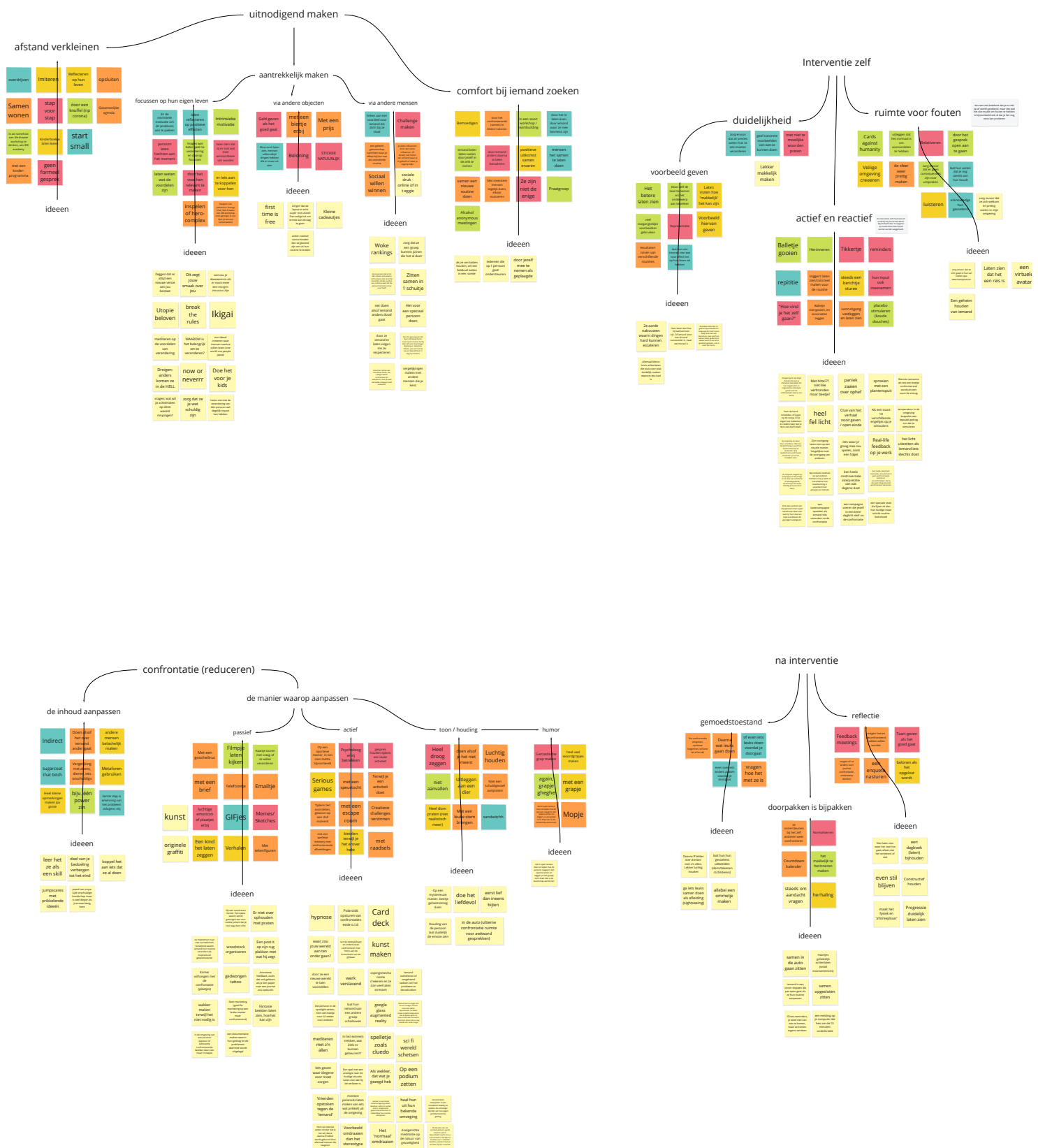
Tirza =

maatschappelijk doel: institutioneel racisme verminderen

Mensen hun keuzes beïnvloeden door ze te plagen met hun eigen morele zelfbeeld.



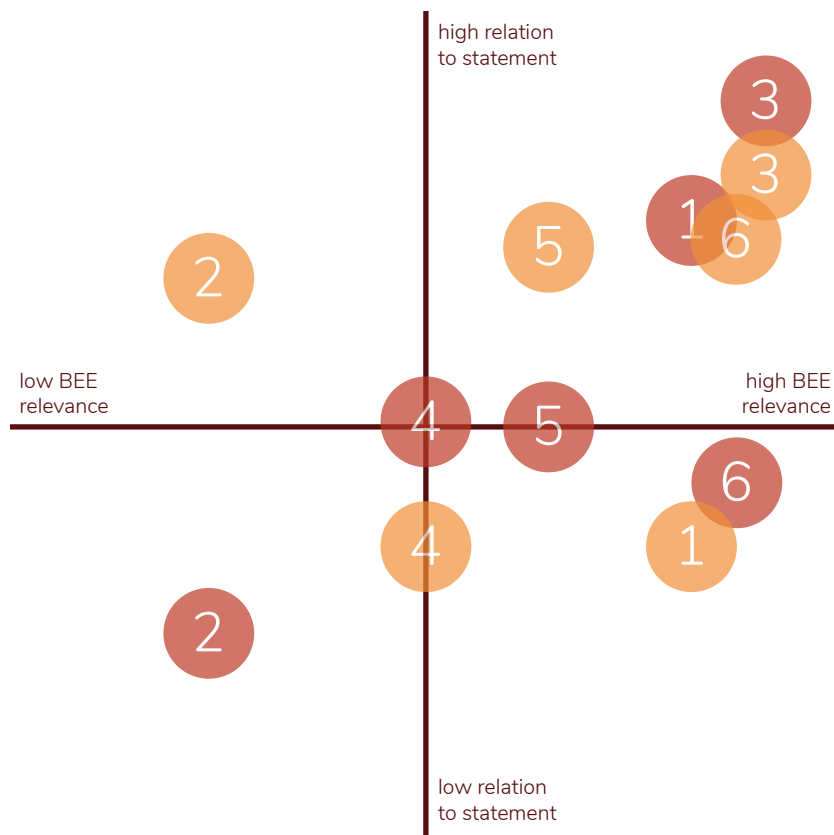
Clustering of all the ideas.



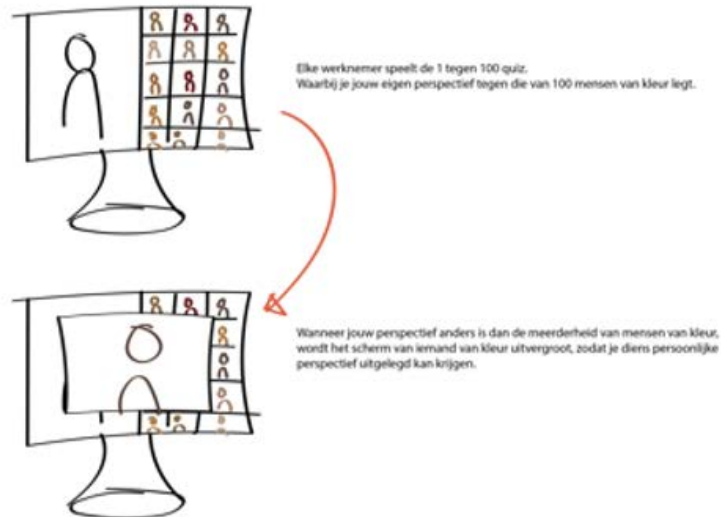
D. C-BOX WITH KEVIN DE RANDAMIE

De Randamie placed the ideas along two axes. One axis being the relevance to BEE, since the concept should be an addition to the knowledge they can provide. The second axis was the appropriateness of the idea compared to the design statement. The red within figure below, shows how de Randamie placed the ideas. Besides his answers, the yellow answers in figure below show my placement of the ideas along the y-axis, while maintaining their position along the X-axis. Differences between the two answers could have to do with presentation of the ideas. For which I already had a more elaborate imagination for some ideas, especially in respect to the statement. Which was not communicated to keep the elaboration of the ideas on the same level.

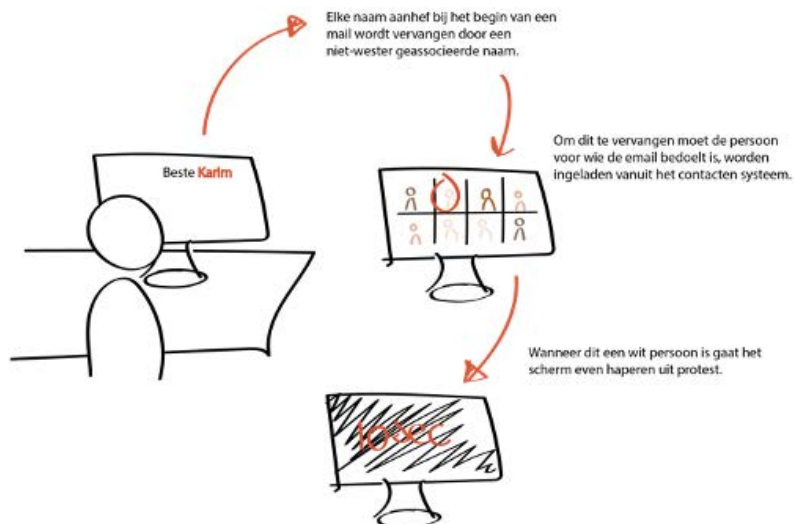
In order to understand the ideas which are plotted the next page gives a small description.



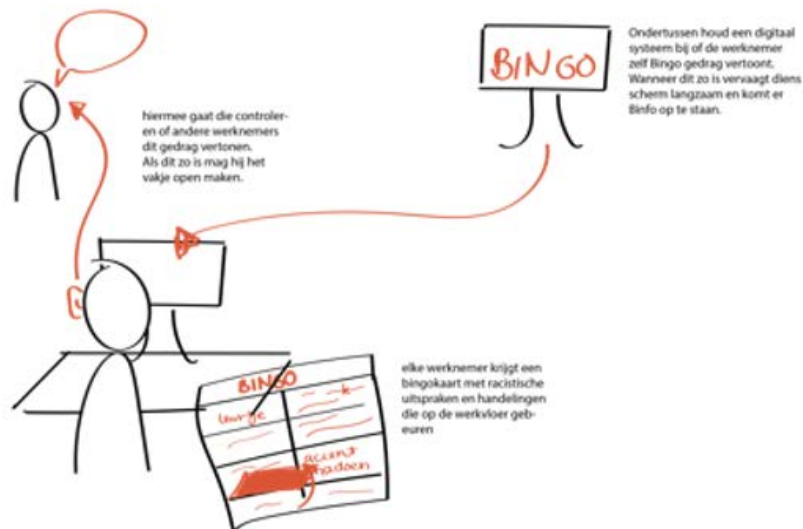
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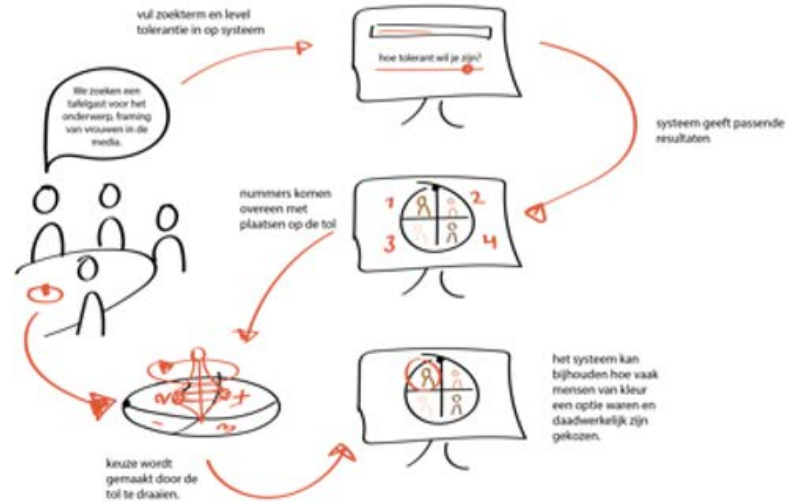
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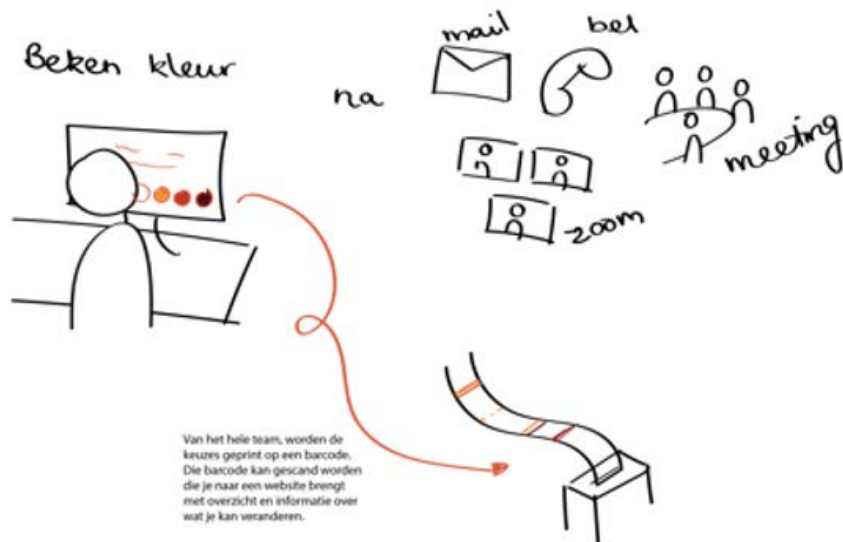
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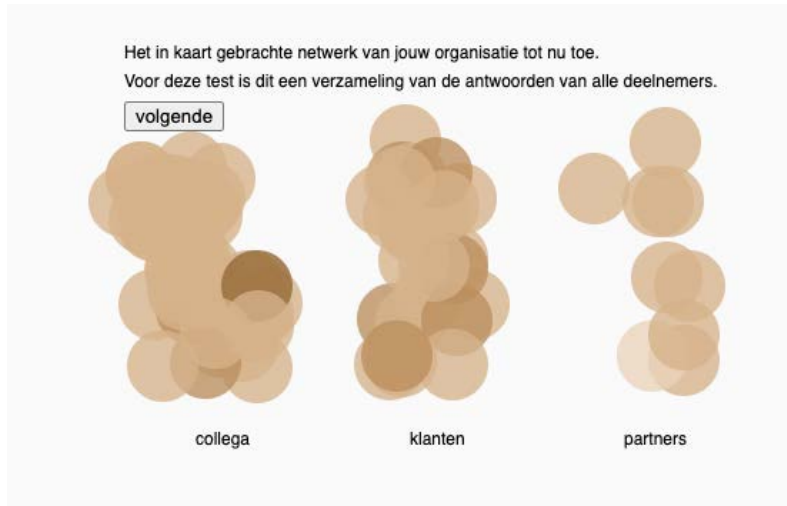


6..



E. PRELIMINARY EVALUATIONS OF PHASES

Interviews were conducted at the end of trial 1. The goal was to discover what level of information the participants preferred to end up at the Bingo Card. As such, the participants first used a prototype of phase one pictured below. Followed by four proposals for phase 2 were discussed together with the participants. Their feedback per concept can be read below together with a description of the proposal..



start

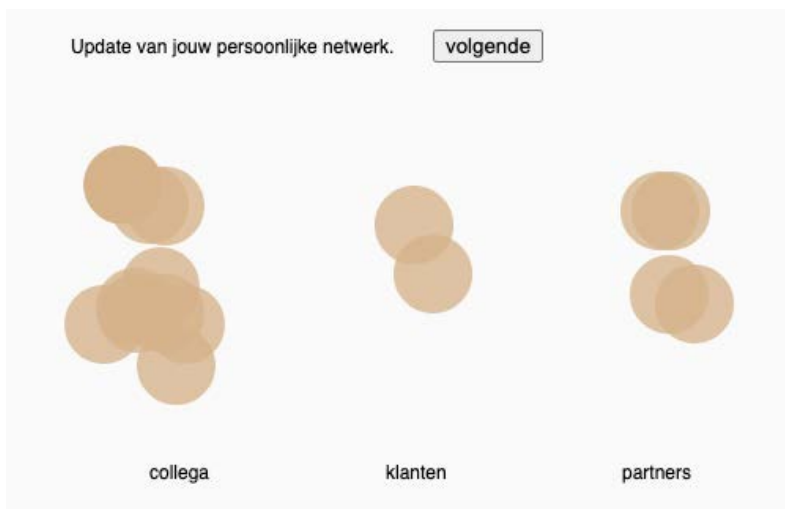
First question:

Met hoeveel mensen was je laatste meeting, exclusief jezelf?

1

Second question:

Was deelnemer 1 een:



Third question:

Wat was de huidskleur van deze deelnemer?
Klik op die kleur in de afbeelding hieronder.

Display of results:

Fase 1.

Beken Kleur

- Positive Remarks
- The time it takes to fill out one test is absolutely fine to do in between work. (Je) If it would have been 15 min you would start to postpone it. (S) The time span of one test is good, so it is something small to tick off a list (M).
- Options for selecting a skin color were fine, it felt like enough variation at the right side. (Je)
- It provides a certain insight into the composition of your network (S).
- It represented in what kind of company I work and made me think more about it. (Je)
- It made them very aware of skin colors after doing this for a day. (S, Je, M)
- The advantage is that it becomes very visible. Instead of only thinking about it you see it, making it more difficult to disappear. (S, M)

- A question as reflection is nice. (S)
- The timing of each notification was good (M)
- It was confrontational to always pick colors from the right side of the image. (M)

Negative Remarks

- A longer total duration of the test would give a better reflection of the organisational network. (Je) The test was a bit short (S).
- I would have liked an opportunity to mention that I had already registered a colleague, so they would not have been registered twice. (Je)
- The questions about my first thoughts got a bit boring after a few days. Thoughts became similar, so different questions would have been nice. (Je)
- Answer to the question became a bit general. (S)
- The visual effect of the overlapping circles became less visually pleasing, because a darker color appeared when they overlapped, while there were 2 white circles. (Je)
- It did not immediately motivate change. (S)
- The white range was not white enough. (S)
- It does not take cultural background into account, it stays rather flat. (S)
- Notice that it is easily forgotten, while daily tasks take over the mind again (M)
- Likes to think in solutions, awareness is not the only necessity. (M)
- Felt as a individualistic intervention at the moment (M, Je, S)
- Improvements to be done

Fase 2.

Option empty sheet.

All the proposals differ in the amount of guidance the participants receive.

This first level is an open canvas displaying the results of phase 1. Within smaller groups of three - four colleagues the questions on the sheet should be answered.



Positive remarks

- It would offer the opportunity to discuss and reflect upon the results with colleagues. (Je, S, M)
- It would allow me to check if the results that I see on paper are also what I actually see around me. So kind of if the perception I had was correct. (Je)
- It allows you to look into the mirror (S)
- Question below the line seem good (S)

Negative remarks

Missing a translation of the results into numbers, how many people are this. What is the scale? (Je)
Difficult to truly make judgements based on the results, so the questions below seem quite difficult. (S)

- It does not create immediate need for change, first more research should be done to think about consequences of changes. (M)
- Still have the need, what are we going to do about it (M)
- Would be nice if this is facilitated. (S, M)

Option Statements.

Welke ongeschreven reacties en mechanismen zijn ontworpen van kracht bij jullie?
Sleep ze naar ja (links) of nee (rechts).

ja Als ik om mij heen kijk op werk, herken ik mijzelf en zie ik dat mensen op hogere functies ook op mij lijken. nee

Links staan een aantal ongeschreven regels die verklaren, hoe jullie jezelf als tolerant zien, maar toch behoorlijk wit zijn.
Om het bolwerk te veranderen, moet ook de organisatiestructuur veranderen.
Wat betekent dat werknemers moeten veranderen.
Klik **hier** om te zien voor welk gedrag je waarzaam moet zijn, gebaseerd op jullie ongeschreven regels.

line of stability

Als ik om mij heen kijk op werk, herken ik mijzelf en zie ik dat mensen op hogere functies ook op mij lijken.	Gedrag worden te snel ingezet als een reactische reactie.
Ik kan heb de nodige kennis om een product maken voor Afrikaanse Chapeaux in Nederland.	Bij hoge opslag zie ik een uitkomst voor mij.
Nieuwe werknemers komen voortdurend binnen via ons.	Bij iemand van kleur vraag ik mij af waar die vandaan komt.

This option presents 10 statements about effects of hidden rules to the participants to which they can either say yes or no.

During the group discussion results are shared in an overview showing how these effects have contributed to the results of phase 1.

Positive remarks

- The conversation would reach more depth. It goes into why the results are this way instead of only looking at the results. (Je)
- Sparks the conversation way more (S)
- I can recognize myself in the statements, so it would steer the conversation about reflection to fill in the empty sheet (M).
- It allows for insights for a company on how they are doing in order to consciously diversify. (Je)
- It confronts people more, (Je, S)
- Necessary confrontation, when opting for change. Now you can see what to attack. (Je)
- This feels like a more playful interaction compared to the sheet. I would do this option sooner compared to the sheet. (M)
- It forces me to really think about every statement, since they are fed one by one and I need to swipe it in a direction. (M)

Negative remarks

- Missing the option to add own statements. (M)
- The statements do not opt for the moment when there is no full yes or no, but I would be okay with still choosing like a dilemma on tuesday. (M)
- Is this going to be anonymous (S, M)
- Improvements to be done

Option Creating Bingo Card.

BEKEN KLEUREN BINGO

Deze bingo kaart bevat veel ongeschreven regels die voorkomen op Nederlandse werkvloeren. Stel hieronder jullie eigen bingokaart samen.

Dit kan op twee manieren. Uiteindelijk komen beide manieren op de bingokaart. Deze keuze is er alleen om het selecteren naar elke behoefte te doen. Om te switchen tussen de twee kan je klikken op de switch.

1
Door te selecteren welk gedrag jullie niet meer vinden passen binnen jullie tolerante organisatiecultuur.

2
Door te selecteren welke handelingen jullie juist graag zouden willen uitvoeren.

Op bingokaart Niet gekozen

Voornamelijk mensen aannemen via contacten in ons netwerk.

Defensief reageren, wanneer iemand aangeeft zich niet prettig te voelen bij een opmerking.

Vragen aan iemand van kleur waar die vandaan komt.

Producten maken voor gemeenschappen van andere culturen zonder hen erbij te betrekken.

Een hele dag te werken en de enige persoon om je heen is de schoonmaker.

Neiging hebben mensen aannemen omdat ze op jullie lijken.

Vragen aan iemand van kleur waar die vandaan komt.

Defensief reageren, wanneer iemand aangeeft zich niet prettig te voelen bij een opmerking.

Voorname mensen aannemen via contacten in ons netwerk.

Een hele dag te werken en de enige persoon om je heen is de schoonmaker.

Stil blijven wanneer het over racisme, diversiteit en inclusie gaat.

Producten maken voor gemeenschappen van andere culturen zonder hen erbij te betrekken.

Iemand zijn accent nadoen.

Vergadering hebben zonder dat het over diversiteit en inclusie gaat.

BEKEN KLEUREN BINGO

Klik op het gedrag waar je niet op gevezen bent of wat je merkt dat je niet doet.

This option presents 10 actions which have to be discussed as a group. Options are to be selected when agreed to be undesirable within their organizational culture.

The selected options are placed on a Bingocard. Every employee will receive this Bingocard to cross off executed undesired behaviours. The original idea was to address others when they would execute the undesired behaviour. Or when the participant executes it themselves.

Positive remarks

- A nice result after training. Instead of just being there for a training of 3 hours, but having deep discussions resulting in this Bingo Card, seems like a bigger impact to do something with it. (S)
- Important to note the exact opposite, because otherwise you start to wonder what sources this new norm is based on. (S)
- Such a bingo card is a nice option for providing handles, at least better compared to the diversity training I had. (S)
- Playful manner, which draws me in. (M)
- It provides an overview instead of the statements (M).
- Feels more like a thing to do together. (M)

Negative remarks

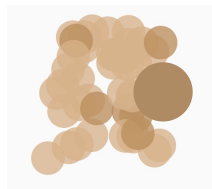
- I would miss the explanation of the results from test 1. Because you would want to tackle the biggest problem within your company. (Je)
- Missing reflection (M)
- I do not think that I would correct somebody immediately on their wrong behaviour. I think I would do it later during a more informal conversation. (Je)
- Bingo has the association of crossing off as much as possible, while this actually has the intention of crossing off at least (Je, M) But I do think it is strong to note down what you see, instead of crossing off what you do not see. (M)
- This on its own is not sufficient (S)
- Curious to the tip, so tempted to click it even though nothing went wrong. (M)
- Conclusions

Option Story.

Positive remarks

I like how the options are black and white. It doesn't leave space for a grey area, like automatically you thought this, but it can also be this. (Je)

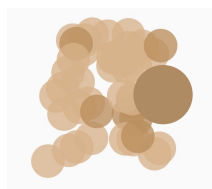
The mechanism of how associations are broken is nice in this one. The examples I saw are very practical and very recognisable. You can place yourself within this situation. (Je, M)



Vanuit het recruitment bureau komen twee geschikte kandidaten.
Een daarvan is Myron Botha en hij komt op sollicitatiegesprek.
Hoe begroet je Myron?

HI MYRON, HOW ARE YOU?	HIQ MYRON, HOE IS HET?
---------------------------	---------------------------

This option communicates the information about the desired behaviour via a story. In which participants are asked to fill in the actions. However the story is fixed and always continues with the desired behaviour regardless of the participants answer.



In het Nederlands, want er is geen reden om aan te nemen dat Myron, geen Nederlands spreekt. Pas als Myron daarna aangeeft hij dlt niet begrijpt, zal het gesprek zich in het Engels voorzetten.



Lees [hier](#) meer over de aanname dat iemand buitenlands is.

The storytelling is very interesting. (Je, S, M)

Negative remarks

- When people click on the wrong answer, they get a negative emotion, which will cause them to forget about the situation sooner. (Je)
- It becomes less confrontational, because it becomes more generic. (Je)
- At the end you would want to see how many within the organisation thought in a similar way. (Je)
- Stories which seem too obvious for an answer are not exciting, even a bit disrespectful. (S)
- Effectiveness of the stories, is depending greatly on the answers and following story. (S, M) When my own bias is not in the story I start doubting the whole program.(M)
- Opt for the option to still adjust the Bingo Card, it now makes me feel like the software (S)
- Was confused first about the blobs being different colors all of a sudden instead of skin colors (M)
- I feel more attacked by the tone of this compared to the statements (M)
- Improvements to be done

Extra

- Implement different levels within the tests, so that it can be interesting for companies what have just started, but also for more experienced companies. (S)
- I would like to do all four (S)
- Especially the second fase you showed can provide handles for people with passion and people with less passion (S)

CONTINUING OF TEST WITH ADDITIONAL PARTICIPANTS

Changes were the addition of the categories, colleagues, customers and partners within the visualisation of the total network. Also as a first image they saw the total image instead of their personal. And also the total network was updated with their personal answers.

For part two of the conversation the possibility of a dilemma was added and the order was changed around.

Feedback phase 1

Effect

- It does make you aware of the color and diversity within your daily work network. (Jo)
- If we would have no person of color I would be embarrassed, but customers and partners nah. A customer is a customer. (Jo)
- I had to think, how does this person look like again, something I normally never think about. (W)
- I became more aware of whom I had contact with, and realized, I almost only speak to similar people. (w)
- I think it is confrontational that we think we are being empathetic, but regarding skin color not so much, because we stick to our own bubble, our own teams and try to empathize. (w)
- I was aware of how white it (the organisation) was and this research only made that more clear, even in my day-to-day work. So it was a confirmation. The result is then an extra stimulation to do something (which she was already doing) (e)
- You become aware with whom you have contact, especially about the homogeneity (b). I did not have a change in thoughts but I also was biased going into the test. (b)
- For me it was rather a confirmation of what I already knew, in a way that I was already aware of the homogeneity of this company. But it is valuable to become reaware, because you take your work for granted. (b)
- I became triggered when seeing someone of color, which is then different, (b)

Positive remarks

- I could fill in somebody new every time (Jo).
- The overall network gives you a piece of comparison and a realization you are not the only one doing this.
- Choosing a color was fine, not confrontational. (Jo, W)
- After the first time I knew it did not cost me a lot of time, so I was not opposed to doing it. (jo)
- A snooze option worked nice, because sometimes the message was sent when I was in a meeting. (w)
- I would like it very much if all my colleagues would also do this, because I already know my own contacts. (w)
- The skin color options were quite inclusive, it would be weird if you would have only three colors. (e)
- I think it is relevant to be aware in what kind of organization you work, (slightly negative) but especially to also be aware that other organizations could look completely different (b)
- The duration of one quiz was fine. (b)
- Frequentie was doable(b)

Negative remarks

- because you do it inbetween work, there is little time for reflection. I also did not see that as a goal. (Jo)
- I do not email my colleagues, we use internal chat programmes for that. (Jo)
- If the purpose is to visualize all three categories a week would also be fine. (jo)
- Lot of customers and partners stay the same (for 6 months) so I am very interested in the people

- we contact as participants. We are not going to change the customer, because he is white. (w)
- I could not answer this for people I have never met. I could not create an image based on those emails. (w)
- The result is not efficient within the three days, due to all the different projects working on at the same time. Then I would have to do it for a few weeks. But you do have to know an ending point and that I would then have a valid result. (w)
- My thoughts do not change all the time, because it is three times a day. but nice to have a small moment of am I thinking anything? (w)
- Different questions could trigger people to think about it in different perspectives (e)
- I did not have different thoughts all the time, sometimes it was more of a confirmation of my last thought. (e)
- Three days is too short (e)
- No specific thoughts about the two different networks, except for the thought that there is a difference. (b)
- Your first thoughts do not change that much anymore at a certain time. This question does not invite reflection on your action, but is rather observant. If would also not feel the need to reflect on a daily basis(b)
- I would say rather too many choices, instead of too little. With one white beam you can also be sufficient. (b)
- Reminders were not necessary for me, since I keep up to date with my inbox. (b)
- More variation would increase the interaction being playful and inviting. (b)
- Other
- I think people who go in less biased, might have a bigger effect. (b)

Feedback Bingo

Positive remarks

- You immediately start thinking, do we do this? You start thinking and plotting to your own organisation. (jo)
- Like the tip at the back. (jo)
- I like the selection method and how it makes you think. (w)
- Stimulating each other would work, but see negative remarks (w)
- Nice to have a conversation about this and what we would deem as important. (w)
- When you agree with everybody that this is on the bingoard it becomes easier to comment on somebody's behaviour. (e)
- Oe that is a good one (in response to the tip) (b)
- I could imagine doing this together, but see negative remark (b)

Negative remarks

- Some seem relevant for certain colleagues but not for others. (jo)
- I think that how less concrete it becomes, how harder it gets. For example, having a meeting without diversity, inclusion and racism. If we have a meeting about a feature in a product, why should that topic be discussed? (jo)
- Commenting on somebody's behaviour which is not per se work related. Only if it is very clear we as a team are committed to this, then I might depending on the person and the item.(jo)
- I think it is intense to comment on somebody. I would rather just raise my own awareness about my behaviour, for which I would then receive a notification. Or team up with one colleague. (w)
- I would miss an opportunity to first think about what we see, followed by what we should do accordingly. Now it appears kind of out of nowhere. (w)
- I can image lots of people who would still not dare to comment on somebody's behaviour, so it could also be a good tool to check on your own behaviour. (e)
- In order to create such a card you would have to be aware of your own behaviour and thoughts (e).
- Why did you choose the term Bingo, because then you would like to tick it all off. (b)

- You would need to discuss the problem beforehand and come to terms that diversity should get a boost. Not just something that your boss thinks but the whole team. (b)
- I can imagine this working better in a company undergoing a transition compared to a static company. Because then you can aim something like this but certain things get difficult. As for hiring, which is something you do not do on a daily basis. But for example, imitating somebody's accent is something on a daily basis. (b)
- I could imagine doing this with the support of a third party (b)
- There is a risk of forgetting to comment somebody on this and derailing into your old habits, therefore I would schedule regular meetings to talk about this bingo card and fill it in multiple times. (b)
- Other
- I think it would be more effective to do this for a longer period of time, instead of just these two weeks we are going to look at it. That would be forcing it instead of creating a new normal. (w)

Feedback Open canvas

Positive remarks

- I think this does show a layer beneath the iceberg, instead of: we are very inclusive because we never ask somebody what their origin is. (jo)
- Questions are fine, but see negative remark (jo).
- Questions are good and make you think. We as a company are able to fill this in and it matches other methods we use. (w)
- Questions are good and they would already create an overview of the situation (e)
- I think the second questions can be interesting, because they are more on a value level and not objective. It allows less for yes but this is the way it is. It is rather a yes this is the case and what do we want to do with it. (b)

Negative remarks

- unclear image. (jo)
- I think the wording can be more explicit. It is no secret what is it about this. It would have to think about it more concretely. (jo)
- It asks a lot from the candidates, with lack of guidance. (jo)
- I would be curious to see how it differs per colleague. (w)
- I do think there will be 1 or 2 people within my team who would think what a bullshit (e).
- I think the questions can be more directing and find them very open at the moment. (b)
- The question of what you feel is difficult, it assumes you feel something and that you are willing to put that out in the open. (b)
- A discussion is easier put in motion by closed questions or statements instead of open questions. (b)

Other

It might be interesting to compare your canvas to that of the Dutch society or the city where the work is located. (b)

Feedback Statements

Positive remarks

- You are being forced to answer yes or no, meaning you have to do something with it. (jo)
- It makes it more explicit (compared to the open canvas) because it is a fact what people have chosen. Which can make you think, why is this the way it is. (jo)
- It shows in what ways we are alike, which is very nice to have this so explicitly. (w)
- This is something you would normally not discuss, I think it is more confronting to talk about a yes no statement, instead of coming to insights via the reflection powers of somebody with a white network. (jo)

- Strong to see them next to each other like this (jo)
- They are not too labeling as racist. (jo)
- I would be able to answer all of these (w)
- Not everybody has a reflective mind, so I think it is good to offer guidance (e)
- I think the statements are good and everybody who works can imagine then (e)
- This would offer people the insights into their own behaviour to create the bingo card. (e)
- This provides more guidance and is a lot more active. It also tells a lot more about what your position is (b).
- I think the results can also be used as guidance when creating the bingo card. If multiple colleagues share the same opinions, that is what you put on the card. (b)

Negative remarks

- I would like to know which comment is dominant, now I might focus on the wrong one (Jo)
- this is ofcourse already partially guided into a direction. As such, I would like to first have the open conversation, what do we see, followed by this to make it more explicit. To allow for more personal stories (w)
- I think there is a risk of answering politically correct, but discussing the problem beforehand with all, will reduce this. (b)

Feedback Dilemma's



This option is supposed to be a combination of the story and the statements. By proving a bit more context in the situation instead of a yes no observations. Followed by the information about the chosen actions.



Positive remarks

- The similar lesson you learn despite the answer. (jo)
- They are a bit more playful compared to the statements (jo)
- A dilemma shows that the subject is already complex, and when choosing between two evils, makes it feel less judgemental. Because there is also a logic in the other answer but so and so. (jo)
- It makes you think, what would I do. (jo)
- Nice manner, because you do not always have a lot of time for a conversation and a quiz etc. (w)
- It can make very clear what you deem important (w)
- I do think of it as a colored dilemma. I think that people who are not completely open to this would think: ow what pedantic questions. (e)

- Advantage that you force people to choose, for which I think it is good to make it a bit more harsh, but see negative comments. I like it because it challenges people to make a tense choice. (b)
- I do think the explanation is useful, but see negative comment (b)

Negative remarks

- Some are a bit ridicule, making it feel like I am being put in a racist label. I would feel better if the other option would make a bit more sense. (jo)
- It could lead to people answering what they think is the right answer, which does not per se needs to be a bad thing. (w)
- There is a risk of people feeling like their answer is not there, to which they feel the need to explain themselves. (b)
- I question if the information should be given directly. I would like people to answer a few choices and then have a conversation about them in which the pros and cons are mentioned. (b)

Conclusion

Identified needs from the quotes:

nice to have a bigger goal, as making the result be more colorful
 reflection which allows to understand why the network is like this and in what kind of organisation you work
 and what is important to you as a group of people
 therefore an overview of the situation is preferable
 a discussion about fase 1 is preferable
 To get these discussions started explicit closed questions work better compared to closed questions
 Guidance to get to this understanding is preferable compared to the closed questions
 breaking down assumption
 balanced options help people to answer this truthfully
 an accessible interaction
 not to be too labelled as a racist
 therefore the test should be anonymous
 two balanced options help
 recognition to own behaviour and situations
 context helps
 two balanced options help

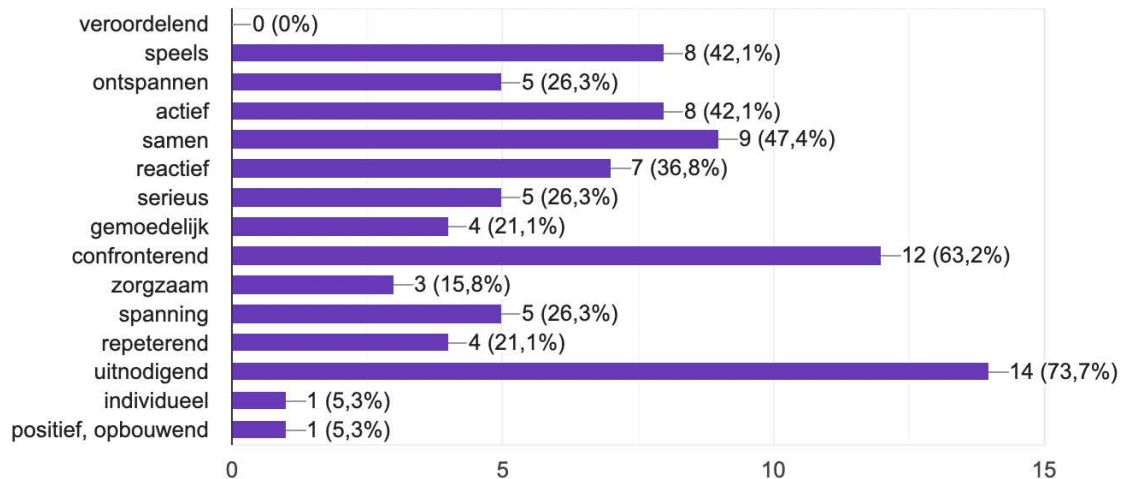
Looking at the terms determined in the very beginning:

inviting - confrontational - playfull - active - reactive - together

Together with the needs determined during the test. The concluding interaction will be dilemmas. The way in which it forced people to take a stand is similar to the strength of the statements. The content is guiding to people who can not handle the open questions, but the overview provides handles for the same discussions. This content is to be adapted in a way that every dilemma should offer a bit more context. This context was the biggest plus from the forced stories. But both choices should feel as valid options, to avoid people being into a racist corner. The information provided after a choice has been made, allows for insights into their own assumptions. And creates a more active participation compared to the statements. Something that can be added is the addition from coloring your network, with the gained knowledge. To provide the feeling of a bigger goal.

F. ENQUETE INTERACTION CHARACTERISTICS

Het ontwerp zal je plagen zodat de handelingen die je uitvoert zullen passen bij wat je van binnen wilt. Welke eigenschappen zou je van het product nodig hebben? Kies er max 5.



Wat hoop je dat deze 5 eigenschappen jou gaan bieden?

- Confronterend zou de kijker aanzetten tot actie om zich te bewijzen het anders te (kunnen) doen. Als kijker zou ik mij dan uitgedaagd voelen. Wanneer het vervolgens uitnodigt om 'een verschil te maken' zou dat mij het laatste zetje geven om actie te ondernemen. Spanning zou de kijker geboeid 'hooked' krijgen voor het ontworpen product en wat het wil zeggen. Repeterend zie ik als iets dat inspeelt op de kracht van herhaling. Het zorgt ervoor dat je 'het', ofwel de actie (onbewust) blijft herinneren.
- Een omgeving waarin ik me bewust word van discrepanties zonder dat het een schuldgevoel aanjaagt. Vaak is het niet express namelijk
- Op een chille manier bewust worden, maar soms ook ff bam in je face klappen
- reflectie + actie
- Dat ze me ondersteunen om op een goede manier het radio of televisie programma in elkaar te steken.
- ik hoop dat deze eigenschappen mij op zo een manier beïnvloeden dat ik zelf gemotiveerd raak om verder te denken en andere beslissingen te nemen. Als het voelt alsof je beoordeeld wordt of gedwongen zou ik minder geneigd zijn om te reageren. Maar als het te speels is, voelt het weer alsof het je het probleem minder erg laat lijken. Ik vind dat het wel duidelijk moet zijn wat consequenties kunnen zijn. Ook heel belangrijk voor mij is dat het niet moet voelen alsof ik tegen mijn collega's inga of dit achter hun rug omdoe (vandaar "samen").
- Dat het mensen uitnodigt om op een speelse manier gedachten en/of gedrag gaan aanpassen. Hierbij ook het gevoel geven dat dit samen doet.
- Een actief leermoment waarbij ik op mijn vingers word getikt of een schouderklopje krijg
- Als het ontwerp gefocust is op de bovenstaande geselecteerde eigenschappen zal ik waarschijnlijk eerder getriggerd/geactiveerd worden om over het ontwerp of ontwerp doel/onderwerp na te denken. Ook zou het me misschien ergens toe zetten om iets te ondernemen of iets dergelijks.

- Als het goed is toont de gegeven combinatie in de vorige vraag een product dat mij genoeg triggered om het te gebruiken, om er beter in/mee te worden en het mij op het moment dat ik er niet mee bezig ben, de drang geeft het opnieuw te pakken.
- Een luchtig situatie waarbinnen een ieder het geval heeft dat er open verteld kan worden en geluisterd wordt. Een situatie waarin niet geoordeeld wordt en een oprechte interesse is om van elkaar te leren. Het moet ook op de een of andere manier uitnodigen tot meedoen/denken en ik denk dat daarvoor ook fijn is als het luchtig blijft zodat mensen durven
- Ik hoop dat deze 5 eigenschappen mij laten reageren/handelen zoals ik, als individu en vanuit mijn eigen perspectief, dat graag wil. Wel op een speelse manier, zonder mijzelf voor het blok te zetten, en reactief voor anderen.
- Veel handelingen gebeuren onbewust en staan niet altijd gelijk met wat je van binnen wilt. Bij plagen lijkt repetitie belangrijk omdat je geconditioneerd wordt en ook reactief om verbanden beter te herkennen. Confrontatie zorgt er vaak voor dat je dingen beter herinnerd denk ik, maar wel samen want moet ook wel lekker positief voelen.
- Reactief omdat het vaker moet gebeuren (gok ik) dus het dan zich wel moet aanpassen op wat ik doe, zodat het niet altijd hetzelfde is. Confronterend omdat ik anders niks nieuws bereik, maar zorgzaam zodat ik wel vervolgens een stap verder kan zetten en niet ontmoedigd word. En uitnodigend zodat ik er ook mee wil interacteren.
- Een professionele en integere houding ten opzichte van wat ik zou moeten doen terwijl het wel warm is naar mensen om me heen.
- Reflectie en acceptatie - sommige dingen heb je niet door, maar als je ermee geconfronteerd wordt (op een niet oordelende manier) opent het deuren voor nieuwe inzichten en gesprekken (samen dus). Hopelijk voorkomt het defensief gedrag, wat weer tot onbegrip bij anderen kan leiden
- Ik wil me graag bewust zijn van wat ik communiceer en hoe dit over komt. Maar wil niet het gevoel hebben dat ik er in mijn eentje voor moet zorgen dat dit goedgaat, vooral omdat er eigenlijk altijd zo veel opvattingen kunnen zijn voor hetzelfde. Daarom zou ik graag op een positieve, meedenkende toon bewust gemaakt willen worden van wat ik doe ipv dat ik mij er meteen heel slecht over moet voelen. Ik doe namelijk echt wel mijn best.
- Inzicht in keuzes, maar niet te confronterend of te 'judgy'
- Een leuk product, misschien een activiteit, om na het werk te doen in de avond.

Zet de volgende ontwerp eigenschappen op volgorde van meest belangrijk naar minst belangrijk:

speels - spanning - actief - reactief - gemoedelijk - repeterend

- Spanning, actief, repeterend, speels, gemoedelijk, reactief
- Gemoedelijk-Spanning-Speels-Reactief-Actief-Repeterend
- Reactief gemoedelijk speels spanning actief repeterend
- actief reactief speels spanning gemoedelijk repeterend
- Actief - repeterend - speels - reactief - gemoedelijk - spanning
- actief - gemoedelijk - repeterend - spanning - speels - reactief
- Speels-actief-repeterend-gemoedelijk-reactief-spanning
- Speels - reactief - actief - spanning - gemoedelijk - repeterend
- Actief - spanning - speels - gemoedelijk - reactief - repeterend
- Spanning - actief - reactief - gemoedelijk - repeterend
- Gemoedelijk, speels, reactief, actief, repeterend, spanning
- speels-spanning-reactief-actief-repeterend-gemoedelijk
- Repeterend - Reactief - Gemoedelijk - Spanning - Speels - Actief
- reactief - repeterend - gemoedelijk - actief - speels
- actief - speels - gemoedelijk - spanning - repeterend
- Gemoedelijk - actief - repeterend - speels - reactief - spanning
- actief - spanning - gemoedelijk - speels - repeterend - reactief
- Reactief, actief, gemoedelijk, repeterend, speels, spanning
- Spanning, speels, actief, gemoedelijk, reactief, repeterend

Waarom heb je voor deze volgorde gekozen?

- Ik moet eerst geboeid zijn. Hierna wil ik me niet persoonlijk aangevallen voelen, dus is het speelse en gemoedelijke belangrijk toe te voegen. Reactief geeft het minste effect in mijn optiek.
- Daardoor creëer je een omgeving waarin kritiek denk ik beter kan worden ontvangen. Als het reactief is, is het meer afhankelijk van wat je zelf doet en breder inzetbaar denk ik. En als het heel repeterend is zal het denk ik heel snel irriteren/vervelen
- Moet vooral chill zijn, repeterend lijkt me vrij irritant worden op een gegeven moment. Spanning zorgt ervoor dat het interessant blijft
- actief & reactief omdat het mijn gedrag en keuzes moet challengen. een balans tussen speels en spanning om diezelfde reden. Zowel confronterend als positive reinforcement zegmaar. Gemoedelijk heb ik een negatieve associatie mee wat betreft dit thema omdat het klinkt als 'laten we het gezellig houden' lol dat is niet de bedoeling zo komen we nergens. Repeterend is voor mij niet per se relevant denk ik in deze context.
- Ik denk dat ik geen spanning hoef als ik een radio of televisie programma moet maken. Denk dat ik vooral actieve hulp wil, die repeterend is (zodat ik niets vergeet), het mag wel speels zijn - houdt het plezier er in. En het mag zeker reageren op wat ik doe of beslis.
- Als ik echt gemotiveerd wil worden moet het product naar mij toekomen. Ik ben zelf een persoon die confrontatie graag uit de weg gaat dus ik heb dat duwtje wel nodig. Verder denk ik dat de sfeer goed/neutraal moet zijn als je wilt dat iemand kan reflecteren op zich zelf (dus zonder zorgen maken wat andere denken of dat wat je doet wel goed is etc.). Repeterend is belangrijk omdat het een nieuwe soort interactie is die je niet gewend ben. Daar moet je inkomen, totdat het vanzelfsprekend worden. Spanning kan denk ik enigszins goed zijn. Dat leidt er denk ik toe dat mensen eerlijker naar zichzelf zijn. Speels en reactief hebben een gedeelde laatste plaats. Wat ik eerder zei, voor mij kan speels beledigend overkomen voor mensen die echt met dit soort problemen zitten. En reactief leek mij het tegenovergestelde van actief en actief staat op de eerste plek, dus deze op de laatste.
- iets brengen op een speelse manier lijkt wat beter te werken dan drammen. Herhaling zorgt ervoor dat de boodschap beter blijft hangen.
- Repeterend is misschien wel goed maar mijn associatie is saai en daarvoor de directe tegenhanger van speels. De 4 termen die er tussen staan vind ik even belangrijk omdat dat voor mij de eigenschappen zouden kunnen zijn van Speels
- De eerste paar eigenschappen passen wel bij mijn persoonlijkheid. Een bepaald ontwerp zou mij eerder aanspreken als het voldoet aan bepaalde individuele voorkeuren die ik heb.
- Ik ervaar het product pas optimaal, wanneer het mij uitdaagt en een bepaalde spanning geeft. Daarnaast moet het actief zijn, want dat gaat vaak gepaard met competitief. Dat is een spel element dat ik graag terugzie.
- De eerste 2 termen had ik zelf al gekozen gemoedelijk is belangrijker omdat dit de setting creëert. Zodra deze goed is kun je verder. Repeterend en spanning staan helemaal achteraan omdat hier voor mij een negatieve lading aan hangt, waarbij het voelt als een beladen en gespannen sfeer of situatie. Dit is iets wat ik als persoon probeer te voorkomen en denk ik vaak (op TV of radio) of afleidt van het daadwerkelijke onderwerp maar meer leidt tot sensatie.
- de afweging en samenwerking van een speels ontwerp dat vanuit spanning handelt lijkt me binnen dit ontwerp erg interessant. Repeterend en gemoedelijk lijken mij het minst van belang in deze interventie, omdat het per situatie met mensen verschilt.
- Eerst de dingen die ik eerder had aangegeven, op een of andere rede denk ik hierbij dat dit ook belangrijk is om babies op te voeden. En het gaat daarna steeds meer richting wat niet perse nodig is maar wel echt heel erg kan helpen.
- Na reactief repeterend omdat dat een wisselwerking moet hebben, dan gemoedelijk als een soort vervanging van zorgzaam en de laatste twee weet ik niet zo goed
- Een ontwerp moet me uitdagen om er actief mee te interacteren, het liefst heb ik dat op een speelse manier maar niet speels op een manier dat er iets vanaf hangt/te verliezen is, daarom 'gemoedelijk'. Ik vind spanning en repeterend minder belangrijk omdat het dan wat te intens kan voelen.
- Gemoedelijk zorgt eerder voor een open en veilige omgeving voor vragen en meningen, denk ik

- Actief klinkt als 'voorkomen is beter dan genezen', lijkt me beter
-
- De rest was om het even
- omdat ik denk dat je actief met dit onderwerp moet bezig zijn en op een veilige/niet-oordelende manier moet kunnen wat je nu eigenlijk wilt zeggen. Daarvoor moet je de spanningen dus kunnen bekijken op een serieuze maar niet te beknellende manier. Reactief staat op het einde omdat ik het gevoel dat reactieve dingen vaak te laat komen, terwijl je juist 'fouten' voor wilt zijn
- Belangrijkste lijkt me dat de interventie reageert op wat de gebruiker doet. Maar daarna ook zelf actief is, dus bijvoorbeeld herinneringen stuurt wanneer je het vergeet te doen of vergeet te gebruiken. Gemoedelijk daarna, want ik denk dat het belangrijk is dat het niet te veel pusht, repeterend om consistentie erin te laten komen. Speels en spanning als laatste, want als het iets is voor tijdens werktijd, mag het wel een beetje speels zijn, maar niet te veel.
- Deze volgorde geeft aan wat ik het liefst in een ontwerp zou zien om tot een ontwerp aangetrokken te worden

G. THE DILEMMAS AND MINEFIELD IN DUTCH

Voor een product voor mensen van de Afrikaanse Diaspora spreek ik met de desbetreffende focusgroep en ...

... noteer ik al hun contactgegevens voor een volgende keer.

... deel ik de gegevens van mijn bedrijf voor als zij verdere interesse hebben.

Uitleg

Een product of oplossing is niet per se slechter wanneer jouw eigen team niemand bevat die deel uitmaakt van de desbetreffende doelgroep. Een focusgroep betrekken zou een eerste stap kunnen zijn. Echter wanneer dit alleen maar wordt gedaan om iets uit het process af te vinken kun je bij jezelf de volgende drie dingen afvragen: Ten eerste, zie je jouw diensten als een service richting hen en ga je uit van hun interesse om mee te werken? En daarbij, doe je het ook echt voor de doelgroep en betrek jij ze er actief bij? En als laatste, ligt de focus op het resultaat of wat het representeert?

Mijnenveld

9. een product afgeleverd voor een gemeenschap met een eenmalige focusgroep als input.

Theorie:

Op het moment dat je een doelgroep wilt bereiken dat niet per se jouw eigen doelgroep is, hoe kan het zijn dat je de doelgroep niet betreft. En als je ze niet betreft ga je ze nooit volledig bereiken. Er moeten dan gewoon mensen in je team zitten die niet booksmart van weten maar het echt naleven. (interview Kenneth)

Binnen ons bedrijf komt een positie vrij. Ik ...

... vraag of collega's nog een goede kandidaat weten.

... schakel een extern recruitment bureau in.

Uitleg

Het persoonlijke netwerk van mensen bestaat vaak uit mensen die op henzelf lijken. Wanneer het bedrijf voornamelijk uit witte mensen bestaat, zal dat desbetreffende netwerk ook voornamelijk wit van kleur zijn. Wanneer je via via mensen aanneemt, krijgen mensen die daarbuiten vallen niet de kans om te solliciteren. Om die kans wel te bieden kan je gebruik maken van externe kanalen zoals een recruitment bureau met een breed netwerk. Maar bijvoorbeeld ook via social media, waarbij je als bedrijf in de gaten houdt dat de vacature verschillende kringen bereikt.

Mijnenveld

14. gezocht naar mensen van kleur via enkel mijn eigen voornamelijk witte netwerk.

Theorie:

From the age of four children start to assign positive characteristics to their own group, as being funnier and smarter, but they are also more willing to help their own group (HUMAN, 2020). Likewise, people first defend members within their own group, before defending others (Carter & Murphy, 2015)..

Na recruitment mag ik de geschikte kandidaten selecteren. Ik neem iemand aan die goed is en ...

... ons aan het diversiteit quotum laat voldoen.

... waar ik de beste klik mee had had.

Uitleg

Mensen hebben de neiging om vrienden te hebben die op ze lijken. Dit geldt hetzelfde als er mensen worden aangenomen voor een bepaalde functie. Je hebt daar gevoelsmatig een betere klik mee waardoor zij een betere indruk achterlaten. Echter is iemand aannemen vooral omdat die het diversiteits quotum vervult ook een gevaar. Tevens moet men zich dan afvragen of die persoon kan worden opgenomen binnen het team? Of wordt die door collega's vooral beoordeeld op diens kleur in plaats van diens kunnen? Zal die persoon dan lang willen blijven werken?

Mijnenveld

12. iemand van kleur vooral aangenomen om de diversiteit te verhogen.

Theorie

From the age of four children start to assign positive characteristics to their own group, as being funnier and smarter, but they are also more willing to help their own group (HUMAN, 2020). Likewise, people first defend members within their own group, before defending others (Carter & Murphy, 2015).

Een collega van kleur neemt ontslag. Ik denk dat dit voornamelijk komt doordat ...

... die zich niet bij het team voelde passen.

... het werk niet beviel.

Uitleg

Wanneer er een wens is voor mensen van kleur in het bedrijf moet er niet alleen aandacht worden geschonken aan de werving ervan, maar ook aan de omgeving waarin zij komen. Iedereen neemt normen, waarden en onbewuste aannames mee naar het werk. In het geval van de perceptie van witte mensen over mensen van kleur zijn daar door de jaren heen vanuit de maatschappij allerlei beelden op het netvlies geprint. Deze denkbeelden komen tot uiting in gedragingen die niet voor iedereen prettig zijn, zonder dat jij ze zo bedoelt. Waarbij jij niet de enige bent die deze denkbeelden projecteert op mensen van kleur. Kan je je voorstellen dat een heel team collega's jou als anders ziet?

Mijnenveld

15. afscheid genomen van collega van kleur zonder te vragen wat diens kijk is op de inclusiviteit van het bedrijf.

gebaseerd op

The same is happening within Hilversum. They come but they do not stay. Yeah because they work in a very violent culture towards outsiders. (interview)

Wanneer iemand van kleur diens ervaringen met racisme deelt denk ik ...

... dat die de situatie verkeerd heeft opgevat.

... dat die zich aanstelt, want mijn vriend van kleur vind dat nooit erg.

Uitleg

De uitingen van racisme zijn door de jaren heen flink veranderd terwijl de norm vanuit de witte Nederlander wanneer iets als racistisch wordt beschouwd weinig is veranderd. Witte mensen hebben een hogere grens voor racisme, omdat zij er zelf geen slachtoffers van zijn. Het is goed om je bewust te zijn van die verschillende grenzen van witte mensen en mensen van kleur voordat je iets ontkend als racistisch. Daarbij te bedenken dat mensen van kleur situaties op verschillende manieren bestempelen afhankelijk van hun ervaringen. Voordat je een situatie zelf probeert te verklaren of te verdedigen, luister naar de ander en de impact die de situatie heeft gemaakt.

Mijnenveld

1. mijzelf verdedigt, wanneer iemand aangaf een opmerking kwetsend te vinden.

Theorie: Within the Netherlands a situation is only called out as racist, when it involves explicit intent to hurt somebody based on ideological beliefs (Essed & Hoving, 2014). Denial is the standard Dutch response when a remark is called out as racist. Meaning it might come across as such, but it was not meant like that (Kaattheater, 2018). Power also lies within numbers. Both majority and minority employees have racioethnic markers. This is due to their lower position in the social hierarchy of society that is caused by their skin color. Because of this minorities have less ground to stand on to respond in such a situation (Siebers, 2009).

Iemand van kleur komt een cursus diversiteit geven op werk en ik denk ...

... mijn leven is ook wel eens oneerlijk.

... ja maar dit is niet de beste manier om mij te onderwijzen.

Uitleg

Het voor niemand leuk is om voor racist uitgemaakt te worden. Daarnaast is kritiek ontvangen nooit het hoogtepunt van de dag. De combinatie hiervan levert ingewikkelde situaties op waarin de inhoud snel persoonlijk kan worden opgevat. Een verdedigende reactie is daardoor ook niet zo gek, maar vraag jezelf eerst af of die wel terecht is. Of heb niet meer geluisterd naar wat er werd gezegd en

voelde je je aangesproken door de manier waarop?

Mijnenveld

2. ontkent dat iets als racistisch kan overkomen.
3. iemand gevraagd diens feedback op een andere toon te brengen.

Je loopt een ruimte binnen voor een afspraak met onze klanten, waarvan je de baas al een keer via de telefoon hebt gesproken. Ik schud eerste de hand van

... de witte persoon, denkende dat hij de baas is.

... de persoon van kleur, denkende dat hij degene aan de telefoon was.

Uitleg

In Nederland groeien kinderen op met vooral witte mensen in rollen van aanzien. Docenten, politici, CEO's en superhelden zijn voornamelijk wit van kleur en zie je de hele dag om je heen. Wanneer dit beeld elke dag wordt getoond ontstaat er in je hoofd een patroon waarin de norm is dat witte mensen de baas zijn. Hoewel zo'n patroon moeilijk te doorbreken is kan je het veranderen door andere voorstellingen te maken. Beeld je eens in dat iemand van kleur een hoog aangestelde functie heeft. Hoe vaker je je een andere voorstelling maakt, hoe normaler het wordt. Of neem heft in eigen hand en zorg dat die voorstellingen de werkelijkheid worden.

Mijnenveld

13. iemand van kleur aangezien voor een andere rol dan die heeft.

Theorie

Dutch culture was considered higher on the ladder of social hierarchy (Essed, 1984). During education they see examples of intelligence being white, heroes being white (Bergman, 2016). 75% of all the children pointed to the white doll as smartest and expected the black doll to be most bad and receive most punishment (Bergman, 2016). That deserved, lower position in society is again what society will perceive as information. Therefore, systemic racism is a closed system, keeping white people at the top of the social hierarchy as the dominant group (Essed & Hoving, 2014).

Ik heb het met mijn collega's nooit over diversiteit, inclusie of racisme, want dat ...

... voelt als een mijnenveld.

... heeft niks met werk te maken.

Uitleg

Wit wordt lang niet altijd gezien als een huidskleur. Terwijl als jij een andere huidskleur had gehad was jij een ander persoon geweest. Hetzelfde geldt voor mensen van kleur, met het grote verschil dat het er bij hun vanaf jongs af aan duidelijk wordt gemaakt dat zij kleur hebben en daarmee afwijken van de norm. Dit gebeurt hele dag door op allerlei verschillende manieren. Het is daardoor niet zo gek dat zij een ander perspectief hebben over racisme, diversiteit of inclusie als witte mensen. Zodra het dan over racisme gaat tussen witte mensen en mensen van kleur kan dat botsen. Dit zou niet moeten betekenen dat het er niet over mag of moet gaan. Alleen als er gepraat wordt kan men de verschillen tussen perspectieven blootleggen en bijschaven.

Mijnenveld

10. de recruitment van een project gepland zonder dat het over diversiteit en inclusie ging.
11. de participatie van een project geëvalueerd zonder dat het over diversiteit en inclusie ging.

Theory

In other words, it became an unspoken rule not to talk about racism or skin color in order to prevent racism in the Netherlands (Hondius, 2014). It is expressed when deciding what appears on the agenda as in what is seen as a priority and how situations are framed.

Je hebt lunch met je nieuwe collega van kleur en vraagt waar die vandaan komt. Je vraagt dit want het toch een normale vraag ...

... om iemand te leren kennen.

... als iemand er anders uitziet.

Uitleg

Het moeilijke aan deze situaties is dat het vaak afhankelijk van de context is. Het is niet raar om iemand te vragen waar die vandaan komt, zeker als daar een aanleiding voor is. Als iemand het heeft over diens jeugd en hoe die voor het eerst op Nederlandse bodem stond, kan je vragen waar die daarvoor verbleef. Maar om dat zomaar uit het niets te vragen zegt meer over jou dan over de ander. Want jij maakte daar de aanname dat iemand die er anders uitziet als jouw Nederlandse standaard dus ergens anders vandaan komt. En dat terwijl de Nederlandse bevolking voor een bijna 30% uit mensen van kleur bestaat.

Theorie

When a group is lower on this social hierarchy, they are perceived further from the Dutch norm and are more often stereotyped (Andriessen et al. ,2020). However, labeling people from the colonies as 'others' was in direct relation with appearance, ethnicity and culture (Essed, 1984). Most white Dutch citizens still assign Dutch nationality to most white people they encounter in the Netherlands (Weiner, 2014).

H. THE DILEMMAS AND MINEFIELD IN ENGLISH

We are developing a product that is focussed on members of the African Diaspora. After interviewing them...

I noted down all of their contact information for further inquiries.

I shared my company's details for if they want to get in touch with us.

Explanation

It does not matter for the proposed solution or product if no one of your team is part of the group to target. Allowing the target group to participate in the development is a step in the right direction. The reasons behind participation should be honest and not about ticking the right boxes for inclusive development. Questions that need to be asked with correct participation are: is it a service to the people partaking in development or is it honest interest in other communities? Furthermore it is important to distinguish the solution as morally correct or as result-driven.

Minefield

Delivered a product that is destined for a community with input that is based on a one time sample.

Our company posted a vacancy, for this I...

ask people in my network if they know a good candidate.

ask help from a recruitment company.

Explanation

One's personal network often consists of people that share common traits. This process of similarity works the same for companies. If a company mostly consists of white employers there is a big chance that its network is dominantly white. Whenever you are hiring people through the means of your own employers' networks the change exists that people outside these networks are excluded in the recruitment process. To offer equal possibilities to people it is necessary to either recruit via specialized recruitment companies or through carefully managing the reach of your job offer.

Minefield

Searched for people of color through the means of our dominantly white network.

Theory:

From the age of four children start to assign positive characteristics to their own group, as being funnier and smarter, but they are also more willing to help their own group (HUMAN, 2020). Likewise, people first defend members within their own group, before defending others (Carter & Murphy, 2015)..

Through recruitment I selected a number of possible candidates and among these contestants I hired not just the best person but also someone...

that allowed our company to comply with the necessary quota for diversity.

that I got along with best.

Uitleg

Similar to the fact that people seem to have preference for friends that look alike. Although this preference does not only account for your friends but also for hiring people that look alike. People that have the advantage of similarity have a more enjoyable job interview. The solution is not as simple as hiring people that are "different". With hiring people that normally would be excluded in the process there is the danger of employees not being ready for "outsiders" and vice versa.

Minefield

Hired a person of colour to increase diversity.

Theory

From the age of four children start to assign positive characteristics to their own group, as being funnier and smarter, but they are also more willing to help their own group (HUMAN, 2020). Likewise, people first defend members within their own group, before defending others (Carter & Murphy, 2015)

I think my colleague of color left our company because...
they did not feel like fitting the team well enough.
the job did not suit them.

Explanation

Hiring people of color is not entire solution for fulfilling the desire for racially balanced teams. For recently hired people of color a safe work environment is just as important. Every employee has its own beliefs and values, and it is vital to respect these.

Minefield

Gave my formal goodbyes to a person of colour that left our company without asking about the experienced inclusivity.

Based on:

The same is happening within Hilversum. They come but they do not stay. Yeah because they work in a very violent culture towards outsiders. (interview)

Whenever a person of color shares experiences with racism I think that..
they have misjudged the accusations as being racist.
they are just complaining because my friend of color did not ever tell me about such atrocities.

Explanation

The way people express racism has changed drastically over the past years. While at the time the perceived norm on how white Dutch people observe racism did not change much. White people have a higher threshold for experiencing racism because they have rarely been the victim of racially unjust actions. Additional to this no one likes to be affiliated with the term racist, which often leads to unnecessary defending of racist accusations.

Minefield

Defended myself when someone said that my comment was harmful

Theory

Within the Netherlands a situation is only called out as racist, when it involves explicit intent to hurt somebody based on ideological beliefs (Essed & Hoving, 2014). Denial is the standard Dutch response when a remark is called out as racist. Meaning it might come across as such, but it was not meant like that (Kaaithheater, 2018). Power also lies within numbers. Both majority and minority employees have racioethnic markers. This is due to their lower position in the social hierarchy of society that is caused by their skin color. Because of this minorities have less ground to stand on to respond in such a situation (Siebers, 2009).

Whenever a person of color educates me and my colleagues on diversity I think...
that my own life also has its downsides.
that this is not the way to tell me about diversity.

Explanation

It is a serious accusation if someone of color tells you there are racial manifestations present in your company. If this happens it is important not to take it personally and to defend your guilt. This potentially leads to ignoring the importance of the information given because you think it is unjust. Even Though you do not agree with the tone they are lecturing you, it is vital to keep focus on the core of the message.

Minefield

Asked someone of color to adjust the tone they address feedback with
Denied that some action can feel as racist.

You have a physical meeting with customers of which one you already spoke to on the telephone.
When you walk into the room you first shake the hand of..
the white person because he probably is the boss.
the person of color because you think it was he who spoke to you on the phone.

Explanation

Children in the Netherlands grow up seeing white people in jobs and roles that are impactful. Take for example teachers, politicians, CEO's and superheroes, all figures that have been dominantly white throughout one's childhood. The omnipresence of white people that fulfill important roles leads to believing that they are dominant just because of their skin color. Although difficult, it is not impossible to break such patterns when you actively take action to build the common belief that such roles are perfectly manageable by people of colour.

Minefield

Misjudged the job that a person of colour does.

Theorie

Dutch culture was considered higher on the ladder of social hierarchy (Essed, 1984). During education they see examples of intelligence being white, heroes being white (Bergman, 2016). 75% of all the children pointed to the white doll as smartest and expected the black doll to be most bad and receive most punishment (Bergman, 2016). That deserved, lower position in society is again what society will perceive as information. Therefore, systemic racism is a closed system, keeping white people at the top of the social hierarchy as the dominant group (Essed & Hoving, 2014).

My colleagues and I never speak about diversity, inclusivity or racism because...
it is a precarious topic.
it does not have anything to do with our daily tasks.

Explanation

White Dutch people normalize and often forget that the colour of your skin is part of an identity. People of colour their identity is shaped through colour as it obviously differentiates from the perceived norm. Everyday people of colour experience the effects of being "different" in a predominantly white culture. This contributes to a different perspective on the concepts of racism, diversity and inclusivity than white people have. Whenever the conversation is about one of these three concepts it is important to talk about it rather than avoiding it because only then it is possible to align and respect different perspectives.

Minefield

Planned recruitment for a project without addressing diversity and inclusivity.
Evaluated the participation in a project without addressing diversity and inclusivity.

Theory

In other words, it became an unspoken rule not to talk about racism or skin color in order to prevent racism in the Netherlands (Hondius, 2014). It is expressed when deciding what appears on the agenda as in what is seen as a priority and how situations are framed.

When eating lunch with your colleague of colour I can ask where they are from. I do this because...
I want to get to know my colleague.
my colleague does not have a white skin color.

Explanation

Asking where someone originates from is a question that relies on the context of conversation. Asking out of the blue where one is from based on the skin color for example implies that you think that they differentiate the Dutch norm. This is a dangerous assumption because the Dutch population consists of almost 30% people of colour.

Minefield

Asked for no apparent reason where a person of colour is from.
Approached a person of color by speaking English even though they replied in Dutch.
Defined a person of color as being exotic.
Addressed a person of color as a person with a bit of colour.

Theory

When a group is lower on this social hierarchy, they are perceived further from the Dutch norm and are more often stereotyped (Andriessen et al. ,2020). However, labeling people from the colonies as 'others' was in direct relation with appearance, ethnicity and culture (Essed, 1984). Most white Dutch citizens still assign Dutch nationality to most white people they encounter in the Netherlands (Weiner, 2014).

I. EVALUATION REVEAL & REFLECT

Effects to measure

In total five colleagues joined the test.

Part one of the test: creation of the network over five business days.

Part two of the test: answering the dilemmas

Part three of the test: evaluation of the results.

The effects to be identified.

Effect 1: This concept has visualized normal behaviours of which they were unaware.

Effect 2: This concept motivates them to adapt their actions to their intention.

Effect 3: This concept encourages them to break with their reproduction of racially unjust actions at work.

It should be noted that there is the assumption of organizations having a dominant white network and choosing racial actions during dilemmas. As such, the effects can be measured based on the thoughts and reflections towards that result.

The effects are described independently of each other. Otherwise effects 2 and 3 could never be present when effect one is lacking. It could still be possible that other aspects of the concept cause effects two and three to be present, but the mechanism of effect one is not the main reason. In that case it could be concluded that this is not the optimal mechanism to reach individual behaviour and motivation.

All will be observed and documented via:

During part 1: Every participant will share their answers to the reflective questions asked during the test.

During part 2: This will be evaluated during the discussion within small groups at the end.

During part 3: I will join this evaluation to observe their discussion and pose questions.

Effect 1: This concept has visualized normal behaviours of which they were unaware.

Lacking

part 1: When there is no indication of awareness about lack of diversity within their professional network.

part 2: When during the evaluation indicate that they could not relate to any of the dilemmas.

part 3: When during the evaluation the participants indicate the overall participation did not bring any new insights about their actions at work.

Neutral:

part 1: When the answers indicate an awareness about lack of diversity within their professional network, but were already aware of this.

part 2: When during the evaluation indicate that they could relate to the dilemmas but the situations were not new information.

part 3: When during the evaluation the participants indicate the overall participation confirmed their thoughts about their actions at work.

Present:

part 1: When the answers indicate an awareness about lack of diversity within their professional network, which they indicate not to have noticed beforehand.

part 2: When during the evaluation indicate that they could relate to the dilemmas and it brought them new insights of their normal behaviour.

part 3: When during the evaluation the participants indicate the overall participation brought new

thoughts about their actions at work.

Effect 2: This concept motivates them to adapt their actions to their intention.

Lacking

part 1: When their answers have no indication of a desire of change for the visualized network.

part 2: When there is acceptance of their own behaviour.

part 3: During the evaluation the employees talk about the result but no conclusion is drawn.

Neutral:

part 1: When their answers indicate a desire that their network should change but they do not link them to their own actions.

part 2: When there is indication about self-reflective thoughts, but no talk about good or bad.

part 3: During the evaluation the employees can reflect on the result by indicating what is negative but lack the will to change.

Present:

part 1: When their answers indicate a reflection on their own actions and how they could change.

part 2: When there is indication about self-reflective thoughts in which they can specify what they want to do better.

part 3: When during the evaluation the employees indicate thoughts about what is negative about the result and next opt to change the results via actions.

Effect 3: This concept encourages them to break with their reproduction of racially unjust choices at work.

Lacking

part 1: When there is no indication of right or wrong about their answers during the test regarding the similarity between the people they have contact with.

part 2: When there is no indication that they wish to change their actions regarding the dilemmas.

part 3: When the employees do not indicate a wish to change their results.

Neutral:

part 1: When their answers indicate a realization that they contact similar people.

part 2: When there is an indication that they wish to change their behaviour regarding the dilemmas.

part 3: When the employees indicate a wish to change their result.

Present:

part 1: When their answers indicate that they contact similar people and they mention they can have an impact to change this.

part 2: When there is an indication that they wish to change their behaviour regarding the dilemmas and mention some possibilities to do so.

part 3: When the employees indicate a wish to change their results and start selecting what to focus on.

Partial transcripts

Available on request.

J. EVALUATION REDIRECT

Effects to measure

Effect 1: This concept has visualized normal behaviours of which they were unaware.

Effect 2: This concept motivates them to adapt their actions to their intention.

Effect 3: This concept encourages them to break with their reproduction of racially unjust actions at work.

All will be observed and documented via:

During part 1: This will be identified by being present during the discussion about the creation of the Minefield.

During part 2: This will be evaluated by the situations they describe in their diaries and by evaluating the use of the Minefield afterwards.

The effects are described independently of each other. Otherwise effects 2 and 3 could never be present when effect one is lacking. It could still be possible that other aspects of the concept cause effects two and three to be present, but the mechanism of effect one is not the main reason. In that case it could be concluded that this is not the optimal mechanism to reach individual behaviour and motivation.

Effect 1: This concept has visualized normal unintended behaviours.

Lacking:

During part 1: When the participants can not select any of the options.

During part 2: When they have not ticked off any of the behaviours, but the situations did occur.

Neutral:

During part 1: When the participants mostly create their own statements.

During part 2: When the whole group indicates that situations did not occur.

Present:

During part 1: When the group is able to create a Minefield based on the options and adds their own statements.

During part 2: When they have ticked off behaviours at the I have side and/or the Someone has side.

Effect 2: This concept motivates them to adapt their actions to their intention.

Lacking:

During part 1: If they are not possible to create a Minefield, because none of the options speak to their attitudes and beliefs.

During part 2: When individuals have not used the Minefield and others have crossed their behaviour off on the Someone has side.

Neutral:

During part 1: When the group is able to create a Minefield based on their attitudes and behaviour but lacks the correlation to their own behaviours.

During part 2: When the individuals indicate situations on the Minefield have occurred during which others have executed the unsuitable behaviour and have crossed it off in the Someone has side.

Present:

During part 1: When the group is able to create a Minefield with acts they think they execute but do not find suiting according to their attitudes and beliefs.

During part 2: When they recognise situations on the Minefield within their own behaviour, tick it off in the case of unwanted behaviour. (Optimal situation would be in which they start to execute wanted behaviour. However, due to this short timeframe this seems extraordinary).

Effect 3: This concept encourages them to break with their reproduction of racially unjust choices at work.

Lacking:

During part 1: When during part one the individuals can not choose behaviours they want to break with.

During part 2: When they defend or declare their behaviours during situations described on the Minefield.

Neutral:

During part 1: When they choose behaviours they indicate as bad, but do not compare them to their own projects or behaviours.

During part 2: When situations have not occurred it is unclear whether or not this effect is present or not.

Present:

During part 1: When during the selection of statements they choose and recognize behaviours which they execute themselves and indicate they want to change them because they select them for the Minefield. (In the optimal situation they also think of implementations to do better)

During part 2: When they recognise situations on the Minefield within their own behaviour, tick it off in the case of unwanted behaviour. (Optimal situation would be in which they start to execute wanted behaviour. However, due to this short timeframe this seems extraordinary).

Partial transcripts

Available on request.