

Redesigning Organizational Processes at RAI Amsterdam:

A Critical Evaluation of organisational
learning in an organisational event
process

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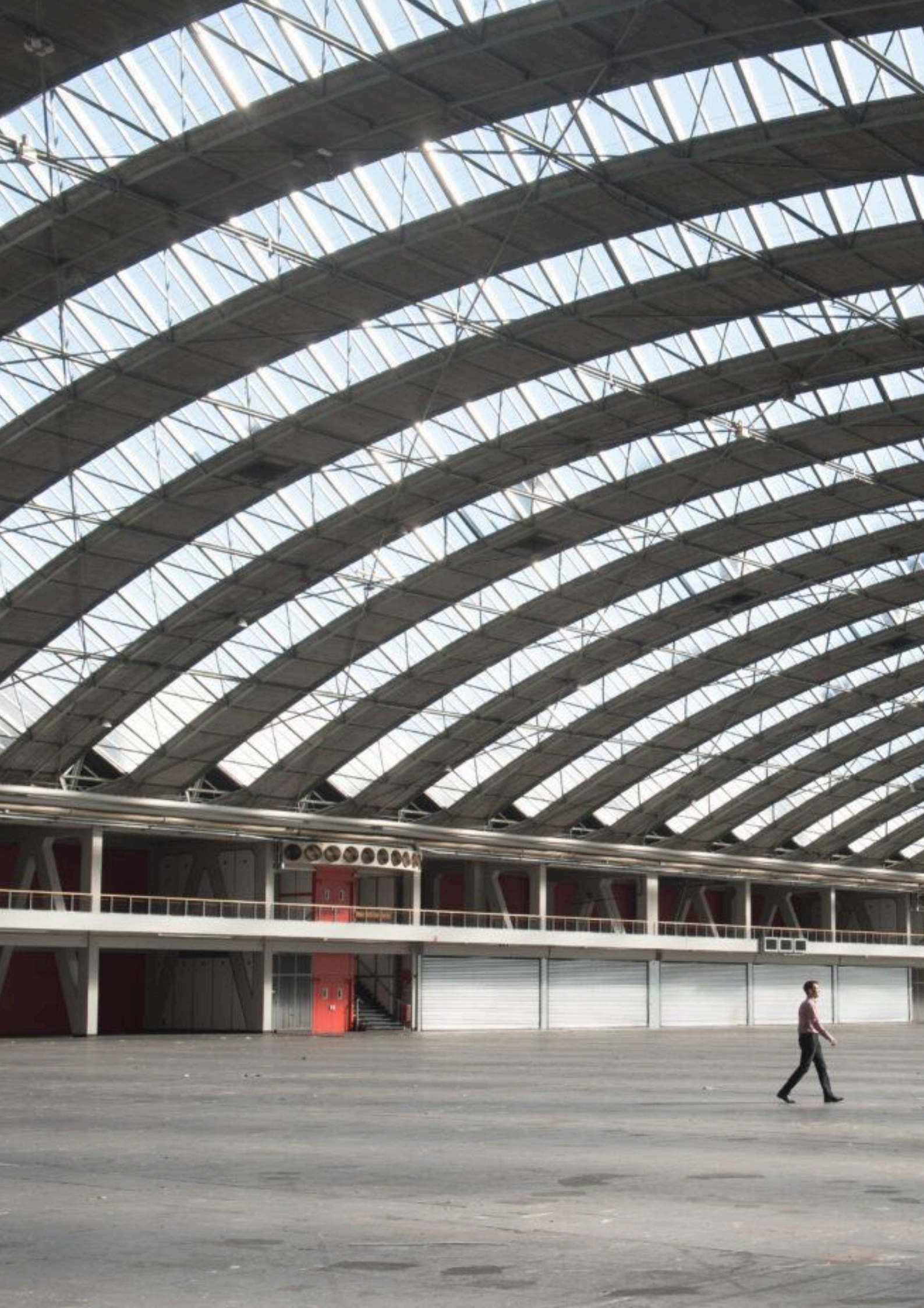
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Delft, March 2026



Executive summary

This thesis explores how learning within post-show meetings can be improved in an organisational event context. Although these meetings are intended to capture learnings, in practice insights often remain implicit, fragmented, or are not shared beyond the immediate team. As a result, valuable experiences are lost, mistakes are repeated, and organisational learning remains limited. The aim of this project is to design an intervention that supports teams in articulating, structuring, and sharing learnings more effectively within the existing workflow of post-show meetings.

To understand the problem, a combination of qualitative research methods was used, including observations, interviews, and analysis of current post-show practices. The findings revealed that learnings are often described at a surface level, remain tied to specific events, and are rarely translated into actionable or transferable insights. In addition, a lack of structure, ownership, and follow-up limits their organisational impact.

Based on these insights, the LOOP method (Learning through Organisational Ownership and Processes) was developed. This method introduces a structured reflection process within post-show meetings, consisting of guiding questions, a labelling system (Local, Valuable, Recurring, Risk), and clearly defined roles such as facilitator and owner. The method is designed to support teams in moving from describing events towards articulating underlying learnings, while also enabling the positioning and sharing of these learnings within the organisation.

The prototype was tested in a real meeting setting to evaluate its effectiveness. The results showed that the structured questions supported deeper reflection and clearer articulation of insights. The facilitator played a key role in guiding this process, and the labelling system supported the organisation and potential dissemination of learnings. At the same time, the test highlighted the importance of clarity in question phrasing and the need for facilitation to ensure depth in reflection.

Overall, the LOOP method demonstrates how a lightweight, structured intervention can enhance the quality and visibility of learning within existing organisational processes. By embedding learning into the rhythm of post-show meetings, the method contributes to more consistent, transferable, and actionable knowledge. In doing so, it supports both team-level learning and the structural embedding of organisational learning.

Table of contents

● Chapter 1 : Introduction		
1.1 Organizational learning		11
1.2 Research problem		11
1.3 Research objectives		12
1.4 Research questions		13
1.5 Research methodology		13
● Chapter 2: Context		
2.1 RAI Amsterdam		17
2.2 Organizational structure		17
2.3 Event Process		19
2.4 Key takeaways		21
● Chapter 3: Literature review		
3.1 Learning at the individual level		25
3.2 From individual to learning at team level		28
3.3 Embedding learning in systems, structures, and culture		31
3.4 Why does learning often fail to be embedded in practice?		33
3.5 Organizational learning vs learning organisation		33
3.5 Conclusion		35
● Chapter 4: Methodology		
4.1 Research design		39
4.2 Data collection		39
4.3 Data analysis		41
4.4 Methodological quality		42
4.5 Ethical considerations		
● Chapter 5: Results		
5.1 Organizational learning as currently practiced in the event process		45
5.2 From data to patterns		45
5.3 From patterns to overarching themes		46
5.4 Conclusion of the themes		48
5.5 Defining the friction space		48
5.6 Key takeaways		49
● Chapter 6: Design phase		
6.1 From friction space to design criteria		53
6.2 Co-design methodology		54
6.3 Refined design criteria and question		56
6.4 Conceptualisation		59
6.5 Co-design results		61
6.6 Prototype design		63
6.7 Iterations with shareholders		66
● Chapter 7: The LOOP method		
7.1 Introduction of the LOOP method		71
7.2 The LOOP method		72
7.3 The learning process		73
7.4 Guiding questions		75
7.5 Labelling system		75
7.6 Roles and management		76
7.7 The artifacts		77
7.8 Implementation and ownership		85
7.9 Strategic roadmap		87
● Chapter 8: Validation		
8.1 Purpose of the validation		95
8.2 Data collection		95
8.3 Evaluation against design criteria		95
8.4 Recommendations		97
8.5 Limitations		98
8.6 Results		99
● Chapter 9: Discussion and conclusion		
9.1 Discussion		103
9.2 The research		103
9.3 Key findings		104
9.4 Theoretical contribution		105
9.5 Practical implications		106
9.6 Limitations		107
9.7 Future studies		
● Chapter 10: Personal reflection		109
● References		113
● Appendix		119

Chapter 1

Introduction

- 1.1 Organisational learning
- 1.2 Research problem
- 1.3 Research objectives
- 1.4 Research questions
- 1.5 Research methodology



Summary

This chapter introduces the central challenge: although formal learning structures are in place within the Event Process, learning remains fragmented and is not consistently embedded in everyday practice. The chapter outlines the growing need for continuous learning in complex, deadline-driven environments. It frames the research problem as a gap between intended learning structures and actual practices. It presents the research aim, scope, and guiding questions. In addition, it explains the qualitative, iterative design approach used to explore learning at individual, team, and organisational levels.



1.1 Organisational learning

Organisations today operate in environments characterised by rapid digitalisation, increasing regulation, sustainability transitions, and growing operational complexity (Charles et al., 2024). In this context, the ability to learn is no longer optional but essential for maintaining resilience and competitiveness (Palos & Veres Stancovici, 2016). Organisations that are able to reflect on their actions, adapt routines, and integrate new knowledge are better equipped to respond to changing markets, technological developments, and rising stakeholder expectations (Giesecke & McNeil, 2004).

Organisational learning provides the foundation for such adaptability. It enables individuals, teams, and organisations to generate insights, challenge existing assumptions, and translate new knowledge into improved action (Auqui-Caceres & Furlan, 2023). However, organisational learning is difficult to achieve. Established cultures, rigid structures, and deeply embedded habits can create resistance to change, even when learning is recognised as important (Giesecke & McNeil, 2004; Schein, 2010). Practices that once contributed to success may gradually turn into barriers, limiting experimentation, reflection, and openness to new ways of working.

These challenges are especially visible in complex, deadline-driven organisations. RAI Amsterdam, an international exhibition and convention centre, has introduced multiple improvements and learning structures to support continuous development. Despite these efforts, learning is not yet consistently embedded in daily operational practice. Reflection moments often remain superficial, and insights do not systematically translate into lasting behavioural or organisational change. Understanding why this occurs requires attention not only to formal processes, but also to the human, cultural, and structural conditions that shape learning in practice.

This research examines organisational learning within the Event Process at RAI Amsterdam. By analysing learning at the individual, team, and organisational levels, the study aims to understand how learning unfolds in daily work. It also aims to understand why formal improvement structures do not always lead to sustained learning. The concept of bootlegging is used as an analytical lens to uncover informal practices and workarounds that emerge when formal systems fail to meet employees' needs (Criscuolo et al., 2014; Globocnik et al., 2022; Zhao et al., 2025). These informal practices provide insight into how learning actually occurs and reveal gaps between intended structures and daily operational realities.

1.2 Research problem

RAI Amsterdam aims to become a learning organisation and has implemented several structures to support continuous improvement within the Event Process. These include PDCA cycles, review meetings, clearly defined process phases, and process ownership roles. In practice, however, these structures do not consistently result in meaningful reflection or lasting behavioural change. Review moments are often experienced as procedural obligations rather than learning opportunities. The backlog of identified bottlenecks is not actively used to drive improvement across events or phases. Knowledge sharing between teams remains limited, and recurring issues are repeatedly addressed at a local level without becoming organisational knowledge.

This gap between intended learning structures and actual learning practice suggests that structural tools alone are insufficient. Organisational learning is shaped by cultural, relational, and behavioural factors that influence whether people feel able and motivated to reflect, speak up, and act on insights (Bratianu, 2015). Hierarchical boundaries, communication issues, and high operational pressure may create additional challenges (Wang & Ahmed, 2003). These constraints make it difficult to act on insights or embed improvements. As a result, individual insights rarely travel beyond local contexts, and learning remains fragmented rather than continuous, shared, and embedded.

Without a deeper understanding of the conditions that influence learning, RAI Amsterdam risks repeating the same issues across different events. Initiatives for improvement may remain inconsistent, and opportunities for strategic renewal may be lost. There is therefore a need to investigate how learning unfolds across individual, team, and organisational levels within the Event Process, and how these levels interact to enable or hinder continuous learning and reflection, as illustrated in Figure 1.

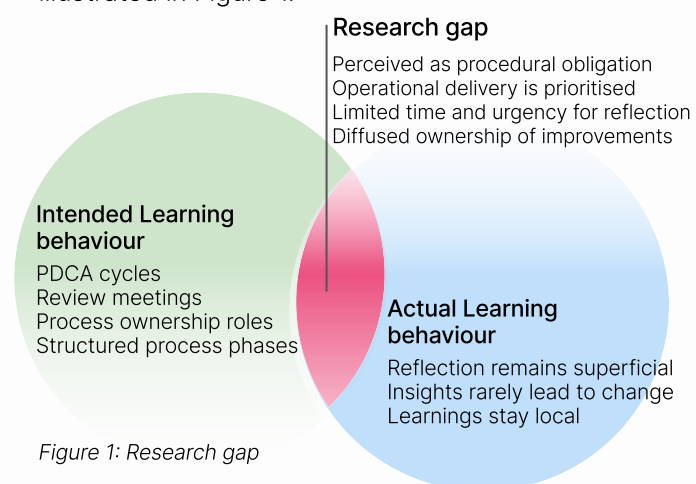


Figure 1: Research gap

1.3 Research objectives

1.3.1 Research aim

The Event Process at RAI Amsterdam is a complex, dynamic system involving multiple roles, departments, and external stakeholders. While the organisation has invested in improvement initiatives, these have not yet resulted in an embedded learning culture. Learning remains largely dependent on individual effort and informal practices rather than being structurally embedded. This complexity makes it more difficult to implement change or introduce new ways of working. To enable continuous reflection and learning, changes are required at all three levels: individual, team, and organisational, as illustrated in Figure 2 (Crossan et al., 1999).

This research aims to understand how continuous learning can be effectively embedded within the Event Process of the RAI Events business unit. The study explores the human, cultural, and structural factors that influence the ability of individuals, teams, and the organisation to engage in continuous learning and reflection. By analysing the Event Process through the lens of organisational learning theory and bootlegging, this research seeks to identify what supports and hinders the embedding of organisational learning.

Finally, the research aims to provide RAI Amsterdam with research-based insights, a designed intervention, and a roadmap that supports the embedding of organisational learning within the Event Process.

1.3.2 Research scope

Although RAI Amsterdam aims to stimulate organisational learning across the organisation, this study focuses specifically on the Event Process within one business unit. The Event Process concerns events organised by third parties, where the RAI organisation acts as facilitator. It consists of six phases, each including formal reflection moments. In practice, these reflections are often superficial and rarely address root causes, particularly when bottlenecks occur across multiple phases or events. These bottlenecks are referred to as event-exceeding bottlenecks.

Several factors contribute to this situation, including limited time, lack of urgency, and established routines that prioritise operational delivery and problem-solving over reflection. While awareness of the need for change exists, translating this awareness into sustained action remains difficult. This has hindered the implementation of the Continu Verbeteren (Continuous Improvement) initiative, as well as previous initiatives. To ensure feasibility within the 20-week graduation timeframe, the research scope is therefore limited to the Event Process.

The study adopts an in-depth qualitative approach, combining a literature review, interviews, and co-design sessions. It explores factors influencing organisational learning at the individual, team, and organisational levels and uses these factors to inform the design of interventions that support the embedding of learning practices.

Therefore, the objectives of this research are to:

- Identify and map factors that influence organisational learning at the individual, team, and organisational levels.
- Determine the constraints within these factors at RAI Amsterdam that hinder organisational learning in the Event Process.
- Reframe organisational learning as a collaborative, essential, and day-to-day practice.
- Co-design and prototype interventions to enhance organisational learning, drawing on the identified influencing factors.
- Develop insights to inform a roadmap for embedding organisational learning interventions within the Event Process.

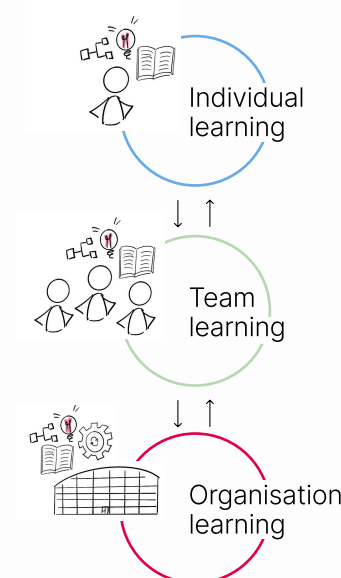


Figure 2: The three levels

1.4 Research questions

1.4.1 Main research question

This study seeks to understand why previous efforts to embed continuous learning within the Event Process at RAI Amsterdam have not resulted in lasting organisational learning. It focuses on the human, cultural, and structural factors that shape learning behaviour across different organisational levels. The central research question is:

How do individual, team, and organisational factors influence the structural embedding of continuous learning within the Event Process at RAI Amsterdam?

This research question structures the analysis of enablers and barriers to organisational learning and provides the foundation for interventions that support reflection and improvement.

1.4.2 Sub research question

To address the main research question, the study is guided by the following sub-questions:

- How can employees engage in reflection and learning within their daily work in the Event Process?
- How do team interactions and leadership behaviours influence the extent to which teams collectively reflect and learn?
- How do organisational and cultural factors support or hinder the embedding of continuous learning within the Event Process?
- How can an intervention support the Event Process in developing more structured and sustained learning practices?

1.5 Research methodology

This research follows a qualitative approach to understand how organisational learning can be embedded within the Event Process at RAI Amsterdam. The Event Process involves multiple teams, tight timelines, and interactions across individual, team, and organisational levels. The methodology is designed to be flexible and iterative, allowing the research to evolve as new insights emerge. Therefore, this study is structured using the Double Diamond framework developed by the British Design Council (2005). This framework enables iterative cycles of exploration, synthesis, and design through four stages: Discover, Define, Develop, and Deliver, as illustrated in Figure 3. Each stage combines cycles of divergence and convergence. The study progresses from understanding current learning practices to identifying patterns and themes, and ultimately to the co-design and development of interventions aimed at embedding learning within existing work practices.

Using qualitative methods, this research provides answers to the research questions. Informal conversations and observations are used to understand the context and organisational dynamics. A literature review identifies factors influencing learning. Based on this, semi-structured interviews uncover behavioural, cultural, and structural factors. The interviews are coded, and patterns and themes are used to visualise relationships. Co-creation sessions are conducted to enable stakeholders to collaboratively define criteria and directions for the intervention. The intervention is then prototyped and tested within the Event Process. Together, these methods provide a comprehensive, multi-level understanding of the Event Process and support the development of practical strategies to strengthen continuous learning.

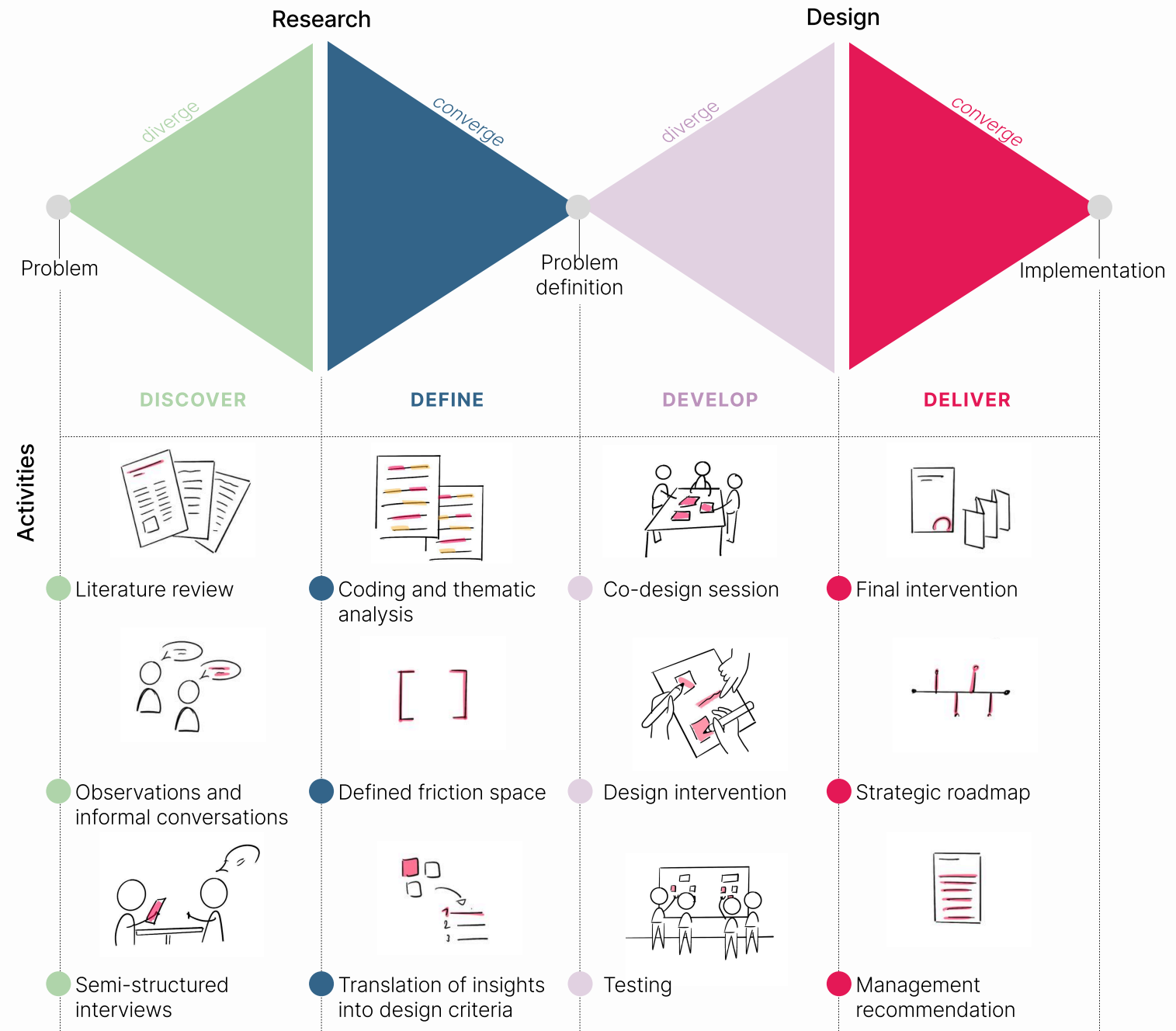


Figure 3: Research framework and methods

Chapter 2

Context

- 2.1 RAI Amsterdam
- 2.2 Organisational structure
- 2.3 Event Process
- 2.4 Key takeaways



Summary

This chapter provides an overview of RAI Amsterdam and the structure of the Event Process. It explains the organisation's dual role as both facilitator and organiser, and the resulting operational complexity. The Event Process, consisting of six phases and multiple formal reflection moments, is described alongside its structural roles and improvement mechanisms. The chapter highlights tensions, such as time pressure, siloed structures, and single-loop learning, that hinder learning and illustrate why existing mechanisms fail to embed learning sustainably.



2.1 RAI Amsterdam

RAI Amsterdam is an international convention and exhibition centre located in Amsterdam, the Netherlands (see Figure 4). Over the past century, the organisation has become a key venue for international business gatherings, knowledge exchange, and innovation. Today, RAI Amsterdam hosts more than 500 days of events annually, ranging from large-scale international exhibitions to specialised conferences across various sectors (RAI Amsterdam, n.d.). Its mission is to connect and inspire people by facilitating meaningful encounters that drive innovation within industries and society (RAI Amsterdam, n.d.).

RAI Amsterdam fulfils a dual role within the event industry. On one hand, it acts as a facilitator by providing infrastructure, expertise, and operational support to external organisers. On the other hand, it also functions as an event organiser, developing and managing its own portfolio of trade fairs and exhibitions. This dual role introduces operational complexity, as the organisation must balance client requirements with internal strategic objectives and innovation ambitions.

The event industry is characterised by time pressure, variation across events, and intensive coordination with multiple stakeholders, including organisers, exhibitors, suppliers, and visitors. These conditions require rapid decision-making and prioritisation of delivery, often leaving limited space for reflection. As a result, learning tends to occur in an ad hoc manner, driven by immediate operational needs rather than structured reflection. This context makes embedding organisational learning particularly challenging, while also increasing its importance.

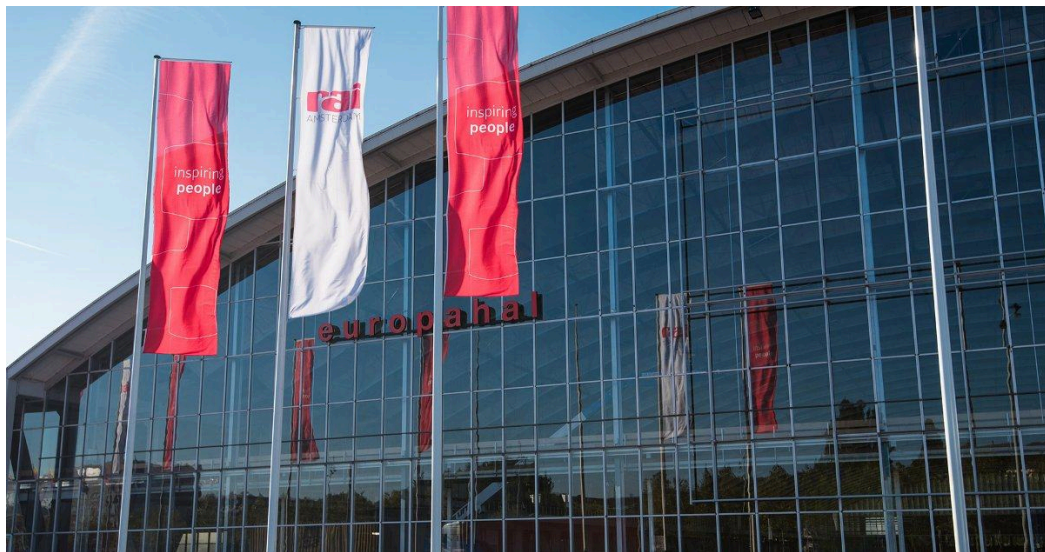


Figure 4: RAI Amsterdam

2.2 Organisational structure

The organisational structure of RAI Amsterdam reflects the complexity of its operations, as illustrated in Figure 5. The organisation consists of several hierarchical layers, including a board of directors, organisational management, and four business units. Each business unit is led by a director and consists of several teams that are managed by a department manager.

While this structure clarifies roles and responsibilities, it also establishes boundaries between departments and teams. These boundaries can limit cross-team communication and make it difficult to address bottlenecks that span multiple phases or departments. Hierarchical relationships may further influence psychological safety, affecting whether employees feel comfortable raising issues or questioning existing practices.

From a learning perspective, the structure is therefore not flat. It shapes how information flows, who feels responsible for improvement, and where ownership of learning is located. When responsibilities are fragmented and coordination is limited, learning risks remaining local rather than becoming organisational.

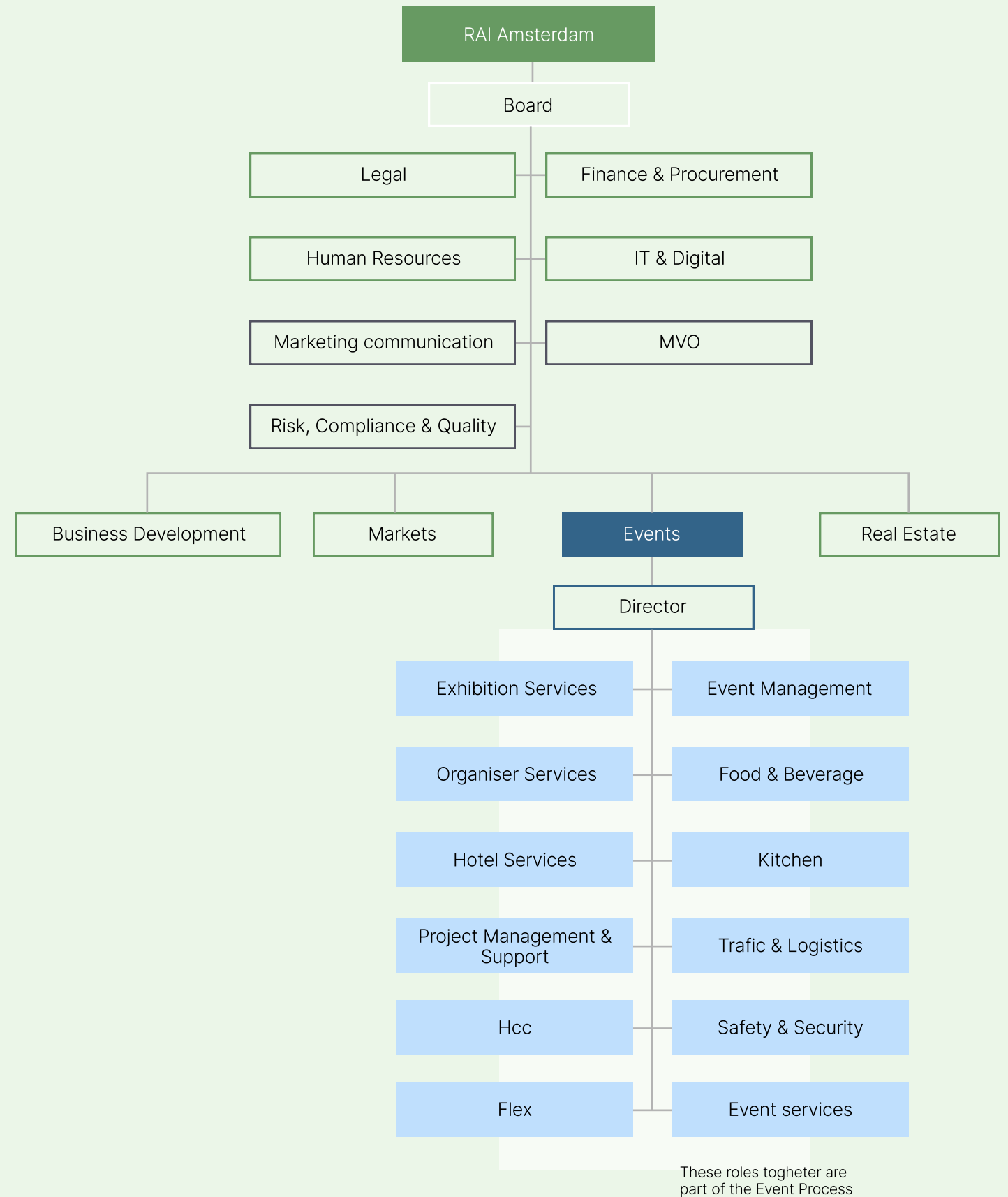


Figure 5: RAI Structure

2.3 Event Process

The Event Process begins once an event is confirmed in the agenda and the process ends with a post-show meeting, which evaluates the event. The Event Process is a structured process that ensures events align with both client requirements and organisational objectives. The process is divided into six phases: Start, Mobilise, Specify, Plan, Execute, and Complete. Throughout these phases, collaboration across departments is required. Three structural roles are central in the process: account manager, project manager, and event manager. The account manager acts as chairperson and manages client communication, the project manager coordinates planning and progress, and the event manager serves as the main point of contact during execution. Together with managers from RAI Services and supporting functions, they form the Event Team responsible for delivering each event, as illustrated in Figure 6.

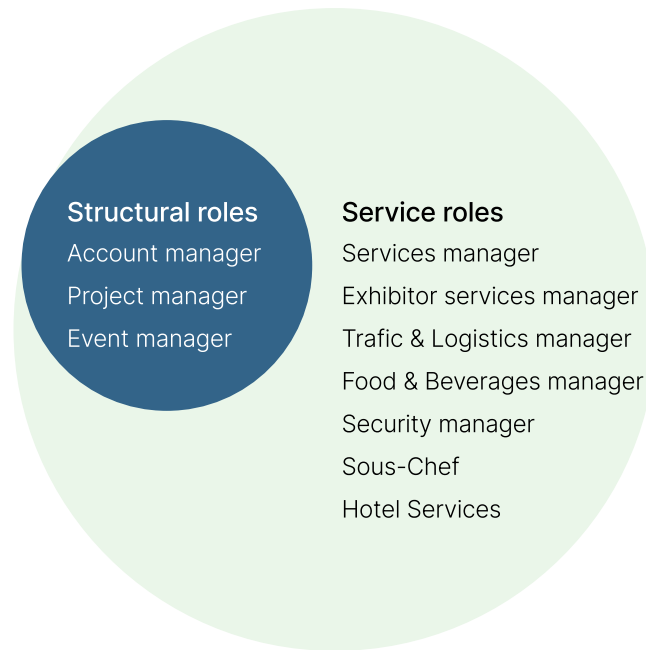


Figure 6: Event team roles

Participants in meetings within the Event Process are typically responsible for coordinating and overseeing the event. Service managers are typically involved only in specific phases, depending on the nature of the event. Depending on the service, service managers supervise either flex workers or full-time employees responsible for operational execution during the event.

RAI Amsterdam has launched several initiatives to improve resilience and operational effectiveness. After COVID-19, the Event Process was mapped and optimised using agile methods, including sprints, demos, and backlog management. Building on this, the organisation introduced a Continuous Improvement programme based on the PDCA cycle, assigning process ownership roles to managers responsible for improving specific phases of the process.

Across the six phases, several formal alignment moments take place: the kick-off, the pre-show meeting, event tables, and the post-show evaluation. The pre-show focuses on objectives and expectations, and the event tables track progress and planning, as illustrated in Figure 7. Depending on the phase and the needs of the event, the participants may vary.

The post-show meeting reviews post-show documents, which evaluate the event and are completed by all members of the Event Team. The meeting reflects on feedback and improvement points raised by team members. In addition to post-show documents, day reports

are completed by operational staff. Together, these documents provide structure, accountability, and a basis for improvement.

Structural issues that affect multiple events, referred to as event-exceeding bottlenecks, are recorded in a backlog and categorised by policy, behaviour, system, or process. These bottlenecks are assigned to a manager responsible for resolving them. Each manager has three months to address a bottleneck. The complete flow of these bottlenecks is shown in Figure 8. Three department managers each oversee two phases of the Event Process and are therefore responsible for the event-exceeding bottlenecks within their assigned phases. They are expected to stay informed about the status of these issues and to update one another during backlog meetings. To monitor progress, the department managers hold regular backlog meetings to review new bottlenecks and discuss the status of ongoing ones.

In practice, few new bottlenecks are currently added to the backlog. This suggests that the backlog has become a less prominent instrument within the process, or that issues are increasingly resolved through alternative, informal routes rather than through the formal improvement structure originally designed for them.

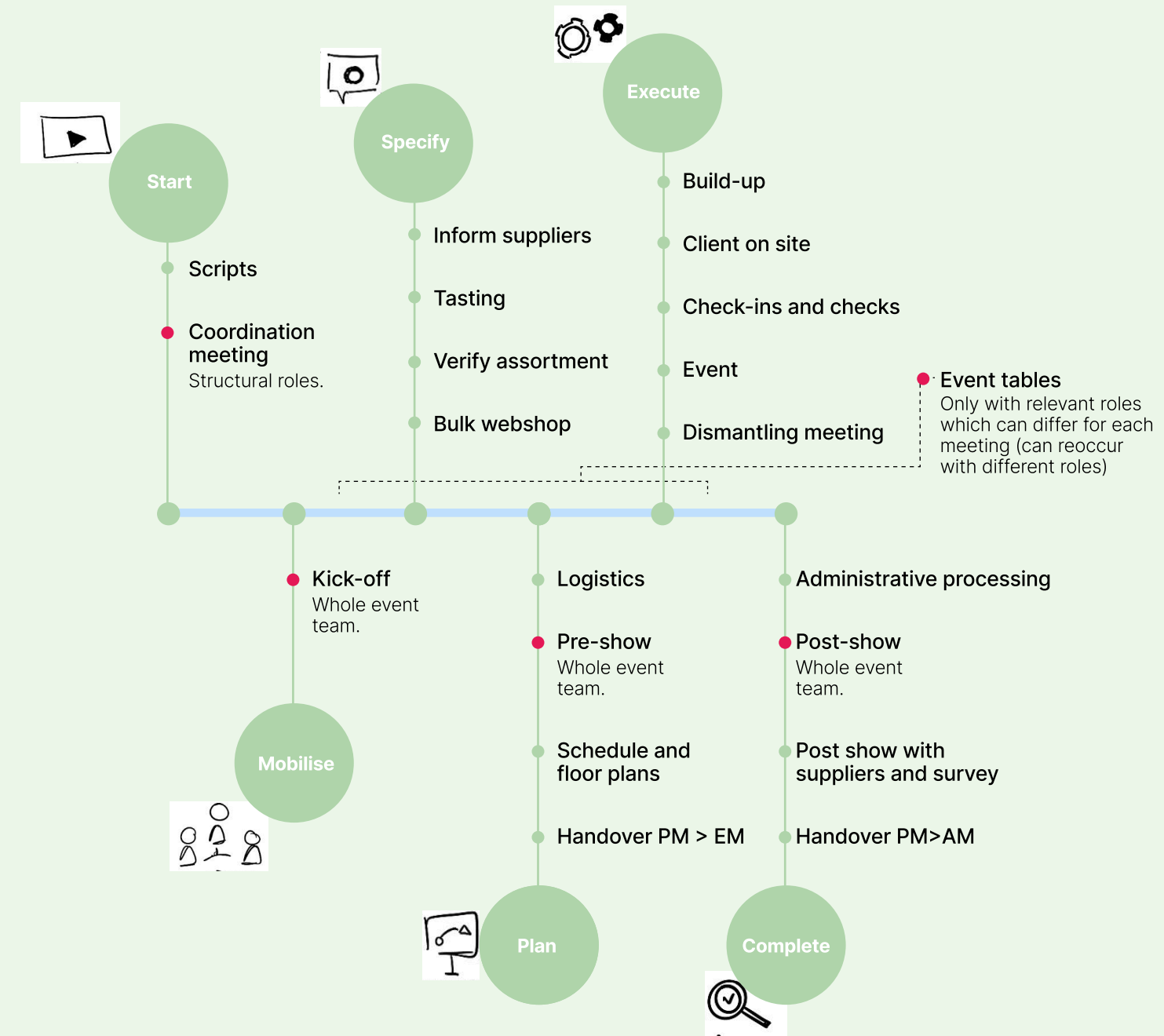


Figure 7: Event process with meetings

While the process includes formal reflection moments, such as kick-offs, pre-shows, interim evaluations, and post-shows, learning within the process is hindered by several tensions. Time pressure prioritises delivery over reflection, and ownership of improvements is diffused across roles. Learning moments are often treated as administrative requirements rather than opportunities to improve work practices. Insights gathered during one event are not systematically shared with others, and improvement remains fragmented.

The gap between improvement mechanisms and everyday practice raises a fundamental question: under what conditions does learning become embedded rather than episodic? Addressing this question requires an understanding of how learning unfolds across an organisation. The following chapter therefore reviews relevant organisational learning literature to identify the factors that support organisational learning.

2.4 Key takeaways

- RAI Amsterdam operates in a complex, time-critical environment where coordination demands and tight deadlines limit structured reflection and learning.
- The organisational structure clarifies roles but creates boundaries that hinder cross-functional learning and shared ownership of improvement.
- The Event Process involves diverse roles and formal coordination, yet remains primarily focused on delivery rather than learning.
- Formal improvement mechanisms exist but are used inconsistently, with issues often resolved informally outside these structures.
- Learning is largely reactive and driven by immediate needs, limiting the translation of insights into organisational knowledge.
- As a result, insights are not systematically shared, and similar bottlenecks reoccur without contributing to long-term learning.

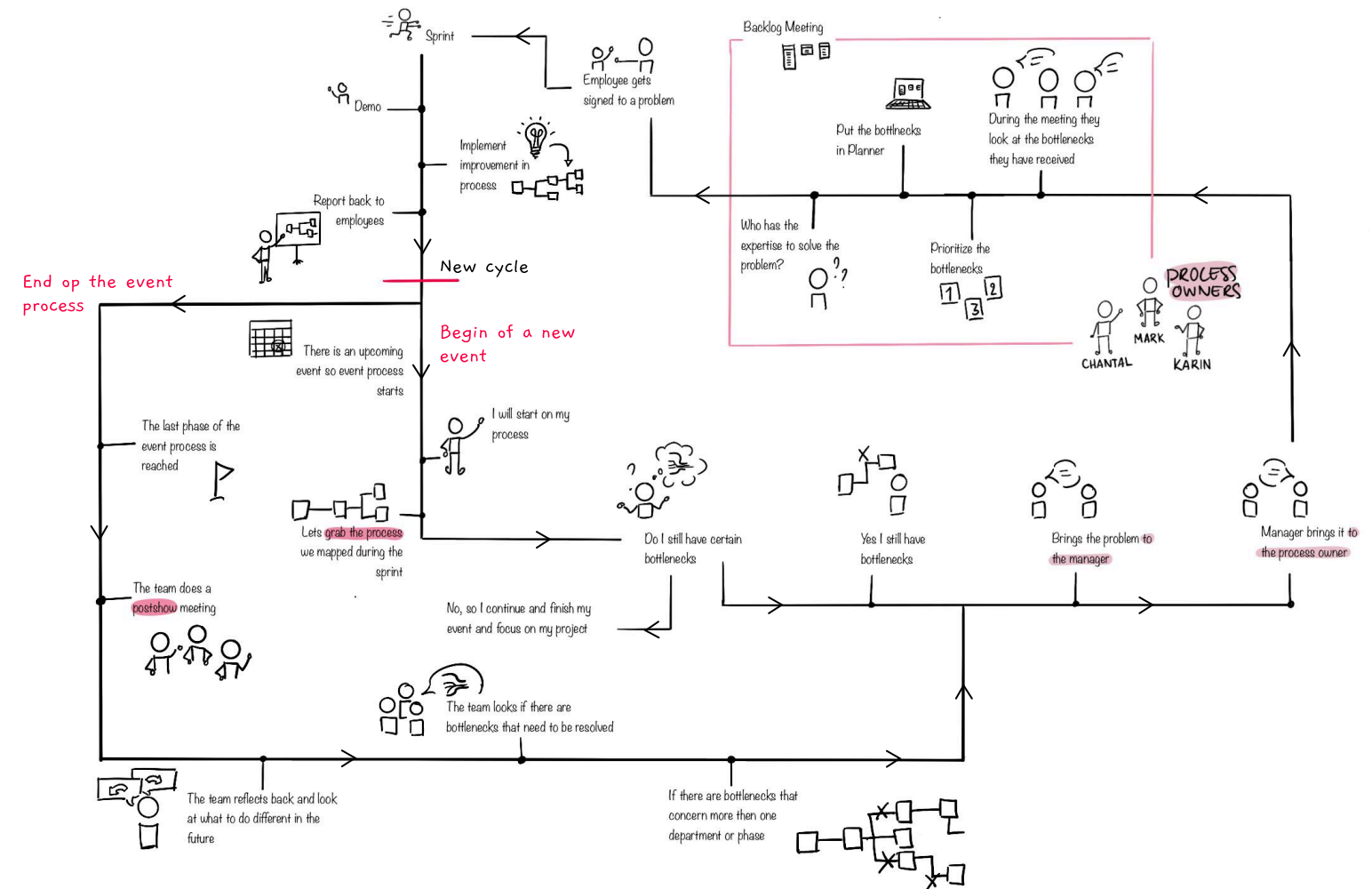


Figure 8: Flow of event-exceeding bottlenecks in the Event Process

Chapter 3

Literature review

- 3.1 Learning at the individual level
- 3.2 From individual to learning at team level
- 3.3 Embedding learning in systems, structures, and culture
- 3.4 Why does learning often fail to be embedded in practice?
- 3.5 Organisational learning vs learning organisation
- 3.6 Conclusion



Summary

This chapter synthesises literature on organisational learning across individual, team, and organisational levels. It outlines how learning depends on psychological safety, motivation, trust, communication, collaboration, reflexivity, and supportive leadership. Key frameworks such as single- vs. double-loop learning and Crossan's 4I model explain how insights move, or fail to move, through an organisation. The review also examines why learning often remains local, fragile, or episodic, and distinguishes organisational learning as a process from the ideal of a learning organisation. Bootlegging literature is introduced as a lens to understand informal workarounds that signal structural misalignment.



This chapter addresses the research problem identified in the previous chapters: despite the presence of formal improvement structures, learning within the Event Process at RAI Amsterdam remains fragmented and is not fully embedded. While learning is explicitly intended through tools such as PDCA cycles, evaluations, and improvement backlogs, these mechanisms do not consistently result in continuous learning behaviours.

To understand why learning often fails to embed in practice, this chapter examines organisational learning from a multilevel perspective. Learning is approached as a process that unfolds across individual, team, and organisational levels, shaped by cognitive, behavioural, cultural, and structural conditions. Rather than providing an in-depth overview of organisational learning theory, the chapter focuses on identifying the mechanisms and conditions that determine whether learning becomes continuous, shared, and embedded in everyday work practices.

The chapter is structured as follows. First, learning at the individual level is examined, including key mechanisms and enabling conditions. Second, the role of teams in transforming individual learning into collective learning is explored. Third, organisational-level conditions for embedding learning in systems, structures, and culture are analysed. The chapter then discusses why learning frequently fails to embed in practice, before concluding with a synthesis that forms the conceptual framework for this research.

3.1 Learning at the individual level

3.1.1 What is learning?

To understand organisational learning, it is essential to first examine learning at the individual level. Learning is a concept that varies across disciplines, yet a broadly accepted definition describes learning as a process that generates new understandings, insights, structures, or actions that enhance future performance (Fiol & Lyles, 1985). In this view, learning is not limited to obtaining information but involves improving action through better knowledge and understanding, where insights are explicitly linked to new or changed behaviours.

This definition highlights the relationship between cognition and behaviour. Kim (1993) conceptualises this relationship through two complementary components: know-why, the ability to understand and interpret experience, and know-how, the capacity to act based on that understanding. Learning, therefore, involves both sensemaking and action rather than cognition alone. In line with this perspective, this research adopts the definition of Argyris and Schön, which views learning as the creation of new knowledge that informs and shapes behaviour (Auqui-Caceres & Furlan, 2023).

An important distinction in the literature is that learning refers to a process, whereas knowledge represents the outcome of that process. As cited by Kim (1993), Kolb describes learning as “the process whereby knowledge is created through the transformation of experience”. Through learning, individuals develop new knowledge that is reflected in changes in behaviour, interpretation, and decision-making. Knowledge can be explicit, articulated through language, symbols, or documentation, or tacit, meaning it is deeply rooted in personal experience and difficult to formalise or express (Basten & Haamann, 2018). Tacit knowledge is particularly relevant in operational contexts, where much expertise is embedded in routines and informal practices rather than written procedures.

While individual learning forms a foundational building block, it is insufficient to fully explain organisational learning. Learning becomes organisational only when individual knowledge is shared, distributed, and embedded beyond the individual (Antunes & Pinheiro, 2020). If knowledge remains confined to individuals, organisations risk losing it when people leave. A crucial role in determining whether learning moves beyond the individual level is played by the processes through which organisations structure, circulate, and institutionalise individual knowledge (Basten & Haamann, 2018).

3.1.2 Individual-level factors enabling learning

Individual learning does not occur automatically. It is shaped by several conditions that influence whether individuals are able and willing to reflect on experience, question assumptions, and translate insight into learning. These conditions are shown in Figure 9.

Psychological safety refers to an individual's belief that they can speak up, admit mistakes, ask questions, and challenge assumptions without fear of negative consequences. It is widely recognised as a foundational condition for learning (Garvin, 1993; Garvin et al., 2008). Psychological safety enables individuals to express concerns and insights and is essential for deeper forms of reflection. In the context of double-loop learning, individuals must be able to surface and question underlying assumptions, which requires an environment in which vulnerability is encouraged. Schein (2010) similarly emphasises that behavioural change depends on environments that allow individuals to experiment with new ways of acting.

Motivation influences whether individuals initiate and sustain learning behaviours. It shapes the willingness to invest effort in reflection, experimentation, and questioning existing practices. Senge's (1990) concept of personal mastery shows motivation as a driver for continuous personal growth and aligns personal development with organisational goals. Motivation is also central in Kotter's (1995) change theory, where he argues that urgency is required to implement change. Without sufficient motivation, learning tends to remain reactive and focused on short-term problem-solving rather than deeper reflection.

Trust in colleagues and managers further supports learning by strengthening collaboration, knowledge sharing, and experimentation. Trust reduces resistance to change and increases engagement in learning initiatives (Charles et al., 2024). It also affects individuals' willingness to question assumptions and share uncertainties. When trust is lacking, employees may withhold concerns or avoid proposing alternative solutions, keeping learning individual and unshared (Hariputra et al., 2024; Fredberg & Pregmark, 2022).

Process understanding enables individuals to see how their actions contribute to broader organisational outcomes. When individuals understand their responsibilities and how their work fits within the overall process, they are more likely to take ownership and act proactively rather than waiting for instruction (Remedios & Boreham, 2004). Process understanding supports learning by allowing individuals to connect their actions to team- and organisational-level outcomes, which is essential for learning to move across levels (Crossan et al., 1999).

Personal capability refers to the ability to critically examine one's own thinking, actions, and assumptions. Reflection enables individuals to recognise patterns, question governing variables, and engage in meaningful dialogue (Senge et al., 1994). Tools and frameworks alone are insufficient; learning requires skills, aspiration, reflection, and dialogue. Without these elements, learning remains superficial and fails to result in lasting behavioural change (Giesecke & McNeil, 2004).

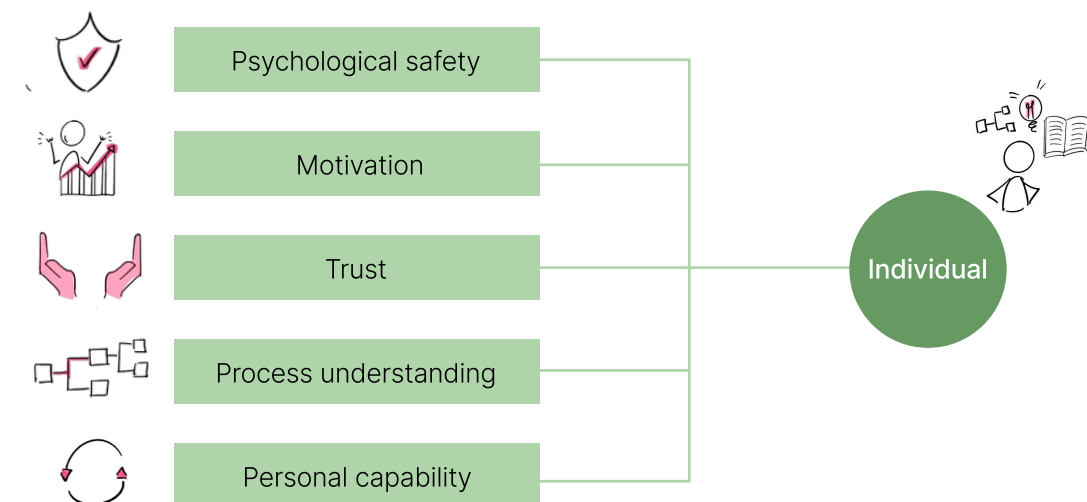


Figure 9: Individual-level factors enabling learning

3.1.3 Single- and double-loop learning

Single-loop learning (SLL) and double-loop learning (DLL) are central mechanisms within organisational learning theory, as illustrated in Figure 10 (Auqui-Caceres & Furlan, 2023; Basten & Haamann, 2018). Originally introduced by Argyris and Schön, these mechanisms describe how individuals respond to mismatches between intended and actual outcomes. In single-loop learning, individuals correct actions without questioning the governing values or assumptions that shape those actions. In contrast, double-loop learning involves questioning and altering these governing variables before adjusting behaviour (Schilling & Kluge, 2009).

Single-loop and double-loop learning are rooted in action theory, which distinguishes between espoused theory and theory-in-use (Auqui-Caceres & Furlan, 2023). Espoused theory refers to the rules and principles individuals claim guide their behaviour, whereas theory-in-use reflects the implicit rules that actually shape their actions in practice. Individuals primarily act according to their theory-in-use, which provides a set of governing variables that can be defined as values, beliefs, or assumptions guiding behaviour (Auqui-Caceres & Furlan, 2023; Bratianu, 2015).

Within theory-in-use, Argyris distinguishes between two models. Model I is characterised by defensive behaviour aimed at avoiding embarrassment, threat, or vulnerability. Model II emphasises the use of valid information, informed choice, and shared control. Double-loop learning requires individuals to move from Model I to Model II by adopting new governing variables and translating these into observable behavioural change. Without this behavioural shift, changes remain cognitive and do not persist. One of the main barriers to double-loop learning is defensive reasoning, which prevents individuals from questioning assumptions and engaging in deeper reflection (Auqui-Caceres & Furlan, 2023).

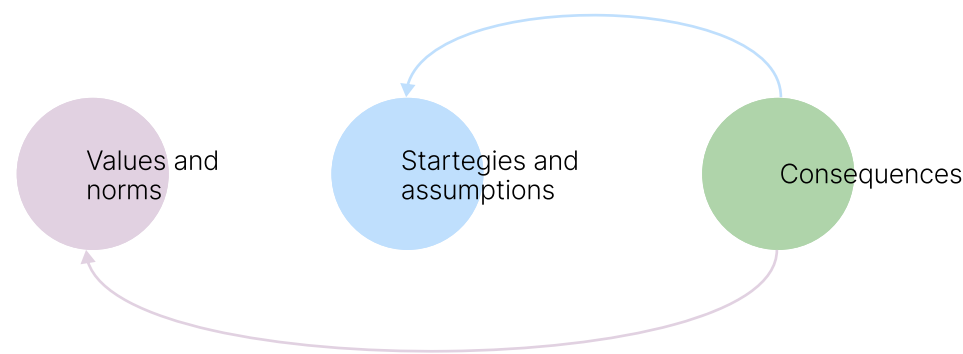


Figure 10: Single loop learning and double loop learning (Basten & Haamann, 2018).

3.1.4 Synthesis: individual learning

At the individual level, learning is a process that links cognition and behaviour through reflection on experience. While individuals may develop new knowledge and adjust actions, sustained learning depends on enabling conditions such as psychological safety, motivation, trust, process understanding, and reflective capability. Single-loop learning allows individuals to improve actions within existing assumptions, whereas double-loop learning requires questioning and revising those assumptions. However, individual learning alone is insufficient for organisational learning. Without mechanisms that support sharing, interpretation, and embedding, individual insights remain local and fragile.

3.2 From individual to learning at team level

3.2.1 From individual learning to collective learning

While learning originates at the individual level, organisational learning requires that individual insights become shared, discussed, and acted upon collectively. Organisational learning is therefore a dynamic, multilevel process that connects individual cognition to collective action and organisational systems (Fiol & Lyles, 1985; Bratianu, 2015). Rather than being the sum of individual learning, organisational learning emerges through interaction between individuals, teams, and the organisational context.

Several authors emphasise that learning becomes organisational only when individual knowledge is transformed into shared routines, norms, and practices (Antunes & Pinheiro, 2020; Basten & Haamann, 2018). Teams play a critical role in this transformation. They form the essential social setting in which individuals interpret experiences together, negotiate meaning, and coordinate action. Through repeated interaction, teams develop shared understandings of what works, what does not, and how problems should be addressed. These shared understandings form the basis for collective learning.

From this perspective, organisational learning is a dynamic, multilevel process that connects individual insights to organisational systems through both cognition and action. It differs from knowledge management by emphasising continuous learning and adaptation rather than focusing solely on knowledge storage or transfer.

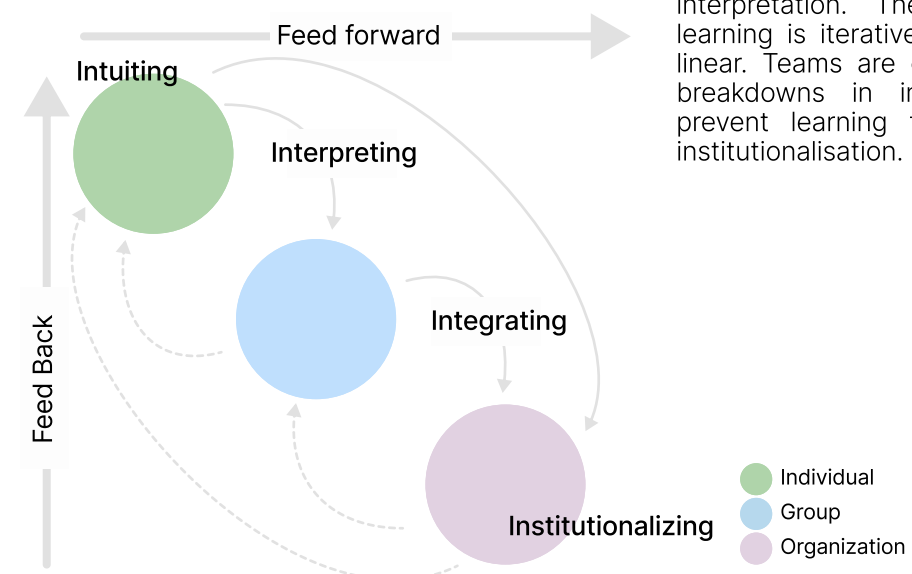


Figure 11: 4I's framework (Crossan et al., 1999).

This ongoing cycle of learning is essential for strategic renewal, which requires organisations to simultaneously explore new possibilities and exploit existing capabilities (Crossan et al., 1999). For renewal to be strategic, it must be embedded at all levels of the organisation and remain responsive to both internal and external environments (Crossan et al., 1999). Teams are therefore not merely channels for information transfer, but the level at which learning is constructed, shared, and adapted.

3.2.2 The 4I framework as a bridge between levels

Crossan et al.'s (1999) 4I framework provides a useful lens for understanding how learning moves across individual, team, and organisational levels, as illustrated in Figure 11. The framework is built on four premises: learning involves the tension between exploration and exploitation; it is multilevel; it unfolds through four interconnected processes; and cognition and action are interdependent.

Within this framework, intuiting occurs at the individual level as the recognition of patterns and insights. Interpreting and integrating take place primarily at the team level, where insights are articulated, discussed, and translated into shared understanding and coordinated action. Institutionalising occurs at the organisational level, where learning becomes embedded in systems, routines, and structures.

The 4I framework highlights two learning flows: feed-forward, through which new ideas move upward from individuals to groups and eventually become organisational practices, and feedback, through which established routines shape future action and interpretation. These flows illustrate that learning is iterative and dynamic rather than linear. Teams are central in this process, as breakdowns in interpreting or integrating prevent learning from progressing towards institutionalisation.

3.2.3 Team-level factors enabling collective learning

The extent to which teams can transform individual insights into collective learning depends on several interrelated team-level conditions. These conditions are shown in Figure 12.

Communication is central to collective learning. Learning requires open dialogue, transparency, and shared interpretation of experiences (Basten & Haamann, 2018). Effective learning occurs through communication about both mistakes and successes, and through the ability to analyse them in open dialogue (Giesecke & McNeil, 2004). Organisational learning cannot be achieved without strong communication practices, as learning is a social process that relies on dialogue, feedback, and shared meaning (Auqui-Caceres & Furlan, 2023). These processes directly support the interpreting and integrating stages of learning described in the 4I framework (Crossan et al., 1999). Without open communication, insights remain implicit and fragmented, preventing collective learning. These dynamics directly influence the interpreting and integrating stages of the 4I framework.

Leadership behaviour strongly shapes team learning dynamics. Leaders influence whether learning is prioritised, legitimised, and sustained within teams. By asking questions, leaders encourage exploration, and by creating time for reflection, they demonstrate that learning is valued alongside performance (Garvin et al., 2008). Through these behaviours, leadership contributes to psychological safety, enabling individuals to share doubts, challenge assumptions, and experiment with new approaches.

Leadership also plays a key role in embedding learning practices by reinforcing shared values and shaping team norms (Schein, 2010; Palos & Veres Stancovici, 2016). Supportive and participative leadership is particularly important for implementing and sustaining continuous learning within an organisation (Palos & Veres Stancovici, 2016).

Collaboration enables teams to integrate diverse perspectives and transform individual knowledge into collective understanding. While individuals interpret experiences through their own cognitive lenses, teams learn through interaction and joint problem-solving (Balarezo et al., 2024). Collaboration supports the integrating process of learning by aligning interpretations, routines, and actions across roles (Antunes & Pinheiro, 2020). When silos or fragmented processes constrain collaboration, learning remains isolated within specific teams or individuals.

Reflexivity refers to the extent to which teams collectively reflect on their goals, strategies, processes, and underlying assumptions and adapt them accordingly (Konradt et al., 2016). Reflexive teams do not merely review outcomes but critically examine how and why actions were taken. This collective reflection supports double-loop learning at the team level by surfacing tacit assumptions and questioning established norms (Balarezo et al., 2024). Through reflexivity, teams create space for deeper learning that goes beyond incremental adjustment. Reflexivity can be understood as the collective reflection on objectives, strategies, processes, and the wider environment, followed by adaptation (West, as cited in Konradt et al., 2016).

3.2.4 Single- and double-loop learning as a collective practice

Although single- and double-loop learning are often described as individual mechanisms, their practical relevance depends on team-level processes. Single-loop learning at the team level occurs when teams adjust actions to correct errors without questioning underlying assumptions. This may improve efficiency but tends to reinforce existing routines (Schilling & Kluge, 2009).

Double-loop learning becomes possible when teams collectively question governing variables, such as shared assumptions, norms, and priorities. This requires dialogue, psychological safety, and reflexivity, as challenging assumptions involves risk and vulnerability. Teams therefore function as the setting in which individual reflection becomes collective. Without supportive team dynamics, individual insights remain unspoken or are dismissed, preventing double-loop learning from emerging (Auqui-Caceres & Furlan, 2023).

In this sense, teams act as both enablers and constraints of deeper learning. They can strengthen individual insights through shared reflection or hinder them through defensive routines and the prioritisation of short-term performance.

3.2.5 Synthesis: team learning

Teams play a crucial role in transforming individual learning into collective and organisational learning. Through communication, collaboration, leadership behaviour, and reflexivity, teams can share, interpret, and integrate individual insights. These processes determine whether learning remains local and episodic or becomes shared and collective. While individual learning provides the basis, team-level dynamics shape whether learning progresses beyond problem-solving towards deeper reflection and organisational embedding. Teams therefore represent a critical level at which learning either progresses towards organisational embedding or remains fragmented.



Figure 12: Team-level factors enabling learning

3.3 Embedding learning in systems, structures, and culture

3.3.1 Organisational learning at the organisational level

Organisational learning extends beyond individual and team learning by embedding insights into systems, routines, and shared practices so that knowledge persists over time and across contexts (Fiol & Lyles, 1985; Antunes & Pinheiro, 2020). Learning becomes organisational when it is no longer dependent on specific individuals or teams but is institutionalised within the organisation's structures and culture. The conditions that influence this process are shown in Figure 13.

At this level, learning is closely linked to adaptation and strategic renewal. Organisations must continuously balance exploration, developing new ideas and ways of working, and exploitation, refining and optimising existing practices (March, 1991; Crossan et al., 1999). Sustained organisational learning requires mechanisms that allow insights to move across levels and become embedded, while maintaining the organisation's ability to adapt to changing circumstances.

3.3.2 Organisational-level factors enabling collective learning

Organisational culture consists of shared assumptions, values, and norms that develop over time (Schein, 2010). Culture strongly shapes whether learning becomes embedded or remains superficial (Schein, 2010). It influences how learning occurs by promoting openness, risk-taking, and treating mistakes as learning opportunities. Without such a culture, organisational learning cannot be sustained (Saadat & Saadat, 2016). Culture consists of multiple levels, artefacts, espoused beliefs and values, and basic underlying assumptions, which vary in visibility (Schein, 2010).

Culture shapes how people behave and interact at work. When organisations value teamwork, openness to new ideas, and employee participation in decision-making, they are more likely to achieve effective collaboration and learning (Tadesse Bogale & Debela, 2024). In contrast, rigid, top-down cultures can inhibit learning by encouraging defensive behaviour. Culture therefore determines whether learning becomes embedded or remains superficial.

Organisational structure determines patterns of communication, decision-making, and knowledge flow. Structures that support collaboration and coordination across boundaries enable learning to move beyond local contexts (Bratianu, 2015; Saadat & Saadat, 2016). In contrast, rigid or siloed structures can fragment learning and limit the organisation's ability to respond to change. When learning processes are embedded in organisational structures, learning becomes part of the normal way of working rather than an ad hoc activity. Structure therefore acts as a stabilising mechanism that allows learning to persist over time. Without structural support, learning remains fragmented and dependent on individual initiative.

Learning processes and systems provide the mechanisms through which learning is captured, stored, and reused. These include routines such as review meetings, feedback loops, experimentation, and improvement cycles (Fiol & Lyles, 1985; Garvin et al., 2008). Organisational memory preserves learning through shared practices, databases, norms, and routines, ensuring that knowledge does not disappear when individuals leave (Antunes & Pinheiro, 2020). Effective learning systems translate insights into action and embed them in everyday work (Crossan et al., 1999). Without such systems, learning remains episodic, and knowledge is easily lost. Learning systems therefore play a critical role in connecting individual and team learning to organisational continuity.

Shared vision strengthens commitment and motivation and helps employees understand how their work contributes to broader outcomes (Garvin et al., 2008; Giesecke & McNeil, 2004). It is a collective image of the future that guides organisational action (Senge, 1990). A shared vision aligns individual and team learning efforts, providing direction for improvement and innovation throughout the organisation. It creates commitment and aligns teams around a common future and guiding principles (Garvin et al., 2008).

3.3.3 Organisational change

Change and learning are closely connected (Schein, 2010). Many change models include learning processes such as questioning routines, experimenting, interpreting feedback, and integrating new behaviour. Kurt Lewin developed a model of organisational change consisting of three steps: unfreeze, change, and refreeze (Hussain et al., 2018). According to Schein (2010), unfreezing involves three elements: disconfirmation, survival anxiety, and psychological safety. Without psychological safety, learning anxiety can outweigh the motivation to change, leading to resistance. As Senge (1999) notes, resistance often arises from the desire to protect existing norms rather than from irrational opposition (Bratianu, 2015).

This connection is important for organisational learning. The ability to reflect, question assumptions, and adopt new routines depends on a culture that supports employees through processes of unlearning, change, and relearning. Organisational culture therefore not only shapes learning but also determines whether change and learning can become continuous processes.

3.3.4 Bootlegging as a signal of misalignment

The concept of bootlegging helps uncover how organisational culture enables or constrains innovation and learning. Bootlegging refers to informal solutions or workarounds developed by employees outside formal processes (Criscuolo et al., 2014; Globocnik et al., 2022; Zhao et al., 2025). It often occurs when formal learning systems do not meet employees' needs and can reveal underlying cultural and structural conditions that influence organisational learning.

Bootlegging is more likely to occur in organisations where there is structural pressure for innovation combined with limited resources or insufficient management support (Globocnik et al., 2022). It may also be driven by intrinsic motivation. These conditions provide insight into how learning is supported, or constrained, within the organisation (Globocnik et al., 2022; Zhao et al., 2025).

Bootlegging reveals misalignments between formal structures and everyday work practices. While these informal practices can temporarily solve problems, they also indicate gaps in organisational learning systems. As such, bootlegging serves as an indicator of where learning occurs, despite rather than because of organisational structures. It therefore offers a complementary lens on organisational learning. In this sense, bootlegging makes visible where formal learning systems fail to support practice.

3.3.5 Synthesis: organisational learning

At the organisational level, learning depends on the alignment between culture, structure, processes and systems, and shared vision. Structural tools alone are insufficient if they are not supported by cultural and behavioural conditions. For learning to become institutionalised, insights must move across individual and team levels and be embedded in routines without becoming overly rigid. When learning systems are disconnected from everyday practice, insights remain local, feedback loops remain open, and organisational memory remains weak. Embedding learning therefore requires not only formal mechanisms but also conditions that balance stability with adaptability. Understanding this dynamic alignment is essential for analysing why learning remains difficult to sustain within complex operational contexts.

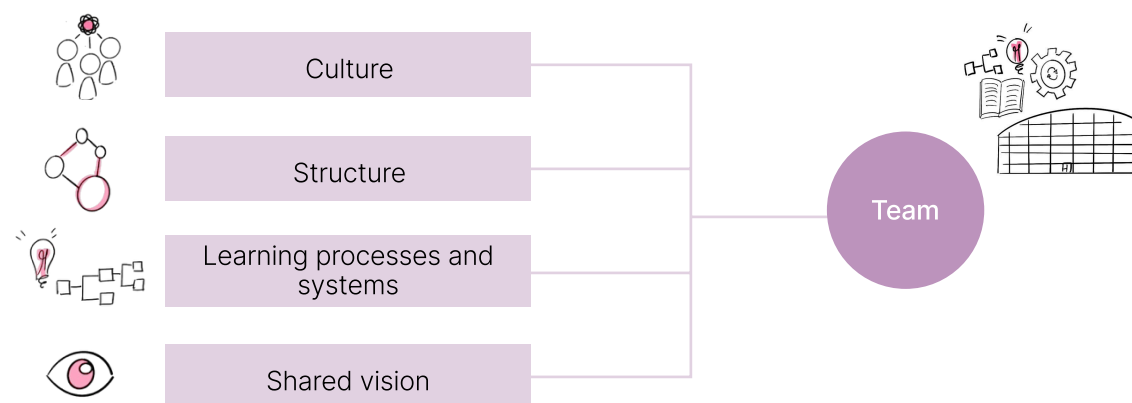


Figure 13: Organisational-level factors enabling learning

3.4 Why does learning often fail to be embedded in practice?

Despite the availability of improvement tools and learning structures, organisations frequently struggle to embed learning in daily work. At the individual and team levels, defensive routines and low psychological safety limit the surfacing of errors and assumptions. This prevents double-loop learning (Argyris, 1977; Auqui-Caceres & Furlan, 2023). At the organisational level, siloed structures, time pressure, and result-driven logics prioritise delivery over reflection. As a result, learning moments become administrative rituals rather than opportunities for reflection (Giesecke & McNeil, 2004; Schilling & Kluge, 2009).

When knowledge remains tacit and local, insights fail to feed forward into organisational routines. By contrast, weak feedback loops prevent recurring issues from leading to organisational memory and improvement (Antunes & Pinheiro, 2020). In such contexts, informal workarounds and bootlegging may temporarily address operational needs but rarely result in sustained organisational learning (Criscuolo et al., 2014; Globocnik et al., 2022).

Learning often fails not because of a lack of tools, but because enabling conditions at the individual, team, and organisational levels are misaligned. Understanding these misalignments is essential for designing interventions that move learning beyond problem-solving towards continuous, embedded practice.

3.5 Organisational learning vs learning organisation

Although the terms organisational learning and learning organisation are often used interchangeably, the literature distinguishes between them (Saadat & Saadat, 2016). Organisational learning refers to the dynamic processes through which individuals and teams generate, interpret, and embed knowledge in organisational routines. These processes include single- and double-loop learning, the movement between intuiting, interpreting, integrating, and institutionalising, and the development of organisational memory (Auqui-Caceres & Furlan, 2023; Bratianu, 2015; Crossan et al., 1999; Palos & Veres Stancovici, 2016).

A learning organisation, in contrast, represents a state in which these learning processes are structurally embedded in culture, leadership, and systems (Bratianu, 2015; Saadat & Saadat, 2016). It is not merely the presence of learning activities, but the alignment of structures, leadership behaviour, shared vision, and culture that enables continuous learning. The literature describes a learning organisation as an ideal state rather than a guaranteed outcome (Bratianu, 2015).

An organisation can display organisational learning without being a learning organisation. Learning may occur locally, informally, or episodically without becoming institutionalised. Becoming a learning organisation requires that learning processes are consistently supported by structure, leadership, and culture (Bratianu, 2015; Crossan et al., 1999).

This distinction is relevant for the Event Process at RAI Amsterdam. Although learning activities and improvement structures are present, the initial analysis suggests that learning remains conditional and incidental rather than structurally embedded. The research therefore focuses on how organisational learning processes can be strengthened and anchored within existing practice.

Senge conceptualises the learning organisation as a social construct built upon five disciplines: personal mastery, mental models, shared vision, team learning, and systems thinking (Senge, 1990). These disciplines describe the conditions under which organisations can move beyond adaptive responses towards generative learning.

Senge provides a framework that explains how individual development, collective reflection, and systemic awareness reinforce one another. Systems thinking integrates the other disciplines by highlighting interdependencies and feedback loops across levels. In this way, the concept of the learning organisation adds on the organisational learning theory by illustrating what sustained and embedded learning would lead to in practice.

Where Senge presents the learning organisation as an ideal state, Garvin et al. (2008) specify the organisational conditions under which learning becomes embedded in daily work. Their building blocks, a supportive learning environment, concrete learning processes, and leadership that reinforces learning, translate the abstract ideal into observable organisational practices (Garvin, 1993; Garvin et al., 2008). These conditions are relevant when analysing how learning can move from occasional activity towards structural embeddedness.

3.6 Conclusion

Synthesising the literature, organisational learning emerges as a multilevel process in which insights move from individuals to teams and become embedded in organisational routines. This process depends on enabling conditions at three interconnected levels:

- **Individual level:** psychological safety, motivation, trust, process understanding, and reflective capability (Garvin, 1993; Hariputra et al., 2024; Remedios & Boreham, 2004; Senge, 1990).
- **Team level:** communication quality, leadership behaviour that reinforces learning, collaboration across roles, and team reflexivity (Antunes & Pinheiro, 2020; Balarezo et al., 2024; Crossan et al., 1999; Garvin et al., 2008; Konradt et al., 2016).
- **Organisational level:** culture, structure, learning processes and systems, and a shared vision that aligns learning efforts (Antunes & Pinheiro, 2020; Fiol & Lyles, 1985; Garvin et al., 2008; Schein, 2010; Senge, 1990).

In Crossan et al.'s theory, these factors enable feed-forward and feedback learning flows while managing the tension between exploration and exploitation (Crossan et al., 1999; March, 1991). However, learning often fails to become embedded in practice. Defensive routines, low psychological safety, siloed structures, time pressure, and result-driven logics constrain reflection and prioritise delivery over learning (Argyris, 1977; Giesecke & McNeil, 2004; Schilling & Kluge, 2009). When knowledge remains tacit and local and feedback loops are weak, insights do not translate into organisational memory. In such contexts, bootlegging signals structural friction rather than sustained learning (Criscuolo et al., 2014; Globocnik et al., 2022).

The literature further distinguishes between organisational learning as a dynamic process and the learning organisation as a state in which learning is structurally embedded in culture, leadership, and systems (Bratianu, 2015; Saadat & Saadat, 2016). Senge conceptualises this state through five disciplines: personal mastery, mental models, shared vision, team learning, and systems thinking, which together enable learning across levels (Senge, 1990). Adding to this perspective, Garvin et al. (2008) specify the observable organisational conditions required for embedded learning: a supportive learning environment, concrete learning processes, and leadership that reinforces learning.

Together, these perspectives clarify how learning can move from episodic activity towards structural embeddedness in daily work.

Organisational learning theory clearly identifies the conditions that enable learning and describes it as a multilevel process. However, it provides limited guidance on how learning can be structurally embedded in high-tempo, result-driven operational contexts. In particular, the processes through which insights move from team-level reflection to organisational routines remain insufficiently specified. Although existing frameworks explain feed-forward and feedback dynamics, they provide less clarity on how tensions between operational delivery and long-term learning hinder this movement in practice. As a result, learning may occur but often remains episodic. It fails to become integrated into roles, routines, and governance structures. This research addresses this gap by analysing how these multilevel conditions interact in practice.

This synthesis forms the conceptual framework for this research (see Figure 14) and serves as the basis for the central research question:

How do individual, team, and organisational factors influence the structural embedding of continuous learning within the Event Process at RAI Amsterdam?

The framework guides the empirical analysis by clarifying which enabling conditions must be examined at each level and by defining what constitutes collective and embedded learning within the Event Process.

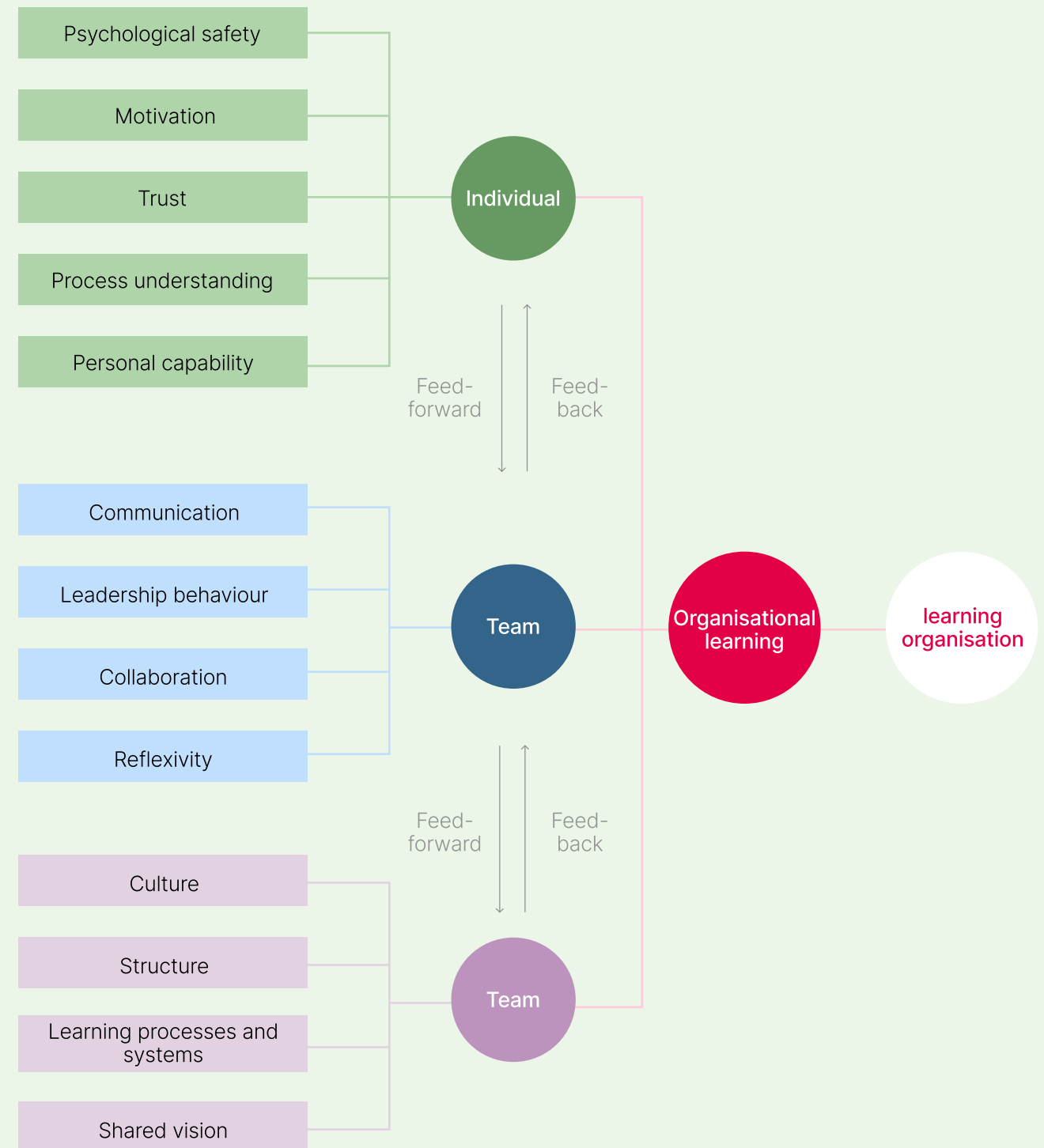


Figure 14: Conceptual framework based on the literature review and Crossan's 4I framework

Chapter 4

Methodology

- 4.1 Research design
- 4.2 Data collection
- 4.3 Data analysis
- 4.4 Methodological quality
- 4.5 Ethical considerations



Summary

This chapter details the qualitative research design built on the Double Diamond framework. It describes data collection methods, including interviews, observations, and document analysis. The chapter outlines how insights were thematically coded through iterative analysis, moving from deductive factors to inductive patterns. Ethical considerations, such as anonymity and informed consent, are addressed, and the chapter clarifies how the method supports both exploration and design development within a complex organisational environment.



4.1 Research design

This research uses a qualitative approach to explore how individual, team, and organisational factors influence organisational learning within the Event Process at RAI Amsterdam. A qualitative approach is appropriate because the study focuses on meaning, behaviour, interaction, and experience within a complex organisational environment. These elements cannot be sufficiently captured through quantitative measurement (Lim, 2024).

The research is conducted as a single case study, with the Event Process in the business unit Events as the case. This setting represents a real-life, time-critical, and multi-stakeholder environment in which learning is explicitly intended but difficult to embed in daily work.

The purpose of the case study is not to produce statistically generalisable findings. Instead, it aims to develop an in-depth understanding of how learning unfolds within this specific organisational context. It also aims to explain why improvement structures do not consistently lead to sustained learning practices.

In addition to analysing existing learning practices, the study translates its findings into concrete design criteria and develops a context-specific intervention. By combining analysis with design, the research connects theoretical understanding with practical improvement in the organisation. This approach is important because learning is influenced not only by individual and team behaviour but also by organisational routines and structures that can be intentionally redesigned.

To structure the research process, this study follows the Double Diamond framework developed by the British Design Council (2005). This framework alternates between phases of exploration (diverging) and focus (converging), making it suitable for complex organisational challenges. In this project, it guides the process from exploring and analysing the context (Discover, Define) to developing and refining an intervention (Develop, Deliver). The framework allows flexibility, allowing new insights to shape the following steps while maintaining a clear overall direction. This is appropriate for the complex and deadline-driven context of the Event Process, which requires an approach that supports iteration, adjustment, and continuous learning throughout the research process.

4.2 Data collection

To understand how learning unfolds across individual, team, and organisational levels within the Event Process, this study adopts a multi-method qualitative approach to data collection. Using multiple data sources enables a more holistic understanding and increases the credibility of the findings. Each method offers distinct insights: formal documents clarify intended structures, interviews reveal lived experiences, and observations and informal conversations capture tacit, often unspoken practices that shape learning in everyday work. This triangulation strengthens the validity of the findings by integrating multiple perspectives on learning in practice.

4.2.1 Informal conversations and observations

Informal conversations and observations were conducted throughout the research period to develop a grounded understanding of the Event Process and its day-to-day realities. These interactions were particularly valuable for identifying tacit routines, implicit norms, and the everyday language employees use to describe coordination, problem-solving, and improvement.

Informal conversations took place with various employees involved in the Event Process, including both structural and operational roles. These included discussions with managers, new employees, and spontaneous conversations in informal settings, such as during coffee breaks. The selection of participants was not based on predefined criteria but rather on their involvement in the Event Process. The purpose was to gain an overall understanding of how the process functions in practice.

Observations were conducted during meetings, as well as pre-show and post-show meetings. Field notes were written immediately after each observation, documenting interaction patterns, communication dynamics, and moments in which learning occurred implicitly. These insights did not function as standalone results. Instead, they provided contextual understanding, informed the refinement of the interview guide, and supported the interpretation of interview data during analysis.

4.2.2 Document analysis

Document analysis examined the formal structures intended to support learning within the Event Process. Analysed documents included process descriptions, PDCA-related materials, evaluation templates, backlog documentation, and post-show forms. These artefacts provided insight into intended workflows, learning moments, and follow-up responsibilities.

By comparing these documents with observational data, the analysis revealed mismatches between prescribed procedures and employees' daily learning in practice. This comparison identified structural gaps and inconsistencies. It also assessed how well formal learning processes are embedded in everyday operations.

4.2.3 Literature review

The literature review was a central part of the data collection process. Rather than serving solely as theoretical background, it provided key concepts that guided the empirical research.

Literature on individual, team, and organisational learning informed the development of the initial conceptual framework. This framework shaped the interview guide and directed the focus during observations and informal conversations. The literature review served as a structured reference point throughout the study. It supported methodological triangulation by linking theoretical insights to empirical findings and strengthening the interpretation of emerging patterns.

4.2.3 Semi-structured interviews

Semi-structured interviews served as the primary empirical foundation of this study. A purposive sampling strategy was used to capture perspectives across strategic, structural, and operational roles within the Event Process (Tajik et al., 2024). In total, seventeen interviews were conducted with event managers, project managers, service managers, department managers, and the director responsible for the Event business unit. This number was considered sufficient to capture variation across roles while maintaining analytical depth within the 20-week graduation timeframe.

Participants were selected based on their direct involvement in the Event Process. The aim was to include representatives from all departments involved in delivering an event, as well as managers responsible for overseeing these

departments. Approximately half of the managers had played a significant role in previous learning initiatives, providing insight into differences between those actively engaged in learning processes and those less involved. Participants were approached individually via Teams and email and invited to take part in the study. Participation was voluntary.

The interviews lasted approximately 60 minutes, were conducted in Dutch, audio-recorded with informed consent, and fully transcribed using Microsoft Teams. The interview guide was based on the conceptual framework and refined iteratively. The full interview guide can be found in Appendix B. Questions addressed behavioural, cultural, and structural factors shaping learning, including psychological safety, communication, collaboration, leadership, motivation, and perceived organisational support.

The transcripts were analysed in Atlas.ti using an iterative thematic approach. Initial coding identified recurring patterns, which were then grouped into broader themes reflecting learning dynamics across organisational levels. Reflexive memos were written throughout the process to enhance transparency in analytical decisions. This comparative analysis enabled the identification of similarities and differences between roles and organisational layers.

4.2.4 Integration of Multiple Data Sources

The four data sources complement each other and strengthen the robustness of the findings in the first diamond of the research.

- Observations capture tacit behaviour and actual work practices.
- Documents provide insight into formal expectations and intended structures.
- The literature review connects empirical insights to established theoretical frameworks.
- Interviews enable in-depth reflection on experiences and perceptions.

By combining these data sources, the study develops a comprehensive understanding of how learning is shaped, applied, and constrained within the Event Process. This integration ensures that the identified themes and friction points are grounded in both practical experience and theory. More specifically, interviews reveal behavioural and cultural factors, document analysis highlights structural conditions, and observations show how learning unfolds in practice.

4.3 Data analysis

The data analysis followed an iterative qualitative approach, in which insights from different data sources were compared and integrated to identify patterns across individual, team, and organisational levels.

4.3.1 Preparation of data

Observational notes and notes from informal conversations were recorded and stored anonymously in a notebook. The document analysis resulted in extracted fragments, such as process steps, learning structures, and bottlenecks, which were securely stored in a personal OneDrive folder.

All interviews were fully transcribed and anonymised. Audio recordings were stored in Microsoft Teams and were accessible only to the researcher. The anonymised transcripts were saved in a personal OneDrive folder and labelled using only the date and the participant's role.

4.3.2 Coding procedure

Interview transcripts were analysed using Atlas.ti, a software program designed for qualitative data analysis that supports the organisation, coding, and interpretation of unstructured data.

The analysis followed a thematic approach using a combined deductive–inductive strategy. This approach enabled both theory-driven analysis and the identification of emergent patterns (Fereday & Muir-Cochrane, 2006). First, structural coding was applied based on factors derived from the literature and conceptual framework. These coded segments were then compared across interviews and inductively clustered into recurring patterns, which were then synthesised into broader themes.

Phase 1 - Deductive coding

During the first coding cycle, transcripts were analysed line by line to identify meaningful segments related to predefined codes from the conceptual framework. This structured coding approach helped systematic comparison across interviews and roles.

Phase 2 - Inductive coding

In the second coding cycle, related codes were grouped into broader categories reflecting recurring mechanisms and behavioural patterns. This involved constant comparison across interviews to identify similarities and differences between roles. This process resulted in seven recurring patterns across the dataset.

Phase 3 - Theme development

The identified patterns were synthesised into three overarching themes describing how learning unfolds in practice within the Event Process. These themes are interrelated and influence one another, collectively highlighting structural barriers to organisational learning.

4.3.3 Synthesis into the friction space

Following the identification of thematic patterns, the next analytical step involved synthesising the themes into a higher-level construct referred to as the friction space. This construct was developed as an analytical outcome to capture the relationships between the identified themes. The synthesis focused on identifying underlying tensions and connections across themes, enabling abstraction beyond individual patterns. This step allowed the integration of empirical findings into a coherent analytical structure. The friction space functions as an analytical bridge between the empirical findings (patterns and themes) and the design implications that follow in the next phase of the research.

4.4 Methodological quality

Methodological quality was ensured through several strategies aimed at enhancing rigour, transparency, and trustworthiness throughout the research process.

First, the use of multiple data sources strengthened the credibility of the findings. By combining semi-structured interviews, informal conversations, observations, document analysis, and insights from the literature review, the study was able to compare emerging patterns across data sources. This made it possible to identify consistencies and differences, reducing the risk that conclusions were shaped by a single perspective or dataset.

Second, the analysis followed an iterative and reflexive process in which initial interpretations were checked against the data. Coding, memo writing, and theme development occurred in cycles to ensure that insights remained grounded in the dataset and were not generalised too early. Patterns were compared across roles and organisational levels to strengthen the consistency of the interpretations.

Third, reflexivity played an important role due to the researcher's dual position as observer and designer. Reflexive notes were maintained throughout the project to monitor assumptions, analytical decisions, and potential biases resulting from involvement in the field. This enhanced transparency by clearly showing how interpretations evolved over time.

Fourth, transparency was ensured through explicit documentation of sampling decisions, data collection procedures, coding steps, and analytical reasoning. This allows readers to assess the methodological choices and provides sufficient detail for replication in comparable organisational contexts. The findings are therefore not intended to be statistically generalisable, but to offer insights that may be relevant in similar organisational contexts.

Finally, combining theoretical and empirical insights strengthened the robustness of the conclusions. By linking interview findings to formal structures and existing learning theory, the study developed the friction space as a higher-level analytical outcome.

4.5 Ethical considerations

Ethical principles guided all stages of the research. Participation in interviews was voluntary, and all participants provided informed consent prior to participation. They were informed about the purpose of the study, the intended use of the data, and their right to withdraw at any time without consequences.

Interviews were audio-recorded only with explicit permission. All recordings were transcribed anonymously, and identifying details were removed to protect confidentiality. Audio files, transcripts, observational notes, and photographic materials were stored securely in digital folders accessible only to the researcher.

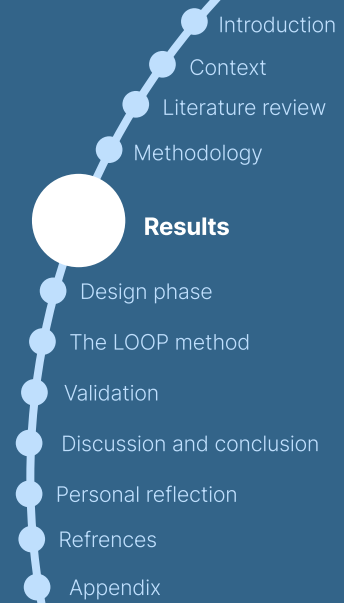
During observations and informal conversations, care was taken not to collect identifiable or sensitive information that was not relevant to the study. Notes were written in a way that prioritised anonymity and respected participants' privacy.

Overall, the research followed to principles of informed consent, confidentiality, data protection, and responsible representation of participant insights. No ethical issues beyond standard qualitative considerations occurred during the study.

Chapter 5

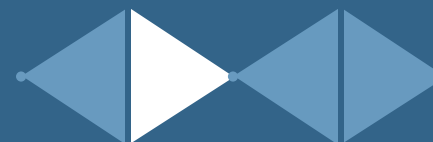
Results

- 5.1 Organisational learning as currently practiced in the event process
- 5.2 From data to patterns
- 5.3 From patterns to overarching themes
- 5.4 Conclusion of the themes
- 5.5 Defining the friction space
- 5.6 Key takeaways



Summary

This chapter presents how organisational learning currently unfolds within the Event Process. It identifies recurring patterns such as incomplete feedback loops, person-dependent knowledge, and a dominant focus on problem-solving over learning. Three overarching themes emerge: conditional initiative, weak structural reinforcement, and local learning. Together they reveal a friction space between operational urgency and the logic required for sustainable learning. This space illustrates why learning is inconsistent, fragile, and rarely accumulates across events or teams.



5.1 Organisational learning as currently practiced in the event process

Despite the introduction of multiple initiatives aimed at improving adaptation and operational effectiveness, organisational learning remains difficult to embed in the Event Process. These challenges lie not in the availability of tools, but in the human and cultural dimensions of learning.

The organisational culture is strongly results-driven and problem-solving oriented, leaving limited room for reflection. As a result, post-show evaluations tend to focus on immediate outcomes and issues rather than underlying causes. The backlog of bottlenecks is rarely used as a learning instrument, and some employees indicate that they are unaware of how insights are followed up or where responsibility for improvement lies.

These findings point to limited psychological safety, fragmented ownership, and incomplete learning loops. Informal practices and workarounds often emerge as employees attempt to resolve issues on the spot. However, these adjustments rarely translate into collective or organisational learning. Without cultural and behavioural reinforcement, learning remains superficial and does not result in transformative change.

The observations above illustrate a gap between learning intentions and everyday practice. To understand how employees experience this gap, the next section moves from data to recurring patterns across interviews.

5.2 From data to patterns

5.2.1 Recurring patterns in learning practices

Through iterative comparison of coded interview data, several patterns consistently reappeared.

Patterns were not selected based on the presence of theoretical factors. Instead, they were identified when similar tensions, behaviours, or structural dynamics were described by multiple respondents. While the patterns relate to enabling and constraining factors discussed in the literature, they are grounded in empirical data and show how learning unfolds in daily practice within the Event Process.

The recurring patterns identified in the data are presented below. A more detailed elaboration can be found in Appendix C.

- 1 *Feedback loops are incomplete*
- 2 *Motivation depends on conditions*
- 3 *Knowledge is person-dependent*
- 4 *Leadership shapes learning and initiative*
- 5 *Learning remains at the individual or event team*
- 6 *Problem-solving overshadows learning*
- 7 *Processes are disconnected from practices*

Only patterns that recurred across at least five participants were included in the final set. This ensured that the identified themes reflect shared experiences rather than isolated perspectives.

Two additional dynamics emerged during coding: limited sharing of success experiences and the absence of a shared language around learning (see Appendix D). However, these were not included as standalone patterns due to their limited recurrence.

5.2.2 Synthesis: patterns

Across the seven patterns, learning appears present but structurally fragile. Feedback loops remain incomplete, initiative is conditional, and knowledge often stays embedded in individuals or specific event teams. Although formal learning processes exist, they are frequently disconnected from everyday practice. As a result, operational urgency and problem-solving dominate, limiting the space for structured reflection.

Taken together, the patterns suggest that learning within the Event Process is not resisted, but weakly connected, locally embedded, and dependent on enabling conditions. These recurring dynamics point to deeper structural tensions that extend beyond individual behaviours.

5.3 From patterns to overarching themes

While the seven patterns describe recurring dynamics within the Event Process, they are interconnected rather than isolated. Several patterns reinforce and interact with one another, revealing deeper structural tensions that shape how learning unfolds in practice. These relationships are illustrated in Appendix E.

By comparing patterns, three overarching themes emerged. These themes do not represent separate issues, but broader dynamics that help explain why learning remains difficult to structurally embed within the Event Process. Rather than grouping patterns by organisational level, they were grouped based on the type of constraint they reveal in the learning process.

The following section presents the three themes, each integrating multiple identified patterns.

5.3.1 Themes

Learning and initiative depend on the right conditions

This theme integrates the patterns “motivation depends on conditions” and “leadership shapes learning and initiative.”

Interview data show that learning and initiative within the Event Process are not absent, but conditional. Employees generally indicate that they feel able to raise issues or ask questions:

“I actually feel free enough to bring things up or ask questions in 99.9% of the cases.”

“Let me put it this way: there’s always room to put things on the table.”

At the same time, respondents nuance this openness by emphasising that it is not experienced consistently across the organisation:

“The culture at RAI unfortunately isn’t open enough for everyone to feel free.”

Psychological safety is therefore experienced as present, but uneven. Importantly, the ability to speak up does not automatically lead to sustained or collective learning. Whether insights develop into reflection and follow-up

depends largely on prioritisation and structural embedding.

Reflection is not consistently embedded in routines. Learning moments are described as incidental rather than recurring:

“That comes back once in a while. But it’s not a fixed agenda item.”

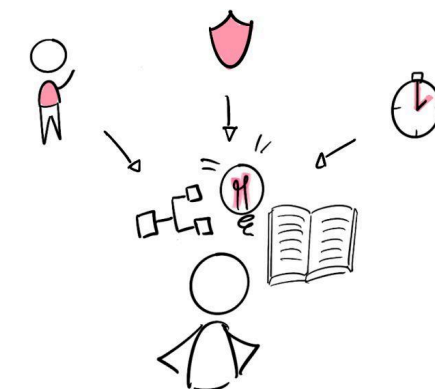
Managers are described as approachable and supportive, yet their primary focus remains operational delivery. In practice, this means that leadership determines which issues are structurally followed up. Ownership of learning outcomes is perceived to lie mainly with management. Even when issues originate at the operational level, employees tend to pass them on to management:

“If it’s really something that absolutely needs to be addressed... then I’ll go to the manager about it”

Motivation is generally high, particularly among employees who still perceive room for change. However, initiative is described as fragile over time:

“If you’ve been with a company for a long time and things have been done the same way for years, at some point you start thinking: it’s not going to change anyway.”

Taken together, learning emerges when time, motivation, leadership attention, and ownership align. When these conditions are not present, initiative remains local and incidental rather than structurally embedded.



Weak structural reinforcement

This theme integrates the patterns “feedback loops are incomplete,” “problem-solving overshadows learning,” and “processes are disconnected from practices.”

Although formal learning structures are in place, interview data indicate that these structures are weakly connected to everyday practice. Evaluation tools and reflection moments exist, yet they are often experienced as procedural rather than meaningful.

Respondents describe difficulty in translating abstract processes into operational reality:

“I think I’d understand it better if I could see it now.”

Incomplete feedback loops further weaken the connection between input and outcome. Issues are raised and documented, yet follow-up is rarely visible:

“How it actually gets resolved for all departments... you never really hear anything about that in the end.”
 “It’s also not like they say: this is the top 10 based on data from the post-shows.”

Feedback, therefore, circulates without consistently returning. Without visible prioritisation or closure, shared understanding does not develop.

Operational urgency reinforces this pattern. Immediate problem-solving dominates daily work:

“When a problem is very urgent... it is simply resolved immediately.”
 “Our entire way of working consists of quick fixes.”

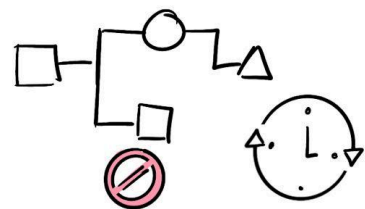
Success is primarily defined in terms of delivery rather than reflection:

“The client is satisfied, so we are satisfied, but the process leading up to it was poor.”

Over time, this creates a cycle in which recurring issues are addressed reactively rather than structurally. Even when evaluations take place, they are often described as superficial:

“Everyone is kind of in the mode of: it was busy... but no one really looks at it in depth.”

Learning is therefore present, but not reinforced by routines that connect reflection to structural adjustment. Formal processes exist, but they do not consistently shape behaviour in daily practice.



Learning remains local

This theme synthesises the patterns “knowledge is person-dependent” and “learning remains at the individual or event team level.”

Learning frequently occurs during events in response to operational challenges. However, the knowledge underlying these solutions is rarely made explicit or transferred beyond the immediate context.

“And you’re all just plugging holes... and that’s not proactively shared here.”
 “So you could be plugging holes for three years. And only when you leave do people find out what that person was actually doing.”

The development of new knowledge is closely tied to individuals and informal networks. Employees emphasise that knowing who to contact often matters more than formal systems:

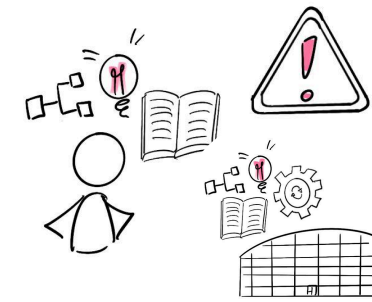
“I know who to go to in the organisation and then it gets resolved faster. But if I don’t know that for a moment, then it becomes difficult.”

Some departments have developed routines that support internal exchange. However, these practices are uneven across the organisation:

“Two or three times a year... We always discuss the projects that are running, but not really the lessons learned.”

As a result, learning remains localised within specific events or teams. While it may be effective at a local level, it is rarely translated into shared routines or cross-departmental practices. New employees or those outside informal networks encounter barriers in accessing accumulated knowledge, reinforcing person-dependency.

Learning is therefore generated in practice but not consistently stabilised beyond the immediate context in which it emerges.



5.4 Conclusion of the themes

Across the three themes, learning within the Event Process is neither resisted nor absent. Employees show a willingness to reflect and improve, and formal evaluation structures are in place. However, the themes together reveal a structural tension between operational delivery and sustained learning.

Learning depend on favourable conditions. When time, leadership, and urgency align, reflection takes place, but these moments remain dependent on local circumstances rather than being structurally embedded. At the same time, routines and feedback mechanisms do not consistently reinforce or sustain these initiatives. Bottlenecks are identified, yet follow-up lacks visibility and prioritisation, preventing learning efforts from developing into shared understanding.

Together, the themes show that learning occurs in practice but is not consistently connected across levels. Initiative is conditional, reinforcement is weak, and transfer across teams is limited. These dynamics, as shown in Figure 15, reinforce one another: when follow-up is unclear, motivation decreases; when knowledge remains local, structural improvement becomes more difficult; and when operational urgency dominates, reflection is postponed.

To better understand how these structural tensions are produced and maintained, the analysis identifies six factors most frequently mentioned across the dataset: psychological safety, motivation, leadership behaviour, communication, reflexivity, and learning processes and systems. These factors form the focus of the following chapters, as they shape the mechanisms underlying the observed tensions. An overview is provided in Appendix F.

5.5 Defining the friction space

Building on the themes and previous conclusions, this section brings the empirical findings together into one overarching concept: the friction space. The previous analysis described how learning unfolds across individuals, teams, and organisational structures. The friction space explains what happens when these mechanisms encounter the operational reality of daily work and represents a higher-level outcome emerging from the interview data. It makes the structural dynamics visible that prevent learning from being embedded over time and captures the misalignment between formal learning structures and everyday work practices identified throughout the analysis.

Before examining this friction in more detail, it is important to clarify how the six learning factors most frequently mentioned in the interviews; psychological safety, motivation, leadership behaviour, communication, reflexivity, and learning processes and systems, relate to the three overarching themes. Grounded in the literature, these factors were repeatedly linked by participants to the observed patterns when describing how learning is enabled or constrained in daily work. They therefore help explain how the themes develop in practice.

Daily operational work within the Event Process is characterised by deadlines, urgency, and a strong focus on successful event delivery. Attention is primarily directed towards execution, immediate problem-solving, and client satisfaction, with performance measured by the smooth and timely delivery of events.

Learning, however, requires pause, collective reflection, articulation of insights, cross-team sharing, and follow-up. It depends on visibility, prioritisation, and continuity beyond a single event.

Both logics are necessary: operational delivery ensures performance, while learning enables improvement over time. Yet they operate according to different priorities, creating tension in daily practice. The three themes identified earlier can be understood as expressions of this underlying friction.

Learning and initiative depend on the right conditions

Psychological safety, motivation, and leadership behaviour, identified in the literature as essential enablers of learning. In practice they appear as conditional rather than stable. As operational urgency increases, these conditions weaken, making reflection dependent on available time, safety, or motivation.

Learning therefore occurs only when circumstances allow, rather than being structurally ensured. Resulting in conditional initiative.

Weak structural reinforcement

Leadership behaviour, communication, and learning processes and systems are key team- and organisational-level factors that stabilise learning over time. In practice, these conditions are inconsistent. Leadership attention fluctuates, communication about improvements is fragmented, and systems do not ensure follow-up. This prevents learning from developing into shared routines or sustained practices, leading to weak structural reinforcement.

Learning remains local

Local learning illustrates how teams and individuals reflect and improve within their own operational context. Knowledge remains connected to specific events or individuals and rarely moves beyond those boundaries. In a setting dominated by event outcomes, improving within one's own team is more immediately achievable than embedding improvements across the organisation.

The friction space can thus be understood as a recurring misalignment between how work is organised and how learning develops, as shown in Figure 16. The Event Process is structured around delivering individual events under time pressure, whereas organisational learning requires continuity, cross-team sharing, and visible follow-up across events. Because these rhythms are not structurally aligned, learning remains dependent on local initiative and does not consistently extend beyond particular events.

The design challenge that follows is therefore not to introduce additional evaluation moments or new tools. Instead, the challenge is to ensure that learning no longer depends on coincidence, available time, or individual motivation, but becomes structurally embedded within the Event Process.

The identified structural tensions form the starting point for the second design cycle. The following chapter translates these insights into guiding principles for intervention.

5.6 Key takeaways

- Learning in the Event Process is not structurally embedded but emerges in a fragmented, practice-driven way, with knowledge remaining local rather than spreading across the organisation.
- Seven recurring patterns show incomplete feedback loops, person-dependent learning, and a dominance of problem-solving over reflection.
- Although learning activities occur, they are inconsistent, weakly reinforced, and disconnected from formal improvement structures, limiting follow-up and shared understanding.
- Learning remains local because it depends on favourable conditions and lacks strong structural reinforcement.
- As a result, knowledge rarely develops into organisation-wide knowledge, and organisational learning fails to become embedded.
- These dynamics reflect a structural tension between operational delivery and the conditions required for learning.

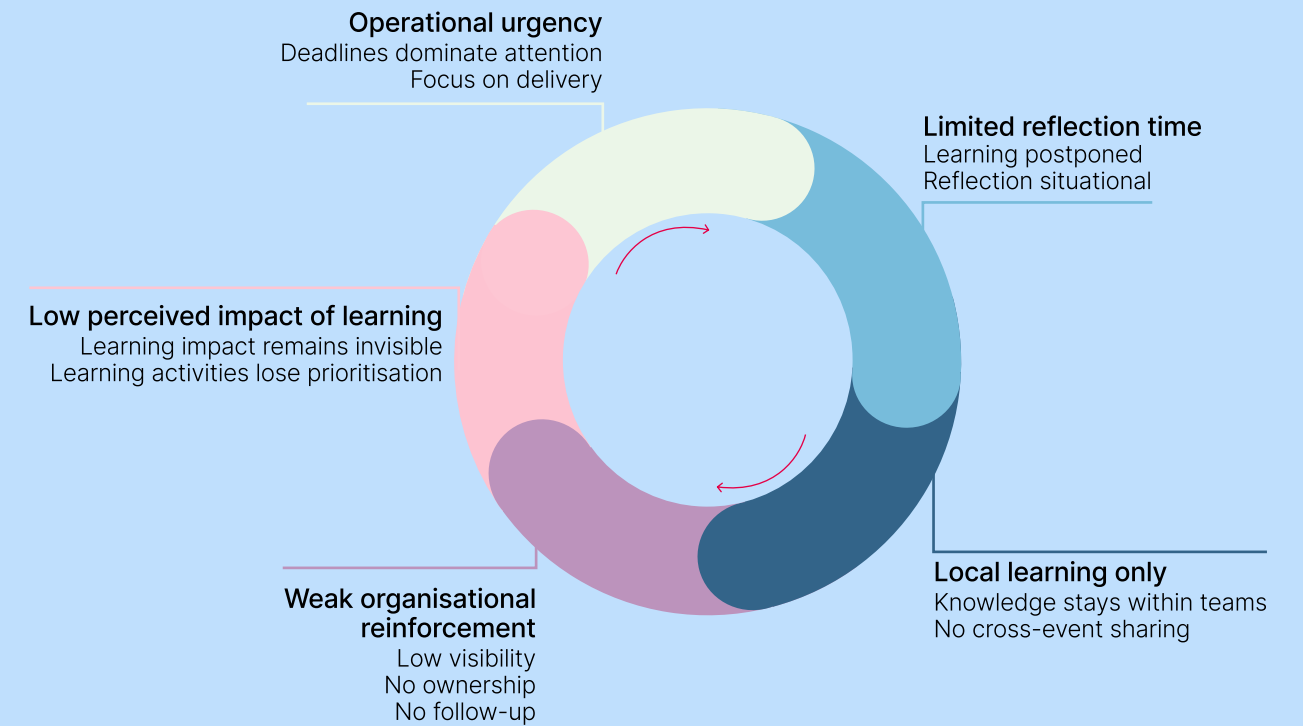


Figure 15: Learning dynamic

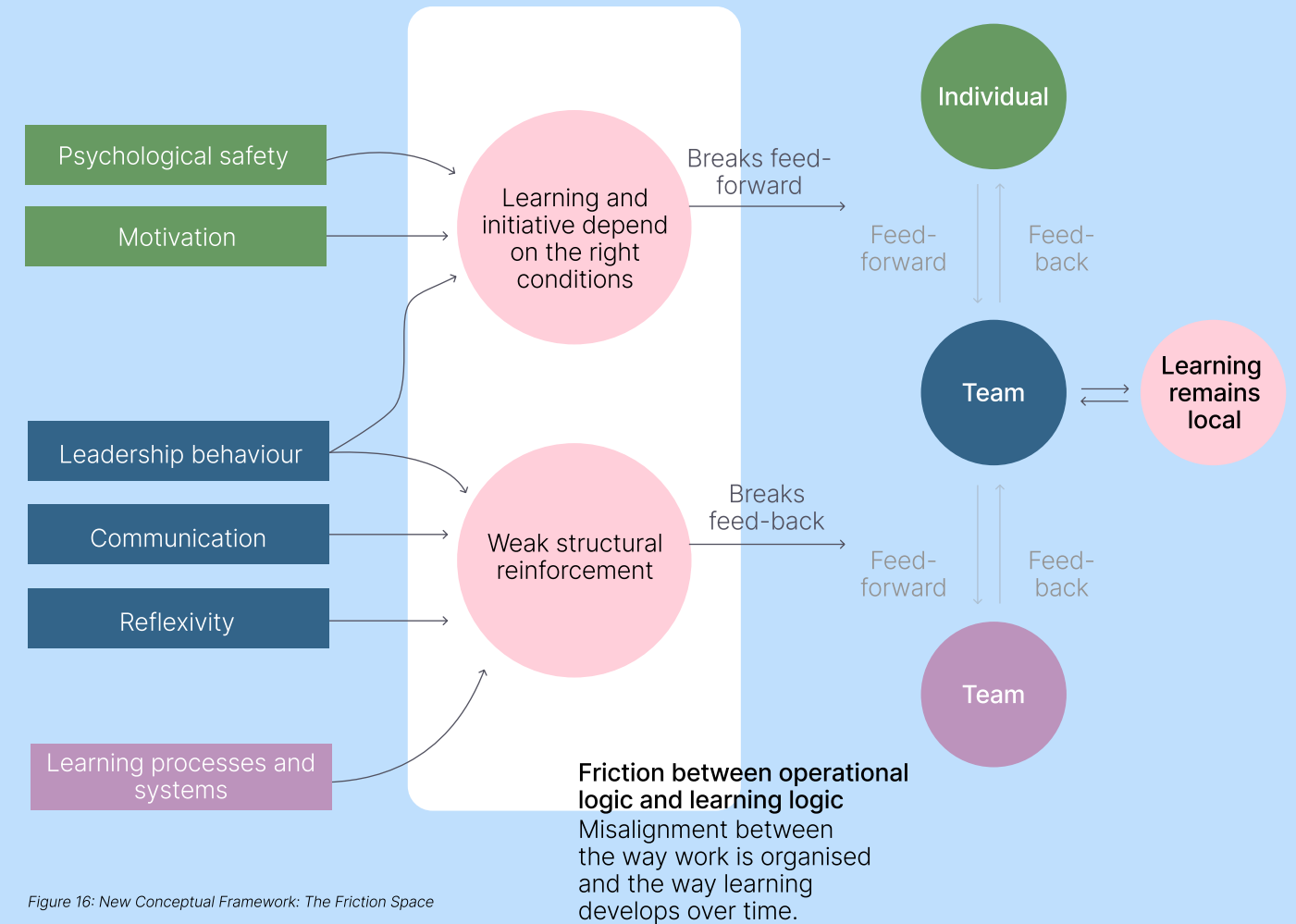
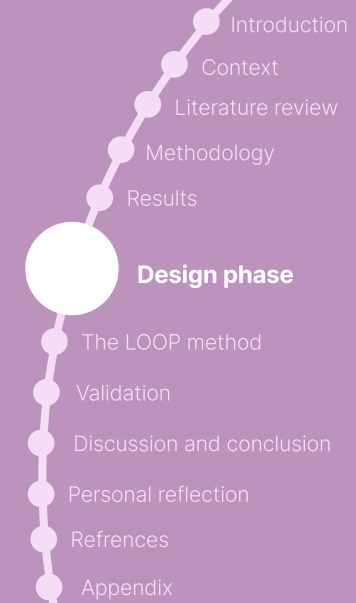


Figure 16: New Conceptual Framework: The Friction Space

Chapter 6

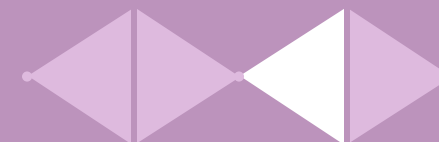
Design Phase

- 6.1 From friction space to design criteria
- 6.2 Co-design methodology
- 6.3 Refined design criteria and question
- 6.4 Conceptualisation
- 6.5 Co-design results
- 6.6 Prototype design
- 6.7 Iterations with shareholders



Summary

Building on the identified friction space, this chapter translates insights into design principles for embedding learning in daily practices. Through co-design sessions, themes emerge around embedding learning in routines, improving visibility, and fostering collective sensemaking. The chapter introduces early design directions and refined principles emphasising low-effort integration, cross-team communication, explicit ownership, and making successes visible alongside challenges. It frames the design challenge as enabling structural learning without adding extra operational burden.



6.1 From friction space to design criteria

This chapter marks the beginning of the second diamond. Building on the insights generated in the first cycle, the design phase focuses on developing a solution to the identified problem.

The core finding of the first diamond is that learning within the Event Process is present but fragmented. Learning occurs continuously during events; however, it remains local and bound to individuals or specific teams. Insights do not translate into shared knowledge. The friction space, as explained in the previous chapter, demonstrates that the operational way of working does not align with what learning requires from the event team. Because the Event Process is deadline-driven and outcome-oriented, learning remains situational and dependent on individuals and favourable conditions.

The literature review showed that organisational learning depends on multiple interrelated factors across different levels. These factors influence the feed-forward and feedback processes between individual, team, and organisational levels. They also require managing the tension between exploration and exploitation. The interview findings illustrate that learning rarely extends beyond the individual or team level.

Several factors therefore need to be considered in the design phase: psychological safety, motivation, communication, leadership behaviour, reflexivity, and learning processes and systems. Motivation for delivering events is high; however, this high operational motivation reinforces local problem-solving. Individuals are driven to resolve issues quickly, and this behaviour is rewarded. As a result, learning remains tied to immediate outcomes and disappears within operational urgency.

This aligns with Garvin's building blocks. These specify the organisational conditions under which learning becomes embedded in daily work: a supportive learning environment, concrete learning processes, and leadership that reinforces learning (Garvin, 1993; Garvin et al., 2008). These building blocks translate the abstract ideal of organisational learning into observable organisational practices. They show how learning can move from occasional reflection towards structural embedding.

The friction space reveals a structural tension that prevents learning from developing at the organisational level. This tension forms the starting point of the new design cycle. To guide the design phase, five criteria were

formulated. These criteria define the boundaries within which learning can be reorganised in daily operations. The principles directly respond to the identified friction between operational delivery and learning processes.

6.1.1 Design criteria

1. Learning activities should not depend on individual motivation or initiative but be embedded in defined routines and processes.

Although motivation influences learning at the individual level, the insights show that motivation for the Event Process itself is already high. However, this high motivation reinforces immediate problem-solving: individuals are driven to fix issues quickly and are rewarded for doing so. Consequently, learning remains local and disappears within operational urgency.

This highlights the need for defined processes in which insights can be shared and communicated. Embedding learning within structured routines aligns with Garvin's building block of concrete learning processes, ensuring that learning does not rely on personal initiative alone.

2. Learning insights should be visible and accessible across teams.

Learning currently remains tied to specific events or individuals and rarely travels beyond team boundaries. To enable team and organisational learning, insights must become visible beyond their original context.

This requires mechanisms for articulation, documentation, and cross-team accessibility. It aligns with the factors of communication and collaboration identified in the first conceptual framework. Visibility is not pursued for transparency alone, but as a condition for knowledge transfer across organisational levels.

3. Learning activities should be designed as low-effort, embedded practices that align with existing operational work.

Given the time pressure within the Event Process, any intervention that adds significant workload is likely to be given lower priority. Learning practices therefore need to be lightweight and integrated into existing workflows. The design must minimise additional complexity while still enabling meaningful reflection.

This criterion ensures feasibility during peak operational periods. It also supports the creation of a shared vision by making learning more understandable and applicable across the organisation, rather than limiting it to management or structural roles. In doing so, it helps create a more supportive learning environment.

4. Learning mechanisms should be integrated into existing problem-solving and coordination moments.

Operational urgency dominates the Event Process. As deadlines increase, learning is often postponed. Therefore, learning cannot only depend on separate evaluation sessions or additional meetings.

New learning activities must be embedded within existing structures. By aligning reflection with the operational rhythm, learning no longer competes with event delivery but becomes part of it. This integration ensures that learning remains connected to daily practice rather than positioned as an additional task.

5. Managers should actively facilitate the connection and transfer of learning across events and teams.

The analysis indicated that follow-up and reinforcement are often weak, limiting the sharing of insights. Management involvement is therefore essential to maintain visibility, prioritisation, and continuity of learning efforts.

Rather than acting as evaluators, managers should facilitate connections between teams and employees. They should also ensure that articulated insights are followed up and embedded in broader organisational practices. This aligns with the conceptual framework, in which leadership behaviour plays a crucial role in enabling learning to move from team level to organisational level. Leadership also influences motivation and psychological safety, reinforcing the conditions required for organisational learning. In this way, management facilitation corresponds with Garvin's building block of leadership that reinforces learning and supports the embedding of learning in daily practice.

These five principles form the basis for the co-design session and guide the development of the intervention.

6.2 Co-design methodology

6.2.1 Participants

The co-design session involved four participants representing different coordination levels within the Event Process: one department manager, one structural project manager, and two service managers.

The aim was to ensure representation across strategic, structural, and operational coordination roles within the Event Process. Selection criteria included participants' formal role in the process, their involvement in coordination or decision-making moments, and their experience with reflection and improvement practices.

Participants were selected from the earlier interview sample to ensure continuity. As these individuals had already reflected on learning dynamics, the co-design session could build directly on previously identified tensions and the friction space. This strengthened the coherence between research cycles and ensured that the session was grounded in real, empirically identified challenges rather than abstract assumptions.

The department manager was included due to their leadership responsibility and influence on organisational priorities. The structural project manager was selected because of their continuous involvement across the Event Process phases and their central coordinating role. The two service managers represented the operational perspective. They provided insight into how potential learning mechanisms would fit within daily routines and time-pressured environments.

Although the group was small, the cross-level composition enabled dialogue across strategic and operational realities. Within the scope of this research, this configuration was considered sufficient for exploratory design development.

6.2.2 Objective

The co-design session formed the second cycle of the research process, following the analytical phase based on interviews, observations, and document analysis. While the first cycle focused on understanding how learning currently unfolds and where structural friction occurs, the co-design session focused on translating these insights into concrete design directions. Within the Double Diamond framework, the session marked the transition from Define to Develop. In this way, it served as a bridge between analysis and the development of interventions.

The central objective was to explore together how learning within the Event Process could be organised in a way that is less dependent on coincidence, individual motivation, workload, or specific individuals. Rather than validating predefined solutions, the session focused on identifying practical conditions that support more structurally embedded learning in daily operations.

More specifically, the session aimed to:

- Explore how learning could become less situational and more process-based.
- Identify ways to make learning insights visible and transferable across teams.
- Examine how learning practices could align with operational realities, particularly time pressure.
- Clarify the role of managers in facilitating the connection and continuity of learning.

6.2.3 Session structure and procedure

The session lasted approximately two hours and followed a structured format:

1. Introduction (10 minutes)
2. Explanation of method (5 minutes)
3. Icebreaker (10 minutes)
4. Presentation of themes (5 minutes)
5. “How Might We” questions – individual idea generation (35–40 minutes)
6. Clustering of ideas (15 minutes)
7. Discussion: conditions for realisation (20 minutes)
8. Closing (5 minutes)

Introduction

During the introduction, the concepts of learning and organisational learning were defined and positioned as collective and structural processes rather than individual development. The central research question was shared:

How can learning be organised in a smarter and more sustainable way so that it no longer depends on coincidence, individual initiative, or operational pressure, but instead structurally supports and strengthens the Event Process over time?

This framing clarified both the research relevance and the practical importance for participants.

Explanation of Method

The “How Might We” approach was introduced using an illustrative example unrelated to the core topic. This example was discussed collectively to demonstrate how generative thinking could lead to multiple practical directions.

Participants were also prompted to reflect on past situations in which problems had been solved and learning had occurred, in order to activate prior experiences.

Presentation of Themes

Two themes derived from the interviews were presented in accessible language:

- Learning occurs primarily when conditions are favourable
- Existing structures and routines do not consistently support the retention of learning

The third theme (learning remains local) was not presented separately, as it was understood as a consequence of the first two themes. This choice allowed the discussion to focus on structural conditions rather than outcomes.

Idea Generation

Four “How Might We” questions were formulated directly from previously identified design principles:

1. How might we reduce the dependence of learning on individual motivation or experience?
2. How might we make learning insights visible and accessible beyond the immediate team?
3. How might we enable low-effort learning in busy periods without adding workload or slowing down operations?
4. How might managers effectively support the connection and transfer of learning across teams?

Participants first worked individually to ensure that ideas were grounded in their own role and experience before entering collective discussion. Ideas were written on post-its and placed on large sheets for each question.

Clustering and Discussion

After individual ideation, participants collectively reviewed and clustered the post-its into overarching themes. The clusters were named by participants themselves. This participant-led clustering served as a first level of interpretation, reflecting how practitioners structure and prioritise learning challenges.

This was followed by a discussion focused on identifying conditions necessary for realisation. Participants considered feasibility, required ownership, structural implications, and alignment with operational constraints. This stage shifted the conversation from ideation to implementation logic.

6.2.4 Pilot session

A pilot session with three students was conducted before the final session to test the setup. The pilot focused on the clarity of the presentation, the understandability of the questions, and the timing of the session. Based on this, several formulations were adjusted to improve accessibility, while the overall structure remained unchanged.

Both the pilot and final sessions were conducted in Dutch to facilitate nuanced and open discussion.

6.2.5 Researchers role

During the session, the researcher acted as facilitator. The facilitation aimed to create a safe environment in which participants felt comfortable expressing ideas freely. When participants struggled to generate ideas, prompts were provided to encourage ideation.

The researcher’s dual role as researcher and facilitator influenced the session. While the guiding questions were based on prior analysis, participants were encouraged to generate ideas grounded in their daily work practices. Although ideas were generated freely, the design space was framed by principles derived from the analysis. As a result, the co-design session functioned as a moment of refinement and contextualisation rather than a fully open ideation process.

6.2.6 Data collection and analysis

Data consisted of written Post-it notes, photographs of the idea sheets before clustering, photographs of the final clusters, and researcher notes documenting key quotes and discussions. All Post-it notes created during the co-design sessions are included in Appendix G. Informed consent was obtained from all participants before the session, including consent for photographs.

The data were analysed using an exploratory thematic approach. Rather than applying a formal coding framework, the analysis focused on identifying recurring patterns, shared concerns, and frequently mentioned ideas across the Post-it notes, cluster discussions, and researcher notes. Participant-generated clusters provided a first level of interpretation, reflecting how ideas were collectively structured and prioritised. These clusters were then reviewed alongside the written material and field notes, enabling the identification of recurring patterns and shared priorities.

Several of these patterns aligned with insights from the interview phase, reinforcing earlier findings. The analysis did not aim to produce an exhaustive thematic categorisation but to inform the refinement of the design direction. The resulting insights were translated into a sharpened design question and revised design principles.

6.2.7 Limitations

The session included only four participants, all occupying managerial or coordinating roles. Operational staff working directly on the floor were not included, as they do not typically participate in Event Process meetings. This limits the inclusion of perspectives related to frontline operational pressure. Future studies should therefore incorporate input from these roles.

6.3 Co-design results

The clustering exercise was based on the ideas that participants had written down in response to the five guiding questions, as shown in Figure 17. The exercise (see Figure 18) resulted in three overarching themes that reflect participants’ shared views on how learning should function within the organisation. These themes were generated and named by the participants themselves. The analysis focused on recurring patterns, shared interpretations among participants, and areas of alignment or divergence in relation to the previously identified friction space.

6.3.1 Themes

Learning Organisation

Participants emphasised that learning should be part of existing processes and routines, rather than depend on individual mindset. Several Post-its referred to “a fixed moment”, “embed it in the meeting”, and “not something extra”, showing a clear preference for integrating learning into coordination moments, reporting structures, and transition points within the event cycle. This supports the earlier finding that learning remains conditional and tied to specific events. Embedding learning in recurring structures was therefore seen as essential to extend it beyond individual events.

Communication

The second theme highlighted the importance of visibility and shared meaning. Participants stressed clearer communication of learning outcomes, examples, and practices across teams. Rather than requesting additional tools, they pointed to the need to make existing insights recognisable and transferable.

Several post-its referred to creating “a central place”, improving “feedback”, and sharing examples across teams. These suggestions reflect a perceived lack of visibility of learning outcomes beyond the immediate event team. This directly addresses the friction in which learning remains local and does not spread through the organisation.

Ideal Way of Working

The third theme reflects a shift in how learning is framed. Participants described learning as an ongoing collective activity involving reflection-for-action, shared sensemaking, and the articulation of tacit knowledge.

Importantly, learning from successes gained prominence during the session. In the earlier interview phase, the sharing of successes was mentioned only sporadically and was therefore not identified as a dominant pattern. However, during the collective discussion, multiple participants questioned the strong focus on “bottlenecks” in existing evaluation practices. They suggested that the language of bottlenecks reinforces a problem-oriented framing of learning, while successful practices remain largely implicit and unarticulated.

6.3.2 Conditions for embedding learning

Following the clustering exercise, participants discussed the importance of embedding the identified themes and ideas into daily work practices. They noted that bottlenecks often carry a high emotional load and that it is not always clear how they should be formulated. Participants suggested that this process could be structured more clearly and implemented more consistently.

They also emphasised the facilitating role of managers in stimulating and supporting learning. Currently, approaches differ across teams, and participants expressed the need for a more uniform way of working. Several contributions reflected a desire to shift from a problem-focused approach towards a more balanced perspective that also recognises positive practices.

In addition, participants highlighted the importance of clear ownership, consistent follow-up of agreements, and improved communication of learning outcomes. Finally, the idea of introducing a structured programme for new employees was mentioned as a way to support continuity in learning practices.



Figure 17: Participants generating ideas in response to the five guiding questions



Figure 18: Participants conducting the clustering exercise

6.3.3 Synthesis

Together, these insights highlight the conditions required for embedding learning within the Event Process. An overview of these key insights is presented in Figure 19. The findings show that the core issue is not a lack of motivation to learn, but the absence of structural embedding and shared consistency.

Participants emphasise the need to integrate learning into existing routines and to improve visibility and communication across teams. They also stress the need to shift from a purely problem-focused approach towards a more balanced and collective way of learning. They indicate a need for support, facilitation, and clearly defined roles and ownership.

The themes confirm that the design challenge lies in structurally securing, sharing, and supporting learning beyond individual events. These insights led to a refinement of the design principles.

The findings did not generate an entirely new direction, but sharpened the focus on structural embedding, positive framing of learning, and explicit ownership. In particular, the emphasis on learning from successes shifted the design away from a purely bottleneck-oriented logic.

This confirms that effective learning interventions must focus on aligning operational work with structurally embedded learning practices. The following section translates this refined focus into a concrete intervention.

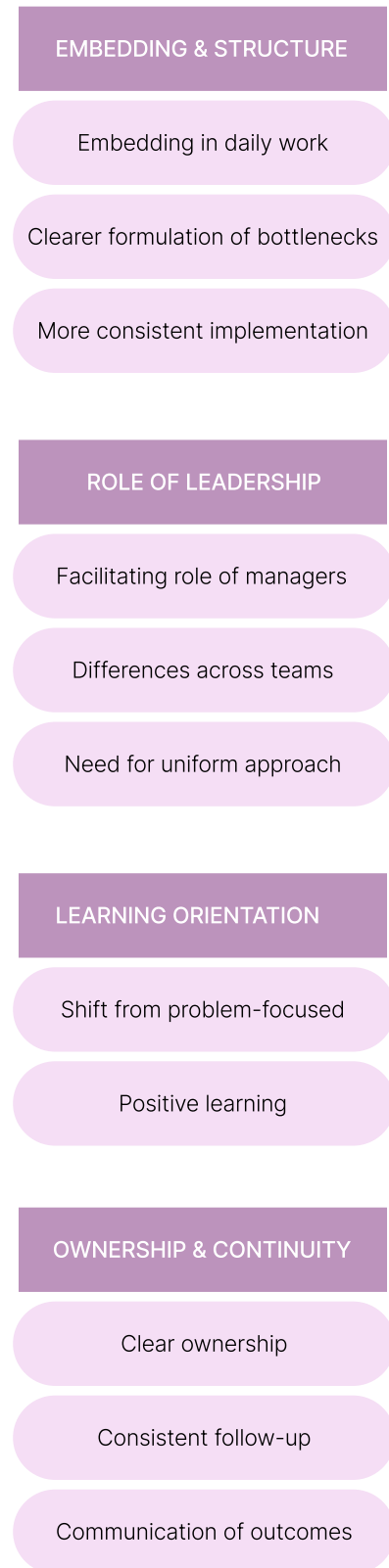


Figure 19: Key insights co-design session

6.4 Refined design criteria and question

6.4.1 Refined design criteria

Building on both the analytical conditions and the co-design outcomes, the following refined design principles were formulated. These principles articulate the conditions under which learning can become organisational and extend beyond individual events within the Event Process. An overview of the transition from the friction space to key insights and refined criteria is provided in Figure 20. The refined criteria are as follows:

- 1 Learning must be embedded into existing event moments (such as pre- and post-show structures), rather than organised as separate evaluation activities.
- 2 Each event-related learning outcome requires explicit ownership and follow-up beyond the individual event cycle, ensuring continuity across events.
- 3 Learning insights must be communicated through recurring cross-team moments, enabling visibility and transfer beyond the originating team.
- 4 Reflection should be positioned at a point in the event cycle that enables forward-looking learning rather than reactive evaluation under time pressure.
- 5 Successful practices, not only bottlenecks, must be made visible and transferable, supporting cumulative learning rather than reactive problem-solving.
- 6 Managers must actively facilitate and monitor the embedding, transfer, and continuity of learning across teams.

These principles move learning from being situational and person-dependent towards being structurally supported within the operational rhythm.

6.4.2 Design question

Taken together, the co-design session confirms that the central challenge is not the absence of reflection moments, but the fragmented way in which learning is embedded within daily work. While insights are generated within events, they do not consistently transfer across teams or individuals. Learning remains visible primarily through incident resolution, while successful practices remain implicit and local.

The findings reinforce the definition of the friction space as a structural misalignment between operational delivery and cross-level learning. Addressing this misalignment does not require additional evaluation tools, but structural alignment between initiative, ownership, visibility, and transfer within the existing way of working.

The conceptualisation is therefore guided by the following question:

How can learning be made visible, shareable, and transferable within existing work practices of the Event Process?

The challenge that follows is not to introduce more evaluation moments, but to ensure that learning no longer depends on coincidence, available time, or individual initiative, and instead becomes a consistent and collective organisational capability.

The following section translates these principles into concrete design decisions.

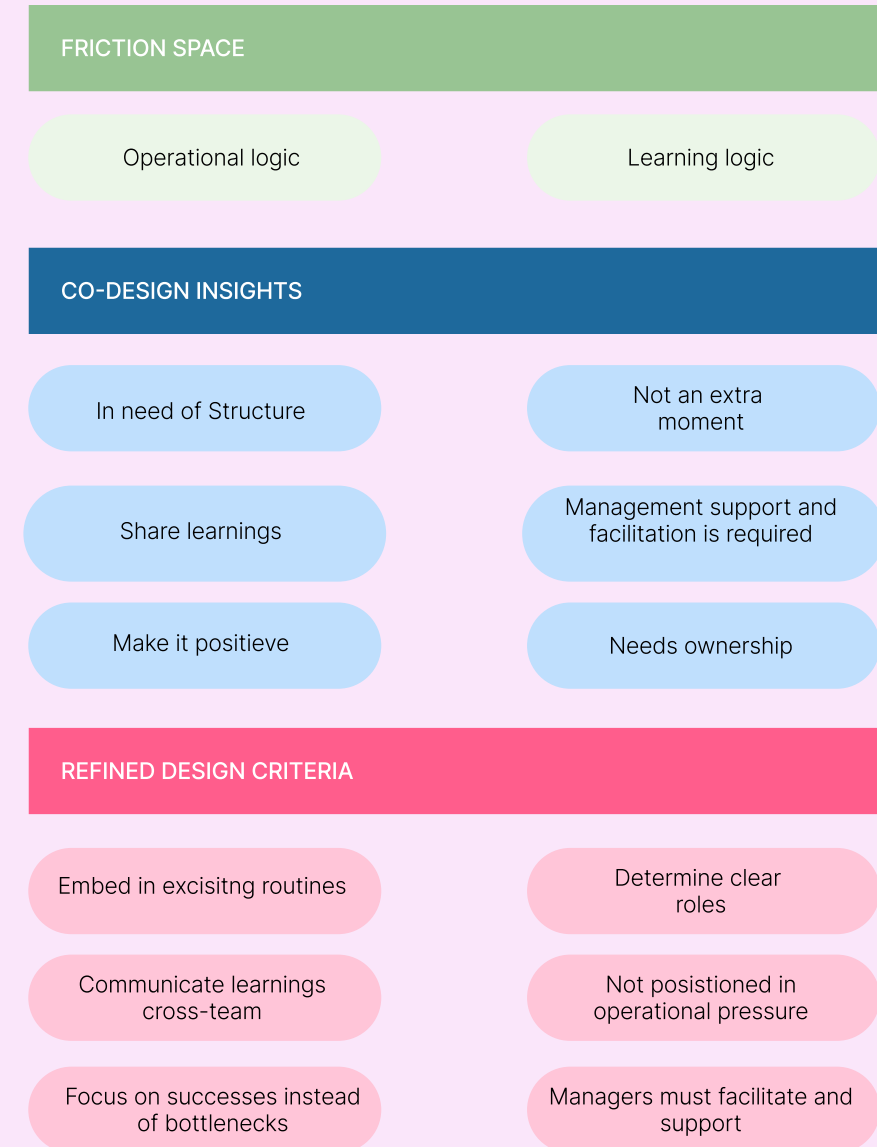


Figure 20: From friction space to refined design criteria

6.5 Conceptualisation

Building on the identified friction space and the formulated design criteria, the conceptualisation focuses on translating abstract design principles into a coherent intervention logic.

This section describes how the previously defined design principles are translated into a coherent conceptual intervention. Detailed design choices and the development process during the ideation and conceptualisation phases are presented in Appendix H.

6.5.1 From friction to design challenge

The analysis and co-design sessions show that learning is present within the organisation but remains fragmented, locally contained, and dependent on individual initiative. Reflection moments exist, yet they rarely lead to structured sharing beyond the team, causing insights to remain implicit and fade over time.

The identified friction reflects a misalignment between operational pressure and learning. Under time constraints, reflection is often postponed or deprioritised, making learning incidental rather than systematic. This suggests that the challenge is not to increase reflection, but to better align it with the existing rhythm of work.

The design challenge therefore focuses on embedding learning within existing structures. This includes clarifying ownership, improving the visibility and shareability of insights, and supporting structured follow-up. Rather than introducing a separate process, the intervention is designed as a lightweight structure integrated into existing coordination moments.

6.5.2 Positioning within the event process

In response, the concept was developed as a structured reflection mechanism embedded within the post-show meeting. This meeting marks a natural transition from execution to evaluation, making it a logical moment to anchor learning activities. By positioning the intervention immediately after the operational peak, reflection is no longer optional or postponed, but becomes an expected and recurring organisational practice.

Alternative entry points were considered during the design process. Introducing a separate reflection session was rejected, as it would increase operational burden and reinforce the tension between delivery and learning. Structurally involving management in the reflective conversation was also not pursued.

This could negatively affect psychological safety and limit open articulation. Maintaining a clear distinction between team-level reflection and organisational escalation was therefore considered essential.

6.5.3 Core mechanisms of the concept

At the core of the concept are three interconnected mechanisms, illustrated in Figure 21, that define how learning is generated and transferred:

- **Sensemaking:** enabling participants to articulate experiences, surface tacit knowledge, and reflect beyond descriptive reporting.
- **Translation:** structuring insights into explicit, shared formulations that can be understood beyond the specific context.
- **Reinforcement:** ensuring that insights are not only articulated, but also routed, shared, and followed up across organisational levels.

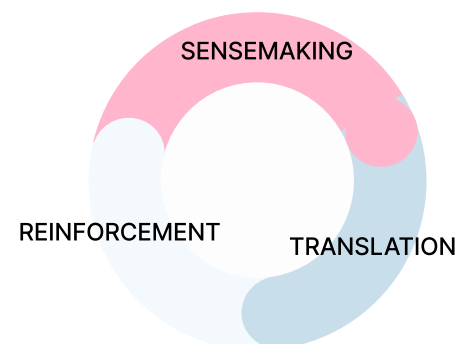


Figure 21: The steps of the concept

Together, they describe the transformation of individual experiences into team learning and, ultimately, organisational learning.

6.5.4 Elements of the concept

To bring these mechanisms into practice, the concept is structured through several interconnected design components.

First, the transition from experience to articulated learning is supported through guided reflection questions. A central issue identified in the analysis was that insights often remain implicit or are expressed in emotionally framed or ambiguous terms. The introduction of structured questions supports participants in moving from observation to explicit articulation. By focusing on what stood out, why it mattered, and what can be learned from it, reflection shifts from descriptive storytelling towards shared sensemaking. This creates the conditions for deeper reflection and enables learning to be understood at the team level rather than individually interpreted.

Second, learning is made visible by capturing it in written form. Rather than remaining within the conversation, formulated learnings are documented and materialised. This process requires precise formulation, reduces uncertainty, and transforms reflection from a fleeting exchange into a tangible artefact. It also creates a shared reference point for the team, supporting collective ownership and alignment. Visibility is therefore not pursued for documentation alone, but as a condition for learning to travel beyond the immediate context.

Third, a labelling system is introduced to support how learning is interpreted and directed within the organisation. One of the key issues identified in the friction space was that insights often remain local and tied to a specific event. To address this, four labels were defined: local, valuable, recurring, and risk. Each label indicates both the relevance of a learning and where it should be directed. By assigning a label, the team makes an explicit decision about the destination and follow-up of a learning. This shifts reflection from an internal discussion to a process that connects team-level insights to broader organisational structures.

Fourth, a sequence of guiding questions structures the learning process into a clear flow. The questions guide participants from identifying meaningful moments, to formulating learnings, and finally to determining their relevance and where they should be directed. In this way, reflection moves step by step from observation to explicit learning, and from learning to organisational positioning. The number of questions was intentionally kept limited to ensure feasibility within the existing meeting structure, balancing depth of reflection with operational practicality.

Finally, clear roles and ownership are introduced to ensure that learning continues beyond the reflective moment. Three roles are defined: facilitator, owner, and participant. The facilitator guides the process and safeguards a safe and focused conversation. The owner ensures that learnings are clearly formulated and forwarded to the appropriate organisational level, addressing the previously identified gap in follow-up. Participants contribute their experiences, keeping the reflection grounded in practice. Management is not structurally present during the reflection to preserve openness and trust. Instead, management becomes involved afterwards, where learnings are shared, discussed, and followed up at a broader organisational level.

To support consistent use, the concept is reinforced through tangible artefacts such as a poster and a booklet. These artefacts clarify the process, reduce ambiguity, and make it easier for teams to apply the structure without extensive training. Multiple iterations of the booklet were tested, as shown in Figure 22. Rather than introducing complex tools or digital systems, the design is intentionally kept simple and integrated into existing routines.

Taken together, these elements form a coherent intervention in which learning is not treated as an additional activity, but as an integrated part of everyday organisational practice. By structuring articulation, visibility, categorisation, and follow-up within an existing coordination moment, reflection shifts from a fragmented and incidental activity to a repeatable and transferable learning process.

This conceptual structure forms the foundation for the prototype described in the following section, where these mechanisms are translated into a concrete and testable method.

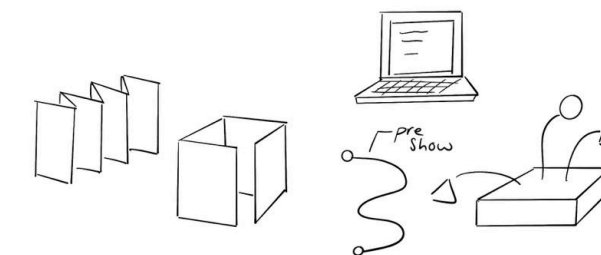


Figure 22: Testing prototypes of booklet

6.6 Prototype design

The prototype represents the first design iteration based on the conceptualisation described in the previous section. It translates the underlying mechanisms of sensemaking, translation, and reinforcement into a structured format that can be applied within the post-show meeting. The aim of this prototype is to explore how the proposed structure functions in practice and whether it supports clearer articulation, shared understanding, and the transfer of learning.

6.6.1 Supporting artefacts

To support the application of the prototype, the intervention is supported by tangible artefacts in the form of a poster and a booklet. These artefacts provide structure and guidance during the meeting without requiring additional instruction or training. The design iterations of the poster and booklet are included in Appendix I.

The poster offers a visual overview of the reflection process, including the sequence of steps, roles, and labels. It functions as a shared reference point during the meeting, helping participants remain aligned with the structure of the conversation (see Figure 23). A larger-scale version is included in Appendix J.

The booklet provides additional support through examples and short explanations. It includes guiding questions, clarifies the meaning of the labels, and outlines the roles within the process. By embedding this information within the material itself, participants are able to understand and apply the structure during use (see Figure 24). A larger-scale version is included in Appendix K.



Figure 23: Prototype booklet (generated with AI)

The use of tangible artefacts supports engagement with the process and helps implement the method within the existing meeting routine.

6.6.2 Guiding questions

The reflection within the method is structured through a sequence of five guiding questions. These questions guide participants from identifying meaningful moments to formulating learnings and determining their relevance and destination, as shown in Figure 25.

The sequence consists of the following questions:

- What stood out?
- What did we learn?
- What helped us move forward?
- Which label does this get?
- Who else could benefit from this?

Together, these questions structure the reflection process from observation to articulated learning and from learning to organisational positioning. The number of questions is intentionally limited to ensure that the process remains feasible within the existing meeting structure.

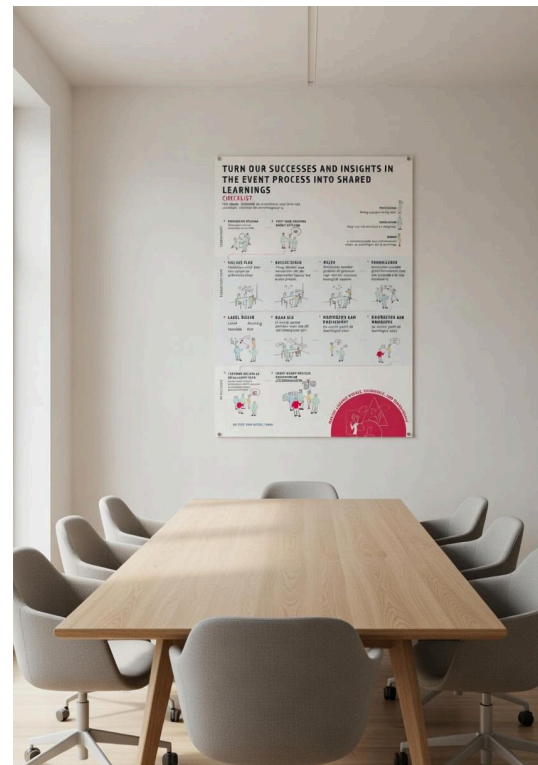


Figure 24: Prototype poster (generated with AI)

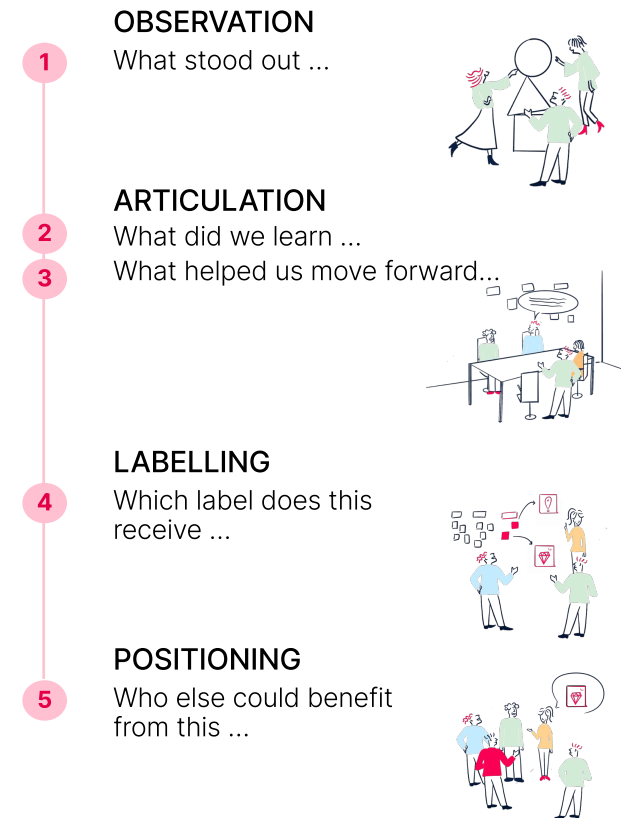


Figure 25: New learning flow

6.6.3 Labelling and routing

Once learnings are articulated, they are assigned a label that determines their relevance and destination. The prototype includes four labels: local, valuable, recurring, and risk.

Each label indicates how a learning should be positioned within the organisation. Local learnings remain within the team, while valuable learnings can be shared with other teams or departments. Recurring and risk-related learnings signal patterns or potential issues that require attention at a broader organisational

Label	Meaning	Destination
Local	Single event team	Post-show document for repeat event
Valuable	Cross team or department	Shared with teams or departments
Recurring	Pattern	Management
Risk	Safety, quality or continuity	Management

Figure 26: Labels meaning and destination

level. By assigning a label, participants make an explicit decision about the destination and follow-up of a learning, linking team-level learning to organisational level learning. An overview of the labels, their meaning, and their organisational position is provided in Figure 26

6.6.4 Roles and ownership

To support the reflection process and ensure continuity beyond the meeting, three roles are defined within the prototype: facilitator, owner, and participant, shown in figure 27.



Figure 27: The roles

The facilitator guides the conversation and safeguards a structured and safe environment for reflection. The owner is responsible for ensuring that learnings are clearly captured and forwarded to the appropriate organisational level. Participants contribute their experiences, grounding the reflection in practice.

By assigning clear roles, the prototype supports both the quality of reflection during the meeting and the follow-up of learnings afterwards.

6.6.5 Learning process in practice

Within the post-show meeting, the prototype introduces a structured flow for reflection, shown in figure 28. Participants first identify moments that stood out during the Event Process. These moments are then discussed and reformulated into clear and transferable learning statements, supported by the guiding questions.

Learnings are written down on post-its. This creates a visible overview of insights and allows the team to collectively review and structure what has been learned.

Following articulation, each learning is assigned a label to determine its relevance and destination. Ownership is then assigned to ensure that learnings are followed up and shared beyond the meeting where relevant.

Through this process, reflection moves from individual experience to shared understanding and from team-level insight to organisational level. This structure directly addresses the previously identified fragmentation of learning by enabling articulation, visibility, and follow-up within a single coordinated process. This aligns with the integrating and institutionalising processes described in organisational learning theory by Crossan et al. (1999).

6.6.6 Aim of the prototype

The prototype was developed as a testable method to evaluate how structured reflection can be embedded within the operational rhythm of the Event Process. The aim is to assess how the structure is understood and applied by participants, and whether it supports deeper reflection and clearer articulation of learning.

The testing focuses on several aspects, including the clarity of the guiding questions, the depth of reflection, the use of labels, and the interaction dynamics within the group. The insights gained from this testing phase form the basis for further refinement in the final design.

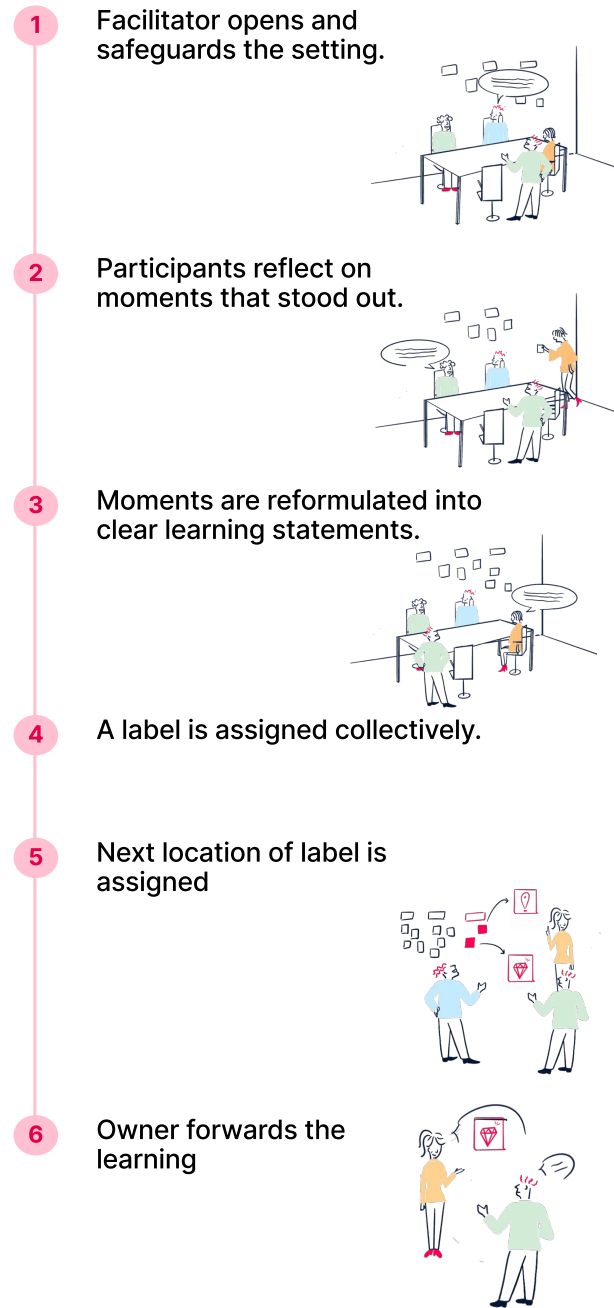


Figure 28: The intended journey of the intervention

6.7 Iterations with shareholders

The prototype was presented and discussed with several individuals who were either directly involved in or closely connected to the Event Process. These conversations focused on how the approach could fit within existing meeting structures and the organisation. The aim was to assess whether the prototype was perceived as understandable, practically applicable within current routines, and where it could best be positioned within the organisation's governance structure.

Participants included a project manager, a department manager, an individual closely involved with the organisation, and the director of the process. These individuals were selected because of their knowledge of the organisational structure and the Event Process. Some had previously contributed to earlier phases of the research, while others encountered the concept for the first time. This combination enabled both informed critique grounded in the friction space analysis and a fresh evaluation from a practical user perspective.

Each session followed a structured format. First, the method was presented, as shown in Figure 29, including how it addresses the structural tension identified in earlier phases of the study. Next, the core components of the prototype were introduced: the guiding questions, the roles, and the labelling structure. The poster and booklet were used as visual artefacts to illustrate the prototype.

Participants were then invited to reflect on three dimensions:

- Clarity: Is the method understandable?
- Acceptance: Does it feel relevant and logical within the Event Process?
- Practical applicability: Is it feasible within the constraints of existing meetings?

These sessions offered a clearer understanding of where the method could be positioned within the organisation and where ownership of the method could be placed.

6.7.1 Results

The sessions provided insight into how the prototype was perceived by individuals with coordination and leadership responsibilities within the Event Process.

Overall, participants responded positively to the core mechanism of the prototype. In particular, the labelling structure was recognised as a potentially effective way to translate individual experiences into insights that can be shared beyond the immediate project team.

Participants indicated that the labels could help clarify the scope and relevance of learnings, making it easier to distinguish between locally relevant observations and insights with broader organisational value.

Several participants emphasised that the prototype could serve as a practical structure for involving the wider event team in reflective conversations. Rather than relying on informal discussion, the mechanism provides a structured way to make learning visible and collectively articulated within existing meeting formats.

Participants also noted that reflection could be strengthened by more explicitly connecting learnings to the dimensions of content, collaboration, and process. Structuring examples and questions around these dimensions helps to make learnings more concrete and aligned with how work is experienced in practice.

The examples included in the booklet were considered particularly helpful in supporting this process. Participants indicated that examples could be further strengthened by ensuring that each clearly relates to one of these dimensions, making it easier to recognise and formulate learnings in a consistent way.

The use of tangible artefacts was also positively received. Participants noted that the physical nature of the poster and booklet fits well with the organisation's way of working and supports clarity during the session. The visual overview provided by the poster was described as clear and easy to follow, and participants appreciated that it could be used in meetings as a shared reference point.

At the same time, participants indicated that an additional element could strengthen the continuity of learning. While the formulation and discussion of learnings were seen as valuable, there was a perceived need for a way to maintain an overview of learnings over time

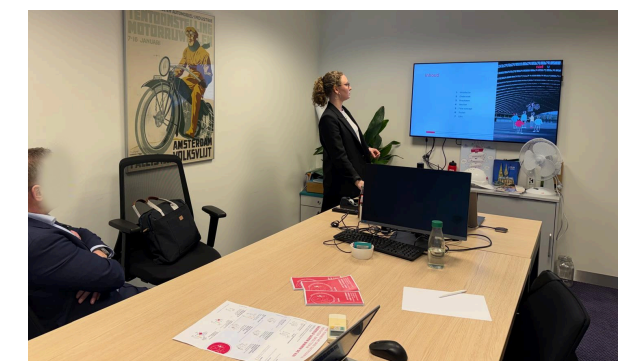


Figure 29: A session presenting the method

Importantly, this should not take the form of an additional system or administrative layer that risks fragmenting information, but rather a simple and accessible overview that supports continuity and visibility across events.

The conversations highlighted that successful implementation depends on managerial involvement. Participants confirmed that organisational learning initiatives within the Event Process require support from leadership and need to be embedded in broader organisational development efforts. Participants also noted that this method could complement an ongoing program that is being developed within the business unit.

Participants emphasised that managers play a key role in enabling learning in practice. This includes creating time for reflection, encouraging active participation, and ensuring that learnings are followed up beyond the meeting itself. They also suggested integrating the method into leadership practices that support the organisation's ambition to become a learning organisation. This would provide managers with concrete tools and structure to actively support and strengthen the learning capacity of their teams.

Participants further noted that successful implementation requires experimentation and adaptation. Rather than introducing the mechanism organisation-wide immediately, pilot implementations could be used to explore how the method fits within the daily operational rhythm of event teams. Participants also expressed a need for clearer, actionable steps for implementation. This includes guidance on how the method should be introduced and where ownership should be positioned within the organisation.

6.7.2 Design iterations

Based on the insights gathered during the prototype sessions, several design iterations were made to further strengthen the clarity, applicability, and organisational embedding of the concept. These iterations focused on improving the articulation of learning, strengthening alignment with daily practice, and ensuring continuity and implementation.

Refinement of guiding questions

Participants indicated that the initial formulation of the guiding questions was relatively general. This made it difficult to consistently move beyond descriptive reflection. While the questions supported discussion, they did not always provide sufficient direction for articulating concrete and transferable learnings.

In response, the questions were refined to more explicitly guide participants. The focus shifted towards identifying impactful moments and translating these into clear learning statements. The revised formulation places stronger emphasis on recognising moments that had a direct impact on content, process, and collaboration. It also supports formulating what was concretely learned from these situations. This adjustment enables a clearer transition from experience to articulated learning.

By grounding reflection in recognisable dimensions of daily work, the revised questions reduce uncertainty and make it easier for participants to formulate insights that are both specific and transferable.

Strengthening alignment through examples

In addition to the questions, participants highlighted the importance of examples in supporting the understanding and application of the method. The initial examples were perceived as helpful but could be further strengthened to provide clearer guidance during reflection.

To address this, the examples in the booklet were revised to explicitly relate to the dimensions of content, process, and collaboration. This makes it easier for participants to recognise relevant situations and supports a more consistent formulation of learnings across different contexts.

By aligning the examples with these dimensions, the method reduces cognitive load during reflection and enables participants to more quickly connect their experiences to structured learning statements.

Introducing continuity through an overview

While the prototype supported the articulation and discussion of learnings within the meeting, participants indicated that insights could still dissipate over time without a clear mechanism for maintaining visibility beyond the immediate context.

To address this, a dedicated SharePoint page was introduced as a central place to capture and maintain learnings. This page is designed specifically for the method, allowing insights to be stored, reviewed, and shared across teams and over time.

Importantly, this addition is not intended as an additional administrative system, but as a lightweight and accessible overview that supports continuity. In doing so, it addresses the previously identified risk of fragmentation while ensuring that learning remains visible and cumulative without creating additional complexity.

Clarifying implementation and ownership

The sessions also revealed uncertainty regarding how the method should be implemented within the organisation and where ownership should be positioned. Participants emphasised that successful adoption depends not only on the design of the method itself, but also on clear guidance and organisational support.

In response, the final design includes more explicit implementation steps, outlining how the method can be introduced and applied within teams. Particular attention is given to the role of management, as leadership plays a crucial role in enabling and sustaining learning practices.

Managers are expected to support the method by facilitating reflection, encouraging participation, and ensuring follow-up of learnings. To support this role, the method is positioned in connection with the existing leadership development programme, where managers can develop the skills required to stimulate and support the learning capacity of their employees.

At the same time, the implementation approach combines both top-down and bottom-up elements. While department managers are responsible for creating the conditions for learning, pilot implementations within teams allow the method to be tested and adapted to daily practice. This dual approach ensures that the method is both strategically supported and practically applicable.

Synthesis

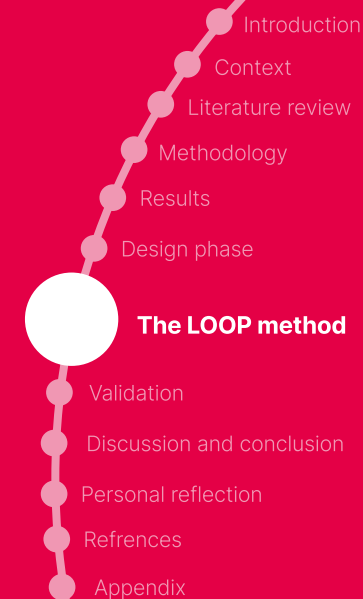
These iterations strengthened the clarity, usability, and organisational embedding of the concept. By refining the articulation process, improving alignment with daily practice, and clarifying implementation and ownership, the design evolved from a conceptual structure into a more robust and applicable intervention.

These refinements directly informed the final design presented in the following chapter, in which the updated questions, examples, and implementation structure are integrated into a coherent learning method.

Chapter 7

Design outcome: The LOOP method

- 7.1 Introduction of the LOOP method
- 7.2 The LOOP method
- 7.3 The learning process
- 7.4 Guiding questions
- 7.5 Labelling system
- 7.6 Roles and management
- 7.7 The artifacts
- 7.8 Implementation and ownership
- 7.9 Strategic roadmap



Summary

This chapter introduces the LOOP method: a lightweight, embedded learning method designed for post-show meetings. It structures reflection through five guiding questions and routes insights using four labels, local, valuable, recurring, and risk, to enable targeted transfer. The method connects individual and team reflections to organisational decision-making. Supporting artefacts (booklet, poster, SharePoint page) provide clarity, consistency, and visibility. The chapter also includes a storyboard and a strategic roadmap outlining how the LOOP method can be initiated, integrated, and eventually institutionalised.



7.1 Introduction of the LOOP method

Building on the design iterations described in Chapter 6, this chapter presents the finalised design: the LOOP method. The method combines structured reflection, articulation, categorisation, and routing into an integrated organisational learning mechanism embedded within the Event Process.

The LOOP method is designed to make learning visible, shareable, and transferable across organisational levels. It combines five guiding questions, a labelling system, defined roles, and management reinforcement. This connects team-level reflection to broader organisational awareness and decision-making.

Rather than introducing additional evaluation structures, the method is embedded within the existing post-show meeting. In doing so, it integrates learning into the operational rhythm of the Event Process, reducing dependence on individual initiative and favourable conditions.

Particular attention is given to clarity of articulation, explicit ownership, and structured sharing of insights beyond the immediate team. Through this structure, the LOOP method supports organisational learning.

This chapter outlines the core components of the method, describes the supporting artefacts, and presents the implementation strategy for embedding the LOOP method within RAI Amsterdam. An overview of the different layers in this chapter is provided in Figure 30.

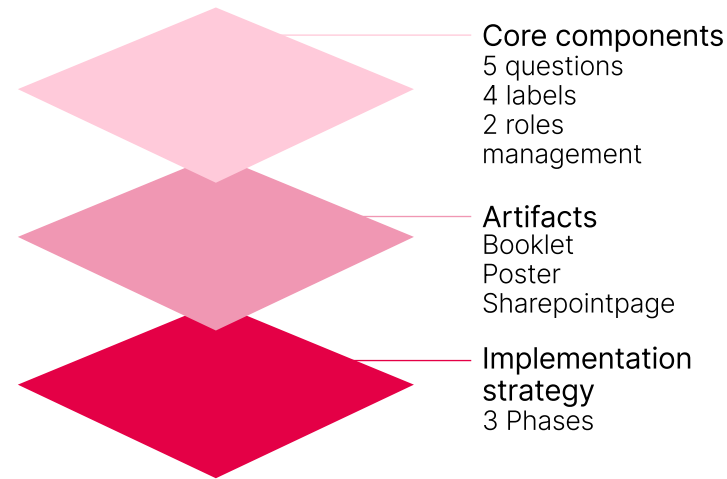


Figure 30: Layers of the chapter

7.2 The LOOP method

The LOOP method is a structured learning loop embedded in the organisational Event Process. It integrates guided articulation, categorisation, defined roles, and management reinforcement into one coherent flow. The method is designed to make learning visible, shareable, and transferable while remaining aligned with the existing operational rhythm.

“LOOP” stands for Learning through Organisational Ownership and Processes. The name refers not only to ownership within the organisation, but also to the iterative nature of learning. Insights move from the individual to the team and to the organisational level, and back again. The method reflects the principles of both single-loop and double-loop learning. It connects immediate problem-solving to deeper structural improvement.

Rather than introducing an additional evaluation structure, the LOOP method builds upon the post-show meeting as a fixed moment of transition between execution and evaluation. Within this setting, reflection is structured in such a way that individual experiences are translated into explicit learnings.

The method consists of four interconnected components, shown in figure 31. Together, these components create a structured pathway from insights to organisational learning.

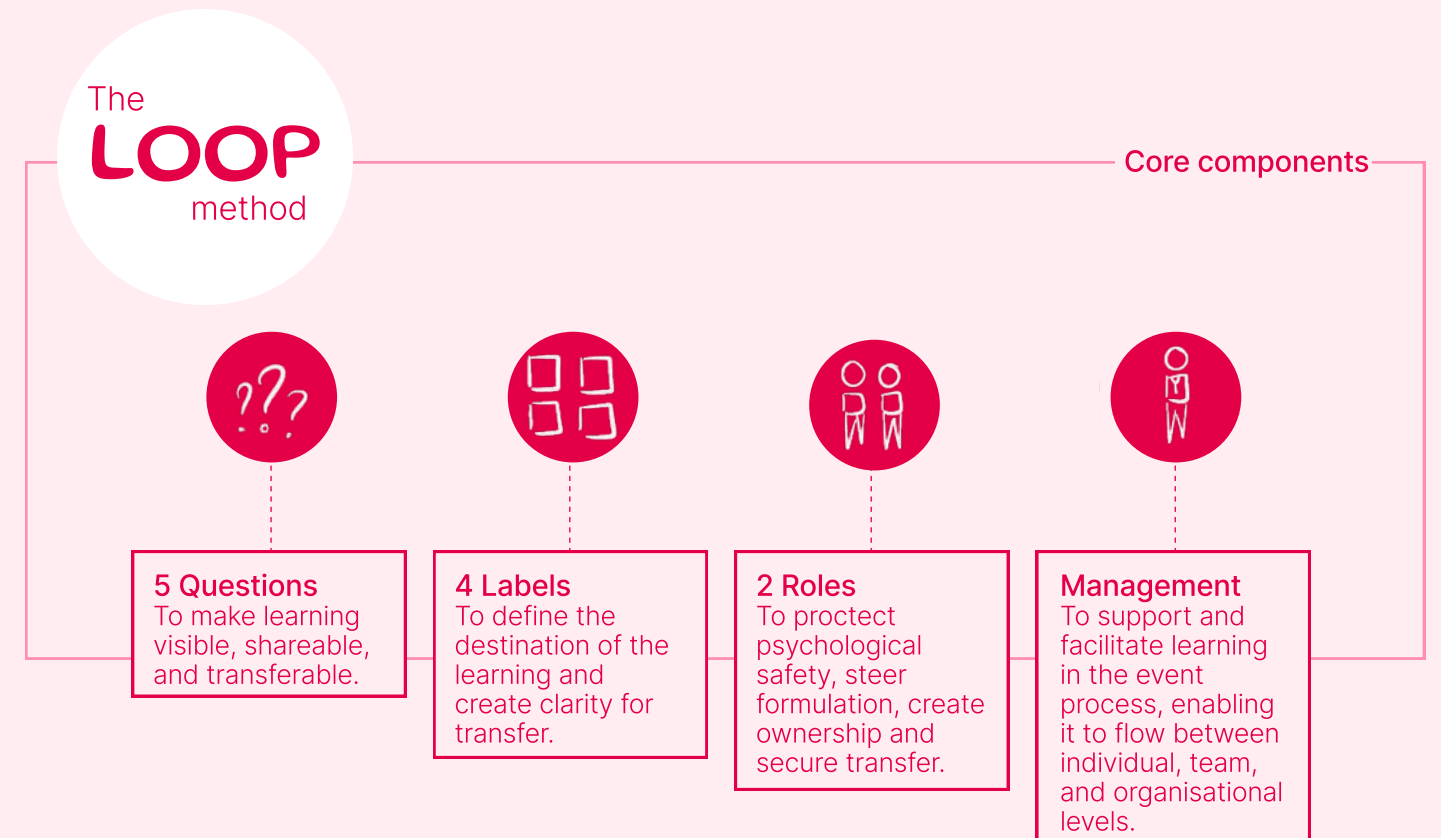


Figure 31: Core components of the method

7.3 The learning process

The LOOP method structures learning as a loop across organisational levels. It does so through the interaction between structured reflection, explicit labelling, defined ownership, and management reinforcement. The flow of the method is shown in Figure 32.

Learning begins with observation during the event cycle. Moments that stand out are brought into the post-show meeting, where they are collectively reflected upon. Through the guiding questions, observations are articulated and formulated into concrete learning statements.

Learning begins with observation during the event cycle. Moments that stand out are brought into the post-show meeting, where they are collectively reflected upon. Through the guiding questions, observations are articulated and formulated into concrete learning statements.

The owner is responsible for ensuring that each learning reaches its designated context and is secured on the SharePoint page, supporting continuity beyond the meeting itself.

At management level, selected learnings are discussed within existing meeting structures. Where relevant, patterns can be recognised, decisions can be taken, or structural adjustments can be considered. These outcomes may subsequently influence future event cycles.

In this way, learning moves beyond individual experience or a single team. It progresses from individual observation to collective reflection. It then moves from reflection to organisational positioning, and from organisational discussion back into practice. The loop is completed when insights from one event inform future events or structural decisions. This enables learning to accumulate over time.

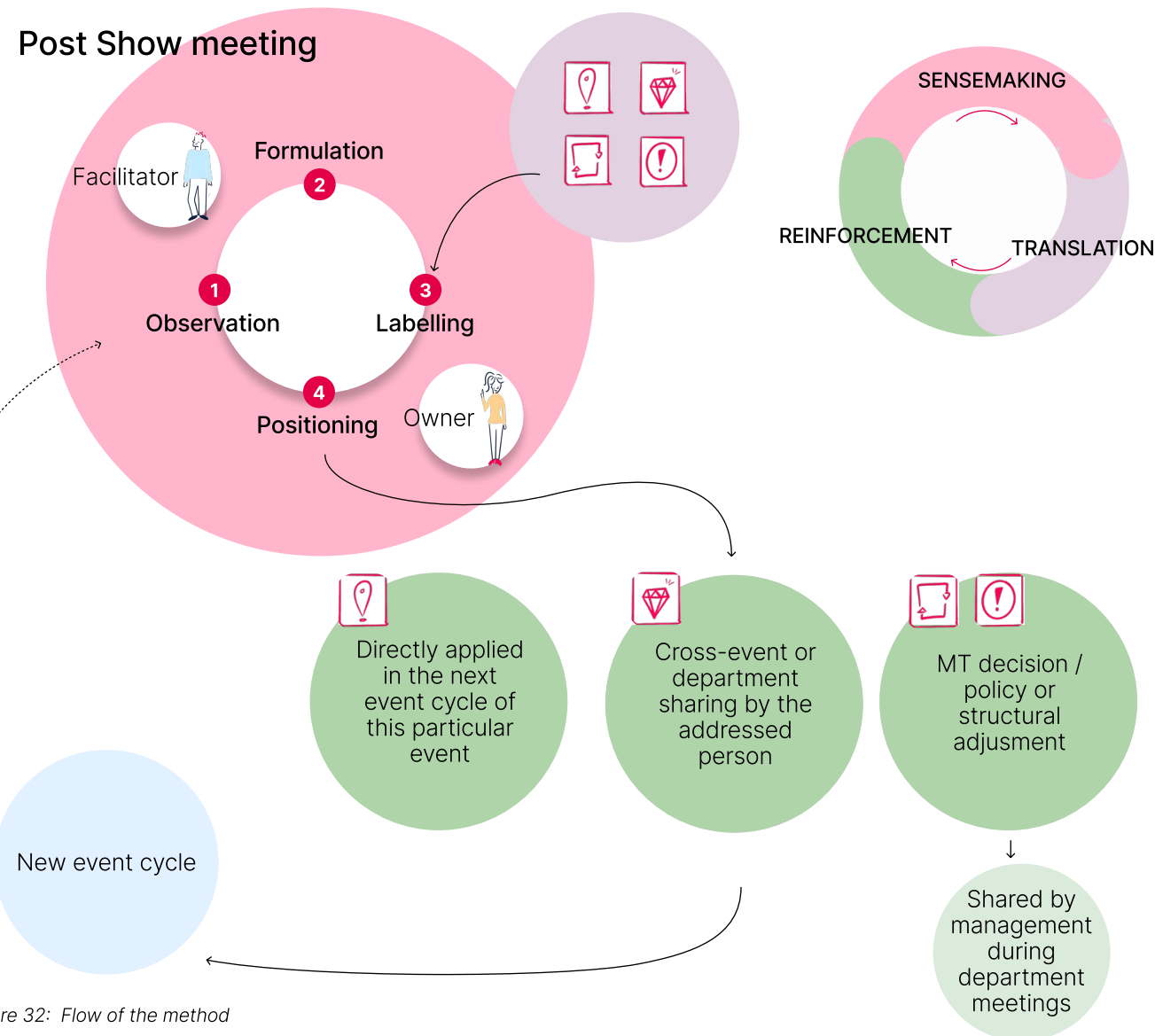


Figure 32: Flow of the method

To support understanding of the LOOP method in practice, Figure 33 presents a storyboard illustrating the full reflection process. The storyboard visualises how individual observations are brought into the post-show meeting, articulated through the guiding questions, assigned a label, and routed towards their appropriate organisational context. In doing so, it provides a clear overview of how learning moves from individual experience to organisational follow-up. A more elaborate storyboard is provided in Appendix L.

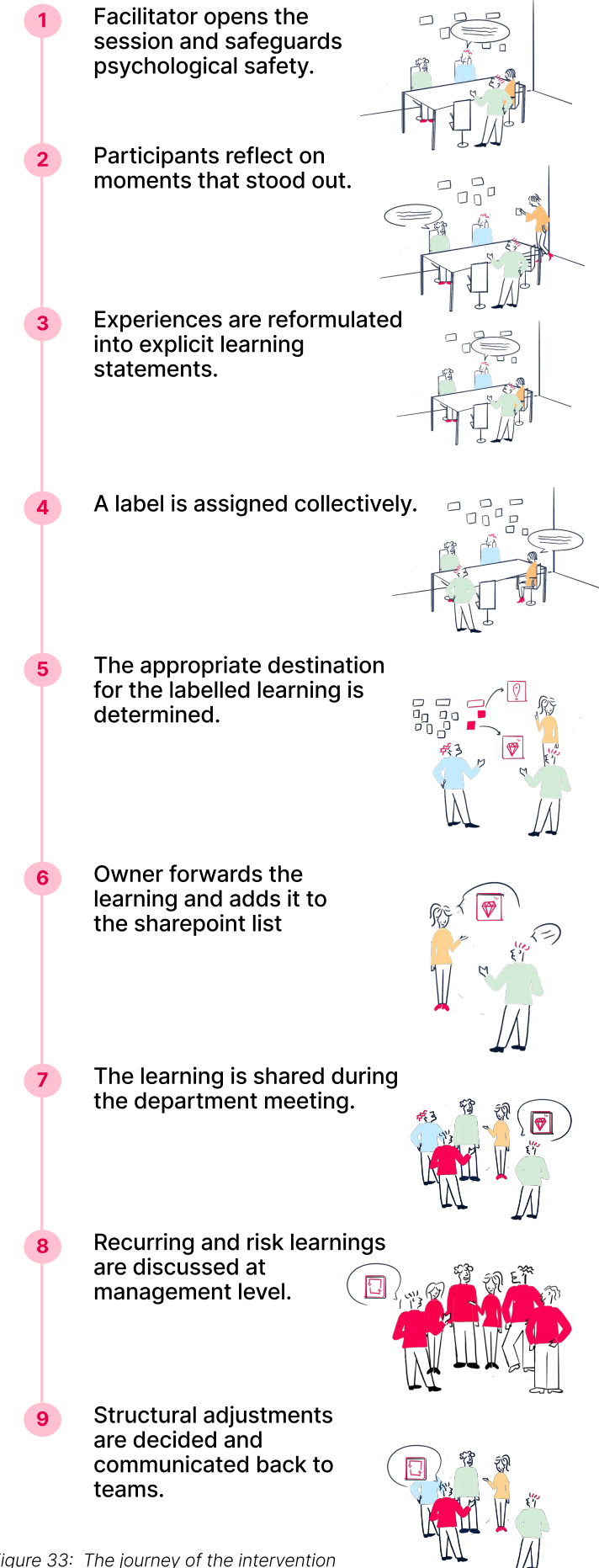


Figure 33: The journey of the intervention

7.4 Guiding questions ●●●●

At the core of the LOOP method are five guiding questions that structure the reflective conversation, as shown in Figure 34.

Observation

- 1 What stood out?
- 2 Which moment had a real impact on our content, process, and collaboration?

Formulation

- 3 How can we formulate what we have concretely learned from this?

Labelling

- 4 Which label do we assign to this?

Positioning

- 5 Who else can benefit from this?

Figure 34. The guiding questions of the LOOP method.

The first question invites participants to surface meaningful moments from the event. This can include both successes and tensions, supporting a balanced reflection rather than a focus solely on bottlenecks.

The second question narrows the focus to impact. By explicitly connecting moments to content, process, and collaboration, the team is encouraged to reflect beyond isolated incidents and consider how work practices shape outcomes.

The third question requires reformulation. Instead of remaining at the level of experience, the team translates observations into clearly articulated learning statements. These statements must be understandable to individuals who were not present during the event, ensuring clarity and reducing reliance on contextual knowledge.

The final two questions introduce organisational positioning. By assigning a label and determining who can benefit, the team moves from internal reflection to organisational sharing. In this way, reflection does not remain descriptive but results in explicitly formulated learning with a defined scope and destination.

7.5 Labelling system ●●●●

To support transfer beyond the team, each formulated learning is assigned one of four labels:

- **Local:** relevant within the event team
- **Valuable:** useful for other teams or departments
- **Recurring:** repeatedly emerging insight indicating a structural pattern
- **Risk:** related to safety, quality, or continuity

The label determines how the learning is positioned within the organisation, shown in Figure 35. Local learnings remain within the event context and inform future editions. Valuable learnings are shared with other teams or departments where applicable. Recurring and risk-labelled learnings are shared with management, signalling patterns or potential issues that require broader attention.

By explicitly categorising learnings, the team makes a conscious decision about relevance and scope. This step transforms reflection into an act of organisational positioning rather than internal discussion alone.

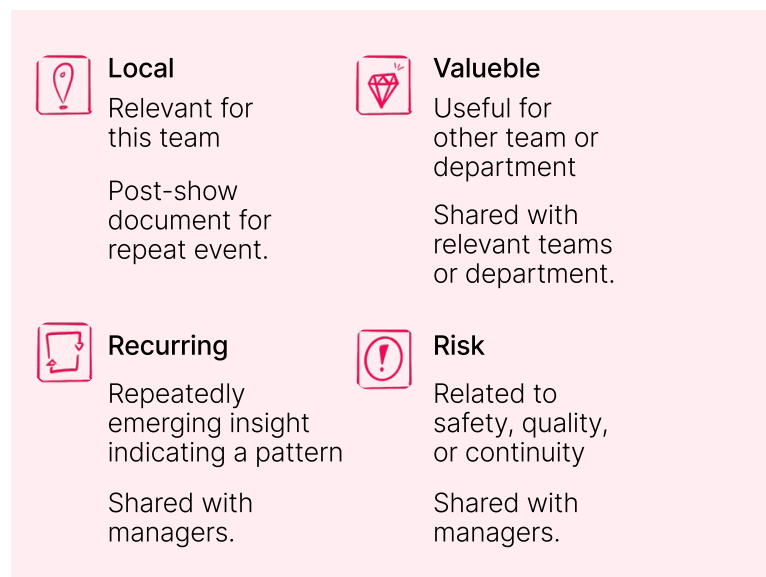


Figure 35. The labelling system of the LOOP method.

7.6 Roles and management ●●●●

Different roles are established within the LOOP method to support its effective application, as shown in Figure 36.

Facilitator

To safeguard psychological safety and maintain focus during the meeting, the LOOP method includes a facilitator role. The facilitator guides the team through the five questions and ensures that the dialogue remains constructive and centred on learning. By maintaining structure, the facilitator prevents reflection from turning into operational debate.

The facilitator also encourages deeper questioning of underlying assumptions and routines. In doing so, the role supports conditions associated with double-loop learning and strengthens the team-level processes required for learning to move beyond individual experience.

Owner

The facilitator also encourages deeper questioning of underlying assumptions and routines. In doing so, the role supports conditions associated with double-loop learning. It also strengthens team-level processes that allow learning to move beyond individual experience.

This may involve presenting the learning during a department meeting or forwarding it to management when discussion at MT level is required. In addition, learnings are secured on the LOOP SharePoint page, where they are stored in one central location and can be linked to their assigned destination. Once the learning has been delivered to the relevant level, the owner's responsibility is fulfilled.

Through this role, transfer becomes explicit rather than implicit, and follow-up is structurally secured.

Management

Management plays a reinforcing role in embedding the LOOP method within the organisation. While the method structures reflection at team level, leadership is responsible for creating structural moments in which learnings can be shared, discussed, and acted upon.

Garvin identifies leadership reinforcement as a building block of organisational learning. In line with this perspective, management allocates space within existing meeting structures, such as department meetings or MT sessions. These meetings are used to review valuable, recurring, and risk-labelled learnings. Where relevant, the same guiding questions can be applied at managerial level to reflect on patterns emerging across teams.

At the same time, management is not structurally present during the team-level reflection. This separation maintains psychological safety and avoids hierarchical pressure during the post-show meeting. Forwarding to management occurs through the labelling mechanism, preserving a distinction between reflection and escalation.

By creating space, actively participating in reflection, and ensuring follow-up, management connects team-level reflection to organisational-level awareness. Decisions taken at management level can then inform adjustments within the Event Process, enabling learning to circulate across levels.



Figure 36. Roles and management within the LOOP method.

7.7 The artifacts

This section explains the artefacts designed to support the consistent application of the LOOP method within the Event Process. Three artefacts have been developed: the booklet (Figure 38), the poster (Figure 37), and the SharePoint page (Figure 37). Each artefact serves a specific role within the process: the poster structures the session, the booklet provides guidance, and the SharePoint page supports organisational embedding and accessibility.

These artefacts aim to explain the method, support its application, and help secure learnings over time. Each artefact is explained in more detail in the following sections.

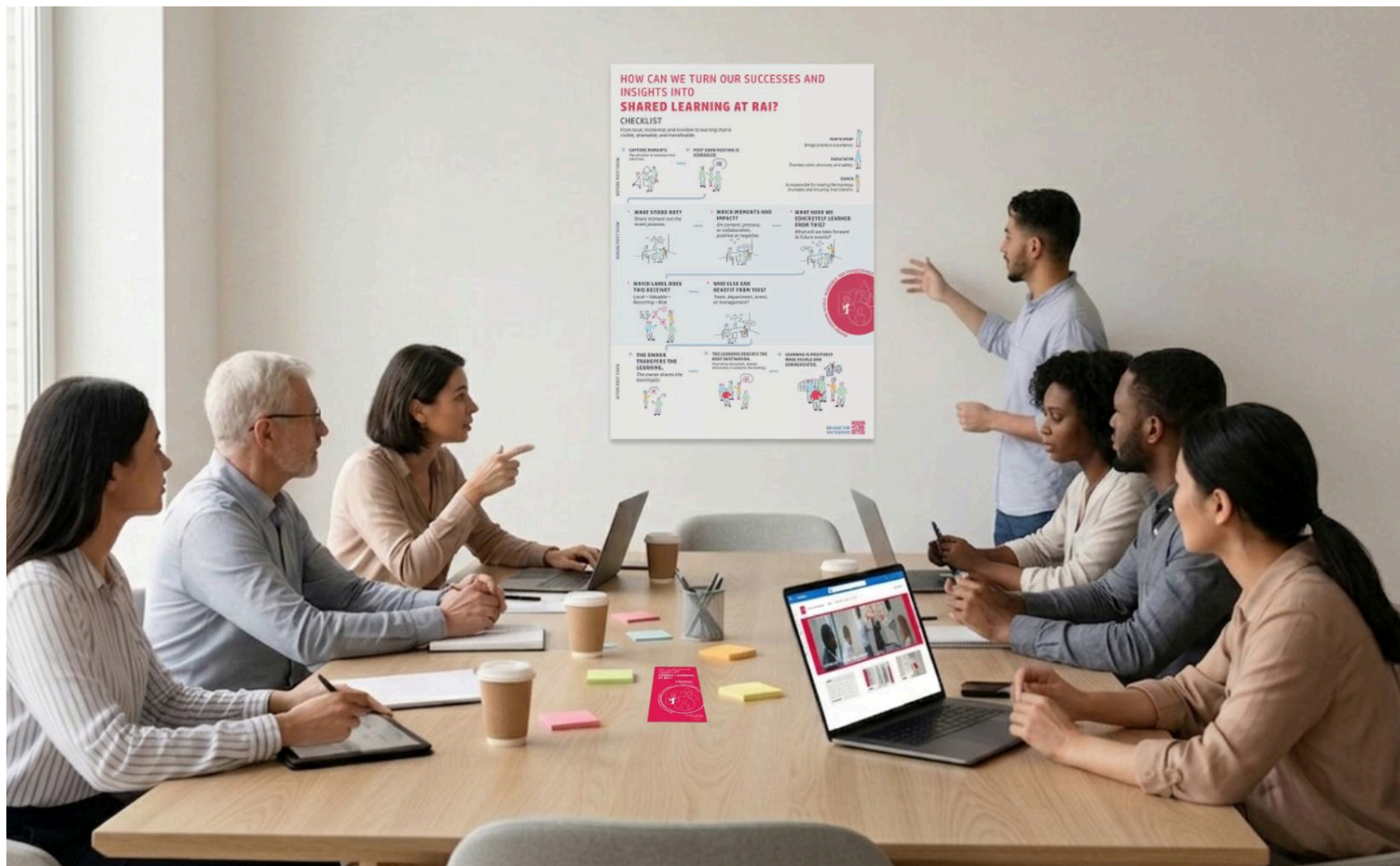
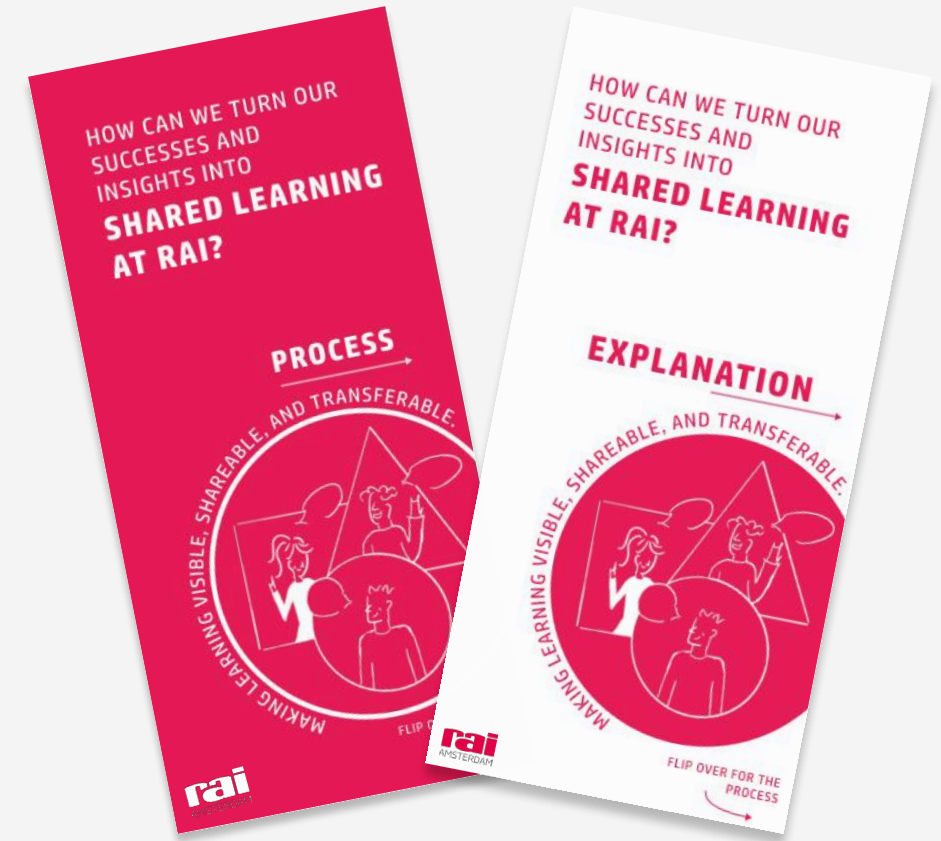


Figure 37. The artefacts of the LOOP method (AI-generated image).



Figure 38: The booklet of the LOOP method

7.7.1 Booklet

The booklet serves as the primary introduction and reference guide for the LOOP method. It provides an overview of the purpose of the method, the five guiding questions, the four labels, and the defined roles within the reflection process.

It can be used in two ways. It can be used in two ways. It functions as an introductory document for teams encountering the method for the first time and as a practical reference during or after the post-show meeting. The introductory pages are shown in Figure 39, while the detailed process pages of the booklet are presented in Figure 40.

The format allows it to be read page by page or opened fully to provide a visual overview of the complete process. Concrete examples illustrate how an observed moment can be translated into a formulated learning, assigned a label, and positioned for transfer. These examples support clarity and reduce uncertainty when applying the method in practice.

The booklet is available in both Dutch and English, with the Dutch version included in Appendix M, and is written in clear and accessible language to ensure usability across roles and departments. The design remains intentionally simple, supporting low-threshold application within busy operational contexts.

Its physical accordion format allows it to be placed open on the table during meetings, providing a continuous visual reference throughout the reflection process. This supports ease of use and encourages consistent application without requiring additional tools or digital interfaces. It contributes to consistent use of the LOOP method across teams and events by offering shared terminology, structured explanations, and practical examples. It supports both experienced users and new participants, allowing the method to be applied without extensive additional training.

HALLO!
In our work, we learn continuously: during build-up, the event itself, and the busy moments around it. Yet many insights remain within one team or disappear afterwards. As a result, work is duplicated and valuable lessons are lost.

This booklet helps you make those insights briefly visible and shareable, without adding extra meetings. You simply use it during existing moments, such as post-show meetings.

The fixed questions and roles provide structure to reflect, share insights, and pass them on.

WHY
To make learning visible, shareable, and transferable, so insights do not remain local but truly flow through the organisation.

WHEN
During the post-show meeting.

HOW
By using clear roles, a fixed set of questions, and Post-its to quickly make insights visible.

WHAT THIS IS NOT
This is not a new method, training, or additional meeting.
It is not meant to solve problems or evaluate performance.
It is not about blame, but about insight.
Not every learning point needs follow-up.
This is a simple tool to briefly pause, recognise learning moments, and decide on the next step, within meetings that already exist.

FACILITATOR
Guides the conversation and creates structure
• Ensures a safe and focused discussion
• Keeps insights concrete and usable
• Helps translate observations into learnings

OWNER
Keeps the overview of all learnings
• Identifies which insights to pass on and where
• Ensures each learning is clearly formulated and shared
• Prevents knowledge from getting lost
• Makes sure insights flow through the organisation

PARTICIPANT
Brings practical experience to the session
• Shares their own insights and what happened
• Speaks from own experience
• Contributes to collective learning

TOOLS
The tools keep it simple and visible:
• Post-its
• Markers
• A wall or table.
These quickly reveal patterns, insights, and overview. By making thinking visible, everyone can follow, contribute, and learn together.

ONLINE
Prefer working together in person, but use the online whiteboard template when needed.
• Work together in real time
• Follow the same steps as in the physical setup
• Scan the QR code below to access with your RAI email.

THE FIVE STEPS
These five steps help your team make successes and insights concise, visible, and transferable during the post-show.

- WHAT STOOD OUT?**
"Several exhibitors had questions about safety materials and emergency exit requirements. Instead of handling these individually, Safety shared a simple visual guideline on-site. Exhibitors and stand builders immediately understood what was needed, which sped up compliance."
- WHICH MOMENTS HAD IMPACT ON OUR CONTENT, PROCESS, AND COLLABORATION? CAN BE HELPFUL OR CHALLENGING!**
"The quick deployment of the visual guideline had a strong positive effect. Stand builders adjusted their materials without debate, and the UB check was completed faster than usual."
- HOW CAN WE FORMULATE WHAT WE HAVE CONCRETELY LEARNED FROM THIS?**
"Providing a clear one-page visual with the most common safety requirements helps prevent confusion and reduces rework. We should create a standard 'Safety Quick Guide' and use it at all events."
- WHICH LABEL DO WE ASSIGN TO THIS?**
"This may also be relevant for other event teams, so it receives the label 'Valuable:'"
- WHO ELSE CAN BENEFIT FROM THIS?**
"For future events, this is valuable for safety"

LABELS
Labels help categorize insights quickly and ensure they reach the right place. Together with the team, the owner determines which label fits best. There are four labels:

LOCAL
Only relevant for this event / event team.
Who receives this label?
It is added to the post-show document of this event (for repeat editions).

VALUABLE
Useful for other teams or departments.
Who receives this label?
It is shared with other teams or department(s).

RECURRING
An insight that continues to reappear and may indicate a pattern.
Who receives this label?
Passed on to managers and added to the backlog.

RISK
An insight that poses a risk to safety, quality, or continuity.
Who receives this label?
Passed on to managers and added to the backlog.

EXAMPLE
DURING THE KICK-OFF – NOTICE MOMENTS THAT STAND OUT IN THE EVENT PROCESS
Discuss during the kick-off meeting which moments are important to capture.
"During this exhibition, consciously pay attention to our successes and what works well, as well as to situations that caused delay or risk, especially in process, collaboration, and content."

DURING THE POST-SHOW – MAKING LEARNING VISIBLE
Share what stood out during the event process.
"Because the build-up time was very limited, suppliers were unable to fix all missing items on time. Exhibitors arrived to set up their stands while ordered materials were still incomplete. This created dissatisfaction and required a lot of last-minute coordination."

Which moments had real impact on our content, process, and collaboration, positive or negative?
"The limited build-up time and incomplete UB checks had a direct impact on our process. We saw this at multiple events such as Tech, Finals, and IN."

Formulate what we have concretely learned from this.
"When build-up time is planned too tightly, we need to escalate earlier to Project Management and the organizer. We must define which parts of the UB check must be completed before exhibitors may enter the hall."

Assign a label to the learning.
"This is a recurring pattern structurally affects our operational process."
Label: Recurring

Clarify who this learning is relevant for.
"This is relevant for Event Management, Project Management and Services, as they are involved in planning, resource allocation, and UB control."

AFTER THE POST-SHOW
The owner ensures that this learning reaches the right place.
"Could you bring this to the MT meeting to discuss how we can better safeguard build-up times? For example, by setting minimum build-up periods or an escalation mechanism when an organizer books insufficient time."

The opening pages introduce the LOOP method, clarifying its purpose, structure, and positioning within existing post-show meetings. They provide a shared starting point and emphasise that the method structures reflection rather than adding an additional evaluation layer.

These pages describe the facilitator, owner, and participant roles, outlining responsibilities during the session and clarifying what is expected from each role to ensure consistent application. It also shows the QR code for the online Whiteboard template, this template is shown in Appendix N.

The five guiding questions are presented alongside a practical example, providing clear direction during reflection and supporting structured articulation.

The four labels are explained together with their respective scope and destination, clarifying how learnings are positioned beyond the team.

A step-by-step example illustrates how a moment from practice is translated into a formulated learning, labelled, and positioned for transfer, supporting practical application of the method.

Figure 39: Overview of the introductory pages of the LOOP method booklet.



The front page of the process section introduces the learning flow within the event context. It frames the post-show reflection as a structured moment to translate event experiences into shared learning.



These pages guide the team through the reflection process during the post-show meeting. Prompting questions structure the discussion, while short explanations clarify the meaning and application of each label.



This page outlines the steps following the post-show meeting. It clarifies how the owner forwards the learning based on the assigned label and secures it on the SharePoint page.



This page provides guidance on formulating clear and transferable learning statements. It supports consistent articulation and offers examples of well-formulated learnings.



The opening page of the process explanation clarifies what to focus on during the event and encourages attention to both successes and improvement points as input for reflection.



This page supports role clarity by outlining the responsibilities of facilitator, owner, and participants, making expectations explicit during the session.



The front page of the explanation section visually distinguishes between practical steps and conceptual background, supporting both application and understanding of the method.

Figure 40. Overview of the detailed process pages of the LOOP method booklet

7.7.2 The poster

The poster is used during the post-show meeting and provides a clear visual overview of the five guiding questions, the four labels, and the steps before, during, and after the session.

Its primary function is to serve as a shared reference point throughout the reflection. By making the structure continuously visible, the poster supports alignment within the team and helps maintain focus during the conversation.

At the centre of the poster is the shared guiding question, this frames the reflection and reinforces the collective purpose of the method.

By remaining visible throughout the meeting, the poster anchors the learning flow and supports consistent application across teams and events.

The poster is shown in Figure 41 and is included in Appendix O at a larger scale.

7.3.3 The SharePoint page

The learning list records the event, date, owner, learning statement, assigned label, destination, and responsible person.

When a new learning is added, a notification is sent via Teams and the responsible person is tagged, supporting visibility and follow-up.

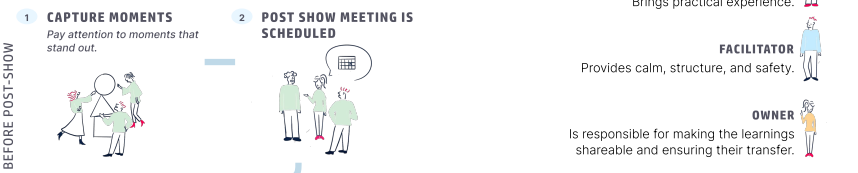
By storing learnings in one structured location, the SharePoint page supports continuity, transparency, and traceability across events and teams.

An example of the page and learning list is shown below in Figure 42. These visuals are mock-ups and do not contain real organisational data.

The same central guiding question as introduced in the booklet is displayed to frame the reflection.

HOW CAN WE TURN OUR SUCCESSES AND INSIGHTS INTO SHARED LEARNING AT RAI? CHECKLIST

From local, incidental, and invisible to learning that is visible, shareable, and transferable.



Role descriptions clarify responsibilities during the session.

- PARTICIPANT**
Brings practical experience.
- FACILITATOR**
Provides calm, structure, and safety.
- OWNER**
Is responsible for making the learnings shareable and ensuring their transfer.

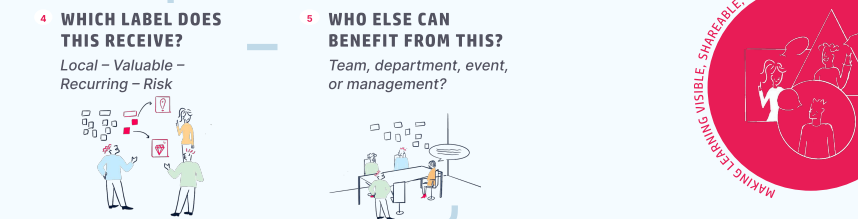
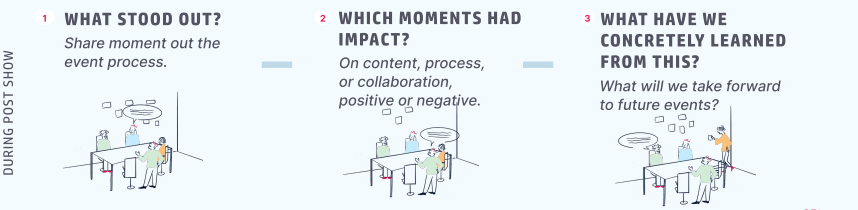


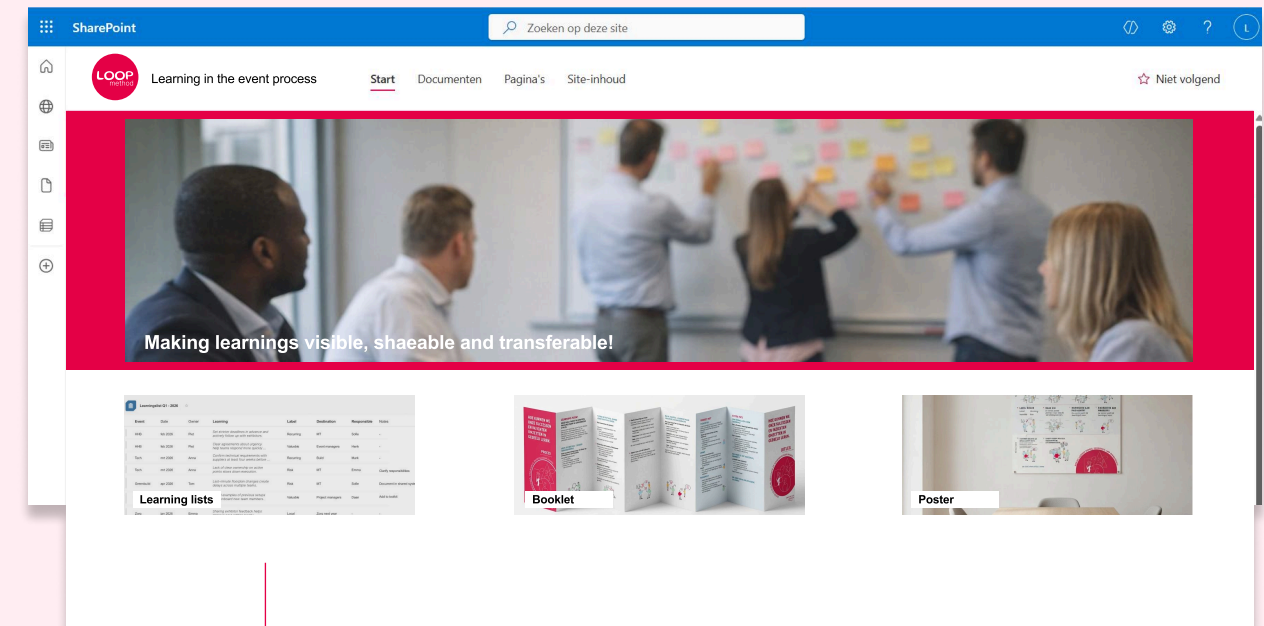
Figure 41: Poster of the LOOP method.

The poster reinforces a shared orientation towards learning.

Guidance for capturing meaningful moments during the event.

The five guiding questions structure the reflection.

Follow-up steps clarify transfer and communication.



Event	Date	Owner	Learning	Label	Destination	Responsible	Notes
H&B	feb 2026	Piet	Set stricter deadlines in advance and actively follow up with exhibitors.	Recurring	MT	Sofie	-
H&B	feb 2026	Piet	Clear agreements about urgency help teams respond more quickly ...	Valuable	Event managers	Henk	-
Tech	mrt 2026	Anna	Confirm technical requirements with suppliers at least four weeks before ...	Recurring	MT	Mark	-
Tech	mrt 2026	Anna	Lack of clear ownership on action points slows down execution.	Risk	MT	Emma	Clarify responsibilities
Greenbuild	apr 2026	Tom	Last-minute floorplan changes create delays across multiple teams.	Risk	MT	Sofie	Document in shared system
Greenbuid	apr 2026	Tom	Visual examples of previous setups help onboard new team members.	Valuable	Project managers	Daan	Add to toolkit
Zorg	jan 2026	Emma	Sharing exhibitor feedback helps improve next edition locally.	Local	Zorg next year	-	-
Horeca	feb 2026	Ruben	Weekly cross-team check-ins reduce misalignment during buildup.	Recurring	MT	Sofie	-
Horeca	feb 2026	Ruben	Early involvement of service managers increases feasibility of ...	Valuable	Event managers	Henk	Create new deadline

Figure 42: SharePoint page for the LOOP method

7.8 Implementation and ownership

The successful implementation of the LOOP method depends on clear organisational ownership and alignment with existing development initiatives. Rather than positioning the method as a standalone intervention, it is embedded within the organisation's continuous development programme, ensuring connection to ongoing practices and priorities.

Ownership of the method is positioned at MT management level. These managers are responsible for creating the conditions for learning. This includes creating time for reflection, ensuring consistent use of the method, and supporting follow-up of learnings. In this role, management not only facilitates the process, but also reinforces its importance by modelling reflective behaviour and integrating learnings into decision-making. At business unit level, the director ensures continued prioritisation of the method and intervenes when engagement or consistency declines.

During the initial implementation phase, a group of ambassadors is appointed to support the introduction of the method. MT management communicates the method and invites employees to take on an ambassador role. These ambassadors support teams in applying the method and act as facilitators during early use.

Together with the director of the Event Unit and the learning manager, they form a steering structure that monitors the use of the method. The learning manager supports its application and connects it to broader organisational change initiatives. This steering group reviews how the method is used in practice and identifies where adjustments or additional support are needed. An overview of this structure and the roles of LOOP method participants is provided in Figure 43.

At the operational level, ownership is assigned to event managers within event teams. They are responsible for ensuring that learnings are captured, followed up, and shared within and across teams. In this way, the method is anchored in daily practice and prevents learning from remaining abstract or disconnected from operations.

At the same time, the method requires a bottom-up component. While management provides structure and reinforcement, teams actively engage with the method in their daily work. Pilot implementations within event teams serve as a starting point, allowing the method to be tested and refined in practice. These pilots ensure alignment with daily workflows and employee needs, while enabling iterative improvement of the method.

To support adoption, ambassadors play a facilitating role in the early stages of implementation. They guide teams in applying the method, support reflection during post-show sessions, and help translate experiences into articulated learnings. Over time, this role shifts, as event team members increasingly take on facilitation themselves.

The LOOP method is supported through its integration into the development of a programme within the Event Process. Within this programme, managers develop the skills required to stimulate and support organisational learning. These include facilitation, reflective questioning, and creating a psychologically safe environment.

By combining top-down ownership with bottom-up adaptation, the method increases its potential to become embedded within the organisation. Management sets direction, safeguards conditions, and reinforces behaviour. Teams actively shape how the method is applied in practice. This combination forms the foundation for the phased implementation described in the following strategic roadmap.

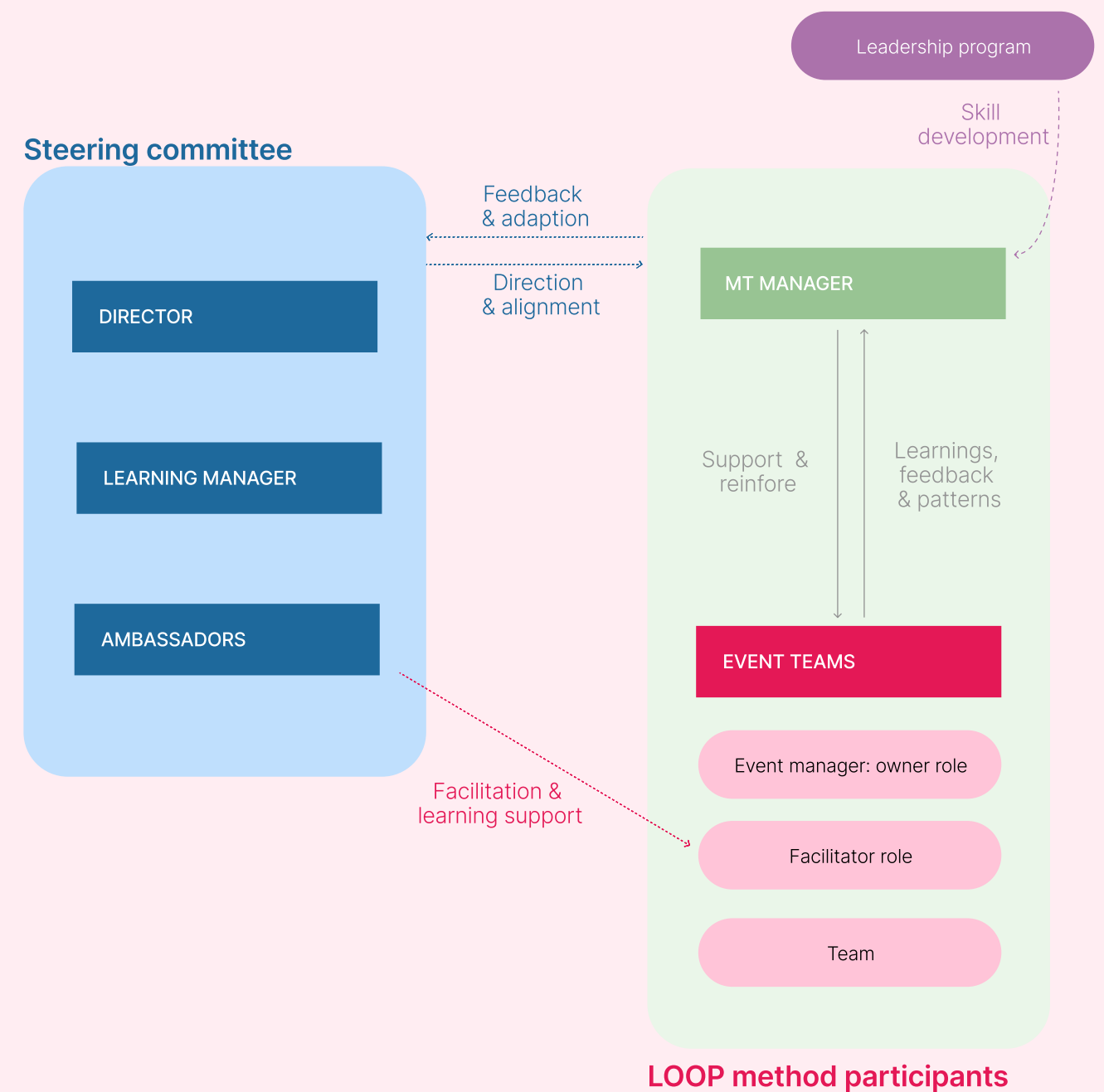
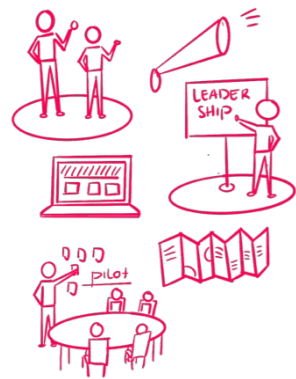


Figure 43: Overview steering structure en LOOP method

7.9 Strategic roadmap

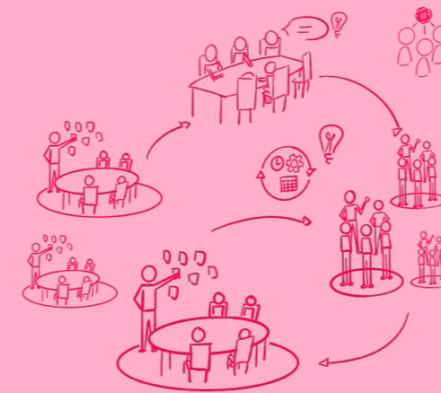
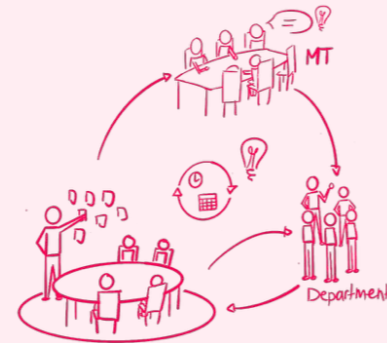
The strategic roadmap shown in Figure 44 builds on the principles of Design Roadmapping as described by Simonse (2024). Roadmapping offers a way to structure change over time through distinct horizons, linking a long-term vision to concrete steps in practice. In this study, the approach is used to organise the gradual embedding of organisational learning within the Event Process.

The roadmap aligns with the 4I model of organisational learning (Crossan et al., 1999) by structuring how learning develops across organisational levels over time. Horizon 1 supports intuiting and interpreting by helping individuals and teams reflect on and articulate their experiences.



Horizon 2 focuses on integrating, by embedding learning into routines and management decision-making. Horizon 3 supports institutionalising, where learning becomes part of organisational processes and culture.

In addition, the roadmap reflects Garvin's Building Blocks (Garvin, 1993; Garvin et al., 2008). It gradually develops a supportive learning environment, introduces structured learning processes, and reinforces leadership behaviours that sustain learning over time.



● Intuiting and interpreting

Horizon 1: 0-3 months

Horizon 1 establishes the foundation for embedding organisational learning within the Event Process. The focus lies on activating structured reflection and making learning visible within and across teams. Clearly defined roles and management support position the learning loop as a legitimate and expected practice. Learning shifts from informal, experience-based insights towards articulated and shared knowledge, creating the conditions for further integration.

● Integrating

Horizon 2: 3-9 months

Horizon 2 marks the transition from experimentation to structured integration. The learning loop becomes embedded within recurring routines and governance mechanisms. Reflection expands from team-level use to cross-team and departmental visibility. Managerial review routines stabilise the practice and connect learning to decision-making, transforming it into an organisational routine.

● Institutionalising

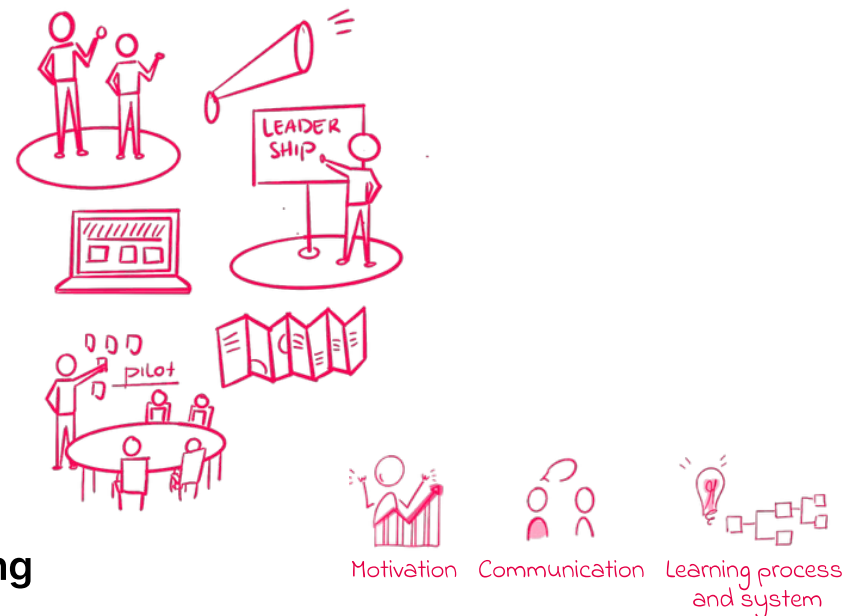
Horizon 3: 9- 18 months

In Horizon 3, learning becomes embedded at a cultural level. Reflection is no longer dependent on ambassadors or managerial prompting, but is sustained through shared norms and distributed ownership. Governance shifts from active reinforcement to monitoring patterns and supporting long-term improvements. Organisational memory becomes visible and accessible across departments, and learning evolves from a structured practice into a defining organisational capability.

● Future vision

Learning becomes embedded in daily practice across the Event Process. Reflection occurs continuously, and insights are shared across teams, forming a collective organisational memory. Learning becomes a sustained capability, supported by clear ownership, routines, and alignment.

Figure 44: Strategic roadmap for embedding the LOOP method across the Event Process.



Intuiting and interpreting

Horizon 1: 0-4 months

Strategic focus

The strategic focus of Horizon 1 is to shift learning from an implicit, experience-based activity to an explicit and collectively recognised practice. This phase creates visibility, role clarity, and leadership support, establishing the conditions for structured organisational learning. The LOOP method is introduced as part of the continuous development programme.

Core shift

The core shift is from reactive, outcome-driven reflection towards a deliberate and structured learning loop. Informal and fragmented follow-up is replaced by articulated and labelled insights, enabling collective understanding.

Key actions

- Introduce and communicate the LOOP booklet and poster, initiated by MT managers and communicated within their teams.
- Department managers are trained as part of the leadership development programme.
- Establish a central SharePoint structure, set up and managed by the learning manager.
- Appoint ambassadors within departments, selected by the managers.
- Initiate pilot implementations in selected event teams, facilitated by ambassadors who conduct post-show sessions, ensuring learnings are articulated and labelled, while event managers take on the owner role.
- Organise a three-weekly steering meeting (MT managers, ambassadors, director events, learning manager) to review progress, identify barriers, and refine the method.

Pilot sessions function as a feedback mechanism to assess alignment with daily work practices and iteratively refine the method.

Governance and roles

Ownership of the method is positioned at MT manager level, supported by ambassadors. Ambassadors facilitate pilot sessions and guide reflection. MT managers allocate time, ensure participation, and follow up on learnings.

MT managers actively communicate the importance of the method, model reflective behaviour, and reinforce learning as a priority.

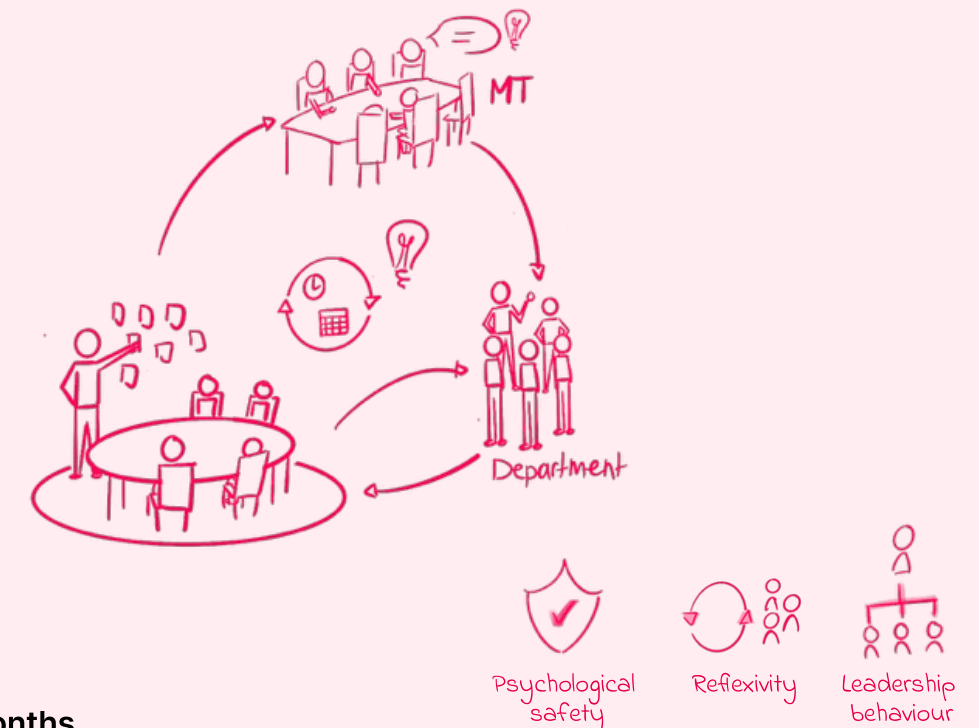
The learning manager coordinates pilots, manages SharePoint, and supports implementation. Director, ambassadors, and the learning manager monitor progress during steering meetings.

Exit criteria

- $\geq 80\%$ of pilot events apply the learning loop.
- $\geq 80\%$ of learnings are uploaded on SharePoint within 48 hours.
- All learnings include a label.
- At least one recurring or risk learning is discussed in MT.
- No structural barriers are reported by ambassadors.

Key risks

The main risks are time pressure and perceived additional workload. Embedding the method within the existing post-show structure limits disruption, while ambassadors support motivation and reduce early resistance.



Integrating

Horizon 2: 4-9 months

Strategic focus

Horizon 2 focuses on embedding the learning loop into organisational routines and governance structures. Where Horizon 1 activates structured reflection, this phase stabilises and reinforces it. Learning shifts from visible experimentation to a recurring and institutionally supported practice across teams.

Core shift

The shift is from pilot application to organisational routine. Reflection becomes cross-team visible and linked to decision-making through labels such as recurring and risk.

Key actions

- Apply the learning loop across all event cycles, ensured by MT managers.
- Integrate learning discussions into department meetings as a fixed agenda item.
- Include recurring and risk labels as a fixed agenda point in MT meetings, where they are reviewed and translated into actions.
- Enable ambassadors to involve additional team members in taking on the facilitator role.
- Embed the LOOP method as a fixed step in post-show meetings within the event process.
- Organise a six-weekly steering committee (MT, ambassadors, learning manager, director) to monitor progress and alignment.

Governance and roles

MT managers ensure consistent application, support teams, and translate recurring and risk learnings into decisions. Event managers act as owners within event teams, responsible for follow-up and transfer. Ambassadors guide team members in taking on facilitation roles, reducing dependency on their involvement.

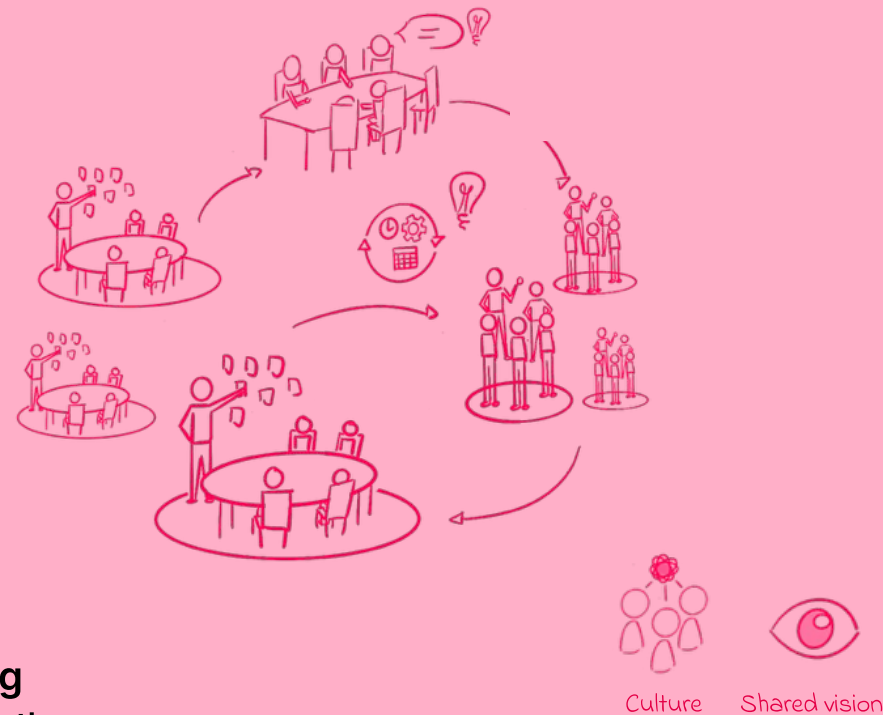
The steering committee monitors adoption and supports implementation, while the director ensures continued prioritisation.

Exit criteria

- $\geq 80\%$ of event cycles apply the loop.
- Recurring and risk learnings are consistently discussed during MT meetings.
- At least two recurring themes lead to structural adjustments.
- Review rhythms are sustained for four months.
- The loop functions without active ambassador facilitation.

Key risks

Risks include over-formalisation, label fatigue, and management inconsistency. Integrating review moments into existing meeting rhythms strengthens accountability without creating administrative burden.



Institutionalising Horizon 3: 9-18 months

Strategic focus

The strategic focus of Horizon 3 is to institutionalise the LOOP method as a self-sustaining organisational practice. Where Horizon 2 embeds learning structurally, this phase embeds it culturally. Reflection becomes part of how work is performed, rather than a routine requiring active reinforcement.

Core shift

The core shift is from reinforced governance to cultural normalisation. Learning moves from being reviewed and escalated to being initiated autonomously. Ownership becomes distributed across teams, and reflection becomes an organisational norm.

Key actions

- Integrate the learning loop into the standard post-show protocol.
- Establish quarterly cross-department reflection sessions.
- Ensure leaders consistently reinforce open reflection and safe sharing of learnings through their communication and behaviour.
- Use patterns across recurring and risk learnings to inform structural improvements and long-term process adjustments.
- Phase out the ambassador role and transfer facilitation to project managers and teams.
- Organise a quarterly steering committee to safeguard continuity.

- Encourage event teams to actively reflect on and capture learnings throughout the event process, making learning part of daily practice.

Governance and roles

Teams initiate reflection independently. Project managers within the event team facilitate where needed and ensure continuity, while event managers act as owners responsible for the transfer of learnings. MT managers safeguard time and consistency, translate patterns into decisions, and model reflective behaviour. The director ensures the LOOP method remains aligned with organisational priorities and continues to be prioritised over time.

Exit criteria

- The LOOP method is applied in $\geq 90\%$ of event cycles for three months without ambassadors.
- Cross-department sessions occur at least twice annually.
- Recurring themes lead to formalised adjustments.
- Teams initiate learning discussions independently.
- Recurring issues decrease over six months.

Key risks

Risks include symbolic adoption, cultural fatigue, and leadership turnover. Linking learning to organisational identity sustains reflection beyond individual actors.



Future vision

In the envisioned future state, learning is fully embedded within the Event Process and daily operations. Reflection is no longer perceived as an additional task, but as a natural part of everyday practice. Insights are consistently articulated, labelled, and accessible across departments, forming a shared organisational memory.

Teams initiate reflection autonomously and use shared learnings to improve future events. Knowledge moves across teams and business units, allowing insights from one event to inform others. Managers reinforce learning through dialogue and example, while recurring patterns inform structural and strategic improvements.

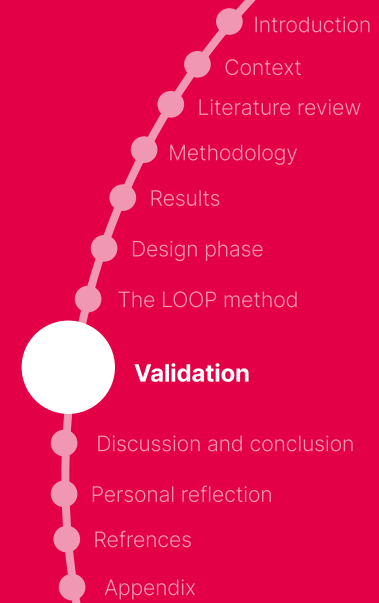
Organisational learning becomes both a structural capability and a shared cultural value, strengthening collaboration, adaptability, and continuous improvement. It is sustained through clear ownership, embedded routines, and alignment across organisational levels.

Through the integration of structured reflection, defined ownership, routing mechanisms, and phased implementation, the LOOP method offers a coherent approach to embedding learning within the Event Process. The following chapter presents the validation of this design in practice.

Chapter 8

Validation

- 8.1 Purpose of the validation
- 8.2 Data collection
- 8.3 Evaluation against design criteria
- 8.4 Recommendations
- 8.5 Limitations
- 8.6 Results



Summary

This chapter introduces the LOOP method: a lightweight, embedded learning method designed for post-show meetings. It structures reflection through five guiding questions and routes insights using four labels, local, valuable, recurring, and risk, to enable targeted transfer. The method connects individual and team reflections to organisational decision-making. Supporting artefacts (booklet, poster, SharePoint page) provide clarity, consistency, and visibility. The chapter also includes a storyboard and a strategic roadmap outlining how the LOOP method can be initiated, integrated, and eventually institutionalised.



8.1 Purpose of the validation

The purpose of this validation was to assess how the LOOP method functions in practice within the context of the post-show meeting. Rather than evaluating long-term organisational impact, the focus was on immediate interactional dynamics, including the clarity of the guiding questions, the functioning of the labelling mechanism, and the role of facilitation in supporting reflection.

The validation aimed to determine whether the method supports the articulation of learning in a way that is visible, shareable, and transferable within the team context. In addition, the validation explored how participants experienced the method and which factors influence its practical applicability.

The validation was conducted during an actual post-show meeting for one of the organisation's own events. This allowed the method to be tested within a realistic operational setting while maintaining the existing structure of the meeting. To minimise researcher interference, one participant familiar with the method took on the facilitator role and part of the owner role. This approach allowed for observation of how the method functions when facilitated internally rather than being externally guided.

The researcher remained present in an observational capacity and intervened only when clarification was necessary. Although participants were aware that a new method was being tested, the session took place within a regular work context.

The validation focused on three dimensions:

Quality of articulation

- Are the questions understood?
- Do they stimulate deeper reflection beyond descriptive reporting?
- Do they surface underlying assumptions, patterns, or tensions?

Functioning of the labelling mechanism

- Are labels applied consistently and meaningfully?
- Do they support clarity in determining scope and relevance?

Group dynamics

- How does the team move through the sequence?
- Do participants feel able to contribute?

Together, these dimensions help assess whether the design supports the clear articulation and structuring of insights, making learning visible and shareable. As the validation

was conducted during a single post-show meeting, the findings provide only an initial indication of how the method functions, rather than generalisable results.

8.2 Data collection

Data collection consisted of three sources. First, observations were conducted during the meeting (see Figure 45), focusing on interaction patterns, clarity of the questions, use of labels, and the overall flow of the process. The researcher acted in an observational role, and observations were documented through field notes taken during and immediately after the session.

Second, short informal conversations were held with three participants immediately after the meeting to capture their initial impressions of the method and its perceived usefulness.

Third, a short feedback form was distributed to all participants following the session. The form included questions on the clarity of the guiding questions, the usefulness of the labelling mechanism, participants' comfort in the discussion, and whether the method surfaced insights that would normally remain unspoken. Four out of ten participants responded to the questionnaire. The responses are presented in Appendix P. The relatively low response rate may limit the representativeness of the questionnaire data.

All data were documented and anonymised by the researcher to ensure participants' privacy. As the researcher was also involved in designing the method, there is a potential risk of bias in the interpretation of the data. To assess the results, the dimensions were translated into specific observational indicators, such as the depth of responses, the use of examples, and the consistency with which labels were applied.

The combination of observations, informal feedback, and questionnaire responses enabled triangulation and provided multiple perspectives on how the method functioned within the meeting context.

8.3 Results

The validation provided several insights into how the LOOP method functioned in practice. An overview is shown in Figure 46.

Clarity of the questions

The first reflection question, "What stood out?", was initially perceived as broad, which slowed the transition from observation to articulation. While the openness allowed for diverse input, some participants required additional guidance to move towards meaningful reflection.

During the discussion, the facilitator played an important role in clarifying the intention of the question and prompting participants to move beyond descriptive reporting. Once participants began sharing their formulated learnings, the discussion gradually became more focused and meaningful. Nevertheless, the observations suggest that slightly more concrete phrasing or additional examples could support faster understanding.

Role of the facilitator

A key observation during the session was the importance of the facilitator role. The facilitator actively asked follow-up questions when participants described situations, encouraging them to reflect on what had actually been learned from the experience. These prompts helped participants move from reporting events towards articulating underlying insights. Some deeper reflections emerged only after the facilitator asked additional questions, emphasising the important role of facilitation in translating experiences into explicit learnings.

Interaction dynamics

The structured format appeared to support open participation during the meeting. Participants were given time to individually write down observations before sharing them with the group. The facilitator then invited participants one by one to share their reflections, which created space for multiple perspectives.

Notably, the discussion extended beyond purely practical bottlenecks or operational outcomes. Participants also reflected on collaboration, communication, and the functioning of the Event Process as a whole. This indicates that the structure encouraged deeper reflection, rather than focusing solely on immediate operational issues.

Process flow and practical usability

A practical challenge concerned the flow of the process. Participants repeatedly returned to their written notes when moving through the questions, which slowed the discussion. This indicates that a more visual way of organising insights could improve efficiency and clarity.



Figure 45: Testing of the LOOP method during the meeting

Tested dimensions	Key observations	Implications
Clarity of questions	First question too broad	Needs more guidance/examples
Facilitation	Needed for deeper reflection	Facilitation is critical
Interaction dynamics	Open participation	Structure supports sharing
Process flow	Revisiting the written notes slowed the process.	Needs visual support
Labelling	Useful and meaningful	Supports structuring

Figure 46: Tested dimensions

Participant feedback

Four participants responded to the feedback form, providing additional insight into how the method was perceived. Overall, participants found the method useful and relevant. The guiding questions helped bring out insights that would normally remain unspoken, while the labelling system supported the organisation and clarification of these insights. In addition, the method encouraged learning at the team level rather than focusing only on individual observations.

Participants also noted that the method could be applied in their own post-show meetings, although they indicated that further experience would be needed to integrate it into daily practice.

Together with observations from the session, these responses informed several recommendations for further refinement before broader implementation. The findings suggest that the method supports structured reflection in practice, but that its effectiveness depends on facilitation and the clarity of its visual structure. The validation therefore confirms the interactional value of the method, while showing that long-term embedding depends on organisational conditions beyond the meeting itself.

8.4 Evaluation against design criteria

The validation results indicate that the LOOP method aligns with the previously defined design criteria, while also highlighting several conditions for effective application. An overview is shown in Figure 47.

1. Embedding learning into existing event moments

The LOOP method is integrated into the existing post-show meeting, ensuring that learning takes place within a defined and recurring organisational routine rather than as a separate activity. During the validation, participants were able to apply the method within the existing meeting structure without disrupting the flow, indicating that learning can be embedded within operational work. At the same time, the importance of facilitation and managerial support suggests that consistent application still requires organisational reinforcement.

2. Ensuring ownership and follow-up across event cycles

The method introduces roles such as facilitator and owner, supporting the articulation and structuring of learnings. While the validation confirmed that the facilitator role supports clearer formulation of insights, the actual follow-up beyond the meeting and across event cycles was not fully tested. This indicates that additional organisational support is required to ensure continuity of learning over time.

3. Enabling visibility and transfer across teams

The method supports visibility through the articulation of learnings and the use of labels, which structure insights and define their relevance. Participants indicated that the structured questions helped surface insights that would otherwise remain unspoken, while the labelling mechanism clarified their meaning. Although cross-team transfer was not fully tested, the design provides a clear foundation for making learning accessible beyond the originating team.

4. Positioning reflection within the event cycle

The method was applied within the post-show meeting, confirming that reflection can be positioned within an existing moment in the event cycle. Participants were able to engage in structured reflection after the event, although the validation did not explicitly test forward-looking application. This suggests that while the timing supports reflection, its potential for enabling forward-looking learning depends on how insights are followed up.

5. Making successful practices visible and transferable

The structured reflection encourages participants to go beyond identifying bottlenecks and also articulate what worked well. During the validation, the questions supported the surfacing of insights that are not typically discussed, indicating that the method enables a broader reflection scope that includes successful practices.

6. Supporting managerial facilitation and monitoring

The validation highlighted the importance of managerial involvement. Although management was not present during the session itself, the method provides a structure to share and escalate insights through the use of labels. In addition, the facilitator role proved essential in guiding the reflection process. This shows that active leadership and facilitation are needed to ensure that learning moves beyond individual experiences and is taken forward within the organisation.

Overall, the validation suggests that the LOOP method effectively addresses the core design criteria. At the same time, it highlights that successful implementation depends not only on the clarity of the questions and the quality of facilitation, but also on broader organisational conditions such as clear ownership, consistent follow-up, and integration into existing governance structures. While the test primarily focused on the interactional functioning of the method, these findings indicate that its long-term viability depends on the extent to which these conditions are established and maintained over time. The implementation and ownership structure and the strategic roadmap were specifically designed to establish these conditions and support long-term embedding.

Design criteria	Evaluation
1. Embedding learning into existing event moments	Achieved within session. The method was successfully integrated into the post-show meeting without disrupting the existing structure, indicating that learning can be embedded within operational routines.
2. Ensuring ownership and follow-up across event cycles	Conditionally achieved. Ownership within the session supported clear articulation of learnings. Follow-up across event cycles was not tested and depends on organisational reinforcement.
3. Enabling visibility and transfer across teams	Achieved within session. The use of structured questions and labels supported the articulation and visibility of learnings. Cross-team transfer was not tested but is enabled by the design.
4. Positioning reflection within the event cycle	Achieved. Reflection was successfully embedded within the post-show meeting as a moment in the event cycle.
5. Making successful practices visible and transferable	Achieved. The method supported reflection beyond bottlenecks and enabled the articulation of successful practices.
6. Supporting managerial facilitation and monitoring	Conditionally achieved. The facilitator role proved essential in guiding reflection, highlighting the importance of leadership involvement. Direct managerial engagement was not tested, but is expected to be supported through the leadership development programme.

Figure 47: Evaluation design criteria

8.5 Recommendations

Based on the validation, several recommendations can be formulated to strengthen the application of the LOOP method.

First, creating a dedicated space for reflection could improve the quality and consistency of post-show meetings. Having a fixed environment where materials are directly available helps position reflection as a meaningful moment of closure, rather than a brief evaluation focused only on bottlenecks.

Second, introducing a shared label board could improve the flow of the process. By allowing post-its to be directly placed and categorised, the method becomes more visual and reduces the need to revisit notes repeatedly. An example is shown in Figure 48, a larger version can be found in Appendix Q.

Finally, the clarity of the guiding questions can be further strengthened. In particular, the first question could be supported by encouraging participants to capture observations during the event process itself, enabling more focused input during the post-show meeting. This would also allow the discussion to begin with the second question during the post-show meeting, making the transition to reflection more efficient and focused.

8.6 Limitations

Several limitations should be acknowledged in relation to this validation.

First, the validation was conducted within a single post-show meeting, limiting insight into how the method performs across different teams, events, and organisational contexts. As a result, the findings primarily reflect the functioning of the method within one specific setting.

Second, the number of participants providing written feedback was limited, which constrains the extent to which conclusions can be drawn from the questionnaire data. Although multiple data sources were used, the limited response rate affects the robustness of the findings. In addition, some participants were already familiar with the method, which may have influenced their level of engagement and ease of use. This could have resulted in a more positive interaction with the method compared to first-time users.

Furthermore, the presence of the researcher and the experimental nature of the session may have influenced participant behaviour. Although efforts were made to minimise interference, the awareness of being observed may have affected how participants engaged in the discussion.

Finally, the validation focused primarily on the interactional functioning of the method within a single meeting. As such, key aspects related to long-term embedding, such as consistent follow-up, cross-team transfer, and organisational integration, were not fully tested in practice.

Taken together, these limitations indicate that further testing across different contexts and over a longer period is required to assess the robustness, scalability, and long-term viability of the method.

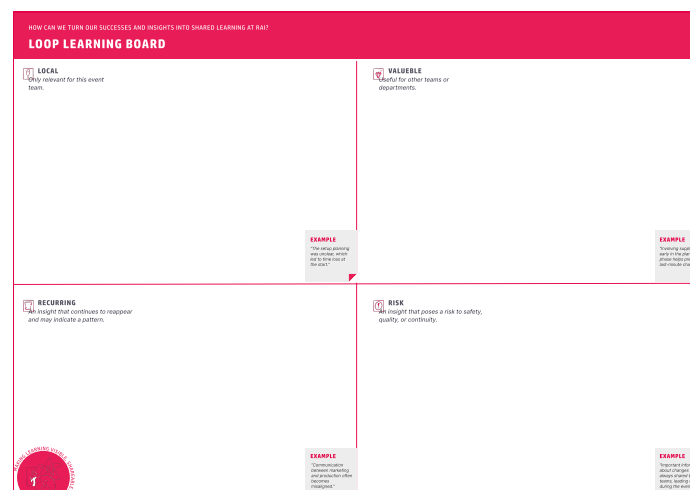


Figure 48: Example of label board

Chapter 9

Discussion and conclusion

- 9.1 Discussion
- 9.2 The research
- 9.3 Key findings
- 9.4 Theoretical contribution
- 9.5 Practical implications
- 9.6 Limitations
- 9.7 Future studies



Summary

This chapter presents the conclusion of the research, including the key findings and their relation to theory. It shows that learning within the Event Process at RAI Amsterdam is present but structurally fragile, mainly due to misalignment rather than a lack of motivation. The chapter outlines the theoretical contribution and practical implications, emphasising the need to embed learning within existing routines, supported by the LOOP method. It also reflects on the limitations of the study and suggests directions for future research.



9.1 Discussion

This research shows that learning within the Event Process at RAI Amsterdam is present but structurally fragile. Insights remain local, feedback loops are incomplete, and follow-up depends heavily on individual initiative. The analysis indicates that the core issue is not a lack of motivation or awareness, but a misalignment between the operational rhythm of event delivery and the organisational conditions needed for sustained learning. As a result, learning occurs continuously but rarely spreads across teams or becomes embedded in organisational routines.

By examining individual, team, and organisational factors, the study clarifies how psychological safety, communication, collaboration, leadership behaviour, and structural reinforcement shape learning practices. The co-design process further highlights the need for a shared language, clearer ownership, and mechanisms that make learning visible and transferable.

The resulting method reframes learning as a lightweight practice integrated into existing routines. By embedding reflection into post-show meetings and introducing structured questions, labels, and roles, the method supports the articulation, sharing, and follow-up of learning without adding operational burden. In this way, learning becomes a collective and forward-looking practice rather than an incidental or individual activity.

The validation supports these findings. Participants perceived the LOOP method as relevant and applicable within the existing Event Process, and it helped structure and articulate learning within teams. At the same time, the validation highlights the importance of facilitation, clarity, and organisational support for effective implementation.

Overall, the study shows that strengthening organisational learning does not require new systems or additional meetings, but a better alignment of existing practices with operational reality. This allows learning to move from a situational activity to a consistent organisational process that supports long-term improvement and resilience.

The long-term viability of the LOOP method depends on its integration into existing governance structures, clear ownership at the management level, and consistent reinforcement of learning practices. Without these conditions, the method risks remaining a temporary intervention rather than becoming embedded in everyday routines.

9.2 The research

This study examined organisational learning within a deadline- and output-driven process: the Event Process. It explored how learning can become less dependent on individual motivation and more embedded in routines, roles, and follow-up mechanisms. The research was conducted within the Event Process at RAI Amsterdam, specifically in the Business Unit Events.

The findings show that learning is present and valued, but remains conditional, locally embedded, and structurally fragile. This is due to an ongoing tension between operational delivery and the conditions needed for learning to build over time.

The main research question that guided this research was:

How do individual, team, and organisational factors influence the structural embedding of continuous learning within the Event Process at RAI Amsterdam?

To address the main research question, the study was guided by the following sub-questions:

- *How could employees engage in learning within their daily work in the event process?*
- *How do team and leadership behaviours influence the extent to which teams collectively learn?*
- *What organisational factors support or hinder the embedding of continuous learning within the event process?*
- *How can the event process be supported in developing more structured and sustained learning practices?*

At the end of the first diamond, the following design question was formulated:

How can learning be made visible, transferable, and collective within existing work practices of the Event Process?

9.2 Key findings

The key findings of this research can be summarised in three overarching themes: (1) learning is conditional and fragile, (2) learning does not accumulate structurally, and (3) structural misalignment underlies these dynamics.

1. Learning is conditional and fragile

The findings show that learning within the Event Process depends on favourable conditions and is therefore fragile. Although reflection takes place, it is not structurally embedded in daily routines and mainly occurs when time allows, rather than being consistently safeguarded.

Daily work within the Event Process is strongly deadline-driven and focused on delivery. This creates a problem-solving culture in which ad hoc solutions are continuously used to ensure successful outcomes. While employees are motivated and committed, this effort is primarily directed at solving immediate issues rather than supporting sustained reflection.

In line with March's distinction between exploitation and exploration, the Event Process is strongly oriented toward exploitation. Operational delivery and efficiency are prioritised, while exploration; through structured reflection, receives limited attention. As a result, learning is often postponed instead of being intentionally embedded in daily work.

This dynamic also relates to Garvin's perspective on learning organisations, which emphasises the need for systematic processes and leadership reinforcement. Although reflective practices exist, they are not consistently supported by structures that ensure continuity. As a result, learning remains conditional and fragile rather than becoming a stable organisational practice.

2. Learning does not accumulate

The research further shows that learning does not consistently carry over across events or teams. Employees indicate that when bottlenecks are raised, it is often unclear what happens afterwards. This is due to limited visibility of follow-up, unclear ownership, and insufficient feedback on whether issues are structurally addressed.

As a result, learning remains local. Insights stay at the level of individuals or single teams and do not consistently move across organisational boundaries. This can be understood through the 4I framework developed by Crossan et al. (1999), which describes how learning develops through feedforward and feedback processes between individual, team, and organisational

levels. In the current context, these processes appear underdeveloped, particularly the feedback loop.

Garvin similarly emphasises the importance of transferring knowledge and learning from past experience as key characteristics of a learning organisation. Without clear mechanisms for follow-up and knowledge transfer, insights do not develop into shared practices. Instead, learning remains fragmented rather than cumulative.

3. Structural misalignment

The findings indicate that the core issue is not a lack of motivation. Employees show strong commitment to their work and to the success of events, but this motivation is mainly directed at ad hoc problem-solving rather than sustained learning.

The Event Process lacks a clear structure for articulating and sharing learning. Reflection is often focused on what went wrong, leaving limited space to identify what worked well or which effective solutions emerged.

As Garvin argues, organisational learning requires deliberate structures that support systematic reflection and knowledge sharing. In this case, the absence of such structures means that valuable insights remain implicit and tied to individuals or single teams. Because mechanisms to articulate and transfer learning are limited, similar problems continue to be solved repeatedly across events.

The friction space identified in this research reflects a structural misalignment between the operational design of work and the requirements for organisational learning. While the Event Process is organised around deadlines and delivery, learning requires continuity, visibility, and structured transfer. As a result, learning remains informal, local, and dependent on favourable conditions, rather than becoming structurally embedded.

9.3 Theoretical contribution

This thesis contributes to organisational learning theory by explaining why learning remains fragile in deadline-driven environments, based on a specific organisational context and a design-oriented approach. Rather than attributing this to a lack of motivation or culture, it shows that learning breaks down due to a structural misalignment between how work is organised for delivery and the mechanisms needed for learning to build over time.

Learning as structural misalignment rather than motivational deficit

Organisational learning literature often emphasises psychological safety, leadership support, and reflective practice (Garvin & Gino, 2008; Giesecke & McNeil, 2004; Konradt et al., 2016; Palos & Veres Stancovici, 2016; Schein, 2010). In this case, however, employees demonstrated high motivation and engagement. Problem-solving occurred during events, and post-show meetings were already in place.

Yet learning remained conditional and dependent on favourable circumstances. The Event Process is deadline-driven and outcome-oriented, reinforcing a strong exploitation logic. In line with March's (1991) distinction between exploitation and exploration, operational urgency prioritised immediate problem-solving over structured reflection. Exploration was not absent, but it was not structurally protected.

This thesis reframes the barrier to learning not as a lack of motivation or awareness, but as a structural misalignment between operational delivery and learning that develops over time. Learning requires continuity, clear articulation, and transfer across organisational levels, while the Event Process is organised around short-term execution. This tension explains why learning remains fragile, despite strong individual commitment.

Leadership as an enabler of structural learning

While organisational learning literature highlights leadership as a key driver of learning, this study adds to that perspective by showing how leadership functions in a high-tempo context. In this setting, learning primarily originates at the team level, where experiences are articulated during structured reflection. As a result, event teams become the main contributors to organisational learning within the Event Process.

Without reinforcement, these insights remain local and episodic. Leadership therefore plays a crucial role in embedding the method within existing meeting structures, creating opportunities for cross-team sharing, and ensuring visible follow-up on forwarded

learnings. This is particularly important in the early stages of implementation, where leaders signal that reflection is part of professional performance rather than an optional activity.

Importantly, management is not structurally present during reflection itself, in order to protect psychological safety and maintain team ownership. Instead, leadership operates at the level of reinforcement and direction, ensuring that articulated learnings move beyond the team and inform organisational decision-making. In this way, leadership supports and stabilises the movement of learning across levels.

Learning as a cumulative flow across levels

Drawing on Crossan's 4I framework, organisational learning depends on feedforward and feedback processes between individual, team, and organisational levels (Crossan et al., 1999, 2023). The findings show that learning often remains at the individual or team level. Although reflection occurs during post-show meetings, insights rarely move beyond their original context.

The absence of clear ownership, structured follow-up, and visible feedback limits this movement. Employees expressed uncertainty about what happens after issues are raised, and insights were sometimes formulated in unclear or emotionally driven ways. This indicates that the feedback loop is particularly fragile, with additional gaps in feedforward processes.

The LOOP method addresses this by introducing structured articulation (guiding questions), labelling (organisational signals), ownership (defined roles), and forwarding (management and SharePoint structures). Together, these elements support the movement from individual observations to team reflection, from team reflection to organisational positioning, and from organisational decision-making back into practice.

This extends the 4I framework by showing how weak feedback and forwarding mechanisms prevent learning from becoming embedded in routines, even when reflection moments are present.

Learning as embedded practice rather than incidental activity

Garvin and Gino (2008) identify three building blocks of organisational learning: a supportive learning environment, concrete learning processes, and leadership that reinforces learning. While elements of a supportive environment are present, learning processes are not sufficiently concrete or consistently reinforced.

The design principles aim to embed learning into existing routines, clarify ownership, and make insights visible and transferable. The LOOP method does not introduce additional meetings; instead, it restructures an existing post-show moment into a repeatable process of sensemaking, translation, and reinforcement.

This extends Garvin's perspective by showing that reflection alone is not sufficient for a learning organisation. Without explicit labelling, clear direction of insights, and managerial reinforcement, learning remains incidental rather than becoming embedded in organisational practice.

The bootlegging lens: recognising what already exists

An important analytical step in this thesis was the use of a bootlegging lens (Criscuolo et al., 2014; Globocnik et al., 2022; Zhao et al., 2025). Rather than assuming that learning was absent, this perspective focused on identifying informal and localised learning already present within the Event Process.

Teams continuously solve problems and adapt their practices during events. However, these insights often remain implicit and tied to individuals or single teams. Learning is visible in action but not at the organisational level. The bootlegging lens shifts attention from what is missing to what is already happening but not shared. This shows that the main issue is not a lack of motivation, but the absence of mechanisms for articulation, visibility, and transfer.

This perspective demonstrates how informal learning can remain unrecognised in high-paced environments, leading organisations to underestimate learning when only formal systems are considered.

By combining Garvin's building blocks with Crossan's 4I framework, this thesis shifts the focus from identifying the conditions of a learning organisation to enabling the movement of learning across levels. Rather than adding new tools or processes, it shows how existing learning behaviour can be stabilised through articulation, ownership, and mechanisms that connect individual insights to organisational learning.

Overall contribution

Taken together, this thesis contributes to organisational learning theory in five ways:

1. It reframes learning barriers in deadline-driven environments as structural misalignment rather than motivational deficiency.
2. It refines leadership's role as a structural enabler that stabilises learning across levels.
3. It empirically illustrates how weak feedback and forwarding processes prevent institutionalisation, extending Crossan's 4I framework.
4. It operationalises Garvin's building blocks through an embedded, lightweight learning structure.
5. It introduces a bootlegging lens to reveal how informal learning exists but remains locally contained without structural articulation and transfer.

Together, these contributions suggest that organisational learning in high-tempo environments does not primarily fail at the level of intention, but at the level of structural alignment. Designing for learning therefore requires not additional reflection, but the deliberate integration of articulation, ownership, and transfer mechanisms into existing operational rhythms.

9.4 Practical implications

This study provides several practical implications for organisations operating in complex, deadline-driven environments. The insights from the previous chapters translate into actionable guidance for embedding, transferring, and maintaining learning within daily operational work. Rather than adding new structures, the study demonstrates how learning can be structurally aligned with existing routines, roles, and governance.

1. Embedding learning into existing operational routines

The intervention shows that learning does not require additional meetings or parallel systems. Instead, it can be integrated into coordination moments that already exist, specifically the post-show meeting. By repositioning structured reflection within this established routine, learning becomes part of daily work rather than an additional task. This increases consistency while avoiding additional workload.

2. Strengthening the visibility and transfer of learning

The structured five-question format and the labelling system support teams in articulating insights clearly and positioning them beyond their immediate context. By explicitly assigning a label and destination, learning is no longer left informal or person-dependent. This enables knowledge to travel across teams and supports the development of organisational memory.

3. Creating shared language and consistency across teams

The use of shared terminology, through clear labels, defined roles, and a structured reflection process, reduces differences in how learning is formulated and interpreted. This helps teams understand each other's insights more easily, improving alignment and strengthening collaboration across teams.

4. Clarifying ownership and responsibilities

By defining the roles of facilitator, owner, and participant, learning becomes a structured collective responsibility rather than an informal initiative. Explicit ownership supports continuity and follow-up.

5. Reducing reliance on informal workarounds

The intervention introduces a structured and routine-based way of capturing and sharing insights. This reduces reliance on personal networks and individual memory, ensuring that learning is less dependent on specific individuals and less vulnerable to staff changes.

6. Supporting management in structuring follow-up

The intervention helps management to systematically review, prioritise, and act on learnings. By integrating labelled insights into existing governance structures, it enables management to connect team-level reflections to organisational decision-making and ensure that follow-up actions are clearly defined and monitored.

7. Enabling a more balanced learning culture

By explicitly inviting teams to reflect on both bottlenecks and successful practices, the intervention broadens the focus of evaluation. It encourages teams not only to identify problems, but also to recognise what works well. This supports more constructive discussions and helps reinforce effective practices.

8. Strengthening facilitation capabilities

The validation showed that the facilitator plays a crucial role in guiding reflection and supporting deeper articulation. Organisations should therefore invest in facilitation skills, particularly in early implementation phases.

9. Ensuring long-term viability and implementation

To ensure long-term viability, several organisational conditions are required. First, clear ownership at the management level is essential to ensure consistent use and follow-up. Second, the method must be embedded within existing governance structures and systems, such as SharePoint, so that insights are captured, shared, and accessible. Third, sufficient time and facilitation capacity must be allocated to enable meaningful reflection and proper use of the method.

Finally, several risks may hinder implementation, such as operational pressure taking priority over reflection, inconsistent follow-up, and a lack of facilitation. If these risks are not addressed, the method may fall back into informal and inconsistent practices. Scaling the method across teams therefore requires a shared understanding, alignment across departments, and visible reinforcement from leadership.

9.5 Limitations

This study has several limitations that influence both the findings and the outcomes of the research.

Single Context

The study was conducted within one business unit of RAI Amsterdam, specifically within the Event Process. As a result, both the analysis and the developed intervention are closely tied to this context. The design reflects the specific structures, routines, and coordination mechanisms of this setting. While the underlying principles may be relevant for other organisations operating in similar high-tempo environments, the applicability of the intervention beyond this context cannot be assumed. Implementation elsewhere would therefore require further testing and adaptation.

Validation

The design was validated in a single post-show meeting and primarily as a final concept. It was not tested repeatedly or over a longer period of time, and therefore did not undergo iterative cycles of long-term validation. As a result, some elements of the design could not be empirically tested in practice and were instead discussed and reflected upon with employees within the Event Process.

In addition, several elements of the final design were validated conceptually rather than through repeated real-life application. This means that, although the design is grounded in empirical insights, its full effectiveness in practice still needs to be tested over time. As a result, conclusions about sustained behavioural change, long-term embedding, and cumulative organisational impact remain limited.

Timeframe

The study was conducted over a 22-week period. This limited timeframe restricted the depth of validation and made it impossible to fully assess the long-term effects of the intervention. In particular, the functioning of the feedback loop, such as the transfer of labelled learnings to management and their influence on future event cycle, could not be fully evaluated.

9.6 Future studies

Future research should test the intervention over a longer timeframe to assess its sustained impact and its influence on organisational learning across multiple event cycles. Longitudinal studies would be particularly valuable to examine whether the LOOP method leads to continuous organisational learning, structural adjustments, and behavioural change over time.

Further research is also needed to better understand the role of facilitation in shaping the quality of reflection. The validation highlighted the importance of the facilitator in supporting deeper articulation and psychological safety. Future studies could examine which facilitation styles, skills, or training approaches are most effective in enabling meaningful learning within structured reflection settings.

Another important area concerns the functioning of the feedback loop at the organisational level. While this study conceptually addressed how learnings are directed through labels and managerial reinforcement, future research could empirically examine how these learnings influence decision-making, process improvements, and cross-team knowledge transfer.

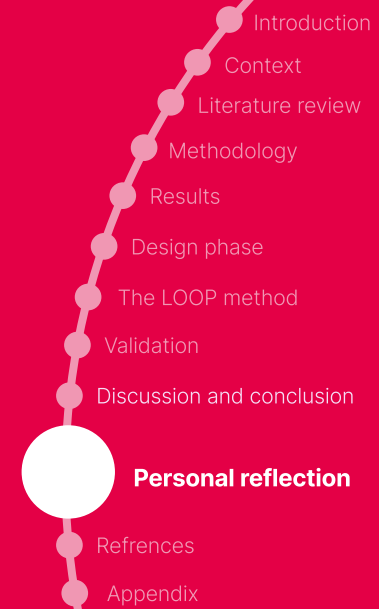
In addition, the effectiveness of supporting artefacts, such as the booklet, poster, and SharePoint structure, could be explored in more detail. Research could investigate how different formats (e.g. digital versus physical, or individual versus shared tools) affect usability, engagement, and consistency of use.

It would also be valuable to study how the method interacts with organisational culture and leadership practices. In particular, future research could examine how leadership behaviours, such as role modelling and reinforcement, contribute to the long-term embedding of learning practices.

Finally, the method could be tested in different organisational contexts to assess its adaptability and broader applicability. Comparative studies across sectors or organisational structures could provide further insight into how structured reflection functions under varying operational conditions.

Chapter 10

Personal reflection



Summary

This chapter reflects on the researcher's personal development throughout the project. It describes growth in navigating organisational complexity, reframing design challenges, and articulating the value of design in operational environments. The chapter shares what was learned about helping people build shared understanding, keeping a balance between being in the research and staying objective, and dealing with uncertainty and complexity.



Looking back on these twenty-two weeks, I realise that this thesis has been much more than an academic project. It has been a personal and professional journey in which I have grown more than I expected at the start.

From the beginning, this project required me to step outside of my comfort zone. It was my first experience working within a complex organisation such as RAI Amsterdam, and I had to find my way in a context that was entirely new to me. I entered a company where I did not yet know the people, the culture, or the internal dynamics. Simply navigating this environment, initiating conversations, and positioning myself as both researcher and designer was already a learning process in itself.

Over time, I became more familiar with the organisational context, which allowed me to ask more focused and critical questions. As I gained a better understanding of the dynamics, roles, and processes, I was able to position my research more precisely. This was a valuable aspect of the thesis, showing me how much insight can be gained when genuinely listening to different perspectives within an organisation.

One of the most important things I learned was how to deal with complexity. The organisation, its processes, and the variety of perspectives initially felt overwhelming. However, I learned how to reframe this complexity into a design problem. Instead of trying to solve isolated issues, I learned to identify patterns across conversations, roles, and experiences. It often felt like assembling a large puzzle: each individual voice expressed something slightly different, yet underlying structures and recurring dynamics became visible over time. Recognising these patterns gave direction to my design process.

At the same time, I learned the importance of zooming out. During the process, I often found myself deeply immersed in details, conversations, and operational challenges. It was sometimes difficult not to get absorbed by immediate problems. This experience taught me how crucial it is to consciously take a step back and reflect on the bigger picture. By zooming out, I was able to reconnect with the core question of the thesis and ensure that my design decisions were grounded in structural insights rather than situational frustrations.

Another significant learning experience was discovering and shaping my role within the organisation. Before this thesis, I mainly worked alongside other designers in project-based settings. In this context, however, I was positioned as a designer within an environment that was less familiar with the methods and ways of working I was used to. This required me to continuously shift perspectives and consciously define my role. It challenged me to articulate and demonstrate the value of a design-oriented approach in a company where designers do not typically occupy a central or strategic position.

This also required me to become more explicit about what design can contribute. I experienced how design can create shared understanding, make processes visible, and align people around a common direction.

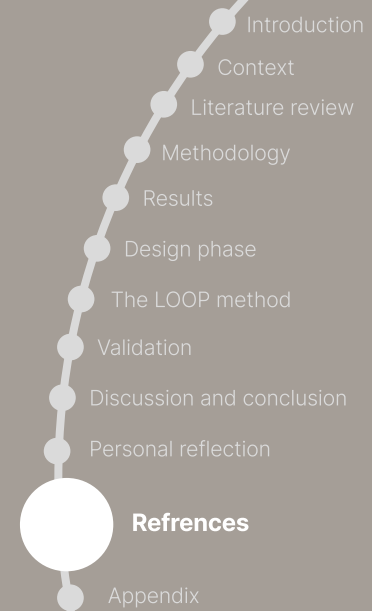
By visualising workflows, structuring reflections, and facilitating conversations, I saw how design can support clarity in environments that are primarily operational and deadline-driven. It showed me that design is not only about creating artefacts, but about shaping processes and enabling collective understanding.

This project has also made me reflect on what kind of designer I want to become. I discovered that I am interested in using design to make processes tangible and understandable, to create value, and to support users by translating complex organisational dynamics into concrete structures that support people in their daily work. Especially in contexts where design is not yet structurally embedded, I see the potential and value of introducing design as a way to create alignment and long-term improvement.

These past twenty-two weeks have strengthened both my academic and personal development. Academically, I learned how to conduct research in a structured and rigorous way while navigating ambiguity and iteration. Personally, I developed confidence, adaptability, and the ability to engage with complexity without being overwhelmed by it. Most importantly, I learned to trust my perspective as a designer and to recognise the value that design can bring within operational organisations.

Overall, this has been a very rewarding journey, and I am grateful to have completed my master's through this project and the insights it brought.

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Appendix

Introduction
Context
Literature review
Methodology
Results
Design phase
The LOOP method
Validation
Discussion and conclusion
Personal reflection
References
Appendix





Personal Project Brief – IDE Master Graduation Project

Name student

Student number

PROJECT TITLE, INTRODUCTION, PROBLEM DEFINITION and ASSIGNMENT
 Complete all fields, keep information clear, specific and concise

Project title

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

Introduction

Describe the context of your project here; What is the domain in which your project takes place? Who are the main stakeholders and what interests are at stake? Describe the opportunities (and limitations) in this domain to better serve the stakeholder interests. (max 250 words)

The project falls in the scientific domain of organisational change, human-centered process improvement, and the role of sustainability in shaping organisational change. Contributing to the academic discussion about sustainable organization. Organisations today are increasingly challenged by rapid digitalisation, sustainability transitions, and growing regulations such as CSRD (Charles et al., 2024; Eccles et al., 2014, Corporate Sustainability Reporting Directive (CSRD), z.d.). To remain resilient in the long term, organisations must adapt continuously, redesign processes, and innovate (Charles et al., 2024; Pratama, Sensuse, & Noprisson, 2017).

Yet, many organisations, such as RAI Amsterdam, struggle to systematically improve their internal processes. Even with data availability and frameworks such as Lean, Six Sigma, and Business Process Management (BPM), improvements often fall short (Pratama et al., 2017). In such frameworks, efficiency is often a main driver, while the human element is central to making a change successful; they must integrate a strong focus on employee and sustainability dimensions (Charles et al., 2024). Successful organisational change requires attention to culture and stakeholder engagement. For this, they need a structured, design-led approach that will focus on human, structural, and cultural dimensions. This makes employees and stakeholders more likely to adapt to new processes and systems, driving successful transformation (Charles et al., 2024).

For this study, the stakeholders include RAI employees and managers, external partners, visitors and clients, regulators, and the city of Amsterdam. RAI's ambitions, to ensure a sustainable and resilient venue while strengthening organisational culture and knowledge sharing, align with the need for innovation through a structured, design-led approach. This approach fosters employee ownership, builds confidence, supports the adoption of new processes, and uncovers real bottlenecks, while at the same time aligning outcomes with long-term ESG responsibilities.

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image / figure 1 RAI Amsterdam

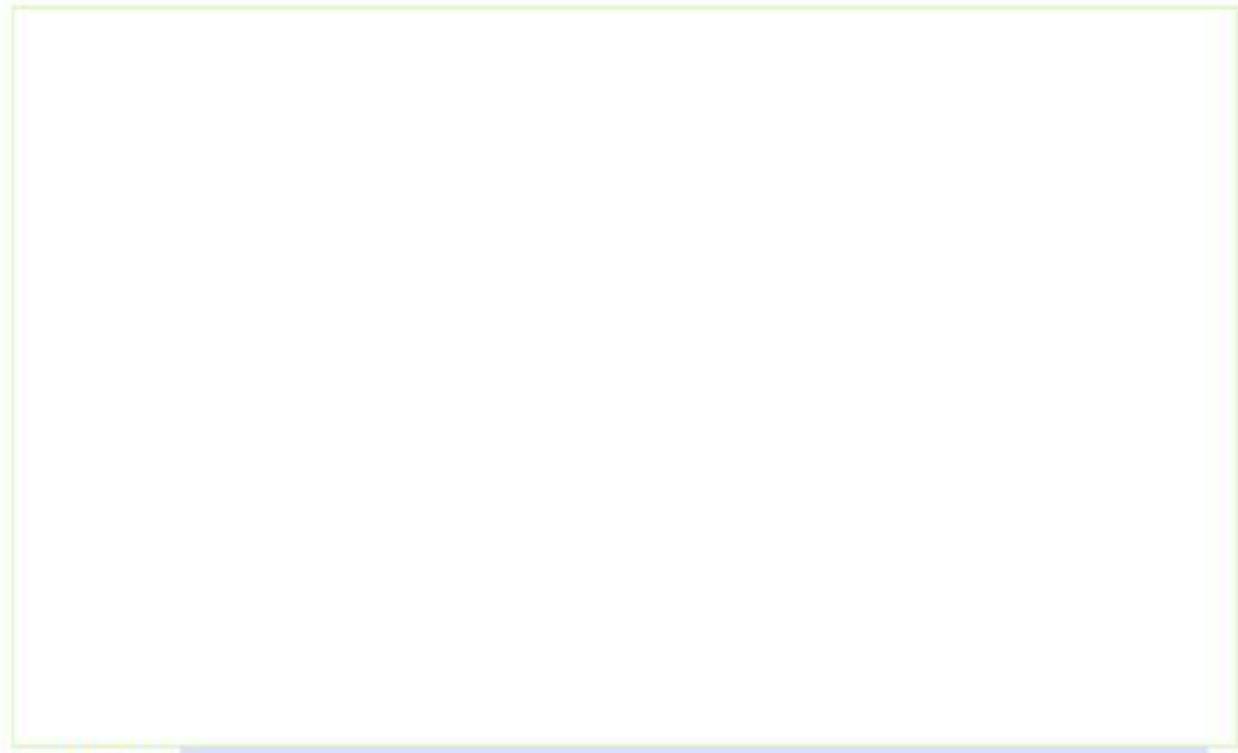


image / figure 2

Personal Project Brief – IDE Master Graduation Project

Problem Definition

What problem do you want to solve in the context described in the introduction, and within the available time frame of 100 working days? (= Master Graduation Project of 30 EC). What opportunities do you see to create added value for the described stakeholders? Substantiate your choice. (max 200 words)

Despite having documented workflows, RAI Amsterdam faces process bottlenecks that reduce efficiency and limit its ability to adapt to emerging challenges. These bottlenecks occur across technological, systemic, behavioural, and cultural levels. Organisations often focus on short-term efficiency and financial outcomes, while overlooking the integration of sustainability into governance and processes, which has been shown to improve long-term performance (Eccles et al., 2014). As a result, process improvements risk being short-lived, resisted by employees, or disconnected from organisational goals (Charles et al., 2024). This project therefore, addresses the need for a structured, human-centred approach to identifying, prioritising, and implementing process improvements that are both effective and sustainable in the long term. **The main research question is:** How can RAI Amsterdam use a human-centred approach to address behavioural, cultural, policy, system, and process bottlenecks in order to enable sustainable process improvement and continuous organisational learning? Within the 100-day timeframe, the project will investigate, map, and design interventions for organisational processes at RAI Amsterdam. This project contributes to research on organisational change by exploring how a human-centred, systematic design approach can optimise processes while aligning operational improvements with sustainability objectives. The outcome aims to deliver actionable and sustainable interventions that strengthen both internal performance and broader organisational learning.

Assignment

This is the most important part of the project brief because it will give a clear direction of what you are heading for. Formulate an assignment to yourself regarding what you expect to deliver as result at the end of your project. (1 sentence) As you graduate as an industrial design engineer, your assignment will start with a verb (Design/Investigate/Validate/Create), and you may use the green text format:

Design a human-centred intervention that enables sustainable adoption and continuous organizational learning, in the context of organizational transformation towards a process-driven and sustainable organisation.

Then explain your project approach to carrying out your graduation project and what research and design methods you plan to use to generate your design solution (max 150 words)

For this project, I will follow the Double Diamond framework, using an iterative and human-centered approach. In the first diamond, I will focus on exploration and problem definition. This begins with a literature review to build a theoretical framework on organisational optimisation, change theories, human-centered approach and implementation. Building on this, I will conduct semi-structured interviews and process mapping with employees to uncover current workflows and bottlenecks. Together with stakeholders, I will analyze bottlenecks and assess cultural and behavioral aspects to define the key problems.

In the second diamond, I will shift to co-creation and ideation development. Through co-design workshops with employees, I will generate ideas for interventions across the four levels of behaviour & culture, policy, systems, and process. Based on these outcomes, I will design a set of actionable and sustainable interventions and define an implementation pathway. Finally, I will prototype or pilot selected interventions to validate feasibility and impact, exploring what RAI needs to implement and sustain organisational change successfully.

Project planning and key moments

To make visible how you plan to spend your time, you must make a planning for the full project. You are advised to use a Gantt chart format to show the different phases of your project, deliverables you have in mind, meetings and in-between deadlines. Keep in mind that all activities should fit within the given run time of 100 working days. Your planning should include a kick-off meeting, mid-term evaluation meeting, green light meeting and graduation ceremony. 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 course activities).

Make sure to attach the full plan to this project brief. The four key moment dates must be filled in below

Kick off meeting 10 okt 2025

Mid-term evaluation 5 dec 2025

Green light meeting 20 feb 2025

Graduation ceremony 20 mrt 2026

In exceptional cases (part of) the Graduation Project may need to be scheduled part-time. Indicate here if such applies to your project

Part of project scheduled part-time	<input type="checkbox"/>
For how many project weeks	<input type="text"/>
Number of project days per week	<input type="text"/>

Comments:

Motivation and personal ambitions

Explain why you wish to start this project, what competencies you want to prove or develop (e.g. competencies acquired in your MSc programme, electives, extra-curricular activities or other).

Optionally, describe whether you have some personal learning ambitions which you explicitly want to address in this project, on top of the learning objectives of the Graduation Project itself. You might think of e.g. acquiring in depth knowledge on a specific subject, broadening your competencies or experimenting with a specific tool or methodology. Personal learning ambitions are limited to a maximum number of five. (200 words max)

My motivation for this project comes from my interest in placing people at the center of processes, products, and services. I view organisations themselves as the "users," focusing on how they function, adapt, and innovate. I aim to design organisational change that is both effective and human-centred. Through my background in Industrial Design Engineering and my Master's in Design for Interaction, I developed skills in user experience, service design, and co-creation. During my exchange in Milan, I explored service design in organisational contexts and investigated how design approaches can strengthen innovation capacity. This sparked my curiosity about employees' experiences, organisational processes, and their role in enabling sustainable change. I am motivated to work on projects that are socially relevant and create real impact. The Process Optimisation Opportunities project at RAI Amsterdam allows me to combine my interest in organisational transformation with further development of human-centred design, co-creation, and stakeholder engagement.

My personal ambitions are to strengthen my ability to analyse complex organisational processes, design sustainable interventions, and facilitate change in collaboration with stakeholders. I also aim to deepen my understanding of aligning process optimisation with strategic and sustainability goals, creating solutions that are impactful and meaningful.

Appendix B : Interview questions

Introduction:

Thank you for taking the time to participate in this semi-structured interview. My name is Levie, and I am currently doing my graduation project on organisational learning at RAI, specifically, how the Plan-Do-Check-Act cycle is applied across the three dimensions; process, collaboration, and content, within the event process. The overall aim of this project is to identify, understand and evaluate factors that support or limit learning and how learning can be better embedded so that RAI can further develop as a learning organization.

The aim is to understand how learning happens at RAI and explore ways to improve it. This will be a semi-structured interview, meaning I have some guiding questions, but we can also explore any topics that emerge during our conversation.

Your responses will be confidential and anonymized, and used only for research purposes. With your permission, I would like to record the session for transcription. All recordings will be deleted after the transcript once the anonymized transcript is completed. I also have a consent form, please take a moment to read it and if you agree with the content, please sign it.

The interview should take about 60 minutes. Before we start, do you have any questions?"

Interview Questions:

1. Can you briefly describe your function in the event process?

Possible follow up: In which phases you are involved?

1. To what extent does the event process help you perform your role?

Follow-up: What does the event process mean to you?

Individual level:

1. Can you share an experience of when you spoke up during the event process?

Possible follow-up: What did you share (mistake, idea or concern)? What made you speak up? How did your team react? What happened afterwards?

How comfortable do you feel speaking up in general?

- Psychological safety

2. Can you mention an example of when you felt motivated to take initiative to improve the event process?

What influenced your decision to act?

Possible follow-up: What made this feel urgent to address? What role did you have in making the change? When do you feel less motivated to take initiative?

- Motivation

3. How would you describe the level of trust in your team regarding giving and receiving feedback?

Possible follow-up: What strengthens this trust? What weakens it? Can you recall a moment when trust was particularly visible or absent?

- Trust

4. How do you describe your role and responsibilities within the event process? What aspects of this role satisfy you?

Possible follow-up: Are your responsibilities clear to you and others? What helps you understand what others suspect of you during the event process? What would make the role distribution more clear?

- Role clarity

5. How do you look back to your actions after an important phase or the event? When you encounter bottlenecks or challenges in the event process, how do you typically respond?

Possible follow-up: What helps you to learn from what happened? What skills or resources help you to reflect?

- Personal capability

Team level:

6. How would you describe the communication within a team during the event process?

Possible follow-up: Can you give an example of good and bad communication? Do you feel everyone uses and interprets key terms in the same way?

How would you describe the communication with other employees who are part of the event process but not of your specific team at that moment?

- Communication

7. How does your manager support or hinder learning and reflection in your department?

Possible follow-up: Can you share ideas or concerns with them? Does your manager encourage reflection and learning? Is there something that would improve that?

- Leadership

8. How do teams collaborate to make the event process run smoothly?

Possible follow-up: Can you share an example of how this communication works in practice? Was it clear and transparent communication? How do you share ideas or bottlenecks?

- Collaboration

9. Can you mention a moment when you or someone in your team tried out an informal solution or workaround?

Where are these solutions shared with others?
Was there formal approval for this solution?

Possible follow-up: What motivated that? What happened afterwards?

- bootleg

10. How does your team take time to reflect on past experiences and plan for the future?

Possible follow-up: Is it mainly about quick fixes, or do you also address deeper root causes? How is this shared with all departments involved in the event process? Are there topics that tend to be avoided during reflection moments?

- Reflexivity

Organisational level:

11. How would you describe the culture at RAI when it comes to learning and improving?

Possible follow-up: How do you deal with mistakes or successes? What behaviours or attitudes do you observe?

- Organisational culture

Bootleg follow-up:

- When formal processes do not work, do people create their own informal solutions, and what happens with these workarounds?

12. How do departmental boundaries or hierarchies affect collaboration in the event process?

Possible follow-up: Can you give an example? Do these boundaries clarify responsibilities or create confusion? Do they support or hinder addressing the bottlenecks?

- Structure

13. How do learning routines and tools, like pre- and post-show documents, help you and your team to learn?

Possible follow-up: Do these tools feel useful for learning and improvement, or more like a formality? Do they help departments share insights and avoid repeated mistakes?

- Process and systems

14. Why is it important for you to constantly improve within the RAI?

Possible follow-up: How is the vision shared? How does this vision help you make decisions? How does it shape your understanding of why learning is important?

- Shared vision

Closing:

Is there anything else you feel is important about learning, reflection, or the event process? Or something else you would like to share or know from me?

Thank you very much for your time and insights :)

Appendix C : Explanaiton patters

Feedback loops are incomplete

Respondents describe a lack of transparency and closure regarding follow-up on identified bottlenecks. Although issues are addressed, employees often become aware of outcomes informally or incidentally rather than through structured communication.

“Soms krijg ik na een jaar pas... dat het is opgelost.”

“Hoe het daadwerkelijk wordt opgelost voor alle afdelingen... daar hoor je uiteindelijk nooit meer wat van.”

Feedback does not fail because of absence, but due to unclear ownership, prioritisation, and lack of visible follow-up. As feedback flows through organisational layers without returning to its origin, closure remains incomplete, and collective understanding is weakened.

Motivation depends on conditions

Motivation translates into initiative only when enabling conditions are present. Respondents most frequently refer to time availability, operational prioritisation, ownership clarity, and access to relevant stakeholders.

“Tijd is heilig... Wanneer moet ik dat doen?”

“Je moet hem wel toegewezen krijgen. Anders gaat iemand dat niet actief doen.”

Although intrinsic motivation and responsibility are generally high for organizing the event, initiative for learning remains reactive when supportive conditions are absent. Learning-oriented behaviour is therefore incidental rather than structurally embedded.

Knowledge is person-dependent

Learning remains embedded in individuals or specific teams rather than becoming structurally accessible. Expertise develops through experience and informal interaction, but is not consistently shared or transferred.

“Dan moet je zelf een beetje gaan puzzelen.”

“En je loopt allemaal gaten dicht... En pas als je weg gaat. Kom je erachter wat die persoon nou precies gedaan heeft.”

Differences in training and experience further reinforce uneven learning practices. As a result, knowledge flows primarily through personal networks rather than shared systems.

Leadership shapes learning and initiative

Leadership practices influence whether learning is prioritised and structurally embedded. Reflection is not consistently integrated into routines and is often triggered by major bottlenecks rather than continuous evaluation.

“Dat komt één keer in dezelfde tijd terug. Maar het is geen vast agendapunt.”

“Vanuit de manager wordt pas geschakeld zodra er echt een groot knelpunt is.”

While managers provide openness and encourage improvement projects, learning from the Event Process as a system receives less structural attention. Initiatives are supported at a local level but rarely become embedded at the organisational level.

Learning remains at the individual or event team

Learning remains embedded in individuals or specific teams rather than becoming structurally accessible. Expertise develops through experience and informal interaction, but is not consistently shared or transferred.

“Hoe bouw je het uit binnen je organisatie? Dat mis ik.”

“Na een drukke periode... is het alweer vergeten.”

Department meetings do not consistently include learning as a structural topic. As a result, insights remain local and do not expand into shared organisational memory.

Problem-solving overshadows learning

Daily work is characterised by urgency and operational pressure. Immediate problem-solving dominates during events, leaving limited time and attention for deeper reflection.

“Ons hele leven bestaat uit quick fixes.”

“Op het moment van het evenement is er geen tijd om stil te staan.”

This dynamic links to bootlegging behaviour, where workarounds and quick fixes provide immediate solutions. Managers are aware of such quick fixes and often appreciate smart, efficient solutions. However, this reinforces a culture in which rapid problem resolution is prioritised over structural learning.

Processes are disconnected from practices

Formal learning structures exist but are weakly integrated into everyday workflows. Coordination frequently takes place through ad hoc communication rather than through formalised steps.

“Je moet er naartoe gaan als jij denkt dat je wat in te brengen hebt.”

Reflexivity primarily occurs individually and incidentally. Without structural embedding at the team level, reflective practices remain insufficient to counterbalance the dominance of operational urgency.

Appendix D: Patterns with limited recurrence

Language is not shared throughout the organisation

Respondents mention that the way words are used sometimes does not reach the whole organisation. WRespondents indicate that terminology and strategic language are not consistently understood across levels. Fragmented meanings limit coordination and collective sensemaking.

”

“Sommige haakten halverwege af... er werden moeilijke woorden gebruikt.”
“Als je het woord leren gebruikt... dan zeggen ze: leer maar weg.”

”

Language is not shared throughout the organisation

Positive learning outcomes receive limited symbolic reinforcement. The dominant focus is on problems and improvements rather than on recognising effective practices.

”

“90% verbeteren of kritiek, 10% successen.”

”

Taken together, these nine patterns illustrate that learning within the Event Process is present but fragmented, conditional, and weakly institutionalised. Individual and team-level learning occurs, yet structural embedding across the organisation remains limited.

Appendix G: Co-Design outcomes

How might we make learning insights visible and accessible beyond the immediate team?

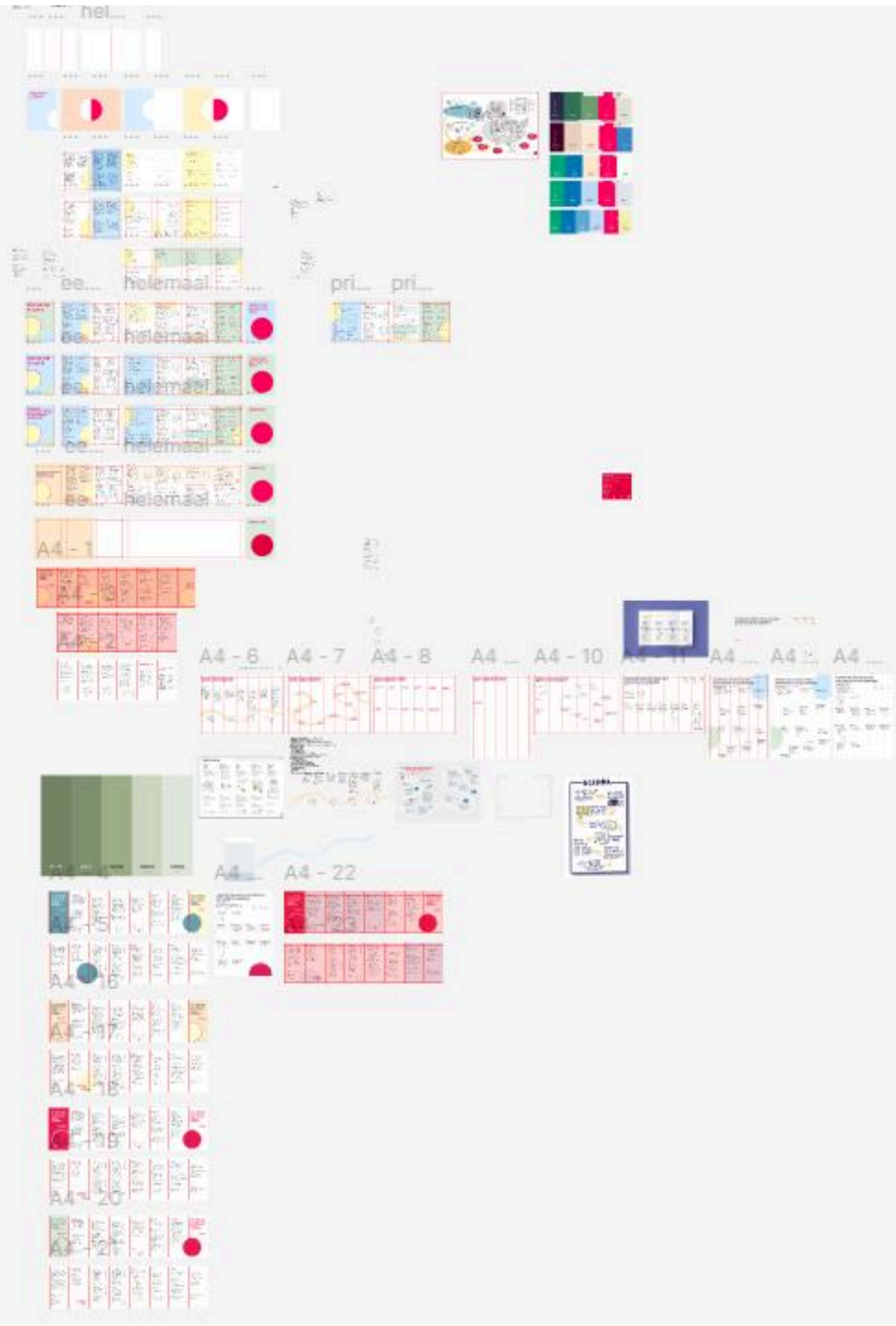
How might we reduce the dependence of learning on individual motivation or experience?

How might we enable low-effort learning in busy periods without adding workload or slowing down operations?

How might managers effectively support the connection and transfer of learning across teams?

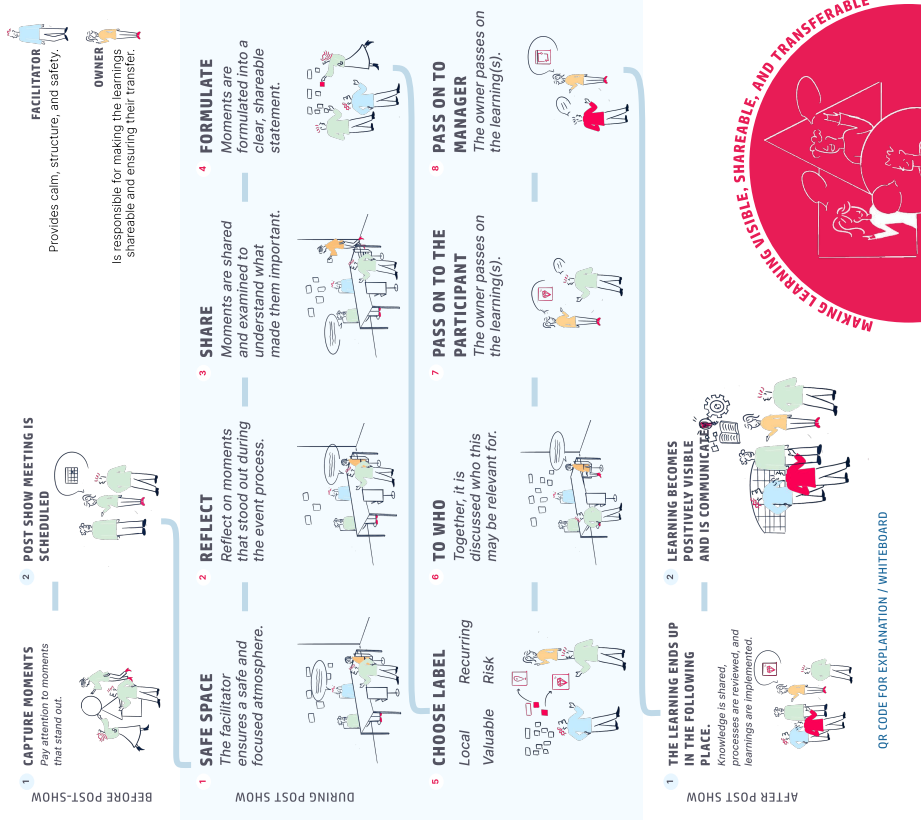
How might we turn problem-solving moments into opportunities for shared learning?





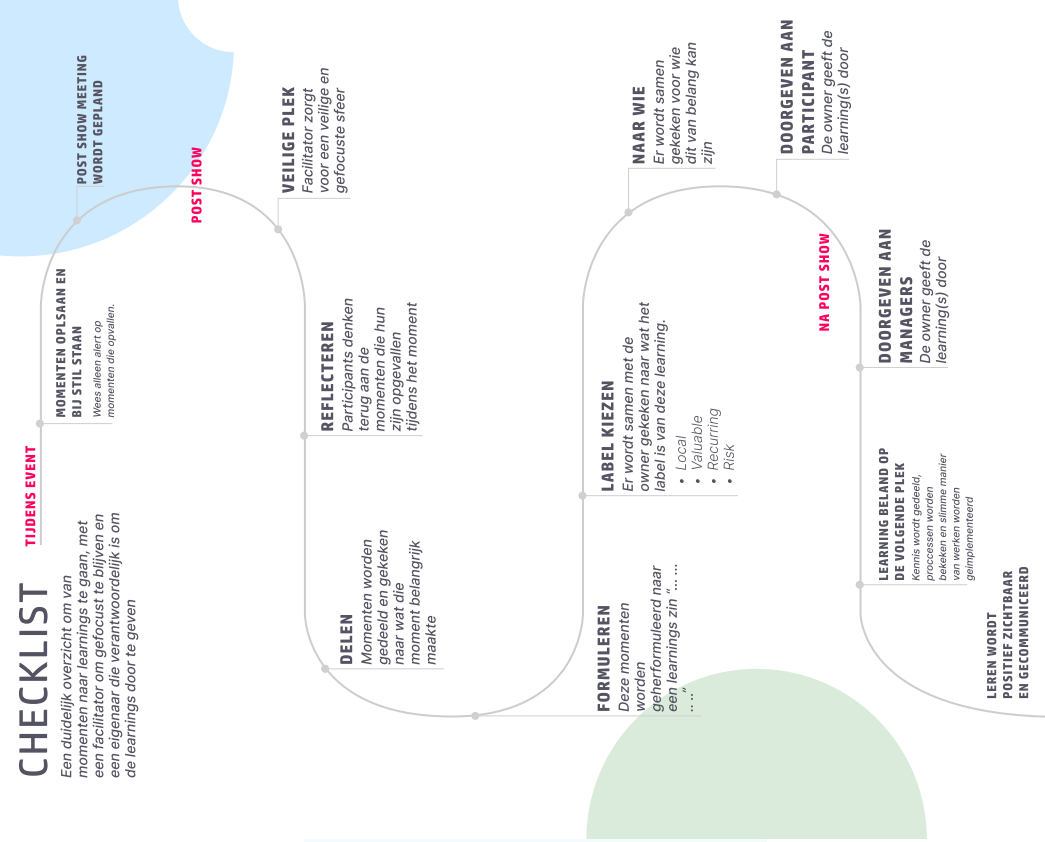
TURN OUR SUCCESSES AND INSIGHTS IN THE EVENT PROCESS INTO SHARED LEARNINGS CHECKLIST

From local, incidental, and invisible to learning that is visible, shareable, and transferable.



FORMULATE OUR SUCCESSES AND INSIGHTS INTO LEARNINGS CHECKLIST

Een duidelijk overzicht om van momenten naar learnings te gaan, met een facilitator om gefocust te blijven en een eigenaar die verantwoordelijk is om de learnings door te geven



TURNING EVERYDAY WORK INTO SHARED LEARNING

MAKING LEARNING VISIBLE, SHAREABLE, AND TRANSFERABLE

In our work, we are constantly learning, during the build-up, throughout the event, and in the hectic moments surrounding it. Yet many of these insights remain local to a single team, disappear after the event, or linger as bottlenecks that need to be resolved. As a result, duplicate work can arise and other teams miss valuable lessons.

This booklet helps to pause and make these insights visible and shareable, without adding extra meetings. Use the questions during existing sessions, such as post-show meetings, management team discussions, or team gatherings.

The question structure, roles, and simple tools provide guidance to reflect on what stood out, what worked, and what we learned, and to pass that knowledge directly to the right place within the organization.

WHY
Making learning visible, shareable, and transferable

WHEN
During existing meetings

HOW TO USE
Through roles, a question structure, and Post-its

WHAT THIS IS NOT

This booklet is not a new method, training, or additional meeting.

It is not intended to solve problems or evaluate performance.

It is not about documenting everything or assigning blame.

Not every insight needs to be shared or acted upon.

This booklet is a simple aid to briefly pause, identify learnings, and decide what happens next, within meetings that already exist.

3 VERSCHILLENDE ROLLEN, POST-ITS EN EEN BESTAANDE MEETING

OWNER

The owner safeguards the overview: which insights need to be passed on, what is important for future events, and who should be informed. During the meeting, the owner listens to how learnings are formulated to ensure they remain clear and transferable.

After the session, the owner makes sure each learning reaches the right place, so knowledge is not lost but continues to flow.

FACILITATOR

During a meeting, the facilitator provides calm, structure, and psychological safety. As the team reflects on moments that stood out, the facilitator helps ask the right questions and look beyond the details, not to magnify problems, but to surface insights.

The facilitator maintains a positive energy, identifies patterns, and supports the team in turning reflections into clear, practical learnings.

TOOLS

The tools keep things simple and accessible. With Post-its, markers, and a wall, an overview quickly emerges: patterns become visible, insights surface, and ideas can shift. Online, the same approach works via Miro, using the QR code on the back.

The tools are a way to make thinking visible, allowing everyone to observe, contribute, and learn together.

PARTICIPANT

Participants bring practical experience: what happened, why it worked, and what they take away from it. They provide the concrete examples, moments, and insights that form the foundation of shared learning.

As a participant, it is not about right or wrong, but about sharing what you have seen, done, or discovered. Together, you make insights visible so they gain value for others.

QUESTIONS

- WHAT STOOD OUT ...**
"During the event, communication went surprisingly smoothly even when it was peak hours."
- WHAT HELPED US MOVE FORWARD ...**
"We used two separate Teams channels: one for urgent matters and one for less time-sensitive communication."
- WHAT DID WE LEARN ...**
"Clear communication about what is urgent helps teams respond faster during an event."
- WHAT LABEL DOES IT GET ..**
"This can be relevant for other event teams as well so the label it gets is: valuable."
- WHO ELSE COULD BENEFIT FROM THIS ...**
"For next events it is valuable for the event and project managers."

LABELS

- Local**
An insight that is valuable for this specific team, event, or context.
"We learned that having one fixed contact person backstage reduced confusion during this event."
- Valueble**
An insight that is also relevant for other teams, events, or projects.
"Clear communication about what is urgent helps teams respond more quickly during events."
- Recurring**
An insight that keeps recurring and points to a pattern.
"Last-minute schedule changes continue to cause stress across multiple events."
- Risk**
An insight that poses a risk to safety, quality, or continuity.
"Unclear emergency procedures created unsafe situations during peak moments."

LEARNING FLOW

BEFORE THE MEETING

Learning is already happening.

1 During daily work, teams constantly solve problems and make small adjustments.

2 These smart changes often happen in the moment and remain unnamed

No preparation is needed before the meeting.

3 Simply be aware that moments that stood out during work can contain valuable learnings.

4 If something stood out to you, bring that moment to the meeting.

DURING THE MEETING

Make learning visible together.

5 During an **existing meeting**, take a moment to pause and reflect using the questions.

6 The **facilitator creates a safe and focused space.**

7 **Participants share moments** that stood out and what helped during those moments

8 Together, the team formulates one, two or more **learnings in shared language.**

9 The **learning does not have to be perfect**, just try to make it understandable for other colleagues.

Decide where the learnings go.

10 Once the learning is clearly formulated, the team gives it a **label**.

11 This label helps determine whether the learning stays **local** or **moves forward**.

12 The **owner** makes this decision, together with the team.

13 Based on the label, the **owner ensures the learning is passed on or followed up** in the right place.

AFTER THE MEETING

Passing learning on, based on the label

Valueble: The learning is relevant for other teams or future events.

- 14 The owner assigns the learning to a team member.
- 15 It is shared later during a department meeting.

Local: The learning is specific to this team, event or context.

- 14 The owner adds it to the post-show document.
- 15 It is revisited in the next post-show meeting.

Risk / recurring: The learning relates to safety, risk or a recurring pattern.

- 14 The owner escalates the learning to MT.
- 15 Managers discuss patterns and recurring themes.

FACILITATOR DON'T FORGET TO PAY ATTENTION TO

WHAT THE MOOD IS

Notice the energy in the room. Is there tension, relief, pride, frustration?

BLAME DOES NOT EXIST

Focus on what happened, not on who caused it.

WHAT MADE THIS REALLY WORK

Help the team move beyond the details and identify the underlying reason.

OWNER DON'T FORGET TO PAY ATTENTION TO

CLEAR AND SHAREABLE LANGUAGE

Make sure the learning is understandable for people who were not there.

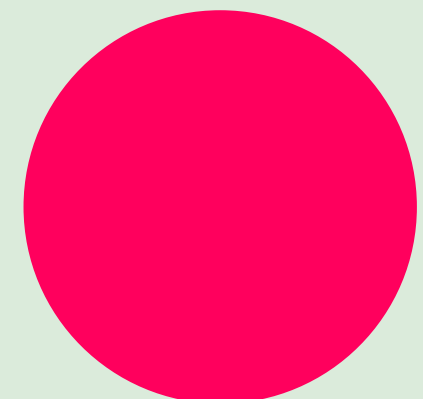
DOES IT HAVE THE RIGHT LABEL?

Check whether the label matches what the learning calls for.

ENSURING IT MOVES TO THE NEXT CONVERSATION

Explicitly decide where and when the learning will return.

TURNING EVERYDAY WORK INTO SHARED LEARNING



Appendix J: Final concept prototype Booklet

HOW CAN WE TURN OUR SUCCESSES AND INSIGHTS INTO SHARED LEARNING?

PROCESS

MAKING LEARNING VISIBLE, SHAREABLE, AND TRANSFERABLE.

FLIP OVER FOR THE EXPLANATION.

LEARNING FLOW

THIS SIDE SHOWS THE STEPS; FLIP OVER FOR THE DETAILED EXPLANATION.

In our work, we learn continuously: during build-up, the event itself, and the hectic moments around it. Many insights stay local or disappear afterwards. These steps make learning visible, shareable, and usable.

BEFORE THE MEETING – NO PREPARATION NEEDED

No preparation required, just stay alert to moments that stand out to you.

- Possible moments:
- a success
 - something that went (less) smoothly
 - something that helped you move forward
 - something that caused frustration, risk, or delay



DURING THE MEETING – MAKING LEARNING VISIBLE TOGETHER

- Share moments that stood out**
Participants share moments that stood out to them:
 - What exactly happened?
 - Why did it stay with you?
 - What does this mean for our work?
 This is not about blame.

- Explore what worked or blocked progress**
Together, the team reflects:
 - What helped us move forward?
 - What made this difficult?
 - What does this say about how we collaborate?
 The facilitator asks follow-up questions and helps make patterns visible.

- Formulate the learning**
Together, the team summarises the core insight in clear, understandable language.
 - What did we discover?
 - What could help others move forward?
 - How can we phrase this concisely?
 It doesn't have to be perfect, clear is enough.

The owner selects the label together with the team.

- Assign a label to the learning**
The label determines whether it stays local or is shared across the organisation.
 - Local:** only relevant for this team.
 - Valuable:** useful for other teams or departments.
 - Recurring:** comes up more often (indicates a pattern).
 - Risk:** affects safety, quality, or continuity.
 The owner selects the label together with the team.

The label determines where the learning goes: a team, department, event, or managers. The owner aligns this with the participants.

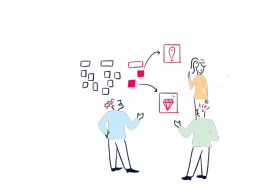


- Decide who this is relevant for**
The label determines where the learning goes: a team, department, event, or managers. The owner aligns this with the participants.

The label determines where the learning goes: a team, department, event, or managers. The owner aligns this with the participants.

The label determines where the learning goes: a team, department, event, or managers. The owner aligns this with the participants.

The label determines where the learning goes: a team, department, event, or managers. The owner aligns this with the participants.



AFTER THE MEETING – MOVING THE LEARNING TO ITS NEXT DESTINATION

The owner ensures follow-up based on the assigned label:

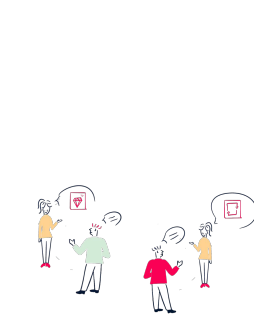
Local: add to the post-show document and revisit in the next meeting.

Valuable: share with the relevant team or department, or integrate into a new event.

Recurring: pass on to managers for MT discussion.

Risk: pass on to managers for MT discussion.

This way, knowledge does not remain stuck, but flows through the organisation.



DON'T FORGET

FACILITATOR
Ensures calm, structure, and safety. Guides reflection by asking follow-up questions, making patterns visible, and keeping the language clear and understandable.

Keeps the team sharp by asking:

- Is this an observation or an interpretation?
- Are we looking broadly enough at the moment?
- What insight could others take from this?

OWNER
Is responsible for:

- A clearly formulated learning.
- Choosing the right label together with the team.
- Passing the learning on to the right place.

Pay attention to:

- Make sure learnings do not remain unused.
- Check later whether the learning has actually been acted upon.

PARTICIPANT

- Brings practical experience: what you have seen, tried, solved, or discovered.
- You don't need to be complete, one concrete moment is enough.
- Simply sharing what you experienced is already valuable.

EXTRA TIPS

HOW DO YOU FORMULATE A LEARNING?

An effective learning consists of three parts:

1. What happened?
2. What worked or blocked progress?
3. What do we take from this into future situations?

For example:

1. During peak pressure, short updates helped us maintain overview.
2. Unexpected changes caused confusion; this appears to be a recurring pattern.
3. Discussing role division beforehand created calm during execution.

WHEN HAS IT BEEN SUCCESSFUL?

You are done when:

- The moment is clear.
- The core insight is formulated.
- The label has been chosen.
- It is clear where the insight will go next.

Nothing more is needed.

QR CODE FOR THE ONLINE VERSION VIA MIRO.

HOW CAN WE TURN OUR SUCCESSES AND INSIGHTS INTO SHARED LEARNING?

EXPLANATION

MAKING LEARNING VISIBLE, SHAREABLE, AND TRANSFERABLE.

FLIP OVER FOR THE EXPLANATION.

HALLO!

In our work, we learn continuously: during build-up, the event itself, and the busy moments around it. Yet many insights remain within one team or disappear afterwards. As a result, work is duplicated and valuable lessons are lost.

This booklet helps you make those insights briefly visible and shareable, without adding extra meetings. You simply use it during existing moments, such as post-show meetings.

The fixed questions and roles provide structure to reflect, share insights, and pass them on.

WHY

To make learning visible, shareable, and transferable, so insights do not remain local but truly flow through the organisation.

WHEN

During the post-show meeting.

HOW

By using clear roles, a fixed set of questions, and Post-its to quickly make insights visible.

WHAT THIS IS NOT

This is not a new method, training, or additional meeting.

It is not meant to solve problems or evaluate performance.

It is not about blame, but about insight.

Not every learning point needs follow-up.

This is a simple tool to briefly pause, recognise learning moments, and decide on the next step, within meetings that already exist.

THREE ROLES, POST-ITS, AND AN EXISTING MEETING, THAT'S ALL YOU NEED.

OWNER

The owner maintains the overview: which insights need to be passed on and which are important for future events. During the meeting, the owner ensures that each learning is clearly formulated and reaches the right destination. This prevents knowledge from remaining unused and allows it to flow through the organisation.



PARTICIPANT

Participants bring practical experience: what happened, why something worked or did not, and what they take from it. No preparation is needed; you simply share what you have seen, done, or discovered. By discussing these moments, learning becomes visible and your experience gains value for others.



FACILITATOR

The facilitator ensures calm, structure, and psychological safety. They support the team's reflection by asking strong questions, making patterns visible, and clarifying the core insight. The facilitator guards the process, not the content, so that insights become clear, concrete, and usable.



HULPMIDDELEN

The tools keep it simple and visible: Post-its, a marker, and a wall or table. These quickly reveal patterns, insights, and overview. Online, this works in the same way via Whiteboard (QR code on the back). By making thinking visible, everyone can follow, contribute, and learn together.



THE FIVE STEPS

These five steps help your team make successes and insights concise, visible, and transferable.

1 WHAT STOOD OUT ...

"During the event, communication went surprisingly smoothly, even during peak moments."

2 WHAT HELPED US MOVE FORWARD ...

"We used two separate Teams channels: one for urgent matters and one for less time-sensitive communication."

3 WHAT DID WE LEARN ...

"Clear agreements about urgency help teams respond more quickly and calmly."

4 WHICH LABEL DOES THIS GET ...

"This may also be relevant for other event teams, so it receives the label 'Valuable'."

5 WHO ELSE COULD BENEFIT FROM THIS ...

"For future events, this is valuable for event and project managers."

LABELS

Labels help to quickly categorise insights and ensure they reach the right destination. Together with the team, the owner decides which label fits. There are four labels:

LOCAL

Only relevant for this team.
Where does it go? Included only in the post-show document.

VALUABLE

Useful for other teams or departments.
Where does it go? Shared with relevant teams or departments.

RECURRING

An insight that keeps returning and may indicate a pattern.
Where does it go? Passed on to managers.

RISK

An insight that poses a risk to safety, quality, or continuity.
Where does it go? Passed on to managers.

EXAMPLE

BEFORE THE MEETING

No preparation is needed, just stay alert to moments that stand out to you.



DURING THE MEETING – MAKING LEARNING VISIBLE TOGETHER

Share what stood out during the event process

"During the build-up, communication went surprisingly smoothly, even when things became busy."



Share what helped us move forward

"It helped that we had one clearly defined point of contact."



Formulate what we learned

"A defined point of contact creates calm and leads to more consistent coordination."



Assign a label to the learning

"This is not only useful for our team; it can also help other event teams."

Label: Valuable



Clarify who this learning is relevant for

"Especially relevant for event and project managers."



AFTER THE MEETING

The owner ensures that this learning reaches the right meeting.

"This learning is relevant for your team. Could you bring it to your department meeting this week?"



Appendix K: Online Whiteboard template for RAI

1 What stood out?

2 Which moments had impact on our content, process, and collaboration?

3 How can we formulate what we have concretely learned from this?

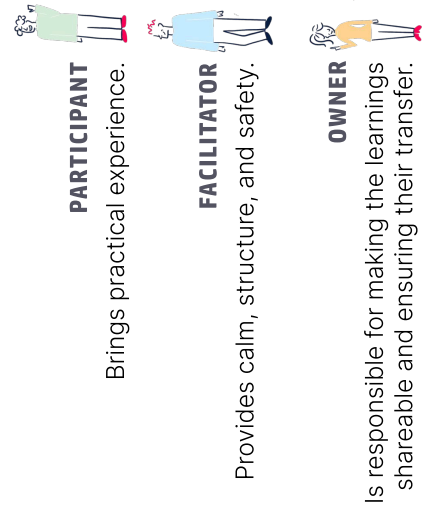
4 Local Value

5 Positioning

Recurring Risk

TURN OUR SUCCESSES AND INSIGHTS IN THE EVENT PROCESS INTO SHARED LEARNINGS CHECKLIST

From local, incidental, and invisible to learning that is visible, shareable, and transferable.



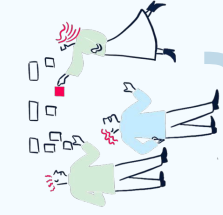
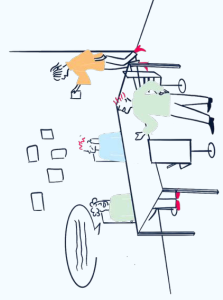
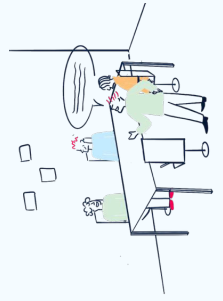
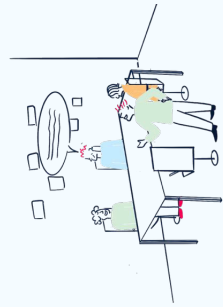
BEFORE POST-SHOW

- CAPTURE MOMENTS**
Pay attention to moments that stand out.
- POST SHOW MEETING IS SCHEDULED**



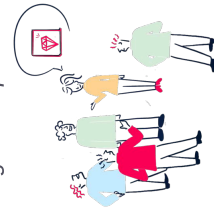
DURING POST SHOW

- SAFE SPACE**
The facilitator ensures a safe and focused atmosphere.
- REFLECT**
Reflect on moments that stood out during the event process.
- SHARE**
Moments are shared and examined to understand what made them important.
- FORMULATE**
Moments are formulated into a clear, shareable statement.



AFTER POST SHOW

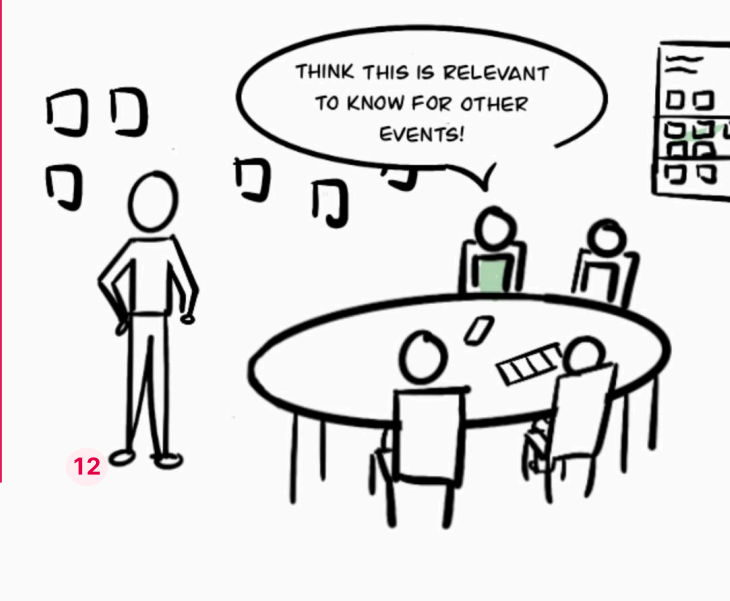
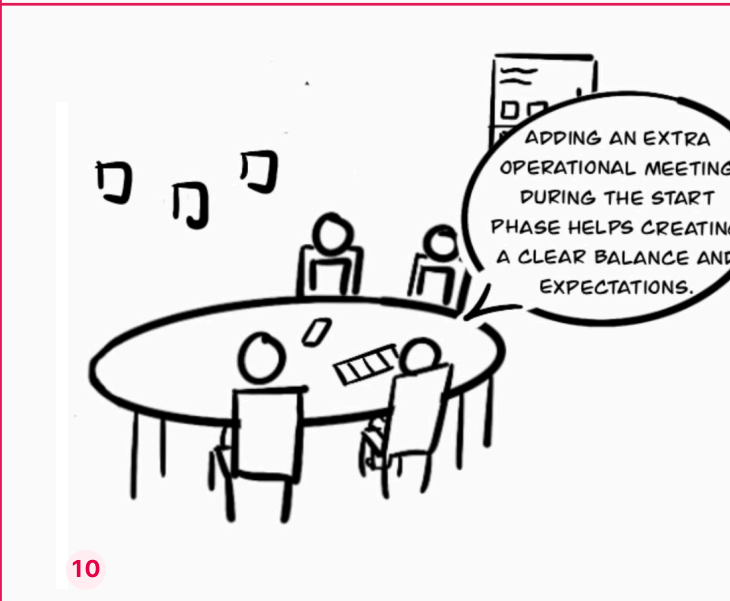
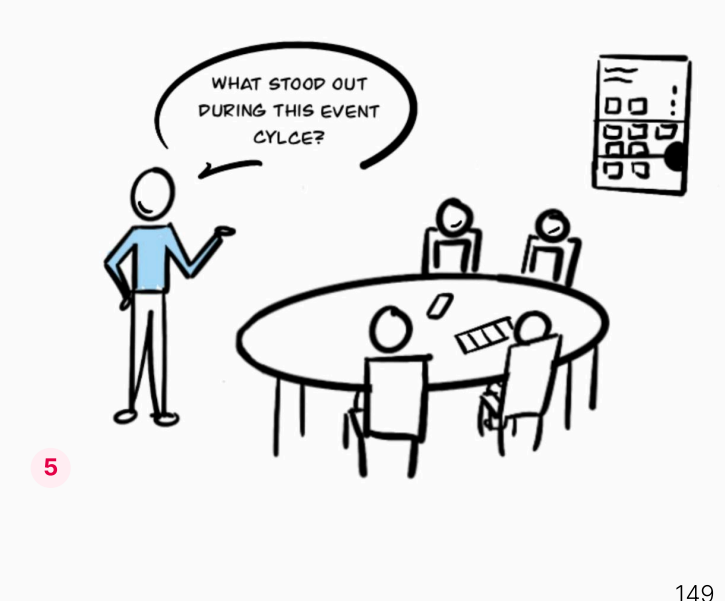
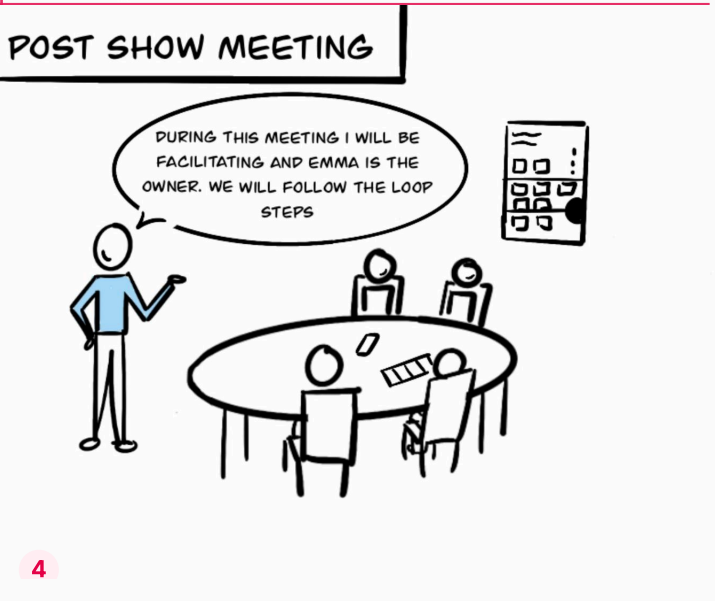
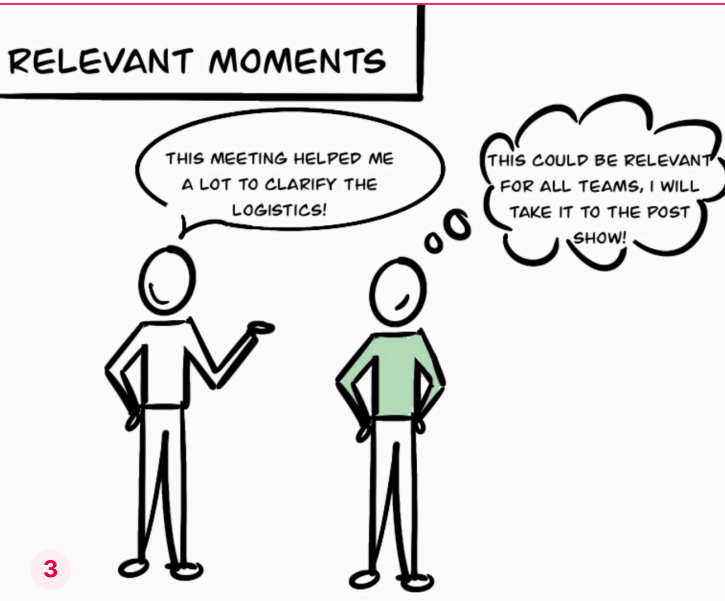
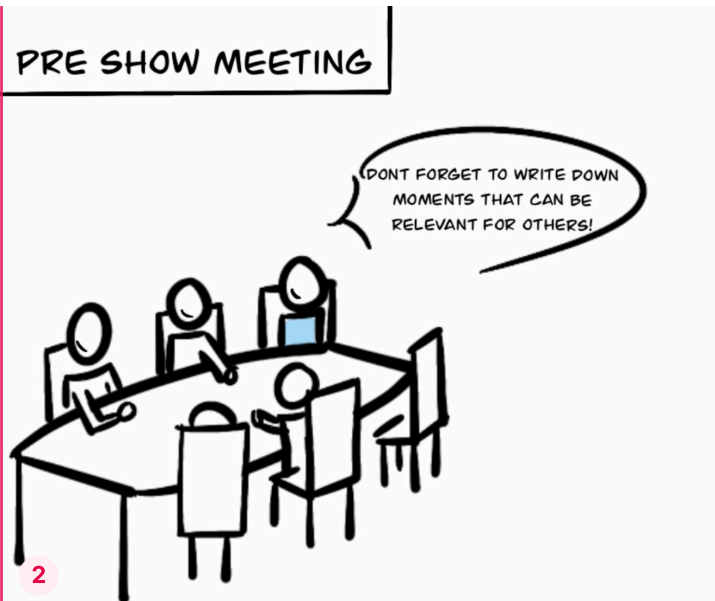
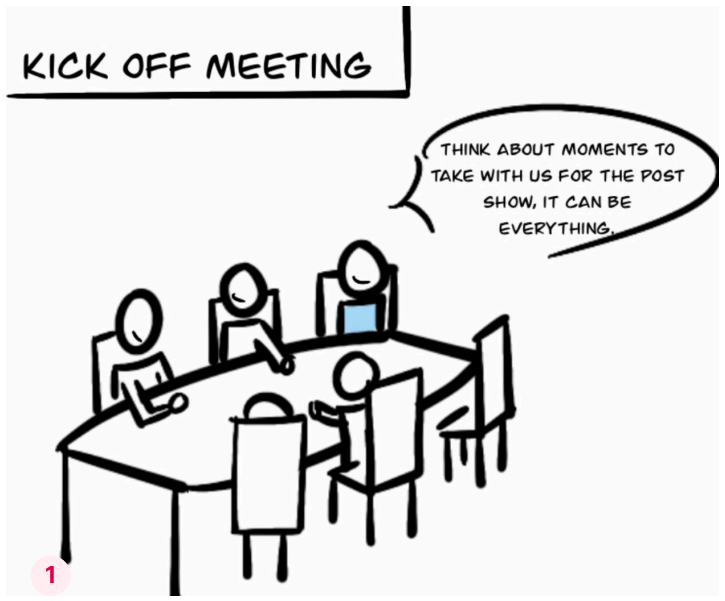
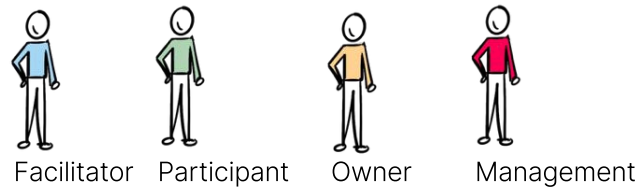
- THE LEARNING ENDS UP IN THE FOLLOWING PLACE.**
Knowledge is shared, processes are reviewed, and learnings are implemented.
- LEARNING BECOMES POSITIVELY VISIBLE AND IS COMMUNICATED**



MAKING LEARNING VISIBLE, SHAREABLE, AND TRANSFERABLE

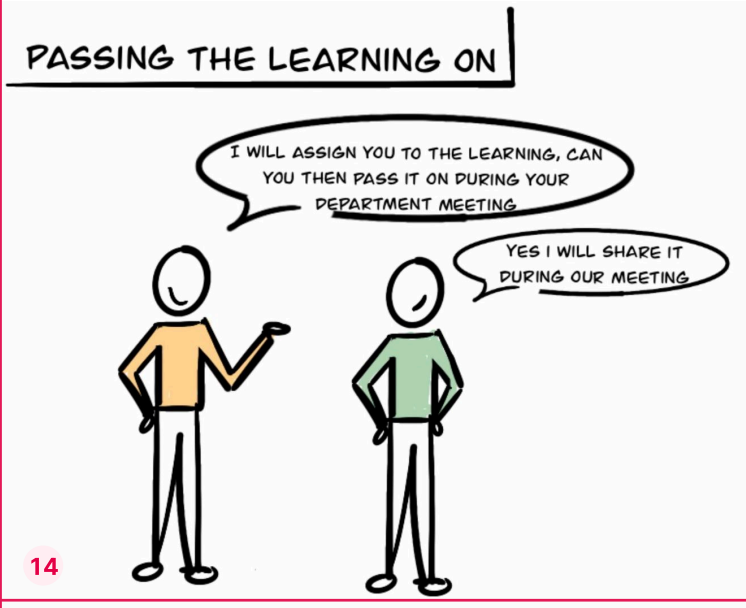
QR CODE FOR EXPLANATION / WHITEBOARD

Appendix M: Elobrate storyboard

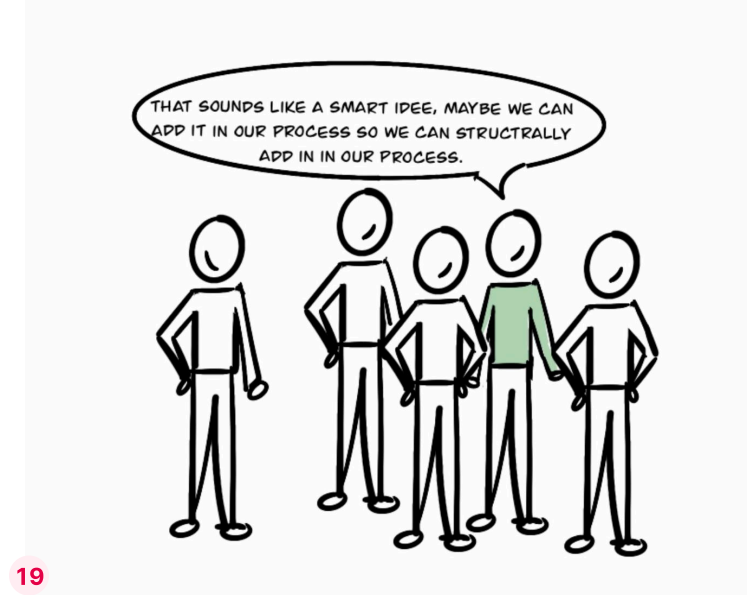




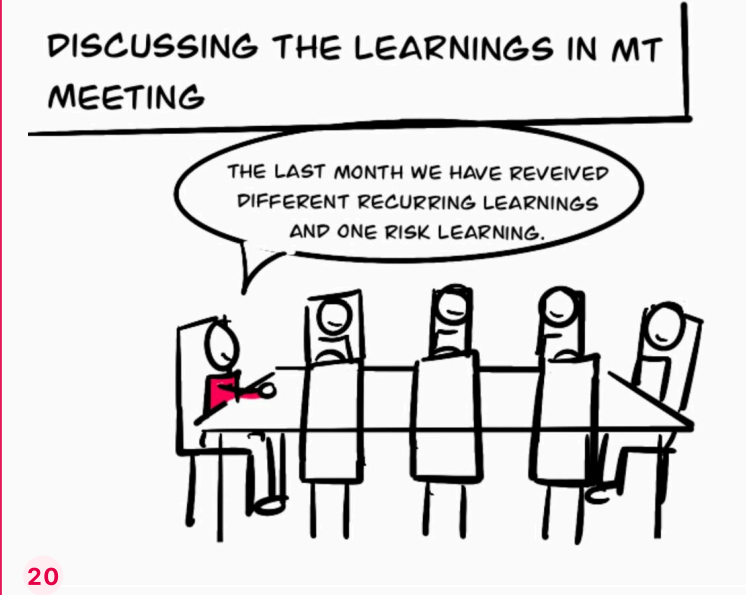
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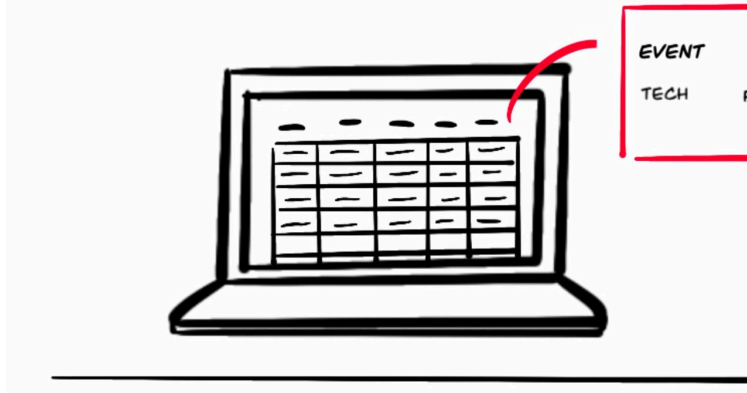


19



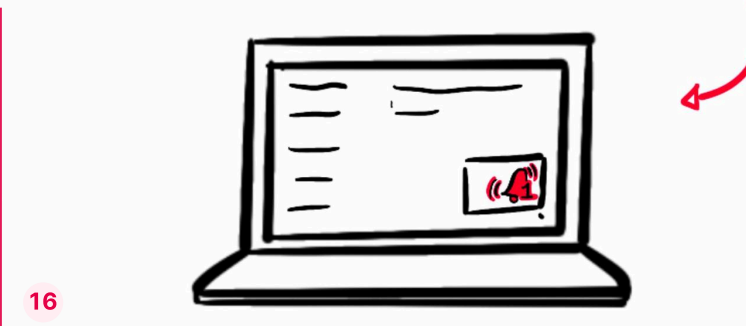
20

ADDING THE LEARNINGS TO SHAREPOINT

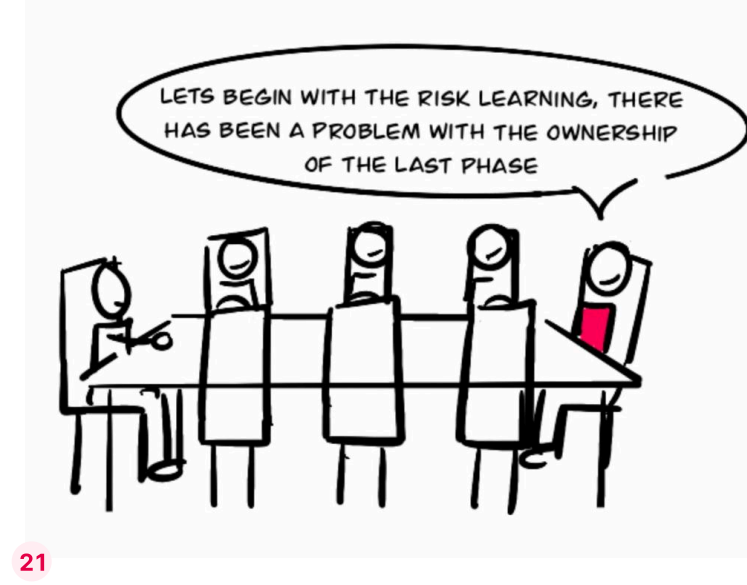


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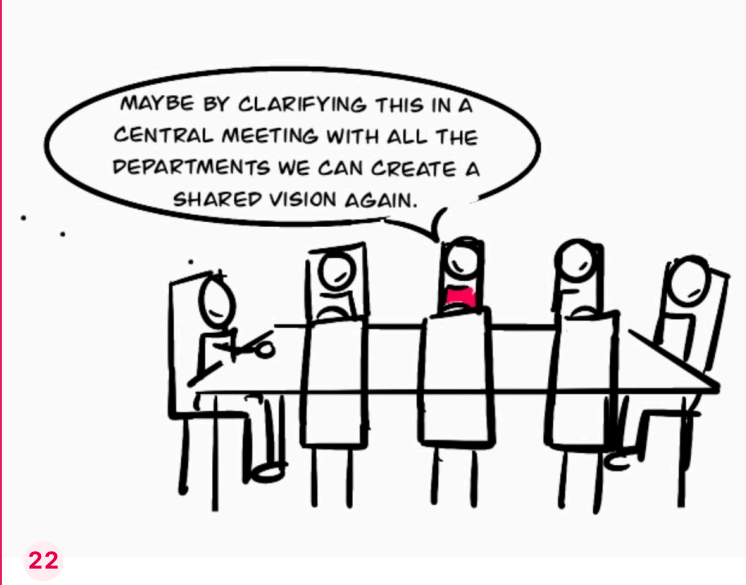
EVENT	DATE	OWNER	LEARNING	LABEL	DESTINATION	RESPONSIBLE
TECH	FEB 2026	EMMA	ADDING AN ...	VALUEBLE	TEL	PIET



16

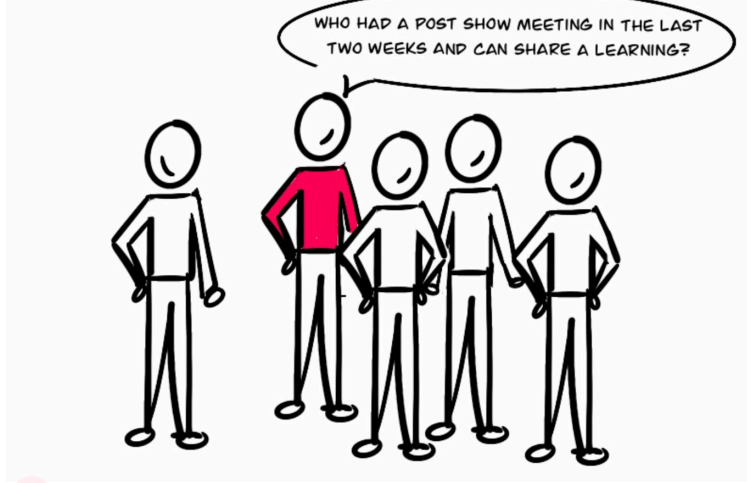


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22

SHARING THE LEARNING DURING DEPARTMENT MEETING

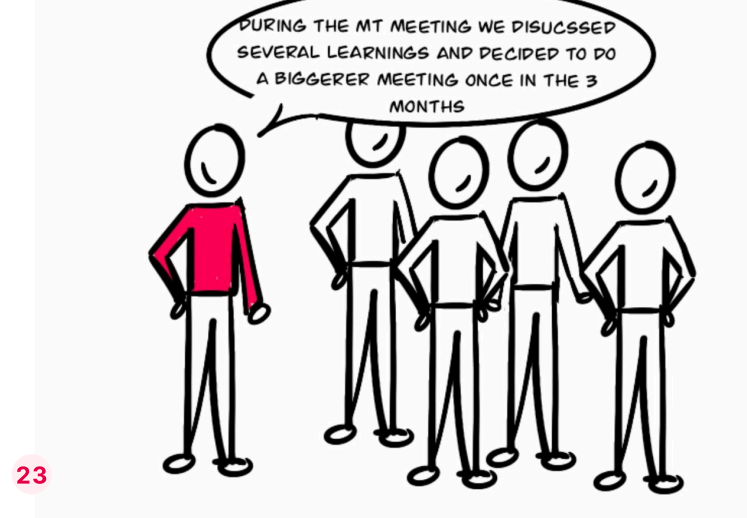


17



18

REPORT OUT BY MANAGER DURING DEPARTMENT MEETING



23

Appendix N: Dutch Booklet version

HOE KUNNEN WE ONZE SUCCESSEN EN INZICHTEN OMZETTEN IN GEDEELD LEREN BINNEN DE RAI

PROCES

LEARN ZICHTBAAR, DEELBAAR EN OVERDRAAGBAAR MAKEN

DRAAI OM VOOR DE UITLEG

LEARNING FLOW

DEZE KANT TOONT DE STAPPEN; DRAAI OM VOOR DE UITBREIDE UITLEG.

In ons werk leren we voortdurend: tijdens de opbouw, het evenement en de hectische momenten eromheen. Veel inzichten blijven lokaal of verdwijnen na afloop. Met deze stappen maken we leren zichtbaar, deelbaar en bruikbaar.

TIJDENS DE KICK OFF - LET OP MOMENTEN DIE JE OPVALLEN IN HET EVENT PROCES

Besprek tijdens de kick-off meeting de momenten die belangrijk zijn om te onthouden

Mogelijke momenten:

- een succes
- iets dat (minder) soepel is verlopen
- iets dat jullie verder hielp
- iets dat frustratie, risico of vertraging veroorzaakte

Voor het hele event team: zoom tijdens het event process af en toe uit, let op opvallende momenten en schrijf ze op.



TIJDENS DE POST SHOW - SAMEN LEREN ZICHTBAAR MAKEN

1 Deel momenten die opvielen

- Deelnemers delen momenten die opvielen:
- Wat gebeurde er precies?
 - Waarom bleef het hangen?

Het gaat hier niet om schuld!

2 Onderzoek welke momenten echt impact hadden op onze inhoud, proces en samenwerking

Samen onderzoekt het team:

- Waarom had dit moment impact?
 - Wat veranderde hierdoor in ons proces, onze inhoud of samenwerking?
 - Wat hielp ons vooruit of wat remde ons af?
 - Wat zegt dit over hoe we samenwerken?
- De facilitator vraagt door en maakt patronen zichtbaar.

3 Formuleer wat we hiervan concreet geleerd hebben.

Samen vat het team de kern samen in duidelijke, begrijpelijke taal.

- Wat ontdekten we?
- Wat helpt anderen vooruit?
- Hoe verwoorden we dit kort?

Het hoeft niet perfect te zijn, duidelijk is genoeg.



4 Geef de learning een label.

Het label bepaalt of het lokaal blijft of organisatie breed gedeeld wordt.

Lokaal: alleen relevant voor dit event / event team

Waardevol: nuttig voor andere teams/ afdelingen

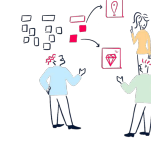
Terugkomend: komt vaker terug (patroon)

Risico: raakt veiligheid/kwaliteit/continuïteit

De owner kiest het label met het team.

5 Bepaal voor wie dit relevant is.

Het label bepaalt waar de learning heen gaat: een team, afdeling, event of managers. De owner stemt dit af met de deelnemers.



NA DE POST SHOW - LEARNING NAAR VOLGENDE LOCATIE BRENGEN

De owner borgt de vervolgactie op basis van het label.

Lokaal: toevoegen aan het post-show document van dit evenement voor een repeat evenement.

Waardevol: delen met relevant team/ afdeling of meenemen in nieuw(e) event

Terugkomend: doorgeven aan managers voor MT-overleg komt op backlog

Risico: doorgeven aan managers voor MT-overleg komt op backlog

Zo blijft kennis niet hangen, maar stroomt het door de organisatie.



VERGEET NIET

FACILITATOR

Zorgt voor rust, structuur en veiligheid. Stuurt op reflectie: doorvragen, patronen zichtbaar maken en taal begrijpelijk houden.

Houd het team scherp door te letten op:

- Is dit een observatie of een interpretatie?
- Kijken we breed genoeg naar het moment?
- Welk inzicht kunnen anderen hieruit halen?

OWNER

Is verantwoordelijk voor:

- Een helder geformuleerde learning.
- Het kiezen van het juiste label met het team.
- Het doorzetten van de learning naar de juiste plek.

Let op:

- Zorg dat learnings niet blijven liggen.
- Check later of de learning ook écht is opgepakt.

PARTICIPANT

Brengt praktijkervaring mee:

- Wat je hebt gezien, geprobeerd, opgelost of ontdekt.
- Je hoeft niet volledig te zijn, één concreet moment is genoeg.
- Alleen delen wat jij hebt meegemaakt is al waardevol.

EXTRA TIPS

HOE FORMULEER JE EEN LEARNING?

Een effectieve learning heeft drie delen:

1. Wat gebeurde er?
2. Wat werkte / blokkeerde?
3. Wat nemen we hiervan mee naar volgende situaties?

Bijvoorbeeld:

1. Tijdens drukte hielpen korte updates om overzicht te houden.
2. Onverwachte wijzigingen veroorzaakten verwarring, dit is een terugkerend patroon.
3. Vooraf een rolverdeling bespreken gaf rust tijdens uitvoering.

WANNEER IS HET SUCCESVOL GEWEEST?

Je bent klaar wanneer:

- Het moment helder is.
 - De kern verwoord is.
 - Het label gekozen is.
 - En duidelijk is waar het inzicht naartoe gaat.
- Meer hoeft niet!

QR CODE VOOR ONLINE WHITEBOARD STAAT OP DE ACHTERKANT.

HOE KUNNEN WE ONZE SUCCESSEN EN INZICHTEN OMZETTEN IN GEDEELD LEREN BINNEN DE RAI

UITLEG

LEARN ZICHTBAAR, DEELBAAR EN OVERDRAAGBAAR MAKEN

DRAAI OM VOOR HET PROCES

HALLO!

In ons werk leren we voortdurend: tijdens de opbouw, het evenement en de drukke momenten eromheen. Toch blijven veel inzichten hangen bij één team of verdwijnen ze na afloop. Hierdoor ontstaat dubbel werk en missen we waardevolle lessen.

Dit boekje helpt je om die inzichten kort zichtbaar en deelbaar te maken, zonder extra overleggen. Je gebruikt het gewoon tijdens bestaande momenten, zoals post-shows.

De vaste vragen en rollen geven houvast om te reflecteren, inzichten te delen en ze door te geven.

WAAROM

Om leren zichtbaar, deelbaar en overdraagbaar te maken, zodat inzichten niet blijven hangen maar echt door de organisatie stromen.

WANNEER

Tijdens de post-show meeting

HOE

Met behulp van rollen, een vaste vragenstructuur en Post-its om inzichten snel zichtbaar te maken.

WAT DIT NIET IS

Dit is geen nieuwe methode, training of extra overleg.

Het is niet bedoeld om problemen op te lossen of prestaties te beoordelen.

Het gaat niet om schuld, maar om inzicht.

Niet elk leerpunt hoeft opgevolgd te worden.

Dit is een eenvoudig hulpmiddel om kort stil te staan, leerpunten te herkennen en te bepalen wat de volgende stap is, binnen overleggen die al bestaan.

3 ROLLEN, POST-ITS EN EEN BESTAAND OVERLEG, MEER HEB JE NIET NODIG.

FACILITATOR

Stuurt het gesprek en brengt zichtbaar aan

- Zorgt voor een veilige en gefocuste discussie
- Houdt inzichten concreet en bruikbaar
- Helpt observaties vertalen naar leerpunten

OWNER

Houdt het overzicht van alle leerpunten

- Bepaalt welke inzichten gedeeld worden en waar
- Zorgt dat elk leerpunt duidelijk geformuleerd en gedeeld wordt
- Voorkomt dat kennis verloren gaat
- Zorgt dat inzichten door de organisatie stromen

DEELNEMER

Brengt praktijkervaring in tijdens de sessie

- Deelt eigen inzichten en wat er is gebeurd
- Spreekt vanuit eigen ervaring
- Draagt bij aan collectief leren

HILPMIDDELEN

De tools houden het eenvoudig en zichtbaar:

- Post-its
- Stiften
- Een muur of tafel

Deze maken patronen, inzichten en overzicht snel zichtbaar. Door het denken zichtbaar te maken, kan iedereen volgen, bijdragen en samen leren.

ONLINE

Werk bij voorkeur samen in persoon, maar gebruik het online whiteboard template wanneer nodig.

- Werk samen in real-time
- Volg dezelfde stappen als in de fysieke setting
- Scan de QR-code hieronder met je RAI e-mail om toegang te krijgen



DE VIJF STAPPEN

Deze vijf stappen helpen je team om successen en inzichten kort, zichtbaar en overdraagbaar te maken tijdens de post show.

1 WAT VIEL OP?

"Verschillende exposanten hadden vragen over veiligheidsmaterialen en nooduitgangen. In plaats van dit individueel af te handelen, deelde Safety ter plaatse een eenvoudige visuele richtlijn. Exposanten en standbouwers begrepen direct wat nodig was, wat de naleving versnelde."

2 WELKE MOMENTEN HADDEN IMPACT OP ONZE INHOUD, PROCES EN SAMENWERKING? KAN HELPEND OF UITDAGEND ZIJN!

"De snelle inzet van de visuele richtlijn had een sterk positief effect. Standbouwers pasten hun materialen aan zonder discussie, en de UB-check werd sneller dan gebruikelijk afgerond."

3 HOE KUNNEN WE FORMULEREN WAT WE HIER CONCREET VAN HEBBEN GELEERD?

"Een duidelijke one-pager met de meest voorkomende veiligheidszaken helpt verwarring te voorkomen en vermindert herstelwerk. We zouden een standaard 'Safety Quick Guide' moeten ontwikkelen en deze bij alle evenementen gebruiken."

4 WELK LABEL GEVEN WE HIERAAN?

"Dit kan ook relevant zijn voor andere eventteams en krijgt daarom het label 'Valueable'."

5 WIE KAN HIER NOG MEER VAN PROFITEREN?

"Voor toekomstige evenementen is dit waardevol voor Safety."

LABELS

Labels helpen om inzichten snel te categoriseren en op de juiste plek te laten landen. Samen met het team bepaalt de owner welk label past. Er zijn vier labels:

LOKAAL

Alleen relevant voor dit team

Wie krijgt dit label?

Wordt toegevoegd aan post-show document van dit evenement voor het repeat event.

WAARDEVOL

Nuttig voor andere teams of afdelingen

Wie krijgt dit label?

Wordt gedeeld met andere teams of afdelingen.

TERUGKEREND

Een inzicht dat blijft terugkomen en kan wijzen op een patroon.

Wie krijgt dit label?

Gaat naar managers en komt op de backlog te staan.

RISICO

Een inzicht dat een risico vormt voor veiligheid, kwaliteit of continuïteit.

Wie krijgt dit label?

Gaat naar managers en komt op de backlog te staan.

VOORBEELD

TIJDENS DE KICK OFF - LET OP MOMENTEN DIE JE OPVALLEN IN HET EVENT PROCESS

Besprek tijdens de kick-off meeting de momenten die belangrijk zijn om te onthouden.

"Let tijdens deze beurs bewust op wat goed gaat en waar successen liggen, maar ook op situaties die vertraging of risico veroorzaken, met name in proces, samenwerking en content."

TIJDENS DE POST SHOW - SAMEN LEREN ZICHTBAAR MAKEN

Deel wat er is opgevallen tijdens het event proces.

"Omdat de opbouwtijd zeer beperkt was, konden leveranciers ontbrekende onderdelen niet op tijd afronden. Exposanten arriveerden terwijl bestelde materialen nog onvolledig waren, wat leidde tot ontevredenheid en veel last-minute coördinatie."

Welke momenten hadden echt impact op onze inhoud, proces en samenwerking, positief of negatief?

"De beperkte opbouwtijd hadden een directe impact op ons proces. Dit hebben we gezien bij meerdere evenementen, zoals Tech, Finals en IN."

Formuleer wat we hiervan concreet geleerd hebben.

"Wanneer de opbouwtijd te strak wordt gepland, moeten we eerder escaleren naar Project Management en de organisator. We moeten vastleggen welke onderdelen van de UB-check afgerond moeten zijn voordat exposanten de hal mogen betreden."

Assign a label to the learning.

"Dit is een terugkerend patroon dat structureel invloed heeft op ons operationele proces."

Label: Terugkerend

Clarify who this learning is relevant for.

"Dit is relevant voor Event Management, Project Management en Services, omdat zij betrokken zijn bij planning, resourceallocatie en UB-controle."

AFTER THE POST-SHOW

The owner ensures that this learning reaches the right place.

"Kun je dit meenemen naar het MT-overleg om te bespreken hoe we opbouwtijden beter kunnen waarborgen, bijvoorbeeld door minimale opbouwtijden vast te stellen of een escalatiemechanisme in te voeren wanneer een organisator onvoldoende tijd inplant?"

HOW CAN WE TURN OUR SUCCESSES AND INSIGHTS INTO SHARED LEARNING AT RAI?

CHECKLIST

From local, incidental, and invisible to learning that is visible, shareable, and transferable.

- PARTICIPANT**
Brings practical experience.
- FACILITATOR**
Provides calm, structure, and safety.
- OWNER**
Is responsible for making the learnings shareable and ensuring their transfer.

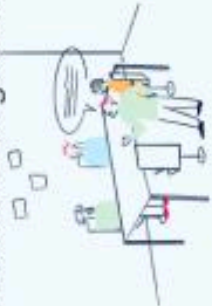
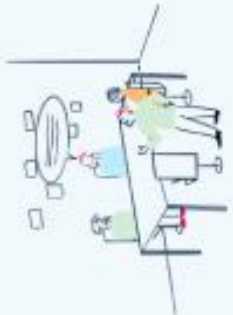
BEFORE POST-SHOW

- 1 **CAPTURE MOMENTS**
Pay attention to moments that stand out.
- 2 **POST SHOW MEETING IS SCHEDULED**



DURING POST SHOW

- 1 **WHAT STOOD OUT?**
Share moment out the event process.
- 2 **WHICH MOMENTS HAD IMPACT?**
On content, process, or collaboration, positive or negative.
- 3 **WHAT HAVE WE CONCRETELY LEARNED FROM THIS?**
What will we take forward to future events?



- 4 **WHICH LABEL DOES THIS RECEIVE?**
Local – Valuable – Recurring – Risk
- 5 **WHO ELSE CAN BENEFIT FROM THIS?**
Team, department, event, or management?



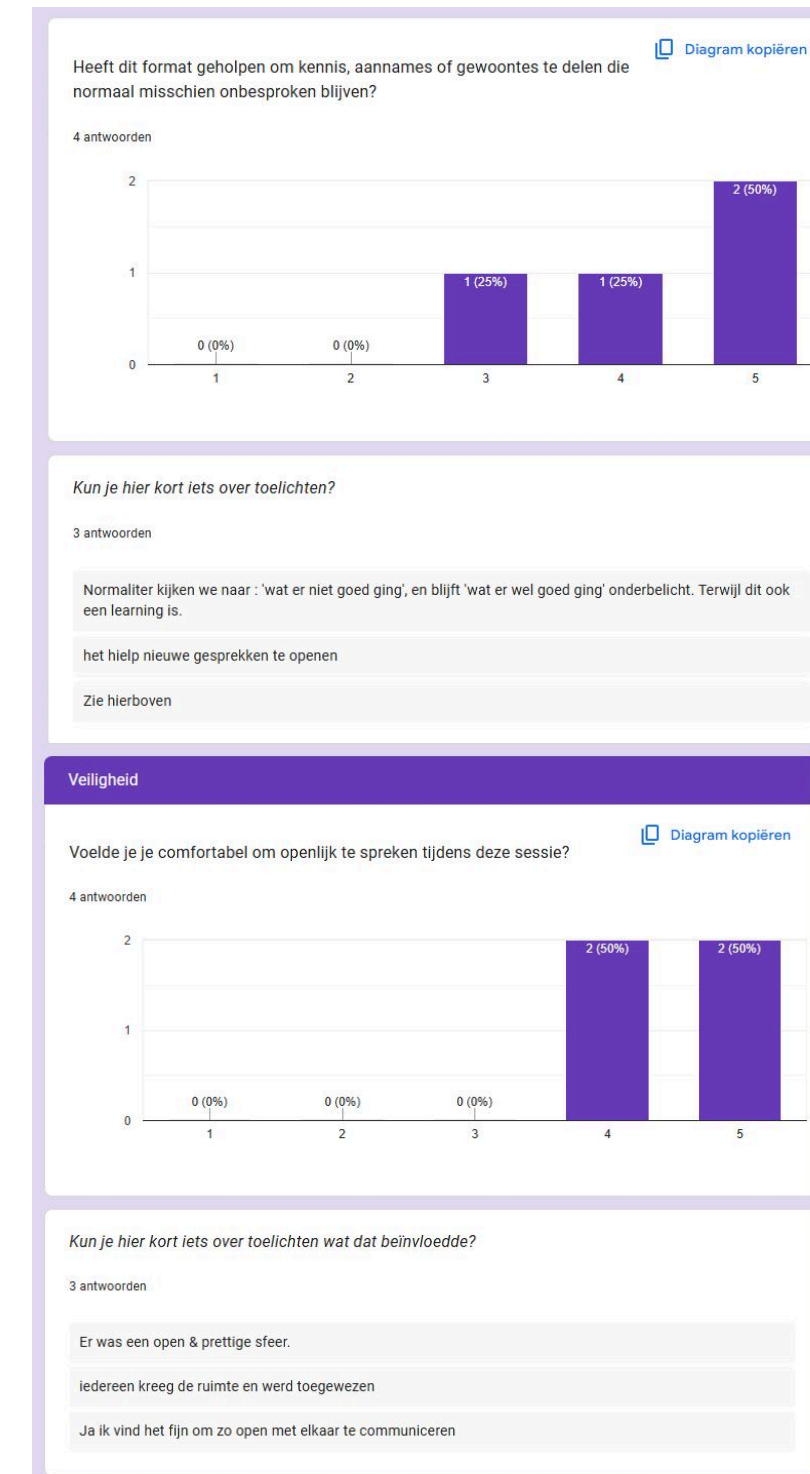
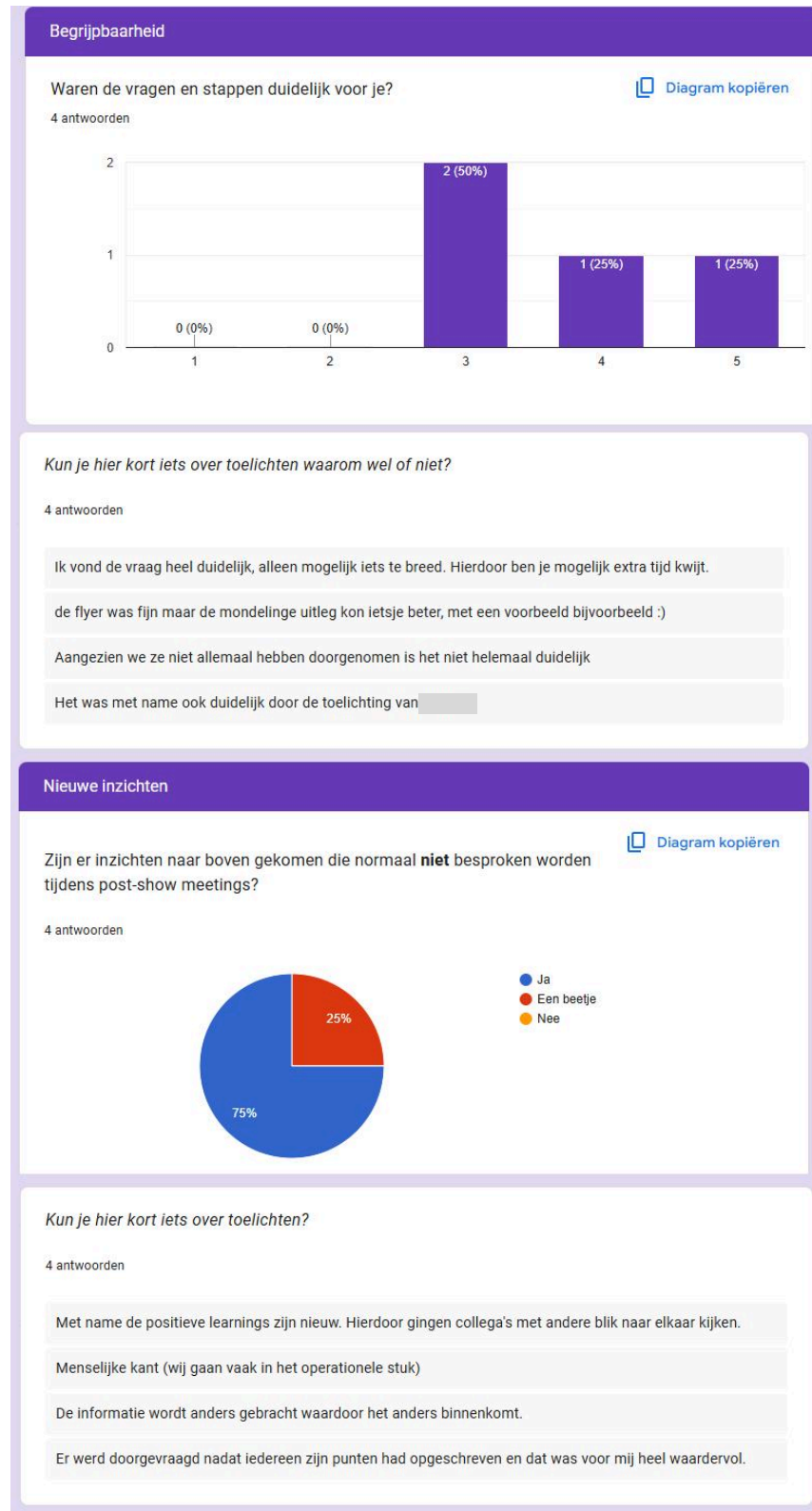
AFTER POST SHOW

- 1 **THE OWNER TRANSFERS THE LEARNING.**
The owner shares the learning(s).
- 2 **THE LEARNING REACHES THE NEXT DESTINATION.**
Post-show document, shared, discussed, or added to the backlog.
- 3 **LEARNING IS POSITIVELY MADE VISIBLE AND COMMUNICATED.**



QR CODE FOR WHITEBOARD

Appendix P: Final concept poster en booklet

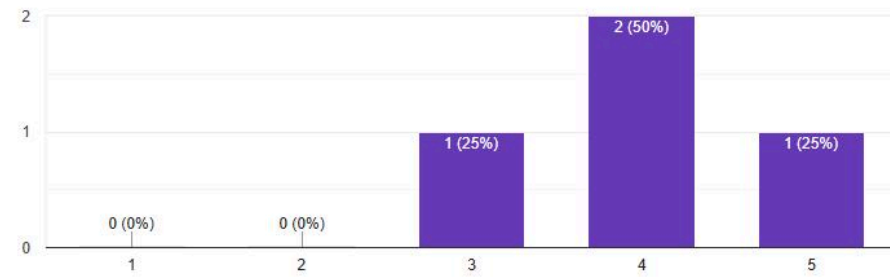


Structuur van het gesprek

Hielp de structuur van de vragen om het gesprek te focussen?

Diagram kopiëren

4 antwoorden



Kun je hier kort iets over toelichten?

3 antwoorden

it kan nog wat anders, hebben we het over gehad :)

ja, het was kort, bondig en duidelijk

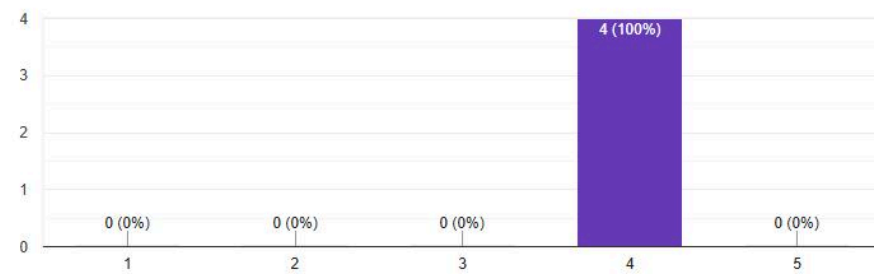
Dit was prima

Label gebruik

In hoeverre hielpen de labels (Lokaal, Waardevol, Terugkerend, Risico) je bij het ordenen van de learnings?

Diagram kopiëren

4 antwoorden



Kun je hier kort iets over toelichten?

3 antwoorden

Super handig, wel meteen labels tijdens terugkoppeling met post its

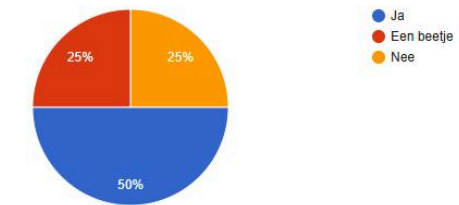
we hadden veel van hetzelfde label, misschien goed om hiernaar te kijken

Zo werd duidelijk hoe iedereen erin staat

Heeft het labels van learnings tot nieuwe inzichten of discussies geleid?

Diagram kopiëren

4 antwoorden



Kun je hier kort iets over toelichten?

2 antwoorden

Veel viel onder 1 label en je kunt gevoelsmatig sneller schakelen

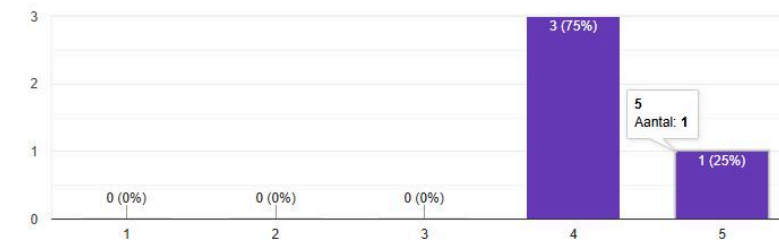
zoals eerder benoemd

Toepasbaarheid

Denk je dat deze methode kan helpen om terugkerende problemen beter zichtbaar te maken?

Diagram kopiëren

4 antwoorden



Kun je hier kort iets over toelichten?

3 antwoorden

Nieuwe, snelle methodiek mits er goed gedeeld en geborgd wordt

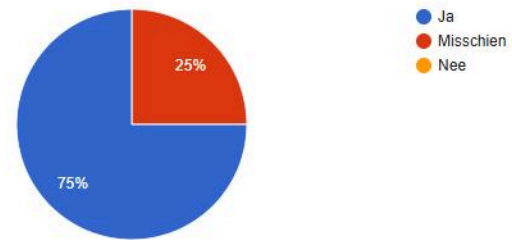
je krijgt meer inzicht in de data van wat er uit de vragen komt, bij verschillende beurstteams

Ja ik denk het wel want je gaat er dieper op in

Zou deze methode werken in jullie reguliere post-show meetings?

Diagram kopiëren

4 antwoorden



Kun je hier kort iets over toelichten?

2 antwoorden

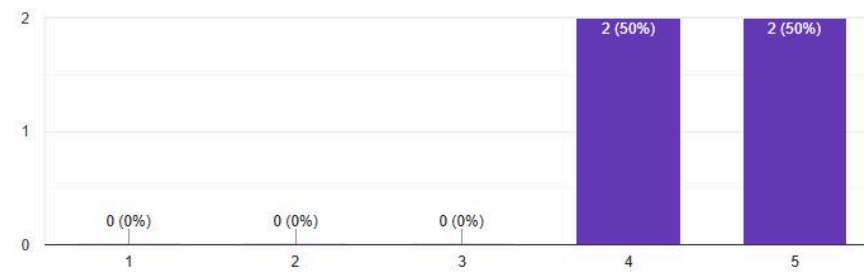
zie boven

als het zo kort en bondig blijft wel

In hoeverre voelde deze methode als ondersteuning bij het gezamenlijk leren van ervaringen?

Diagram kopiëren

4 antwoorden



Kun je hier kort iets over toelichten?

3 antwoorden

Punten zijn veel gemakkelijk te bespreken

we zaten allemaal in hetzelfde schuitje (van nieuwe dingen leren) was leuk!

Heb eigenlijk alles al gezegd

Tips en tops

Wat werkte volgens jou goed aan deze methode?

3 antwoorden

focus op positieve learning maakt een ander gesprek

mogelijkheid tot openheid met elkaar

het doorvragen van

Wat zou jij veranderen of verbeteren?

3 antwoorden

hebben we besproken, vraagstelling anders formuleren en direct labelen





uitleg, en de post-its iets meer richting geven (zoals aangegeven tijdens de meeting) maar, het is zeker van toegevoegde waarde!

ik vond het goed

Appendix Q: Recommendation for label board

HOW CAN WE TURN OUR SUCCESSES AND INSIGHTS INTO SHARED LEARNING AT RAI?

LOOP LEARNING BOARD

<p> LOCAL Only relevant for this event team.</p> <p>EXAMPLE "The setup planning was unclear, which led to time loss at the start."</p>	<p> VALUABLE Useful for other teams or departments.</p> <p>EXAMPLE "Involving suppliers early in the planning phase helps prevent last-minute changes."</p>
<p> RECURRING An insight that continues to reappear and may indicate a pattern.</p> <p>EXAMPLE "Communication between marketing and production often becomes misaligned."</p>	<p> RISK An insight that poses a risk to safety, quality, or continuity.</p> <p>EXAMPLE "Important information about changes is not always shared between teams, leading to errors during the event."</p>

