PILLARS UNITED
Improving the initiation of
cross-pillar projects

Appendices

Master thesis of Britte Timmermans

CONTENT
Appendices

APPENDIX A

Project Brief

Screenshot of the approved project brief as approved by the IDE Board of Examiners.

DESIGN FOR our future

TU Delft

IDE Master Graduation

Project team, Procedural checks and personal Project brief

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

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

USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT
Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

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

family name Timmermans
initials B.P. given name Britte
student number 4357477
street & no. -
zipcode & city -
country -
phone -
email -

Your master programme (only select the options that apply to you):
IDE master(s): ( ) IPD ( ) DfI (★) SPD
2nd non-IDE master:
individual programme: - - (give date of approval)
honours programme: ( ) Honours Programme Master
specialisation / annotation: ( ) Medisign ( ) Tech. in Sustainable Design ( ) Entrepeneurship

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

** chair Frido Smulders dept. / section: DOS - MOD
** mentor Gert Hans Berghuis dept. / section: DOS - MCR
2nd mentor Prakhar Mehrotra - client mentor
organisation: Accenture Interactive
city: Amsterdam country: Netherland
comments (optional) The chair and mentor have different views as experts on the subject. They have been working with the subject from different sides, and therefore they are both very valuable in my project.

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

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

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

IDE TU Delft - E&SA Department /// Graduation project brief & study overview /// 2018-01 v30 Page 1 of 7

Personal Project Brief - IDE Master Graduation

TU Delft

Design of Improving the Cross-Functional Team Performance — project title

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

start date 16 - 03 - 2021 15 - 09 - 2021 end date

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

Accenture Interactive Amsterdam (~150-200 employees) is the digital agency arm of the professional services firm Accenture, part of a larger trend of consultancies branching out into advertising. They create and deliver stories, products, and services to their clients across all touchpoints and experiences that ignite business growth with brand purpose at the core. Accenture Interactive moved over the past five years to a different business proposition, and for that purpose bought three design companies, who had their own working culture. They were joined all together and expected to work seamlessly.

These design companies did all bring their way of working and different company cultures but were put together in one building (see Figure 1.). All the designers were divided into four silos (called chapters); the Build pillar, Communicate pillar, Design pillar, and Run Pillar. Their projects can be like consultancy projects, where they are outsourced and work in-house at the clients as designers. But they also do projects where they get the assignment from the client but work inside their own company Accenture Interactive. They divide the different requests from the clients into the categories: "explore, scale-up and exploit", in which different resources from Accenture Interactive are needed.

To address the changes in the changing market, Accenture Interactive is working on new ways of working to get the required outcomes. This new way of working will depend on working in more cross-functional teams. Accenture Interactive has varying degrees of success in cross-functional projects. Apart from the fact that "success" is undefined, they are not aware of the factors influencing that success. As a result, they lack control mechanisms, which means that they do not achieve their set goals.

space available for images / figures on next page

IDE TU Delft - E&SA Department /// Graduation project brief & study overview /// 2018-01 v30 Page 3 of 7

Initials & Name B.P. Timmermans Student number 4357477

Title of Project Design of Improving the Cross-Functional Team Performance

Figure A: Screenshots of the approved project brief.

Personal Project Brief - IDE Master Graduation

TU Delft

introduction (continued): space for images

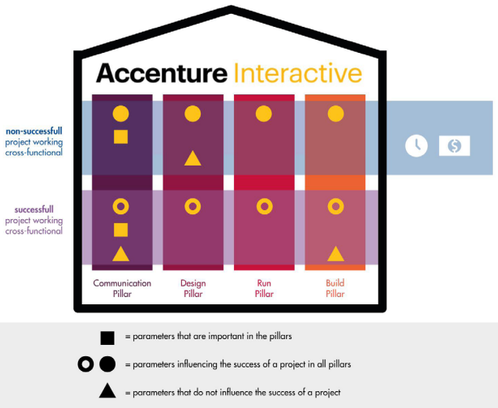


image / figure 1: Visual representation of the silo's, projects and parameters (see "Introduction" and "Assignment")

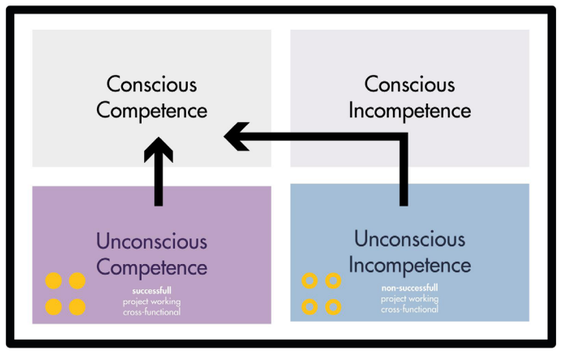


image / figure 2: The Four States of Competence (see "Problem Defintion") - Hersey & Blanchard 2007

Personal Project Brief - IDE Master Graduation

TU Delft

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

Problem:
The collaboration between the different silo's/chapters/combined agencies is not working out as envisioned. The core problem is that the lack of cross-silo collaboration is causing projects to be more inefficient, resulting in projects that take longer time, cost more money, and deliver outcomes that have lower quality as seen in other projects, where cross-functional working between the pillars was more successful. Accenture Interactive is unconsciously incompetent in its competencies in the field of cross-functional project execution.

Scope:
Focus will be on projects that work multi-disciplinary in the different silos and not focussing on the sales side of these projects towards the clients.

Solution space:
A design that causes the unconsciously incompetent and unconsciously competent parameters to become consciously competent (see Figure 2.). This solution will be validated on previously established success parameters. The delivery will be a validated solution direction.

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

By conducting an in-depth analysis of different cross-functional projects in Accenture Interactive, designing a solution with design principles and generating a demonstrative concept, I aim to guide Accenture Interactive towards being conscious competent in their cross-functional project execution.

To achieve this, I will divide the project into two parts based on the classic Double Diamond model.

Firstly there will be a focus on why and how the different silos were constructed, to get a better understanding of the environment this problem is in. Establishing the criteria for successful and unsuccessful execution of the cross-functional project (using GOKIT; geld, tijd, organisatie, kwaliteit, informatie). From there, investigate which parameters have influenced the (un)successful projects. These parameters will follow from interviews with designers from the different silos. This will make use of perspectives from theories, such as sociotechnology and the 7s model.

The parameters that indicate the differences between the project implementation, will be the starting points for the next design steps in the second diamond (see Figure 1.). This iterative process is accompanied by other interviews, literature research, and creative session of sessions with employees for testing and validation.

Personal Project Brief - IDE Master Graduation

TU Delft

PLANNING AND APPROACH **

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

start date 16 - 3 - 2021 15 - 9 - 2021 end date

In the past years as a design student I got to know myself and have become self-aware of the way I perform and work at my best while staying happy and healthy. I concluded that it is beneficial for myself as well as the project to start my graduation on a part-time basis, in which I will spend 4 days a week on my graduation project and 1 day a week on my work. After my mid-term, I will have 4 weeks (divided) weeks to re-energize while working 5 days a week on my graduation project.

So after finishing my internship in Q2, I will start my graduation in the 11th calendar week of 2021, with my kick-off on 16 March. This means that I will be graduate in the 36th calendar week of 2021, approximately on 14 September.

The set-up of this project is based on the classic Double Diamond model and contains the phases of discovering, defining, developing, and delivering. Before the start of the discovery phase, an extra scoping phase is implemented to define the scope of the graduation project even more. Finally, an extra phase of finalizing was added to illustrate the phase after my green light meeting. An extra phase of finalizing was added to illustrate the phase after my green light meeting. The goals and activities within each phase are based on the approaches of service design and the classic design thinking model.

Personal Project Brief - IDE Master Graduation

TU Delft

MOTIVATION AND PERSONAL AMBITIONS

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

At the start of my search for finding a graduation opportunity, I decided to look for an in-house project in which there would be a balance between visionary thinking and conceptual design. During my internship at Accenture consultancy, I gained a lot of experience in strategic branding. I enjoyed thinking beyond the experience and connecting people and knowledge, but for my graduation, I want to experience how it is to become an expert in a certain topic and work in-depth on a project in a creative corporate environment.

During the projects in my master Strategic Product Design, I was in for new experiences and teambuilding. Because of those qualities, I learned a lot, outside schoolwork. Not only in the project but also in the process I felt the need to always empower the people internally and externally. These types of issues are very relevant in an innovation ecosystem that becomes more agile and complex in which Accenture Interactive operates. In my future work, I would like to empower people with the impact that is created by my design. Therefore, I think I can a lot from this project.

Furthermore, throughout my master Strategic Product Design, I developed skills that I would like to expand:
• Effectively carry out stakeholder management and alignment within a big corporation.
• Furtherly develop skills in rapid prototyping, by applying a build-measure-learn methodology in the developing phase of the project.
• Gain experience in facilitating (digital) co-creation & creative sessions.
• Improve and apply skills in communication to stakeholders.
• Implement academic skills within a real business environment.• Get a better understanding of designing for financial viability.

Last, my most important personal ambition for this project is to be able to look back after finishing the project and to say that I had a positive and healthy learning journey of which both Accenture Interactive and myself can be proud.

FINAL COMMENTS

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

APPENDIX B

Research Process

More information about the scheduling, usage of specific software and the act of interviewing can be found in this appendix.

SCHEDULING

Scheduling of the interviews began early in the process because there was a desire to stop as many delays or problems as possible with sampling due to the snowball effect. An appointment proposal was sent out to employees who met the sampling requirements when the interviews were scheduled. Given that these interviews were conducted simultaneously that COVID-19 was spreading throughout the Netherlands, the interviewing process was held entirely online instead of at the Accenture Interactive office in Amsterdam.

INTERVIEW GUIDE

Each interview lasted one hour and was semi-structured to go in-depth on specific topics (see Appendix C for a detailed version of the interview guide). Also, questions were formulated creatively and reflectively, focusing on the reasoning of the interviewees.

The goal of these interviews is to understand the needs and wishes surrounding the context of cross-pillar working. In order to gain a rich understanding of their experiences, participants are provided with questions to explore their current situation and experiences in the realm of cross-pillar working. Moreover, in order to invite people to explore future cross-pillar working experiences, it is vital to provide them with space that they can use to tell about ideas about future scenarios. This framework that can explore the present, past, and future experience is called the path of expression(Sanders & Stappers 2014), see figure B.

their view on the overall cross-pillar working currently
their experience of cross-pillar working in a selected project
their view of the future of cross-pillar working

These topics were used as guidance during the semi-structured interviews. In addition, they would help explore elements, problems and opportunities for Accenture Interactive to improve the performance of cross-pillar working.

The interview is structured according to this structure and semi-structured interview method. Semi-structured interviews give the interviewer the freedom to add or adapt questions if necessary (Patton, 2002). Semi-structured interviewing was selected as means of data collection because it is well suited for the exploration of the perceptions and opinions of respondents (Barribal & 60 While, 1994). Furthermore, semi-structured interviewing enables probing for more information and clarification of answers (ibid.). Semi-structured interviewing provides flexibility in the flow of the interview, which results in the freedom for the interviewer to think about and formulate questions as they come to the mind of the interviewer around the issue being investigated (Kumar 2011). The focus of the questions was guided by the subjects in the interview guide, and based on the elements that form a foundation for a successful cross-functional team; the right team members, team development, task delegation, communication and trust (Parker, 1994)(Laurent & Leicht, 2019).

During the first part, the participants were asked to assign a number to illustrate what is going well and what could be improved in their pillar with regard to cross-pillar working.

During the second part, questions were asked to get more information about the experience of the previously mentioned elements in paragraph 2.5 that form a basis for a successful cross-functional team; the right team members, team development, task delegation, communication and trust, in order to obtain equal results from the interviewees. The first and last part was to get ideas for improvements. These parts were not coded during the analysis of the interviews and were only used for inspiration purposes in the solution design phase.

First, some more general questions are asked to get more information about the user's profile. Then the current experience of cross-pillar working in the context of their pillar is discussed. Followed by some questions about how working with other pillars went when the interviewee was involved in the cross-pillar project. This is to hopefully ensure that the interviewee can better argue their future vision of cross-pillar working. This future vision, can be used to determine what the solution for cross-pillar working may be. The interview guide was tested with three respondents prior to the interview. Closed-ended questions were omitted, and questions that were unclear were rephrased. Since quite a few interviews were conducted, the interview guide evolved during the process and became better and more concise by the end of the interview process.

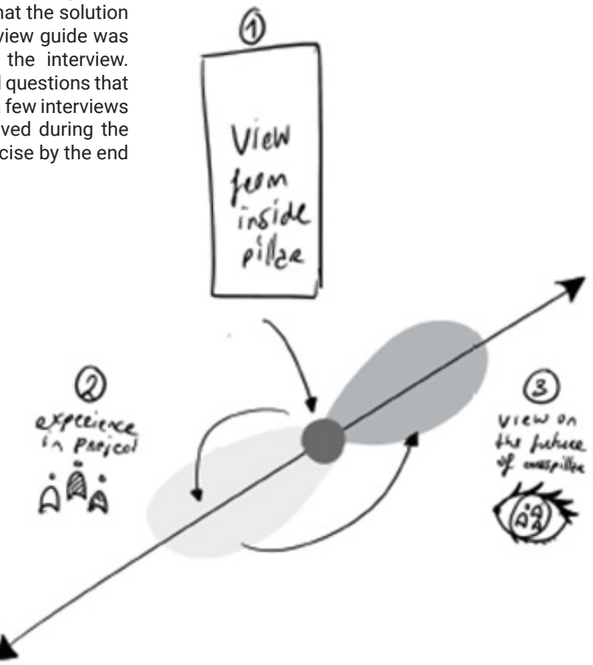


Figure B: The path of expression.
The method helps to let the interviewee be aware of what happens in the present (1), then to recall and reflect on the past (2), which supports the person to think of the underlying layers of their thoughts (3). This method makes the interviewee explore their aspirations for the future more easily (4) (Sanders & Stappers 2014).

SOFTWARE

As previously mentioned, the interviews required online participation. Since Accenture Interactive works with Microsoft Teams, this was utilized to conduct and schedule the interviews. Overall, the software being used was relatively reliable, and during the process, there were no severe disruptions that interrupted the interviews.

An essential factor for interpreting the interviewee's responses was to find software that allowed the interviewee to hear only (audio). Unfortunately, of the three interviews, the audio was not recorded due to the usage of headphones. Fortunately, the annotations made during these interviews were elaborate enough to allow still analyses to be extracted. After all, interviews were conducted, the audio recordings were transcribed one by one.

APPENDIX C

Interview Guide

Each interview lasted one hour and was semi-structured to go in-depth on specific topics. Questions were formulated creatively and reflectively, focus on the reasoning of the interviewees.

QUALITATIVE METHODOLOGY (SPD-QL)
INTERVIEW GUIDE TEMPLATE

Main research question:
What factors influences the experience of successful cross-chapter working?

Checklist for start
- Screen- & Audio- recording
- Interview guide
- Notebook/laptop + pen

Introductory script
I am a Master student from the study Strategic Product Design at the TU Delft. Currently I am focussing my graduation project on cross-chapter projects, in assignment from the Design Chapter at Accenture Interactive. You worked on the project *{INSERT PROJECT NAME(S)}*, which worked together with other chapters. Therefore I would like to know more about your experience in this project.

- Is it okay if we talk to you about that? -

Of course everything you say will stay anonymous and confidential, and you may withdraw from the interview at any point.
In this interview there are no right or wrong answers, all we are interested in is your opinion and personal experience. You can interrupt the interview at any time.

-Can I record you?-

Theme 1:
Inside Chapter
→ current context of their working experience

Interview questions:

- Who are you?
- In what chapter do you work?
- How long have you been working at Accenture?
- To what level do you work together with other chapters?

Follow-up questions:
- *Do you work together with other chapters? In what projects?*
- *How do you perceive the interaction when working with other chapters?*
- *How is cross-chapter working encouraged? In your chapter?*

Theme 2:
Project specific – with other chapters
→ their experience of working in the selected cross-functional project

Interview questions:

- How would you grade cross-chapter working in the project {INSERT PROJECT NAME}?
- Where is this grade based on?
- How could this grade become higher (to a 10)?

Follow-up questions:
- Can you describe **your role** in the project {INSERT PROJECT NAME}?
- How would you describe the **structure** of the project?
- **With whom** did you work on this project? To what extend did you already **knew them**? To what extend did you **trust** them with the work they delivered?
- To what extend where the **arrangements** in advance of the project?
- How did you collaborate with the **customer**?
- What was the way of **communication**?
- How was **accountability** and **recognition** experienced in the project?
- Did you have a **shared** and **aligned goal** with the whole team?
- Can you give me an example of a **conflict** you encountered?
- How did you experience the **effectiveness** while working in this cross-functional project?

SUMMARISE

Theme 3:
Future direction
→ their view on cross-functional working in the future

Interview questions:

- Where do you see cross-functional working in the future?
- How would the perfect cross-chapter project look like?
- why do you think it is important to be cross-functional?
- why do you think it is not happening now?

Follow-up questions:
- What is the cause of making you feel this way?
- How do you think these factors could maintain you from smoking your last cigarette?
- FILL IN

SUMMARISE

Checklist for closure
- So you are saying that: ….
- That covers the things I wanted to ask. Anything you care to add?
- Do you have any tips/people/books/podcasts or video's you would recommend, after having this conversation?
- We will analyse your answers and compare them with the other interviews. So we can form a final conclusion.
- Thank you!
- **DON'T RUSH THE ENDING – Valuable information**

List of generic probes (optional)
- When
- How
- What
- Why

APPENDIX D 1/2

Code book: Data analysis

After planning, conducting and transcribing all the qualitative interviews, analysis of the interviews was done by means of developing insights. A systematic approach was used to analyze the data properly. The interviews were transcribed, in order to include the nuance of what was said. The first step in the analysis was coding the transcripts. First, a clear description of how the interviews were coded, analyzed and grouped. The insights following out of this process will eventually generate the problems and needs of the employees, and will be used as a design brief for the solution.

Initial or open coding is usually the first step of data analysis when developing insigths (Birks & Mills, 2015). Initial or open coding can be explained as identification of important words or groups of words in the data that are labelled with words, which are the so called 'codes'. Also, 'in vivo codes' are used, which means that the important words or groups of words are themselves used as the label (Birks & Mills, 2015). For coding the interview transcripts, the software of Atlas.ti was used to keep overview of the twelve conducted interviews and the assigned codes. First, each interview transcript was labelled with codes of relevant pieces while reading through the transcripts carefully.

While labeling codes to the interviews, attention was paid to relevant words, expressions or pieces of sentence (Bryman, 2016; Brinkmann & Kvale, 2014). While coding, it was important to be open-minded. Also, with keeping the end goal in mind, it was important to aim for conceptualization of underlying patterns. During coding, focus was to be unbiased, stay close to the transcripts and code plenty.

After a first round of coding, codes that were used as labels were categorized into code groups. First, codes that were synonyms or the same were merged together. Also, a few codes within these interviews stood out as being too different, causing them to be left out from categories. Already from this first round of categorizing the data, it can be concluded that some code groups are substantially larger than others. Later in the process, code groups will be evaluated by their size and could possibly be split up in new and more specific code groups.

In order to continue to structure the data, the code groups were categorized in bigger groups, called super codes.

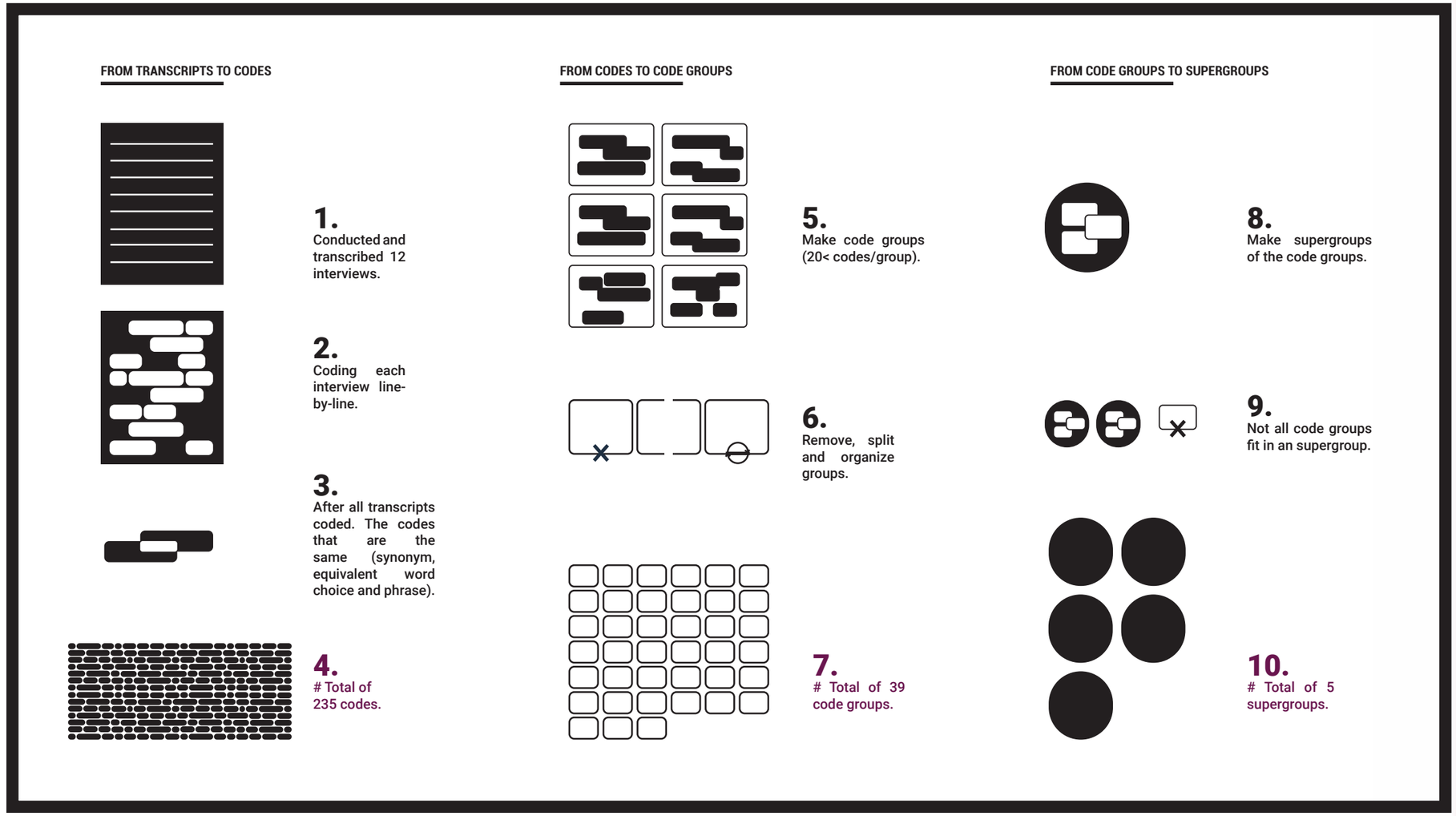


Figure D: Visual representation of the process of coding using ATLAS.

Results

A total of 235 codes were generated through a systematic approach, and thirty-nine code groups were generated after the categorization of the codes which were labeled in the twelve interviews. Nearly all codes did fit into the existing thirty-nine code groups. Only one of the code groups (XX) was split into two more specific code groups, as the codes within the code group varied significantly. To get a good overview of the relationships between the categories, an integrative diagram was developed. Following the terminology of Strauss (1987), this diagram is explained as a visual aid that promotes cumulative integration.

Not all codes groups were used in the five supergroups. The four code groups that did not fall under a supergroup were considered too out-of-place for the rest of the supergroup. However, all code groups were used in the process of developing useful insights in the following paragraphs.

APPENDIX D 2/2

Code book: Codes

Codebook of all codes, and code groups.

ALL FOUND 235 CODES ->
Some codes are structured in groups already, but most are just categories made during the process of analysing.
An example of important codes are explained below.

Codes to check if siloed working is spotted in successful(S) or unsuccessfrul project (US)
Siloed – US/S
Not siloed – US/S

Code for indication of successful performance
Succ: Who
Succ: What
Succ: When
Succ: Where

Code for indication of unsuccessful performance
UnSucc: Who
UnSucc: What
UnSucc: When
UnSucc: Where

accountability
alligned vision
already fixed
asking questions
attention for cross-chapter innovation
attitude
awareness
awareness of others tasks
before the acquisitions
bonding
brief explenation
CAREER: career path
CAREER:
challenging and validation
chargebility
checking WIP
CLIENT
CLIENT: demands
CLIENT: partners
CLIENT: working with client
COLLABORATION: on content
COLLABORATION: hard in different countries
COLLABORATION: collaborative process
COLLABORATION: working together
combine superpowers
CULTURE
CULTURE: commitment culture
CULTURE: different cultures
CULTURE: culture difference
CULTURE: Culture of cultures
CULTURE:
CULTURE: starculture
CONNECTING: connecting directly
CONNECTING: connections
consultancy world
Convincing
covid
design earlier in process
Designers
DIFFERENCE: agency vs consultancy
DIFFERENCE:
difference between chapters
DIFFERENCE:
different background
DIFFERENCE:
different expectations
DIFFERENCE:
different lead
DIFFERENCE:
different tools
DIFFERENCE:
different way of working
Divided
effectiveness vs efficiency
empowered
equal voices
everyone together not working
execution
expectations
commodity
expertise
explaining
exploring
failing fast
FEELING: feeling connected
FEELING: feeling proud
fill the gaps
finding the best way to work
forcing cross-chapter working
full time project
fun
future vision
Future: change the methodology
good relationship
ground breaking
hand-over
have offering, find team
help each other
hierarchy
house of powers
how they work
in the loop
in the moment
informal
initial idea
initiater
Innovative way of working
inside job first
interaction
interaction with the PL
interfaces
International team
involved
iterating
job opportunities
KNOWLEDGE: cross-expertise groups
KNOWLEDGE: know your capabilities
KNOWLEDGE: knowing chapters
KNOWLEDGE: knowing eachother
KNOWLEDGE: knowing skills
KNOWLEDGE: knowing strenghts and weaknesses
KNOWLEDGE: knowing what was needed
KNOWLEDGE: unclear chapter means
LEADING
LEADING: leadership
LEARNING: from eachother
LEARNING :something new
listen to eachother
made it hard
Main challenge
making decisions together
making usage of the expertises
meeting regularly
methodology used
middle man
more collaboration
more communication
more time
motivation
need each other
needed to work together
new KPI's
new people
no added value
no alligned vision
no bubbles
no chargebility
no conflicts
No feeling of connection to Interactive
no follow-up
no middle man
no planning
no results
no stress
no time
NOT: alligned
NOT: connected
NOT: enough time to figure it out
NOT: following a structure
NOT: knowing people when joined
NOT: knowing their needs
NOT: open for others skills
NOT: rigged in roles
NOT: that many projects
NOT: using expertises
NOT: working
NOSILO: S
NOSILO: US
offerings
onboarding
onboarding project
ongoing project
only communicate when we are put together
open
organization model
overarching way of working
overlap
own space
people left
personal incentives
PILLARS: design & development
PILLARS: run & communicate
pitching
pointing fingers
presented differently
project managers
projects closed vs company open
PROBLEM: conflict
PROBLEM: big sessions dont work
PROBLEM: leaving Accenture Interactive
PROBLEM: stopped after ideation
PROBLEM: selling wrong things
PROBLEM: stuck
recognition
remote harder to connect
responsibilities are clear
responsibilities not clear
responsibility
responsibility in work
ROLES: rigged in roles
ROLES: roles overlap
same goal
Same team
searching for the right skills
selecting right people
selling
SELLING: acquisition
SELLING: cross-chapter projects
SELLING: decide offering for client
SELLING: decide offering, find client
SELLING: delivering skills instead of chapters
SELLING: is important
SELLING: sales intake
service as a subscription
SILOED
SILOED: Don't know the other chapters
SILOED: S
SILOED: US
sit together
SOLUTION
SOLUTION: better
SOLUTION: room for improvement
special team
specifics are different
straightforward
structure of project
SUCC: Who
SUCC: What
SUCC: When
SUCC: Where
switch of the team
talking regularly
task based
team dynamics
team effort
team vs individual
teamwork dreamwork
testing what works
then you can be on your own
TIME: daily
TIME: every week
TIME: everyday informal
time: faster working
TIME: in free time
TIME: quick
TIME: rushed
TIME: short sprint
TOGETHER: all chapters together
TOGETHER: all in this together
TOGETHER: all working for the same company
TOGETHER: common denominator
TOGETHER: cross-chapter working
too much clutter
transparancy
T-shape expertise
unconscious
understanding for each other
urgency
UNSUCC: Who
UNSUCC: What
UNSUCC: When
UNSUCC: Where
Why it works
willing vs execution
work with what you have
work within chapter
working for different contactpersons

THE 39 CODE GROUPS
All 235 codes were grouped in 39 code groups. Then the code groups were categorized in five super groups.

1. Differences
2. Collaboration
3. One group
4. Consultancy
5. Client
6. Offerings
7. Selling the right thing
8. Measure for success
9. Feelings
10. Connected
11. Not connected
12. Efficiency
13. Empowered
14. Equal
15. Regularly
16. Enhancing
17. Faster
18. Idea before team
19. Conservative
20. Attitude
21. Not effective
22. Task execution divided
23. Responsibility
24. Not good
25. Organizational
26. No understanding
27. Solution
28. Process
29. Selling the wrong things
30. Understanding
31. Expertises
32. Future threat
33. Onboarding
34. Testing out
35. Chargebility
36. Informal
37. Hand-over vs Overlap
38. Fluid Roles
39. Inside Chapter

THE 5 SUPERGROUPS
The five element of cross-pillar groups in paragraph 5.1 are based on these supergroups. More explenation about these five groups can be found in paragraph 5.1.

1. Alignment
2. Attitude
3. Organization
4. Transfer
5. Understanding

CODES used to back into the data and find the bariers
in paragraph 6.2.

Unaware
UA: Transf – S/US
UA: Allign – S/US
UA: Attit – S/US
UA: Organ – S/US
UA: Initiat – S/US

Aware
A: Transf – S/US
A: Allign – S/US
A: Attit – S/US
A: Organ – S/US
A: Initiat – S/US

Unwilling
UW: Transf – S/US
UW : Allign – S/US
UW : Attit – S/US
UW : Organ – S/US
UW: Initiat – S/US

Willing
W: Transf – S/US
W : Allign – S/US
W : Attit – S/US
W : Organ – S/US
W: Initiat – S/US

APPENDIX E

Problems found in the cross-pillar projects

as mentioned in paragraph 5.1, the presence of willingness and awareness is determined based on the problems (n=21) mentioned during the indepth interviews of the unsuccessful projects. These 21 mentioned problems can be found in this appendix.

PROJECT CONCEPTION & INITIATION

- Selling the wrong project to the
  - wrong pillar
  - unknowingly - reframing the project
- unwilling - to share with other chapters
  - Chargebility creates a personal incentive by - targets and rewards
- Selling the wrong thing
  - interacting as partner or as client
  - selling the wants/demands, instead of the needs
- Hard to find the right people for the skills
  - not knowing where and who to asks
  - focus on pillars instead of skills
  - when your not good at networking harder to sell yourself/skills
- Knowing each-other
  - A lot of people don't get in contact with the other chapter
  - Knowing what is needed and HOW they work.
- Attitude
  - informal creates deeper connections
  - seperation creates connection
  - free time
  - motivation is just as important as the skills

PROJECT LAUNCH

- too formal (no informal connections)
- nobody takes responsibilities of the value for the client
- the roles are not clear or are too rigged
- not understanding each others background, skills and needs
- other roles/processes
- working as equals, will lead to not making use of the expertise

PROJECT PERFORMANCE

- Rigged in roles
- not feeling like on the same team
- hand-over instead of overlap
- not knowing what is needed from the other to continue
- collaborating on content only
- task execution devided
- testing out what works
- not checking in regularly / not showing WIP

PROJECT CLOSE

- Individual measures
- pointing fingers about mistakes
- individual scoring, instead of team score
- hierarchy
- not checked if the proposed solution is really working with the client

APPENDIX F

Behaviour Change Wheel

The processes of intervention development have been broadly categorised into three stages over eight steps as recommended for the BCW. In this appendix it is in more detail explained what steps one through eight consist of, and how step one to three are used for contextual purposes and steps four through eight for intervention development.

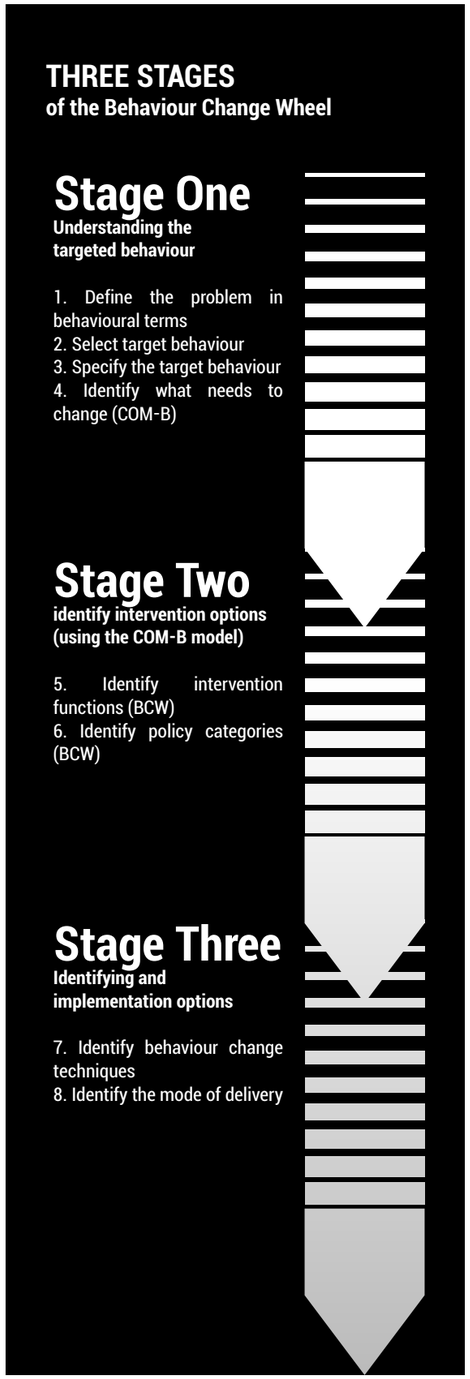
Step 1: define the problem in behavioural terms
The first step involves defining the problem of interest that requires intervention in behavioural terms. This means identifying the problem, and specifying the behaviour and target population.

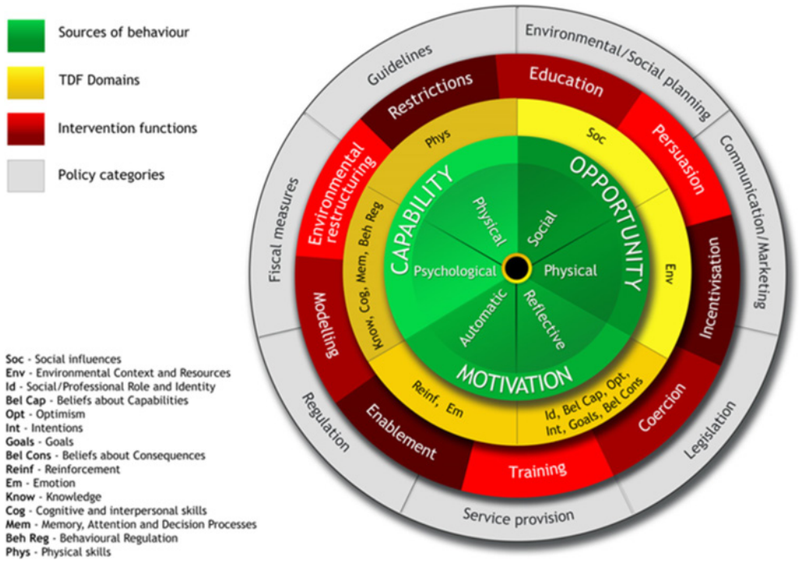
Step 2: select the target behaviour
This step explains that long lists of all other behaviours that may influence the target behavioural problem need to be generated. This can then be systematically reduced by considering the possible impact of each of these behaviours. For this research, behaviours such as physical activity, sedentary behaviour and sitting time were considered.
Within the three components that generate behaviour, it is possible to develop further subdivisions that capture important distinctions noted in the research literature. Thus, with regard to capability, we distinguished between physical and psychological capability (psychological capability being the capacity to engage in the necessary thought processes - comprehension, reasoning et al.). With opportunity, we distinguished between physical opportunity afforded by the environment and social opportunity afforded by the cultural milieu that dictates the way that we think about things (e.g., the words and concepts that make up our language). With regard to motivation, we distinguished between reflective processes (involving evaluations and plans) and automatic processes (involving emotions and impulses that arise from associative learning and/or innate dispositions)

Step 3: specify the target behaviour
Step three specifies the target behaviour by outlining the new behaviour in greater detail. Specifications should include: who needs to perform the behaviour, what do the persons need to do differently, when, where, how, and with whom will they do it.

Step 4: identify what needs to change
The recommended method to understand what needs to change is interviews, as this would ensure future interventions are participant-centred and co-created. The COM-B model and TDF were employed as a combined deductive framework for the analysis covering all the relevant determinants of behaviour. Comparisons of codes were made, and discrepancies resolved by discussion to produce 'behavioural diagnosis' (a selection of barriers and facilitators). The interview data was managed using Atlas qualitative data analysis (as shown in Appendix C).

Step 5 till 8: identify intervention functions and policy categories
Explain COM specifics. Capability, Opportunity, Motivation
This study also aimed to identify relevant intervention functions and policy categories to be used following the COM-B and TDF analyses and how each of the intervention functions could be supported at an organisational level (Table 2). The BCW guide recommends that intervention functions and policy categories should be assessed through the use of the APEASE criteria. However, as this screening process is largely contingent on resource availability, which might be different for intervention developers, the onus to use APEASE criteria would lie on individual intervention developers.
The research finally aimed to identify the most appropriate BCTs. BCTs mentioned within the qualitative interviews were individually identified and selected for the development of a future intervention. These were then discussed with the rest of the research team for consensus. Then, the most appropriate mode of delivery of each technique was deliberated upon and selected by the authors (Table 3).





Interventions	Definition	Examples
Education	Increasing knowledge or understanding	Providing information to promote healthy eating
Persuasion	Using communication to induce positive or negative feelings or stimulate action	Using imagery to motivate increases in physical activity
Incentivisation	Creating expectation of reward	Using prize draws to induce attempts to stop smoking
Coercion	Creating expectation of punishment or cost	Raising the financial cost to reduce excessive alcohol consumption
Training	Imparting skills	Advanced driver training to increase safe driving
Restriction	Using rules to reduce the opportunity to engage in the target behaviour (or to increase the target behaviour by reducing the opportunity to engage in competing behaviours)	Prohibiting sales of solvents to people under 18 to reduce use for intoxication
Environmental restructuring	Changing the physical or social context	Providing on-screen prompts for GPs to ask about smoking behaviour
Modelling	Providing an example for people to aspire to or imitate	Using TV drama scenes involving safe-sex practices to increase condom use
Enablement	Increasing means/reducing barriers to increase capability or opportunity[1]	Behavioural support for smoking cessation, medication for cognitive deficits, surgery to reduce obesity, prostheses to promote physical activity
Policies		
Communication/marketing	Using print, electronic, telephonic or broadcast media	Conducting mass media campaigns
Guidelines	Creating documents that recommend or mandate practice. This includes all changes to service provision	Producing and disseminating treatment protocols
Fiscal	Using the tax system to reduce or increase the financial cost	Increasing duty or increasing anti-smuggling activities
Regulation	Establishing rules or principles of behaviour or practice	Establishing voluntary agreements on advertising
Legislation	Making or changing laws	Prohibiting sale or use
Environmental/social planning	Designing and/or controlling the physical or social environment	Using town planning
Service provision	Delivering a service	Establishing support services in workplaces, communities etc.

[1] Capability beyond education and training; opportunity beyond environmental restructuring

Table 2 Links between the components of the 'COM-B' model of behaviour and the intervention functions

From: The behaviour change wheel: A new method for characterising and designing behaviour change interventions

Model of behaviour: sources	Educa-tion	Persua-sion	Incentiv-isation	Coercion	Training	Restric-tion	Environ-mental restructuring	Model-ling	Enable-ment
C-Ph					√				√
C-Ps	√				√				√
M-Re	√	√	√	√					
M-Au		√	√	√			√	√	√
O-Ph						√	√		√
O-So						√	√		√

Table 3 Links between policy categories and intervention functions

From: The behaviour change wheel: A new method for characterising and designing behaviour change interventions

	Educat-ion	Persuas-ion	Incent-ivisation	Coerc-ion	Training	Restrict-ion	Environ-mental restructuring	Model-ling	Enable-ment
Communication/Marketing	√	√	√	√				√	
Guidelines	√	√	√	√	√	√	√		√
Fiscal			√	√	√		√		√
Regulation	√	√	√	√	√	√	√		√
Legislation	√	√	√	√	√	√	√		√
Environmental/social planning							√		√
Service Provision	√	√	√	√	√			√	√

APPENDIX G

COM-B barriers and interventions

The bariers were gathered in the data by using the extended COM-B model.
By using the Behaviour Change Wheel (table 2), the bariers were linked to fitting interventions. On the left page the bariers and interventions are displayed.

Identified bariers for being AWARE to initiate CP project

CAPABILITY
They are not aware of the possibilities of CP projects
They are not aware of the skills inside the other pillars.
They are not aware of the responsibilities of the other pillars.
They are not aware of knowing the people
They are not aware about the differences and overlapp of the pillars.
They don't understand the client needs

OPPORTUNITY
They don't have access to the knowledge of who they can reach out to.
They don't have the tools to start initiation of a CP project.
They don't have access to the overview of all the projects initiated.
There is a lack of planning overlapp of the pillars in a project.
There is a lack of a history of working together.
There is lack of a sales approach for CP project.
There is a lack of reaching out to other pillars sooner.
There is a lack of a lot of touch-in moments.
There is limited access to sitting together.
They only are aware of people because of publicity.
They are more willing to reach out when they know each other, which is now lacking.
There is not a stimuli to help them keep in contact.

Identified interventions creating AWARENESS

CAPABILITY
education
training
enablement

OPPORTUNITY
enablement
env. Restructuring
restriction

Identified bariers for being WILLING to initiate CP project

CAPABILITY
They are not aware of the value of working cross-pillar.
They lack the knowledge how to empower each other
There is a lack of urgency and follow-up steps
They don't have access to connections to reach out to

OPPORTUNITY
They perceive a difference in cultures
There is a lack of informal time in CP projects to bond.

MOTIVATION
They belief that the pillars must mold to each other.
They belief that the other pillars are competition to their KPI targets.
They belief that initiating a cross-pillar projects will not succeed.
They dont feel they are part of ONE team.
They believe that there needs to be an intrinsic motivation for the best success of CP projects.
Without urgency and follow-up it is hard to set something in motion.
People will feel more appealed to work with someone they know.
People want to feel part of a team.
People reach out less when it is not necessary

Identified interventions creating WILLINGNESS

CAPABILITY
education
training

OPPORTUNITY
restriction
enablement
env. Restructuring

MOTIVATION
education
incentivisation
persuasion
modelling
env. Restructuring
coercion

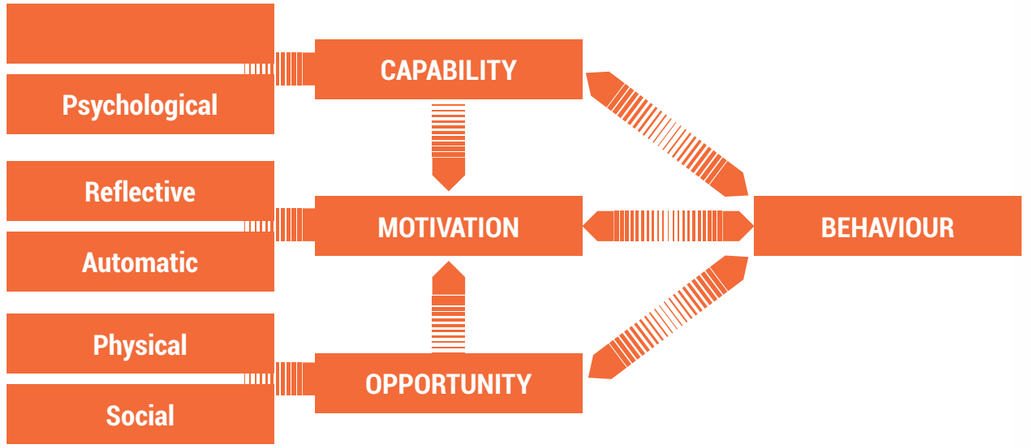


Figure G: The extended COM-B model.

Table 2 Links between the components of the 'COM-B' model of behaviour and the intervention functions

From: The behaviour change wheel: A new method for characterising and designing behaviour change interventions

Model of behaviour: sources	Educa-tion	Persua-sion	Incentiv-isation	Coercion	Training	Restric-tion	Environ-mental restructuring	Model-ling	Enable-ment
C-Ph					√				√
C-Ps	√				√				√
M-Re	√	√	√	√					
M-Au		√	√	√			√	√	√
O-Ph						√	√		√
O-So						√	√		√

APPENDIX H

Curve of Commitment

PREPARE
This phase prepares people for change by making them aware of what the change is and why it is occurring. Consider a variety of communication efforts to ensure you are addressing the various stakeholders across your institution and at the appropriate times.

ACCEPT
At this phase, employees must understand what specifically is expected of them and how it will affect them directly. If the communications have been successful, they should have provided been provided with enough information to judge the data collection effort, weigh the pros and cons relative to their position and context, and ultimately decide whether to participate.

During this phase, barriers need to be addressed to ensure widespread acceptance of efforts, such as promotion and tenure eligibility, alignment with other institutional priorities, or reporting burnout. Try to reframe these challenges as opportunities to refine the message and influence institutional identity and culture.

COMMIT
This phase actually implements the change and requires that faculty and staff integrate it into their lives. This may start with faculty and staff exploring your data collection instrument, or providing just a small portion of the required data to see how the process works, but will hopefully lead to them actually satisfying your request for data.

As time passes, and if your communications and efforts have remained steady, you may reach a critical mass of participation that begins to shape the perception that providing community engagement data is now standard as part of annual reporting processes. This "institutionalization point" is still a reaction to external pressures – a goal even beyond this is internalization, where faculty and staff truly believe in your purpose, which motivates them not only to consistently participate in the long-term, but also to advocate for and protect the effort with others.
While this process appears linear, there are cyclical aspects that require you to renew the messaging and reinvigorate the call to action to provide data. This will typically fall in line with annual reporting communications so that you can encourage faculty and staff to continue providing information year after year.

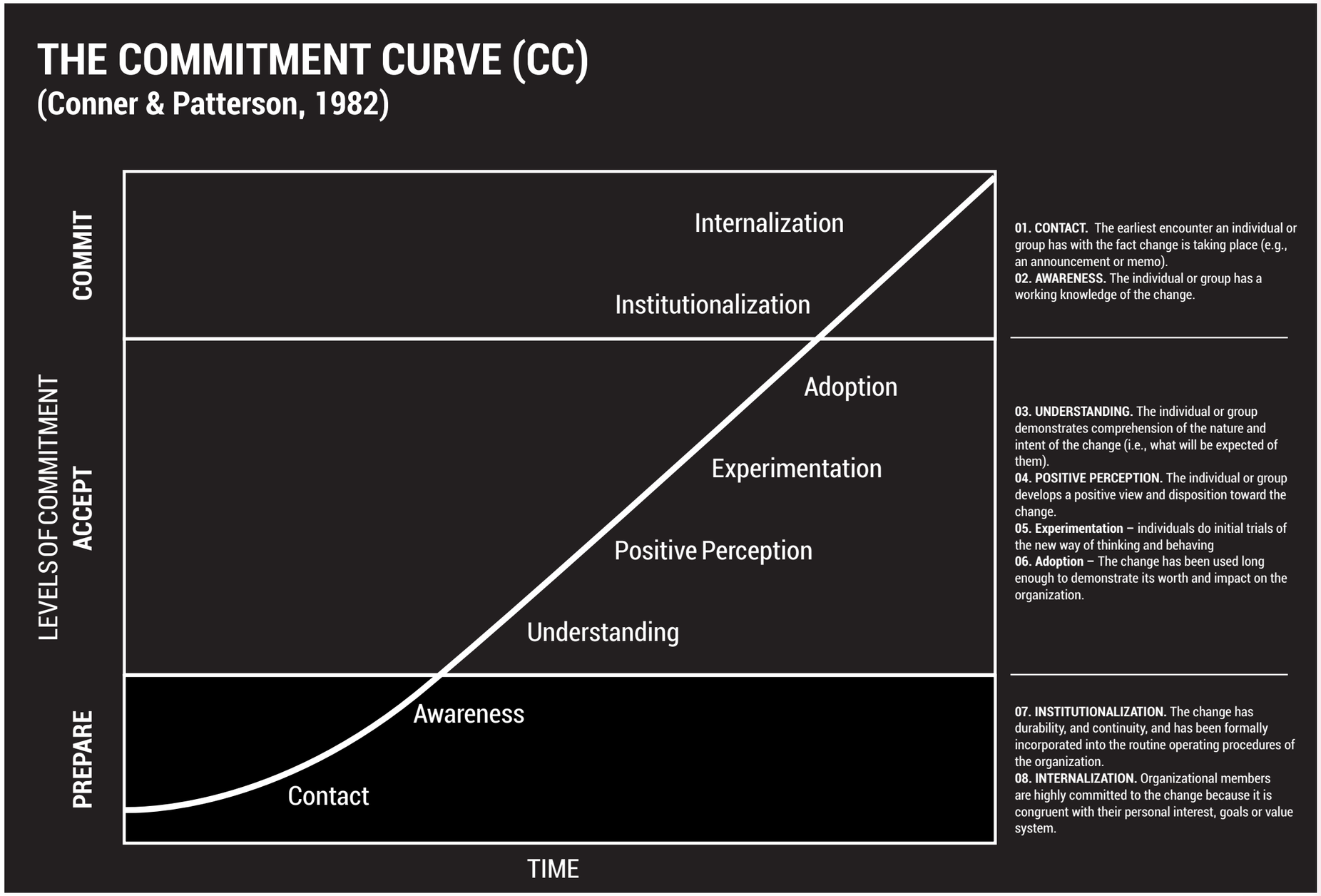
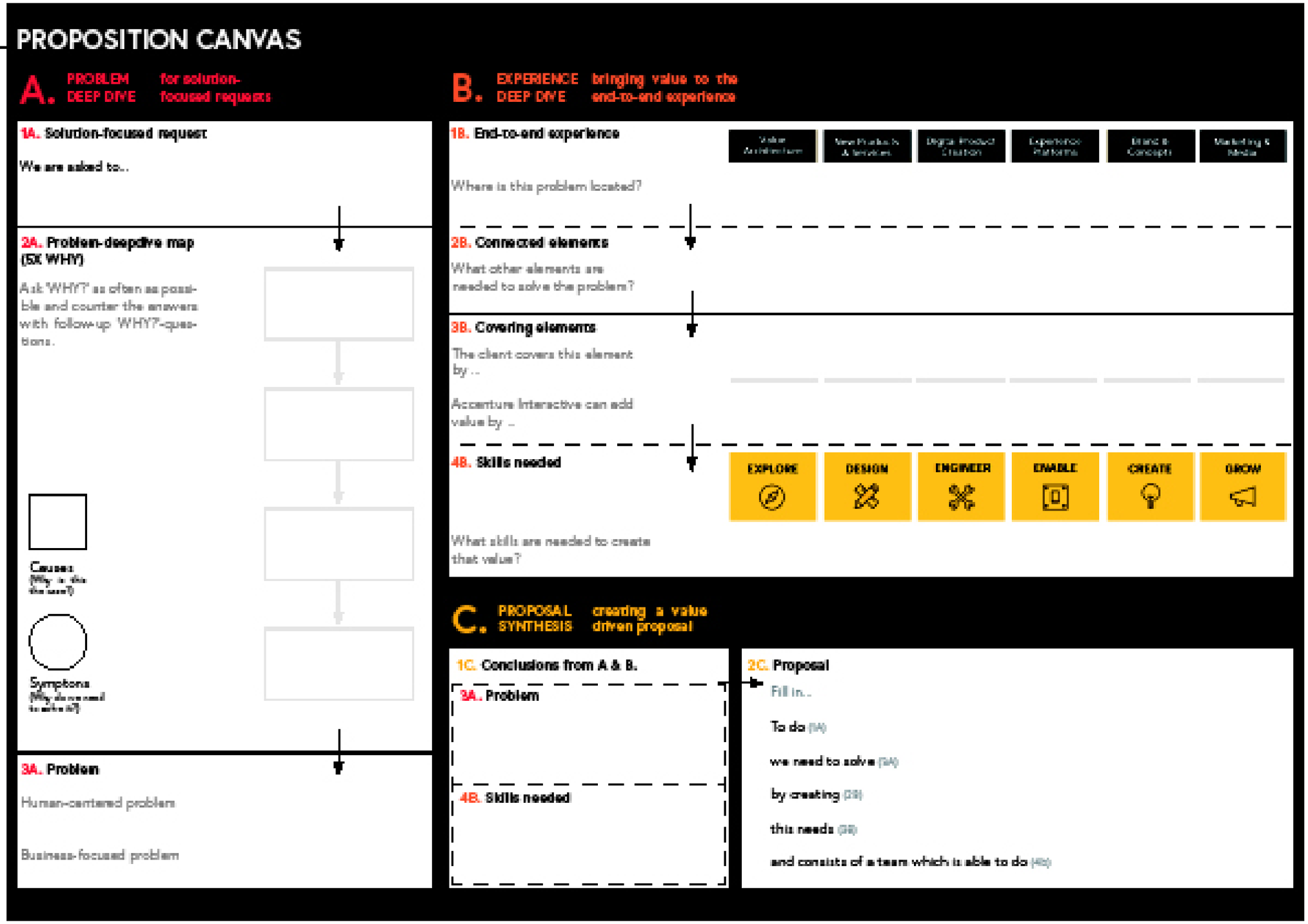


Figure H: The eight stages of commitment Curve of Commitment (Corner & Patterson, 1982)

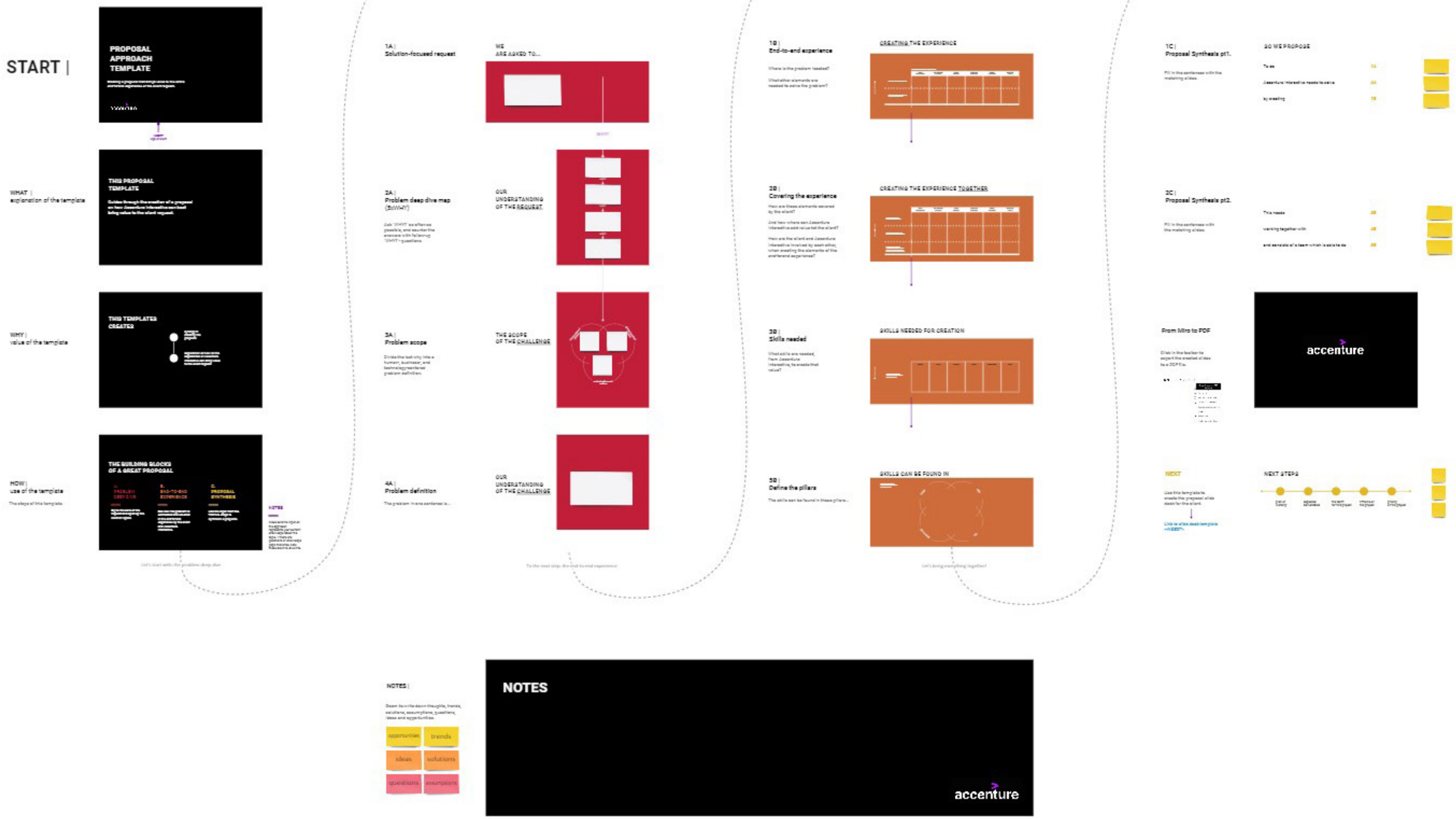
APPENDIX I

Proposition Canvas Prototype

First prototype of the canvas

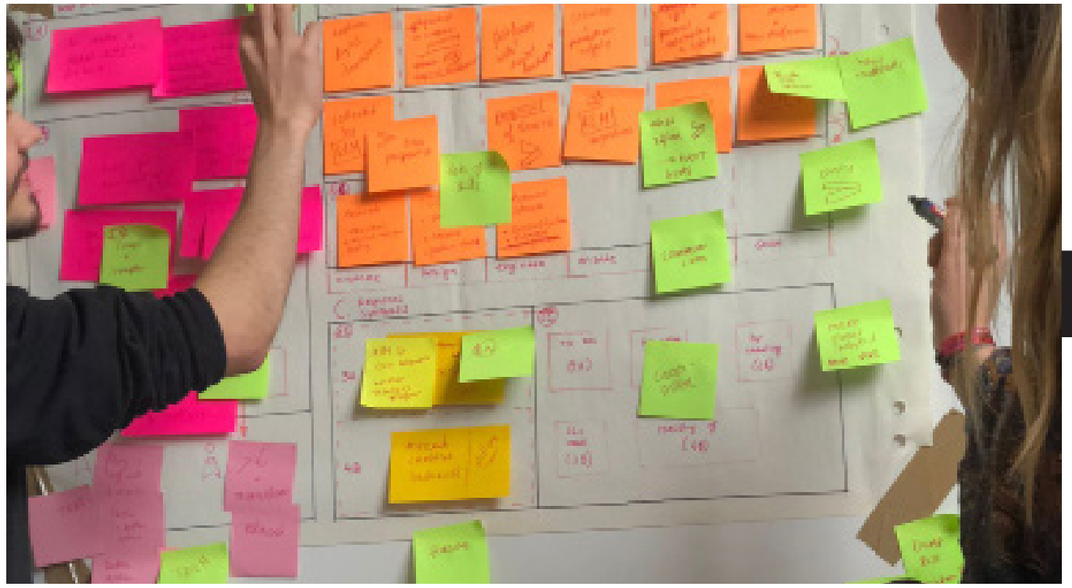


Iterated canvas after the changes presented in paragraph 7.6.

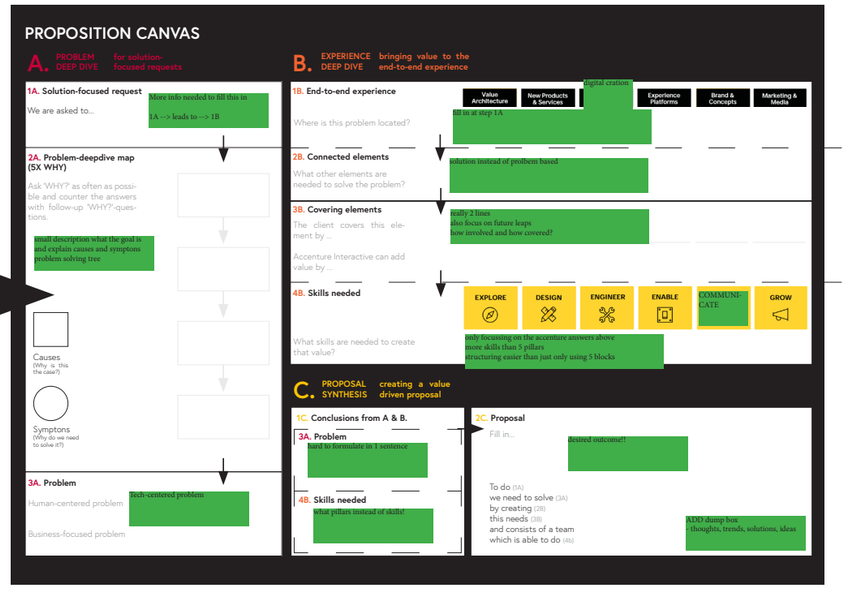


APPENDIX J

Insights test of Prototype



THE INSIGHTS DESCRIBED IN 7.4



Iterations were made in the approach based on the results of the test.

Adding short descriptions and explanations in the problem deep dive, for a better understanding of the steps. Concluding the problem deep dive with a problem statement consisting of a human-, business-, and tech-centred problem definition.

In the experience deep dive, a focus is added on possible future leaps for Accenture Interactive that connects to the currently explored client brief. Furthermore, the questioning of covering the elements of the elements in the end-to-end experience should be accompanied with a question about the involvement of the client and Accenture Interactive in that element.

There is extra space added to provide space for information that arises during the workflow, and minor changes in text and spacing were improved.

The overall form of the approach changed towards a Miro board for the following validation. A clarification of how to use the proposal approach will be provided on this board in the form of a guide. This guide answers the proposed approach's why, when, how, and what and accompanies the workflow.

Next to the insights (as described in 7.4), also step specific insights were found during testing hte prototype canvas.

INSIGHTS OF TESTING STEP A.

Step 1A: More context and info about the brief is needed to fill in the first section of the problem deep dive.

After 1A fill in 1B, to see your initial solution

2A small description of 5 times why is needed, but not that is needed to do it 5 times.

5 x why was necessary to get more information to fill in step B! necessary

Causes + symptoms were difficult to understand the value of. But would be nice to structure the tree.

Look at problem solving tree

3A focus on business, user and technology.

3A Conclude in one sentence is hard.

INSIGHTS OF TESTING STEP B

4B – unclear that this is the end-to-end experience that is provided by Accenture Interactive.

4B - Change Digital product creation to Digital creation

4B force them to look only at 3A and not at 1A!!!!

4B more possible covering
How covering?
How involved with each other?
Focus on the problem and not on the solution.
Looking at possible future leads that are not necessary now, but could be for later on.

4B – only show the fields that were Accenture focused in step 4B

4B – show a lot of skills
People like to structure a lot of information
Not going to look at the 5 boxes

4B - Change create to communicate

INSIGHTS OF TESTING STEP C

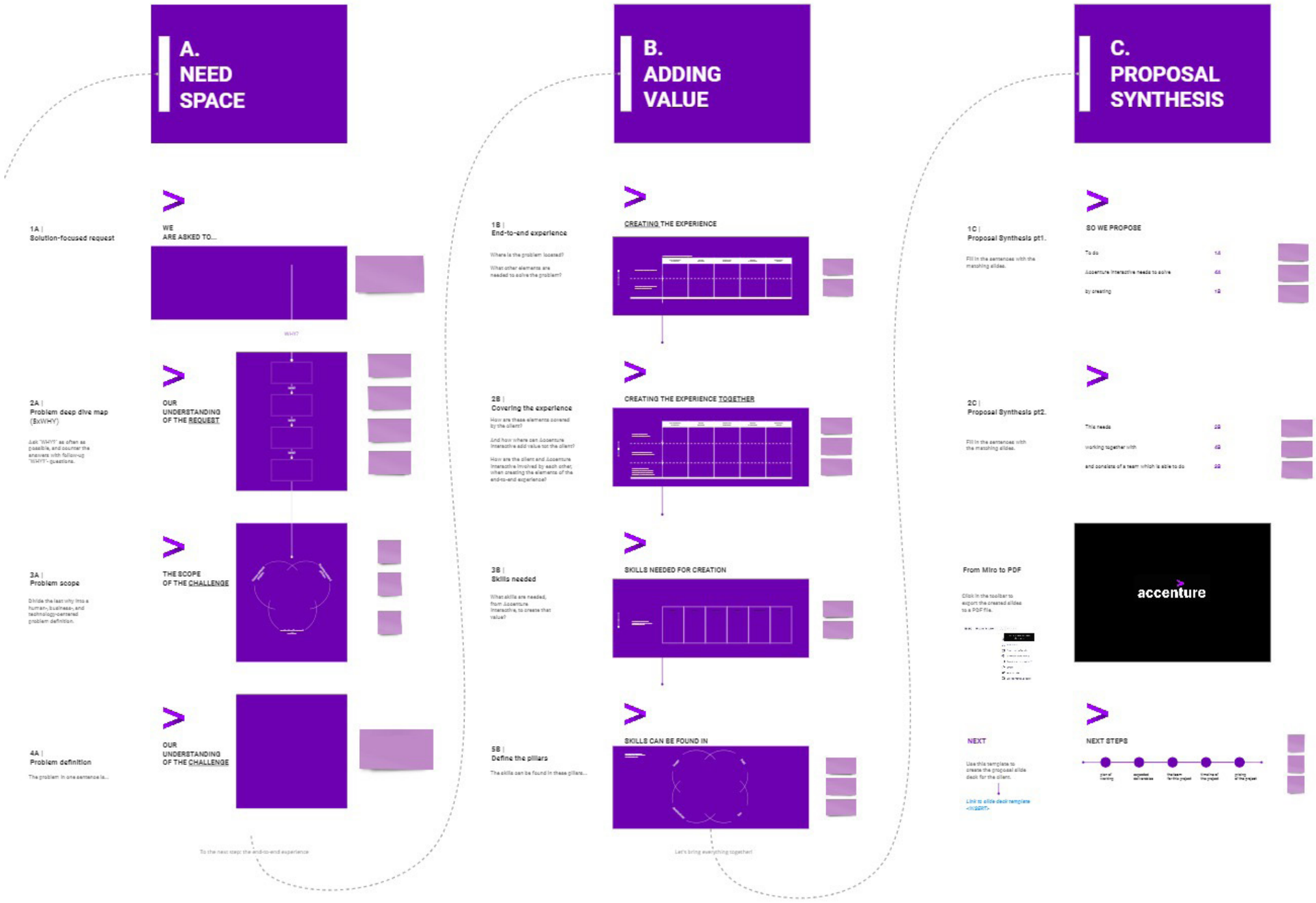
1C – force to only look at 3A and not also at 1A.

2C - Different outcome then predicted in step 1A, which is desired!

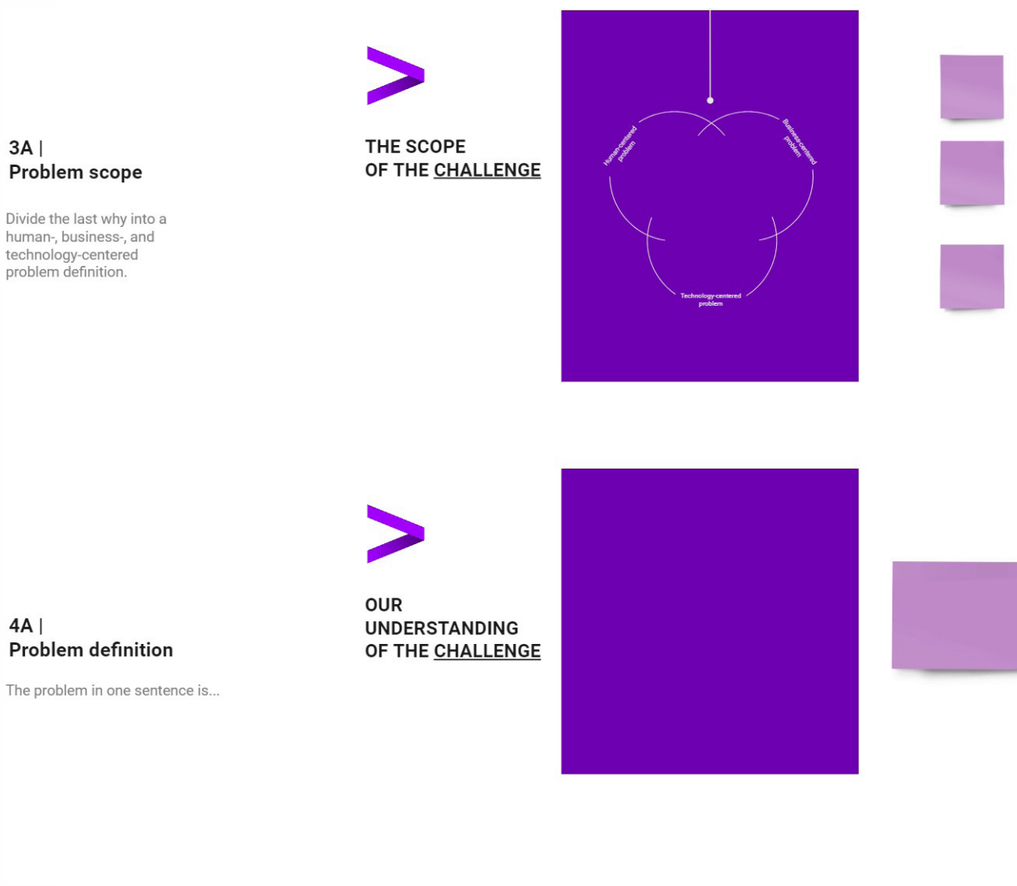
2C - Created a cross-pillar proposal

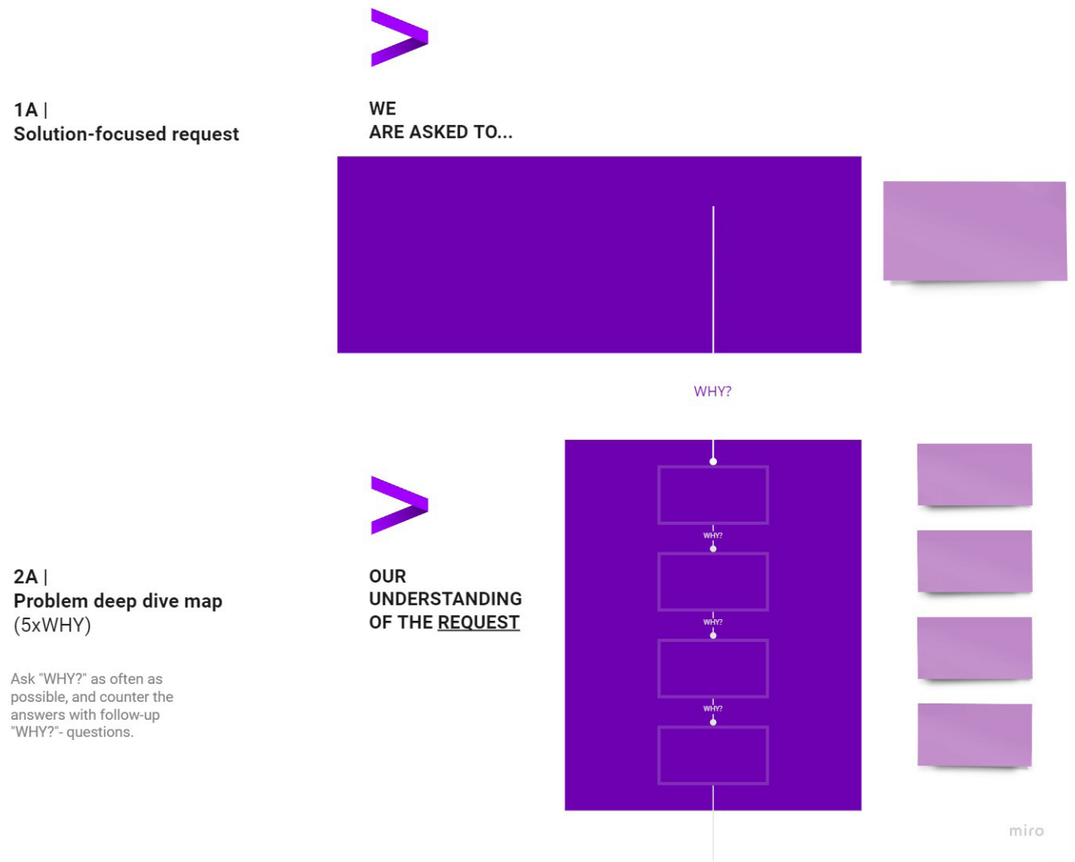
APPENDIX K

Final Approach



A. NEED SPACE


3A |
Problem scope
Divide the last why into a human-, business-, and technology-centered problem definition.
THE SCOPE
OF THE CHALLENGE
Human-centered problem
Business-centered problem
Technology-centered problem
4A |
Problem definition
The problem in one sentence is...
OUR
UNDERSTANDING
OF THE CHALLENGE
miro


1A |
Solution-focused request
WE
ARE ASKED TO...
WHY?
2A |
Problem deep dive map
(5xWHY)
Ask "WHY?" as often as possible, and counter the answers with follow-up "WHY?"- questions.
OUR
UNDERSTANDING
OF THE REQUEST
WHY?
WHY?
WHY?
miro

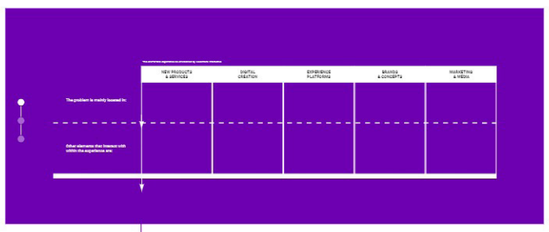
B. ADDING VALUE

1B |
End-to-end experience

Where is the problem located?

What other elements are needed to solve the problem?

CREATING THE EXPERIENCE



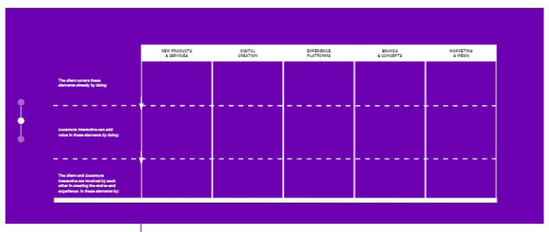
2B |
Covering the experience

How are these elements covered by the client?

And how where can Accenture Interactive add value tot the client?

How are the client and Accenture Interactive involved by each other, when creating the elements of the end-to-end experience?

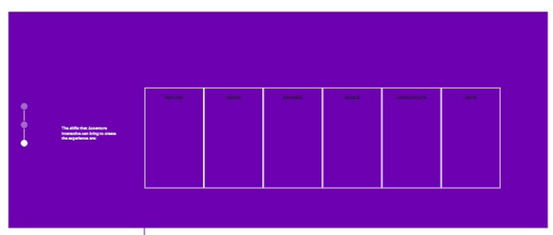
CREATING THE EXPERIENCE TOGETHER



3B |
Skills needed

What skills are needed, from Accenture Interactive, to create that value?

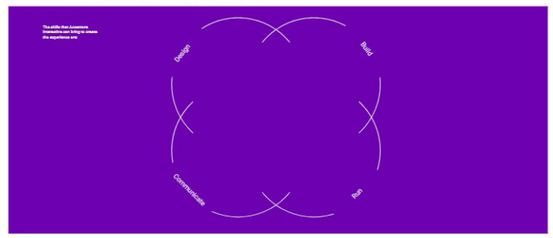
SKILLS NEEDED FOR CREATION



5B |
Define the pillars

The skills can be found in these pillars...

SKILLS CAN BE FOUND IN



miro

C. PROPOSAL SYNTHESIS

1C |
Proposal Synthesis pt1.

Fill in the sentences with the matching slides.

SO WE PROPOSE

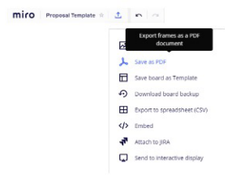
To do *1A*

Accenture Interactive needs to solve *4A*

by creating *1B*

From Miro to PDF

Click in the toolbar to export the created slides to a PDF file.



2C |
Proposal Synthesis pt2.

Fill in the sentences with the matching slides.

This needs *2B*

working together with *4B*

and consists of a team which is able to do *3B*

miro

NEXT

Use this template to create the proposal slide deck for the client.

Link to slide deck template <INSERT>

NEXT STEPS

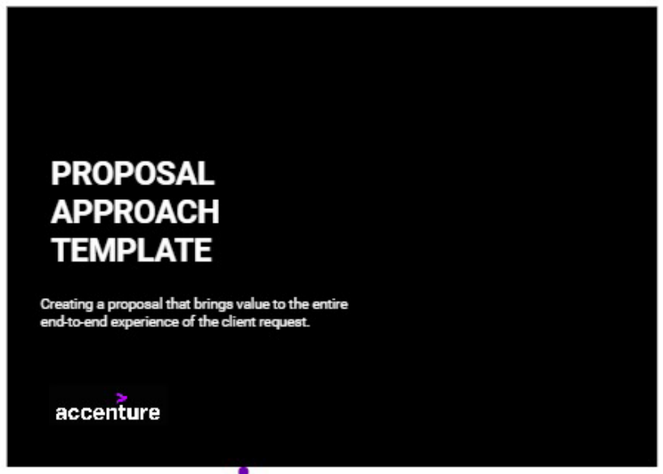
plan of working · expected deliverables · the team for this project · timeline of the project · pricing of the project

miro

APPENDIX L

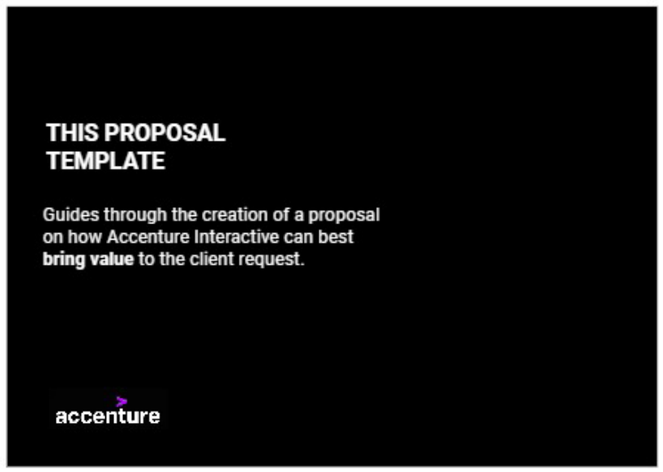
Approach Guide

START |

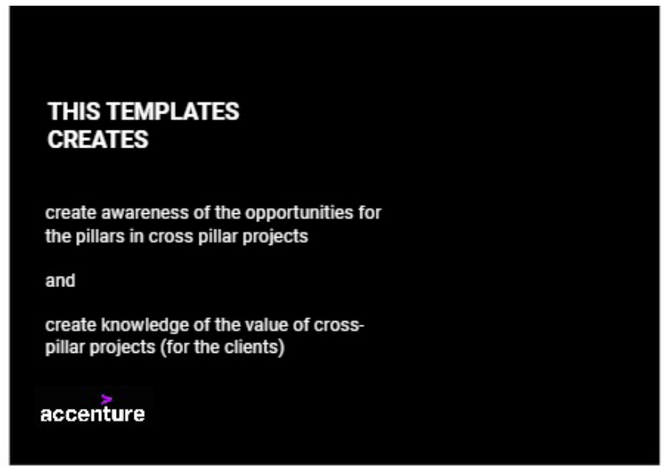


INSERT
logo of client

WHAT |
explanation of the template

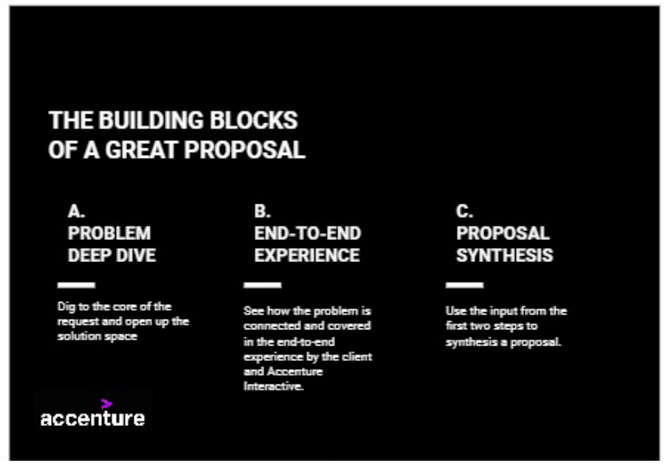


WHY |
value of the template



HOW |
use of the template

The steps of this template.



Master thesis of Britte Timmermans