Redesigning Client Acquisition through Experience

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INNOVATION BOOSTER

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Preface

This thesis marks the completion of a six-year journey at the faculty of Industrial Design Engineering at the Delft University of Technology. Six months ago I started this graduation project. Even though it feels like quite some time ago, weeks have literally flown by. Looking back on the last six months, I can conclude that this project has been a tough yet educational ride. Apart from studying the relationship between client acquisition strategies and the iterative cycle of Design Thinking, I learned a lot about stakeholder management, as well as project management. Besides, I learned a lot about myself as well during this project.

At first I want to thank my supervisory team for making this project possible. Ehsan, in my opinion, you are the best mentor walking around the IDE faculty. Your determination, dedication and compassion guided me through the most difficult obstacles during this project. Although I might have been a bit stubborn in the beginning of this project, your feedback always put me on the right track, even when things were about to go wrong.

Erik-Jan, I want to thank you for supervising me and ensuring that the focus of the project remained within the framework of scientific research. You provided insight into the essential parts of the project and made sure that I did not put too much unnecessary time and effort into peripheral matters. Your feedback was direct and as a guardian of the process, you intervened when necessary. This to ensure that, in the end, all parties involved benefitted from this project.

I would like to thank Anthony and all the other people from Innovation Booster for their expertise, excitement and involvement during this project. I am very grateful that I had the opportunity to do a project for such a dynamic organization and to learn from a talented group of people.

At last I want to thank my friends and family who supported me in finishing this project. Having people around me to discuss the process and decision-making, kept me motivated and confident to finish this project. A special thanks to my father, who supported me in providing structure in the documentation of this report. To add to that, he acted as a sounding board, especially in the weeks before the last two deadlines.

Abstract

This report describes the process and outcomes of a graduation project for the MSc program Strategic Product Design. The client organization in this project is Innovation Booster (IB). IB, founded in 2012 and located in Amsterdam, is specialized in innovation services. IB is active in segments characterized by traditional and complex organisations. IB offers Entrepreneurial Innovation which consists of three types of expertise services: Innovation Strategies, Business Innovation and Behavioural Innovation.

At the beginning of this project, IB was struggling with their client acquisition. Their sales calls were prepared ad-hoc and IB's salespeople did not have the required knowledge about potential clients and their context. This resulted in insufficient acquisition, a too low success rate from sales calls and a too expensive and time consuming overall client acquisition process. Subsequently, growth, scalability and continuity could not be ensured. What IB needed was a tool for successful proactive acquisition that leads to high success rates. With high success rates IB could achieve a continuous flow of challenging projects required for growth, scalability and continuity. The tool should provide them the required knowledge, structure and focus for preparing sales calls. Therefore, the initial design challenge was stated as follows:

"Develop a tool for proactive client acquisition that provides the required knowledge, structure and focus for high success rates from sales calls."

An experience workshop is designed that lets potential clients experience IB's way of working. The process of the experience workshop is based on literature on reflection, the iterative cycle of Design Thinking and the 1-10-100 method. The experience workshop is preceded by six preparation steps and is succeeded by a follow-up step. Together, the experience workshop, its preparation and follow-up steps form a proactive approach to client acquisition. The process of this proactive client acquisition approach is based on needs of the salespeople of IB and literature on client acquisition, sales and marketing models. The proactive client acquisition approach maps out each step of client acquisition, accompanied by the goal and desired output of each step, and how to realize this output. The approach provides structure and focus in IB's acquisition process, accompanied by pragmatic tools that support IB in realizing their acquisition goals. With the new approach, IB's salespeople have the required knowledge about the potential client's organisation and industry before approaching the potential clients.

The experience workshop is tested and validated with three potential clients from three different organizations through non-participant observation and semi-structured interviewing. Furthermore, the proactive client acquisition approach, including the experience workshop, is validated through a co-reflection session with four people from both the Project Management and New Business Development departments of IB. The validation study concluded that clients become impressed and enthusiastic about cooperating with IB after participating in an experience workshop. In addition, the first pilot have shown that the experience workshop leads to a less expensive and time consuming overall client acquisition process.

For a successful implementation of the proactive client acquisition approach, an internal communication and organisation plan is proposed. In this plan, the different roles and responsibilities are described that are required for a successful implementation and maintenance of the proactive client acquisition approach in the future.

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1. Introduction

This chapter describes the project context and introduces the client organization of this graduation project: Innovation Booster (IB). Furthermore, this chapter describes IB's current and desired situation resulting in a design brief and project approach.

1.1. Project context and client

This graduation project is carried out at Innovation Booster (IB). IB is an innovation consultancy founded in 2012 and located in Amsterdam. IB offers talented and experienced professionals called "Boosters" who deliver strategy in small steps. IB's mission is to ignite an entrepreneurial spark at traditional and complex organisations, by offering their service Entrepreneurial Innovation from the core of the client's organisation as shown in figure 1. Entrepreneurial Innovation consists of three types of expertise services: Innovation Strategies, Business Innovation, and Behavioural Innovation. These types of expertise are delivered through Design Thinking, Agile Scrum, and Lean Startup principles, tools and methods. A more extensive description of the different types of expertise of Innovation Booster, their organizational structure, the variety of clients and requests, and the different roles Boosters take in project teams is described in chapter 2.

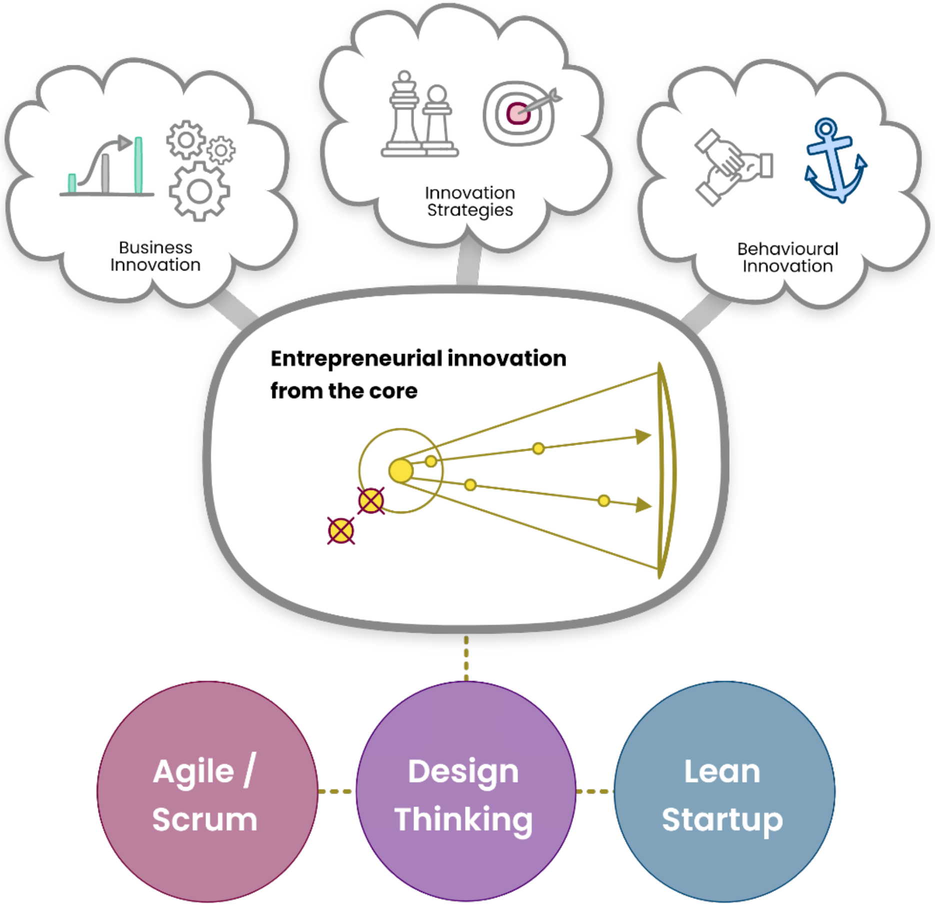
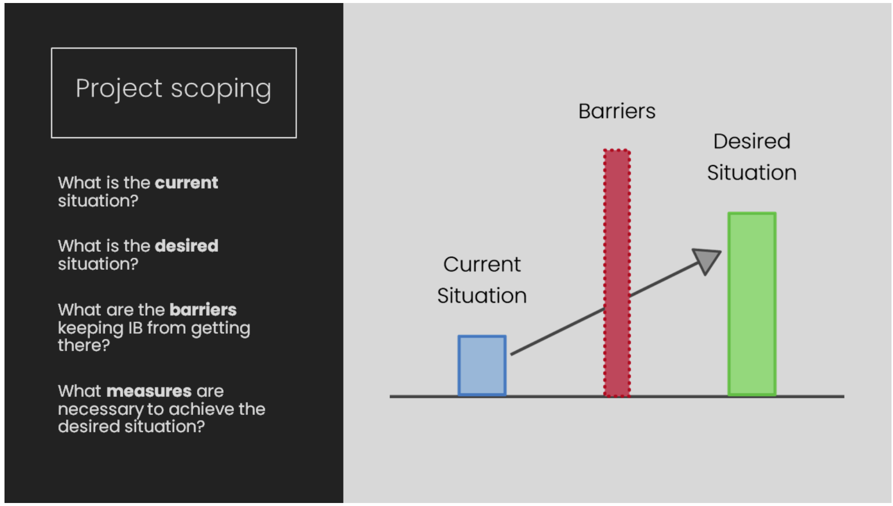


Figure 1: IB service, expertise and methodology

1.2. Design brief

The design brief consists of a design challenge and research questions. The design challenge and research questions follow from IB's desired situation. IB's desired situation describes ambitions that are translated from the pains, needs an barriers IB encounters in their current situation. The design challenge, research questions, current and desired situation were determined during a couple of meetings with the supervisory team of this project and finalized during a project scoping session with the New Business Development department from IB. Figure 2 shows the guiding questions that were used as input for this session.



Project scoping

What is the **current** situation?

What is the **desired** situation?

What are the **barriers** keeping IB from getting there?

What **measures** are necessary to achieve the desired situation?

Figure 2: Guiding questions project scoping session

1.2.1. Current situation: Unpromising circumstances

Within their current situation, IB is facing several pain points. In figure 3, a visualisation of the hierarchical order of pains is shown by means of a process tree. As shown in figure 3, IB is currently dealing with insufficient acquisitions. Only a few people within the organization are capable of performing sales calls. To add to that, these people are also there most expensive partners and directors. Furthermore, their overall acquisition process is too expensive and time consuming and they have a too low success rates from sales calls. The success rate is defined as the amount of deals versus the amount of performed sales calls.

At the moment, the success rate is below 3%.

This is the result of ad-hoc preparations of sales calls that are due to the following: a lack of focus on relevance of industries and organizations, a lack of knowledge about industries and organizations, and a lack of structure in their acquisition process. The lack of focus results in sales calls with organizations that are not relevant or that do not have to potential to buy IB's services. A lack of knowledge results in salespeople not being properly prepared for their sales calls. Besides, internal knowledge and experience is diffuse. A lack of structure in their current acquisition process results in efficiency and subsequent unnecessary time consumption and high costs. These pain points result in an unpromising future perspective in which growth, continuity, and scalability are not ensured.

The overall acquisition process is time consuming and therefore too expensive. A clear example is a too long average lead time. In figure 4, a visualisation of the current best and worst case scenario for lead times is shown. The lead time is defined as the time between the first contact with the prospect and the signing of the contract. As shown in figure 4, the best case scenario for IB's lead time is 4 sales calls within 2 months. However, this scenario is highly exceptional. On the contrary, in a worst case scenario their lead time consists of more than 10 sales calls, spread over more than a year without even closing a deal. This worst case scenario results in a large amount of lost time and high unnecessary costs. Unfortunately this scenario is more common than the best case scenario.

Apart from the pains described before, Boosters who carry out the project with the client are often introduced to their clients too late in the process. A late introduction causes inefficiency in the onboarding process of the project, as these Boosters are not informed well enough about the project details.

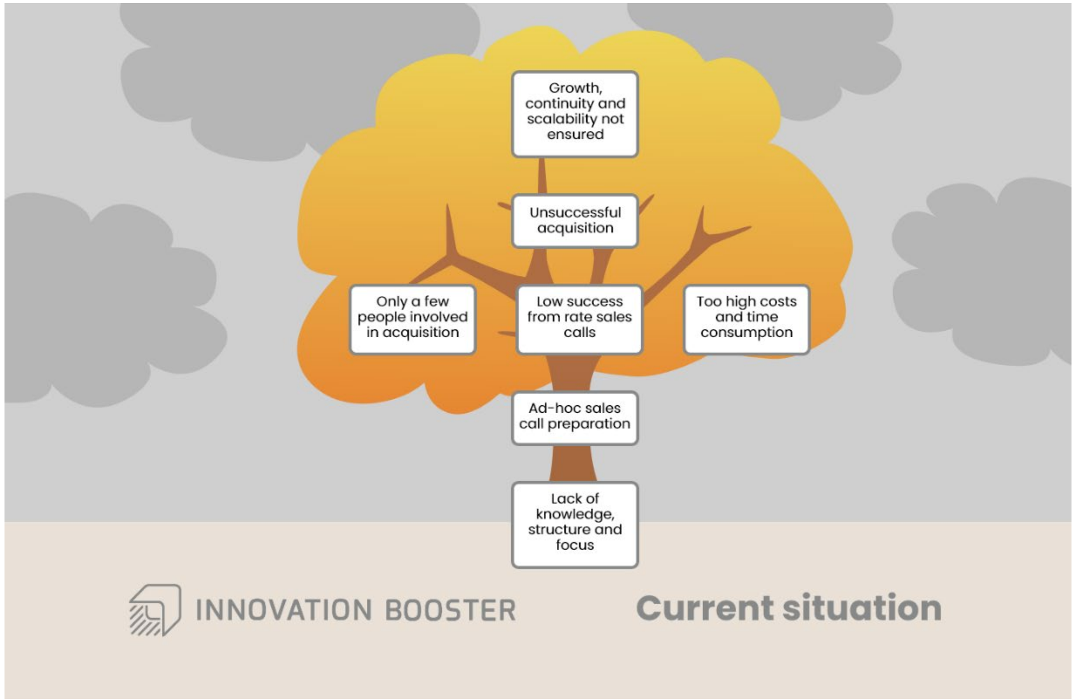


Figure 3: IB's current situation

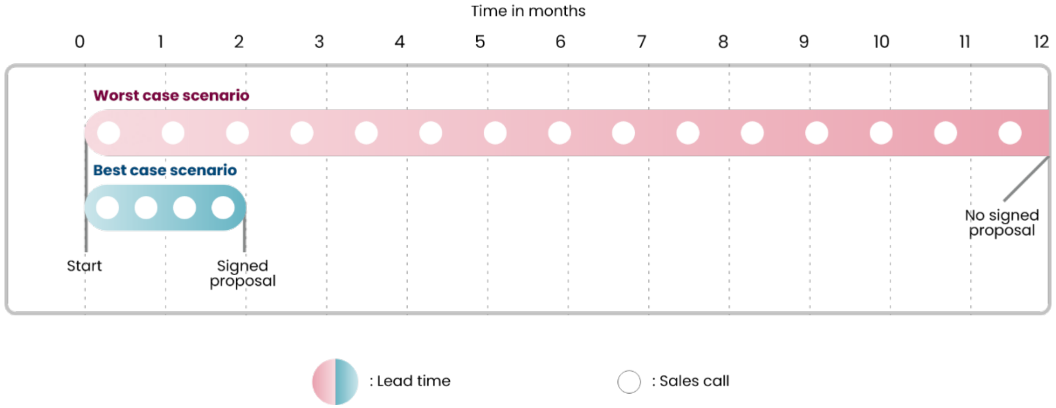


Figure 4: Worst and best case scenarios lead times

1.2.2. Desired situation: Acquire new clients

IB is in need of a proactive acquisition approach. This approach should provide them with the required knowledge and structure for successful acquisition. Thereby, a successful approach leads to high success rates. In figure 5, a visualisation of the hierarchical order of goals is shown by means of a process tree. As shown in this figure, the project scoping sessions resulted in the conclusion that a proactive acquisition approach will lead to high success rates, followed by a continuous flow of challenging projects. On the one hand, a continuous project flow will attract talented and experienced people to IB. On the other hand, it will contribute to growth, continuity and scalability. This new approach consists of different successive stages that should eventually lead to a signed project proposal. For example, IB is supported in identifying relevant business opportunities and prospects. In addition, the approach should provide them with knowledge about industry developments, trends and technologies. Furthermore, this approach should provide them with pragmatic tools to support them in convincing prospects to buy their services.

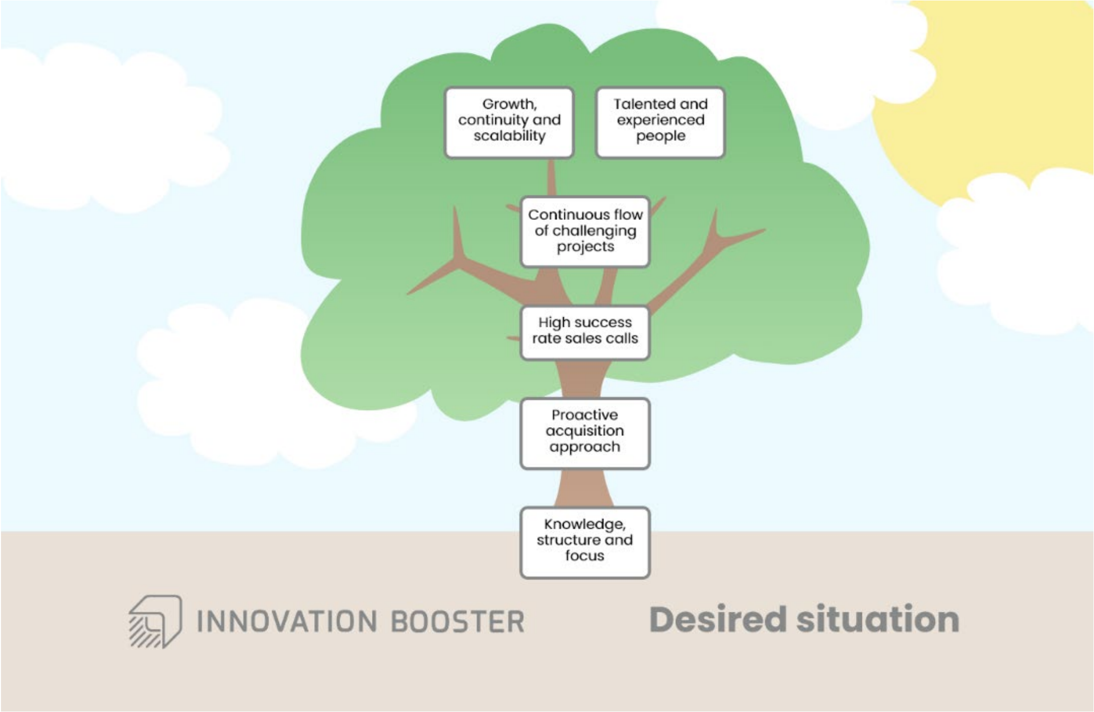


Figure 5: IB's desired situation

1.2.3. Design challenge and research questions

Based on the pain points in the current situation and the goals of the desired situation, the project scoping session resulted in a design challenge that is formulated as follows:

“Develop a tool for proactive client acquisition that provides the required knowledge, structure and focus for high success rates from sales calls.”

This design challenge is accompanied by the following research questions:

- What does IB’s business operations look like?
- What are relevant potential clients for IB?
- What is relevant knowledge about potential clients?
- What are critical success factors for successful client acquisition?
- With which approach can IB meet those requirements?
- How can this approach be implemented?

1.3. Project approach and plan

A project approach has been developed in order to give answer to the research questions and to come up with a desirable, feasible and viable solution for the design challenge. In figures 6a and 6b visualizations of this plan are shown. This figures show that the plan consists of two parts: (1) The path towards the development of the proactive acquisition approach, which is the result of the initial design brief. (2) The path towards the development of an experience workshop, which is the result of a reframing of the initial design brief.

The project started with the formation of the design brief that followed from the description of the current and desired situation as described in the previous paragraphs. In the first part the research consists of literature on the discipline of sales and marketing, interviews with people from IB and their clients, and creative sessions with the New Business Development department of IB. Apart from that, an introduction week at IB provided me with the answer on the first question: What does IB's business operations look like? The answer to this question is described in the next chapter. Interviews provided insights into relevant potential clients for IB, which is further described in chapter 3. Literature on the discipline of sales provided insights into a useful approach to client acquisition and requirements for successful acquisition. Furthermore, creative sessions with the New Business Development department provided insight into relevant industries, organizations and knowledge. Together this research formed the base of proactive client acquisition approach. By constantly testing, validating and iterating the approach with the New Business Development department of IB, a final approach has been drafted.

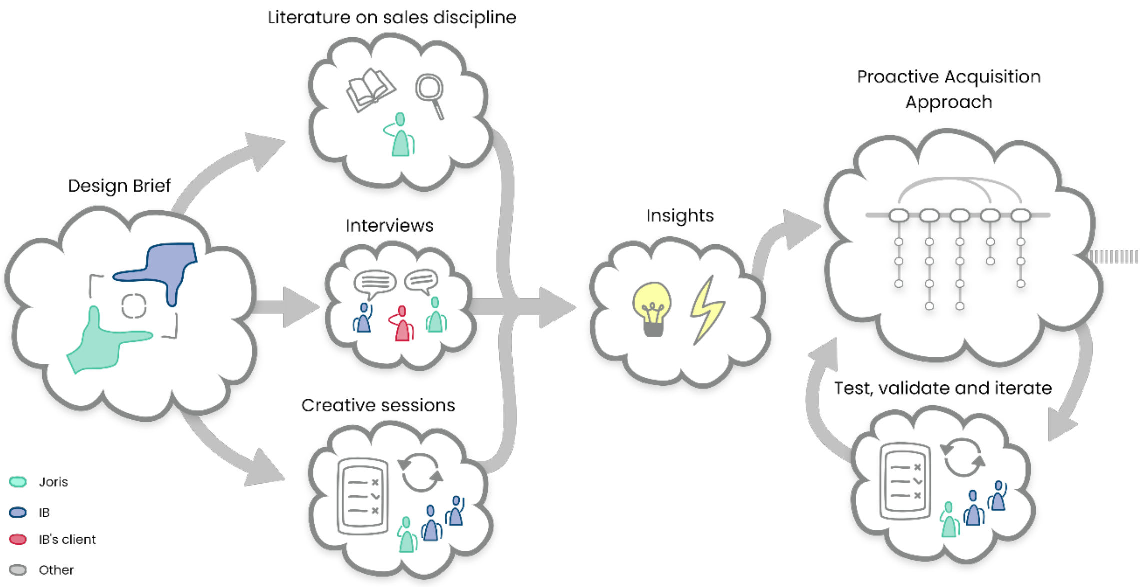


Figure 6a: Project approach part 1

The second part of the project plan started with a reframing of the design brief. This reframing was carried out, because the feeling had arisen that just working out the proactive client acquisition approach would not lead to a successful project. There was a need for a new solution direction that aims at developing new ideas for acquiring new clients. Through an ideation process, the new solution direction was to let client experience IB's way of working before a project has started. Together with literature the iterative cycle of Design Thinking and the 1-10-100 method, and interviews with the New Business Development department of IB, the idea of the experience workshop was born. The experience workshop has been tested and validated through semi-structured interviewing, non-participant observations and a co-reflection session.

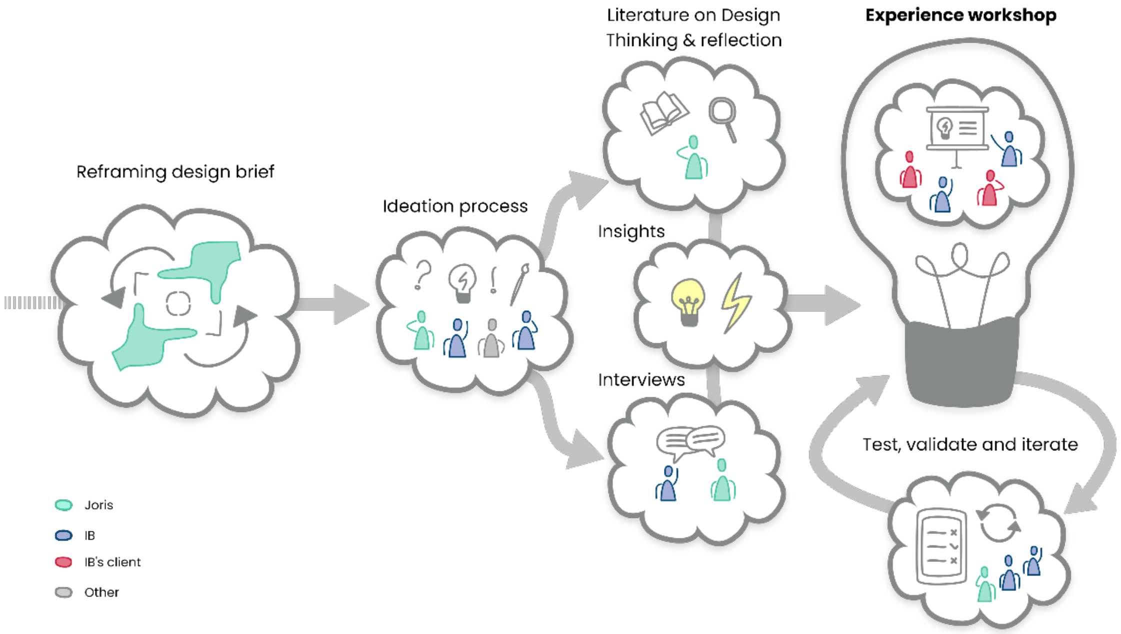


Figure 6b: Project approach part 2

2. Client analysis

This chapter describes the different types of expertise of Innovation Booster, the variety of clients and requests, their organizational structure and the different roles Boosters take in project teams.

2.1. Method

The analysis of IB happened in the first week of the project. During this first week I was introduced to the organization in the form of a Booster Class. The Booster Class was a one-week course about the following aspects of IB:

- History
- Organizational structure
- Expertise services
- Type of clients
- Methodology
- Culture and Milestones

Furthermore, several meetings with people from IB resulted in a deeper understanding of IB’s business operations.

2.2. Types of expertise

In figure 6 the different types of expertise are visualized. Firstly, IB helps their clients define innovation strategies and understand the needs and current status with their expertise of Innovation Strategies. They make strategy implementation practical by cutting it into smaller steps. Secondly, with Business Innovation, IB develops new propositions and process improvements. It is not just about products and services but also about business models, platforms, etc. Thirdly, with Behavioural Innovation IB changes mindsets and cultures and anchors new cultures, processes, products and services. As shown in figure 6. These three types of expertise form the foundation of IB´s methodology Entrepreneurial Innovation, which is based on principles of Design Thinking, Agile Scrum and Lean Startup. In figure 7, examples of these principles are given.

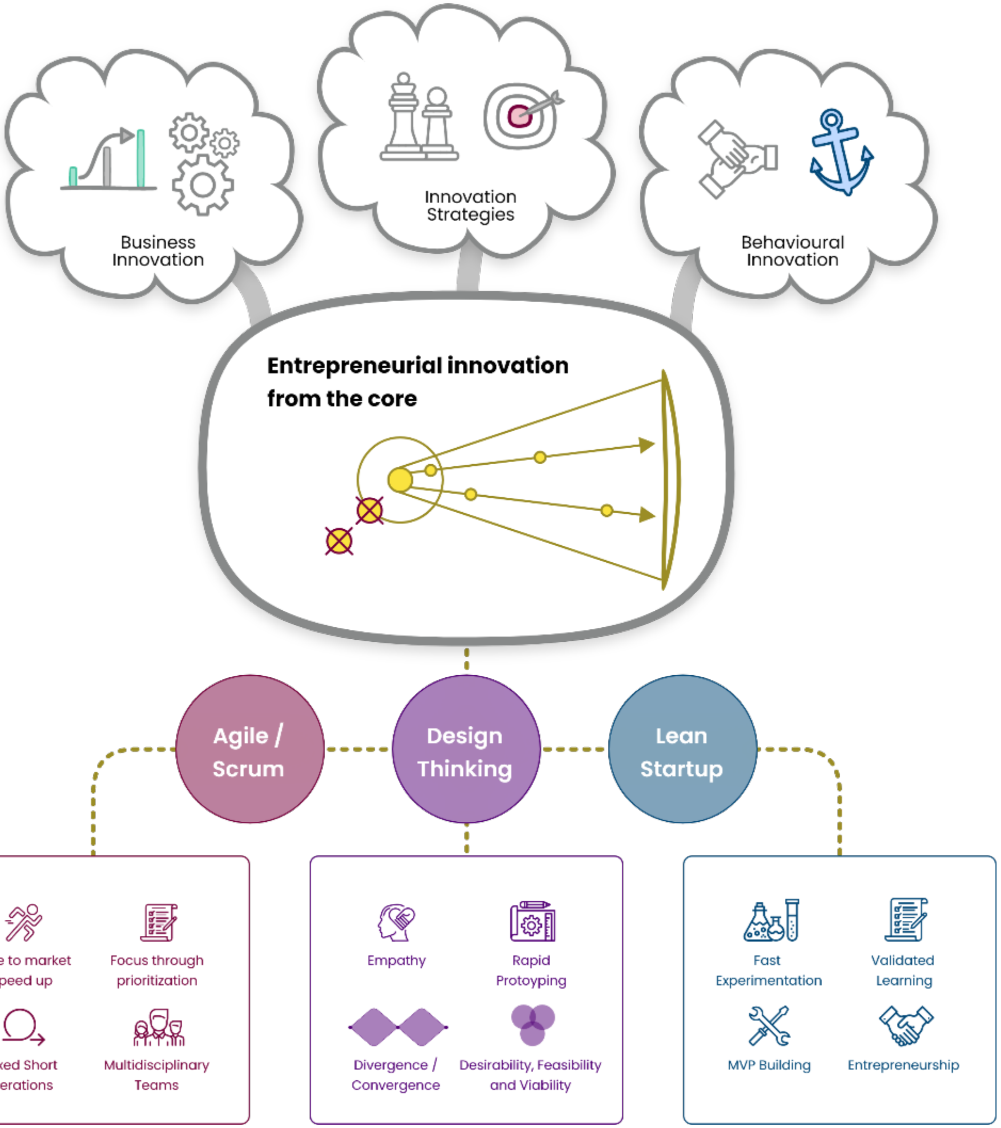


Figure 7: Types of expertise and methodology principles

2.3. Clients, requests and objections

IB's clients are generally big, traditional and complex organisations that struggle with becoming innovative. They vary from NGO's, corporates and (semi) governmental institutions. Within those organizations, IB targets decision makers and influencers that feel the urge to innovate. The pain points these people often deal with are: no results, resistance from higher management and operational teams, the fear of missing out (FOMO), and the fear of losing their job. IB has a track record in a wide variety of industries such as finance, logistics, energy and many more.

Beside the wide variety of industries, the variety of problems IB solves for their clients is considerable. Figure 8 shows a visualization of the typical client requests per expertise service. The figure shows that the different expertise services can be used for multiple purposes.

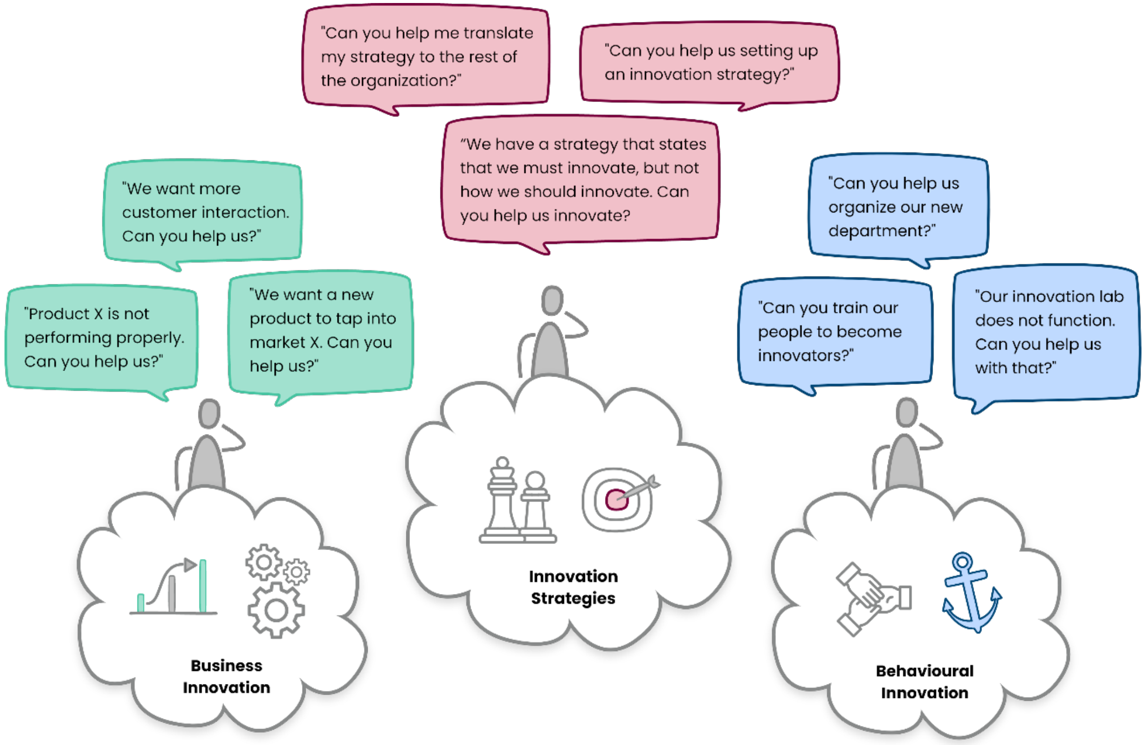


Figure 8: Client requests per expertise service

Apart from requests, client also have typical objections that keep them from cooperating with IB. In figures 9a and 9b, a visualization of these objections is shown. As shown in these figures, client objections are divided into factors that can be influenced, and factors that cannot be influenced. Factors that cannot be influenced are timing, budget, and a lack of people. Furthermore, if IB cannot provide the required expertise and does not have a track record within the industry of the potential client, experience have shown that it is not possible to convince clients to collaborate.

However, there are also factors that can be influenced. For example if potential clients want to do the innovation project themselves. Furthermore, if the client can choose between IB and different competitors, or when they see IB as too junior. The last common client object is that the potential client has no belief in the IB approach. For these factors, IB should demonstrate their added value in order to convince client that they can better innovate together with IB. Furthermore IB should show the potential client that they are better than the competition, that IB is not too junior and show the value of the IB approach. The question however is, in which way these client objections can be overcome. That question is answered in the continuation of this report.

Figure 9a: Client objection factors that cannot be influenced

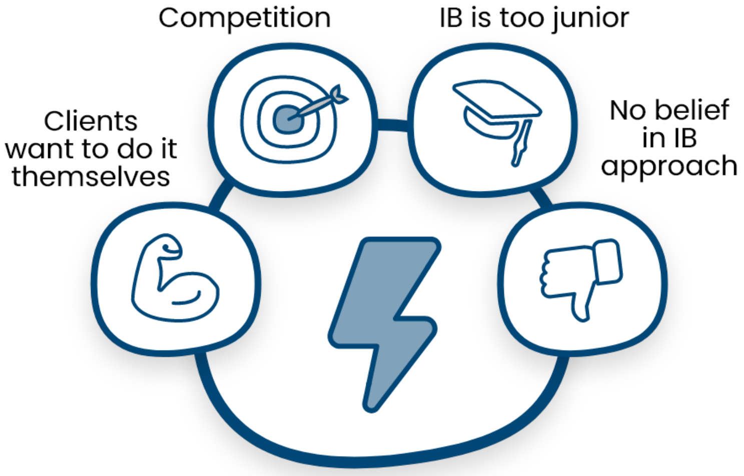


Figure 9b: Client objection factors that can be influenced

2.4. Organizational structure

In this paragraph, the different roles and responsibilities of the IB's people are described. This description consists of the organizational structure of IB, and the roles Boosters take in project teams at the client organization.

IB has around 30 employees. Figure 10 shows a visualization of the organizational structure of IB. As shown in this figure, the different management levels within IB are Partners, Directors, Senior Boosters, Medior Boosters, Junior Boosters and Interns.

The responsibilities of partners consist of the general management of the organization. They determine strategies and roadmaps and they set deliverables. Directors are in charge of one of the five departments within the organization. As shown in figure 10, these departments consist of New Business Development, Account Management, Proposition Development, Back Office and Project Management.

There are three types of Boosters. All three types of Boosters carry out projects with clients. However, only Senior and Medior Boosters are active within the different departments and only Senior Boosters are directly involved in client acquisition. Interns assist Boosters on projects, but also contribute to internal projects within the different departments.

Boosters take different roles in project teams such as Driver, Project Lead, Facilitator, Coach and Consultant. They ignite an entrepreneurial spark to support their clients in becoming innovative. The core values of a Booster are to think bold, to be their best self and to go and get results. The promise they deliver is: strategy delivery in small steps. How this promise is delivered differs and depends on the project scope, type of expertise service being offered and the specific problem of the client.

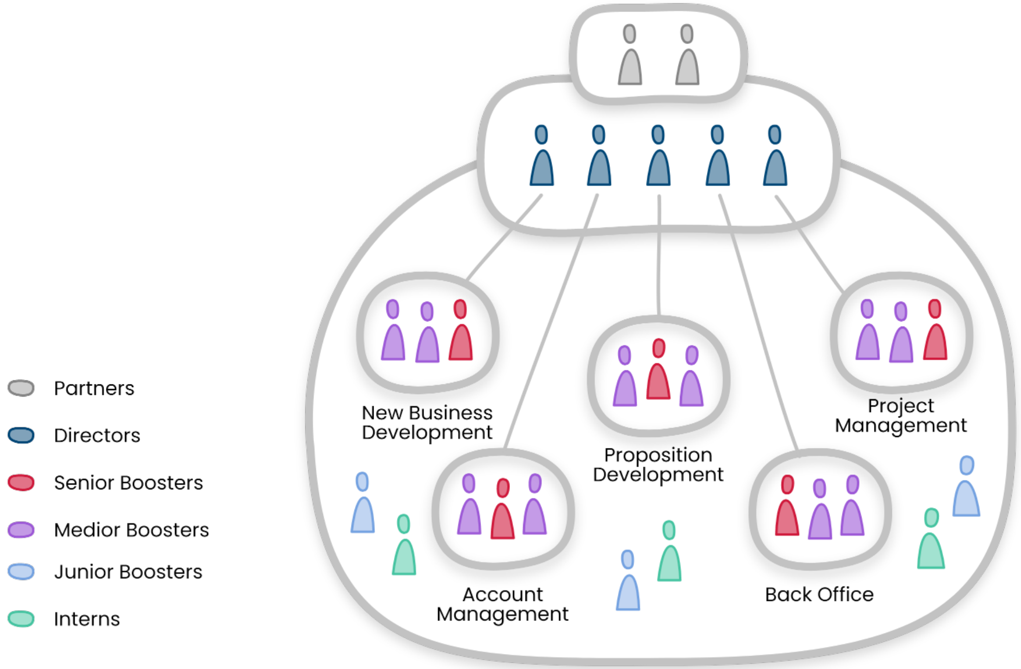


Figure 10: Organizational structure of IB

3. Potential clients for IB

This chapter describes relevant potential clients for IB. Furthermore, this chapter describes relevant information about industries and organizations and how to collect the relevant information.

3.1. Relevant organizations

IB’s clients are generally big, traditional and complex organisations that struggle with becoming innovative. These organizations are relevant for IB, because IB can teach them how to innovate. There are quite some industries subject to disruption, which means that organizations within the industries should innovate. However, a relevant industry for IB does not necessarily mean that all organizations within that particular industry are relevant as well. For example, the financial industry is subject to change and many organizations feel the urge to innovate in order to ensure continuity. However, an organization like Adyen, a textbook example of an innovative organization in a highly regulated industry, is not relevant for IB. Adyen already knows how to be innovative and therefore they are irrelevant for IB to deliver their expertise to. The main characteristic of organizations that are relevant for IB is the need for innovation. Furthermore, IB uses two simple guidelines that support in deciding if an organization is relevant for IB or not.

At first the location. Since IB is mainly active in The Netherlands and the US, the first requirement is that the office of the client is located within Western Europe and the USA. Secondly, IB targets big organizations. The prospective organization should have a minimum quota of 500 employees. The bigger the organization, the bigger the challenge and the more business it can provide.

However, there are many factors that have influence on the decision whether to cooperate with IB or not. When relevant organizations are targeted, they still can be hard to convince. A deeper qualification of the prospect should give insight into the determination of being an actual potential client. That is why a qualification model is designed (figure 11) that is strongly linked to the three IDEO circles: desirability, feasibility, and viability. This principle suggests that an ideal innovation process meets all three criteria, resulting in the sweet spot for innovation. The integration of this qualification model can be found in paragraph 4.2.3. As shown in figure 11, for desirability questions about urgency and involvement of the prospect should be asked. For feasibility, questions about the organizational structure and capability are asked. Lastly, for viability, questions about the realized value of the project are asked.

Prospect qualification

Desirability:
How high is the urgency of the prospective MT to innovate?
Does everyone involved have the desire to cooperate?

Feasibility:
Is the prospect able to cooperate with IB?
Do they have the required people and capabilities?
Do they have a suitable organisational structure?

Viability:
How does IB help the prospect in realizing their goals?
What is the realized value and how important is it for the prospect?

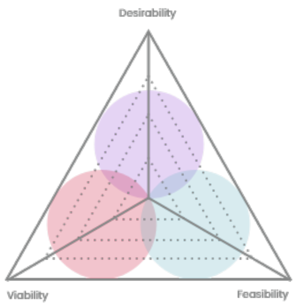


Figure 11: Prospect qualification

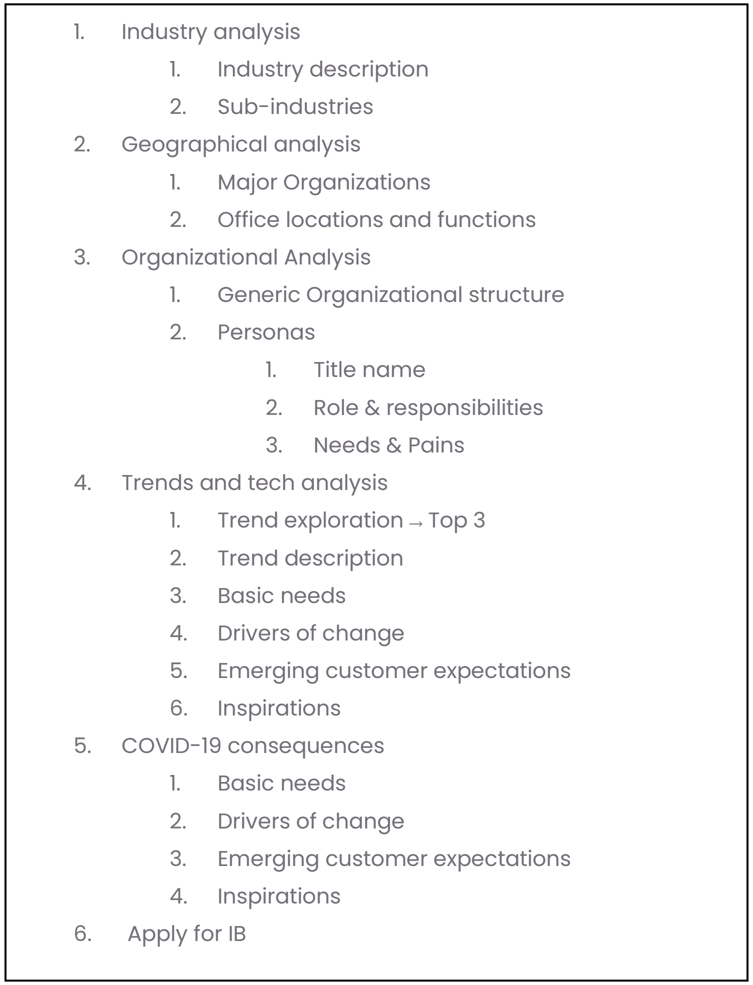
3.2. Relevant knowledge

According to Groza et al. (2016), a salesperson's level of knowledge is a key factor for greater sales performance. This study also found that a salesperson's industry knowledge has a positive effect on sales performance. To add to that, this study also indicated that salespeople with higher knowledge about the client's organization outperform those with lower level of organizational knowledge. That is why IB salespeople should have knowledge about the industry and organization of their prospect when they approach them.

A research team within IB was formed to investigate industries and associated organizations. In order to investigate these industries and organizations properly, a structure for industry analysis reports was drafted together with the New Business Development department of IB. This structure was drafted in a lean way. It is based on pains and needs of IB's salespeople, earlier industry analyses and Trendwatching's trend canvas (appendix B). The results of the investigations were shared every week with the salespeople of IB. They gave feedback on what they thought was relevant and their feedback resulted in iterations on the structure of the industry analysis reports. The eventual structure is shown in figure 12.

As shown in this figure the industry analysis report structure consists of the following parts:

- Industry analysis
- Geographical analysis
- Organizational analysis
- Trend analysis
- Covid-19 consequences
- Apply for IB



1. Industry analysis
    1. Industry description
    2. Sub-industries
2. Geographical analysis
    1. Major Organizations
    2. Office locations and functions
3. Organizational Analysis
    1. Generic Organizational structure
    2. Personas
        1. Title name
        2. Role & responsibilities
        3. Needs & Pains
4. Trends and tech analysis
    1. Trend exploration → Top 3
    2. Trend description
    3. Basic needs
    4. Drivers of change
    5. Emerging customer expectations
    6. Inspirations
5. COVID-19 consequences
    1. Basic needs
    2. Drivers of change
    3. Emerging customer expectations
    4. Inspirations
6. Apply for IB

Figure 12: Industry analysis report structure

The industry analysis describes the classification of the industry and its sub-industries. The geographical analysis describes relevant companies, where they are located and what the function of each office is. The organizational analysis focuses on common organizational structures of the organizations, relevant business units and roles. The trend analysis describes consumer trends that have impact on the industry, industry-specific developments and the impact of the latest technologies. This is accompanied by innovative examples of best practices and a translation of pains, needs and opportunities that emerge from these trends, developments and technologies. The last chapter of the industry analysis report describes how IB's expertise can support stakeholders in solving complex problems that exist within the industries. Due to the Covid-19 situation, an additional chapter has been added that describes the consequences of the virus, the impact on the industry and how IB can help organizations dealing with the situation.

The insights of the industry analysis reports are used to create marketing material for the client intake. The industry analysis, creation of marketing material and the client intake are part of a proactive acquisition approach which is described in the next chapter. Here, the question of how this knowledge should be obtained is answered as well, in paragraph 4.2.2.

The structure of the industry analysis reports answers the question: What is relevant industry knowledge? However, there are organisation-specific factors that influence an organization's relevance as well. Therefore, IB is also in need of organisation-specific knowledge. To find out which organisation-specific knowledge is relevant, another creative session was executed with the New Business Development department. The results are shown in figure 13. As shown in this figure, there are many aspects of an organization that decide whether it is relevant for IB. Many of these aspects are hard to discover, especially when there is no direct link to the particular organization.

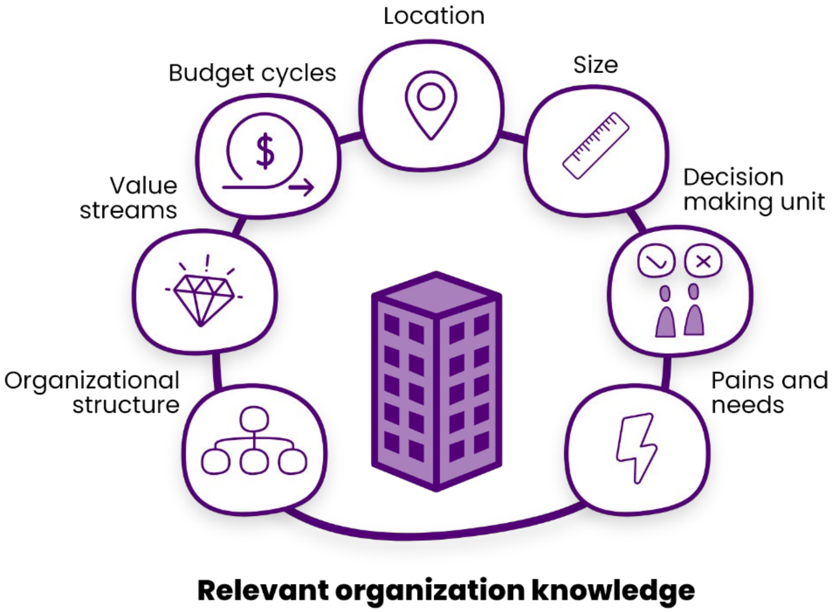


Figure 13: Relevant organization knowledge

3.3. Conclusion

To conclude, relevant knowledge of industries and organizations is:

- A description of the industry including its sub-industries
- Relevant organizations within those industries
- Organizational structures of organizations
- Industry-related trends, developments and technologies
- Innovative examples of best practices
- Emerging pains, needs and opportunities

Furthermore, additional client-specific knowledge that is relevant is described as follows:

- Pains and needs
- Organizational structure
- Decision making unit
- Company size
- Value streams
- Budget cycles

The salespeople of IB should be aware of the different elements described above before they approach potential clients.

4. Proactive client acquisition approach

This chapter describes the success factors and composition of a new proactive acquisition approach. Each step of the approach is accompanied by the desired output and goal of each step. Furthermore, this chapter describes pragmatic tools that support IB in achieving their acquisition goals.

4.1. Requirements for successful client acquisition

In order to develop a successful proactive acquisition approach, the requirements of success need to be met. Based on literature and needs of IB's salespeople, the most important requirements are:

1. Knowledge about industries and organisations
2. Usage of creative selling techniques
3. Successfully completing the 7 steps of selling
4. A continuous iteration of the approach through reflection
5. Ability to empathize with the client
6. A clearly structured approach

In the following paragraphs each requirement is further described.

4.1.1. Knowledge about industries and organizations

The first requirement for successful proactive acquisition is knowledge about industries and organizations. What specific knowledge is relevant is described in chapter 2. As concluded in this chapter, relevant knowledge about industries and organizations is:

- A description of the industry including its sub-industries
- Relevant organizations within those industries
- Organizational structures of organizations
- Industry related trends, developments and technologies
- Innovative examples of best practices
- Emerging pains, needs and opportunities

Furthermore, additional client-specific knowledge that is relevant is described as follows:

- Pains and needs
- Organizational structure
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The next paragraph emphasizes the successful combination of knowledge about industries and organizations and creative selling techniques.

4.1.2. Importance of creativity and knowledge

When IB salespeople approach potential clients, they should have knowledge about the industry and organization of their prospect. To add to that, they should make use of creative selling techniques to enhance their sales performance. Based on social psychological research and a qualitative study, Wang & Netemeyer (2004) conceptualized creative selling which they define as a salesperson's creative performance. They developed an internally consistent and valid seven-item scale to measure it. This seven-item scale is described as follows:

1. Making sales presentations in innovative ways;
2. Carrying out sales tasks in ways that are resourceful;
3. Coming up with new ideas for satisfying customer needs;
4. Generating and evaluating multiple alternatives for novel customer problems;
5. Having fresh perspective on old problems;
6. Improvising methods for solving a problem when an answer is not apparent, and;
7. Generating creative selling ideas.

Agnihotri et al., (2014) used this scale in their study and found that creative selling improves sales performance. Besides, this study also found that knowledge about the industry and organization of the client will help salespeople to be more creative in handling client problems. Furthermore, a study by Groza et al. (2016) suggests that a salesperson's level of knowledge is a key factor in transforming creative selling ideas into greater sales performance. This study also found that a salesperson's industry knowledge has a positive effect on both creative selling and sales performance. To add to that, this study also indicated that salespeople with higher knowledge about the client's organization outperform those with lower level of organizational knowledge.

That is why IB's salespeople should have knowledge about the industry and organization of their prospect when they approach them. Furthermore, they should make use of creative selling techniques to enhance their sales performance.

4.1.3. The evolution of the 7 steps of selling

Proactive acquisition strongly relates to the discipline of sales and personal selling. In their book, Cant & Van Heerde (2004) define personal selling as: "the process of person-to-person communication between a salesperson and a prospective customer, in which the former learns about the customer's needs and seeks to satisfy those needs by offering the customer the opportunity to buy something of value, such as a good or service". The world of sales is full of tools, methods and principles. The traditional 'seven steps of selling' is one of the oldest and most widely accepted paradigms throughout modern selling history (Dubinsky, 1980). As shown in figure 14a, the steps form the typical sales scenario and are summarized as follows (Moncrief and Marshall, 2005):

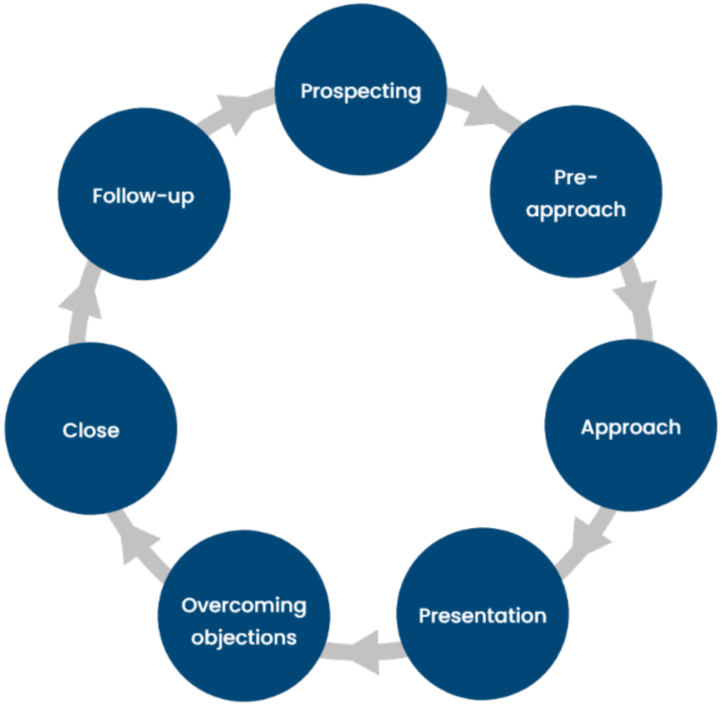


Figure 14a: 7 steps of selling

1. **Prospecting:** The phase in which the search for new and potential customers is carried out.
2. **Preapproach:** Research on the prospect and pulling together relevant material for the sales call.
3. **Approach:** The strategies and tactics employed by salespeople for establishing the first contact.
4. **Presentation:** The main body of the sales call in which solutions for predetermined customer needs are demonstrated. This step can consist of more than one sales call.
5. **Overcoming objections:** Dealing with customer questions and hesitations about the product, service or organization.
6. **Close:** The successful completion of the sales call, resulting in a commitment to buy the product or service.
7. **Follow-up:** A relatively new step in which the salesperson does not assume the sale is over with the purchase. Much work starts after to ensure customer satisfaction such as a thank-you letter or follow-up phone calls.

This seven-step model has been used as a basic framework in both sales and personal selling training (Hawes et al., 2004). Furthermore, the seven steps have also commonly formed the structure of personal selling textbooks.

However, the 7 steps have evolved over time. In the book “Contemporary Marketing” by Boone & Kurtz (2014), two additions to the traditional sales process have been made, being: qualifying leads and demonstration. As shown in figure 14b, qualifying leads is undertaken directly after prospecting and is about determining that the prospect is really a potential client. Not all prospects are authorized to make purchase decisions. Next to that, if a prospect does have this authority, he or she should also have the requisite resources to be able to make the purchase. Demonstration comes after the presentation step and according to Boone & Kurtz, it is one of the most important advantages of personal selling. During a demonstration, the buyer is given the opportunity to actually try the product or service. When carried out properly, a demonstration enhances the client’s desire to make use of the product or service significantly. In another book, “Management of a Sales Force” by Spiro et al. (2007), another addition has been made. This sub-step, called need assessment, is performed just before, during or after the presentation step. It is about revealing the prospective client’s current situation, the impact and source of the problem, and benefits of the solution. Next to that, it is about validating client needs that were predetermined by the salesperson.

To conclude, when performing their acquisition activities, IB should successfully complete the steps as shown in figure 14b. Chapter 4.2 describes an extensive explanation of every step.

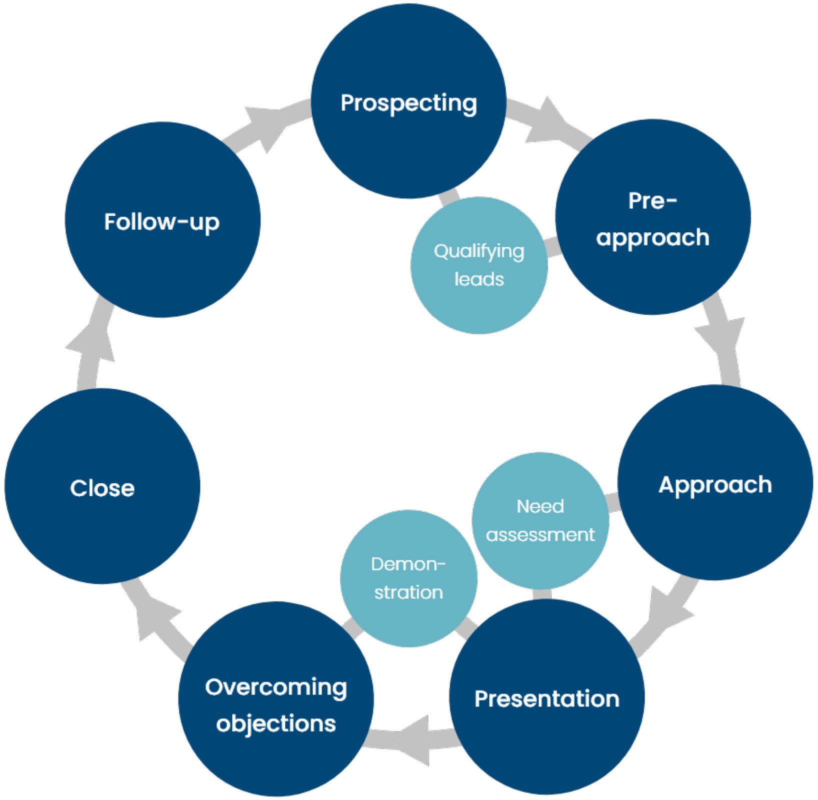


Figure 14b: Evolution of 7 steps of selling

4.1.4. Iteration through reflection

Another requirement is that the approach should be iterated on a regular basis through reflection. Castro-González and Bandé (2019) state that salespeople should constantly gather feedback and reflect on their sales activities, services and customer pains. This in order to improve their acquisition activities and to be able to propose solutions, even when customer requests are absent. Such tasks are the embodiment of proactive acquisition and contribute to long-term value for both the organisation, the customer and their mutual relationship. For IB, this means they should develop solutions for client pains and needs before approaching the client. Besides, IB should constantly reflect on the new acquisition approach to improve it and to adapt it to changing needs.

Reflection defined

Reflection has been discussed by many scholars in a number of disciplines. The first time reflective thinking was distinguished from other types of thinking was in 1933 by John Dewey. He defined reflective thinking as “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (Dewey, 1993). Following Dewey’s definition, Schön (1983) agreed that reflection is a significant factor in solving complex problems. He defined reflection as an interactive conversation between the problem-solver and a problematic situation. When people interact with problematic situations, they can research possible courses of actions and derive new theories for particular problematic situations based on previous experiences and existing theories.

Reflection within an experiential learning cycle

According to Guido Stompff (2019), the essence of design thinking is ‘learn by doing’: Learn what to create by trying things out. This learning happens when you reflect on the things you do. A reflective dialogue is characterized by two recurring words: "what if". Stompff states that the quality of results is determined by the quality of reflections, and thus by what is learned. This corresponds to the powerful and proven approach of experiential learning by Kolb (2014). This approach is based on a incontrovertible reality that people learn best through experience. David A. Kolb developed a four stage learning cycle in which reflection is part of a learning process. As shown in figure 15, this model involves four stages. The cycle start with (1) the description of a concrete experience, which is followed by (2) a reflective observation on the experience. Subsequently (3) an abstract conceptualisation is drafted to reappraise the situation. Within this conceptualisation (4) an active experimentation is which eventually results in (1) new experiences. According to Kolb, effective learning only occurs when the learner is able to go through all of the four stages. However, it is possible to enter the cycle at any stage, under the condition that each stage is executed in its logical sequence.

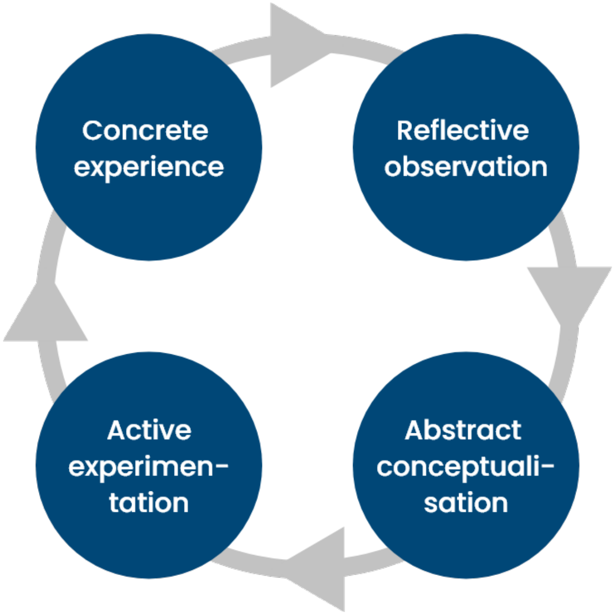


Figure 15: Experiential learning cycle by Kolb

Evaluation within a reflective cycle

Reflection is often seen as evaluation but the two principles should not be mistaken for each other. According to Paterson & Chapman (2013), evaluation is a step of the reflection process. An evaluation is done to score a specific experience or situation, recognising what was positive and challenging. This evaluation is part of a six stage reflective cycle by Gibbs (1988), that builds on Kolb's experiential learning cycle. It suggest a more detailed process for the reflective observation stage within the model of Kolb. As shown in figure 16, the stages of Gibb's reflective cycle are summarized as follows: (1) A description of the experience, (2) an exploration of thoughts and feelings that occurred during and after the experience, (3) an evaluation in the form of recognising what was positive and challenging about the experience, (4) an analysis about the impact of the experience, (5) a conclusion about the understanding of the situation and resolving what else could have been done, and (6) a plan of action that identifies alternative approaches if the same or similar experiences would arise in the future.

Timing of reflection

According to Schön (1983), timing of reflection is divided into two types: reflection-in-action and reflection-on-action. As shown in figure 17, reflection-in-action is performed simultaneously with actions. This provides insights for modifications in the approach during the activities. However, this type of reflection is often performed by experienced practitioners. Reflection-on-action is performed once the action has finished. For this type of reflection an effort of stepping back into the activity is required, based on what one can remember about it. This type of reflection is mostly considered among practitioners as it is easier to quantify. That is why it is recommended for IB to use reflection-on-action.

Figure 16: Gibb's reflective cycle

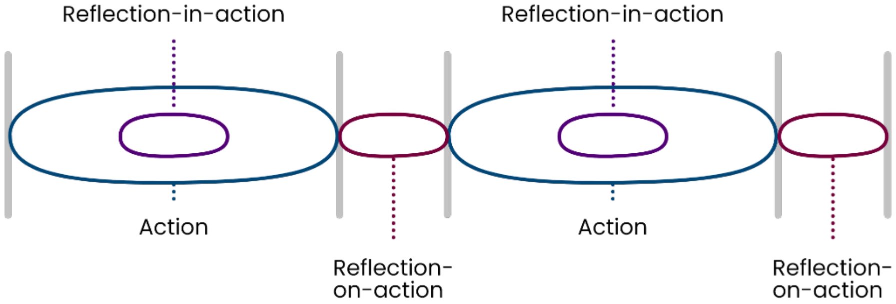


Figure 17: Reflection-in-action vs. reflection-on-action

Objects to reflect upon

According to Hong & Choi (2011), people can reflect upon different objects as shown in figure 2. They can reflect on themselves, artefacts and circumstances. Each of these elements consists of sub-elements. As shown in figure 18, when reflecting on oneself, a person can reflect on his or her knowledge, values, attitudes, experience, feelings and values. When reflecting on artefacts, people can reflect on the goal, function, interaction with stakeholders and context of the artefact. When reflecting on circumstances, people can reflect on the budget, time and resources of their project. For IB, it is recommended to consider all of the elements, as they all influence the quality of results.

Level of reflection

According to Stompff (2019), reflection takes place on two levels. At first, one can reflect on the results of an experiment within the frame. Secondly, one can reflect on the chosen frame itself. This is related to the theory of different levels of reflection (Hong & Choi, 2011). As shown in figure 19, the different levels are described as single-loop reflection and double-loop reflection.

In a single-loop reflection, people reflect on the strategy, methods and tools they use to solve a problem. They look at the results and ask themselves: *Are these the desired results? What other tools can help me solve this problem more efficiently and effectively? What other actions should I take to deal with this situation in order to achieve the identified goals in the*

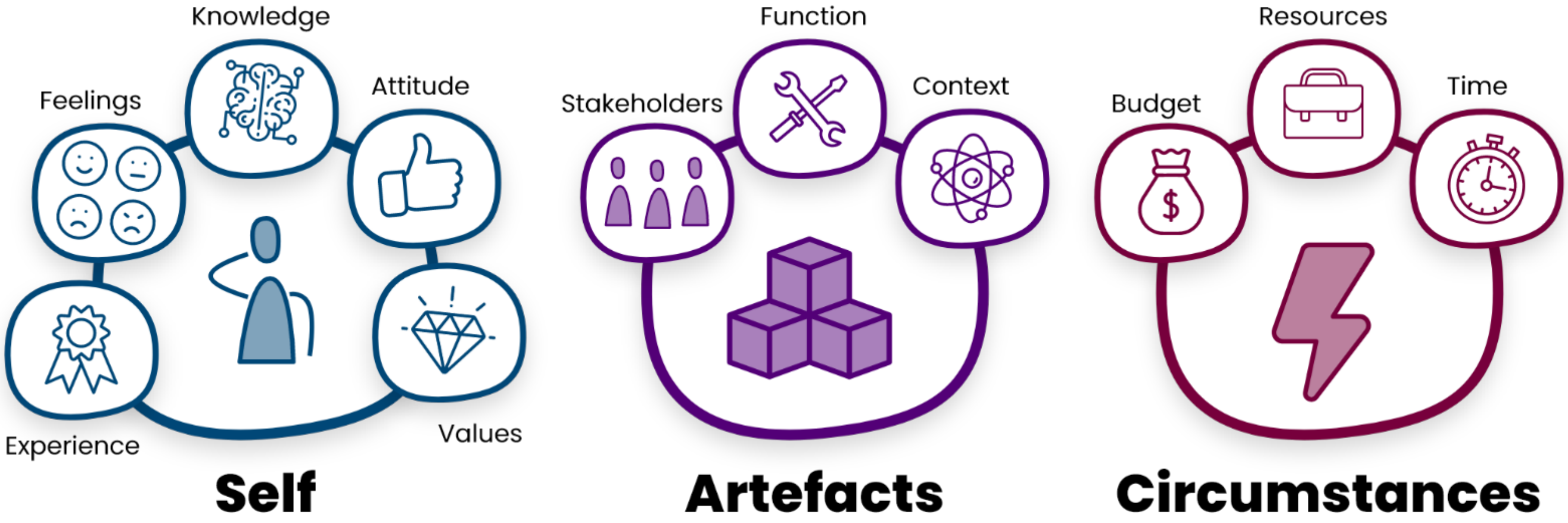


Figure 18: Objects to reflect upon

desired situation? For IB this level of reflection results in insights in alternatives actions or solutions to solve the problem more efficiently and effectively.

In a double-loop reflection, people reflect on the problem definition and goals that were set before solving the problem. Translated to the iterative design cycle of Stompff, this refers to reflection on the frame. For Innovation Booster this means that they reflect on the project scope and identified goals. In a double-loop reflection, people ask themselves: *Does the problem definition appropriately address the pains? Is it legitimate to set the identified goal?* For IB, this level of reflection results in insights for an improved or an alternative project scope. Furthermore it provides insights whether the identified goals are legitimate and feasible.

For IB, is recommended to reflection on both levels. There is also a third-loop level of reflection in which people consider moral and ethical issues. However, this level of reflection is not taken into account in this project.

Conclusion

To conclude, when performing their acquisition, IB should constantly reflect on their activities. The quality of their acquisition activities is determined by the quality of reflections. When reflecting, it is recommended for IB to use reflection-on-action instead of reflection-in-action. Furthermore, it is recommended to consider all of the elements of oneself, artefacts and circumstances, as they all influence the quality of results. Besides, it is recommended to reflect through both single-loop and double-loop reflection. This means reflecting on the approach, the tools used to solve a problem and results, as well as the problem and goals set.

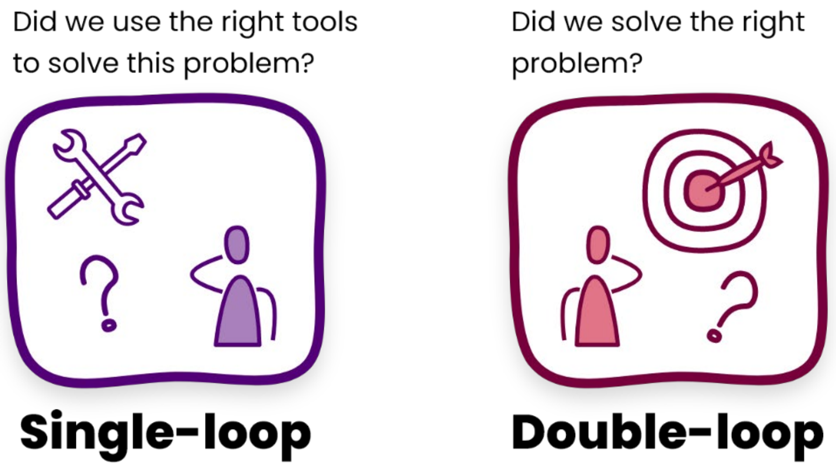


Figure 19: Levels of reflection

4.1.5. The client perspective

Successful acquisition can only be ensured if IB has the ability to empathize with the client. Besides, IB needs to be aware of the cognitive buyer process of their clients within the different stages of the acquisition approach.

Over time, effective selling methods have changed from closed forceful techniques to more of an approach in which the focus moved to the client (Castro-González & Bande, 2019). Within a client-oriented approach IB's salespeople should also be aware of the buying process of their (potential) clients. According to Ingram et al. (2015), buyers can be led through certain mental states in the buying process. These mental states typically refer to the AIDA model of E. K. Strong (1925). AIDA is an acronym for attention, interest, desire and action and describes the cognitive buyer journey. Appropriate sales messages provide transitions from one mental state of the buyer to the next. The AIDA model is one of many hierarchy of effects models (Wijaya, 2015). Although the model has gone through a variety of modifications and was introduced centuries ago, the basic principle remains intact and is still relevant. Clients still need to be aware of the existence of a product or service, show interest in it, express a desire to have it, and take action to make the decision to actually buy the product or service (Hassan et al., 2015). The steps are summarized as follows (Ghirvu, 2013):

1. Attracting the **attention** by promoting the product or service in such a way so that the customer becomes aware of the existence of the particular product or service.

This can be done in multiple ways through a variety of marketing channels such as, social media posts, outdoor advertising, etc. For the proactive acquisition approach, attracting the client's attention is carried out by proactively approaching the client and conveying the right message, based on a preliminary analysis on the client and its context. This can be done through social media channels, phone calls, mail or physical meetings.

2. Raising **interest** by enabling the customer to interact with the product, service or organisation. This allows the customer to learn about special features and characteristics of the product or service that benefits the customer.

After the client has been approached, he or she can become interested when investigating IB. The client can look at IB's website and social media channels to seek information about the provided services and completed projects. In addition, subsequent conversations with IB's salespeople can help to keep the client interested by for example answering their questions. Besides, interest can be raised by conveying a vision on the client's current situation. As mentioned before, knowledge about the industry and organizational structure have positive impact on the sales performance. It can be useful in conveying that IB understands the client's situation and thereby gaining his or her interest.

3. Creating **desire** by carefully showing those features of the product or service that are the most relevant to the customer.

For this project, creating desire happens when the salespeople show how predetermined client problems can be solved and needs can be fulfilled. Showing the realized value of similar projects done before can help to achieve this desire. This could also be carried in the form of a demonstration. As mentioned before, the demonstration is one of the most important aspects and advantage of personal selling. It is a unique way to let the client experience the service before actually purchasing. Another way to create desire is to give the client something of value for free. This can be done through discounts or for example a free demonstration.

4. Leading to **action** represents the final step of the buying process. It is actually making the next step in purchasing the selected product or service.

For Innovation Booster this final step is accompanied by signing a project proposal. In the final stage of the approach, the aim is to reach an agreement on both sides about the project scope, deliverables, planning, governance, costs, etc. An extensive description of the content of a project proposal can be found in chapter 5.5.

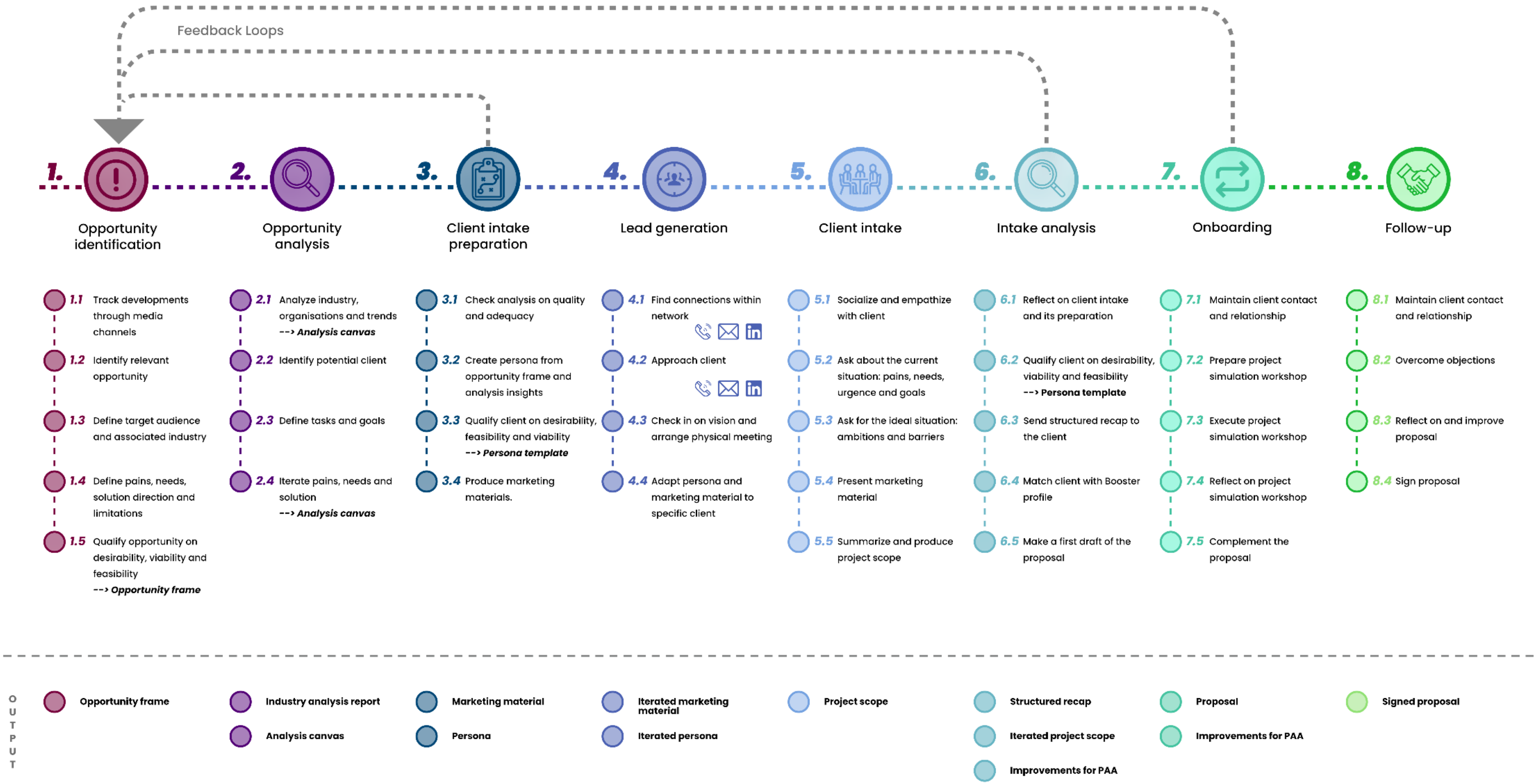
To conclude, IB needs to empathize with their client during their acquisition activities. Furthermore, they need to be aware of the cognitive buyer process of their clients within the different stages of the acquisition approach. A clearly structured approach

The last requirement for a successful proactive acquisition approach is a clear structure. Before this project started, IB did faced a lack of structure in their acquisition. Therefore one of the main goals of this project was to provide structure. This structure is described in the next paragraph.

4.2. Successful proactive acquisition approach

A new proactive acquisition approach is developed. This approach is based on needs of the New Business Development department of IB and literature on the discipline of sales. In this approach, each step of the acquisition process is mapped out, accompanied by the desired output of each step, and how to realize this output. This approach provides structure and focus in IB's acquisition process, accompanied by pragmatic tools that support IB in realizing their acquisition goals. Besides, because of the new approach, salespeople have the required knowledge about the client's organisation and industry. A full visualization of the all the steps of approach including sub-steps and output can be found in figure 20.

Figure 21 visualizes the process of the proactive acquisition approach, including the goals per step. As shown this figure, the approach consists of 8 steps. The first step of the approach is opportunity identification. The goal of this step is to identify a relevant business opportunity. When a relevant business opportunity has been identified, it will be analysed in the next step: opportunity analysis. In this step, the business opportunity is analysed according to a specific structure. The goal of the opportunity analysis is to gain knowledge about the opportunity and the associated theme and / or industry. Furthermore, the goal is to identify a relevant client and his or her pains and needs. In the next step, the client intake preparation, the prospect is qualified on being an actual potential client. In addition, the insights of the opportunity analysis are translated into a Go-To-Client (GTC) strategy. A GTC strategy consists of marketing material that includes IB's vision on the prospect's situation, and what resolving promise they can deliver regarding the prospect's pains and needs. The goal of the next step, lead generation, is to establish the first contact and to arrange an introduction for the subsequent step: the client intake. The goal of the client intake is to build a relationship, to better understand the client's situation and to develop a project scope. Afterwards, the client intake will be analysed in the next step. The goal of the client intake analysis is to match a Booster with the client and to develop a project proposal. Subsequently the onboarding step takes place by means of an experience workshop. The goal of this step is to make the client addicted, overcome objections and to complement the project proposal. After a successful workshop, the follow-up step should lead to sales, after which the project can have its kick-off. In the following paragraphs each step of the approach is further described.



1. Opportunity identification
- 1.1 Track developments through media channels
- 1.2 Identify relevant opportunity
- 1.3 Define target audience and associated industry
- 1.4 Define pains, needs, solution direction and limitations
- 1.5 Qualify opportunity on desirability, viability and feasibility *--> Opportunity frame*

2. Opportunity analysis
- 2.1 Analyze industry, organisations and trends *--> Analysis canvas*
- 2.2 Identify potential client
- 2.3 Define tasks and goals
- 2.4 Iterate pains, needs and solution *--> Analysis canvas*

3. Client intake preparation
- 3.1 Check analysis on quality and adequacy
- 3.2 Create persona from opportunity frame and analysis insights
- 3.3 Qualify client on desirability, feasibility and viability *--> Persona template*
- 3.4 Produce marketing materials.

4. Lead generation
- 4.1 Find connections within network ☎ ✉ in
- 4.2 Approach client ☎ ✉ in
- 4.3 Check in on vision and arrange physical meeting
- 4.4 Adapt persona and marketing material to specific client

5. Client intake
- 5.1 Socialize and empathize with client
- 5.2 Ask about the current situation: pains, needs, urgence and goals
- 5.3 Ask for the ideal situation: ambitions and barriers
- 5.4 Present marketing material
- 5.5 Summarize and produce project scope

6. Intake analysis
- 6.1 Reflect on client intake and its preparation
- 6.2 Qualify client on desirability, viability and feasibility **--> Persona template**
- 6.3 Send structured recap to the client
- 6.4 Match client with Booster profile
- 6.5 Make a first draft of the proposal

7. Onboarding
- 7.1 Maintain client contact and relationship
- 7.2 Prepare project simulation workshop
- 7.3 Execute project simulation workshop
- 7.4 Reflect on project simulation workshop
- 7.5 Complement the proposal

8. Follow-up
- 8.1 Maintain client contact and relationship
- 8.2 Overcome objections
- 8.3 Reflect on and improve proposal
- 8.4 Sign proposal

OUTPUT

Opportunity frame	**Industry analysis report**	**Marketing material**	**Iterated marketing material**	**Project scope**	**Structured recap**	**Proposal**	**Signed proposal**
	Analysis canvas	**Persona**	**Iterated persona**		**Iterated project scope**	**Improvements for PAA**	
					Improvements for PAA		

Figure 20: Proactive acquisition approach: sub-steps and output

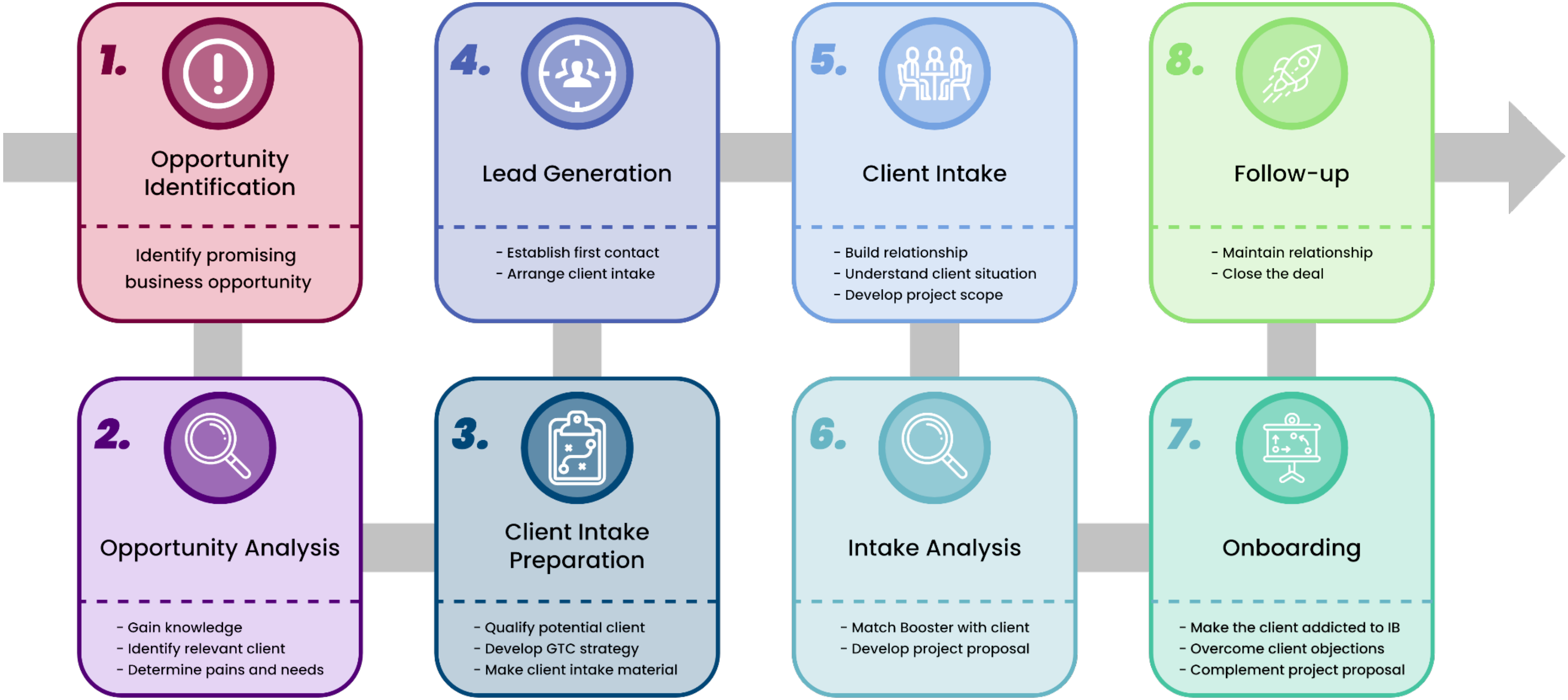


Figure 21: Proactive acquisition approach: process ang goals

4.2.1. Opportunity identification

The first step of the approach is the identification of a relevant business opportunity. This includes the identification of the target audience and associated industry, as well as pains, needs and solution direction. The opportunity identification is completed through a qualification of relevance.

The proactive acquisition approach is development-driven. Market developments are translated to relevant business opportunities. As shown in figure 22, opportunity identification starts with tracking developments through media channels. These media channels consist of newspapers, blogs, social media, etc. However, relevant business opportunities also arise from the industry analyses, as described in chapter 3. When the development is translated into a relevant business opportunity it is visualized into an opportunity frame (appendix C1). In this frame, the opportunity is described according to the target audience and their associated industry. In this case, the target audience represents the stakeholders affected by the development. Furthermore, the pains and needs of this target audience are mentioned, as well as a possible solution direction.

The opportunity identification step of the acquisition approach is completed through a qualification model based on the three IDEO circles: desirability, feasibility, and viability (appendix C1). However, it slightly differs from the prospect qualification model as described in chapter 3. As shown in appendix C1, for desirability, questions about relevance of IB's expertise are asked. For feasibility, questions about IB's core strengths and capabilities are asked and for viability, questions about sustainable long-term growth are asked.

When the business opportunity is qualified as relevant, it is further analysed in the next step.

Figure 22: Opportunity identification process

4.2.2. Opportunity analysis

In the second step of the approach, opportunity analysis, the business opportunity is further analysed and a potential client is identified as shown in figure 23.

The industry analysis reports that are described in chapter 3, form the base of the second step of the acquisition approach: opportunity analysis. In the industry analysis reports, the industry is described, along with trends and technologies that have impact on the industry. Moreover, relevant organizations within the industries are described, including the location and function of their offices. The execution of the industry analysis is supported by an analysis canvas as shown in appendix C2. One the one hand, this canvas provides structure and is used as a checklist for the industry analysis. On the other hand, the canvas is used as a guideline for analysing the identified business opportunity, as well as for producing relevant marketing material in the next step: client intake preparation.

The opportunity analysis step is strongly related to the prospecting and preappraoch steps of the traditional 7 steps of selling. During the opportunity analysis, a potential client (prospect) is identified and analysed. Combined with insights from the industry analysis reports the salespeople determine the pains and needs of the prospect, along with tasks and goals the client has within his or her role in the organization. These insights are all described in the analysis canvas, which is used for producing relevant marketing material in the next step: client intake preparation.

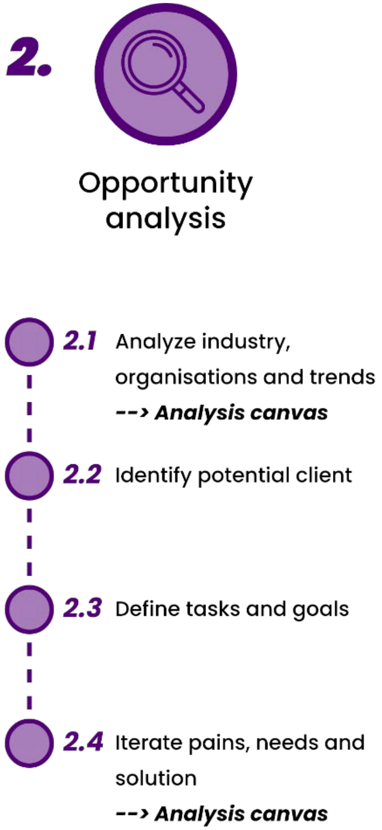


Figure 23: Opportunity analysis process

4.2.3. Client intake preparation

The fourth step of the acquisition approach is client intake preparation as shown in figure 24. In this step a persona is created that visualizes the prospect. Furthermore, the prospect is qualified on its potential to be relevant client. Next to that, marketing material is produced for the client intake.

This step in the acquisition approach is related to the steps qualifying leads and preapproach of the 7 steps of selling. It starts with a check if the opportunity analysis step has been performed adequately and if the insights are relevant to create marketing material from. Next to that a persona will be developed about the specific prospect. Personas are archetypal representations of intended clients, describing and visualising their behaviour, values and needs (Van Boeijen *et al.,* 2014). For this acquisition approach a persona template is developed that is based on the method described in the Delft Design Guide, but adapted to the needs of IB. As shown in appendix C3, in the persona, basic information about the targeted prospect is described, such as city of residence, job title, education and interest. Furthermore the pains, needs, tasks and goals are described. This all to support IB in having a consistent and shared understanding of their prospect. Within the persona template there is also a section in which the prospect is qualified on its potential to be a relevant client. This qualification is based on IDEO's three circles, and is performed in the same way as described in paragraph 3.1.

The marketing material is a translation of the insights of the opportunity analysis to IB's vision on the prospect's situation, and what resolving promise they can deliver regarding the prospect's pains and needs. Furthermore, in the marketing material consumer trends, industry-specific trends, innovative examples of best practices are presented to the client.

Figure 24: Client intake preparation process

4.2.4. Lead generation

The fourth step of the acquisition approach is lead generation as shown in figure 25. In this step, the prospect is approached and a first contact is established. Next to that, a physical meeting is arranged to perform the client intake.

The lead generation is related to the approach step of the 7 steps of selling. It starts with an investigation on how to approach the client by looking for connections within the network of IB. When an introduction is arranged, the client is approached. Introductory talks should lead to the arrangement of a physical meeting for the next step of the proactive acquisition approach: the client intake. The introductory talks are executed through social media channels, phone calls, mail or physical meetings. When the physical meeting has been arranged, the persona and marketing material will be adapted to the specific client and insights from the introductory talks, if necessary.

4.2.5. Client intake

The fifth step of the acquisition approach is the client intake as shown in figure 26. During the client intake a relationship is built. Furthermore, the predeveloped marketing material is showed and the clients current situation and desired situation are described. The client intake results in a project scope.

The client intake is related to the presentation step, as well as the need assessment step of the 7 steps of selling. The intake starts with socializing and empathizing with the client. This happens by putting oneself into the current situation of the client. The clients current situation should be clearly formulated including pains and needs. Furthermore, the urgency of resolving their pains and needs should also be described. Besides, the salespeople should also ask for the client's ideal situation and which barriers keep them from getting there. In addition, the marketing material should support IB in presenting their solution. At the end of the client intake, the insights of the client are summarized resulting in a project scope.

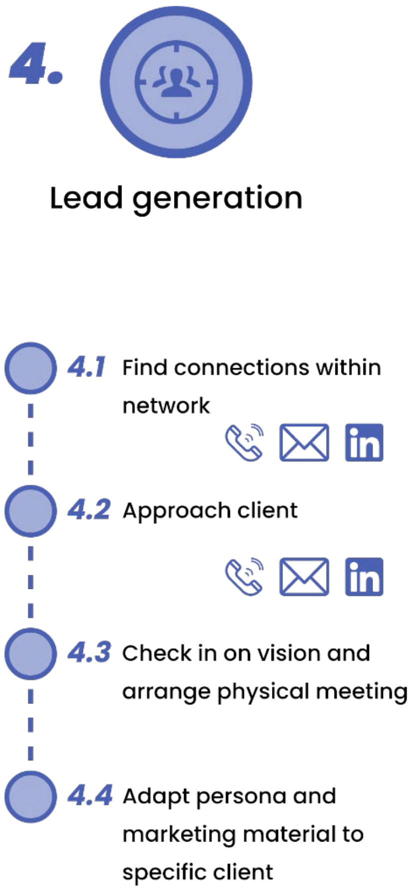


Figure 25: Lead generation process

Figure 26: Client intake process

4.2.6. Intake analysis

The sixth step of the acquisition approach consists of the intake analysis as shown in figure 27. During the intake analysis the client intake is discussed internally, the client intake is reflected upon and the client is re-qualified on its potential to be a relevant client. Furthermore, the potential client is again qualified on its potential to be relevant client and a structured recap of the intake is sent to the client. This structured recap is also used to produce a first draft of the project proposal.

After the client intake has been completed, it will be discussed internally during the intake analysis. A reflection takes place on the client intake, the results of the client intake and the preparation. The goal of this reflection is to improve the client intake, as well as the total acquisition approach. A further description of how this reflection takes place, is described in paragraph 4.1.4. Moreover, a discussion takes place as well about continuing the acquisition process with the particular client. The decision to continue is supported by the same qualification model as described in step 3 which is based on IDEO’s three circles. If the sales team decides to continue, a structured recap of the client intake including the client’s current situation, desired situation and project scope is sent to the client. In addition, the required expertise is determined, accompanied by a relevant Booster that can deliver that expertise. Additionally a first draft of the project proposal is developed. Details of the project proposal are described in chapter 5.5. The intake analysis is concluded with an invitation sent to the client to participate in an experience workshop. This is described further in the next paragraph.

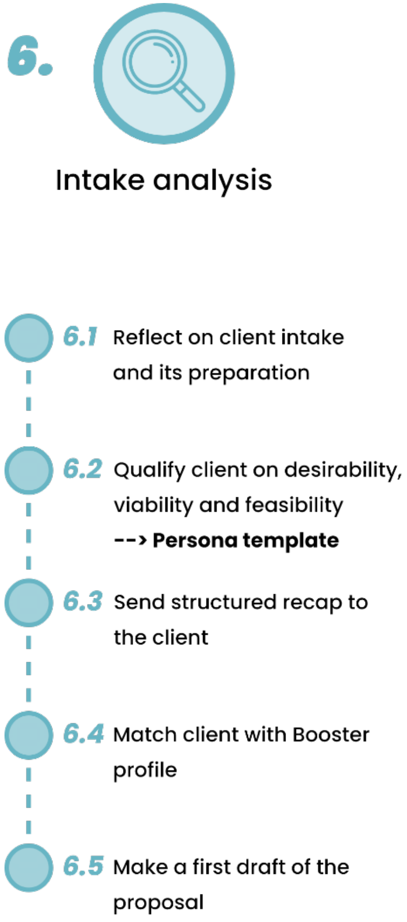


Figure 27: Intake analysis process

4.2.7. Onboarding

The seventh step of the acquisition approach is onboarding and is shown in figure 28. It consists of an experience workshop.

The workshop is based on literature on Design Thinking principles and reflection. The goal of this workshop is to let the client experience IB's way of working. In addition, the salespeople should be able to complement the project proposal after the workshop. The onboarding step is related to the demonstration step and overcoming objections step of the 7 steps of selling. A further description of the experience workshop can be found in chapter 5

Onboarding usually takes places after the project proposal is signed by the two parties involved. However, in this new approach the onboarding is used as a strategy to convince clients to sign the project proposal. Furthermore, with this new approach, Boosters are involved in the process earlier than before, which results in less inefficiency in the project kick-off phase.

4.2.8. Follow-up

The eighth and final step of the acquisition approach is follow-up & sales and is shown in figure 29. In this step the last client hesitations are dealt with and the final project proposal is discussed with the client. Therefore this step is closely related to the overcoming objections and closing step of the 7 steps of selling. This step is executed successfully if it leads to a signed contract.

Together with the client the project proposal is reflected upon. How this reflection takes place is described in paragraph 4.1.4. During this reflection, the final feedback of the client is implemented and the last objections, hesitations and hurdles are overcome. When executed successfully this step of the acquisition approach is completed by a signed project proposal.

Figure 28: Onboarding process

Figure 29: Follow-up process

4.3. Tools

As described in the previous paragraphs, the salespeople are supported with several tools to carry out their acquisition activities. These tools are designed based on the needs of the salespeople of IB. Together with the New Business Development department, the output of each step of the process was analysed and ideas for creative solutions how to realize the output were developed. Only three subjects were included, as the focus of this project shifted to the further elaboration of the experience workshop. The three subjects were as follows:

- Communicating business opportunities with the rest of the organization.
- Aligning industry analysis reports with marketing material structure.
- Creating a shared understanding of the prospect.

4.3.1. Opportunity frame

The first tool is the opportunity frame as shown in appendix C1. This tool is used to translate a development into a business opportunity. With this frame, people from IB are supported in communicating their identified business opportunity with the rest of the organization. As shown in appendix C1, the opportunity frame consists of the following elements:

- An illustration
- A description
- Target audience and industry
- Solution direction
- Pains and needs
- Opportunity qualification

4.3.2. Industry analysis canvas

The second tool used is the industry analysis canvas. One the one hand, this canvas provides structure and is used as a checklist for the industry analysis reports. On the other hand, the canvas is used as a guideline for analysing the identified business opportunity, as well as for producing relevant marketing material in the next step: client intake preparation. As shown in appendix C2, this canvas consists of the following elements:

- Industry Analysis
- Geographical analysis
- Organizational analysis
- Trend analysis
- Persona
- Solution

4.3.3. Persona template

The third tool used is the persona template. It is based on the method described in the Delft Design Guide, but adapted to the needs of IB. As shown in appendix C3, in the persona, basic information about the targeted prospect is described, such as city of residence, job title, education and interest. Furthermore the pains, needs, tasks and goals are described. This all to support IB in having a consistent and shared understanding of their prospect. Within the persona template there is also a section in which the prospect is qualified on its potential to be a relevant client. This qualification is based on IDEO’s three circles, and is performed in the same way as described in appendix C3.

5. The experience workshop

This chapter describes the experience workshop. The workshop lets clients experience IB's way of working before a project has started. The workshop is based on literature on Design Thinking principles and reflection. Furthermore, the workshop is tested and validated with clients and salespeople from IB. In this workshop, clients become impressed and enthusiastic about cooperating with IB. In addition, the workshop leads to high success rates and it shortens the overall acquisition process significantly.

5.1. Introduction to the workshop

The most radical innovation to the proactive acquisition approach, is performing the onboarding phase before the contract has been signed. To make this radical innovation in successful, an experience workshop is designed. The aim of this workshop is to let clients experience Innovation Booster's way of working in a unique and accessible way. By demonstrating what it is like to cooperate with Innovation Booster, the barrier that keeps clients from starting a project with IB is shortened. Furthermore, the goal of the workshop is to complement the project proposal, together with the client. The idea of the workshop is based on literature on the Design Thinking principles and reflection. Moreover, the workshop is tested and validated with salespeople from IB and clients. These tests have shown that in this workshop, clients become impressed and enthusiastic about cooperating with IB. In addition, the workshop leads to a higher success rate and it shortens the overall sales process significantly. Furthermore, the Booster who will carry out the subsequent project is earlier involved in the process with the client. In figure 30, a visualization of the workshop is shown within the proactive acquisition approach. This figure shows that the workshop has a preparation phase and is complemented with a follow-up before the eventual projects starts.

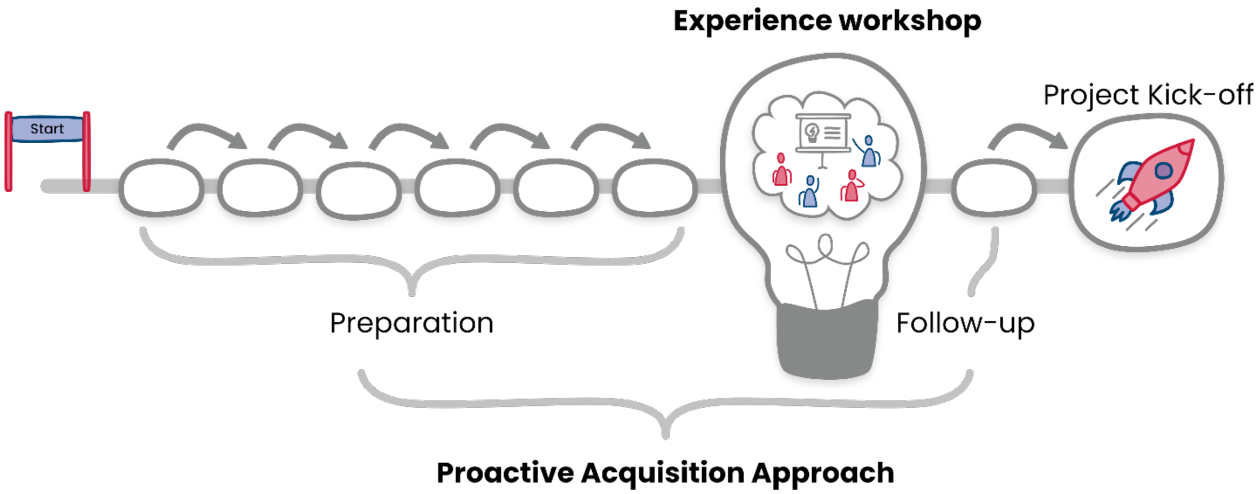


Figure 30: Experience workshop within proactive acquisition approach

5.2. Ideation process

The idea of a onboarding workshop is the result of an ideation process that was performed after reframing the initial design brief as described in paragraph 1.3. The idea to let clients experience IB's way of working is the result of multiple brainstorm sessions. During these sessions ideas for new ways of acquiring new clients were developed.

The ideation process started with the a reframing of the design brief. In the first step of the reframing process I asked myself: What are other ways of acquiring new clients, apart from a structured client acquisition process? To answer this question I set up several brainstorm sessions with fellow students and other people outside IB. The reason I chose not to include people from IB in the early stage of the ideation process, was to have unbiased perspectives during ideation. Figure 31 shows the result of the first brainstorm session in the form of a mind map of ideas, answering the question: How to acquire new clients? This mind map provided many interesting fields to further discover. From this mind I chose to include the following topics to further discover during the subsequent brainstorm sessions with IB:

- Explain VP
- Let them experience
- Understand clients better
- Give insight into realized value

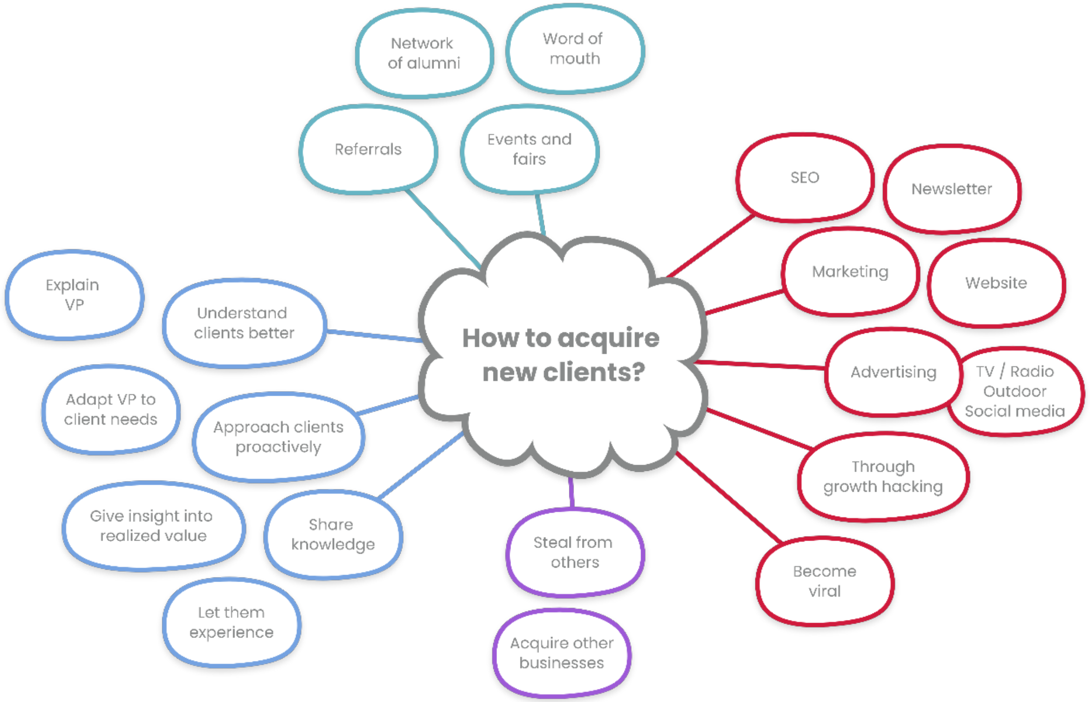
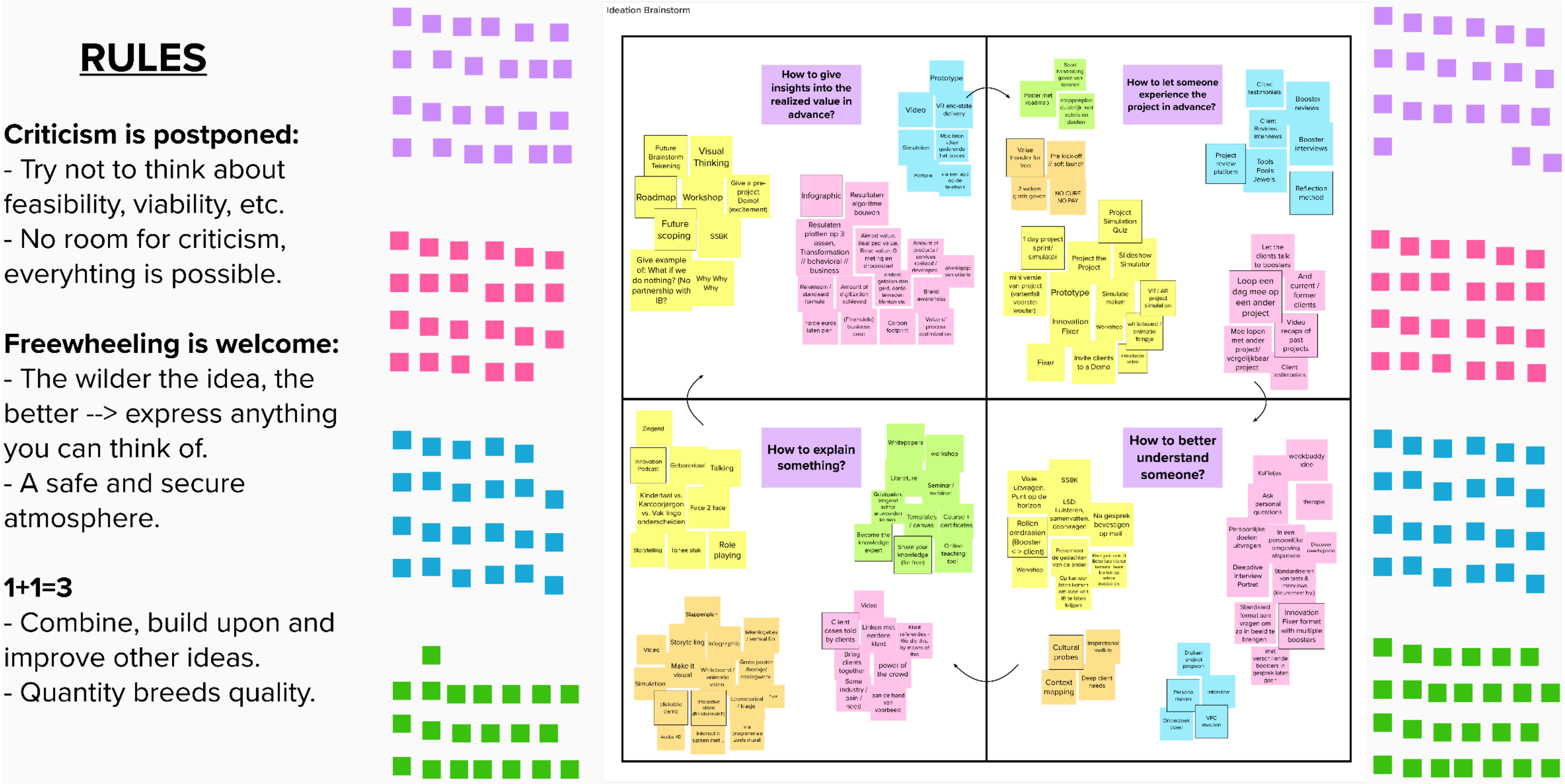


Figure 31: First ideation brainstorm

The brainstorm sessions with IB were divided into two parts: a brainstorm session with interns and a brainstorm session with the New Business Development department. Both sessions included the following questions:

- How to give insights into the realized value in advance?
- How to let someone experience the project in advance?
- How to better understand someone?
- How to explain something?

The brainstorm sessions were conducted online via Mural, according to the rules and procedure of the Delft Design Guide (Van Boeijen *et al.,* 2014). Figure 32 shows a visualization of the clustered ideas of the two brainstorm sessions, as well as the rules adhered to during the sessions.



RULES

Criticism is postponed:
- Try not to think about feasibility, viability, etc.
- No room for criticism, everyhting is possible.

Freewheeling is welcome:
- The wilder the idea, the better --> express anything you can think of.
- A safe and secure atmosphere.

1+1=3
- Combine, build upon and improve other ideas.
- Quantity breeds quality.

Figure 32: Rules and clustered ideas from two brainstorm sessions

The experience workshop is based on a combination of the ideas developed during the brainstorm sessions. Figure 33 shows the final clustering of ideas in which duplicate ideas have been filtered. As shown in figure 33, the combination of ideas on which the experience workshop is based on, is as follows.

- Value transfer for free
- (AR / VR) Project simulation
- Project in 1 day

The concept was then elaborated and iterated, as described in the following paragraphs. This was done through literature research and several meetings with the New Business Development department of IB and the supervisory team of this project.

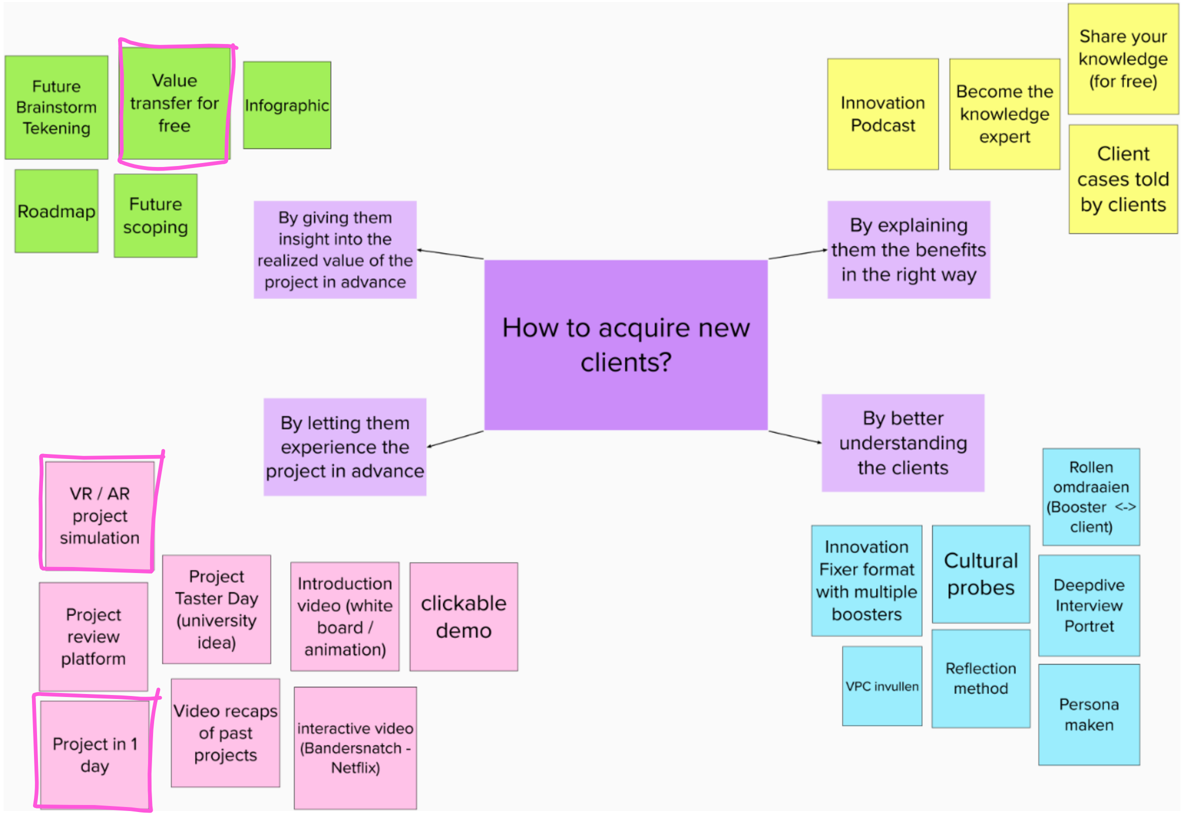


Figure 33: Final cluster ideation and combination of ideas resulting in experience workshop

5.3. Link to client acquisition literature

Letting clients experience IB's of way of working is closely related to the demonstration step of the 7 steps of selling. As described in chapter 4, the demonstration is an essential part of a client acquisition process. During a demonstration, the buyer is given the opportunity to actually try the product or service. According to Boone and Kurtz (2014), a demonstration is one of the most important advantages of personal selling. In their book 'Contemporary marketing', they argue that planning is the key to an outstanding demonstration. Planning should include time and space for free exchanges of information. Besides, clients should be able to participate actively in order to achieve the desired result: making the client become impressed and enthusiastic in cooperating with Innovation Booster.

When carried out properly, a demonstration enhances the client's desire to make use of the product or service significantly according to Boone and Kurtz (2014). They also argue that giving the potential client something of value for free, such as a demonstration, is a way to enhance the client's desire to buy the service. The workshop will not be invoiced, under the condition that a subsequent collaboration in the form of a project follows from it.

5.4. Design thinking principles as guideline

The process before, during and after the experience workshop is based on the iterative character of the Design Thinking cycle, which can be summarized as framing, experimenting and reflecting (Stompff, 2019). As shown in figure 34, each iteration in the Design Thinking cycle starts with the formation of a productive frame that guides the subsequent experimentation. The experimentation can be divided into three consecutive activities: analysing, developing and realizing ideas. Each iteration is concluded with a reflection, both on the results and on the frame. This Design Thinking cycle serves as a guideline for the process of the experience workshop. However, it must be adapted to the needs of IB as shown in figure 35. Framing is the interpretation of the situation. For Innovation Booster this means scoping the project which happens in the client intake. After the client intake, a first draft of the project proposal is made that serves as input for the onboarding workshop. The workshop starts with a quick reflection on the drafted proposal to check whether the scope is the right one. If so, the workshop is continued by a series of sessions. If not, the proposal needs some modifications. In the series of sessions, missing essential elements of the project proposal are discovered. An overview of the essential elements of the project proposal is described in the next paragraph. Subsequently an experiment is conducted by means of a tool that fits the project scope. For example, if the project involves customer journey mapping, a customer journey map canvas can be used as a tool for the experiment. After the experiment, it is time to reflect again. Reflection takes place on both the experiment and the scope of the project and is the final part of the workshop. How this reflection is performed, is extensively described in paragraph 4.1.4. The insights from the reflection result in a final modification (reframing) of the proposal, drawn up together with the client. During the next step of the acquisition approach, the follow-up, the last hurdles and hesitations are overcome and if dealt with successfully the follow-up step is completed with a signed proposal.

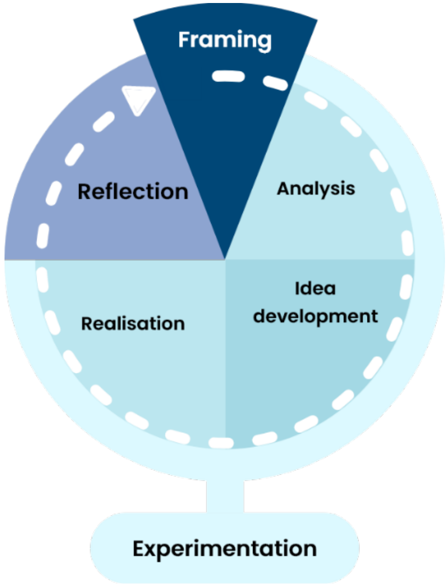


Figure 34: Design Thinking cycle by Guido Stompff

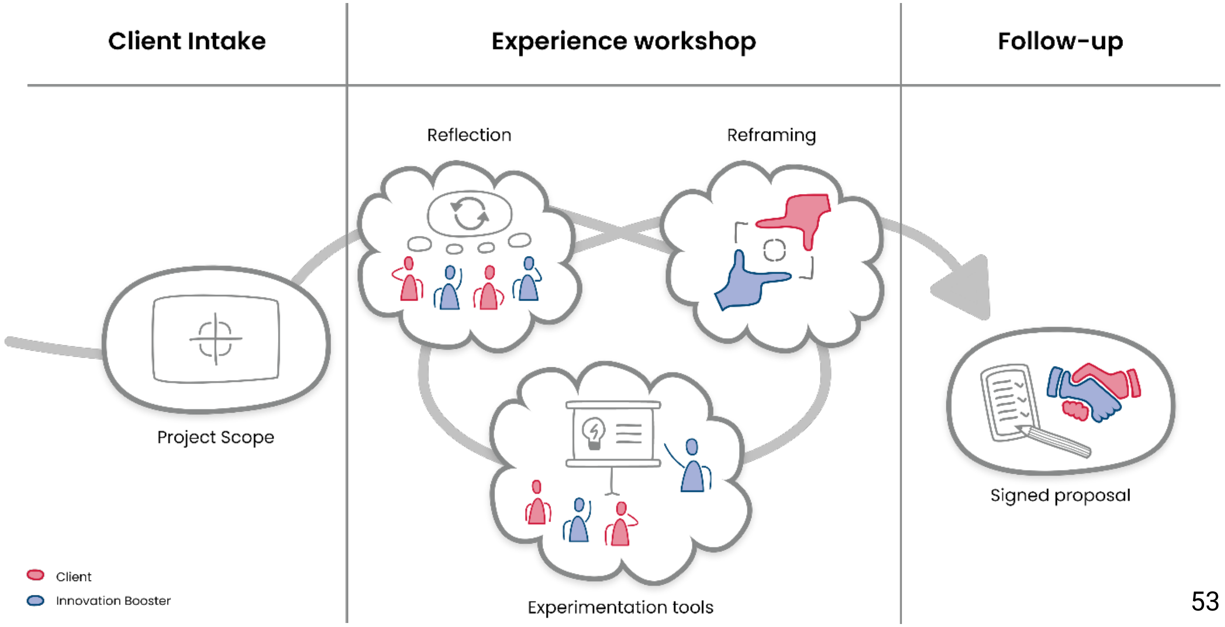


Figure 35: Workshop process

The experience workshop strongly relates to ‘1’ of the 1-10-100 approach. Each phase of this approach consist of all steps of the Design Thinking cycle as shown in figure 34. The numbers in the name 1-10-100 refer to the number of days each phase takes. The first phase is done in one single day, the second phase in 10 days and the final phase in 100 days. According to Van Turnhout et al. (2013), some of the most important objectives of the 1:10:100 approach as we use it in innovation projects are (1) to facilitate a reflective design conversation with the innovation partners, (2) to allow for early mistakes and discovery during the project, (3) to align research and design activities in the project, (4) to uncover, validate and balance a wide range of requirements, (5) to jointly and gradually bring focus to the project with innovation partners, and (6) to create a common understanding with stakeholders for innovative solutions.

The first phase of the 1-10-100 approach aims to improve the understanding of stakeholders, the current working processes and user contexts, and to manage expectations (Van Turnhout et al., 2013). According to Stompff (2019), the goal of the first phase is: “Getting the right frame”. Translated to the perspective of Innovation Booster, this means: “Developing the right project proposal”. However, before starting this first phase, people need to be prepared. An preliminary orientation is required in which important information should be gathered, such as: What is the assignment? Who are the users? What are the market developments. Besides, it is also important to know how much time and money is available for the project. This orientation period described in the proactive acquisition approach in chapter 4.

5.5. Workshop content

No every workshop will be carried out in the exact same why. The content of the workshop depends on a couple of deciding factors, consisting of:

- The scope of the project;
- The expertise service offered by IB;
- The client request.
- The completeness of the proposal;

The scope of the project describes the current situation of the client, their desired situation and which barriers keep them from getting there. From there, an approach is drafted how to achieve the desired solution through IB's expertise. The different types of expertise are described in chapter 2. In this chapter, the different client request per expertise are described as well that also determine the content of the workshop. The last deciding factor is the completeness of the proposal. A project proposal consists of essential elements as shown in figure 36. The elements of the proposal that are not clear yet, will be determined during the experience workshop.

On the next page an example the workshop content and timeline is shown in table 1. As shown in this table there are three types of activities in the workshop: (1) fixed activities, (2) activities depending on the completeness of the proposal and (3) an experimentation activity that depends on the project scope, the expertise service being offered and associated client request. Besides, most of the activities require templates, post-its and pencils. In figure 37, a visualization of the templates is shown. These templates were developed by the Project Management department of IB.

As shown in table 1, the workshop starts with a quick reflection on the predefined project scope. If necessary, some adjustments are made. The next step in the workshop is to determine success factors of the project. After that, the project goals and deliverables are determined, as well as the steps towards these goals and deliverables. These parts are divided into three segments: (1) product, (2) process and (3) people. Firstly, the product or service of the client is discussed. This could be for example a physical consumer product such as a soap bar, or a service such as legal aid. Secondly, the processes of the client organization behind the product/service are discussed. This could consist of the channels in which the customers interact with the product or service such as websites and apps. At last, the people are and departments of the client organization are discussed. This last section determines the collaborations between departments and people.

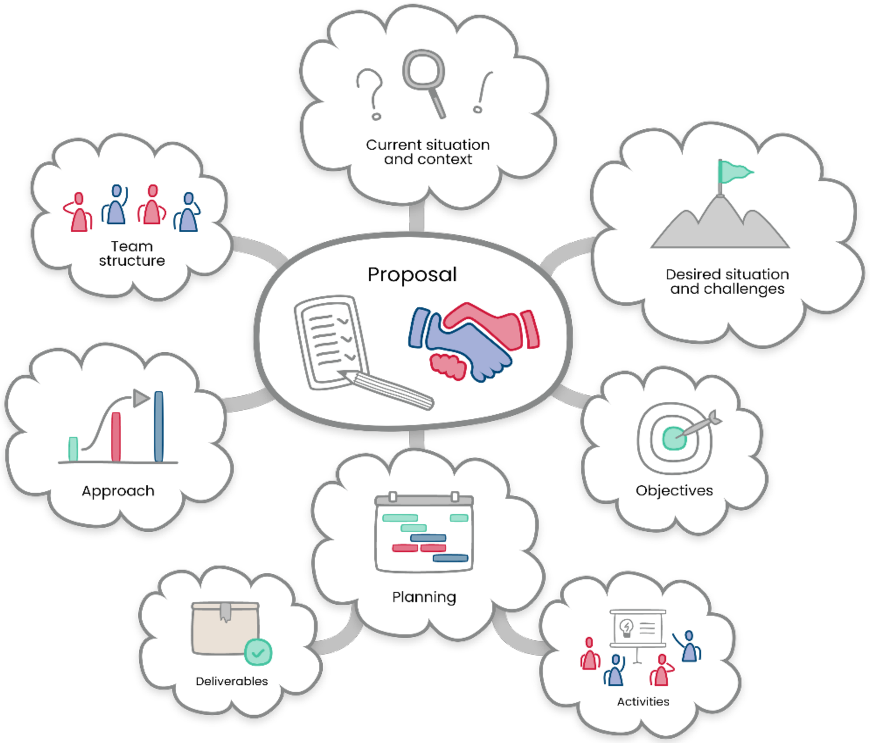


Figure 36: Proposal elements

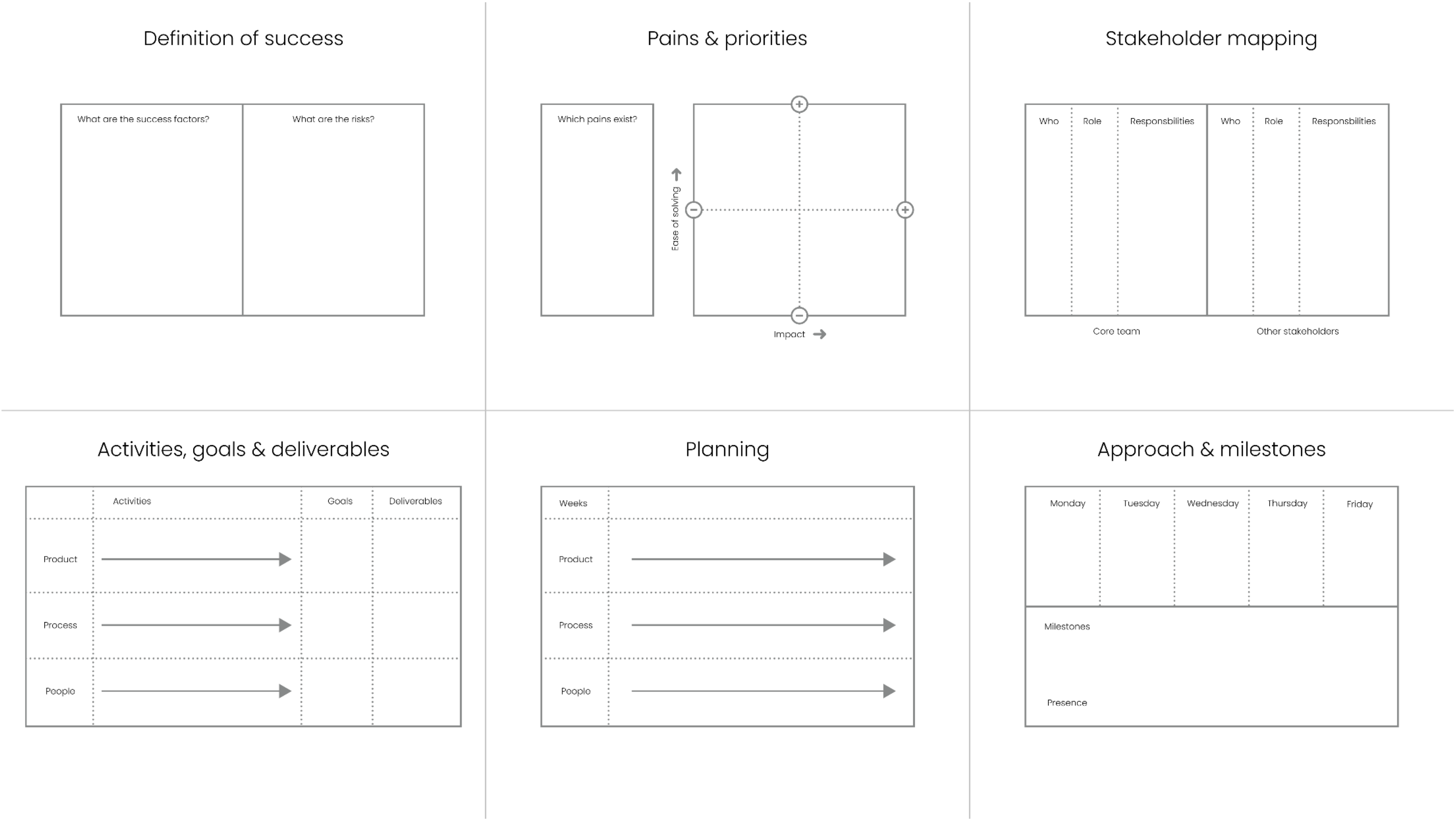
After the project goals, deliverables and activities are determined, the different roles and responsibilities are discussed in the next session: stakeholder mapping. This session is identifies two groups: the core team and other stakeholders. Of each group, roles and responsibilities are determined. The stakeholder mapping sessions is followed by a session in which customer and / or employee pains are identified and prioritized on the following aspects: (1) ease of solving and (2) impact. Another important activity of the experience workshop is planning. During the planning session, deadlines for the activities and deliverables are determined. Subsequently, an experimentation activity is carried out that depends on the project scope, the expertise service being offered and associated client request. In the example of table 1, the tool used for this experimentation is customer journey mapping. The experience workshop is concluded with a wrap-up session in which is reflected on the workshop itself, the results and the predefined project scope. This reflection is carried out according to the guidelines described in paragraph 4.1.4.

Time	Activity	Description	Needs
09:00-09:15	**Introduction**	Introduction to the workshop and reflection on pre-defined project scope.	
09: 15-09:25	**Definition of success**	Determination of criteria for a successful project and associated risks.	Template, post its and pencils.
09: 25-09:45	**Project activities, goals & deliverables**	Determination of project goals, deliverables and activities through three segments: Product, Process & People.	Template, post its and pencils.
09:45-10:00	**Stakeholder mapping**	Identification of different stakeholders, roles, responsibilities of core team and other stakeholders.	Template, post its and pencils.
10:00-10:15	**Break**		
10:15-10:30	**Pains & priorities**	Determination of known customer and / or employee pains, impact and ease of solving.	Template, post its and pencils.
10:30-10:45	**Planning**	Planning of activities and deadlines for deliverables.	Template, post its and pencils.
10:45-11:00	**Approach & milestones**	Determination of expectations, weekly rhythm and milestones.	Template, post its and pencils.
11:00-11:15	**Break**		
11:15-11:45	**Customer Journey mapping**	Determination of the different stages a customer goes through, including goals, pains, touchpoints, etc.	Template, post its and pencils.
11:45-12:00	**Wrap-up**	Closure of the workshop by means of a reflection on the workshop itself, the results and the predefined project scope	

Table 1: Workshop timeline example

Fixed activities	Depending on proposal completeness	Depending on project scope, expertise and client request

Figure 37: Workshop templates



Definition of success

Pains & priorities

Stakeholder mapping

Activities, goals & deliverables

Planning

Approach & milestones

6. Validation experience workshop

This chapter describes the validation study of the experience workshop. The validation consists of three parts: (1) non-participant observations, (2) semi structured interviewing and (3) a co-reflection session. The data of the different parts is compared through triangulation, providing insights for points of improvements for the experience workshop.

6.1. Purpose validation study

The purpose of this validation study was to understand how the experience workshop is perceived by the participants and to discover points of improvements. Besides, the purpose of the validation study also was to create a shared understanding of the value proposition of the workshop within IB. A shared understand is required in order to communicate the benefits of the experience workshop to multi-stakeholder networks. To strengthen reliability and internal validity, triangulation was employed. This means data is collected and analysed through multiple sources. These sources include ethnography, consisting of non-participant observations and semi-structured interviewing, and a co-reflection session.

Firstly, observations provide insights into the behaviour and excitement level of the participants and show insights into interaction problems and the ways of information exchange among participants during the experience workshop. Secondly, semi-structured interviewing provides answers on how the workshop is perceived by the participants. During the interviews, the participants indicate what went good during the workshop and what improvements could be made. Lastly, a co-reflection session with people from IB results in a shared understanding of the value proposition of the experience workshop.

6.2. Method

The validation study includes the qualitative research design: ethnography. According to Creswell (2012), ethnography is a design of inquiry in which the researcher studies behaviour, language and actions of an intact cultural group. Creswell (2012) states that data collection for ethnography often involves observations and interviews. Apart from observations and interviewing, a co-reflection session is included in the validation study.

6.2.1. Non-participant observation

The first part of the study consists of the observation of an execution experience workshop. According to Kumar (2011), observation is the most appropriate method for data collection when one wants to learn about the interaction in a group or when to study the behaviour of an individual. Van Boeijen *et al.* (2014) state that designers gain a better understanding of how and why concepts work effectively when they observe users interacting with concepts. During observations, individuals may change their behaviour when they become aware that they are being observed. This phenomenon is known as the Hawthorne effect (Kumar, 2011). Therefore, a non-participant approach was chosen to ensure that the participants would not be distracted by the observer during the workshop and that the observations therefore represent normal behaviour.

6.2.2. Semi-structured interviewing

The second part of the study consists of two interviews with participants of the experience workshop in order to discover the perceptions the participants have of the experience workshop. Semi-structured interviewing was selected as mean of data collection because it is well suited for the exploration of the perceptions and opinions of respondents (Barribal &

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).

6.2.3. Co-reflection

The third and last part of the validation study consists of a co-reflection session. The goal of the co-reflection session is to communicate the benefits of the experience workshop to multi-stakeholder networks. With co-reflection, designers can involve stakeholders to provide constructive feedback and input on the vision of the designer (Tomico *et al.*, 2011). Co-reflection sessions are an approach to involve end-users and allow for confronting the designer's rationale with motivations and values from society (Tomico, 2009). During the co-reflection session, participants weigh reasons, arguments and supporting evidence, and examine alternative perspectives on the problem statement to achieve a clearer and shared understanding of the value proposition of the experience workshop (Yukawa, 2006). According to Yukawa (2006), co-reflection is a collaborative critical thinking process mediated by a dialogue. The process of co-reflection consists of three stages: (1) exploration, (2) ideation and (3) confrontation. During the first two stages, the participants are facilitated in exploring and ideating for a specific design challenge. The designer (author of this report) is the facilitator and works on the same design challenge. In the last stage (confrontation), different ideas are evaluated and reflected on (Tomico *et al.*, 2011). This final stage results in a shared understanding of the value proposition of the experience workshop.

6.3. Sample: participants and context

As shown in table 2, each part of the validation study consisted of different participants and contexts.

Part of study	Participants	Context
Non-participant observation	- Observer: Author of this report. - Participant observed: Head of Corporate Venturing at potential client organization of IB. - Other participants: Partner and Senior Booster of IB.	A couple of conversations between the participants had preceded in which a project scope was drafted as input for the experience workshop.
Semi-structured interviewing	- Interviewer: Author of this report. - Interviewee 1: Innovation manager at company X1 - Interviewee 2: Senior Learning Development Consultant at company X2	Interviewee 1 participated in an experience workshop that resulted in a collaboration between IB and the interviewee's organization. Interviewee 2 participated in an experience workshop that did not result in a collaboration between IB and the interviewee's organization
Co-reflection session	- Facilitator/designer: Author of this report. - Participants: Four people from IB departments Project Management (PM) and New Business Development (NBD).	The need for people from the departments PM and NBD was determined together with my project mentor from IB, since the experience workshop is directly related to the operations of these departments.

Table 2: Validation study participants and context

For the observation, there were already two persons from IB present in the experience workshop and only one person . Therefore, it was decided not to integrate an extra person as observer, since it could result in an overload of IB presence. To add to that, a non-participant approach reduces the Hawthorne effect as described in the previous paragraph. The experience workshop that is observed, consisted of the following activities: workshop introduction, workshop expectations, success criteria and risks, reflection on predetermined project scope, and determination of deliverables.

As described in table 2, the experience workshop in which interviewee 1 had participated, resulted in a collaboration between IB and the organization of interview 1. Therefore, it can be assumed that this specific experience workshop was carried out successfully. This could mean that interviewee 1 might have expressed herself more positively about the experience workshop during the interview than interviewee 2 did, for whom the experience workshop was carried out less successfully, as this workshop did not result in a collaboration between IB and the organization of interviewee 2.

Before the co-reflection session took place, the participants of the co-reflection session were already aware of the design challenge and they already participated in the brainstorm sessions that were performed earlier in this project. These brainstorm sessions were part of the ideation process that resulted in the eventual idea of the experience workshop. That is why it was decided not to integrate the exploration and ideation stage as interactive parts of the co-reflection session, but as non-interactive parts in the form of a presentation, in which the designer explained what had been done in terms of exploration and ideation during the project. The confrontation stage however was interactive

6.4. Procedure

The procedure for data generation, collection and analysis was executed through a sequence of steps as described in table 3.

Step	Materials	Time	Foci
Non-participant observation	- A video recorded execution of the experience workshop (MP4 file) - Observation sheet (Microsoft Word)	2,5 hours	- Interaction problems - Role of context - Excitement level - Information exchange
Semi-structured interviewing	- Interview guide (Microsoft Word) - Output Mural experience workshop (webpage) - Telephone	25-30 min	- Participant perceptions of; - Reasons for participating in; - Execution of; - Goals of; - Evaluation of; - Insights from observations of; the experience workshop.
Co-reflection session	- Online meeting room (Zoom) - 25 pages (Google Slides slide deck)	45 min	- Rationale behind experience workshop - Fit with new IB strategy - Insights from interviews

Table 3: Validation study procedure

6.4.1. Non-participant observation

For the non-participant observations part of the study, the execution of the experience workshop was recorded by an electronical device and observed afterwards. The goal of the observation was to identify points of improvements in the execution of the experience workshop. An observation sheet was prepared to support observation capturing. The observation sheet is based on insights of the IDE Academy Course workshop by Singh (2019) and can be found in the workshop observations guide in appendix D1. As shown in this guide, the observations were divided into the following observation types: Interaction problems, role of the context, participant excitement level and information exchange.

6.4.2. Semi-structured interviewing

The semi-structured interviews were conducted by telephone and recorded with an electronical device. The goal of the interviews was to give answer to the question: How is the experience workshop perceived by participants? To set up the interview, an interview guide was used according to the approach of Patton (2002). The interview guide including research goal, sub-topics and interview questions can be found in appendix D2. During the observations, I discovered that language can be a barrier for a smooth conversation. For this reason, I decided to conduct all interviews in Dutch, since the interviewer and interviewees were Dutch. The interviews were conducted approximately one month after the interviewees participated in an experience workshop. An output of the Mural file of the experience workshop was sent to the interviewees before the interviews were conducted, in order to refresh the memory of the participants about the experience workshop. An example of the mural output is shown in appendix E. Due to sensitive information, the resolution is too low to read the text, but this image serves to give an idea of how the workshop is performed online.

6.4.3. Co-reflection session

The goal of the co-reflection sessions was to create a shared understanding of the value proposition of the experience workshop. At first, in the exploration stage of the co-reflection session, the participants were introduced to the complex challenge of this project as described in paragraph 1.2 by means of a presentation. Secondly, in the ideation stage of the co-reflection session, the participants were also introduced with the brainstorm sessions that had been performed earlier in this project. These brainstorm sessions resulted ideas for the complex design challenge that eventually led to the concept of the experience workshop. At last, in the confrontation stage of the co-reflection session, the participants were introduced with the concept of the design challenge, being the experience workshop. Furthermore the participants were asked to evaluate the experience workshop on desirability, feasibility and viability. Afterwards, the evaluation of the participants was compared with the predetermined rationale of the designer. Additionally, the experience workshop was evaluated on whether it fits in with the new strategy of IB, that had been developed a couple of weeks earlier during IB's yearly Strategy Day. At last, the insights from the interviews were discussed.

6.4.4. Triangulation

The data of all of the three parts of the validation study was recorded with electronical devices and analysed through triangulation. Figure 38 shows how the insights from data analysis resulted in conclusions. On the one hand, the three different parts of the validation study succeeded each other on by one. Thereby, insights from the observations were used as input for the interviews and insights from the interviews were used as input for the co-reflection session. On the other hand, in the end all of the insights were compared with each other again to draw reliable and validated conclusions.

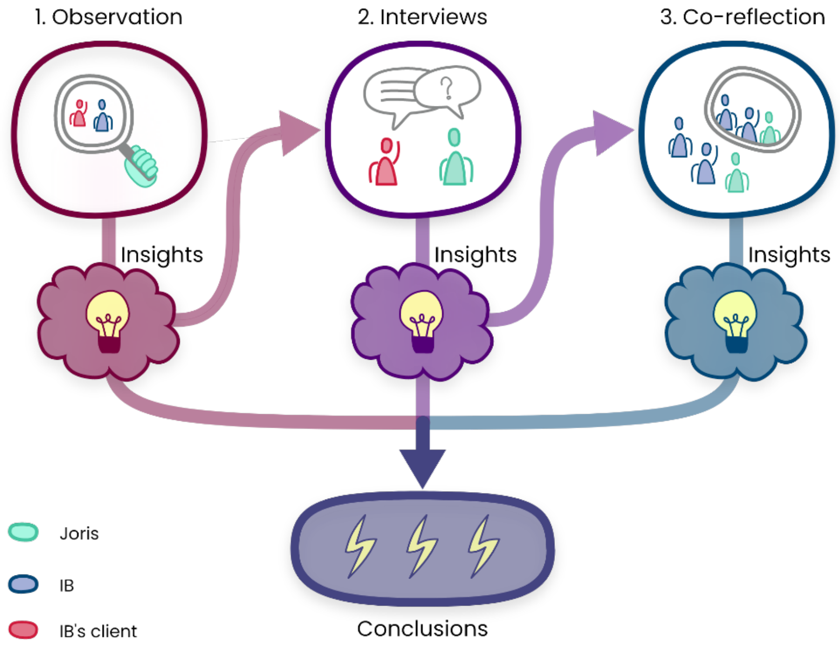


Figure 38: Data analysis process through triangulation

6.5. Results

This paragraph describes the most important findings from the validation study. The non-participant observation provided valuable insights for the execution of the experience workshop. The observations were divided into the following observation types: interaction problems, role of the context, participant excitement level and information exchange. The full observation sheet can be found in appendix D3.

The semi-structured interviews provided insight into the perceptions of the participants. The insights are divided into different codes as shown in the codebook in appendix D4 and the code families visualization in appendix D5. The full coded transcripts of the interviews can be found in appendix D6A and D6B.

During the co-reflection session, the participants dived deeper into the rationale of the experience workshop. The mainly resulted in validated benefits and points of attention for the experience workshop. Appendix D7 shows images of the execution of the co-reflection session. Appendix D8 provides the most important quotes of the co-reflection session.

6.5.1. Client gain knowledge and realize value

An important insight that followed from observing the experience workshop is that the particular participant really enjoyed learning new, practical and useful tools.

“I really like the way you divide success criteria in: short, mid and long-term goals. It is very useful as a framework and to define a practical approach. Very useful.”

This observation was interpreted that the experience workshop provides value for the clients participating in it as they gain knowledge and learn new useful tools. This observation was validated during the interviews, as one of the interviewees indicated that the learnings from the experience workshop were useful for her as well.

“Recently during a discussion I thought: I have to ask a few questions in advance, because I learned that at Innovation Booster. For example: when a session is successful? I really liked that. So, I incorporated that knowledge into my other sessions. So that you create more support in advance. And that you let people think along.”

Apart from gaining knowledge and learning useful tools, the other interviewee indicated another benefit of the experience workshop. She indicated that the workshop led to a quick start of the project, making it possible to realize much value in short time.

“On the other hand, I think that this session also allowed us to get off to a very quick start of the project, which enabled us to deliver a lot of value.”

6.5.2. Competition and project start

The insight that the experience workshop leads to a quick start of the project is not only a benefit for the client. From IB’s perspective, a quick start of the subsequent project that follows from the experience workshop results in less time spent on writing the proposal and discussions about the proposal with the client afterwards. These insight were validated during the co-reflection session by a participant of the Project Management department of IB.

“During the workshop, input for the project proposal is being collected, which means less time spent on writing the project

proposal. In addition, because the elements are drafted together with the client, there is less back and forth discussing the content of the proposal."

Another benefit for IB is that the experience workshop can be seen as a tool that supports IB in outperforming competition. An interviewee indicated that the experience workshop resulted in a signed proposal for IB, partly because of outperforming the competition because of the structure provided in the workshop.

"IB eventually got the contract signed thanks to this session. I had two other proposals running at the same time. And with the other parties I had a mismatch with the people who were suggested. So yes, on the one hand you get to know the people well during the workshop, while working on the problem. So that is very nice. On the other hand: other parties did it in a more unstructured way, and a bit all over the place, and I saw a really big difference in approach there."

6.5.3. Match with Booster

The last quote however provides another important insight, i.e., the importance of the match with the people who are suggested to do the subsequent project. As stated above, this interviewee had a mismatch with the people from other parties, resulting that this interviewee chose to collaborate with IB. A mismatch was also the case with one of the interviewees who participated in the experience workshop with.

"In our opinion, the match was not quite there. Apparently we had not explained well enough that we needed seniority so that we can reflect: "are we good?", instead of a young person who walks with us all the way through the process."

The experience workshop in which this interviewee participated has not resulted in a project until now. The participant was really excited about IB's way of working and certainly saw opportunities to collaborate in the future, but not in the setting as proposed in the experience workshop. The other interviewee however indicated that her most important objective of the experience workshop was to check the Boosters that were matched with her to carry out the subsequent project.

"So for me it was especially important: Do I feel comfortable with Ernst and Rosa[1]? And what I liked very much, and that was not an expectation, but a very nice confirmation, that they did it all in such a structured way."

The subject of the match between the Boosters and participants of the workshop was also taken into account during the co-reflection session. During the co-reflection we discussed the match between the booster and the client and related it to the big investment IB have to make for the experience workshop.

"It is still a big investment from both parties. It can occur that during the session you find out that a different booster profile fits

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[1] Names of the Boosters who carried out the subsequent project that resulted from the experience workshop.

better in this project. Then it might turn out that this big investment has been lost."

From this it can be concluded that, before the experience workshop is executed, there must be a clear match between the client and the Booster who will carry out the subsequent project.

6.5.4. Return on investment

As stated in the last quote, the experience workshop requires a big investment in terms of time and money from both sides. However, the interviewees did not mention that it was a big investment for them, since they saw it as a learning experience and did not have to pay for it. One of the interviewees however did mention the investment cost from IB's perspective, but also mentioned the return on investment.

"I do think it requires a considerable investment from Innovation Booster. But it does deliver results."

Paragraph 6.5.2. clearly describes this return on investment. Less time spent on writing the proposal and discussing the proposal with the client afterwards, is a return on investment because it frees up time. This is has been validated by another participant of the co-reflection session.

"I noticed that after the workshop, it was very easy for me to draft the project proposal. That is a very valuable aspect for IB, as it shortens the overall process with the client towards the start of a project."

6.5.5. Type of client

One of the interviewees indicated that she is a really blue person, meaning that she needs structure and overview. At a moment during the during the workshop, she was overwhelmed by the level of detail.

"With a lot of yellow sticky notes, Mural, that is quite overwhelming for my blue character. I also lost the overview. Because of those little things. And my colleague, she is very creative and yellow. She really enjoys working on those things."

An important insight that followed from observing the experience workshop is that the particular participant really enjoyed learning new, practical and useful tools. He also really enjoyed developing ideas for the different activities of the workshop, but described these ideas much into detail. From this behaviour it was assumed that this participant is a yellow person in terms of personality types, just like the colleague of the interviewee from the last quote. During the co-reflection session, the participants discussed the subject of color profiles[2].

"It seems like a lot of work to estimate in advance what kind of color profile the client has and how we will adjust the workshop accordingly. At an organizational level you can say: these types of organizations have a tendency for a certain type of behaviour, but that is much more difficult to do on a personal level."

It can be concluded that IB will not determine the color profile of the participants in advance and adjust the experience workshop accordingly.

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[2] Color profile is related to the personality type

6.5.6. Expectation management

The three different experience workshops that are involved in this validation study are quite different from each other, in terms of participant expectations. For example, the first interviewee expected the IB to provide a new and innovative solution to her business problem.

"Innovation Booster, the name itself, that evokes a number of things for me. So I expected that the outcome of this workshop would be a very innovative solution to my business problem. The way the solution was created was very innovative, but the solution itself was very traditional."

However, this expectation was completely different from the expectations of the workshop from the second interviewee. The second interviewee did not have that many expectations from the workshop, as it was completely new to her and she mainly wanted to check the Booster expertise as described in paragraph 6.5.3.

"Certainly because it was a completely new approach towards the development of a proposal. I didn't really have any expectations, also because it doesn't happen that often that parties do such a thing, so I was like: Bring it on!"

The second interviewee also totally disagreed with the expectations of the first interviewee. The second interviewee believed that coming up with a new inventive solution should not happen within a time frame of 2 to 3 hours.

"It is not normal to expect a business problem to be solved within 2-3 hours, that you cannot resolve yourself. If that were the approach, it would bring down the value of the session for me."

The observation of the workshop resulted in a total different insight in terms of expectation management. During the activity of the workshop in which the participant describe their expectations of the workshop, this particular participant described his expectations of the subsequent project, instead of the expectations of the workshop. During the co-reflection session, the participants concluded the following about expectations management:

"It is an important insight that the client had higher expectations for the workshop than we could deliver. A big learning is that we align and manage expectations at the start of the session. Another learning is that we clearly explain that the expectations activity of the workshop is not about project expectations, but about workshop expectations."

6.5.7. Time management and activities

An important insight that followed from observing the experience workshop is that the particular participant described the project deliverables too much in detail. To add to that, during the activity of developing ideas for project deliverables, there was no time keeping. Also, not all activities planned for this workshop have actually been carried out. However, during the course of the workshop, the participants agreed that more attention was needed to get a clear picture of certain parts of the workshop and more time was needed to get that clear picture. This insight was validated during the second interview, in which the interviewee indicated that she already knew what to answer during the activities, instead of developing new ideas.

“Yes, I really liked the activities and tight schedule at that time because I could already give the answer. I can imagine that when you are at the very beginning of defining a problem, it is even more fuzzy, then you don't know it all yet. Then time of each activity of the workshop could be too short.”

This interviewee indicated the number of activities were pleasant because the problem and the solution were already clear before the workshop was executed.

“Number of activities experienced as pleasant. The different actions gave clear scoping. Since we already had the problem and the solution clear, we were able to get everything neatly on the board.”

During the co-reflection session, the participants concluded that there is no standard procedure for time management, type of activities and amount of activities. The combination of the three depends on the type of project and client needs and should be determined accordingly.

“The amount of activities, type of activities and time management during the experience workshop depend on the type of project and the client needs.”

6.6. Conclusion validation study

In this paragraph, answers are provided for the research goals of each part of the validation study. The research goal of the non-participant observation was to identify points of improvements in the execution of the experience workshop. The most important point of improvement is to clearly explain the number of detail in which participant described their ideas during the different activities of the workshop. The other points of improvement are described in the observations sheet in appendix D3.

The goal of the interviewees was to find out how the workshop is perceived by the participants. The two interviewees provided completely different feedback, but overall, the workshop was perceived very positively. This is reflected in the enormous amount of codes under the code family “positive perceptions” in the code book in appendix D4.

The goal of the co-reflection session was to create a shared understanding of the value proposition of the experience workshop, in order to communicate its benefits to the rest of the organization. This is further described in the next chapter.

As the results show, the experience workshop provides benefits for the client. This happens through gaining knowledge and providing a quick start of the subsequent project, making it possible to realize much value in short time. Furthermore, the experience workshop provides benefits for IB as well. With the experience workshop IB outperforms their competition. In addition, a quick start of the project results in less time spent on writing the proposal and on back and forth discussion with the client.

Before the experience workshop is executed, there must be a clear match between the client and the Booster who will carry out the subsequent project. A clear match is required because the experience workshop is a big investment in terms of time and money. But, when carried out successfully there is a return on investment as the experience workshop results in shortening the overall process with the client towards the start of a project.

When preparing the experience workshop, IB needs to be aware of the type of client who is participating. However, going too much into detail, like estimating the participant's color profile is will not be done, as it costs too much time.

At the beginning of the workshop, IB should manage expectations. When participants have too high expectations of the experience workshop, IB should temper these expectations, by explaining what the goals and expectations are common. Another learning is that IB should clearly explain that the expectations activity of the workshop is not about project expectations, but about workshop expectations.

At last, the amount of activities, type of activities and time management during the experience workshop depend on the type of project and the client needs. This means that the combination of activities and time management should be determined accordingly.

7. Rationale experience workshop

This chapter describes the rationale behind the experience workshop. The experience workshop was evaluated on desirability, feasibility and viability. The rationale was validated during a co-reflection session. Furthermore, the experience workshop was evaluated on its fit with IB's new strategy.

The final stage of the co-reflection session, called the confrontation stage, provided insights into the rationale behind the experience workshop. At first the participants were asked to evaluate the experience workshop on desirability, feasibility and viability. Afterwards, the participants were confronted with the rationale of the designer, who is the author of this report. This resulted in a shared understanding of the value proposition and benefits of the experience workshop. In the end, the experience workshop was also evaluated on its fit with IB's newly determined strategy.

7.1. Desirability

At first, with the experience workshop, IB lets potential clients experience IB's way of working in a unique and accessible way. Because the workshop is not invoiced, IB reduces the threshold of stepping in. Potential client want to participate in the workshop because they gain knowledge and learn new pragmatic and useful tools. The workshop results in shared ownership, involvement and acceptance of the project proposal among IB and its potential client. Furthermore, because of this workshop, Boosters that will carry out the project with the client, are involved in an earlier stage of the process with the client. (Junior) Boosters get experience in acquisition. By using onboarding as a strategy to convince customers, the project can also start earlier than before. The onboarding of the Booster who wil carry out the project with the client and the transition between New Business Development and Project Management within IB were discussed during the co-reflection session.

"The onboarding of the Booster who will carry out the project with the client happens way more easily with this experience workshop. Also, the workshop provides a gradual transition from the New Business Development department to the Project Management department of IB."

7.2. Feasibility

IB is renowned for workshop facilitation, both online and offline. With the experience workshop, IB is completely building in their core operational strengths. Building on their core operational strengths was discussed during the co-reflection session as well.

"Through this workshop, we delve even deeper into our capability of exploring the question behind the question and the bigger picture and discovering the real client pains. That is our core strength and we leverage that core strength by performing this workshop."

However, there is a critical aspect that should be mentioned as well. The preparation and execution of the experience workshop demands a lot of time of the people from IB.

“As a Booster you spend a lot of time preparing and conducting the workshop. I wonder how feasible that is. Especially if this Booster is also running a project at another client.”

For this issue, it is recommended to schedule weekly recurring time slots in which Boosters free up time to work on the preparation and execution of an experience workshop. Further description of recommendations can be found in chapter 10.

7.3. Viability

The viability of the workshop strongly depends on the success rate. The first pilot of the experience workshop, however, provided a new scenario in terms of lead times that was quite promising. Figure 39 shows the new scenario along with the former best and worst case scenario. The first pilot resulted in a signed proposal and a start of the project after the shortest lead time ever. As shown in figure 39, the first experience workshop resulted in a lead time of less than a month, consisting of only two sales calls and a experience workshop. That means it is half of the former best case scenario.

However, this scenario only provides insight into a one single workshop, while at the time of writing 4 other workshops have been carried out from which no project has yet emerged. In order to contribute to long-term growth, and to be a profitable solution for IB, the workshop needs to have a high success rate. During the co-reflection session the following was concluded.

“So far, all proposals resulting from the different executions of the experience workshop can still be signed. If we notice that this (experience workshop) actually has a positive impact on client acquisition, then we definitely want this (experience workshop). But at, this moment we cannot say anything about yet.”

“The workshops done so far were performed during the summer holiday, which is a time in which projects are often postponed towards September, and that happened in some of the cases. Therefore we cannot completely validate that the workshop is a success. We have to wait and see how many signed proposals will result from the workshops performed.”

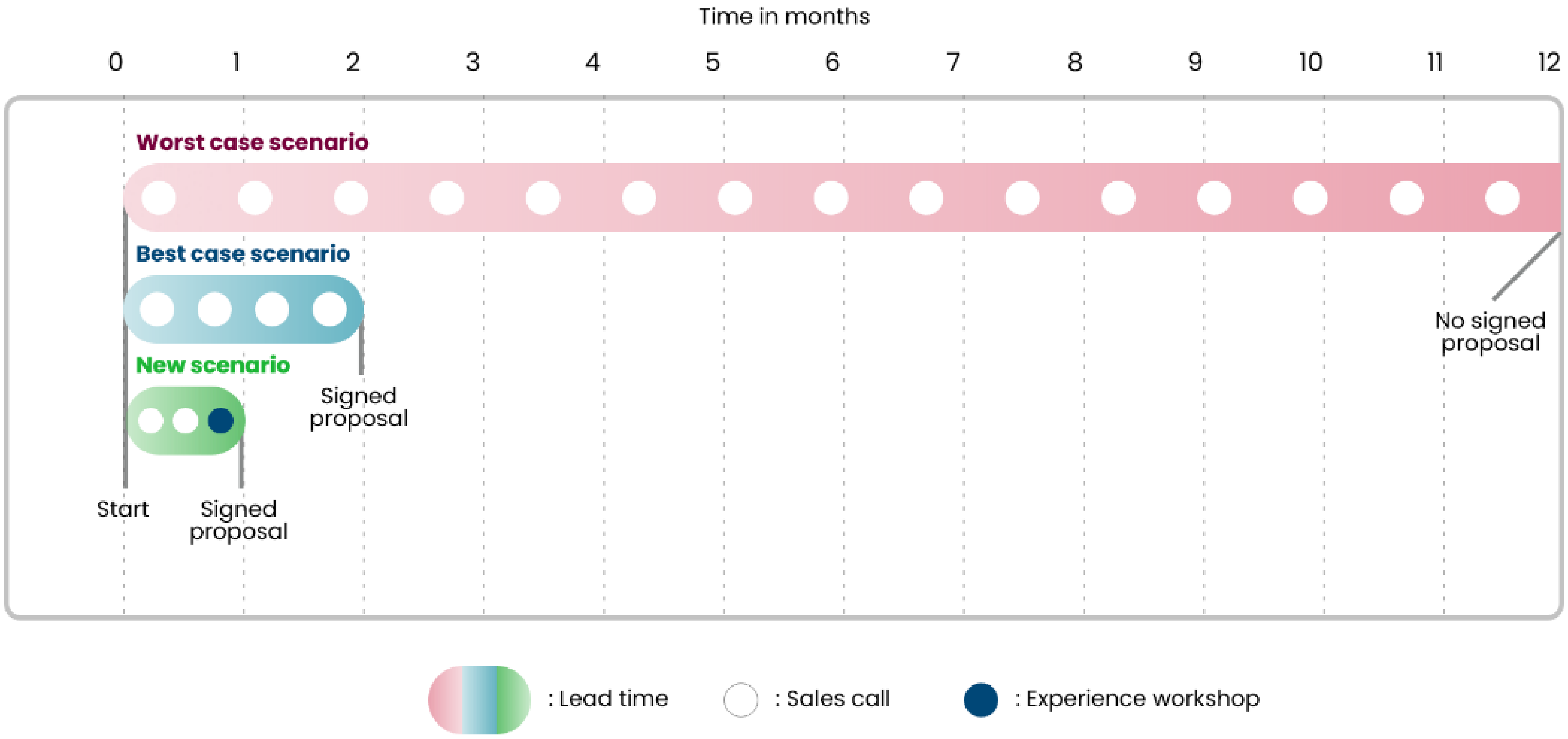

Figure 39: New scenario lead times with experience workshop

7.4. Fit with new IB strategy

During the co-reflection session, the experience workshop was evaluated on whether it fits in with the new overall strategy of IB. This strategy had been developed a couple of weeks earlier during IB's yearly Strategy Day. The newly determined overall strategy for IB is as follows:

We are top innovators in the EU, distinctively known for our ability to integrate and realize value in an entrepreneurial way.

During the co-reflection session, it was concluded that the experience workshop totally fits in this new strategy, as described in the following quotes from the co-reflection session:

"The workshop is definitely entrepreneurial. There are not many innovation providers that include their clients in drawing up the project proposal in such a unique way."

"I think we can increase our credibility and provide good project proposals. If we succeed, than it will help us in becoming top innovators in the EU."

"Before you are able to realize value, you should know what the value for the client actually is. I think this workshop contributes to having a clear image of the value of an innovation project with IB."

To conclude, the experience workshop totally fits in with the new strategy of IB.

8. Implementation

In this chapter the implementation of the proactive acquisition approach is described. For a successful implementation of this new approach, an internal communication and organisation plan is proposed. In this plan, tools, roles and responsibilities, and first steps are described required for a successful implementation and maintenance of the approach in the future.

8.1. Requirements for successful implementation

For a successful implementation of the proactive acquisition approach, a few requirements should be met and are described as follows:

- Full support and excitement to adopt the new approach;
- Clear communication of the approach;
- Clear organisation of roles and responsibilities;
- A clear and gradual execution strategy.

A successful implementation of the approach can only happen if the management decides to adopt this new approach into their current business operations. Besides, the operational teams should support the decision of adopting the new approach. Therefore, the first step towards a successful implementation consists of full support and excitement to adopt the new approach.

The second step consists of a plan in which the approach is communicated internally. Tools for this internal communication are a booklet, a demo and a course in which the approach is taught to the boosters. Besides, communication is promoted by a clearly structured environment where everything related to the new approach can be found easily.

The third requirement for successful implementation consists of a clear organisation plan. In this plan roles and responsibilities are described. It includes a description of different tasks, when to perform, by whom, and which results should follow.

At last, when the communication and organisation plans are lined up successfully, the execution of the approach can be carried out. For this a strategy is created to make IB gradually adopt the acquisition approach. This execution strategy consists of the following steps:

1. Gain knowledge;
2. Share knowledge;
3. Test, reflect and iterate.

8.2. Communication

Successful communication happens when the people involved can easily find the necessary information. Therefore, there must be one clearly structured place where everything related to the new approach can be found. The items that can be found consist of the following:

- The overall approach
- Industry analysis reports
- Marketing materials
- Tools and templates

Furthermore, a demonstration to all people of IB will contribute to the overall excitement and shared understanding of the approach. In this demo, each step of the approach was simulated by means of a case example. During the demo, Boosters get to know how to use the tools for client acquisition and how each step of the approach should be performed.

In addition, a booklet explaining all steps will contribute to shared understanding as well. This booklet consist of a step-by-step plan of the approach, including goals, output, how to perform each step, and how to realize the output.

When the approach is implemented in IB’s business operations, a course should be created in which the proactive acquisition approach is taught to the Boosters. This course can be created in Intuo. Intuo is a Talent Enablement Platform used by IB in which employees can follow courses.

8.3. Organisation: Roles and responsibilities

In this paragraph an organisation plan for the proactive acquisition approach is described.

In figure 40, a visualization of the involvement of the different roles is shown per step of the approach. The solid line in the visual stands for direct involvement and the dotted line stands for indirect involvement.

As shown in figure 40, idle boosters and interns are directly involved in the first three stages of the approach. Idle boosters are people who are not carrying out a project with a client at that moment. Therefore, they have time to contribute to acquisition. Their main task in this approach is to do research on industries, organizations and trends. That is why they are directly involved in the first three steps. In the rest of the approach they perform side tasks, such as the iteration of the client intake, or supporting the salespeople in creating a project proposal.

The salespeople of IB consist of partners, directors and senior boosters. Senior Boosters are directly involved in each stage of the approach. They identify business opportunities, analyse industries, create marketing material of the industry they have the most experience in and approach potential clients that are relevant. In this process they are assisted by idle boosters and interns.

Apart from identifying relevant business opportunities, partners and directors do not perform analysis tasks. The do however check analysis insights on adequacy and relevance. They are directly involved from the moment that leads are generated and potential clients are approached.

The Booster that is matched to the potential client and that will carry out the project with the client, is only directly involved in the onboarding step of this approach.

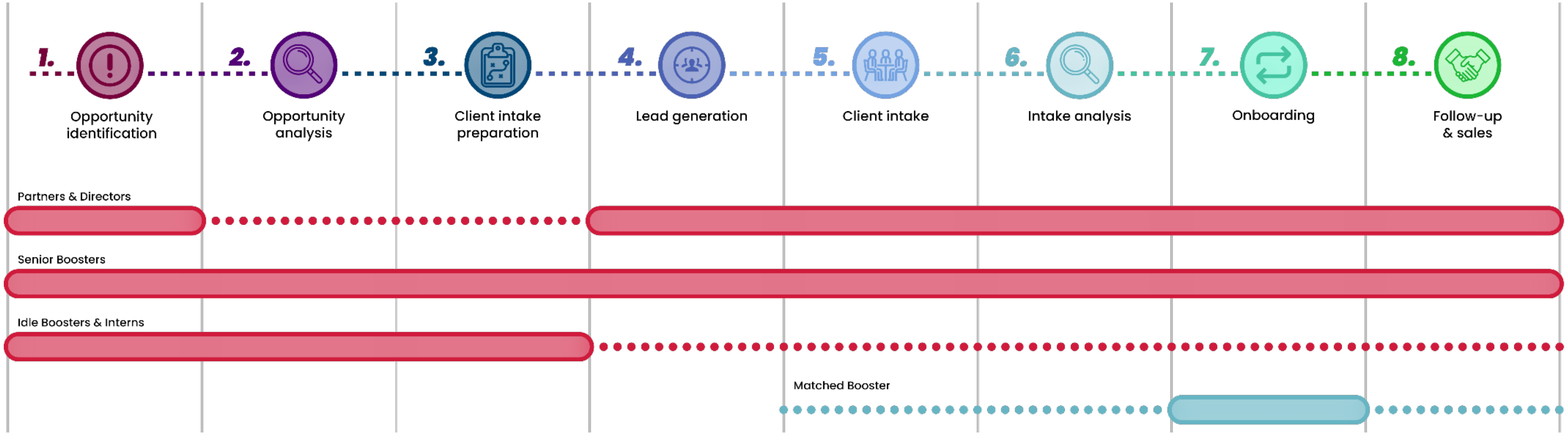

Figure 40: Proactive acquisition approach: Booster involvement

Apart from the roles mentioned earlier, there are Booster who are part of the New Business Development team but do not perform sales tasks. Their task is to constantly gather feedback on how the approach is used and perceived. This feedback is gathered through reflections that provide insights for improvements for the approach. The reflection takes place on the approach itself, the results that follow from it, the tools used and the way each step of the approach is performed. According to Guido Stompff (2019), the essence of design thinking is ‘learn by doing’: Learn what to create by trying things out. This learning happens when you reflect on the things you do. A reflective dialogue is characterized by two recurring words: "what if".

8.4. Execution in small steps

With their mission statement: “Professionals for strategy delivery in small steps”, IB knows best that radical innovations do not just happen suddenly. Radical innovations are achieved through gradual implementation, and thus through small steps. When the communication and organisation plans are lined up successfully, the execution of the approach can be carried out. For this a strategy is created to make IB gradually adopt the proactive client acquisition approach. This execution strategy consists of the following steps:

1. Gain knowledge;
2. Share knowledge;
3. Test, reflect and iterate.

The execution of the implementation approach starts with gaining knowledge about industries and organizations. Next to that IB should be tracking developments. The synergy between analysing industries and tracking developments results in business opportunities. When these opportunities are further analysed, relevant knowledge is gained. This relevant knowledge then is translated into marketing material.

By sharing this marketing material with potential clients, leads are obtained. From that moment, it is time to gradually perform the acquisition steps as described in the proactive acquisition approach of chapter 4. From the beginning, it is important to constantly reflect on the execution of the approach, as described in the previous paragraph.

9. Conclusion

In this concluding chapter, the research questions are answered and the benefits of this project for IB are described.

9.1. Answers to research questions

As described in the first chapter of this report, the design challenge of this project was stated as follows:

"Develop a tool for proactive client acquisition that provides the required knowledge, structure and focus for high success rates from sales calls."

The tool that has been developed for proactive client acquisition is the experience workshop. The experience workshop is preceded by six essential steps and succeeded by the essential follow-up step. Together they form the proactive client acquisition approach. This approach provides required knowledge, structure and focus. Knowledge is provided in terms of relevant information about industries and organizations. Structure is provided in terms of a step-by-step plan with sub-steps and structured and pragmatic tools. Focus is provided by means of several qualification models, in which business opportunities and prospects are qualified on its potential to be relevant for IB.

The research questions were drafted as follows:

- What does IB's business operations look like?
- What are relevant potential clients for IB?
- What is relevant knowledge about potential clients?
- What are critical success factors for successful client acquisition?
- With which approach can IB meet those requirements?
- How can this approach be implemented?

To conclude, the answers are as follows: IB is specialized in innovation services. They offer Entrepreneurial Innovation which consists of three types of expertise services: Innovation Strategies, Business Innovation, Behavioural Innovation. IB is active in segments characterized by traditional and complex organisations. Relevant clients are active in Western Europe and the USA and are in need of becoming more innovative. Before IB approaches potentials clients they should have relevant knowledge about the potential clients industry and organization. This knowledge consists of information about for example industry-related trends and technologies, and organizational structures. According to literature, critical success factors for successful client acquisition consist of the following:

1. Knowledge about industries and organisations
2. Usage of creative selling techniques
3. Successfully completing the 7 steps of selling
4. A continuous iteration of the approach through reflection
5. Ability to empathize with the client
6. A clearly structured approach

To meet those requirements, IB should follow the steps of the proactive acquisition approach as described in chapter 4. The approach should be implemented gradually according to the execution strategy consists of the steps: (1) Gain knowledge, (2) share knowledge and (3) Test, reflect and iterate.

9.2. Benefits for Innovation Booster

To conclude, this graduation project provided the following benefits for IB:

- Structure in acquisition approach
- Knowledge development
- Focus on relevant clients
- Pragmatic tools for acquisition
- Increase in the amount of leads
- New way to convince clients
- Shorter acquisition process
- Boosters are earlier involved with the client
    a. Learn how to perform client acquisition
    b. Onboarding of the Booster is easier
    c. Gradual transition between Project Management and New Business Development

The structure provided in the proactive acquisition approach sparked the New Business Development team to up their game as they concluded during the final demo of my project at IB. Furthermore, during my project, a lot of industries were explored, resulting in industry analysis reports, in which the latest industry-related trends, technologies and developments are described. With the qualification models, IB can identify relevant clients and sharpen focus on promising prospects. With the different pragmatic tools that are part of the proactive client acquisition approach, IB is supported in achieving their acquisition goals. The experience workshop introduced a new way to let clients experience IB's way of working in a unique and accessible way. When performed successfully, the experience workshop results in a shortened client acquisition process. At last, with the experience workshop, Boosters are earlier involved in the process with the client. As a result, the onboarding of the Booster in the project happens a lot easier. Furthermore, more Booster become involved in acquisition activities. At last, the experience workshop provides a gradual transition between the Project Management and New Business Development department of IB.

10. Discussion

This final chapter discusses the contribution of this project to the fields of strategic design and client acquisition. Furthermore, limitations that result in implications for further research are discussed and recommendations for IB are proposed.

10.1. Contribution to the field of strategic design

This project is a contribution to the field of strategic design as it shows how tools and principles of strategic design can be applied in composing client acquisition approaches and strategies. For example, in this project a lead qualification model is designed based on the three circles of desirability, feasibility and viability. In addition, personas are used as a tool to create a shared understanding of the prospective client and their organization. Furthermore, this project indicated that the process of iterative cycle of design thinking and the 1-10-100 method are useful for developing workshops that are related to client acquisition.

Strategic designers use creative tools and methods for solving complex problems, as well as identifying deeper problems that are hidden under the surface. This project showed that through strategic design, the initial design brief was transformed, resulting in another solution direction than proposed initially which is the typical for the strategic designer. In the end, the new solution direction was perceived quite positively by the client of this project.

10.2. Contribution to the field of client acquisition

The outcome of this project introduces a, unique and accessible way of acquiring new clients. The experience workshops shows how organizations can create desire among their clients. This desire is generated by letting potential clients experience the way of working. Specifically for organizations where the people are the assets, with this workshop, potential clients can experience the cooperation with their possible innovation partners. With the experience workshop, the project contributes to further exploring creative new ways of performing client acquisition.

10.3. Limitations and implications for future research

This paragraph describes the limitations of this project. Furthermore, implications for further research are proposed. The topics described in this paragraph are: reflection, co-creation, influence summer months, validation study limitations, and the impact of Covid-19.

10.3.1. Reflection

Reflection has been an important topic during different stages of this project. Both the experience workshop and the implementation of the proactive client acquisition include reflection parts. This report covers literature on reflection in detail, but it lacks a structured and clear process of how and when reflection should take place.

For further research it is recommended to dive deeper into the topic of how to perform reflection. Also, during this project I noticed that the people from IB did not always see reflection as an important as literature dictates. Therefore, it is also recommended for further research to cover the topic of how reflection can be stimulated within organizations.

10.3.2. Co-creation

Another important topic that should have been further analysed in this project is co-creation. In the end of the project I realized that the execution of the experience workshop is strongly related to co-creation. During the workshop, IB performs activities with the potential client in order to develop a solution direction, resulting in a project proposal. This means that the eventual proposal is drafted jointly with the client. In other words, IB co-creates the project with the client. Unfortunately, I realized the relation to co-creation too late in this project.

For further research it is recommended to integrate insights from design research about co-creation, in order to improve the experience workshop in terms of interaction with the client.

10.3.3. Influence summer months

The first executions of the experience workshop were performed during summer holiday. For IB, the summer months are characterized by postponed projects and project delays. Besides, the summer months are the most difficult months to land new projects, and there is less work for IB as there is the rest of the year since many clients have holidays. The first experience workshop was successful and resulted in a signed proposal and a start of the project after the shortest lead time ever. However, this scenario only provides insight into a one single workshop, while at the time of writing this report, four other workshops have been carried out from which no project has yet emerged, which is probably largely due to the summer time.

Therefore, it is recommended for further research to perform the experience workshop after the summer to get a more realistic picture whether the experience workshop can actually be a success.

10.3.4. Validation study limitations

The validation of the workshop is performed through triangulation of three different types of data generation, collection and analysis. However, the three different workshop executed and being studied were quite different from each other in terms of workshop activities, project scope, amount of participants and time keeping. Furthermore, only 2 people have been interviewed to gather feedback about the experience workshop.

For further research, more workshops need to be performed and more participants need to be interviewed, to be able to make firmly substantiated conclusions about the success of the experience workshop.

10.3.5. Impact Covid-19

This project started mid-February, only a month before the outbreak of Covid-19. You can imagine that Covid-19 had impact on this project. There are a number of examples affected by, such as the execution of brainstorm sessions and discussions that have taken place online as a result. However, the biggest impact of Covid-19 might be on the eventual outcome of this project: the experience workshop. The idea was to organize a physical meeting with the potential client, but so far, all executions of the experience workshop were online.

For further research it is recommended to investigate how effective an online version is compared to a physical version of the experience workshop. The activities performed during the workshop require active participation and interaction, which can mean that it is better to perform the workshop in a physical environment. However, a physical meeting might be a bigger investment in time and money, and with the use of latest technologies, an online meeting might be very effective as well.

10.4. Recommendations for IB

In the beginning of the project, the idea was to develop a tool that provided focus on relevant industries and organizations. The idea was to discover new relevant industries and discover how IB's services could be offered to the organizations, struggling with innovation. However, during this project I noticed that IB puts a lot of effort and time into exploring new markets, without having the resources for it. For example, a lot of research is done on the healthcare industry, but as far as I know, no new clients are being acquired in that industry. I absolutely believe that many industries, like the healthcare industry, are in need of IB's services. But before tapping into these markets, IB should hire people with experience in these industries, when IB is able to hire new people. But before that happens, I think it is more important to focus on the organizations and industries to which IB provides their services successfully.

Focus is not only important when talking about industries, markets and potential clients. Focus is also important when talking about products and services. During the project, I noticed that IB was busy drawing up new value propositions, apart from their key services: Business Innovation, Innovation Strategies and Behavioural Innovation. The same applies to these services as to tapping into new industries: focus on what you are good at and focus on new services when time and resources are available.

At last, the people of IB are very talented, social and commercially oriented. However, only a few people inside IB perform sales calls with potential client. That is why I recommend to schedule recurring time slots in which Booster are expected to perform sales activities. When performing sales activities it is important to learn 'on the job'. That is why I recommend to combine Junior and Senior Boosters for sales calls, so that Junior Booster can learn from Seniors. This combination is also recommended to use during experience workshops.

Appendices

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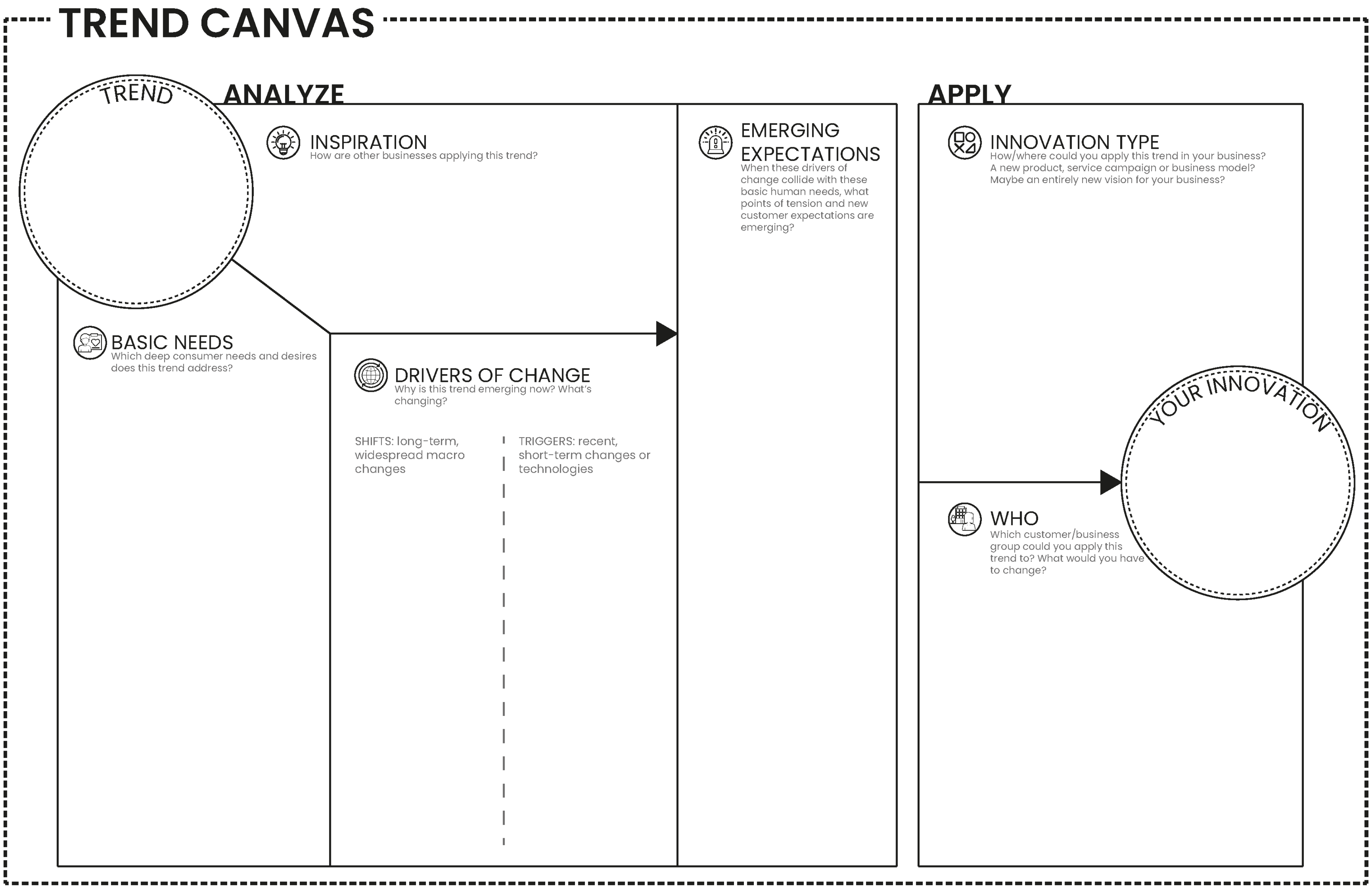
B: Trendwatching’s Trend Canvas



TREND CANVAS

TREND

ANALYZE

INSPIRATION
How are other businesses applying this trend?

BASIC NEEDS
Which deep consumer needs and desires does this trend address?

DRIVERS OF CHANGE
Why is this trend emerging now? What’s changing?

SHIFTS: long-term, widespread macro changes

TRIGGERS: recent, short-term changes or technologies

EMERGING EXPECTATIONS
When these drivers of change collide with these basic human needs, what points of tension and new customer expectations are emerging?

APPLY

INNOVATION TYPE
How/where could you apply this trend in your business? A new product, service campaign or business model? Maybe an entirely new vision for your business?

WHO
Which customer/business group could you apply this trend to? What would you have to change?

YOUR INNOVATION

C1: Opportunity Frame

Opportunity Frame

Illustration / image

Description

Pains and needs

Solution Direction

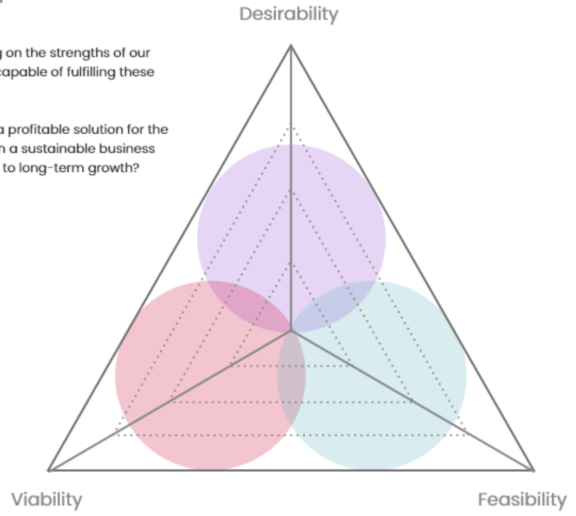
Target audience and industry

Opportunity qualification

Desirability:
Does the target audience want our expertise as a solution to their pains and problems? Do we fulfil their needs with our expertise?

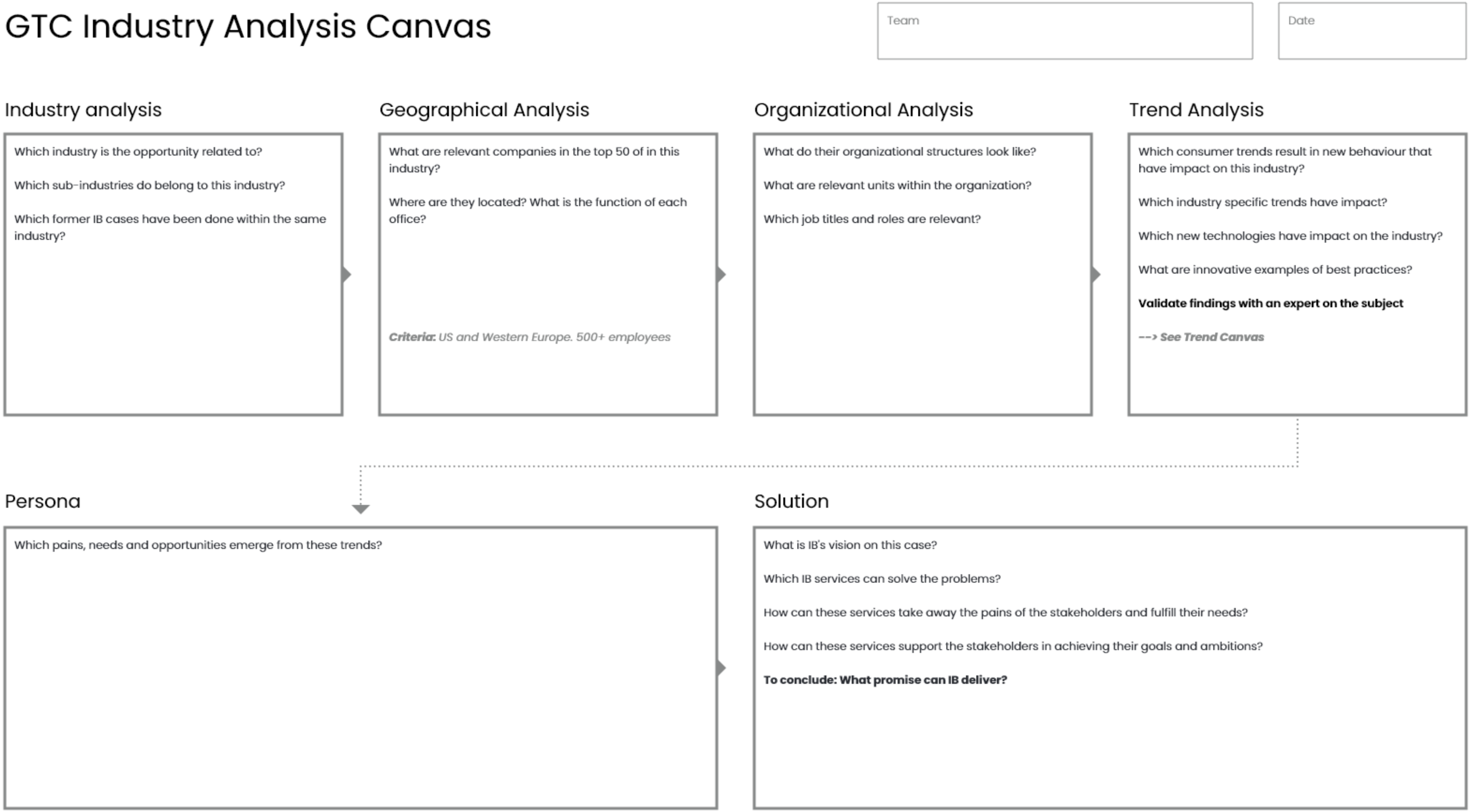
Feasibility: Are we building on the strengths of our current expertise? Are we capable of fulfilling these pains and needs?

Viability: Can we provide a profitable solution for the target audience, along with a sustainable business model? Can we contribute to long-term growth?



INNOVATION BOOSTER

C2: Industry Analysis Canvas



GTC Industry Analysis Canvas

Team

Date

Industry analysis

Which industry is the opportunity related to?

Which sub-industries do belong to this industry?

Which former IB cases have been done within the same industry?

Geographical Analysis

What are relevant companies in the top 50 of in this industry?

Where are they located? What is the function of each office?

Criteria: *US and Western Europe. 500+ employees*

Organizational Analysis

What do their organizational structures look like?

What are relevant units within the organization?

Which job titles and roles are relevant?

Trend Analysis

Which consumer trends result in new behaviour that have impact on this industry?

Which industry specific trends have impact?

Which new technologies have impact on the industry?

What are innovative examples of best practices?

Validate findings with an expert on the subject

--> See Trend Canvas

Persona

Which pains, needs and opportunities emerge from these trends?

Solution

What is IB's vision on this case?

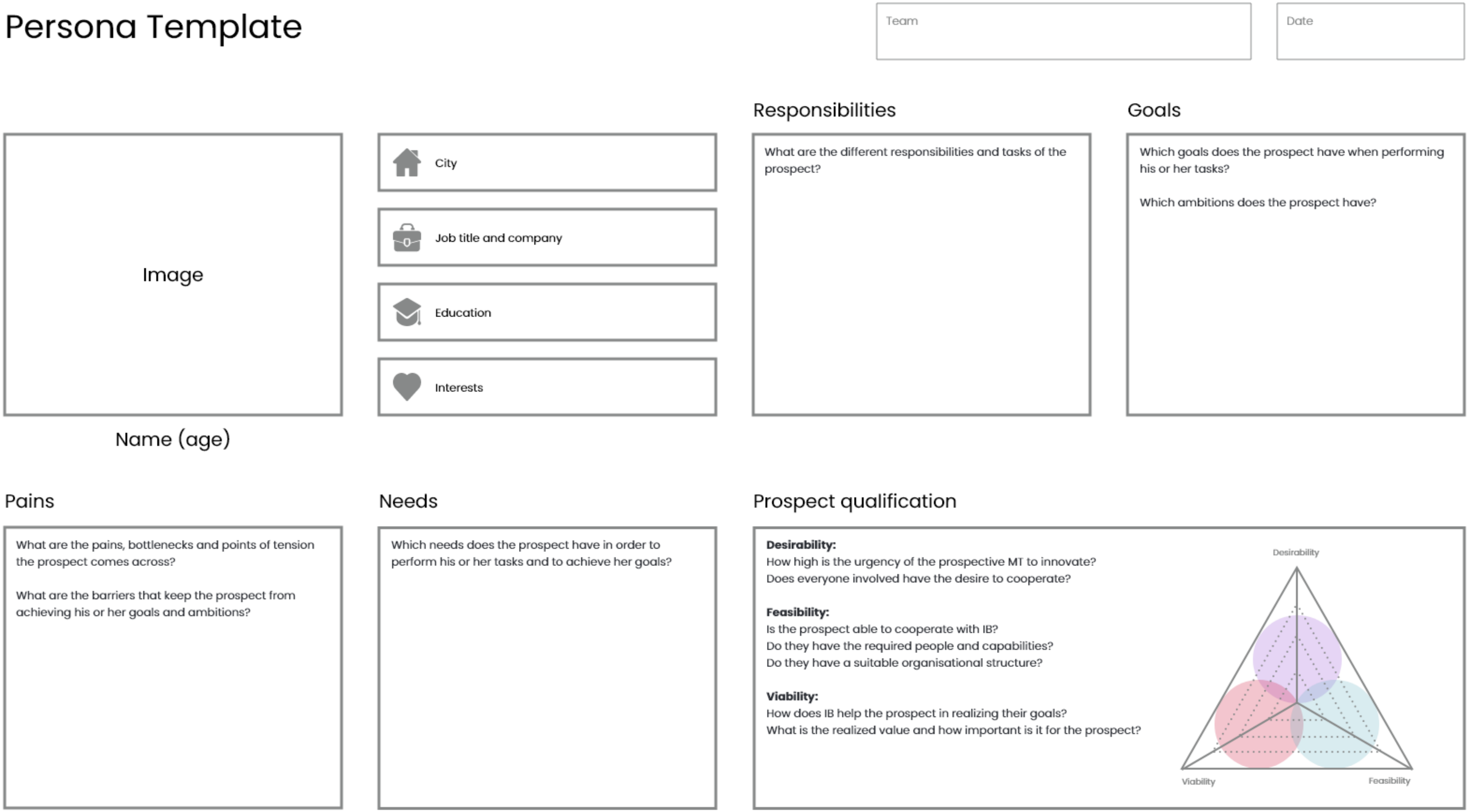
Which IB services can solve the problems?

How can these services take away the pains of the stakeholders and fulfill their needs?

How can these services support the stakeholders in achieving their goals and ambitions?

To conclude: What promise can IB deliver?

C3: Persona Template



Persona Template

Team

Date

Image

Name (age)

City

Job title and company

Education

Interests

Responsibilities

What are the different responsibilities and tasks of the prospect?

Goals

Which goals does the prospect have when performing his or her tasks?

Which ambitions does the prospect have?

Pains

What are the pains, bottlenecks and points of tension the prospect comes across?

What are the barriers that keep the prospect from achieving his or her goals and ambitions?

Needs

Which needs does the prospect have in order to perform his or her tasks and to achieve her goals?

Prospect qualification

Desirability:
How high is the urgency of the prospective MT to innovate?
Does everyone involved have the desire to cooperate?

Feasibility:
Is the prospect able to cooperate with IB?
Do they have the required people and capabilities?
Do they have a suitable organisational structure?

Viability:
How does IB help the prospect in realizing their goals?
What is the realized value and how important is it for the prospect?

D1: Workshop Observations Guide

Goal: Identify points of improvements in the execution of the experience workshop.

Focus: The focus of the observations will be on the multiple participants of the workshop, both IB and clients. I will look at the interaction between the different participants, the excitement level of the client and the information exchange between participants. I will also look at the role of the context.

Observation sheet

Phase of workshop	Observation	Interpretation

D2: Interview Guide Experience Workshop Validation

Research question: How is the experience workshop perceived by participants?

Subtopics: Reasons to participation, execution, goal and evaluation of the experience workshop.

Intro

Hi. My name is Joris Schouten and I am currently working on my graduation project at Innovation Booster. On [date] you participated in an experience workshop. For my graduation project I designed this workshop and I would like to evaluate it with the participants. That is why I would like to ask you some questions about it. This will take about half an hour. If you agree, I will record our conversation so that I can listen back. I will also send you an audio transcript if you want.

Reasons to participation.

Why did you participate in the workshop?

Which aspects of the workshop did you find attractive?

To what extent did these aspects influence the choice to participate in the workshop?

What were your expectations beforehand?

Execution

How did you experience the workshop?

What was good about the workshop?

What was less good / room for improvement?

Goals

What do you think is the purpose of the workshop?

To what extent did the workshop provide insight into:

- the added value of Innovation Booster?
- the collaboration with Innovation Booster?
- the implementation of an innovation project with Innovation Booster?

Evaluation

Did you find this workshop valuable?

If yes / no: why

General probes:

Why do you think that? Can you tell a bit more about that?

D3: Workshop Observations IB x RG

Phase of workshop	Observation type	Observation	Interpretation
Workshop introduction	Interaction problem	Participant cannot access Mural with his corporate email address	Participants should enter Mural anonymously to prevent delay
Workshop introduction	Role of context	Participant cannot access Mural with his corporate email address	This interaction problem would not happen in a physical (offline) workshop
Workshop introduction/ Workshop expectations	Participant excitement level	“No questions, we can jump into Mural!”	Participant is excited to perform tasks
Workshop expectations	Interaction problem	Participant did not write down his expectations of the workshop, but of the whole project	Participant did not understand that he should write down the expectations of the workshop
Success criteria and risks	Participant excitement level	Participant is excited to perform tasks again when being told to	Active interaction with participant enhances excitement level
Success criteria and risks	Participant excitement level	Chit chat (small talk about i.e. color of the post-it) makes participant laugh	Chit chat enhances participant excitement level
Success criteria and risks	Participant excitement level / information exchange	“I really like the way you divide success criteria in: short, mid and long-term goals. It is very useful as a framework and to define a practical approach. Very useful”	Learning new practical and useful tools enhances participant excitement level
Success criteria and risks	Participant excitement level / Information exchange	Participant’s reaction after further explaining IB’s approach on mid-term deliverables: “Very interesting, thanks.”	Explaining the added value of IB enhances participant excitement level
Success criteria and risks	Information exchange	Participant’s reaction after describing potential risks: “I totally agree with you, the last one is very important.”	Recognizing important risks enhances participant involvement

Issue analysis: Reflecting on predetermined project scope	Information exchange	Participant mentions a small unalignment about involved stakeholders	Reflection results in participant involvement and a shared understanding and acceptance of the project scope (Van Turnhout et al., 2013).
Issue analysis: Reflecting on predetermined project scope	Information exchange	Participant mentions a unalignment about the size of the project	Reflection results in participant involvement and a shared understanding and acceptance of the project scope (Van Turnhout et al., 2013).
Overall observation	Role of context	All three participants do not speak native language. Therefore, further explanation is sometimes required	Speaking native language enhances workshop efficiency.
Issue analysis: Deliverables	Participant excitement level	Participant is excited to perform tasks again when being told to.	Developing ideas for the different activities enhances excitement level
Issue analysis: Deliverables	Interaction problem	Participant describes deliverables too much in detail.	Participant was not aware of the level of detail he should describe
Issue analysis: Deliverables	Interaction problem / information exchange	Participant lost his attention	Perhaps an information overload → assumption
Issue analysis: Deliverables	Participant excitement level / information exchange	Participant asked for further explanation	Further explanation clarifies and enhances participant participation
Issue analysis: Deliverables	Participant excitement level / information exchange	“You put one the table a valuable solution to achieve this goal. It is a practical way to design a more efficient process”.	Learning new practical and useful tools enhances participant excitement level.
Workshop wrap-up	Participant excitement level	“It was creative, made me curious and it was very useful. Next to that is was very practical.	Reflecting on the whole workshop results in a positive closure.
Workshop wrap-up	Participant excitement level	“We are on the ground with each other.”	Jointly performing activities enhances group dynamics.

D4: Codebook interviews

Superfamily	**Family**	**Code**
Participant perceptions	Positive perception	Group interaction
		Innovative problem solving approach
		Mural tooling
		Workshop structure
		Discussing expectations beforehand
		Preparation
		Fun
		Collaboration
		Flexibility
		People
		Open atmosphere
		Pleasant client-supplier relationship
		Amount of people
		Providing credibility
		Providing security
		Providing clarity about project
		Providing clarity about people
		Getting to know innovation partners while working on the problem
		Providing direction
		Providing confidence
		Facilitation
		Tight schedule
		Project management
		Skills
		Working purposeful towards what is needed
	Negative perception	No innovative solution for business problem
		Bringing excitement in a sensitive subject.
		Wanting IB to solve the problem (not the client itself).
		No overview when zooming in in Mural
		Discover new solution would diminish value of session
Influencing factors	Type of client	Color profile of participants
		Type of department within client organization
	Project scope	Problem was already clear
		Solution was already clear
Point of attention	Booster match	Clear match required
		Participant in need of seniority instead of Junior Booster
	Role IB during project	Process supervisor / strategic partner
		UX designer / supervisor
	Investment IB	Workshop requires a considerable investment
Benefits Workshop	Benefits clients	Learnings workshop implemented in daily work
		Quicker start resulting in being able to deliver enormous amount of value
	Benefits IB	Getting the contract signed
		Quicker project start
		Outperforming competition
		Providing insight into collaboration with IB
		Providing insight into IB's way of working
		Providing credibility
		Providing security
		Providing clarity about project
		Providing clarity about people
		Providing direction
		Providing confidence
Other	Workshop expectations	New innovative solution for business problem
		Name IB results in high expectations
		Checking Booster capabilities
		No expectations because it was completely new
	Reasons for participation	Collaboration experience
		Triggered by IB
		Urgent business problem
		Being involved in drafting project proposal
		Free workshop
		Resulting in better project flow

D5: Code families visualization

Superfamilies	Participant perceptions	Influencing factors	Points of attention	Benefits workshop	Other
Families	Positive perceptions	Type of client	Booster match	Benefits clients	Expectations
	Negative perceptions	Project scope	Role IB	Benefits IB	Participation reasons
			Investment IB		

D6A: Transcript Interview 1

I-JS: Goed dan is het nu aan het opnemen. Dan zal ik maar gelijk de eerste vraag stellen. Waarom heeft u deelgenomen aan de sessie?

R-AM: Ik heb deelgenomen omdat, mijn collega was bekend met Innovation Booster vanuit KCM, dus onze asset management tak, daarmee had ze al meerdere gesprekken gevoerd. Maar er was niet echt een aanleiding om er iets mee te doen. Timing was nooit goed of er was geen budget. En toen werd er vanuit Innovation Booster aangeboden van laten we een pilot doen, dan kun je ervaren hoe het is om met hen samen te werken, dus daarom was ik getriggerd.[3] Ik was getriggerd door het woord Innovation. [4]

I-JS: Oke, en zoals u al aangaf. De pilot vond u interessant om te zien en te ervaren hoe het is om samen te werken. Waren er nog andere redenen waarom u dacht: dit zou ik willen?

R-AM: We hadden ook wel een urgent business probleem[5]. Want ik dacht het is wel leuk. voornamelijk die innovation, daar sloeg ik echt op aan op dat woord. Toen dacht ik van nou, misschien is het wel is goed om met andere partijen met een andere frisse bril te kijken naar dit probleem. Dus op zoek gaan naar een andere oplossing.

I-JS: En voordat u aan de sessie heeft deelgenomen, wat waren u verwachtingen vooraf?

R-AM: Nou mijn verwachting vooraf was dat ik met een hele nieuwe oplossing zou komen. Dus de verwachting, de lat lag heel hoog. Ik ging met hele hoge verwachtingen dat gesprek in. [6]

I-JS: En zijn die verwachtingen ook waargemaakt?

R-AM: Nee[7]

I-JS: Oke, en waarom vindt u dat niet?

R-AM: Nou ja wat ik zeg he, de Innovation Boosters, de naam in zichzelf dat roept bij mij een aantal dingen op. Dus ik had dus verwacht dat de uitkomst van deze workshop een hele innovatieve oplossing voor mijn businessprobleem zou zijn. Dat was het niet. De innovatie zat er in de manier van interactie[8] en proces begeleiding om tot een oplossing te komen, dat was innovatief.[9] Maar de oplossing in zichzelf was niet geheel nieuw of dat ik echt van mijn stoel viel van dit had ik zelf nou niet kunnen verzinnen. Wat innovatief was, was de project/proces aanpak. Dus hoe behandel je een probleem?

I-JS: En de oplossing zelf die tijdens de sessie is bedacht..

R-AM: Daar is niets nieuws aan. Dat hadden we zelf ook al verzonnen. We zijn niet tot een eureka moment gekomen van nou

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[3] Reason for participation: Free collaboration experience
[4] Reason for participation: Triggered by the words Innovation Booster
[5] Reason for participation: Urgent business problem
[6] Expectation: New innovative solution for business problem
[7] Negative perception: No innovative solution discovered
[8] Positive perception: Group interaction
[9] Positive perception: Problem solving approach

dit is helemaal nieuw en nee, dat niet. Voor mij he! Ik kom natuurlijk van een hele bèta kant. Heel blauw.[10] Maar dat hele om tot die uitkomst te komen dat was nieuw. Daar zat die innovatie dan in.

I-JS: En de activiteiten binnen de sessie zelf, hoe heeft u die ervaren?

R-AM: Nou wat ik heel leuk vond. Ik ben even de naam kwijt, maar we gingen werken met zo'n prikbord.[11]

I-JS: Mural

R-AM: Ja, met heel veel gele plaknotities, Mural is voor mijn blauwe karakter best wel …. Ik vond het in het begin heel erg overweldigend. En mijn collega, die is heel creatief. Die vind het helemaal lekker met die dingen bezig te zijn.[12] Maar ik had echt van holy shit. Dat vond ik heel erg.. ik kon het ook heel goed teruggeven.. dat vond ik heel erg overweldigend al die memo kaartjes. Want van die kleine dingen. Vaak kan je het ook niet helemaal zien op het scherm. Nou ja, dat vond ik in eerste instantie heel overweldigend. Maar het maakte wel, wat ik er nieuw aan vond is dat de vragen werden beantwoord en er kwam ook een soort consensus uit. Dus dat Mural heet het he? Nou dat vond ik wel heel mooi. In een sessie met drie vier mensen dacht ik nou. Was virtueel dan, dacht ik nou dat vind ik wel een hele mooie tool.

I-JS: Oke, goed om te horen. Waren er verder nog onderdelen van de sessie die u positief vond? Los van de Mural op zichzelf?

R-AM: Nou ik vond dus de tooling heel positief en de manier waarop het gefaciliteerd werd. Het werken dus met mural vond ik echt heel goed. Het was een hele plezierige jongen die dat begeleidde, en hij bracht ook structuur in de discussie.[13] Want als je met hele creatieve mensen zo'n ding gaat invullen, thats all over the place. En de reactie bij mij is dan: Je moet een goede facilitator hebben, zodat het voor iedereen onboarden blijft, en dat deed hij echt super goed.

I-JS: Goed om te horen. Waren er ook nog onderdelen of aspecten die u minder goed vond?

R-AM: Nee ik vond de tooling fantastisch, de facilitator fantastisch, de vragen kregen we beantwoord. Ik ben erg gevoelig voor woorden. Als je een woord gebruikt, dan moet daar iets achter zitten, maar dat is mijn aard. We hadden dus een facilitator, de eigenaar was erbij en we hadden nog een Booster erbij. Als je heel pragmatisch bent zoals ik, begrijp je daar helemaal niks van. Maar mijn collega vond dat heel fijn, want die Booster bracht er veel energie in. Maar daar kon ik als persoon niet zo veel mee. Ik wilde geen energie, want het vraagstuk ging over een vlootschouw waarin mensen gepromoot of gedemoot worden. Dat ging dus over promoties of dat je de deur uit moest, dus daar was niks leuks aan. En om het dan gezellig te gaan maken, dat vond ik persoonlijk

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[10] Influence color profile participants: Blue color profile want structure and overview

[11] Positive perception: Mural tooling

[12] Influence color profile participants: Yellow color profile enjoys exploring creative solutions without structure

[13] Positive perception: Facilitator providing structure during workshop

ingewikkeld.[14] Maar mijn collega, die is heel geel, die vond dat fantastisch.

I-JS: Daar kan ik me helemaal in vinden. Het is naar mijn mening essentieel om de sessie voor te bereiden aan de hand van de kleurenprofielen van de deelnemers. Weten met wie de sessie wordt uitgevoerd. Dus ik vind het dan ook weer fijn om te horen dat dat door u wordt bevestigd.

R-AM: Ja precies. Wij zijn ons ook heel bewust van bepaald gedrag en van wat we nodig hebben. Mijn collega is heel geel en ik heel blauw, maar we teamen wel heel goed bij elkaar. Ik denk dat het heel belangrijk is om in de voorbereiding van jullie sessie mee te nemen met wat voor kleurenprofiel je te maken hebt. [15]

I-JS: Daar kan ik me volledig in vinden.

R-AM: Bij Innovation Boosters verwacht je, mijn overall gevoel als blauw persoon, soms dacht ik en misschien is het ook wel het business model. Het is net alsof je bij een coach komt. Daar moet je ook altijd zelf het probleem voor je oplossingen bedenken. Dat vind ik helemaal niet leuk. Ik wil dus dat iemand ander de oplossing verzint[16]. Ik snap wel dat je dat niet helemaal van een externe partij verwachten. Maar ergens had ik zo'n gevoel bij de naam Innovation Booster. Wat brengen jullie precies in als bedrijf: Ben je een procesbegeleider, of ga je ook strategisch meedenken in de oplossingensfeer?[17] Maar goed het was ook maar 2,5 uur. Dat is iets wat bij mij op kwam, van goh: Waar zit nou de added value van Innovation Booster?[18] Maar ik geef gewoon ongefilterde feedback, want daar heb je het meeste aan.

I-JS: Daar heb ik zeker wat aan. Ik vind het alleen jammer dat ik u niet het antwoord op uw vraag kan geven.

R-AM: Maar dat hoeft ook zeker niet hoor.

I-JS: Goed, we hadden het net over de verwachtingen vooraf. En daarin gaf u aan dat u verwacht had een oplossing te krijgen in de sessie. Was dat ook echt uw doel: een oplossing voor het business probleem?

R-AM: Ja, we hadden zelf een een oplossing verzonnen. We dachten dus door deze pilot in te gaan dat we misschien toch misschien iets anders zouden doen. Toch meer het eureka moment zouden meemaken. Tijdens de sessie werd ook gevraagd wat zijn je verwachtingen, en dat vond ik heel goed.[19] Dat was dus een innovatieve oplossing voor het business probleem. Wat er uitkwam, was in lijn met wat we zelf hadden bedacht en dat was vrij traditioneel.

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[14] Negative perception: Booster role as bringing excitement in a sensitive problem subject.

[15] Suggestion: Include color profile participants in preparation session.

[16] Negative perception: Participant does not want to solve her problem, but wants IB to solve it.

[17] Point of attention: Ambiguity about role IB: Process supervisor or strategic partner?

[18] Point of attention: Ambiguity about added value IB.

[19] Positive perception: Discussing expectations beforehand.

I-JS: Oke dus de manier waarop de uiteindelijke oplossing was gekomen was heel innovatief, maar de oplossing zelf was erg traditioneel.

R-AM: In mijn beleving wel ja.

I-JS: Oke helder. En in hoeverre heeft de sessie in de toegevoegde waarde van Innovation Booster? U zei net al dat die added value niet helemaal duidelijk was, maar ook dat de manier waarop het de oplossing voor het probleem werd benaderd erg innovatief was. Heeft u nog andere voorbeelden?

R-AM: Ja ja, de sessie heeft geresulteerd in een offerte. Dat was allemaal prima, daar schrok ik niet van, dat was een normale consultancy fee. Maar er stond wel in dat Innovation Booster graag een Junior Innovation Booster met jullie meegaat in het project. Terwijl ik dacht: nou ik heb liever die facilitator. Die was wat meer senior, die heb ik dan liever, al was het maar 2 uur in de week. Dan een hele week 4 weken lang die jongere persoon. Omdat, voor ons gevoel, was die match niet helemaal daar. Wij hadden kennelijk niet goed genoeg uitgelegd dat we behoefte hadden aan senioriteit waarbij we willen spiegelen: zijn we goed? In plaats van een jong iemand die helemaal met ons meeloopt[20]. Want die vertraagt, en voor ons gevoel was dat niet het moment.

I-JS: Nee oke helder.

R-AM: Maar de sessie was erg aimable, open en leuk. Daar was helemaal niets mis mee. Voorbereiding was goed[21], de offerte zag er goed uit.[22] Op dat hele proces is helemaal niks aan te merken. Het enige is dat ik persoonlijk had: Innovation Booster positioneert zichzelf op een bepaalde manier, dat creëert verwachtingen. Misschien veel te hoog aan mijn kant, maar goed dat is dan zo[23]. Daar scheurde het wel een beetje bij mij.

I-JS: Dus echt het eureka moment van een hele innovatieve oplossing, daar scheurde het?

R-AM: Ja.

I-JS: Oke helemaal helder. En in hoeverre heeft de sessie inzicht gegeven in de samenwerking met Innovation Booster. Was dat is de sessie duidelijk naar voren gekomen?

R-AM: Ja ja ja. Dat was helemaal prima. Prima mensen. De tooling goed.[24] Het was leuk.[25] Open en meteen in verbinding. De samenwerking was echt helemaal super[26]. En ook in de voorbereiding, de flexibiliteit[27]. Bij ons is het altijd haasten, rennen, altijd wat. Nee dat was echt helemaal super. En heel goed. Leuke mensen ook. [28]

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[20] Point of attention: Ambiguity in communication: Participant was in need of seniority instead of a Junior Booster

[21] Positive perception: Well-prepared workshop.

[22] Positive perception: Proposal was good.

[23] Expectations: positioning IB results in too high expectations.

[24] Goal workshop: providing insight into collaboration with IB: people, collaboration and tooling

[25] Positive perception: "It was fun".

[26] Positive perception: "Collaboration with IB was super."

[27] Positive perception: Flexibility from IB.

[28] Positive perception: "Nice people"

I-JS: Goed om te horen. En het aimabele en het was open, was dat positief?

R-AM: Ja dat was heel positief en niet zo zeer dat wij alleen maar open waren, maar ook aan de kant van Innovation Booster. Als het nodig was werd er gewoon gezegd van: Nee dit is niet goed. [29], Je hebt een klant-aanbieder relatie, en dit was de eerste keer dus ik snap wel, dat dat niet helemaal gelijkwaardig kan voelen, maar ik vond het wel heel plezierig en met plezierige mensen. [30]

I-JS: Top dat klinkt positief. En in hoeverre heeft de sessie inzicht gegeven in de invulling van het project? Dus echt hoe het project eruit komt te zien? In hoeverre heeft de sessie daarin inzicht gegeven?

R-AM: Ik denk best wel goed. Uiteindelijk bracht het veel structuur, omdat het bij ons gaat om een change project. En tijdens de sessie zag je heel duidelijk het proces, the people en de producten. Dat was heel gestructureerd.[31] Dus je ziet wel de aanpak van Innovation ccesvol is. Als blauw persoon maakt mij dat eigenlijk helemaal niets uit. Maar je moet je er wel van bewust zijn dat je op meerdere niveaus vragen moet stellen. Dus dat ik vond ik wel heel leuk. Die kennis heb ik dus geïncorporeerd in mijn andere sessies. Zodat je van te voren meer draagvlak creëert. En dat je mensen laat Booster. Hoe het werkt, wie waar verantwoordelijk voor is. Dat gaf veel inzicht. [32]

I-JS: En als u terugkijkt op de gehele sessie, vond u deze waardevol, voor uw bedrijf?

R-AM: Ja. Voor ons bedrijf was het heel erg waardevol.[33] Ik zie ook wel mogelijkheden om in de toekomst samen te werken. Het is wel afhankelijk van welk team je mee gaat samenwerken.[34] Die voorbereiding met de kleurenprofielen is belangrijk. Bij ons bedrijf zitten best veel superblauwe analytische mensen zoals ik. En er zitten ook heel veel rood-gele mensen. Die voorbereiding is belangrijk. Uiteindelijk zal het mensen bij ons bedrijf helpen om meer procesmatig met product and people te betrekken in het proces. En vooral de people kant. Ik denk dat dat heel veel inzicht zal geven. En we houden heel erg van tools. Dus ik vond die tooling heel erg mooi. Ja we hebben die niet bij ons bedrijf. En ik had laatst tijdens een discussie dat ik wel dacht van: Ik moet even een aantal vragen van te voren stellen, omdat ik dat geleerd heb bij Innovation Booster. Bijvoorbeeld wanneer deze sessie su
meedenken. En dat je niet een kant en klaar plan maakt. [35] Ik denk dat dat heel werkbaar is, maar het is afhankelijk van de persoon waar je mee te maken hebt. En ook met de personen aan jullie kant. Die fit is wel belangrijk vind ik. [36]

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[29] Positive perception: “It was open, we could both say when something was wrong when necessary”.

[30] Positive perception: “pleasant customer-supplier relationship”.

[31] Positive perception: “you clearly saw the process, the people and the products. That was very structured.”

[32] Goal workshop: Insights provided into IB’s way of working.

[33] Positive perception: “Workshop was really valuable”.

[34] Influencing factor: Depending on which team.

[35] Benefit client: Learning from workshop implemented in daily work.

[36] Point of attention: There has to be a match with our people and the people from IB.

I-JS: Helder. En het aantal personen? Los van welke personen het precies waren, vond u de samenstelling qua hoeveelheid plezierig?

R-AM: Ja maar dit was virtueel he. Virtueel is altijd een beetje anders. Virtueel moet niet te groot zijn. Want we waren met z'n 5en in totaal en je bent zo 2 uur verder. En we hebben niet alles kunnen doen. Als je iedereen aan het woord laat. Het waren 3 van jullie kant en 2 van onze kant. Dus..

I-JS: Misschien iets te veel als ik het goed begrijp?

R-AM: [37]Nee dat was prima, want we willen er allemaal wat van leren, ook jullie. Hoe werkt het, hoe komt het over. Maar ik weet het niet, ik vind het lastig. Ik denk wel dat je junior met senior moet combineren. En ik denk ook dat het goed is om iemand op de achtergrond te hebben die checkt of het goed gaat of niet. Maar ik weet dat niet precies, ik heb daar geen oordeel over.

I-JS: Maar bij de verschillende onderdelen van de sessie: de succesfactoren, de activiteiten, deliverables, people, process, planning etc. Wat vond u dan van 5 personen die allemaal hun zegje doen, heeft u dat prettig ervaren?

R-AM: Maar dit is virtueel, in een class room setting is alles anders. Ik heb zelf ook lesgegeven. Als je dan al die memos plakt op een flip en daarna gaat groeperen, dan mogen er wat mij part 40 man in een class room zitten. Maar virtueel vond ik het voor mij persoonlijk lastig, omdat je de hele tijd moet inzoomen op delen van het bord of de flipchart, of hoe je het ook wilt noemen. En dan raak je het overzicht kwijt.[38] Daardoor vond ik het soms lastig. Meer personen betekent meer invalshoeken en dat maakt de discussie leuker, vind ik persoonlijk. Het nadeel is wel, als er veel mensen in een sessie zitten, dan heb altijd mensen die heel snel dingen opschrijven.

I-JS: Omdat het dan zo veel is?

R-AM: Ja en dan moet ik nadenken, wat is de structuur, hoe zit dat, dit is niet duidelijk. Dan loop ik tien stappen achter zijn mijn collega's al de deur uit, hahaha.

I-JS: Hahaha helemaal duidelijk. Ik herken dit absoluut.

R-AM: Mijn collega is heel geel en wij werken heel goed samen. Zij is een soort stuiterbal en daar kan ik heel goed in meegaan en vertalen in concrete stappen. Gele mensen hebben vaak weinig executie en implementatie kracht. Hoe gaan we het nou doen? En dan zeg ik: Zo gaan we het doen. Ik vind het fijn om samen te werken met iemand die geel is, maar wel iemand met inhoud. Het moet wel evidence-based zijn en geen gebakken lucht. Goed, volgens mij heb je de vragen gesteld, ik vond het erg leuk. Ik heb het gezegd zoals ik het dacht.

I-JS: Dat klopt, onwijs bedankt voor uw tijd en feedback.

R-AM: Helemaal goed. Veel succes ermee.

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[37] Positive perception: Amount of people.

[38] Negative perception: No overview of overall session when zooming in on specific part of the session.

D6B: Transcript Interview 2

I-JS: Waarom heb je deelgenomen aan de sessie?

R-WP: Omdat Anthony had uitgelegd dat het onderdeel is van het proces om tot een offerte te komen.[39] En dat IB dat voor hun rekening neemt.[40] En dat jullie ervaren dat wanneer er van te voren al meer informatie beschikbaar is, dat het traject beter verloopt. [41]

I-JS: Oke. En het aspect dat IB de sessie voor haar rekening neemt, dat was een reden om deel te nemen aan de sessie als ik het goed begrijp?

R-WP: Dat was onderdeel van de werkwijze van Innovation Booster, waarbij zij zeiden: Dit is voor onze rekening. Het feit dat het onderdeel was van hun traject, dat was de reden om deel te nemen.

I-JS: Oke. En waren er nog bepaalde aspecten van die van te voren benoemd waren, waarvan jij dacht: dat vind ik aantrekkelijk?

Ik vind het wel goed dat een partij zich zo goed mogelijk probeert in te lezen en te begrijpen wat de klantvraag is.[42] Dit is een vrij uitgebreide manier. Zo'n sessie met een aantal mensen. Maar daarmee laat je wel zien dat je het serieus neemt.

I-JS: En dat het onderdeel is van de werkwijze van IB en dat ze het serieus nemen, wat vind je daar dan aantrekkelijk aan?

R-WP: Ik denk dat bij dit soort trajecten, die toch vaak vaag zijn aan het begin. Dan is het goed dat de partij zich dat beseft. Je kunt je voorstellen dat er partijen zijn die zeggen: ik snap wel wat we gaan doen. Zijn kort door de bocht. Die beloven veel. En dan blijkt in de eerste week dat ze het niet goed gesnapt hebben, of dat ze de juiste expertise toch niet hebben, dat ze het een beetje overdreven hebben. En omdat je dat nu naar voren haalt, laat je zien dat je weet dat dat soort dingen gebeuren. En dat je dus jezelf ook heel serieus neemt. [43]

I-JS: Kan ik daaruit opmaken dat de sessie een bepaalde vorm van zekerheid heeft gebracht aan jullie? Zekerheid als in duidelijkheid hoe het project eruit komt te zien?

R-WP: Ja[44] en het gaf mij ook heel veel duidelijk over de mensen die aan boord zouden komen. En dat was voor mij ook heel belangrijk[45]. Wij namen extra expertise in het team op, in de vorm van Rosa en Ernst. En ik heb nog twee andere offertes tegelijkertijd laten lopen. En daar had ik juist een hele grote mismatch met de mensen die werden aangedragen. Dus ja aan de ene kant leer je de mensen tijdens de sessie goed kennen, al werkende aan het probleem. Dus dat is al heel fijn.[46] Aan de andere kant: andere partijen deden het ongestructureerder manier, en een beetje all over the place, en daar zag

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[39] Reason to participation: Part of the process towards a proposal. → Client is involved in content of the proposal

[40] Reason to participation: Workshop is not invoiced.

[41] Reason to participation: Results in a better flow of the project.

[42] Positive perception: "It is good that a party tries to read in as well as possible to understand what the client demand is."

[43] Positive perception: "You show that you are aware of the vague beginning of a process. This shows that you take the project seriously."

[44] Positive perception: Experience workshop provides security and clarity of the subsequent project.

[45] Positive perception: "It also gave me a lot of clarity about the people who would be on board. And that was also very important to me."

[46] Positive perception: "You get to know the people well during the session, while working on the problem. So that's very nice."

ik echt wel heel groot het verschil in aanpak. Dat was voor mij heel prettig werken. [47]

I-JS: Dus de werkwijze en de mensen met wie je samen zou komen te werken, dat was belangrijk om te ervaren tijdens de sessie. En los daarvan, wat waren jouw verwachtingen van de sessie zelf?

R-WP: Mijn allerbelangrijkste verwachting was het checken van Ernst en Rosa[48]. Alje deed ook mee maar dat was voor mij minder interessant omdat hij niet hands-on in het project aanwezig zou zijn. Dus voor mij was het vooral belangrijk: Zie ik het zitten met ernst en rosa? En wat ik heel prettig vond, en dat was niet een verwachting, maar wel een hele mooie bevestiging, namelijk dat ze het allemaal zo gestructureerd deden. [49]Dus ik had eigenlijk geen verwachtingen, omdat het niet zo vaak voorkomt dat partijen dit doen, dus ik had eigenlijk zoiets van: Bring it on![50] Maar ik denk dat het heel slim is geweest. Aan de andere kant had het ook averechts kunnen werken. Namelijk als Ernst of Rosa niet geschikt werden bevonden en geen goede indruk hadden gemaakt. Dan had je vanuit IB heel veel tijd gestoken in iets wat geen goede resultaten zou hebben opgeleverd.

I-JS: Juist. Dus als ik het goed begrijp, van te voren was al duidelijk gemaakt dat Rosa en Ernst het project zouden uitvoeren en dat zij samen met Alje deze sessie zouden leiden.

R-WP: Ja

I-JS: En waarom vond je het specifiek zo belangrijk dat zij hierbij aanwezig waren: Rosa en Ernst?

R-WP: We hadden maar 4 weken de tijd. En zij beschikten over het expertise wat miste bij Arag en waarvan ik wist dat wij dat nodig zouden hebben. UX Design, research, Lean startup processen om ons echt even de goede kant op te laten werken. We zochten een bepaald type mensen met bepaalde skills, en ik was aan het checken van: zijn dit degenen die we zoeken?

I-JS: En de verwachtingen die je vooraf had van Rosa en Ernst? Zijn die waargemaakt? Waren die positief?

R-WP: Tijdens het traject of tijdens de sessie?

I-JS: Tijdens de sessie

R-WP: Ja anders had ik met Anthony een ander gesprek moeten hebben. Dan had ik hem moeten vertellen: Hartstikke leuk zo'n sessie, maar dit gaan we niet doen. Dus wat dat betreft was het erg positief ja. Echt![51]

I-JS: Goed om te horen. En los van Rosa en Ernst, hoe heb je überhaupt de sessie als geheel ervaren?

R-WP: Het was heel erg gestructureerd[52] en goed voorbereid.[53] Waardoor we overzichtelijkheid in 2 tot 3 uur kunnen krijgen. Wat volgens mij heel goed was: de scope van het project, onze uitdagingen, ja het gaf duidelijkheid en

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[47] Benefit IB: Outperform competition: "I really saw a very big difference with other companies in terms of structure. That was very pleasant for me."

[48] Expectation: Checking Booster capabilities who would be on board in subsequent project.

[49] Positive perception: "And what I really liked, that they did it all in such a structured way."

[50] Expectation: No expectations, because not familiar with the workshop which was completely new.

[51] Positive perception: Expectations about Boosters positively fulfilled during the session.

[52] Positive perception: "It was really structured"

[53] Positive perception: "It was well prepared"

richting aan ons traject[54]. Als je dat dan weet te krijgen in zo'n eerste sessie, dan heb je gelijk meer vertrouwen dat de rest ook wel goed komt. [55]

I-JS: Wat goed om te horen. Duidelijkheid en richting in het traject. Waren er verder nog onderdelen van de sessie waarvan je denkt: dat was echt heel goed?

R-WP: Het is alweer een tijdje geleden, wat ik me vooral herinner is dat het gewoon heel goed gemanaged was. En dat klinkt misschien heel lullig en niet belangrijk. Maar dat is juist heel erg belangrijk.[56] We hadden juist een partij nodig die ons in de juiste richting ging duwen. En dat kan alleen maar als je weet wat je aan het doen bent.

I-JS: En als we het hebben over de verschillende onderdelen, dus de succes factoren, stakeholder mapping etc. Wat vond je specifiek van de onderdelen van de sessie zelf?

R-WP: De verschillende acties gaven een duidelijke scoping. Hierdoor kon ik heel goed vertellen waar we nu stonden en wat ik nog niet wist en waar we echt aan moesten gaan werken. Dat brachten ze heel netjes in kaart. Normaal heb je meer een free flow discussie, en dat mis je ook een aantal dingen. Maar ik had het idee dat dit heel gedegen en breed genoeg was.

I-JS: Dus als ik het goed begrijp waren er ook geen essentiële onderdelen die niet aanwezig waren?

R-WP: Ik heb niks gemist.[57] Zover ik me nu kan herinneren, dat had ik toen ook niet. Zeker omdat het een heel nieuw concept voor een traject naar een offerte toe was, en ik er dus ook niet zo veel verwachtingen van had.[58] Ik vond juist dat de sessie veel meer waarde had dan wat je van te voren wellicht zou denken. [59]

I-JS: Oke gaaf om te horen. En waren er nog onderdelen waar er ruimte voor verbetering was?

R-WP: Daar is het misschien te lang geleden voor. Op dit moment zeg ik nee niet.[60] Het was uitgebreid genoeg om het project vanuit allerlei verschillende hoeken te bekijken en het was binnen de tijd. Het was wel zo dat ik mijn probleem al heel duidelijk in kaart had. Het was een soort invoeroefening maar dat gaf mij juist de ruimte om het ook daadwerkelijk te doen. Omdat we dat al hadden, konden we het ook netjes op het bord krijgen. [61] En daarom was het ook een hele goede tool. Dus wat dat betreft heb ik niks gemist. Er was 1 moment in het project waar we aan de bel hebben getrokken, waarbij rosa wat meer op de begeleiding kwam te zitten in plaats van UX te doen, en daar heb ik toen met Alje over gebeld. Dan kan je je afvragen of dat toen in de scoping sessie naar voren moeten komen. In mijn optiek hadden we dat toen heel uitvoerig zo besproken. Maar zo gaat het altijd. Er kan altijd een

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[54] Positive perception: "Yes it gave us clarity and direction to our project within only 2 or 3 hours".

[55] Positive perception: " If you manage to get that (positive aspects mentioned earlier) in such a first session, you will immediately have more confidence that the rest will be fine as well."

[56] Positive perception: "what I mainly remember is that it was just very well managed which is very important."

[57] Positive perception: Good amount of activities providing a clear scope, broad enough and solid.

[58] Expectations: Certainly because it was a completely new concept for a process towards a quotation, so I didn't have that many expectations.

[59] Positive perception: "Because it was new, I thought the session had much more value than you might think beforehand."

[60] Positive perception: "No points of improvement".

[61] Possible reason for success: Problem was already clear for the client beforehand.

verschil van interpretatie zijn tijdens in de communicatie. Dus ik weet niet of je dat in die scoping sessie had kunnen vangen, maar dat was het enige in het project dat toen nog niet helemaal aligned was. [62]

I-JS: Oke. Duidelijk. Ik kan volledig begrijpen dat het te lang geleden is, maar ik probeer je geheugen nog een beetje op te frissen. Het waren namelijk best wel een aantal verschillende onderdelen, met daarbij ook strakke time management. Dus soms was het ook 10 minuten en dan door naar het volgende onderdeel

R-WP: Ja precies

I-JS: Heb je dat als prettig ervaren?

R-WP: Ja ik vond de activiteiten en strakke planning op dat moment erg prettig omdat ik het antwoord al kon geven.[63] En als ik het antwoord niet wist, dan wist ik ook zeker dat ik dat niet wist. Dus ze hoefde het niet uit mij te trekken of zo. Ik kan me voorstellen dat wanneer je helemaal aan het begin staat, dan is het nog meer fuzzy, dan weet je het allemaal nog niet. Dan zou het nog wel eens te kort kunnen zijn[64], maar ik heb daar zelf geen last van gehad. En ook, als we er nog even op door gaan. Ook omdat ik wist: dit is een scoping sessie aan het begin van het offerte traject. Dan probeer je zo goed mogelijk in de tijd die je hebt kennisoverdracht te doen. Dus dan is het ook oké om de 80-20 regel toe te passen.

I-JS: Helder, goed, volgende vraag: Was de oplossing voor het probleem dat jullie ervaarde al helemaal duidelijk?

R-WP: Ja die oplossing was al helemaal duidelijk. Wij waren op zoek naar een partij die ons zou gaan helpen om die oplossing ook te krijgen. [65]

I-JS: Dus er was van te voren geen verwachting dat er een nieuwe oplossing uit de sessie tot stand zou komen?

R-WP: Dat was inderdaad niet de verwachting. En, ik zou het ook heel erg gevonden hebben, als dat wel het doel was geweest. Daar zou mijn IO-hart helemaal van breken. Als je denk dat je in 2-3 uur tijd een nieuwe innovatie zou kunnen verzinnen. Dat zou, even voor de discussie, de waarde enorm naar beneden halen. [66]

I-JS: Als er een nieuwe oplossing bedacht zou worden?

R-WP: Ja, want dan neem jezelf niet serieus.

I-JS: Omdat er dan te weinig wordt stilgestaan bij de context?

R-WP: Ik geloof er gewoon niet in dat iemand in 2 uur tijd een nieuwe oplossing kan verzinnen voor iets waar andere mensen hun vak van maken. Dat neigt naar een bepaalde vorm van arrogantie of onwetendheid. Dat moet je niet doen. Als een partij dat wel vindt, dan moet je jezelf afvragen of je dat als serieuze innovatiepartner wilt hebben. Maar dat is mijn persoonlijke mening.

I-JS: Dat vind ik hele boeiende feedback. Een heel boeiend inzicht. Ik heb namelijk van een andere partij te horen gekregen dat dit juist wel een verwachting was van te voren. Daar was het een prioriteit. Dat er tijdens de sessie een nieuwe innovatieve oplossing voor het business probleem zou

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[62] Point of attention: Ambiguity about interpretation about team roles not completely aligned.

[63] Positive perception: Tight schedule was pleasant.

[64] Suggestion / Condition: Tight schedule only possible when participant is fully aware of problem and solution.

[65] Reason for success: “We were looking for a party that would help us to get that solution.”

[66] Suggestion: Do not attempt to discover a new solution for the problem: impossible in 2-3 hours. “That would greatly diminish the value of the session.” “That tends towards some form of arrogance or ignorance.”

worden bedacht. Dat was niet het geval, maar dat heeft weer te maken met het managen van de verwachtingen vooraf. Maar in ieder geval, goed om te horen dat dit bij jou geen probleem heeft veroorzaakt.

R-WP: Nee nee nee, maar het is ook niet normaal om te verwachten dat er binnen 2 uur even een business probleem wordt opgelost waar je zelf niet uitkomt. Dat is zou wel heel bijzonder zijn.

I-JS: Goed, en in hoeverre heeft de sessie inzicht gegeven in de toegevoegde waarde van IB?

R-WP: Voor mij zat die dus in de ene kant dat ze heel goed konden managen[67] en dat ze heel doelgericht konden werken naar datgene wat nodig was.[68] Dus dat was een soort checklist. Verder de skills[69] en de mensen achter IB[70]. Na de sessie had ik mijn twijfels over de rol van Alje. Maar dat werd toen ook heel duidelijk gemaakt: Dit is hoe wij werken. Toen hadden wij als klant de keuze, gaan wij hiermee in zee. Dat was toen wel een afweging. Voor mij was de toegevoegde waarde vooral het proces management en de mensen. Daar heeft het zeker inzicht in gegeven.

I-JS: En als je nu terugkijkt op de sessie: Was deze waardevol?

R-WP: Ja ik vond het waardevol voor beide partijen.[71] Als dit niet vooraf gedaan was, dan had je het binnen het traject moeten doen, het project scopen. En het feit dat IB de sessie voor hun rekening nemen, vind ik persoonlijk erg slim. Aan de ene kant heeft IB uiteindelijk dankzij sessie het contract ondertekend gekregen.[72] Aan de andere kant denk ik dat we door deze sessie ook een hele snelle start hebben kunnen maken, waardoor we ontzettend veel waarde hebben kunnen leveren.[73] Als we dat niet hadden gedaan, hadden we eerst nog een week nodig gehad om het project op gang te brengen.

I-JS: Dat is precies hetgene wat ook uit mijn onderzoek komt. Eerder een project verkopen. Maar ook: door het onboarden te doen voordat er een akkoord op de offerte is, kan het project eerder van start gaan.

R-WP: Ik denk wel dat het om een behoorlijke investering vraagt vanuit Innovation Booster.[74] Maar het levert dus wel resultaten op.

I-JS: Het is inderdaad een behoorlijke investering. Maar aan de andere kant, als blijkt dat je hiermee het voortraject aanzienlijk verkort, krijg je wel een bepaalde return on investment.

R-WP: Ja zo heb ik dat ook ervaren.

I-JS: Fijn om dat bevestigd te krijgen. Goed helemaal duidelijk. Ik heb eigenlijk wel op al mijn vragen een duidelijk antwoord gekregen.

R-WP: Het enige wat ik je nog wil meegeven, voor je reflectie, is dat het toch wel een tijd geleden is en ik niet alles meer precies kan herinneren. [75] Mocht er nog iets zijn dan hoor ik het wel. Succes!

I-JS: Dankjewel.

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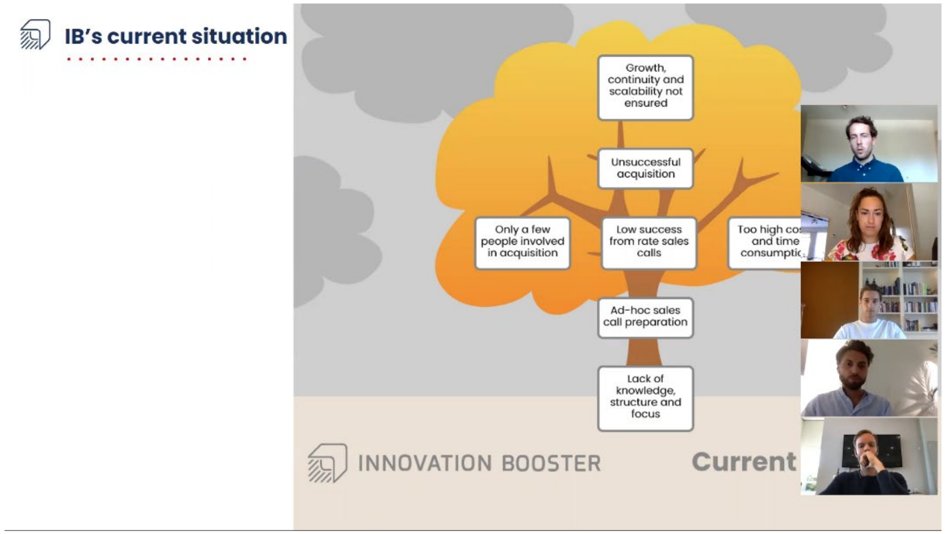
[67] Positive perception: Insight into added value IB: Project management
[68] Positive perception: Insight into added value IB: “That they could work very purposefully towards what was needed.”
[69] Positive perception: Insight into added value IB: Skills
[70] Positive perception: Insight into added value IB: The people
[71] Positive perception: “Yes I found it valuable for both parties”
[72] Benefit session IB: “On the one hand, IB eventually got the contract signed thanks to the session.”
[73] Benefit session IB and Client: “as a result, we were able to make a very quick start, so that we were able to deliver an enormous amount of value.”
[74] Point of attention: “I do think it requires a considerable investment from Innovation Booster”.
[75] Suggestion: Perform interview earlier after session.

D7: Images of the co-reflection session



IB's current situation

Growth, continuity and scalability not ensured

Unsuccessful acquisition

Only a few people involved in acquisition

Low success rate sales calls

Too high cos and time consumptic

Ad-hoc sales call preparation

Lack of knowledge, structure and focus

INNOVATION BOOSTER

Current

Ideation

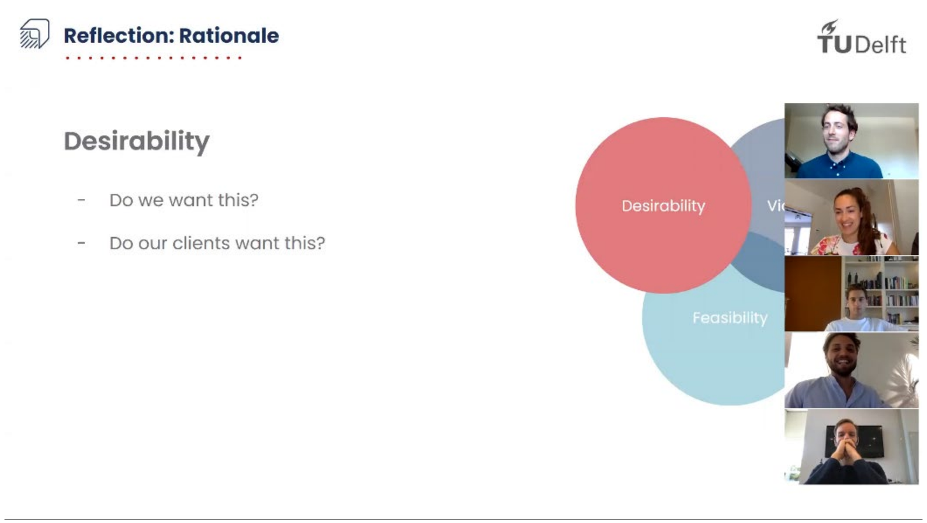
Ideation Brainstorm

How to give insights into the realized value in advance?

How to let someone experience the project in advance?

How to explain something?

How to better understand someone?

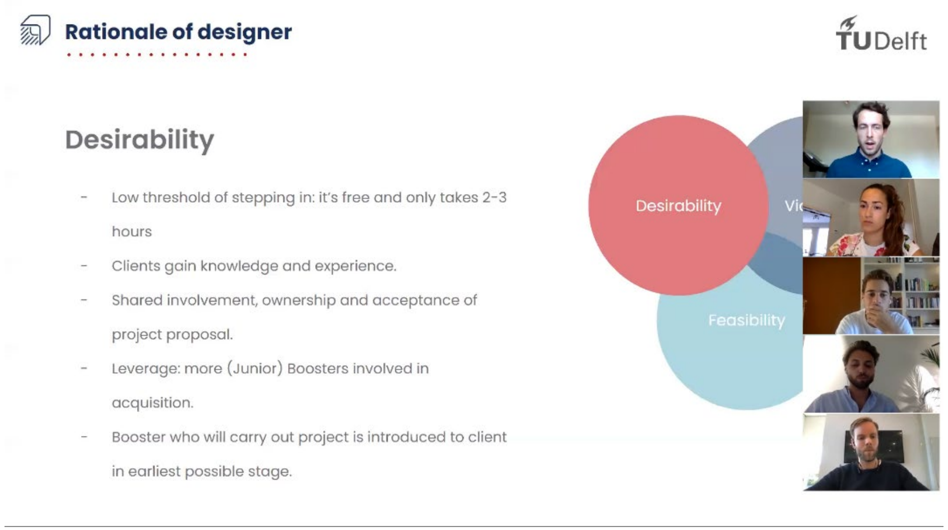


Reflection: Rationale

TU Delft

Desirability

- Do we want this?
- Do our clients want this?



Rationale of designer

TU Delft

Desirability

- Low threshold of stepping in: it's free and only takes 2-3 hours
- Clients gain knowledge and experience.
- Shared involvement, ownership and acceptance of project proposal.
- Leverage: more (Junior) Boosters involved in acquisition.
- Booster who will carry out project is introduced to client in earliest possible stage.

Confrontation: Desirability

P-PM1: Clients are very enthusiastic about the experience workshop and its outcomes. We help them structure their thoughts and they come up with new insights. That is why I definitely notice that clients have a need for this workshop.[76]

P-PM1: So far, all proposals resulting from the different executions of the experience workshop can still be signed. If we notice that this (experience workshop) actually has a positive impact on client acquisition, then we definitely want this (experience workshop). But at, this moment we cannot say anything about yet.[77]

P-PM2: I noticed that after the workshop, it was very easy for me to draft the project proposal. That is a very valuable aspect for IB, as it shortens the overall process with the client towards the start of a project. [78]

P-PM1: Onboarding of the Booster who will carry out the project with the client happens way more easily with this new approach.[79] Also, the workshop provides a gradual transition from NBD to PM. [80]

Confrontation rationale: Feasibility

P-PM2: As a Booster you spend a lot of time preparing and conducting the workshop. I wonder how feasible that is. Especially if this Booster is also running a project at another client.[81]

→ Recommendation: schedule weekly recurring time slots in which Boosters free up time to perform an experience workshop.[82]

P-PM2: Through this workshop, we delve even deeper into our capability of exploring the question behind the question and the bigger picture and discovering the real client pains. That is our core strength and we leverage that core strength by performing this workshop. [83]

Confrontation rationale: Viability

P-NBD1: It is still a big investment from both parties. This approach can result in less scalability of your own business model, because you have to determine in advance who is available and when within IB. Also, it can occur that during the session you find out that a different booster profile fits better in this project. Then it might turn out that this big investment has been lost. [84]

→ Recommendation: Match with Booster profile needs to be determined clearly and completely in advance. [85]

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[76] Benefit workshop desirability clients: Clients are enthusiastic and have a need for this workshop

[77] Not a valid success yet: Await proposal offers

[78] Benefit workshop desirability IB: Workshop makes it easy to draft a project proposal

[79] Benefit workshop desirability IB: Booster onboarding

[80] Benefit workshop desirability IB: Gradual transition from NBD to PM.

[81] Point of attention: Big investment IB, especially when running a project at another client

[82] Recommendation: weekly recurring time slots for experience workshop

[83] Benefit workshop feasibility IB: leveraging core strengths

[84] Point of attention: Big investment for both parties

[85] Recommendation: Booster Match should be clearly determined

P-NBD1: Another critical point is that, in an ideal situation, all of our Boosters are fulltime at the client organization, meaning that only “free” or “idle” Booster could participate in the experience workshop.[86]

P-NBD1: The workshop can contribute to long-term growth. However, when IB grows it can be harder to schedule these workshops. If not possible, it will reduce scalability. [87]

P-PM1: During the workshop, input for the project proposal is being collected, which means less time spent on writing the project proposal.[88] In addition, because the elements are drafted together with the client, there is less back and forth discussing the content of the proposal.[89]

P-PM1: The workshops done so far were performed during the summer holiday, which is a time in which projects are often postponed towards September, and that happened in some of the cases. Therefore we cannot completely validate that the workshop is a success. We have to wait and see how many signed proposals will result from the workshops performed. [90]

→ Recommendation: Only workshops during summer if there is full confidence in subsequent project. [91]

Confrontation: Fit with IB strategy

P-PM2: The workshop is definitely entrepreneurial. There are not many innovation providers that include their clients in drawing up the project proposal in such a unique way.[92] I think we can increase our credibility[93] and provide good project proposals.[94] If we succeed, than it will help us in becoming top innovators in the EU. [95]

P-NBD2: It is very interesting to apply this new way of performing client acquisition. It is completely in line with the learnings from our New Business Development training program. [96]

P-PM2: Before you are able to realize value, you should know what the value for the client actually is. I think this workshop contributes to having a clear image of the value of an innovation project with IB. [97]

P-PM1: The transition from NBD to PM becomes easier. The start of a project will be more pleasant[98], it will be easier to include people. Expectations are more easily put on the table so that you can better focus your project management on those expectations.[99]

F-JS: The overall new approach contributes to acquiring clients that are fit for innovation because of the extensive lead qualification steps within the approach. → *All participants agree.*[100]

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[86] Point of attention: Only idle boosters can prepare and perform experience workshop

[87] Point of attention: Performing onboarding this way can result in less scalability

[88] Benefit workshop viability: Less time spent on writing proposal

[89] Benefit workshop viability: Less time spent on back and forth discussion because of co-creating the project proposal

[90] Influencing factor: timing of the workshop

[91] Recommendation: Only workshops during summer if full confidence in subsequent project

[92] Benefit workshop fit with IB strategy: outperform competition

[93] Benefit workshop fit with IB strategy: Increase credibility

[94] Benefit workshop fit with IB strategy: Write good proposals

[95] completely in line with the learnings from our New Business Development training program

[96] Benefit workshop fit with NBD strategy: completely in line with the learnings NBD training program

[97] Benefit workshop fit with IB strategy: Provides insights into realized value

[98] Benefit workshop fit with PM strategy: Project start will be more pleasant

[99] Benefit workshop fit with PM strategy: Better focus on client expectations

[100] Benefit workshop fit with NBD strategy: Lead qualification results in clients fit for innovation

P-PM1: It seems like a lot of work to estimate in advance what kind of color profile the client has and how we will adjust the workshop accordingly. At an organizational level you can say: these types of organizations have a tendency for a certain type of behaviour, but that is much more difficult to do on a personal level.[101]

P-PM2: It is an important insight that the client had higher expectations for the workshop than we could deliver. A big learning is that we align and manage expectations at the start of the session.[102] Another learning is that we clearly explain that the expectations activity of the workshop is not about project expectations, but about workshop expectations. [103]

Insight interview: Workshop was successful because client already had a clear image of the problem and solution. Should the existence of both a clear problem and solution be a condition to performing the experience workshop? P-PM2: No. The starting point of the project differs per client. The workshop is suitable for multiple angles and different types of projects. Both to analyse problems and to come up with solutions. It should not be a condition to already have a clear image of the problem and accompanying solution. [104]

P-PM2: Time management during the activities is useful when the client knows what answers should be given to questions about client problems and solution. When the angle is more about exploring and analysing problems, it is good not to frame too tightly during the activities, such as determining project deliverables. Then you get a freer picture of what the client is thinking about. Thereby, we included our own deliverables in the exactly the way we want the project to be implemented. Then you see a co-creation session emerge that results in a broader scope on your deliverables, which I really liked.

P-PM2: The session took longer because of the three participants not speaking their native language. However, the activities we did not perform (stakeholder mapping, activities towards deliverables, milestones) in this workshop were not that relevant because the focus was on identifying the problem and solution.

I-JS: The conclusion is: the amount of activities, type of activities and time management during the experience workshop depend on the type of project and the client needs. → *All participants agree.*[105]

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[101] Conclusion: Color profile estimation is too time consuming

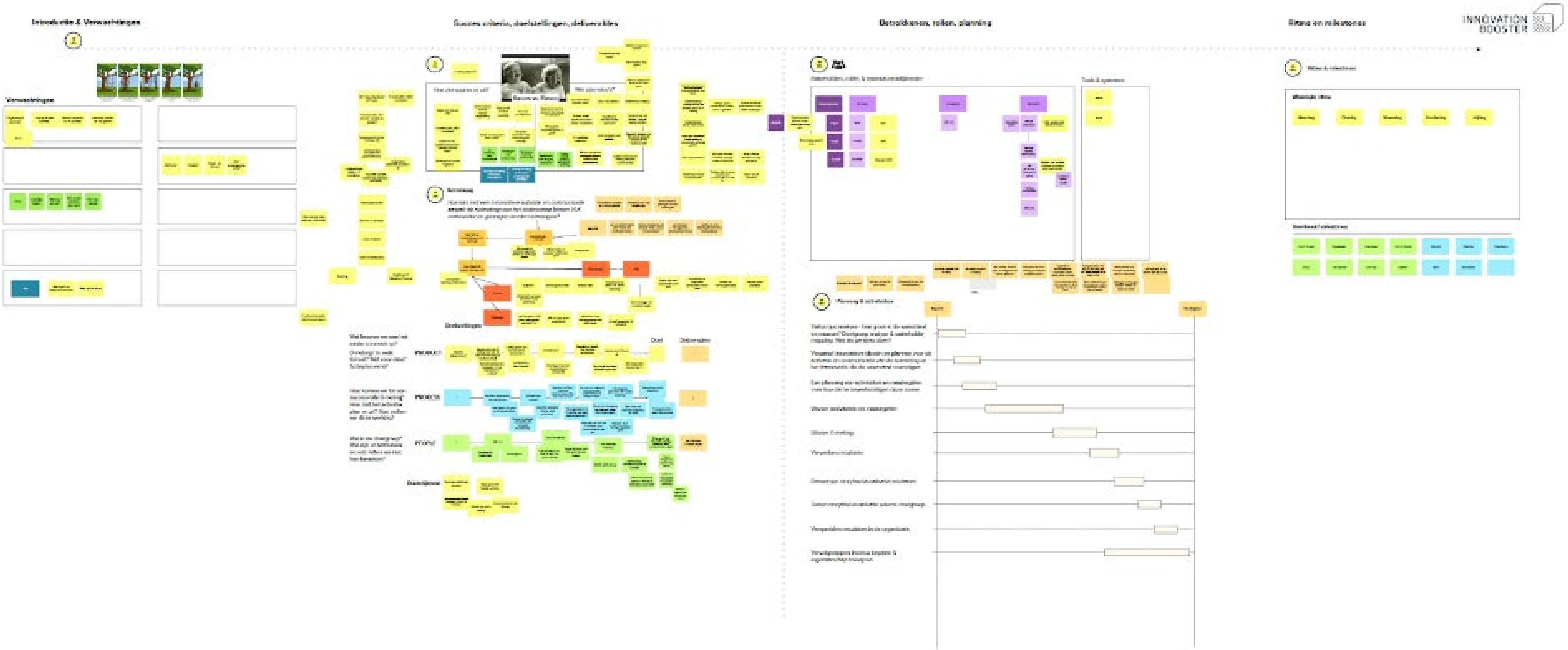
[102] Conclusion: allign and mananage expectation at the beginning of each session.

[103] Conclusion: expectations about workshop instead of project.

[104] Conclusion: No condition to have problem and solution in advance

[105] Conclusion: amount of activities, type of activities and time management during the experience workshop depend on the type of project and the client needs.

E: Output Experience Workshop



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DESIGN
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DOS 3017 5/3/20

TUDelft

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 Schouten
initials J E given name Joris
student number 4306791

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: ○ HonoursProgramme 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 Prof. dr. Hultink, H.J. dept. / section: DOS/MCR
** mentor Ir. Baha, S.E. dept. / section: DOS/MOD
2nd mentor Ir. Meijer Zu Schlochtern, A.N.H.
organisation: Innovation Booster
city: Amsterdam country: The Netherlands

comments (optional) Hultink: marketing expert, market analysis, knowledge & tools.
Baha: identity development, process design, design literature.

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.

Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF

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

chair Prof. dr. Hultink, H.J. date 02-03-2020 signature

CHECK STUDY PROGRESS

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

Master electives no. of EC accumulated in total: 31 EC

Of which, taking the conditional requirements into account, can be part of the exam programme 31 EC

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

☑ YES all 1st year master courses passed

○ NO missing 1st year master courses are:

name date 10-3-2020 signature CB

FORMAL APPROVAL GRADUATION PROJECT

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

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

Content: ☑ APPROVED ○ NOT APPROVED

Procedure: ☑ APPROVED ○ NOT APPROVED

comments

name Manon Borgstijn date 02-04-2020 signature MB

Optimizing Tailor-Made Innovation Consultancy Services 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 10 - 02 - 2020

10 - 07 - 2020 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, ...).

This project is about optimizing the tailor-made innovation consultancy services of the company Innovation Booster. For this optimization, a tool or method will be developed that supports internal research and supports Innovation Booster to convince their clients to buy their services.

Innovation Booster (IB) is an innovation consultancy company located in Amsterdam. Their clients are generally big, traditional and complex firms that are struggling with implementing innovation techniques. IB offers Entrepreneurial Innovation by means of three types of services: Business Innovation, Behavioural Innovation and Innovation Strategies. With Business Innovation, IB develops new propositions and process improvements. It is not just about products and services but also about business models, platforms, etc. With Behavioural Innovation, IB changes mindsets and cultures and anchors new cultures, processes, products and services. With Innovation Strategies, IB helps their clients define innovation strategies and understand the needs and current status. They expose what is there and what is missing. Furthermore they make the strategy implementation practical by cutting it into smaller steps. The three services are accompanied by Design Thinking, Agile and Lean Start-up principles, tools and methods.

With this project Innovation Booster wants to bridge a knowledge gap. That is to say, they are currently active in multiple types of sectors but they want to add new relevant sectors to their portfolio. Unfortunately, they are currently not capable of adding these sectors to their portfolio due to a lack of knowledge. They are in need of sector-specific customer needs and benefits, and more general knowledge about specific sectors and trends. Next to that, they do not have a structure to order the internal knowledge and experience that is useful for client intakes. They are in need of a tool/method that provides an optimal go-to-client (GTC) strategy for a winning client intake. With this tool/method they can do more efficient and relevant internal research and prepare themselves for client intakes in order to sell their services.

The main opportunity of this project for the TU Delft lies within the field of design research. The goal is to deliver a multifunctional tool/method, so that it can be used for preparing client intakes, but more important for internal research. A new method for preparing winning client intakes, that is the result of a 5-month design project, can be a useful addition to the TU Delft design methodology base. Besides, by visualizing my process, insights and deliverables in an innovative and creative way, I will distinguish myself as an SPD student. Moreover, in my opinion, the design of a tool/method that offers optimal GTC strategies, fully complies with the guidelines of an SPD graduation project. The main opportunity of this project for Innovation Booster is that the outcome of the project can help the company in realizing their goal of a higher conversation rate from client intakes. For myself, there are many opportunities that come with this graduation project. The main opportunity is that I will be able to immerse myself in the world of innovation consultancy. This project offers me a future perspective of a sector in which I want to start my career.

One of the limitations can be that I will be surrounded by other interns who do not have their own project and who have other activities and tasks. I will be asked to carry out these tasks as well, because I will spend 1 day a week on intern tasks and activities. This can hold me from working on my own project. Therefore, I need to find a balance in which the focus remains on my graduation project.

space available for images / figures on next page introduction (continued): space for images

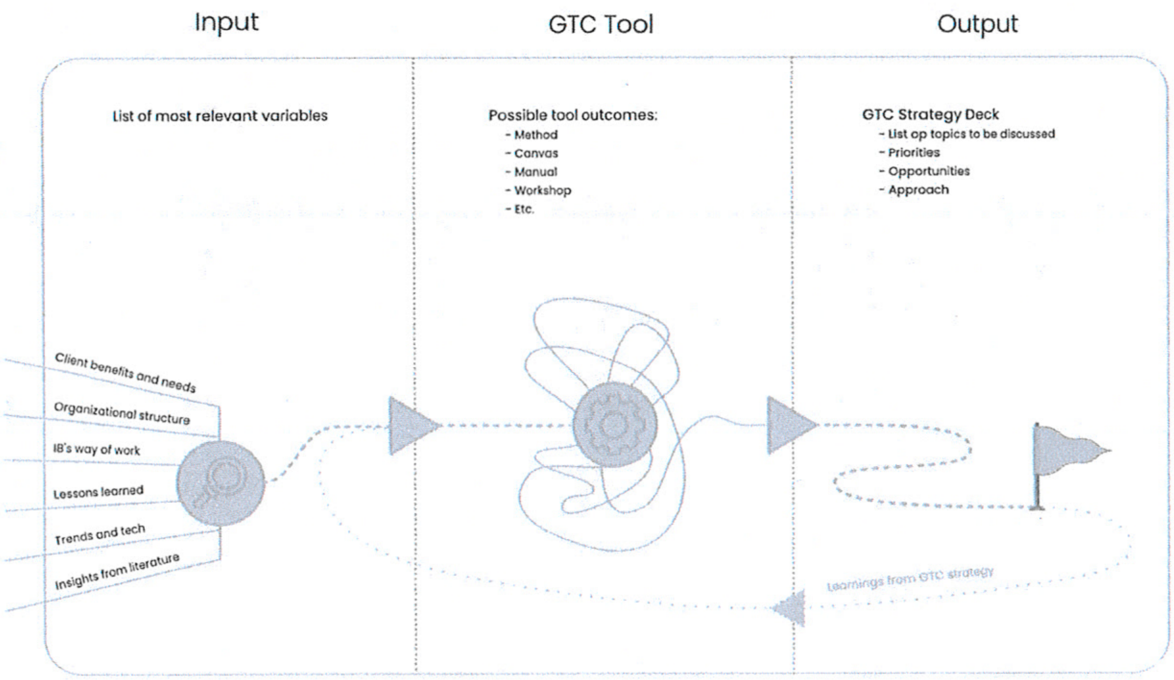


image / figure 1: Tool Process Design

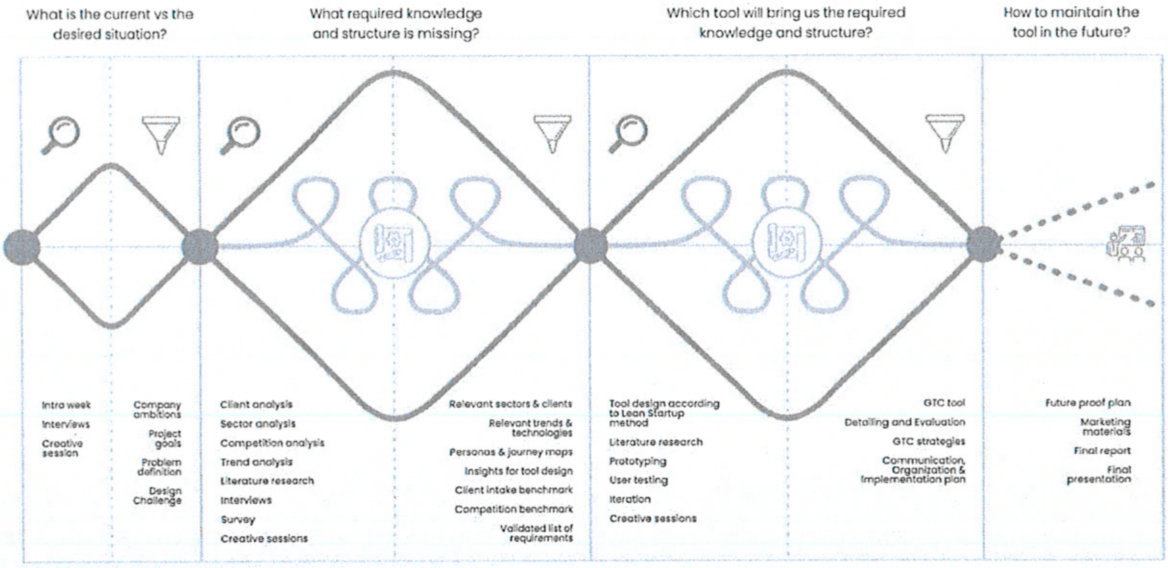


image / figure 2: Four Project Stages

Initials & Name J E Schouten Student number 4306791

Title of Project Optimizing Tailor-Made Innovation Consultancy Services

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.

IB's current problem is that they face a knowledge gap within certain sectors. For example, they are exploring the healthcare industry but do not have the required knowledge and experience to start a project. They do not know what is going on and what needs the potential clients within this sector have. That is why it is difficult for IB to gain internal knowledge in order to be able to offer their services to the healthcare industry. Next to that, they neither have a structure to order the internal knowledge and experience that is useful for client intakes nor a structure to target potential relevant clients.

IB is in need of a tool/method to support them in doing research internally in order to be better prepared for relevant client intakes. In figure 1, a first sketch of the tool design is drafted. As shown in this figure, the outcome can be a tool, method, canvas, workshop, manual, checklist, etc.

The key question I have drafted for problem mentioned above is as follows: "With which tool can we obtain the required knowledge and structure for a higher conversion rate from client intakes?"

This key question is accompanied by a design challenge, being: "Design a tool that provides the required knowledge and structure for winning client intakes."

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.

I will design a tool/method that provides optimal unique GTC strategies for Innovation Booster's services, in order to be able to conduct good research internally and to prepare IB on specific client interviews. The main goal of the assignment is to provide knowledge and structure to support IB in convincing their clients to buy IB's services. With this tool, IB should have a higher conversion rate from client intakes.

The goal of this project is to create a tool/method that provides optimal unique go-to-client (GTC) strategies for Innovation Booster's (IB) services, in order to structure the delivered service and standardize strategy development for clients in different sectors and themes. Next to that, with the tool, IB should be able to conduct good research internally, in order to prepare themselves on specific client interviews and to convince their clients to buy IB's services.

In figure 1, the input, content and output of the tool are visualized. As shown in this figure, the GTC strategies that come from the tool, fit the needs of the client. In addition, this output is based on sector-specific trends, insights from literature and interviews, and learnings from current and completed cases and more. Figure 2 shows an visualisation of the project process. As shown in this figure, the actual outcome will be concluded within the third stage of the project, where I will build the tool according to the Lean Start-up method.

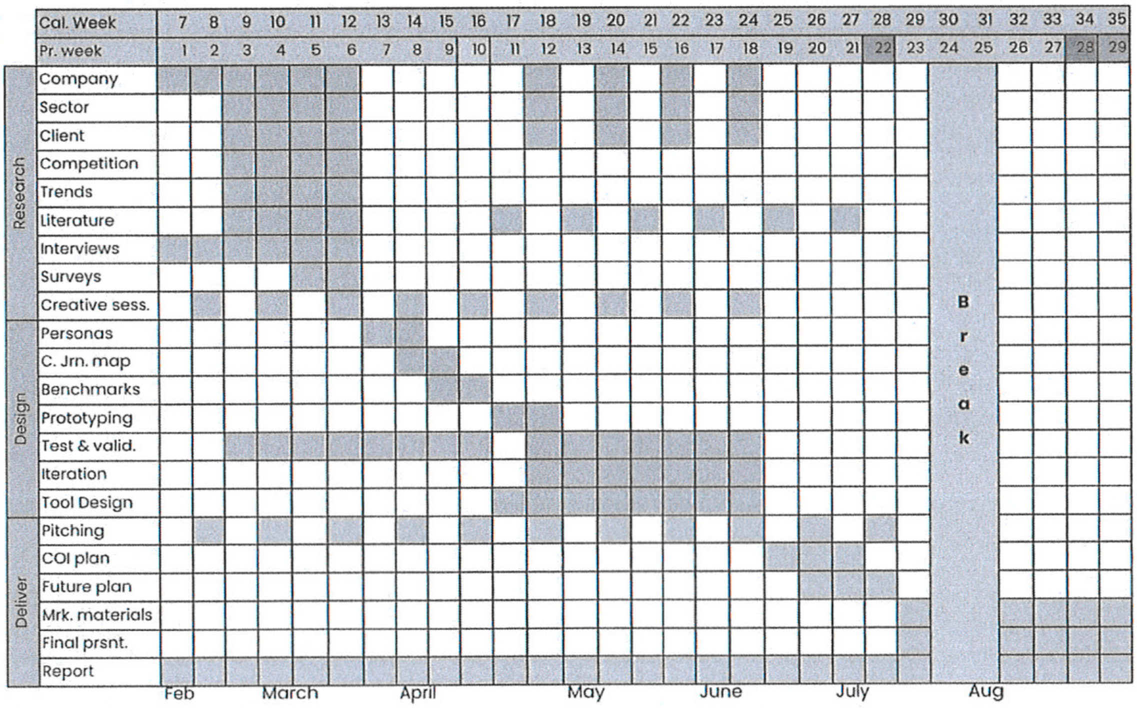
The end result will consist of five deliverables. At first the tool itself. Secondly, unique GTC strategies and approaches for specific sector, department, theme and bottleneck combinations. Thirdly, the bridged knowledge gap as described in the introduction. Fourthly, marketing material such as a flyer, poster, website texts and visuals. At last, a final report and presentation in which the whole project will be explained, including how the tool/method should be communicated, organized, implemented and maintained in the future.

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 10 - 2 - 2020

10 - 7 - 2020 end date



	Cal. Week	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	Pr. week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Research	Company	▨	▨	▨	▨	▨	▨						▨		▨		▨		▨						Break					
	Sector			▨	▨	▨	▨						▨		▨		▨		▨											
	Client			▨	▨	▨	▨						▨		▨		▨		▨											
	Competition			▨	▨	▨	▨																							
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	Literature			▨	▨	▨	▨					▨		▨		▨		▨		▨		▨								
	Interviews	▨	▨	▨	▨	▨	▨																							
	Surveys					▨	▨																							
	Creative sess.		▨		▨		▨		▨		▨		▨		▨		▨		▨											
Design	Personas							▨	▨																					
	C. Jrn. map								▨	▨																				
	Benchmarks									▨	▨																			
	Prototyping											▨	▨																	
	Test & valid.			▨	▨	▨	▨	▨	▨	▨	▨		▨	▨	▨	▨	▨	▨	▨											
	Iteration												▨	▨	▨	▨	▨	▨	▨											
	Tool Design											▨	▨	▨	▨	▨	▨	▨	▨											
Deliver	Pitching		▨		▨		▨		▨		▨		▨		▨		▨		▨		▨		▨							
	COI plan																			▨	▨	▨								
	Future plan																				▨	▨	▨							
	Mrk. materials																							▨			▨	▨	▨	▨
	Final prsnt.																							▨			▨	▨	▨	▨
	Report	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨			▨	▨	▨	▨
		Feb			March				April					May				June				July				Aug				

Within the first two weeks I will explore the company (IB) to get a better understanding of what IB's work entails, what their goals and ambitions are, how to achieve them, and most important for the project, how they think this project will support them in achieving their goals. In figure 2, a visualisation of the project planning is shown. In this figure you can see that the first two weeks will deliver a problem definition and design challenge.

After that, I will explore the company further, alongside with the competition, IB's clients, different sectors and trends, to find out what required knowledge is missing at the moment. I will combine the conclusions and make validations in order to provide useful insights. This will be done by means of literature research, field research, interviews, surveys and creative sessions. As shown in figure 2, an example of the deliverables is a client intake benchmark. Here I will plot the different approaches for client intakes by means of interviews and surveys. In addition, I want to map the client intakes by means of client journey maps and personas. Another deliverable is the competition benchmark. Here I will map IB's position in a broader market view to gather insight from "distant competitors". The main deliverable of this stage is a validated list of requirements for the tool, accompanied with insights from literature for the design of the tool.

Subsequently, I will start building the tool according to the Lean Startup method. This stage is accompanied by an iterative process in which I will constantly build, test, learn, validate and iterate. This iterative process is accompanied by client interviews, literature research and creative sessions with IB colleagues and clients for testing and validating.

After the final design, I will evaluate the tool and its design process. At the end, I will deliver a final presentation, including poster and flyer. In the final report the whole project will be explained, including how the tool/method should be communicated, organized, implemented internally and maintained in the future.

MOTIVATION AND PERSONAL AMBITIONS

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

I have chosen to set up this project for my graduation because of many reasons. At first, I see this as a unique opportunity to gain knowledge about innovation consultancy. After my graduation, I want to start my career within this industry. Here, I want to distinguish myself with my background in Strategic Design and International Business. Innovation Booster provides me with the opportunity of having a first introduction to this world and the specific graduation project helps me to gain knowledge and to orientate myself about where I want to go.

The project is also very much in line with the competences I learned during both my MSc program Strategic Product Design and the elective semester, where I did an exchange program International Business at EAFIT University in Medellín. As a Business Designer, I love to develop and execute strategies from both a design and a business perspective. As described earlier, IB's services consist of Business Innovation, Behavioural Innovation and Innovation Strategies. By exploring IB's services and the way they implement them by means of Design Thinking, Lean Startup and Agile principles, I am sure I will grow and improve my skills as Business Designer.

In addition, during the MSc program I discovered my interest in marketing strategies. That is also why I have chosen to follow the course International Marketing during the elective courses. The tool that I will design for this project is accompanied with marketing materials. The chair who will guide me during this project is Prof. dr. Hultink, H.J., who is Professor of New Product Marketing. Therefore, I am sure I will learn a lot from him about marketing strategies. Moreover, the coach who will guide me during this project is Ir. Baha, S.E., who has an extensive knowledge about design literature and process design. That's why I will learn a lot from him when designing the tool, and its process. Besides, the person from Innovation Booster who will guide me in this project is the CEO and founder of the company and I am sure that I will learn a lot from him about the world of innovation consultancy and how to manage projects.

Next to the ambitions mentioned above, I have set up the following additional personal learning ambitions, on top of the learning objectives of the Graduation Project manual:

- Gain knowledge about putting Design Thinking, Lean Start-up and Agile methods tools and principles into practice in real life business cases.
- Improve the competence of strategy development, execution and implementation.
- Gain knowledge about the different sectors IB is present in and wants to be present in.
- Gain experience in and knowledge about innovation consultancy.
- Experimenting with the Lean Start-up method for the creation of the tool.

FINAL COMMENTS

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

Please keep in mind that within the planning drawn in the GANTT-chart, the work week consists of 4 days. Next to that, 5 national holidays and some vacation leave days are included, spread across the entire project. Next to that a 2-week break is included. That is the reason the graduation day will take place in week 29 of the project. See the calendar attached for more information.

Calendar Graduation

Calendar week	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**
Project week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
Monday	10	17	24	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31
Tuesday	11	18	25	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1
Wednesday	12	19	26	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2
Thursday	13	20	27	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	3
Friday	14	21	28	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4
Saturday	15	22	29	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5
Sunday	16	23	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	6
	Feb		March					April				May					June				July				Aug					Sep

National holidays	Midterm	Deadline Day	Fridays off
Vacation leave	Green Light	Graduation Day	Weekend