Unlocking organizational potential by addressing readiness for change through creativity techniques

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Exectutive summary

In this report, the design of a client interaction for the sales process of Dutch consultancy Peak4 is argued and presented. This project was inspired by the 2005 research of Kerber and Buono, which states that 70% of the change initiatives fail to achieve their objectives. Peak4, this project's client, is a consultancy firm specialized in increasing the success rate and impact of proposed organizational transformation. Peak4 helps companies implement change by focusing on culture, human interactions, and personal guidance on four levels: physical, mental, emotional, and spiritual. Peak4's rapid growth, coupled with an ongoing merger with two other companies and the growth of Peak4 itself brings their organisation new challenges and goals for the future. One of which is the standardization and professionalization of the company's way of working and triggered this project. The project's objective is to explore how creativity techniques can be used to increase the impact of the Peak4 programs by analyzing the client's needs, values and expectations with a more standardized approach.

Research approach and findings

The research approach, a combination of literature -and context research forms the basis for this project. In a literature review, the following question is addressed: How can creativity techniques be used to improve the impact of planned organizational change? Readiness for change was found to be an important factor in the implementation of planned change initiatives. It influences both the innovation process of an organization, and the organizational culture, both a focus of the Peak4 service (Jones, Jimmieson & Griffiths, 2005). There are five separate aspects of readiness for change: discrepancy, appropriateness, valence, efficacy, and principal support (Armenakis et al., 2007). All five beliefs should be targeted with the design. Creativity is the fuel of innovation (Heijne et al., 2021). The use of creativity techniques can target the client's motivation, readiness for change, and acquire insights into the situation and different perspectives within the client's organization, targeting knowledge of multiple levels of deepness (De Bono, 1993). Moreover, the use of surprising creativity techniques, fits the style of current Peak4 interactions.
Peak4 currently uses the initial client inquiry as a foundation for their design and change process. However, a problem changes when more information on the context is uncovered throughout the process (Dorst & Cross, 2001). A more iterative approach is advised to tackle the Kerber and Buono (2005) problem, and improve the Peak4 impact.

Context research was performed by doing stakeholder interviews, observations, case studies, and generative sessions. These different methods allowed this project to target different levels of deepness of knowledge (Sanders & Stappers, 2012). With the current growth of Peak4, change and professionalization are high priority. The need for a more standardized approach, however, comes with the concern that a more rigid structure and approach is not in line with Peak4 values and culture. The most important strength of the Peak4 is its strong, personal connection with the client, resulting in tailor made programs with sustainable impact. How can Peak4 change their process to support their growth yet still maintain their authentic signature?

The greatest opportunity for a to be designed toolkit can be found in the sales phase of the Peak4 process. This phase is present in all Peak4 projects. Focusing on the beginning of the process allows the follow up steps in the process to retain their experimental nature while providing opportunities for further standardization. It also provides the chance to initiate a bold move for a real connection, that creates a trustworthy environment and relationship, emphasizing the greatest value of Peak4. The interaction initiates an iterative approach, reshaping a project brief into a living body that changes throughout the process. This moment sets the tone for a real partnership and allows Peak 4 to carefully select projects that match the Peak4 strategy.

The concept

Using the research by design approach, the Discovering Desire toolkit was designed. The Discovering Desire toolkit offers a sales interaction that allows the consultant to co-create a clear project brief with a potential client in a challenging but supportive way. This makes the client feel inspired and empowered to change as Discovering Desire offers the client a taste of what a Peak4 partnership could be like. It consists of three separate parts: a session, a canvas, and a facilitator manual. The canvas ensures that at the end of the session, both parties have a tangible product in the form of a visual summary illustrating the patterns that underlie the client's problems, a shared vision statement, and suggestions for possible first steps to move toward the desired future. To ensure that the toolkit aligns with experimental nature of Peak4, the toolkit includes a facilitator manual and session blueprint that can be used to guide a Peak4 consultant to design a Discovering Desire session of their own. Every Peak4 consultant can put their own twist to their client's session. The tool has currently been successfully used in two client cases. One consultant has facilitated a Discovering Desire session single-handedly.

- To improve the concept even further, a few next steps have been formulated in the form of recommendations:
- To facilitate internal scalability of the tool, pilot sessions should be planned to introduce the tool to (new) Peak4 employees.
- To fully test the flexibility of the toolkit, many other facilitators should try it out and put their own spin to it.
- To improve the effectiveness of the Discovering Desire toolkit, the organizational change recipients' beliefs scale of Armenakis, Bernert, Pitts and Walker (2007) could be used to gather more input, do further analysis, and define more tool improvements.
- To further inspire the Peak4 employees with tools and activities, all personal collections could be combined digitally.
- Once the Discovering Desire toolkit is more embedded, other parts of the Peak4 process could be redesigned to continue the standardization process.

Academic relevance and further research

This graduation project argues that the error causing the Kerber and Buono (2005) statistic does not lay with the implementation of the change initiatives, but rather with the objectives set at the start of the process. Many planned organizational change projects work from a project brief. However, after working on the project for a longer time, more information about the to be changed situation arises, changing the problem, and therefore also the solution and set goals.

During the prototype tests, two dilemmas were found and discussed. First, a balance should be found in the playfulness and formality of the style of a creative session and its activities. Currently, the sector of the participating company is the driving factor for finding this balance. This study suggests further research on the influence the character of the company facilitating the creative sessions has on the style of the session and its activities. Second, the role of the facilitator is discussed. From a consultancy perspective, the goal of the consultancy agency itself should not be forgotten when considering the leading or serving role of the facilitator in a session.


Beter gebruik van beschikbare kennis nodig
HEEFT LIEFDE & TIJD NODIG
VERHOUDING GEVEN & NEMEN = SCHEEF
ZOU HET GRAAG ZELF DOEN
ZOU HET GRAAG ZELF DOEN

Hi there,

Here you are, you are reading the report of my five month graduation journey. It has been a time filled with new experiences, inspiring discussions, great challenges, and most of all, lots of creativity. I would never have expected to be able to close off my 7 years of TU Delft education by being part of a thriving consultancy agency where I could get the chance to contribute through play and experimentation.

Everybody at Peak4, thank you for welcoming me with open arms, allowing me to be a part of the team, to get a look behind the scenes with many projects, and giving me the opportunity to turn your entire approach upside down. Thank you for helping me with the endless interviews and for trusting me when I asked you to participate in the weirdest sessions. Jan, thank you for getting me on board and including me in all the interesting activities and projects. Thank you for all the effort and energy you put into this project to make it work in this short period of time.

Next I would like to thank my TU Delft supervisors. Katrina, thank you always being there with critical, but encouraging advise, no matter where or how. I have never met up with a mentor at so many different locations. Dirk, thank you for your always inspiring and almost philosophical statements and questions. Your comments really brought my thesis to a whole different level.

A big thank you to all the participants and experts that have helped me, especially Liz, for not only joining the session, but also encouraging others, providing snacks, and giving textual tips.

On a whole other note, papa, mama, Jop, thank you for the long (video) calls and listening to my endless monologues about new findings and ideas. Meer, Shan, and Floor, thank you for being there during and after all the long days. Ruben, thank you for always being proud, angry, reassuring, and excited when I needed it the most. And finally, thank you to all the others at “het hok”. Sharing this graduation (and all the coffees) with you has been a blast!

Have a wonderful read,

Lieke

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1. Introduction

Of all major change efforts within organizations, 70% fail to achieve their objectives. For a large part, this is caused by the mismatch of the strategy and the work culture of the organization that undergoes the change (Kerber & Buono, 2005). To successfully implement change in organizations, it is key to match the plans to the needs and wishes of the people within the organization and gradually guide the steps of change towards the future goal.

Pioneer in this field is the Dutch consultancy company, Peak4. With a human-centered approach, they help companies implement change through surprising and immersive experiences. Focusing on culture, human interactions, and personal guidance on the physical, mental, emotional, and spiritual levels, Peak4 tries to increase the success rate and achieved impact of proposed organizational transformation. The company constantly searches for new and better ways to address this mismatch.

In their 14 years of experience as a company, Peak4 has been successful in actively changing the working culture of organizations and implementing strategies within big corporates. Their approach combines the experimental and the pragmatic with a wide diversity in personal human-centered methods and tools to successfully lead organizations through change processes. This approach has been a key driver of Peak4's growth. However, with the current growth of the company, the need for companywide standardization and professionalization is growing (J. Moolenaar, personal communication, December 6th, 2021). The introduction of a large number of new employees and bigger projects also calls for a more structured process that forms a strong foundation to any new partnership. Where Peak4 is currently known for its consistent style and remarkable interventions, the future goal is to also obtain an authentic Peak4 way of working, based on their extensive experience in the field. The methodologies that are currently used have shown their effectiveness, and Peak4 has adapted many psychological -and organizational change theories to their own practice, formulating a vision that is fitting to the Peak4 clients, projects, and the company itself. A self-developed structured approach with standardized interactions and procedures is the next step in this professionalization journey. Peak4 wants to sell a clear value, needing a consistent proposition with fitting method.

Creativity can be used to map the needs of individuals, understand problems, and explore future possibilities (De Bono, 1993). In a business context, creativity trainings are increasingly popular (Plucker et al., 2020). These programs, part of the field of Creative Facilitation, can be used to engage participants in the change process and help organization members to stimulate their creative potential (Buijs & Van der Meer, 2014). Addressing the challenge presented by Kerber and Buono (2005), creativity shows potential for a possible solution and can increase the impact of planned change initiatives. Creative sessions can stimulate and excite participants, improving their motivation, self-efficacy, and creativity, fueling an organization's innovations (Plucker et al., 2020).

To shape the Peak4 approach, while capturing the company's strengths and vision and targeting the Kerber and Buono (2005) challenge, Peak4 has teamed up with the research group Connected Creativity of the faculty of Industrial Design Engineering of the University of Technology of Delft. This master thesis researches the possibilities of using creativity techniques to improve the impact of change initiatives in the context of the new standardized Peak4 approach. This will be done by targeting a client's readiness for change while empowering participants in their own change process.

Report structure

This first chapter introduces the project, company, project objective, and approach. The theoretical background to this project can be found in the literature review of chapter 2. This is followed by context research method in chapter 3, and the corresponding findings in chapter 4. Chapter 5 functions as a debrief of the project and states the design goal, interaction vision and list of criteria. The further development of the tool can be found in chapter 6. Chapter 7 presents the final design resulting from this project and the conclusions of this thesis, the discussion and recommendations are presented in chapter 8.

The company

Peak4 was founded in 2008, starting with 2 elite sporters with a vision: Energizing people. 14 years later, the Amsterdam based consultancy company counts a regular employee group op 20 people and an extended family of over 50 freelancers (Peak4, 2019). The company now carries the slogan "Enabling performance". The Peak4 philosophy states that a new strategy itself does not make for the change. The people within an organization carry the weight of the change process and are key in making true impact. Peak4 assists its clients in implementing change initiatives through addressing the human-side of the process. By including the entire company in immersive interactions, change will be driven from all parts of the company instead of the usual top-down approach.

The Peak4 products go beyond transition management and guidance. Next to the transition department, the company delivers successful Talent & Leadership programs, and guides companies on the subjects of Performance & Wellbeing. The production department manages all projects and events. The different departments are visualized in figure 1. The team of Peak4 consists of people with a great variety in background. The field of design, however, is not yet represented in the company. The collaboration with the faculty of Industrial Design Engineering of the TU Delft is grounded in Peak4's wish for a fresh perspective that can grasp the holistic picture, including both people and business, and make it concrete for the next steps in the future of the company (J. Moolenaar, personal communication, December 6th, 2021).

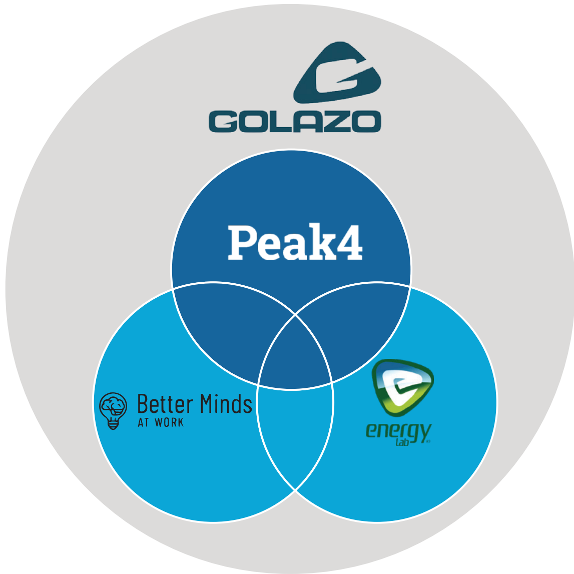


Figure 3: The companies involved with the merge.

The formulated problem revolves around change processes which are the objective of the transition department only. The other departments focus on long term development programs for client companies rather than disruptive organization transformations. The research and to be designed product will be aimed towards the context of the transition department. This department is made up of a team of 6 regular employees and 1 freelancer. The department itself has formulated its own strategy. This year's strategy (the year 2022) is visualized in figure 2.

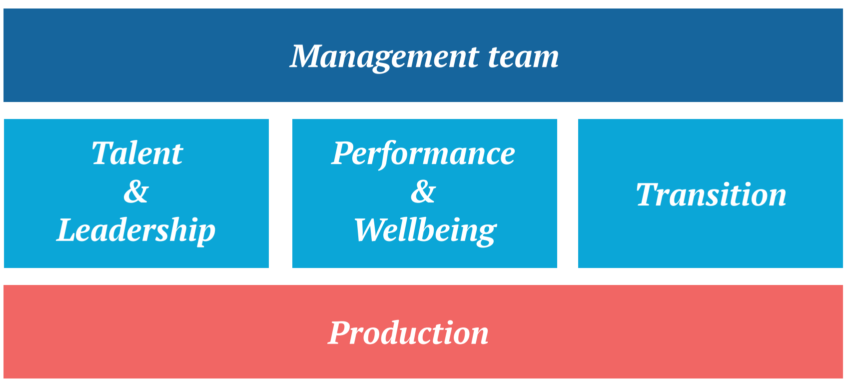


Figure 1: The internal structure of Peak4.

Peak4 currently experiences a time of extreme internal growth. Besides the great success of the company, the organization is in the middle of a merger with two Belgian companies; Betterminds at work and Energylab, which are both part of Golazo Group. The three organizations have a shared goal of improving corporate wellbeing, but all present a different focus (figure 3). Together the companies present the following mission:

“Our purpose is to move people, organizations, and society so they can thrive. We do this by empowering them physically, mentally, and emotionally.”

The merge and growth of Peak4 itself come with new challenges and goals for the future. One of which is the standardization and professionalization of the company’s way of working. As the workforce grows, the experience, skills, and knowledge cannot be transferred organically and through word of mouth anymore. Work processes and methodologies need a more structured approach to ensure consistent results. Additionally, the existing intellectual capital should be put to paper.

Figure 2: The 2022 strategy of the transition department.

Project objective

Aim
The current activities of the transition department of Peak4 deliver successful interventions that help client companies implement new change initiatives and strategy transformations. The company is searching for new, more standardized approaches to support growth and ensure consistent delivery to customers without sacrificing their reputation for successfully implementing change for their customers. Matching the inspiration for this project, the challenge stated by Kerber and Buono (2005), this project's objective is to explore how creativity techniques can be used to increase the impact of the Peak4 programs by analyzing the client's needs, values and expectations with a more standardized approach.

The designed solution should be a tool that can be integrated into the existing work routine of the Peak4 transition team. The solution should empower the Peak4 employees to acquire a better and deeper understanding of the posed problem and the client organization to better match the change initiatives. Answering the need for professionalization and standardization, the to be designed product should drive a more structured approach without complicating the current way of working.

Scope
The study is executed in the context of Peak4, and focusses on the transition department of the company. The solution designed in this project is especially developed for this context and not aimed to fit a more generalizable scope.

To fit the aim of gaining better insight into the client's desires and expectation, this solution is designed to be implemented at the start of a client project. This will help form a solid foundation for the further Peak4 process. By intervening at the beginning of the process, Peak4 employees are still free to continue with their own design approach and interventions for the proceedings of the change process. This will enable Peak4 to maintain the experimental and flexible way of working for which they are renown. It will mark the start of standardization of process while balancing Peak4's authentic consultancy style.

Research area
To investigate how creativity techniques can help Peak4 be more successful in their approach and in doing so improve the impact of their projects, multiple research areas were explored.

Literature research was undertaken to build a good theoretical foundation to this project. This literature review addresses the following sub-questions:

1. What is an organizational transformation?
2. How can an organizational culture contribute to an organizational change process?
3. How can creativity contribute to an organizational change process?

To explore the context of Peak4, further research is done on the company, its employees, and the current way of working. This empirical research is guided by the following sub-questions:

1. How do employees of Peak4 experience their work and product?
2. How does Peak4 approach their transformation processes?
3. What tools and methods are used for reframing the problem and exploring the readiness for change?

Stakeholders
A variety of stakeholders were taken into account in this project. This thesis is a product of the collaboration of the faculty of Industrial Design Engineering of the TU Delft and Peak4. Stakeholders within the TU Delft side are the supervisory team and the graduation student, me. From the Peak4 side, the project was offered by the company as a whole, having its own values and wishes for the final product. The participants from part of this study are therefore from the entire company. However, the context of this project asks for a solution for the transition department only, having its own interests and needs. Lastly, of course, the current and future clients of Peak4 are part of the stakeholder field. Current clients were the source of inspiration and investigation during case studies and future clients will play an important role in the final design.

The possibility of having conflicting interests amongst all stakeholders, required strong stakeholder management throughout the entire project.

Project approach

This graduation project can be separated into two parts, also known as the double diamond (Britisch Design Council, 2019). A simplified visualization of the process of this project can be found in figure 4. The first diamond mainly focusses on research. This again is divided into two phases:

Phase 1: Exploration – Building a theoretical foundation around the subject. The context research is aimed at understanding Peak4, their current way of working and the posed problem.

Phase 2: Analysis – Deepening the literature research on organizational change, creativity and organizational culture and perform further interviews and observations of the current way of working of Peak4.

After phase 2, a design goal and interaction vision with fitting criteria are formulated. This will be the starting point of the second diamond: Tool development. At this stage, the end product of this project, the tool, is developed. This is done by diverging through brainstorming and ideation activities. Ideas with high potential are selected and tested for further development and optimization.

The project is concluded with a final design presentation. This is followed by an evaluation phase in which the approach for the implementation of the tool is defined and further recommendations are discussed.

Even though the simple visualization of figure 4 might suggest otherwise, the double diamond does not represent a linear approach. The 2019 version of the British Design Council's framework emphasizes the need for constant reframing and iteration. As the process proceeds, new learnings and test results can change decisions or perspectives in earlier phases of the process. Iteration is one of the main design principles that come with this method. This report has been structured to present one coherent story, leaving out some iteration cycles to make it clearer and more concise.

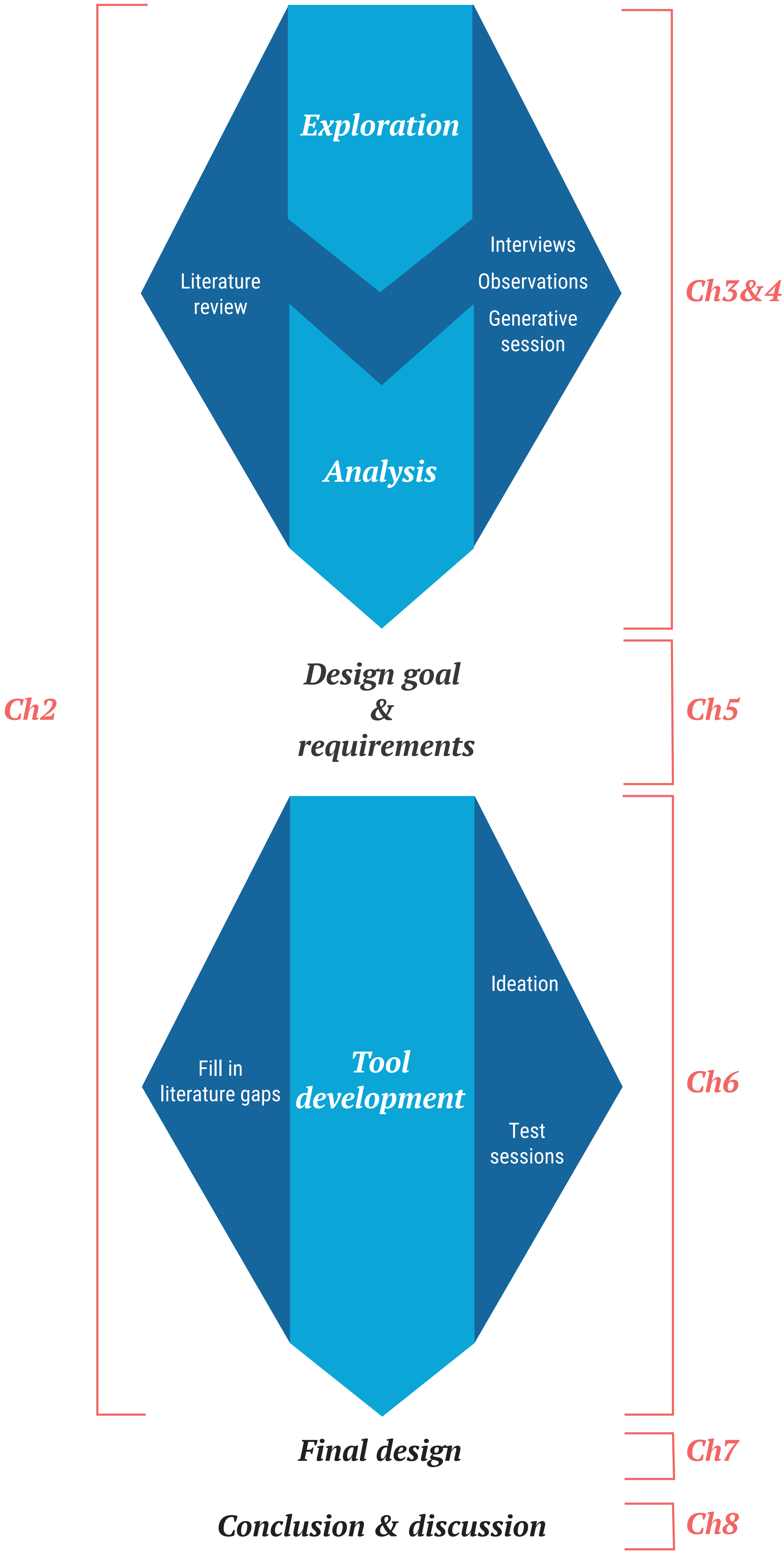


Figure 4: The approach of this project and corresponding report chapters.

2. Literature review

Building on existing academic findings, the literature review sets the foundation of the project by framing the context by pointing out what is already known. Besides, the literary review should later be compared to the practitioner's point of view to bring it to the project's and client's perspective. The findings in this chapter could function as arguments for decisions in the tool development phase.

Method

In this literary research, the academic viewpoint on the topic of this graduation project is reviewed. This is set out to find out how creativity techniques can help Peak4 be more successful and improve the impact of their client projects. For a more general perspective, the literature review is used to answer the following research question:

How can creativity techniques be used to improve the impact of planned organizational change?

To acquire a good basic understanding of all elements within this research question, the following sub questions were formulated:

1. What is an organizational transformation?
2. How does an organizational culture contribute to an organizational change process?
3. How can creativity contribute to an organizational change process?

This chapter aims to answer the sub questions rather than the main research question. However, to maintain the connection to the complete scope and aim of the project, the references used are selected to be an integration of academic knowledge and practice. The aim of this part of the research is not to acquire insight into all factors influencing the process of organizational change, but rather aims to gain a deep understanding of the connections and relationships between the previously identified elements: culture and creativity.

Organizational transformation

Organizational transformation is a process that enables organizations to operate differently in support of their business strategy (Deloitte, n.d.). These processes may occur in the entire organization, in business units, or on a functional level, leveraging behavior, skills and knowledge to drive change. This means that, no matter how big or small the change may be, all people in all organizations are involved and concerned with the change during a transformation (Senior & Flemming, 2006).

The importance of change has been widely recognized in both literature and practice. Due to the constant fluctuation of both external factors, such as demand and supply and customer needs, and internal factors like employee expectations, change is considered to be essential (Senior & Flemming, 2006). However, many present-day companies struggle to create meaningful, sustainable change (Stouten, Rousseau & Cremer, 2018). During a transformational process, 70% of change initiatives fail to achieve their set objectives (Kerber & Buono, 2005; Meaney & Pung, 2008). For a large part, this is caused by the mismatch of the proposed change and the employees that need to undergo them (Peak4, 2021). In order to survive the ever-changing environment and prosper as a business, organizations should be knowledgeable about the way of implementing fitting organizational changes that will be embraced by their employees (Armenakis & Harris, 2009).

To gain understanding and plan a structured approach to organizational change, decennia of research has been done on planned organizational change models (POCM's). Started by Lewin in 1946, many models have evolved and distinguished itself from others by filling apparent gaps, adding (context related) characteristics or specializing on certain contexts (Rosenbaum, More & Steane, 2018). Fitting with the philosophy of Peak4 (p. 12-13), the focus of this report lays with POCM's that emphasize the importance of the employees of the organization that is undergoing the transformation.

Lewin
Lewins theory forms the basis of many currently used theories (Rosenbaum et al., 2018; Heijne et al, 2018; Burnes, 2020). This model describing the process of change consists out of three steps (Lewin, 1947):

1. Unfreezing (if necessary) the present level
2. Moving to the new level
3. Refreezing group life on the new level

This model revolves around radical social change and claims that these complicated change processes demand continuous tension or crisis. It also reshaped the look on change by referring to it as a process instead of a thing (Lewin, 1947). The first step: unfreezing, addresses the fact that social habits and the needs, and wants of those involved have great influence on the success of change initiatives. Lewin states that some type of "inner resistance" may hamper change processes (Lewin, 1947). This resistance should be eliminated by "breaking the habit" and therefore unfreezing the status quo, before being able to move towards the future situation (Burnes, 2020).

The simple 3-step process describes how change occurs and addresses the complexity of human behavior (Burnes, 2020) but does not describe the implications for change management and the complexity of it (Heijne et al, 2019).

Armenakis and Harris
In 2009, Armenakis and Harris compiled 30 years of thorough research on organizational change and introduced a new key player in the process: the change recipient. Where Lewin emphasized the social habits, needs, and wants of the group, Armenakis and Harris focus on the individual as well. This important role derives from the belief that a good strategy will only be successful when employees embrace and support the change effort. As change recipients are ultimately the ones to implement the change, understanding their motivations and incorporating their experiences into the change process will provide important insights into how to best approach the transformation process.

The change model described by Armenakis and Harris consists out of 3 steps:

1. Diagnosis
2. Creating readiness
3. Change adoption and institutionalization

The first stage, diagnosis focusses on recognizing problem symptoms to identify the root of the problem. Misdiagnosis can lead to addressing the wrong problem to solve and then initiating inappropriate change. Targeting the right problem also helps with the first steps of getting the change recipients on board. The employees should believe that a discrepancy (a need for change) exists for the tackled problem. The goal of the proposed change should be clear and achievable in the eyes of the entire organization (Armenakis & Harris, 2009). After diagnosis, the next step. Creating readiness, is to sell the benefits of the change to the change recipient and thereby ignite the implementation stage of the transformation process. Readiness is defined as "the cognitive precursor of the behaviors of resistance to or support for organizational change" (Armenakis et al. 1993). As proven by Harris and Cole in 2007, change recipients should embrace and recognize the importance of change before being able to implement it. Key in the final step, change adoption and institutionalization, is to change commitment to the current state to commitment to change (Armenakis, Harris, & Field, 2000). Agreeing with Lewin's theory, the creation of new habits takes time. Until the institutionalization is complete, pressure on the change should still be performed (Kotter, 1995).

Stouten, Rousseau, and Cremer
A more detailed model of an organizational transformation process is described by Stouten, Rousseau, and Cremer (2018). This model also emphasizes the importance of employee wellbeing during times of corporate change. Instead of the 3-step models of Armenakis and Harris, and Lewin, Stouten et al. propose a 10-step version based on both scientific evidence and practitioner-oriented change models. The three models describe similar processes and important factors.

Theory in context

Figure 5 shows the different POCM's together and shows the different interpretations of such a complex process. Bringing it back to the context of this project, the above described POCM's can be compared to the process of Peak4. This too is incorporated in figure 5. The aim of the visualization is to distinguish the different stages of a change process, as a POCM does, and to compare the Peak4 process to literature. The process stages of the Peak4 approach are less rigid and more overlapping than the PCOM's. This shows the experimental, and iterative way of working of the company.

When comparing the Peak4 process to the Lewin POCM, the unfreeze stage can be compared to the combination of the diagnosis and design phases. Just as Armenakis and Harris, Peak4 defines a diagnosis phase. In this phase, the main company analysis is performed and the goal of the change process is determined. This shows great similarities with the Armenakis and Harris model. The design phase of Peak 4 overlaps with the intervening phase of the company. This is because of their reactive attitude towards the intervention's outcomes. Through experimentation and constant monitoring, Peak4 adapts its program and subsequent interventions based on the outcomes and responses to the previous activities. The interventions of the Peak4 program are used to both unfreeze and move (Lewin, 1947) the participants. Comparing it to Armenakis and Harris, this intervention phase makes up for most of the "Create readiness"- phase.

The fact that the Peak4 process and the discussed PCOM's differ in rigidity and sequentiality, emphasizes the differences between theory and practice. The theory portrays change processes where nothing needs to be adapted along the way.

In reality, change processes are much more iterative and less phased than visualized in figure 5. For a more realistic visualization of the Peak4 process, see chapter 4.

The key thing to remember is that theory can inspire and pinpoint important aspects of a successful change process making it certainly worthwhile to consult throughout the design process. Especially the PCOM of Stouten et al., can help to identify concrete steps and to do's for the initiated change. As this project mainly focusses on the start of the change process, the most useful information can be found at the left side of the visualization (figure 5). The later steps are of secondary importance but should not be ignored, as the outcomes of the final design should build a solid foundation to allow the next steps to be performed well.

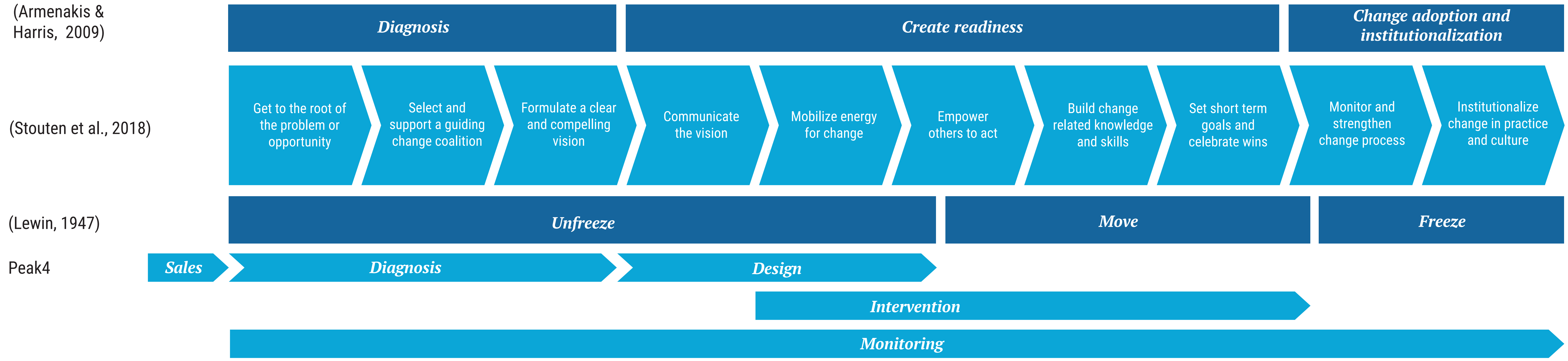


Figure 5: All discusses POCM's combined and compared to the Peak4 change process.

Organizational culture

As found in the last step of the change models (figure 5), the organizational culture plays a great role in the implementation and success of change initiatives. An organizational culture can be seen as a set of shared mental models, based on values, habits, rules, and traditions (Schein, 1995). Informally, one could describe it as “How things are done around here” (Martin, 2002). Bearing in mind the organizational culture when planning organizational change agrees with the Lewin POCM described on page 19. As this model revolves around the unfreezing, changing, and refreezing of social habits, this includes the mental models as mentioned by Schein (1995). Lewin (1947) states that: “social habits are anchored in the relation between the individuals and certain group standards.... If the individual should try to diverge “too much” from group standards, he would find himself in increasing difficulties.” This points out that the habits, needs and wants of an individual do not stand alone as an important factor, but should always be observed and analyzed in relation with and in comparison to the group or others. It’s the similarities and differences between individuals that make up social habits and organizational culture. Smollan and Sayer (2009) have proven that the employee’s experience of the existing organizational culture can shape their response to strategic, cultural, or operational changes. When the culture within an organization fits an individual’s values and beliefs, the resulting organizational commitment can result in a positive attitude towards proposed change. Therefore, it is important to take the culture of a company or team into into account during all stages of the transformation process.

Next to improving the response to initiated change, the culture of a company can fuel the desire for change. When an organizational culture is purposefully built to stimulate a proactive attitude and celebrate innovation, the environment can let both the company and the employees thrive and shine (Vandermerwe & Birley, 1997). The 1996 research of Ekvall also shows that the organizational culture, described here as organizational climate, can either stimulate or hamper processes such as creativity and innovation.

Readiness for change

Another important factor that influences the impact and success rate of innovation and change within an organization is the readiness for change. Armenakis and Harris describe this as: “the cognitive precursor of the behaviors of resistance to or support for organizational change”. The resistance to change is one of the most frequently mentioned hurdles in relation to the organizational acceptance of new ideas and change initiatives (Buijs, Smulders & Van der Meer, 2009). This also resonates with the “inner resistance” that must be overcome by breaking social habits (Lewin, 1947). Readiness for change is the exact opposite. Readiness for change has a positive mediating effect on the success of innovation processes within an organization (Jones, Jimmieson & Griffiths, 2005). The term readiness is also mentioned in the 3-step change model of Armenakis and Harris (2009) (see p. 19). Here, the creation of readiness is one of the three key steps towards a successful change process within an organization.

Weiner (2009) provides a more detailed insight into the readiness to change. He defines readiness for change as “psychological state in which organizational members feel committed to implementing an organizational change and confident in their collective abilities to do so”. This distinguishes two important elements: The capacity and the commitment to change. The capacity refers to the organizational processes needed to implement the change: e.g. task demands, resource availability, and situational factors (Weiner, 2009). The commitment refers to the readiness in a more emotional way. Commitment gives the change recipient the confidence that change is needed. It also includes the feeling that the initiated change is right for the company and will be supported (Combe, 2014).

Armenakis, Bernerth, Pitts and Wakler (2007), define five aspects of readiness for change, which they call the five beliefs. These five beliefs are rooted in decennia of literature research and practice and were synthesised into a framework labelled as change recipients’ beliefs. All beliefs are explained in figure 6.

To improve organizational change processes, change agents could address as many of these beliefs, if not all. They can be used to address the root of change resistance and facilitate a more fluent change adoption.

Discrepancy

Employees must believe that a need for change exists. A difference between the current reality and the desired situation helps legitimize the need for change.

Appropriateness

The proposed change should address the cause of discrepancy. The change recipient beliefs that the change initiatives tackle the root of the problem rather than simply fighting the symptoms.

Valence

The initiates change, and the outcomes associated with this shift are considered to be attractive from the change recipient's perspective.

Efficacy

The change recipients believes that they are capable of implementing the initiated change and therefore capable of reaching this attractive goal.

Principal support

Employees must believe that the initiated change is supported by them who matter for making this into a success, e.g. supported by change agents and opinion leaders.

Figure 6: The five recipients' beliefs of readiness for change (Armenakis, Bernerth, Pitts and Wakler, 2007).

Theory in context

As explained above, both organizational culture and readiness for change have a proven effect on the success of change initiatives. The organizational culture has a moderating effect, meaning that the influence of this factor can be conditional (Ekvall, 1996). The readiness for change has a mediating effect (Jones, Jimmieson & Griffiths, 2005). The two effects are visualized in figure 7. Even though the two factors have different effects, the two are hard to been seen in isolation from one another. Organizational culture also has a slight effect on the readiness for change. Culture can drive the commitment levels and capacity to change within an organization (Combe, 2014). On the other hand, organizational change, fueled by the employees readiness for change, alters organizational structures and habits which are part of the organizational culture. These factors are interconnected (dashed arrow in figure 7).

The Peak4 expertise centers around cultural changes within organizations. Clients come to them to address organizational culture problems. As an organizational culture is a complex construct, rooted in years of organizational evolution and experience, changing it is oftentimes the end goal of an organizational change initiative. As described by Lewin (1947), the end product of the change process is the refreezing of new social habits within an organization.

For this project, the focus does not lay with redesigning the entire process or end-result of a Peak4 project, but rather designing something that can standardize the start of the process to lay the foundation for further change and professionalization. Building onto the knowledge gathered in this chapter, focusing on creating a strong start of a change process might have potential. Opportunities for this project could be found with influencing the readiness for change at Peak4's clients. By targeting the acceptance and motivation of the organization members themselves, the first steps towards this possible change is to remove resistance and set up the right mindset and willingness to change (unfreezing). As readiness for change can be split up into five beliefs, the design should take all five factors into account.

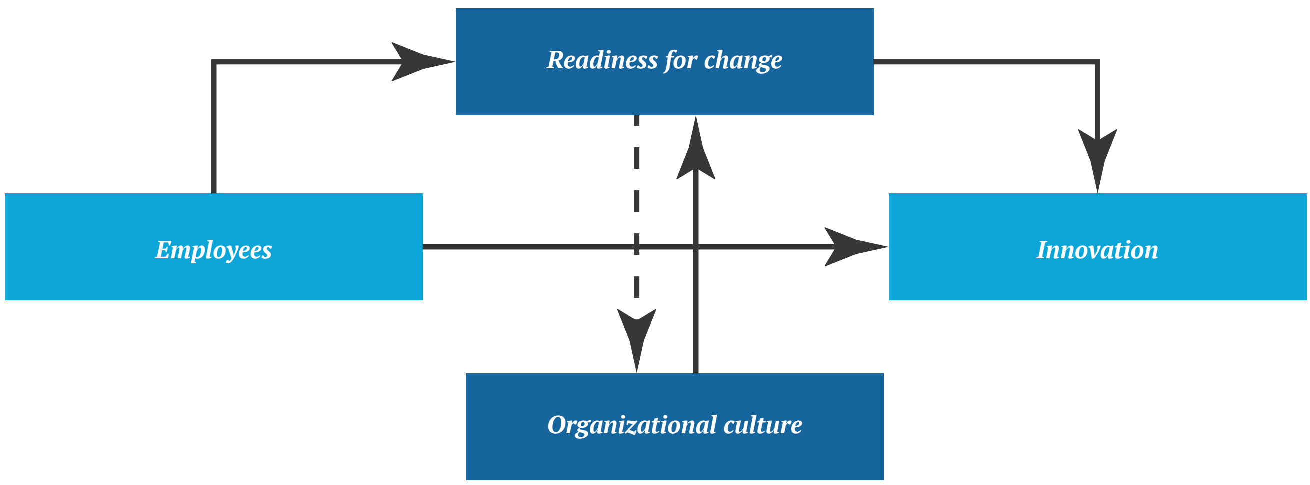


Figure 7: The effect of readiness for change and organizational culture on innovation and each other.

Creativity

Organizational change processes help organizations on their path towards continuity and growth. Innovation can be seen as the engine of this organizational continuity and growth, which is then again fueled by creativity (Heijne et al., 2021). This points out that creativity is essential to power an organizational change process. In a broader context, in both literature and practice, creativity has been associated with outcomes that are generally perceived as desirable (Caughron, Peterson, Mumford, 2011).

In research, a wide array of different definitions for creativity exist. Creativity can be described as a product, a person, or a process (Amabile, 1988). Most definitions describe things, people, or processed that are creative using two main characteristics: novel and useful (Amabile, 1988; Mostert, 2008; Runco & Chand, 1995; Meinel & Voigt, 2017). For this project, concerning change process with and within organizations, we define creativity as a process. For this project, the following definition is formulated and used:

Creativity is the process of exploring and producing novel and useful ideas performed by an individual or small group of people working together.

Organizational creativity is the occurrence of this process within an organization. It is the before mentioned performance of the organization's fuel for innovation, needed for the continuity and growth the organization strives for. Woodman, Sawyer and Griffin (1993) define organizational creativity as a broader construct of organizational change. Part of the change facilitating culture of an organization can be assigned to the creative capacity of this organization and its members.

Organizational change processes and creative processes are strongly intertwined. According to Basadur (1997), organizational change can be improved by "encouraging employees to master new thinking skills which increases their creativity, motivation, and commitment". Not only does the individual creative capacity of employees play a critical role in the survival of an organization through reinforcing change processes, it also has great influence on the company's productivity and efficiency in daily operations (Liu, Jiang, Shalley, Keem, & Zhou,2016)

De Bono (1993) defines five important objectives for which creativity can be of great help. First and foremost, creativity can be used to improve a situation, product or process. A key point in this process is to rethink the status quo. In a context without any defined errors or limitations, the need for creative problem solving is high, as logical problem-solving techniques will no longer suffice, and completely new ideas should be opened up.

This does not exclude the area of problem solving form the use of creativity however. A problem solving process needs creative influences when the standard approaches cannot provide a fitting solution (Gronau, Ullrich, Weber, Thim, & Cegarra, 2012). In addition, even when standard approaches can succeed, an organization can greatly benefit by using creative techniques to find an even better solution (De Bono, 1993).

De Bono's third use case is the creation of value and opportunity. Where companies can simply wait for opportunities to occur, a better competitive position is created when opportunities are created. Using the creative ability of the organization and its members can put the company ahead of the game. This goes hand in hand with the fourth use case: envisioning the future. To embrace innovation and the changing world, companies are required to envision future scenarios and consequences of choices. With the uncertainty of the future, it is wise to lay out a variety of possible futures, preparing for multiple alternative realities. This use of different perspectives is why thinking about the future should always incorporate creative thinking (De Bono, 1993).

Lastly, the use of creativity can be a source of inspiration and motivation. Creativity can increase people's interest in their actions and challenges.

The interaction between motivation and creativity goes both ways. People are more likely to perform creatively when they are personally interested and challenged by a task or problem (Amabile, 1988; Amabile 1996; Lui et al., 2016)). Lui et al. (2016) describe 3 factors to this motivation:

Intrinsic motivation – the level of engagement caused by their personal interests, enjoyment and perception of challenge.

Creative self-efficacy – the belief that one is capable of producing creative outcomes.

Prosocial motivation – The engagement caused by the desire to benefit others.

The argument for creative efficacy adds to the efficacy belief of readiness for change (p.23). Efficacy shows to be both important for enhancing the creative capacity of an individual as to improve the readiness for change concerning an organizational change initiative. Plucker, Runco, and Simonsen (2020) point out that design activities and training programs can be used to excite, stimulate, and increase curiosity which in turn improves the intrinsic motivation of people. A creative session could be an example of such a design activity used to improve the intrinsic motivation and thereby increasing the creativity of the individual, fueling innovation.

Problem evolution

"The formulation of a problem is often more essential than its solution. (...) To raise new questions, new possibilities, to regard old problems from a new angle requires creative imagination."
– Albert Einstein & Leopold Infeld (1938)

In line with the famous quote from Einstein and Infeld (1938), research marks the problem definition as the most important component in a creative process (Okuda et al., 1991). The by Einstein and Ingfeld mentioned "new angles" can also be called frames. These frames shape the perception of a problem or situation. Considering the use of different frames allows change agents to gain fresh insights and new perspectives on a problem (Spencer, 1990). The use of different frames allows one to include different perspectives and therefore gain a broader and deeper understanding of the subject or problem. Dorst and Cross (2001) define the framing of a problem as a key aspect of creativity.

Dorst and Cross also state that the problem space and the solution space co-evolve together. There are always surprising elements within a change -or design process. These surprises make for the necessary interchange of information between the formulation of the problem and the creation of ideas for a solution. Gaining more insights into the context or possible solutions throughout the proceedings of the change process allows you to develop and refine the problem as you go. A more refined problem statement again makes for a more refined and fitting solution.

This continuous process of problem finding and evolution (Runco & Nemiro, 1994) fit the process of creativity as described by Franco and Assar (2016). They define the ability to change one's approach to a problem as a key element of the creative process (Amabile, 1988; Franco & Assar, 2016; Basadur & Basadur, 2011). This allows change makers to redefine problems or aspects of it to see beyond the immediate situation and obvious solutions (Franco & Assar, 2016). This cognitive style also allows people to easily understand complexities. Using creativity, people can tap into alternate ways of thinking and unblock old patterns or habits. This idea has similarities with the POCM of Lewin (1947), emphasizing the importance of unfreezing patterns before moving towards a desirable future. In practice, this means that the formulation of a problem will be an iterative process throughout the complete creative process, constantly questioning the direction, resulting in new problem statements as a process proceeds.

Schön (1983) models this reflective practice as "naming – framing – moving – evaluating" (Figure 8), where the evaluating step could lead to satisfaction, the making of new moves, or the reframing of the problem. The active evaluation of the problem statement therefore makes for an important activity throughout the change creative process. This evaluation assures that the right problem is addressed during the development or implementation of the solution. The iterations allow change makers to design solutions that are more original or novel, but mostly more useful in the context, fitting the before mentioned definition of creativity.

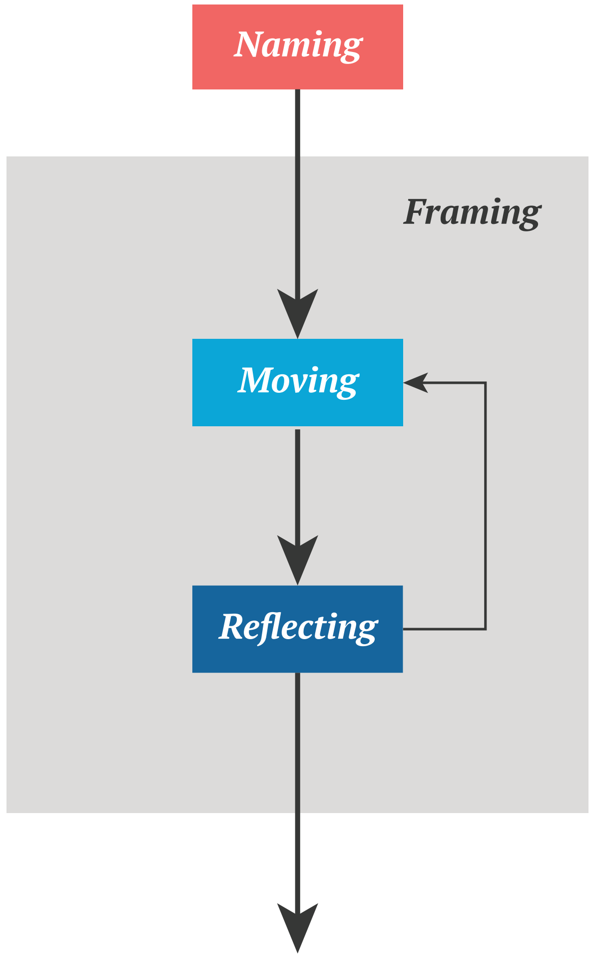


Figure 8: Schöns model of reflective practice.

The constantly evolving problem statement might suggest that the process is unguided and constantly changing direction. However, recent research by Storm, van Maanen and Gonçalves (2019) suggest a more elaborate model for framing (figure 9). An important element in this new model is the goal. Essential to a well-executed creative process is to have a clear project goal. Storm, van Maanen and Gonçalves (2019) state the importance of "the consciousness of where you currently are and where you want to go" can even assist in a well-performed co-evolution of the problem and solution space. These goals are not to be confused with project goals such as KPI's or solution directions, but rather refer to higher goals such as company values or joined vision. This driving force of purpose, is something Peak4 cherishes. With their focus on spiritual well-being and organizational culture, these higher goals are of great importance. Higher goals can, and sometimes even should, be the main argument to do something, and can give a strong sense of direction in uncertain times like moments of change.

The 2009 study of Alas, showed that shared company values have a positive effect on the readiness for change in an organization. Value-based management and storytelling show to improve the success rate of change implementation.

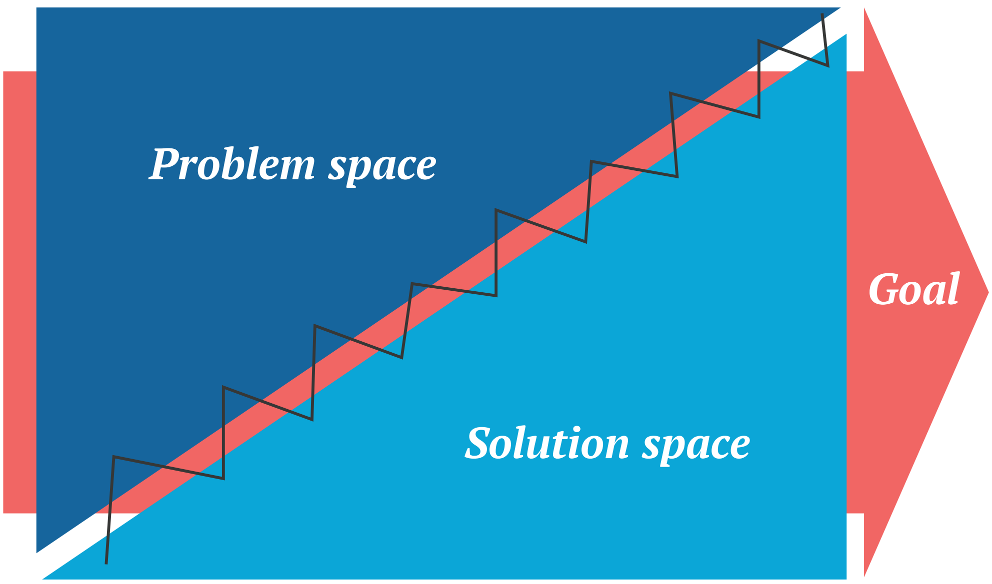


Figure 9: The framing model. An adaptation of Storm, van Maanen, and Gonçalves (2019).

Creativity techniques

The three-stage diamond model (figure 10) can be found in any stage of the integrated creative problem solving model(iCPS) (Buijs, Smulders & Van der Meer, 2009). In all stages, whether it concerns the problem finding stage, or the solution finding stage, one should first explore and generate options (diverge), then organize those findings (reverge), and finally focus and choose options (converge). Buijs and Van der Meer (2014) define different techniques for different phases of the three-stage diamond model. Techniques for the divergence stage allow participants to produce a large number options, whereas the techniques for the reverging stage aim to facilitate a mental break, giving time to produce a systematic overview of the available options (Heijne & Van der Meer, 2019). In the converging part of the diamond, designers or participants of a creative process aim to decide between options and choose the best one. These decisions can be made based on multiple aspects (e.g. intuition, arguments, predetermined criteria, costs, technical characteristics (Buijs & Van der Meer, 2014)). These different ways of choosing, can again be facilitated using different creativity techniques.

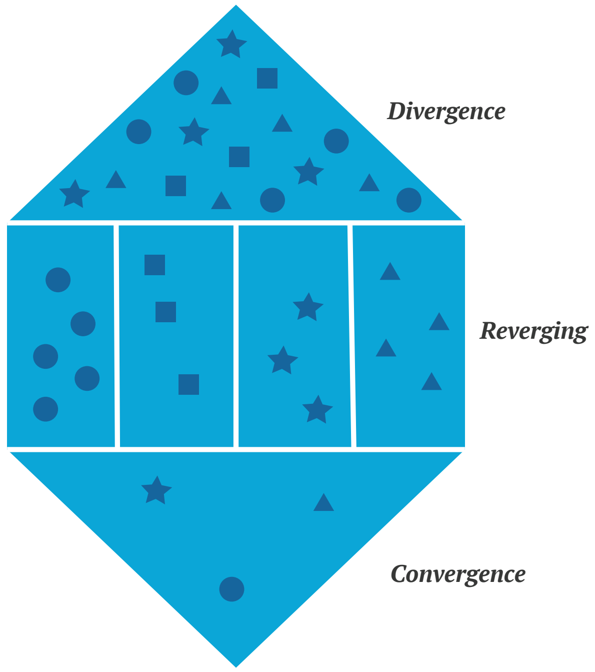


Figure 10: The three-stage diamond model.

Being able to perform the process of creativity can be considered a skill (Gaut, 2010) and therefore be trained and facilitated (Runco & Nemiro, 1994; Dong et al, 2017). In the business community, the popularity of these creativity training programs has increased greatly (Plucker et al., 2020). Creativity sessions and workshops can be used to help organization members to use and stimulate their creative potential (Buijs & Van der Meer, 2014). These sessions are often led by professional creative facilitators. These services make use of creativity techniques to assist organizations and teams in their creative processes (Meinel & Voigt, 2017; Buijs & Van der Meer, 2014). The most renowned creativity techniques is Osborn's (1953) brainstorming. However, a great diversity of techniques and tools exists (Meinel & Voigt, 2016; Buijs & Van der Meer, 2014).

The facilitator should aim to use the right technique, considering elements such as the stage in the creative process, the context of the problem, the skills of the participants and the time at hand. The combination of creativity techniques can lead to fruitful creative processes -and sessions (Meinel & Voigt, 2017). Meinel and Voigt (2016) also prescribe facilitators the use of a diverse array of techniques and to, against all routines and positive experiences, mix it up for new problems as the use of new techniques can too inspire both facilitator as participant.

Besides the use of surprising techniques fitting the context and participants, the facilitators and the choice in technique may need to nurture participation (Sjolie, 1997). With the sensitive subject of organizational change, not all participants will have a positive attitude towards a proposed change initiative. Sjolie (1997) points out that the higher the level of communication, the greater the common knowledge and empathy towards other perspectives, the deeper the trust, and eventually, the more successful a change process. Looking at the levels of deepness of deepness of knowledge (figure 11), in verbal conversation, only explicit knowledge is shared (Sanders & Stappers, 2012). Managing the deeper levels of knowledge, especially the tacit knowledge, presents to be a challenge in the business world (Leonard & Sensiper, 1998). By exploring other levels of knowledge through doing -and making activities with creativity techniques, tacit knowledge can be expressed and shared. The resulting recognition of the experience and expertise of others can help increasing empathy, team bond, and even allows to consider more perspectives to the problem or situation (Leonard & Sensiper, 1998).

Creativity techniques and active listening can then be used to turn a pessimistic attitude more positively and openly. Furthermore, the use of creativity techniques can increase productivity when time is of the essence (Barzilović, Stojanović, Djerić, Velojić, & Milošević, 2011).

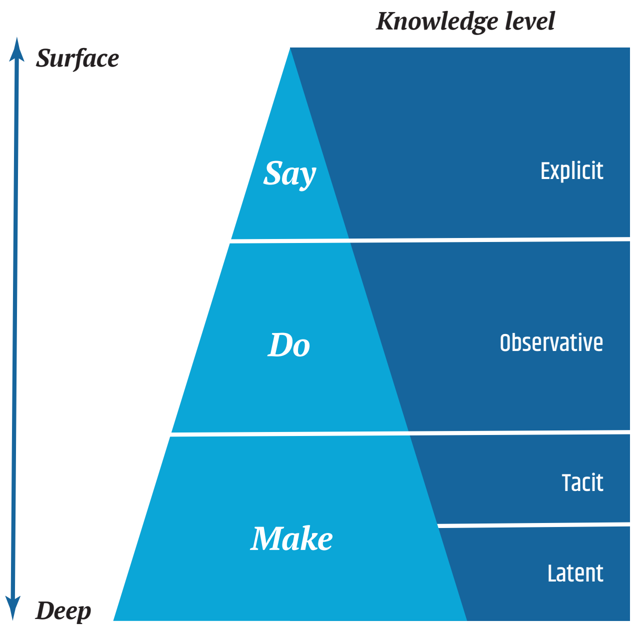


Figure 11: Levels of deepness of knowledge and used research methods.

Theory in context

Creativity fuels both innovation and motivation. It assists in coping with the uncertainties of future envisioning and helps finding alternatives to the status quo, needed for improvement. With the case of Peak4 and previously discussed literature on PCOMs and readiness for change in mind, creativity shows potential for a possible solution for improving the impact of planned change initiatives. Design activities such as creative sessions can stimulate and excite participants, improving their motivation, self-efficacy, and creativity, fuelling an organizations innovations.

As mentioned in the introduction (p. 12), Peak4 currently uses the initial client inquiry as a foundation for their design and change process. This is in line with the POCM of Armenakis and Harris, which says that the goal of the proposed change and therefore client case should be made clear and achievable at the start of the change process (see page 19). The theory of the co-evolution of problem and solution, however, advocates against this non-iterative approach as it argues that the problem changes when more information on the context is uncovered throughout the process (Dorst & Cross, 2001). The more recent study of Storm, Van Maanen and Gonçalves (2019) nuance this theory as they propose an iterative approach, agreeing with Dorst and Cross (2001), but emphasizing the need for a shared higher goal to make the change initiative into a success. This matches with the Peak4 focus on purpose and company values in their client cases.

For this project, we should keep in mind that organizations, and therefore Peak4, have limited availability of time and expenses. A challenge for this project is therefore to find a time- and cost-effective approach while still initiating an iterative approach toward defining the problem and connecting this to their ambition to focus on higher goals.

The role of a consultant within change processes could be described as an external change agent (Kaarst-Brown, 1999). As Kahn (1995) describes, many consultants and members of the changing organization struggle to manage expectations of this powerful position. The consultants, often portrayed as experts, are expected to fix the problems and dysfunctional patterns whereas the consultant merely provides the atmosphere and dynamics that allow the organization members to explore new possibilities and new ways of relating themselves (Byng-Hall, 1990; Hirschhorn, 1990; Khan, 1995). Peak4s consultant role could be compared to the role of a facilitator. As stated by Buijs and Van der Meer (2014), in this position, it is important to keep in mind that the aim is to assist the change process of the client company, rather than participate in it themselves. Linking it to the attachment theory of psychiatrist and psychoanalyst John Bowlby, the facilitator could act like a temporary attachment figure (like a therapist) and make the members of the organization feel secure and supported enough to explore the problem and possible solutions. During the sensitive change process, facilitators should have a supporting role concerning the working environment, but also the hand the participants the appropriate information, tools, and resources (Kahn, 1995).

3. Context research methodology

Building on to the literary research and to gain further understanding of the context and the company, further research is performed to answer the research question. Different research methods have been used to gain insights on different levels of deepness and on different elements of the context. Throughout the project, the aim was to get deeper into the context of this project. Besides these academic methods and structured approach, continuous dialogue and observations of daily activities at the Peak4 office also provided insights into the company's context.

Overall approach

As Peak4 is used as a context for this project, the aim of this chapter is to learn more about Peak4 as a company and the processes and methods that are currently used. This should identify why the current approach to transformation processes is not achieving the desired impact. The research is guided by the following questions:

1. How do employees of Peak4 experience their work and projects?
2. How does Peak4 approach their transformation processes?
3. What tools and methods are used for reframing the problem and exploring the readiness for change?

This project could be seen as a case study of Peak4. It is not the aim to come up with completely generalizable findings, but rather to gain deeper understanding of this particular context of Peak4. Having said this, it can be noted that by connecting the findings in the literature review (chapter 2) and by including different perspectives, parts could also be applicable or helpful to other cases. With this case study of Peak4 in mind, the experiences of Peak4 employees and stakeholders will be the primary source of research data. Qualitative research methodology is applied to answer the questions (Creswell, 2014). This chapter presents a description of methods used, results and conclusions can be found in chapter 4.

The goal of using different methods is to target the say, do and make levels defined by Sanders and Stappers (2012). As mentioned in chapter 2, this theory addresses the different levels of knowledge. The say level refers to the explicit knowledge retrieved from interviews, the project brief analysis, and further conversations with Peak4 employees and others. The do level looks at the observable knowledge. As people are often not aware of their own behavior, observation can be very useful. The make level allows you to obtain tacit and latent knowledge. This is information that is hard to verbalize or applies to thoughts and ideas that people have not experienced yet. This knowledge is hard to express, but can be retrieved using generative techniques. Figure 12 shows what methods are used in what stage of the research.

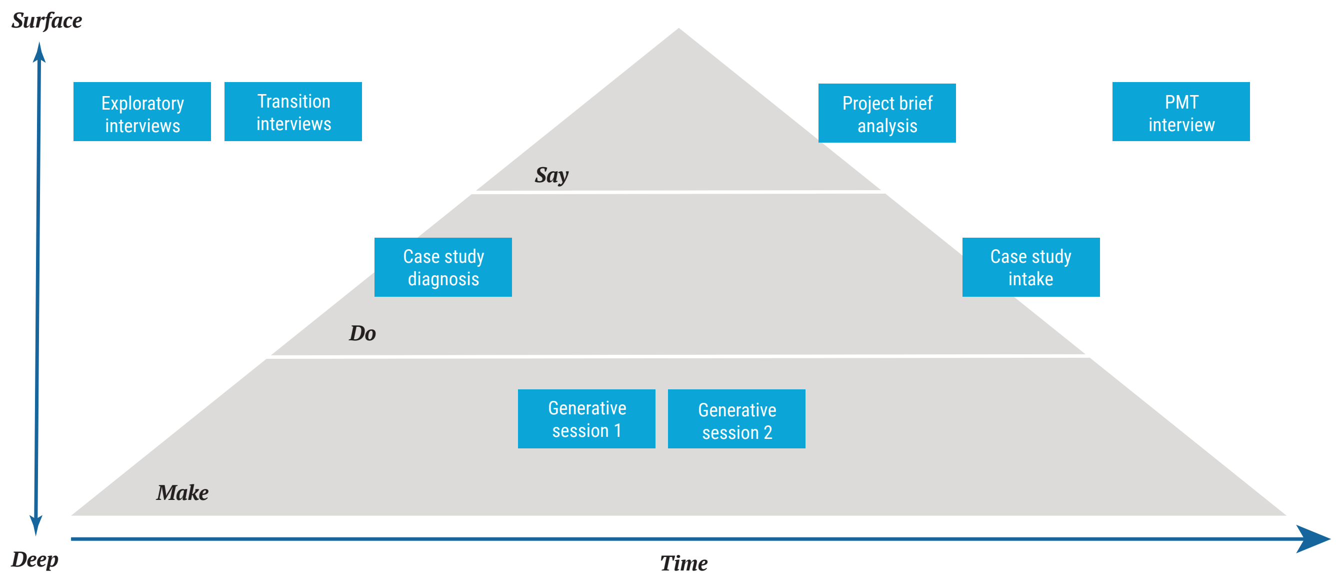


Figure 12: Levels of deepness of knowledge and used research methods.

Exploratory interviews

The exploratory interviews with the Peak4 employees were done to gain insights into the company, its way of working, and its own readiness for change. This will help assess the organizational culture and help define possible design directions. More specifically, the interviews answer to the following goals:

1. Introduce myself and the project
2. Get to know the people at Peak4
3. Get to know the company and it's way of working
4. Define possible design directions

Method
The method for data collection for this part of the research was a semi-structured interview. To provide structure to the interviews, an interview guide was used. This can be found in appendix B. The interviews addressed the following topics:

1. Getting to know you and your role at Peak4
2. Peak4 as a company
3. Peak 4 structure
4. Peak4 in the future.

To support the interview, a few talking templates were created (appendix B). These were used to obtain knowledge what could be experienced as hard to verbalize by the interviewees. The templates were only applied when needed. When the interviewee addressed the needed information themselves, the templates were left behind. This choice was made to ensure a balance between good data collection and a comfortable conversation. As the addressed topics also covered sensitive or negative aspects of their Peak4 experience, comfort and the feeling of psychological safety was valued greatly (Stouten et al., 2018).

During a time span of 2 weeks, 11 interviews were conducted. Participants were selected at random. They represent all departments of the company and include both new employees, existing and former employees. The participant list can be found in table 1. All interviews are anonymized.

Table 1: An anonymized list of interviewees of the exploratory interview.

	Job title	*Department*	*Time active at Peak4*
Person 1	Office manager	-	1,5 years
Person 2	Lead production	Production	3,5 years
Person 3	Project manager	Production	8 months
Person 4	Lead transitions	Transition	4,5 years
Person 5	Lead talent & leadership	Talent & Leadership	2,5 years
Person 6	Talent practice lead	Talent & Leadership	4,5 years
Person 7	Program manager	Talent & Leadership	5 months
Person 8	Project manager	Production	8 months
Person9	Partner	Transition	14 years

Interviews transition team

As this project mainly looks into the products delivered by the transition department of the company, a second round of interviews was conducted. This time, the aim was to gain insights in the transformation processes and the current approach to the start of the Peak4 transformation projects, the diagnosis phase.

Method
Again, semi-structured interviews were conducted. The interview guide for these interviews can be found in appendix C. The interviews addressed the following topics:

1. Diagnosis phase current project
2. This project in comparison to previous projects
3. Your ideal diagnosis phase

The interview structure follows "the path of expression". This model for understanding experience suggests that in the process of exploring someone's experience, you should ask questions in the order "now, past, present". You first address current experiences to build context and het the interviewee in the right headspace, then follow-up and connect those experiences with activities from the past. The sharing of these experiences through the "now" and "past"-questions allows them to access underlying needs and values that can help them express their wishes for the future (Sanders & Stappers, 2012). A visualization of this model can be found in figure 13.

The interview was conducted with four of the six members of the transition team. The participant list can be found in table 2. All interviewees are anonymized.

Table 2: An anonymized list of interviewees of the interviews with the transition department.

	Discussed project	*Time active at Peak4*
Person A	Internal transition	3,5 years
Person B	Client B	4,5 years
Person C	Client A	7,5 years
Person D	Client A	5 months

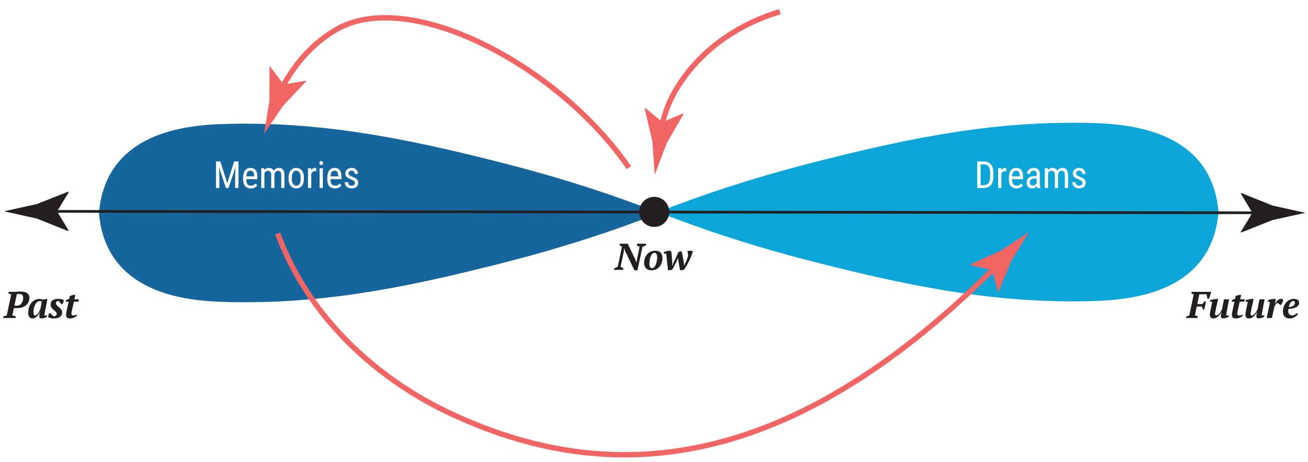


Figure 13: The path of expression. Adaptation of Sanders and Stappers (2012).

Case study client interactions

To gain insights into the current approach of the transition projects, a current client process was used as a case study. The activities around the project of a new client were observed and evaluated with the project team.

Method

Over a period of three weeks, the activities around the project of a new transition client were analyzed. The observed client was a Dutch based company that has experienced strong organic growth in the past decade and has recently created their first real long-term strategy. To successfully implement this new vision, Peak4 is asked to take a look at their organizational culture and report the current situation and its match/mismatch with this proposed strategy.

This graduation project coincides with the start of the project and allows observation of the first interactions with a client. This project is quite short, and moves quickly. The activities concerning the project that were observed are the first diagnosis activities and the preparation of the first intervention (the design phase).

As a fly on the wall, all activities, both internal and with the client, were observed (see appendix D). After most meetings and events, a short evaluative discussion was performed with the participants from Peak4. The client was not included in these discussions. All activities that were observed and further details about these events can be found in the timeline below (figure 14).

The observations and discussions, combined with the interviews of the transition team, were used to discern the current situation and approach of Peak4. This frames the current struggles and strengths of the company and formed the basis for formulating possible design goals for the tool development part of this graduation project.

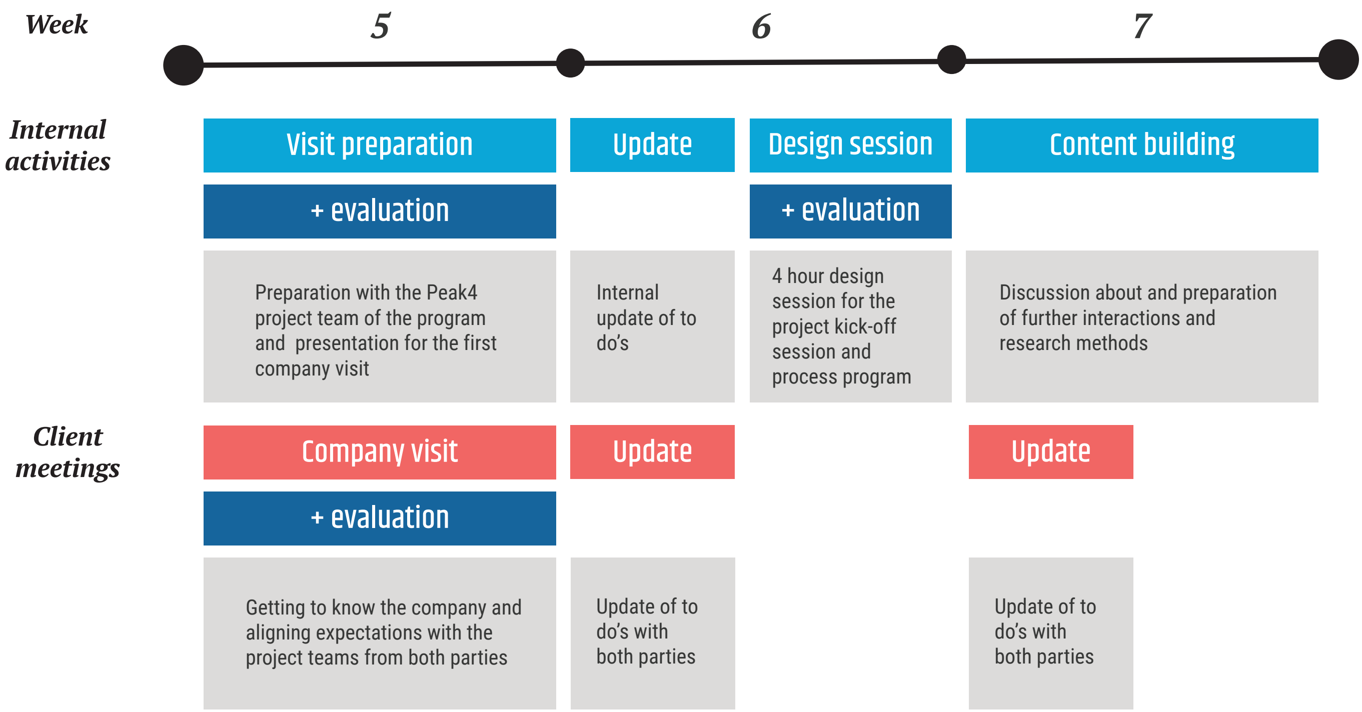


Figure 14: Timeline of observed activities within the case study.

Generative session transition team 1

As a first step towards a design goal and set of requirements, a generative session with a part of the transition team was performed. The session was set up with the following goals in mind:

1. Generate involvement and commitment to this graduation project
2. Create alignment on the definition of the diagnosis phase
3. Gain insights on the most important values and problems of a diagnosis phase according to the department members

Method

The executed session was designed to take up 1,5 hours of the participants' time. By doing creative exercises and letting the transition department members participate in the design process, they were encouraged to examine competing ideas and resolve ambiguity (Sanders & Stappers, 2012). Besides the retrieval of this new level knowledge, the session also increased the engagement and targeted the commitment of the Peak4 employees to this project.

As a preparation of this session, a rough session plan (table 3) and a detailed session script (appendix E) were created. These two documents were used as guidelines during the preparation and facilitation of the session. All used materials can be found in appendix E.

The session kicked-off with a short introduction and ice breaker to get all participants in the right frame of mind. Next, the second goal of this session was tackled: Create alignment on the definition of the diagnosis phase. Participants formulated definitions on the term "diagnosis phase" individually. All definitions were discussed and combined to come to one coherent definition.

To tackle the third and most important goal of the session, the tool Metaplan was used (Heijne, 2022). Considering each other's perspectives, the employees experience on the current approach to the diagnosis phase was discussed. This discussion was also the starting point for the idea generation for future improvements. Due to the speedy and structured character of Metaplan, the aspects that participants valued as the most important and most striking were brought to light.

After a short break, the ideas generated in the first half of the session were clustered and used for a final exercise: determining the perfect process. The participants were asked to design the ideal diagnosis phase in a short amount of time. This activity was mainly used to create further engagement and to generate more inspiration for the design steps ahead.

The session was evaluated with all participants individually to test the success of the first goal: Generate involvement and commitment to this graduation project. Furthermore, feedback on the design of the session itself and the facilitation of the activities was acquired in these conversations.

Reflection

Due to the limited availability of the department members, only 3 of the 6 Peak4 employees participated in the session. COVID-19 restrictions also hindered the session as the activities were done in an online-offline hybrid mode as LIVE was not possible for all participants. Using Miro as a communication channel, the three participants could still collaborate while being on different locations.

Table 3: Sessionplan for the first generative session with transition team.

Starting time	***Duration***	***Activity***	***Details***	***Items needed***
9.00	5 min	Introduction	Welcome Goal and rules Agenda	Paper with agenda Paper with rules
9.05	5 min	Ice breaker	Describe your energy level using a travel themed metaphor	-
9.10	5 min	Definition	Share definitions of diagnosis phase Decide on 1 definition	Paper on the wall Post-its + markers
9.20	5 min	Introduction tool	Explain tool, set-up, goal and steps	-
9.25	20 min	Meta plan	Tool step by step	Paper with scale + space and - space
9.45	10 min	[break]	Get a coffee Reorganize space	-
9.55	10 min	Cluster ideas	Find patterns in generated ideas	Big post-its
10.05	15 min	Perfect process	Make a timeline of the perfect process in a short period of time	Paper with timeline
10.20	5 min	Reflection	What are your take aways of today?	-
10.25	5 min	Check out	Thank participants Briefly explain further steps	-

Generative session transition team 2

To build further onto the findings of the first generative session, another session was planned. This session had the following goals:

1. Validate conclusions of previous research steps
2. Broaden and deepen the teams commitment to this project and their readiness for change
3. Gain insight into the different phases of the Peak4 process
4. Generate ideas for the point of implementation of the to be designed tool

Method

This session was as well designed to take 1,5 hours. This time, 4 of 6 members of the transition team of Peak4 participated. This contributes to the first goal of this session: Broadening the commitment to the project.

As a preparation of this session, again, a rough session plan (table 4) and a detailed session script (appendix F) were created. All used materials can be found in appendix F. Learning from the first session, an online version of the session materials were also created.

The session was kicked-off by an introduction and recap of the previous session. This recap was performed to validate the conclusions of the previous research activities and to get the new participant up to speed.

After the validation, the third goal was tackled by aligning all participants on the definitions of all the pre-defined phases of a Peak4 process. The goal or essence of each phase was defined next to the starting point of the stage. The starting point forced the participants to dive into the requirements to perform the activities of a certain phase and provided information for the next step: visualizing the entire process and the phase sequence.

For the last part of the session, the participants were asked to visualize the ideal project process form start (the potential clients inquiry) to the start of the design phase. The results of this activity gave insight into the more detailed activities performed at the first stages of the process and it was to spark a brainstorm on the possible implementation moments for the to be designed tool. The participants were to answer the question where a tool would be most needed.

After the session, a short evaluation was performed to test the participants engagement with and position towards this project. The evaluation provided some feedback on the design of the session and facilitation of it.

Reflection

Again, the session was done in an online-offline hybrid mode. Using Miro as a communication channel, the four participants collaborated while being on different locations.

Table 4: Sessionplan for the second generative session with transition team.

Starting time	Duration	Activity	Step	Details	Items needed
13.30	5 min	Introduction		Welcome Goal and rules Agenda	Paper with agenda Paper with rules
13.35	5 min	Ice breaker		Throw around a ball associating with the word "Diagnose"	Ball
13.40	10 min	Recap session 1		Share all findings of session 1 and validate it with new participant	Paper ith statements
13.50	6 min	Definition phases	Brainstorm carousel	Write down goals and starting point. 1 min per phase, then rotate	Paper per phase, with 2 titles Post its
13.56	4 min		Combine definitions	Formulate 1 goal and starting point per phase	Big post-its
14.00	5 min	Process puzzle	Current process	Place phases in sequence, find out if there is overlap	Puzzle pieces Paper to paste
14.05	10 min		Ideal process	Place phases in sequence, what is needed for the phase transitions?	Puzzle pieces Paper to paste
14.15	10 min	[Break]		Get a coffee Reorganize space	
14.25	5 min	Perfect process	Quick meeting purge	1,5 min of brainstorming per question (2 people per page)	Paper with questions
14.30	5 min		Timeline puzzle	Place actions on timeline in between starting point and goal	Timeline
14.35	10 min		Fill up spaces	Fill up spaces with unmentioned activities	
14.45	5 min		Place tool	All place a dot on client meeting where tool should be placed, explain why	Dots
14.50	5 min	Reflection		What are your most important take-aways?	
14.55	5 min	Closing			

Project brief analysis

To understand the starting point of most client cases, a selection of project inquiries was analyzed. The analysis was performed to gain insight into the content of the usual assignment brief. What information is presented and in what manner is everything explained?

Method

For this analysis, five recent client cases were used. These clients are a mix of projects that are still in the sales phase and projects that are already in advanced stages The project briefs were analyzed individually by indicating all elements of information present in the piece of communication. The elements of all individual analyses were combined and clusters into categories. These clusters (appendix G) showed the different themes and patterns present within and across the project briefs.

A short overview of the practical project brief details are presented in table 5. The companies are anonymized for privacy and confidentiality reasons.

Table 5: Overview of the project brief details of the analyzed inquiries.

	Client A	*Client B*	*Client C*	*Client D*	*Client E*
By whom	Peak4	Client HR director	Client HR consultant	Peak4	Client HR director
Document type	Briefing after call	Pitch memo	E-mail	Briefing after call	E-mail
Length	1 page	2 pages	1,5 pages	1,5 pages	1 page
Communication channel Peak4	Google drive	E-mail	E-mail	E-mail	E-mail

Case study intake meeting

To get a better view on the current approach of the first interactions between Peak4 and a new client, an intake meeting with a project manager of a Dutch bank was observed and evaluated with the Peak4 employee present at the meeting.

Method

The intake meeting was performed online via video-call by one person from Peak4, and the project manager of the client company. To gain insight into the approach of this meeting and to get into a deeper level of analysis (the do-level, see p.30), the researcher observed the meeting as a fly on the wall.

The 30 minutes meeting was later evaluated with the Peak4 employee to include this persons experience into the case study. Notes of this observation can be found in appendix H.

Interview Psychomotor therapist

For a broader view on active problem solving in the field of human interaction and culture, an interview with a psychomotor therapist was performed. By stepping out of the usual work field of organizational management and design, the aim was to find a new source of information and deeper psychological theories.

Method

There are many parallels to be found between organizational culture problems and family conflicts. The interviewed psychomotor therapist is specialized in the field of family therapy for children and young adults with eating disorders. In her sessions, many activities are based on sports and play. Similar to creative sessions, sports and play can help a therapist or consultant to acquire information and results that would usually remain undiscovered when merely relying on participants' active response to questions.

Again, a semi-structured interview was conducted. The interview guide for this interview can be found in appendix I1. The interview addressed the following topics:

1. What is Psychomotor therapy (PMT)?
2. The build-up of a PMT session/course
3. Important elements of a PMT session

The interview of one hour was conducted via telephone. The notes of the responses can be found in appendix I2.

4. Context findings

The collected data from all methods was analyzed separately then synthesized. The interviews and observations were first analyzed through the “on the wall” technique (Sanders & Stappers, 2012). This “light analysis” simultaneously provides information by turning data into insights, as it can be used to inspire designers further along the way of a design process. In essence, this technique uses quotes from interviews, observations, and generative sessions as the main source of data. These quotes are interpreted and grouped to generated thematic insights that together generate a (visual) summary of the researched topic or target group. In the case of this project, all clustered statement cards (combinations of quotes and interpretations) generated can be found in appendices B and C. Documentation on the observations on the case studies can be found in appendices D and H, and the results of the generative sessions are presented in appendices E and F.

This chapter describes the most important findings from the context research. It answers the sub questions posed on page 32. Findings are complemented with quotes from Peak4 employees, retrieved from several interviews, observations and daily conversations.

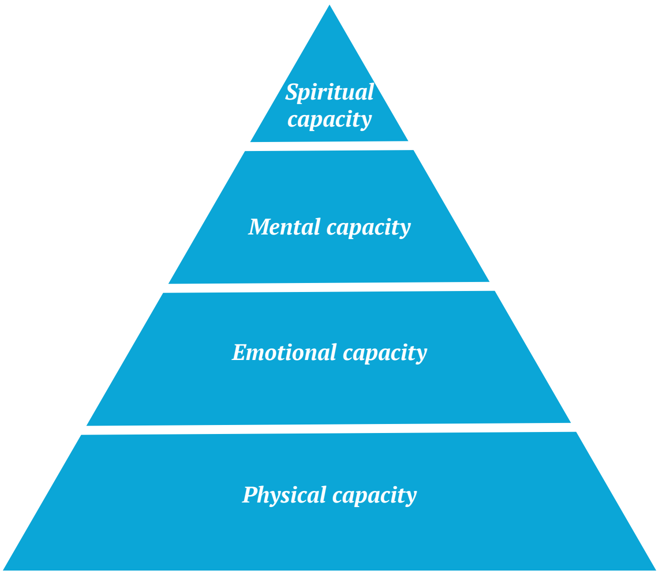


Figure 15: The making of a corporate athlete model. Adapted from Loer and Schwartz (2001).

Employee experience

The product

Peak4 produces tailor-made transformation journeys that facilitate change and movement within organizations and its employees while stimulating personal growth. For these transformations, the company mainly focusses on the human side of the process. According to the company’s vision, the employees of a company are the most important factor within a transformation process. A strategy itself can be thoroughly thought out, however the implementation poses the real challenges for change. Where change initiatives are thriving, the implementation is successfully performed and embraced by the people of the organization (Peak4, 2019). Therefore, the transformation programs of Peak4 focus on both the company and the individuals within.

“We zetten bedrijven in beweging en helpen ze te groeien, als bedrijf en als persoon.”

With a background in elite sport, the change programs are filled with active exercises and surprising interactions that balance mental, physical, emotional and spiritual aspects of the participating individuals. The incorporation of all these levels goes hand in hand with their ambition to drive and connect people through purpose (figure 2, page 13). This agrees with the modern adaptation of the theory of the co-evolution of problem and solution of Storm, Van Maanen, and Gonçalves (2019). Peak4 does not work with only KPI’s in mind, like many other consultancies, but targets higher goals and shared values.

“De grote jongens [big consultancy firms] zijn snel en efficiënt, maar dat werkt echt niet altijd. Zeker niet als je kijkt naar het menselijke perspectief. Het biedt wel een bepaalde veiligheid, maar brengt vooral incrementele verandering.”

The importance of balancing mental, physical, emotional, and spiritual aspects of people's lives is inspired by the article of Loehr and Schwartz (2001) "The making of a corporate athlete" (figure 15) and it originates in the belief that such a holistic, intense experience can gets to the root of all problems and relationships. Performing a variety of (physical) tasks and tackling a problem from different perspectives matches the philosophy of the power of creativity techniques. Addressing different layers of knowledge through performing activities on the say, do, and make level gives access to the root of problems and behaviors. The use of creativity techniques would therefore fit the Peak4 character.

To make sure the initiated change and impact are sustainable, Peak4 does not fix the problems for their clients, but teaches a mindset that allows them to change the status quo themselves. The participants need to understand and agree with the new way of working to make the change successful and sustainable. Peak4 takes on the role of a temporary attachment figure to assist their clients in their change process (Kahn, 1995).

"We laten mensen anders kijken."

The above mentioned temporary partnership concerns a relationship where the consultant merely assists the client in their journey by making them feel secure enough to explore, new, radical change. By looking for true and respectful connections with clients, a level of trust is achieved where real problems are discussed and radical change can be initiated. This level of trust is essential for accessing the underlying problems of a situation and achieving real change.

The company

The current success of the company comes with bigger responsibilities. The growing amount of clients and the increasing size of projects call for a more standardized approach. This standardization is needed to both cope with the busy schedules, as well as set a standard for quality and style of Peak4 products.

Due to this growth, and the ongoing company merger, many new colleagues have entered the company, resulting in quite a young team. All these changes create momentum for a structural redesign of the current way of working. Especially within the transition department, great commitment towards the ongoing change is present. However, accelerating the change process is targeted differently by all members. With the many successful projects of the company, balancing the busy schedules with the many different internal change initiatives shows to be a challenge. Not all members can be part of the beginnings of every initiative. Therefore, it is important to include as many members of the group as possible, but also be prepared for the possibility of implement the design in later stages with others who could not join the development process.

The company's identity is something everyone agrees upon. When employees describe the company character two aspects were brought up: the true, respectful connections, and the bold personality or a "rauw randje" as they call it. Employees express to be proud of this courageous and confronting approach towards their projects.

"Mensen moeten twijfelen om voor ons te gaan. Maar het moet ook mensen aan trekken. Die twijfel, dat brutale is wat ons bijzonder maakt."

Dreams and fears

The exploratory interviews have created great insights into the employees' experiences of Peak4 as a company and its products. The current growth of Peak4 excites the performance driven employees and allows them to rethink every aspect of the current way of working. First, with the success of the company, questions arise whether the experimental way of working still fits their position on the market. The past 14 years, Peak4 has proven its strength and expertise by practicing what they believe in. To write a strong and trustworthy story about the Peak4 way of working that can beat the larger competition, experimentation should be further substantiated by both past experiences and a proven approach.

Contrary to the need and desire for professionalization and standardization, the experimental and flexible way of working is a proud element of the Peak4 philosophy. The key for further development is therefore to find a balance between a proven-and experimental approach. The design should cherish the experimental and personal approach of the Peak4 consultants to all client projects, but make sure a certain level of structure and guarantee to success is captured.

"Toch is het experimentele enorm onze kracht. Als wij een pitch verliezen met dat [het experimentele] als reden, dan zijn wij daar heel trots op."

Insights

To strengthen and facilitate the growth Peak4 is currently experiencing, their way of working is undergoing a professionalization process. One of the first steps is adopting a more standardized approach. Within the current team, the fear arises that this standardization will be at the expense of the personal and unique client programs Peak4 is now known for. One of the biggest strengths of the current approach is the relationship Peak4 builds with their clients. Peak4's role within the change process gives clients the opportunity and strength to make and shape the change from their own motivation and beliefs, with the guidance and safety of Peak4. This success, together with the ongoing merger, causes great growth for Peak4. The current growth can be an accelerator for the redesign, improvement, and professionalization of the current approach and is used to set up several change initiatives internally. This project is one of those initiatives.

The to be designed tool should improve the current approach to fit a more professional standard, while still capturing the current strengths of the company. Important is that the tool targets the underlying values, staying true to the Peak4 philosophy of incorporating higher, multi-faceted goals and being driven by purpose.

Besides, the standardization may not be at the expense of the tailor-made programs fueled by close, personal connections between consultant and client. These connections, founded by high levels of trust, allow Peak4 to gain deep understanding of their client's situation and get to the root of the problem. By taking on the role of a temporary attachment figure and supporting the client in their own journey, the company makes sure that the change is carried by the members of the organization themselves and therefore more sustainable. The use of creativity techniques could add to their usual approach of accessing deeper levels of knowledge through physical and spiritual activities.

Lastly, the to be designed toolkit should achieve a certain level of standardization in quality and style, without restricting the Peak4 employees too much in their creativity and flexibility while doing a project.

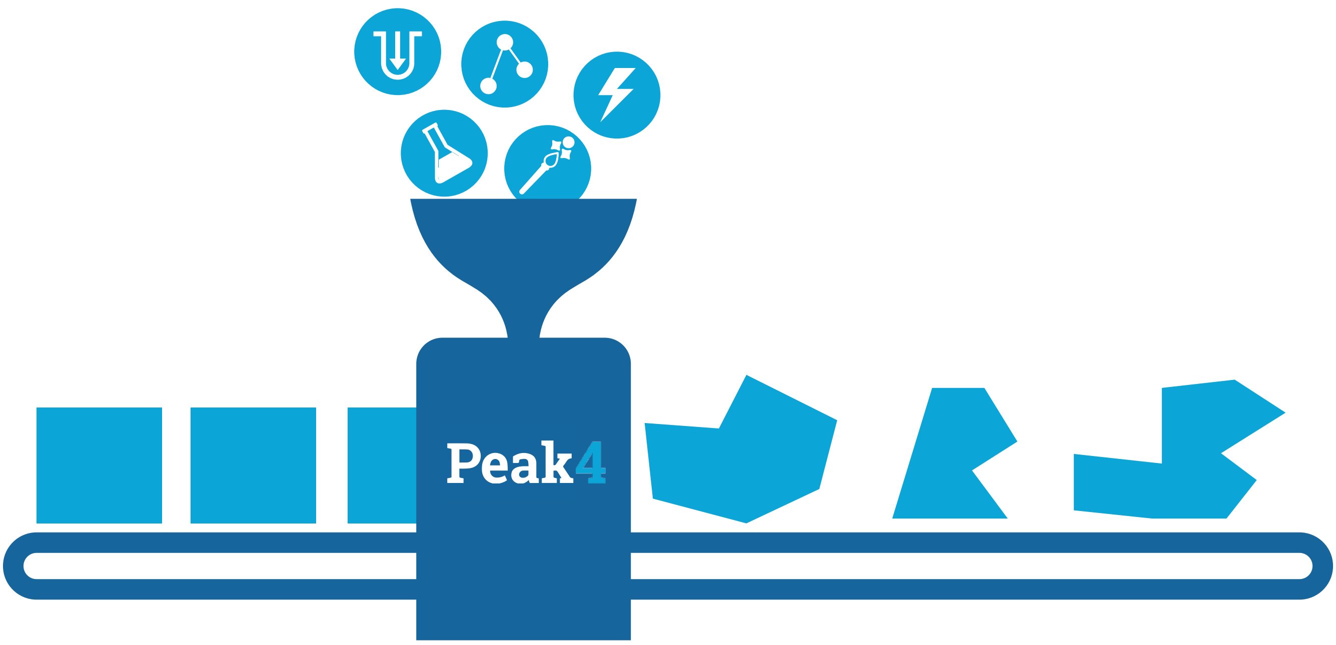


Figure 16: In the future, Peak4 ideally adopts a more standardized process that still results in unique client program, using the cherished Peak4 elements.

The process

The complete process
Findings from all context research methods were combined to understand the current approach to a Peak4 process. A schematic visualization of the process and its phases can be found in figure 17.

The complete Peak4 process is build-up of five different phases, that slightly overlap in some cases. This overlap is not visualized in figure 17 as this shows a simplification of the process. The monitoring phase was said to ideally work throughout the whole process ensuring constant evaluation and an iterative approach. However, true standardized iteration throughout the process is not always achieved in the current projects. In the second generative session with (part of) the transition department, the goal and starting point of all phases was defined.

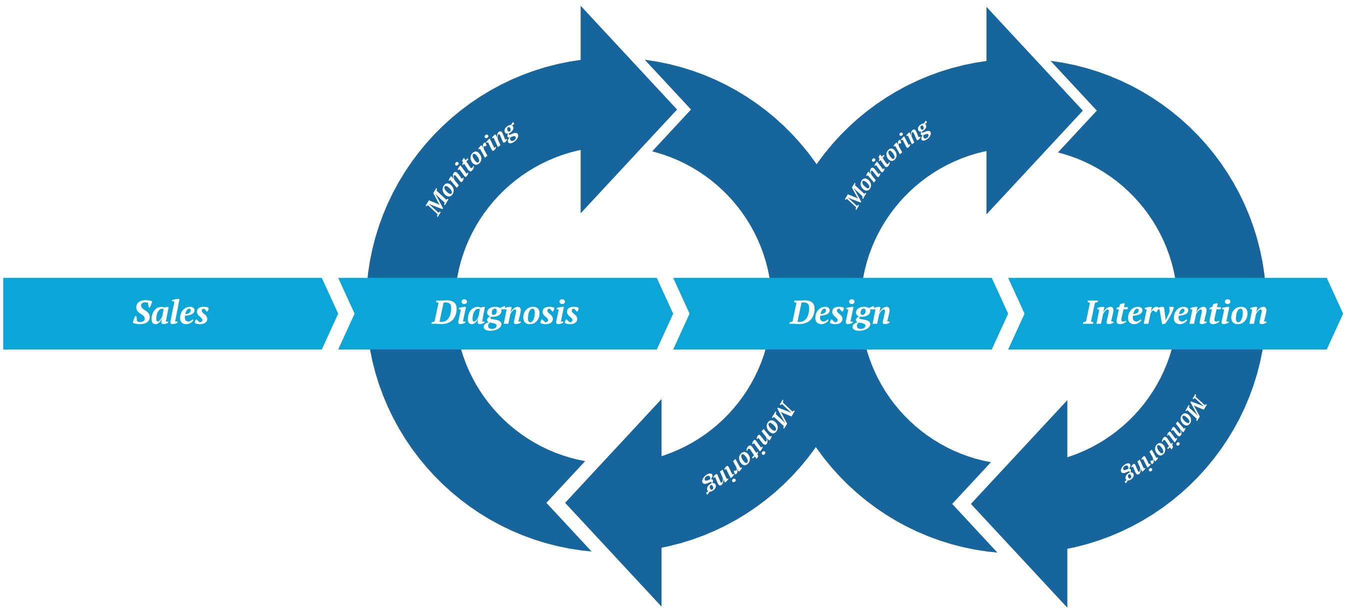


Figure 17: A schematic visualization of the complete Peak4 process.

Sales

The initial client inquiry

To sign a deal with a (new) client on a change project

Diagnosis

A go on a Peak4 change project, the signing of the contract

To perform a thorough context and case analysis that can function as the foundation of the to be designed change journey

Design

A thorough context and case analysis that has been validated with the client

To plan and develop the content of a change journey that fits the question and context. The designed elements have measurable results and include all important stakeholders

Intervention

A journey Kick-off with a clear change manifest

To move people towards the project goal and new company vision, using Theory U

Monitoring

The start of the diagnosis phase

To test and evaluate the progress and effectivity of the activities throughout the project, both internally and with the client

Figure 18: All phases of the Peak4 process with their goal and starting point.

Focus of the project
The entire process is too large of a scope for this project. The shift towards a more standardized approach should be taken step by step, redesigning all activities separately to create a new, high standard of the entire the change process.

Targeting the start of a process as the first step towards a more standardized approach, makes for a good foundation of the process, fitting the widest selection of projects. After all, the sales and the diagnosis phase, are present is every client case, whereas some projects are mainly focused on a culture analysis, leaving out the intervention phase.

Next, targeting the first phases, sales and diagnoses, leaves enough room for the cherished experimental character of the Peak4 process. The personal touch of many Peak4 employees is most emphasized in the design and intervention phase as this is where their personal taste in activities can be used to strengthen the programs. Avoiding interference with this personal process improves the usability and viability of the final design. As mentioned before, kick-starting the standardization is not a top priority for all employees. Easing in the desired change by only taking a first step and avoiding interference with this personal process might give this project the highest potential of being viable in this context.

Having a more standardized approach for the start of a change process also helps with building a solid foundation for both the rest of the process and later standardization steps. Furthermore, creating a more rigid design of the project start sets the bar for a certain level of quality, painstaking, and iteration.

The sales phase
Responding to the conclusions of in the previous paragraphs, generative session two dove into the first two phases of the Peak4 process: sales and diagnosis (see appendix F).

Whereas capturing the full context of the problem and working on building the readiness for change with the client gradually would fit the diagnosis phase best, this project was reframed towards the sales process. Fitting the so proudly presented bold character of Peak4, a new approach to a simple, quite rigid process such as sales, was to be designed. Where all current project proposals and pitches are based on a basic inquiry (see appendix F), a new client interaction is advised. Peak4 wants to emphasize the real, close connections they build with their clients. To be able to interpret an inquiry correctly, Peak4 should get to know the company further and familiarize themselves with the perspectives present within the client company.

Designing a first interaction between consultant and client does not only provide a first iteration and alignment on the project brief, but also targets the important subject of building trust. The importance of trust and vulnerability is something Peak4 is fully aware of. The Lencioni trust pyramid is a commonly used theory within the company (figure 19) (Lencioni, 2012). According to Patrick Lencioni, trust is the basis for a functional team at the workplace. Without trust, the layers above, conflict, commitment, accountability and result, cannot be achieved. Even though the philosophy is widely embraced throughout Peak4, means to acquire the right level of trust in a Peak4 kind of way is something that could use further exploration.

As the chosen moment in the process is one of the first real interactions between Peak4 and the potential client, building a good foundation of trust is of the essence. The psychomotor therapist emphasized that before starting a change process, getting to know one another, and create a fertile soil for change and vulnerability. In a first meeting, she always takes the time to really get to know each other, share expectations, and set shared goals. A sensitive process can only succeed when this foundation is solid.

“Ze moeten weten wat er gaat gebeuren en zich committen aan een lastig process. Dit kan alleen als ze de situatie en betrokkenen genoeg vertrouwen.” - PMT

The inspiration for this project was the following statistic: From all major change efforts within organizations, 70% fail to achieve their objectives (Kerber & Buono, 2005). What if the error does not lie with the implementation of change initiatives, but rather with the objectives set at the start of the process? Peak4 currently rolls out a quotation and project plan based on the posed question, but this often does not capture the real problem, complete project size or envisioned goal of the problem owners. Agreeing with the literature on reframing (p. 26-27) and the experienced shared by the psychomotor therapist (appendix I), before signing a deal or committing to an assignment, it is important to question and align on the problem and the goals. This alignment should not be made by agreeing on the set goals of one party (now often the client), but by co-creating them before the start of the project. This immediately initiates the partnership Peak4 aims to have with its clients, eliminating the more hierarchic relationship other consultancies tend have.

A final reason for redesigning the sales process concerns the department strategy presented on page 13. The transition department strives to focus on clients that fit the Peak4 philosophy on purpose, holistic experiences, and sustainable change. Building in an interaction before signing a deal act as a pilot for both parties, testing the match between the client, the project, and Peak4. When the first experience with the company does not fit the client’s expectations, or the client is not willing to undergo a real, radical change process, the project can simply not proceed. On the other hand, when the interaction is a success, it delivers an extra opportunity for Peak4 to sell its approach to a new client and, in parallel, creates more conscious commitment from both parties.

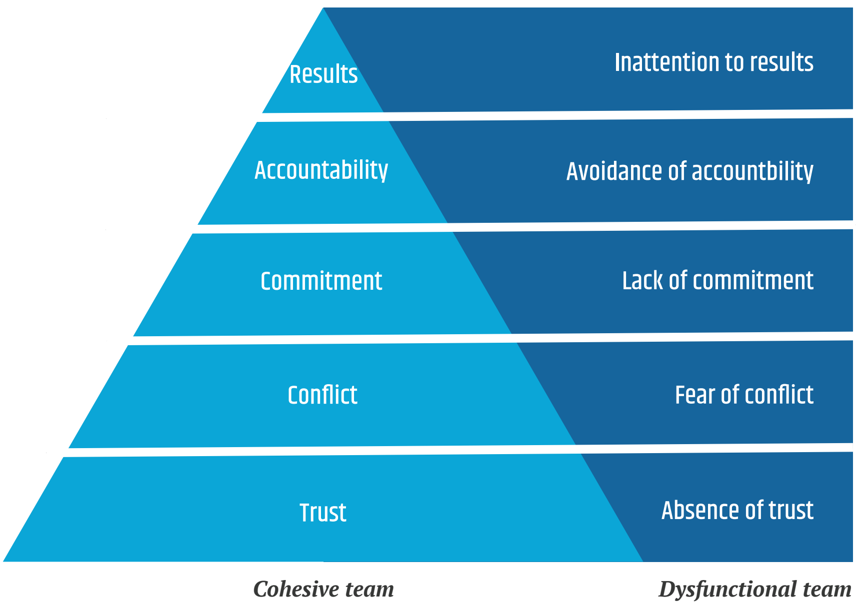


Figure 19: The 5 (dis)functions of a team. Adapted from Lencioni (2012).

Insights
The greatest opportunity for a to be designed toolkit can be found in the sales phase of the Peak4 process. This part of the process presents the following opportunities:

Applicable to all Peak4 projects

Retaining the experimental nature of Peak4

Providing a solid foundation for further standardization

Bold move for a real connection

Creating a trustworthy environment and relationship

Initiating an iterative approach from the start

Setting the tone for a strong partnership

Selecting projects that match the Peak4 strategy

The Peak4 method

In the exploratory interviews, Theory U (see figure 20) was mentioned multiple times as a foundation of the Peak4 philosophy. Dr. C. Otto Scharmer's theory is based on the concept of "Presencing" (a combination of the words presence and sensing) which signifies a heightened state of attention that allows individuals and groups to change from within. Even though this theory is said to form a basis to all Peak4 activities, when testing employees about their Theory U knowledge and experience (transition interviews, appendix C), the exact use of all the stages of this philosophy appeared to be minimal. The most prominent aspect of Theory U still observed in the case studies, and found in the interviews, is the fact that the approach to a project mostly revolves around a company's potential instead of the posed problem.

Working from a future potential based on shared beliefs and goals agrees with the insights of the PMT expert that was interviewed, the co-evolution theory of Storm, Van Maanen, and Gonçalves (2019), the theory on readiness for change, and the interpretation of the attachment theory of Kahn (1995). The participants of a change process should be intrinsically motivated to change and belief in the future potential, based on higher goals and company values. A consultant is merely there to provide the environment in which the employees of the client company dare to take the bold steps towards this potential.

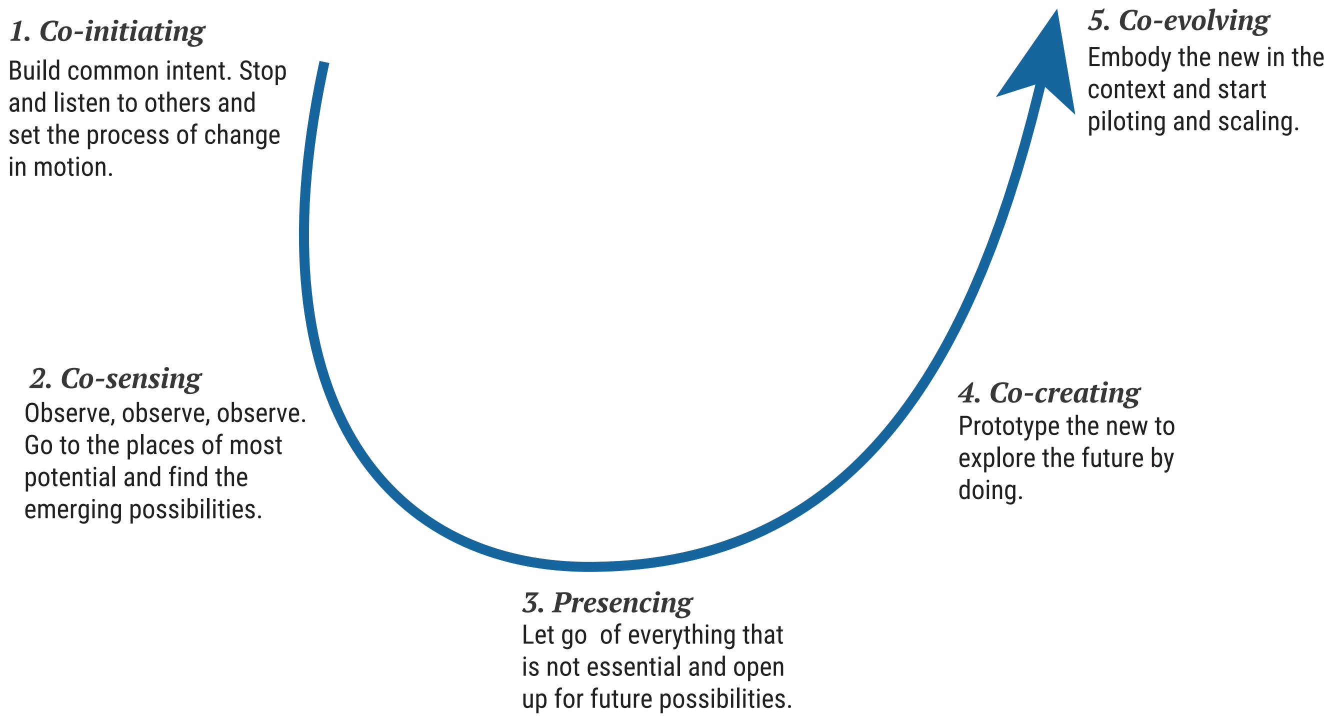


Figure 20: Theory U. Adapted from Scharmer (2009).

Tools
As mentioned before, every Peak4 employee works with their own preferred set of tools and activities. With a great variety of projects, a wide range of activities is also needed. To take a first step towards the desired professionalization, a few volunteers have taken the initiative to collect and document all used tools for the transition department. This task underlines the struggle to balance assisting clients in their change processes while initiating internal change as the project has been kicked off for a while, but is still a work in progress. The smaller internal change initiatives easily gets overshadowed by other bigger projects and client cases.

“Ik probeer alles samen te brengen in een Peak4 geheel. maar is echt een bijzaak.”

For now, most used tools are still stored in different places on the shared drive. The spread of all knowledge on the drive results in a sometimes ineffective exchange of experiences and tools. The current system does not allow Peak4 employees to easily build on each other’s findings and progress.

The used tools and interventions range from dialogue-based activities to spiritual experiences such as connected breathing workshops and physical exercises such as multiple day hiking trails. Focusing on the sales process, the tools that are currently used are mostly different types of interviews (see appendix J). This falls short of the bold, holistic, and surprising personality Peak4 wants to convey. To have a consistent style that matches the Peak4 personality throughout the entire process, the sales phase needs a new approach that better showcases this strong personality. Important to keep in mind is that the sales process is still a fairly open-ended phase, meaning that the expenses of the activities of this stage of the partnership are kept to a minimum.

Insights

Following both the by Peak4 used theory Theory U, and the beliefs of readiness for change, PMT and Kahn's interpretation of the attachment theory (1995), working from a future potential rather than a problem, can be a good motivation for change. This emphasizes the intrinsic motivation and shared beliefs of the participants of the change process and aims for a more sustainable impact (Liu et al., 2016). It is important to avoid ignoring problems. Dealing with problems and discussing them is essential for directing change and substantiating choices made concerning the initiated change (Weitz, 2011). Looking back at the 5 beliefs of readiness for change (p.23), both discrepancy and appropriateness cannot be targeted when ignoring problems. For discrepancy, there should be a big enough difference between the now and the envisioned future. This difference helps legitimize the need for change. With appropriateness, change recipient should belief that the change initiatives tackle the root of the problem rather than simply fighting the symptoms (Armenakis et al., 2007). To achieve this, the need for discussing problems, thus negative experiences, or aspects, is evident.

To fit the personality and style of a Peak4 process, activities should be multidimensional, surprising, and bold. When activities within the intervention phase already capture this style, the used tools for the sales phase are often dialogue-based. Most interactions are driven by surveys and conversations, while research by Sanders and Stappers (2013) point out the importance of addressing multiple levels of deepness of knowledge. As discussed in chapter 2, creativity techniques could be an opportunity to establish this deepness in an office setting.

Important to consider for the design of the tool is the applicability of the tool to this non-committal phase. Time, cost, and effort are important aspects to keep in mind. The experimental character and possibility to fit the tool to one's personal style stays an important criterion for the design as well.

5. Design brief

To standardize the current way of working of Peak4, and to enhance their impact, a tool is to be designed, fitting the research area of this project and the context of the company.

The broad assignment was scoped down and reframed multiple times during and after the literature review and context research. A mindmap on the desired effect can be found in appendix K. An interaction vision, a more concrete design goal, and the set criteria can be found in the following chapter.

Interaction vision

To envision a more vivid and inspiring direction for the to be designed tool, an interaction vision was formulated. This example of a metaphor was used to better understand the desired interaction and to communicate this to stakeholders and others during the process. It can also act as a source of inspiration in the proceedings of the design process. This method is inspired by the ViP method of Hekkert and Van Dijk (2011).

For this project, the following interaction vision was formulated: The client-consultant interaction should feel like a first diving lesson. Important aspects and interaction qualities of this interaction vision are highlighted in the narrative.

Figure 21: The interaction vision.

It might be a little ***scary***, but the ***new experience*** ahead is also very ***exciting***. You are ***curious*** to what you are about to ***explore*** in this whole ***new world*** underneath the water surface.

You descend with your instructor, which we interpret as the Peak4 consultant, who you ***trust*** to guide you on this ***daring adventure***. The instructor ***shows you the ropes*** on diving and teaches you how to ***do it by yourself.***

Down, in the coral reefs, you are ***amazed*** by this ***new view on the world*** and just like that, you get the opportunity to ***experience what it can be like*** down here. You have gotten your first taste of diving, and are now ***free to choose*** whether you want to experience more of it, or if it just isn't for you.

Design goal

The insights from chapters 2 and 4, the interaction vision, and the mindmap in appendix K resulted into the following design goal:

Design a creative toolkit that inspires Peak4 clients to take the first uncomfortable, but exciting steps towards their future potential by inviting them to experience what a Peak4 partnership could feel like.

Readiness for change

The tool should "inspire clients to take the first steps toward their future potential". This directs towards the concept of readiness for change that this to be designed toolkit should address. This mediating factor on organizational innovation is the target of this tool (Jones et al., 2005). Addressing the readiness for change, increases motivation, which in turn has a positive effect on creativity, fueling innovation (De Bono, 1993; Liu, 2016).
The tool should remove resistance and set up the right mindset and willingness to change. The five aspects of readiness for change, discrepancy, appropriateness, valence, efficacy, and principal support (p.23) should all be targeted (Armenakis, 2007).

Peak4 experience

The tool should allow new clients to experience "what a Peak4 partnership could feel like". This is strongly in line with the interaction vision (p.54-55). This part of the design goal aims to build the initial foundation of trust (p.48-49) and work as a sales pitch in disguise. Just as the first diving lesson, the client gets the opportunity to get a first tase of working with Peak4, and at the same time, Peak4 gets the chance to show new clients what they are good at. The tool should embrace the strong Peak4 style and showcase this in this first interaction.
A true fruitful partnership will only be achieved when the client matches with this style. A Peak4 interaction should feel:

- Safe
- Surprising
- Energetic
- Out of the comfort zone
- Encouraging
- Personal

The brave space

Continuing on to the safe and out of the comfort zone as mentioned above, the design goal mentions the "uncomfortable, but exciting" interaction. This is what can be called the brave space. It is the space where you step out of your comfort zone, but still feel strong enough and in control to stay away from the panic zone (Cook-Sather, 2016). To acquire real change or learning, risk and discomfort is required. For radical change, one should have the courage to face risks and the unknown, however, this might be scary. This brave space can be created by an attachment figure (Kahn, 1995) ensuring that the participants will be taken care of when needed. In this space, it is important that difficult experiences and painful subjects are embraced and supported, instead of avoided of eliminated. This acknowledgement, asks for a certain level of engagement, requiring a certain level of readiness for change. However, as participants experience external expert support of the Peak4 employees, both the level of engagement and the readiness for change will increase (Cook-Sather, 2016).

The risky moves and embracing the feeling of discomfort match the Peak4 philosophy (chapter 4) and Theory U. It contributes to the bold character of the company and the surprising, holistic experiences they provide as interventions. The required support for staying in the brave space instead of going into the panic space also matches the values of Peak4. Peak4 is proud of the true and strong connections they build with their clients. Having this bond enables a process to become uncomfortable and changes to be radical. Tapping into the theory of Lencioni (2012) trust is the basis to have successful conflicts, needed for real commitment, accountability and in the end, good results. The tool should use this company strengths of building true connections, to initiate radical change with sustainable impact.

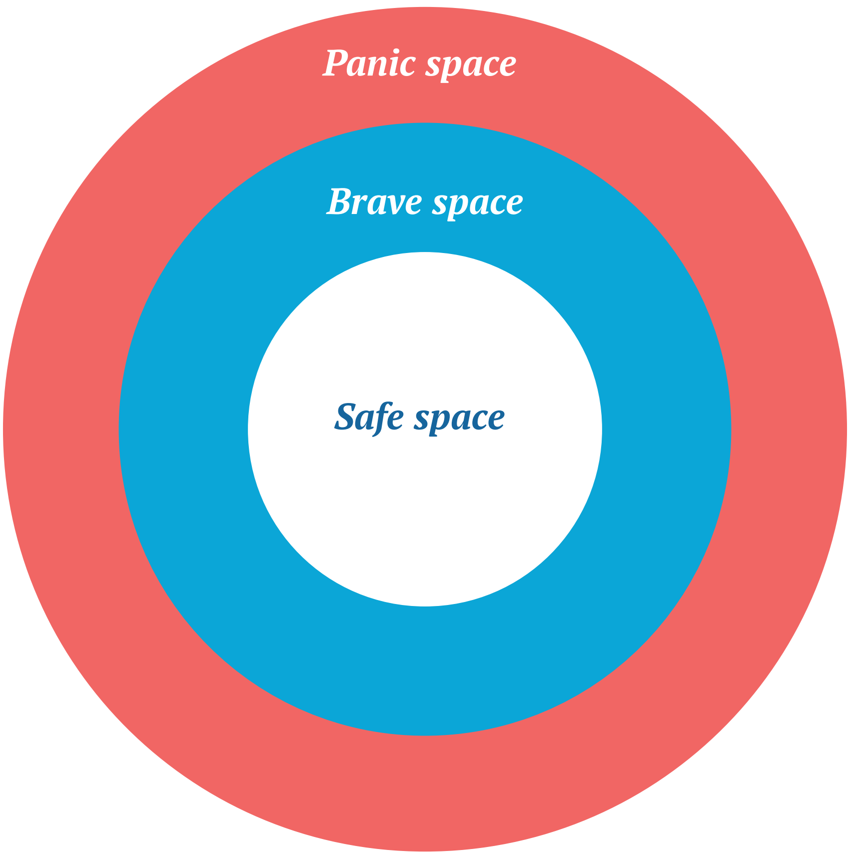


Figure 22: The safe, brave, and panic space.

Criteria

The exploration and analysis phases of this graduation project are sources for a list of concrete requirements and wishes. These criteria are important elements to consider during the proceedings of the design process. Fitting the design goal, the criteria are divided into categories corresponding to the formulated design goal. A fourth category concerning the practical use of the tool was added.

Readiness for change

The interaction should…

- ***inspire client to change targeting all 5 readiness for change beliefs:*** Rooted in the literature, all 5 aspects of readiness for change (p.23) should be targeted to create the greatest possible impact.
- ***finish with tangible results:*** having a concrete, touchable end product to an interaction is important for the participants satisfaction and commitment to further steps (Heijne & Van der Meer, 2019).

The brave space

The interaction should…

- ***include activities that balance discomfort and support:*** To achieve the desired attitude towards change that empowers people to take risk, activities should drive people out of their comfort zone while still letting them feel supported and safe enough.
- ***build trust towards Peak4:*** The interaction should showcase the company's capability to support the client in the sensitive and risky change process.

Peak4 experience

The interaction should…

- ***emphasize higher goals:*** important is that the tool targets the underlying problems and values, staying true to the Peak4 philosophy of incorporating higher, multi-faceted goals and being driven by purpose.
- ***leave room for personal creativity and flexibility of the Peak4 consultant:*** The design should achieve a certain level of standardization in quality, process, and style, but also cherish the experimental and personal approach of the Peak4 consultants to all client projects.
- ***aim to build close connections to the client:*** use this company strengths of building true connections that are the basis to their praised partnerships that result in radical change initiatives with sustainable impact.
- ***consist of multidimensional activities:*** Fit to the style of Peak4 interventions, the tool should incorporate a great diversity of activities, targeting problems on all layers of the corporate athlete pyramid: mental, physical, emotional, and spiritual aspects of people's lives.

Practicalities
The interaction should…

- ***fit the sales phase:*** The tool will be used to improve and deepen their activities within this stage of the Peak4 process.

- ***be used with a client:*** The interaction aims to improve the readiness for change of the client and sell the Peak4 process to new companies and should therefore be directed to be used together with the client, not just internally.

- ***be designed in both Dutch and English:*** As Peak4 serves both Dutch and international clients, all needed material should be availablie in both English and Dutch. Material that will only be used by Peak4 employees can be delivered in Dutch.

- ***take no longer than 2,5 hours:*** the interaction will be mostly used on a non-committal basis as it will be offered before signing a project contract. This means that it will often be performed free of charge. In combination with the tight schedules of both Peak4 and the client, time should be restricted to a maximum of 2,5 hours.

- ***make use of creativity techniques:*** creativity techniques fits the before mentioned goals of the designed interaction. Firstly, it can be used to improve the intrinsic motivation and readiness for change and thereby increase the creativity of the individual, fueling innovation. Further argumentation can be found in chapter 2.

6. Tool development

The second diamond of the design process revolves around the development of the tool. In this phase, the end product of this project, the tool, is developed. As a first inspirational activity, a creative session was built by another student of the course Creative facilitation. This project was presented as a case. The findings from this session and the further exploration of different ideas and directions can be found in appendix L. In this chapter, the chosen concept idea and its further development will be discussed. Based on the research and set criteria, the tool consists out of three parts:

Session – A client-consultant interaction that uses creativity techniques to answer set questions.

As stated in the interaction vision, the designed tool should be an interaction that builds trust, manages and aligns expectations and act like a sales try-out. Peak4 is known for its surprising and bold interactions. Building in an extra interaction to dive deeper into the case before signing a deal or doing a pitch is new and refreshing, showing the boldness and confidence Peak4 has in their approach. Furthermore, it emphasizes one of Peak4's most important values: building a real connection with the client (appendix E). This self-created opportunity then again allows to build this connection, and thus work on the essential foundation of trust (page 48-49).

A creative session can help organization members to use and stimulate their creative potential (Buijs & Van der Meer, 2014). This creativity could be seen as the fuel for innovation (Heijne et al., 2021), which in turn is needed to solve the clients problems and improve the current situation (De Bono, 1993).

By tackling the problem with a creative session, the Peak4 partnership, where co-creation and client commitment is important, is addressed. By supporting the process of exploration and experimentation with the client, Peak4 acts like a temporary attachment figure rather than an all-knowing consultant (Kahn, 1995). This works in favor of the desired cultural change within the organization, improves the readiness for change, and establishes a strong level of commitment. Design activities such as creative sessions can stimulate and excite participants, improving their motivation, self-efficacy, and creativity, fuelling an organization's innovation(Liu et al., 2006).

Lastly, the use of creativity addresses different levels of deepness of knowledge (Sanders & Stappers, 2013). This fits the Peak4 philosophy inspired by the publication of Loehr and Schwartz (2001) "The making of a corporate athlete". Addressing not only the obvious, but diving deeper into people's experiences and values, considers of the importance of higher goals in organizational change processes (Storm et al., 2019).

Canvas – A summarizing template to present and document the sessions findings in a visual and inspiring way.

The canvas is the result of the first iteration of the process. By comparing the filled in template to the client's inquiry, progress becomes tangible, and the power of an iterative approach is visualized, making the evolution of problem and solution a more standardized way of working.

Finishing the interaction with tangible results is important for the participants satisfaction and commitment to further steps (Heijne & Van der Meer, 2019). A canvas gives a visual overview of the results of the interaction and fits the sales phase of the process. It can be used as input for the to be designed pitch or projects proposal. The canvas could also act like a common thread, providing a tool to evaluate the activities and results on being fitting to the problem in further stages of the process.

The digital version could, furthermore, be shares within the organization to establish an even stronger start for the acceptance finding within a company. Communicating the established vision of a change initiative is essential for good implementation (Stouten et al., 2018).

Approach

Facilitator manual – A document with a guide on facilitating a recommended version of the designed session. Also including basic facilitating tips, background information and argumentation on the creativity techniques.

To highlight the important parts of the toolkit, explain specific steps, and provide argumentation for the made design choices, a facilitator manual should be written. This ensures that the implementation of the toolkit will be done correctly and improves the viability of the design after the finalization of this project.

The facilitation of creative sessions requires a skill that should be trained (Buijs & Van der Meer, 2014; Heijne & Van der Meer, 2019). Many Peak4 employees are experienced in leading groups and group discussions. Some even have experience with facilitating creative sessions. To ensure that all tool users are aware of important aspects of facilitation, and to establish a certain level of basic skill and understanding, tips and some background information should be provided. This is important for the standardization of both the Peak4 process and the quality of the Peak4 interactions.

Key in the approach is learning by doing. Through research through design, in which design activities were performed in the process of generating knowledge (Stappers & Giaccardi, 2017), the found theory is immediately tested in context and used as new data to improve future prototypes .This process has already started, as the generative sessions with the transition department (p. 36-39) could be considered a first step of one of the first prototypes. This also concerned the diagnosis and start-up of a change process: the initialisation of a tool used by the Peak4 transition department. In certain perspectives, this project could be seen as a case for itself.

The process of this kind of research, can be seen as a iterative approach in which multiple cycles of designing and testing are done. The number of cycles needed depend on the findings after each round and are therefore not predetermined. A visualization of this approach can be found in figure 23. Some cycles are big, and others small. The testing can be done both elaborately, and quick and dirty. Some iterations were only discussed with Peak4 employees or other designers, whereas, big changes and the prototype as a whole are thoroughly tested by performing (part of) the session internally and with clients. The small steps and iterations can be found in appendix M. The major prototype tests are described in the proceedings of this chapter.

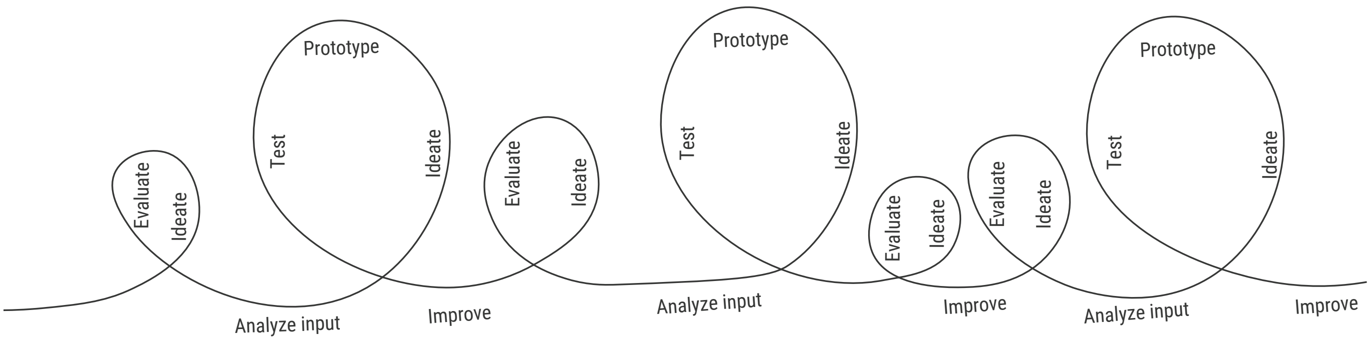


Figure 23: The iterative approach.

Prototype test 1

The first version of the prototype was tested in week 14 of this project. The prototype was tested with three members of the transition department. A new incoming client case was used to test and prepare a future meeting.

Test set-up
To fit the schedule of the attendees, the designed session was shortened to a test of 1,5 hours. The alterations to the originally designed program can be found in figure 24. In this test, both the session and canvas were tested. The complete session script and session materials can be found in appendix N.

The session started with a short introduction of the case, the sessions rules, the planning and the goal of the day, leaving out the thorough getting to know activity. This was followed by the tool Metaplan (familiar of generative session 1 (p.36)). Skipping the first break, the participants continue by choosing a problem of the wall each and performing psychotherapy sessions with the group. Each participants plays the part of the problem, while others ask deepening questions to get to the root of the problem. All findings of the problem related activities are collected and clustered on the wall, defining underlaying patterns or themes in the cluster names.

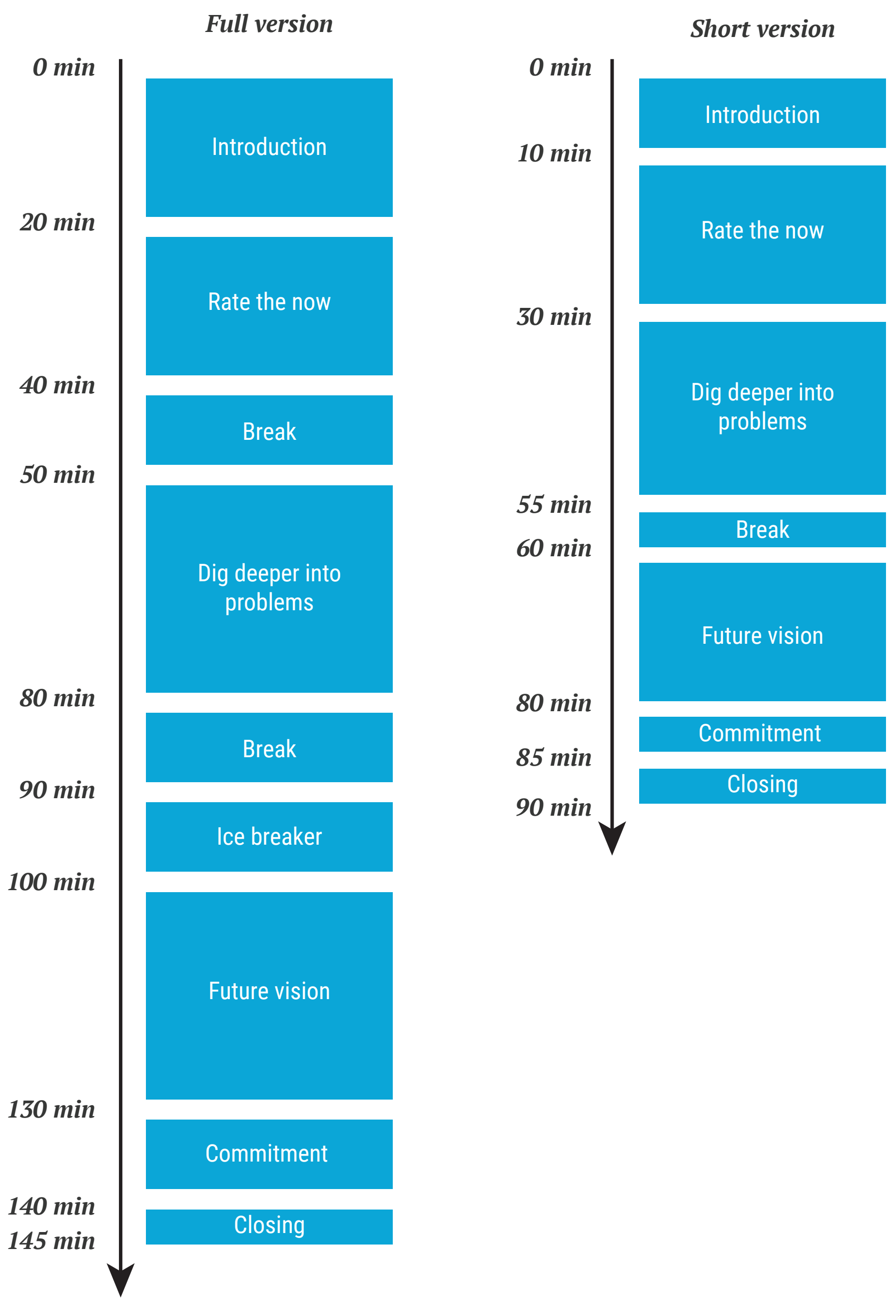


Figure 24: The full(2,5 hours) and shortened version (1,5 hours) of the session.

After a short break, the participants play a round of “ik ga op reis en ik neem mee” (a Dutch memory game) to dive back into the strengths of the company. This helps to get into the right headspace for the next activity: writing a speech on your future vision of the company concerning the theme of the day. When performing the speeches, the other participants write down at least 2 things they like hearing, and when possible 1 thing they would rather leave behind. After all speeches, all notes are collected and put together to formulate one compelling future vision on a post it.

This future vision is pasted on the designed canvas, together with the problem clusters and the findings from the memory game. The participants are asked to look over the filled in canvas one more time and write down some first steps they are planning to take to get from the current situation to their future vision.

Table 6: Sessionplan for the first prototype test

Starting time	Duration	Activity	Step	Details	Items needed
14.00	5 min	Introduction		Welcome Goal and rules Agenda	Paper with agenda Paper with rules
14.05	10 min	Current situation	Metaplan		Metaplan scale post-its big dots + and - title
14.15	5 min		Choose problems	Each choose a problem from the Metaplan tool	
14.20	10 min	Dig deep into problems	Group therapy	Be the problem you choose and answer the questions from others	
14.30	5 min		Discuss findings	Share notes from therapy sessions	
14.35	10 min		Cluster findings	Catagorize the notes and give them compelling names	
14.45	10 min	[Break]		Get a coffee Reorganize space	
14.55	5 min	Ik ga op reis en ik neem mee		Share your company values and strengths through the game	
15.00	5 min	Speech	Compile speech	Write an inspiring 1 minute speech-about the future of the company	A4 papers
15.05	5 min	4 judges	Present speeches	Write down 2 things you like from other speeches, and 1 dislike	
15.10	5 min		Cluster notes	Compile all notes	
15.15	5 min		Write future vision	Write 1 compelling future vision on a post it	Big post it
15.20	5 min	Canvas		Paste all conclusions on the canvas	Canvas
15.25	3 min	First steps		Write down what you will do first to reach this future vision	

Interview set-up
After the session, a short plenary evaluation was performed to document the first responses and in the moment thoughts (appendix N4). A few days later, after a short incubation time, all participants were interviewed individually. The interview guide for these semi-structured interviews can be found in appendix N5. The interviews were divided into the following topics:

1. General impression
2. The session
3. The canvas
4. Facilitating the session
5. Further recommendations

The responses to the interviews are presented in appendix N6.

Findings
Performing the test, the evaluation and the interviews gained insights into the strengths and weaknesses of this prototype. The full evaluation and responses can be found in appendix N. A few major points are discussed below. These points are categorized in three groups, fitting the three themes of the design goal (p.56).

Readiness for change
All parts of the readiness for change come back in the session and are summarized in the canvas/. This summary was received as something very strong, structured and inspiring. Participants thought it was great to have something to take with you, and inspire you to really get into the project. They also mentioned that sending a digital version afterwards, creates an immediate follow-up contact, that can help seal the deal. The first steps on the canvas were applauded too as it makes the proceedings of the process tangible and it lowers the threshold for tackling the problem.

After the break, a game of “ik ga op reis en ik neem mee” was played to emphasize the strengths of the company and with this target the efficacy side of the readiness for change. This goal and assignment did not really come across. The readiness for change belief should be targeted in another way.

Peak4 experience
The first responses during the evaluation emphasized that the assignments and session activities really fit the Peak4 way of working. The therapy session on the problems and the quick pitches about the future vision were particularly appreciated. These surprising, bold activities fit the company’s personality perfectly, according to participants. All participants could envision themselves facilitating a session like this. According to the participants, the design of the canvas did not fully align with the aesthetic of Peak4. The drawing was perceived as “childish” and not professional.

In the first evaluation a major point of discussion was the facilitating style during the session. The extensive use of post-its, paper, and color, together with active tasks moving the group around the room shaped a style that was perceived as a bit too playful and messy. Especially the number of post-its on the table and on the walls was said to come across slightly unprofessional.

In the further interviews, an underlying problem was pinpointed. It raised the dilemma of balancing a playful yet formal style of the interaction. In this dilemma, the following definitions of both sides were formulated:

Playful: A particular positive mood state, that embraces free thinking and experimentation, driving creativity and helping people escape the usual working and thinking patterns.

Formal: A particular serious mood, embracing structure and plan rigidity, achieved by systematically approaching tasks, keeping a particular personal distance from the client.

For further tests and prototypes, finding a balance between the two should be an objective.

Brave space

The brave space, as explained on p.57, is about striving for that uncomfortable and risky feeling, while still giving enough support to control the situation and work towards radical innovation. The short pitch and deep therapy embraced this phenomenon perfectly according to the participants. It put them on the spot, but resulted in great insights.

To deepen the findings even further, two themes arose in the evaluation and further interviews. First, the question was raised whether the session questions the initial question enough. As the session test was shortened due to the busy planning of the participants, not all full activities could be tested. The extensive get to know activities were skipped as the team members were all familiar with each other. As the test was planned as a proof of concept, the main activities were the focus. Besides eliminating the peer introduction, the initial discussion on the problem was also eliminated. Unfortunately, the session therefore missed an opportunity to question the question, hear all perspectives, and make a first iteration on the problem. For next tries and the final design, this part shows to be essential.

Finally, another dilemma was raised on role of the facilitator. The toolkit should eventually be part of the sales phase of the process. Therefore a few participants would like to use the opportunity in the session to show off the strengths of Peak4 as a facilitator and researcher. They thought it to be important to give a taste of the sharp questions Peak4 is known for. Keeping in mind that Peak4's ambition is to drive people through higher goals and shared values, it might be risky to trust on the questions of the participants themselves to access a deep knowledge level. These might be too superficial. The role of the facilitator was kept mainly serving rather than leading in questions and content. This raises the all familiar discussion on whether a facilitator should be servant or leading. In further testing, this should also be balanced. In this dilemma, the following definitions of both sides were formulated:

Serving: The facilitator is in charge of the process, supporting the group to make sure the creative potential of the participants is brought out maximally. The facilitator is responsible for a the process which might influence the outcomes, but does not interfere with any content related aspects.

Leading: The facilitator guides the group in the right direction and towards the good ideas. The facilitator carries direct responsibility for the quality of the ideas.

Next steps

This first big prototype test, taught us a lot about the strengths and weaknesses of this version of the tool. The next steps should be taken to improve the concept:

- Rethink the activity revolving efficacy
- Redesign the looks of the canvas
- Redesign and emphasize the discussion and reframing of the initial question
- Find the balance of playful and formal style
- Find the balance of serving and leading as a facilitator

Prototype test 2

The second version of the prototype was tested in week 17 of this project. The prototype was tested with three members of a clients traineeship project team. After running the traineeship for two years, the results were not as they had hoped. In this session, the team is supported in (re)framing the problem of the current program and formulating a goal for the redesign of the traineeship.

Test set-up

This session was set to be a full 2 hour test. An improved version of both the session and the canvas were tested. The complete session script and session materials can be found in appendix O.

For the session, a few alterations were made based on the findings of prototype test 1. First, the introduction was lengthened to incorporate a discussion on the initial problem statement. And initiate commitment with all participants. Everyone is asked to share answers to the following questions:

1. Who are you?
2. Why are you here?
3. What is your interpretation of the problem?

These questions address two readiness for change factors: the appropriateness and the principal support. The answers confirm that the right people are present at the session, and generate the first iteration on the problem statement, aiming to solve what really matters.

To structure the session and help organize the thoughts of the participants, all steps were accompanied by physical templates. These were brought into play at the start of each excercise, and were pasted on the wall when the activity was done. Doing this, made sure the table was cleared for every step, while still keeping the results of the previous close yet tidy. At the end of the session, each template gave a clear overview of a single step in the process. The walls showed the complete progress of the session. The canvas could then be filled in with the conclusions of each template. This alteration was made to balance the playful and formal character of the session better.

A more elaborate script was prepared for the facilitator in an effort to create a better balance between the playful and the formal. This time, throughout the sessions, the facilitator elaborates both the goal and result of each activity. This can be used by the facilitator to substantiate the choice of activities of the session and helps to convey a more professional atmosphere during the session.

As a final step towards a more formal style of interaction, the canvas was updated with a more elaborate, detailed drawing (figure 25). The mix of lively colorful drawings, with computer sketched look and feel were used to contribute to a better balance in the playful vs formal dilemma.

As not all activities of prototype test 1 were a success, the content of the session was also changed. The game “ik ga op reis en ik neem mee”, was skipped as this did not have the desired results in the first test. This activity should have targeted the readiness for change factor efficacy. Instead this was addressed by two other activities in the tool. First, the efficacy is targeted in Metaplan, as participants are asked to share what they think to be the positive sides and successes of the current approach, fueling a sense of capability on the subject. The last activity of the tool also addresses efficacy by asking the participants to jot down what they can already do to move towards their formulated vision. The game therefore was deleted from the program.

Table 7: Sessionplan for the second prototype test

Starting time	Duration	Activity	Step	Details	Items needed
13.30	5 min	Walk in		Let everyone come in and take a seat	
13.35	5 min	Introduction	Welcome	Goal and rules Agenda	Paper with agenda Paper with rules
13.40	10min		Get to know each other	Who are you? Why are you here? Perception of the problem	
13.50	5 min		Define the problem	Discuss perceptions and decide on the theme	A4 paper
13.55	15 min	Current situation	Metaplan	Perform the Metaplan steps Each choose a problem	Metaplan scale post-its big dots Frame + and -
14.10	10 min	Dig deep into problems	Group therapy	Be the problem you choose and answer the questions from others	
14.20	5 min		Discuss findings	Share notes from therapy sessions	Frame problem deep dive
14.25	10 min		Cluster findings	Catagorize the notes and give them compelling names	
14.35	10 min	[Break]		Get a coffee Reorganize space	
14.45	5 min	Speech	Compile speech	Write an inspiring 1 minute speech about the future of the company	Peak4 notebooks
14.50	5 min		Present speeches	Write down 2 things you like from other speeches, and 1 dislike	
14.55	5 min		Discuss speeches		
15.00	5 min		Write future vision	Write 1 compelling future vision on a post it	Big post it
15.05	5 min	Canvas		Paste all conclusions on the canvas	Canvas
15.10	5 min	First steps		Write down what you will do first to reach this future vision	
15.15	5 min	Closing			

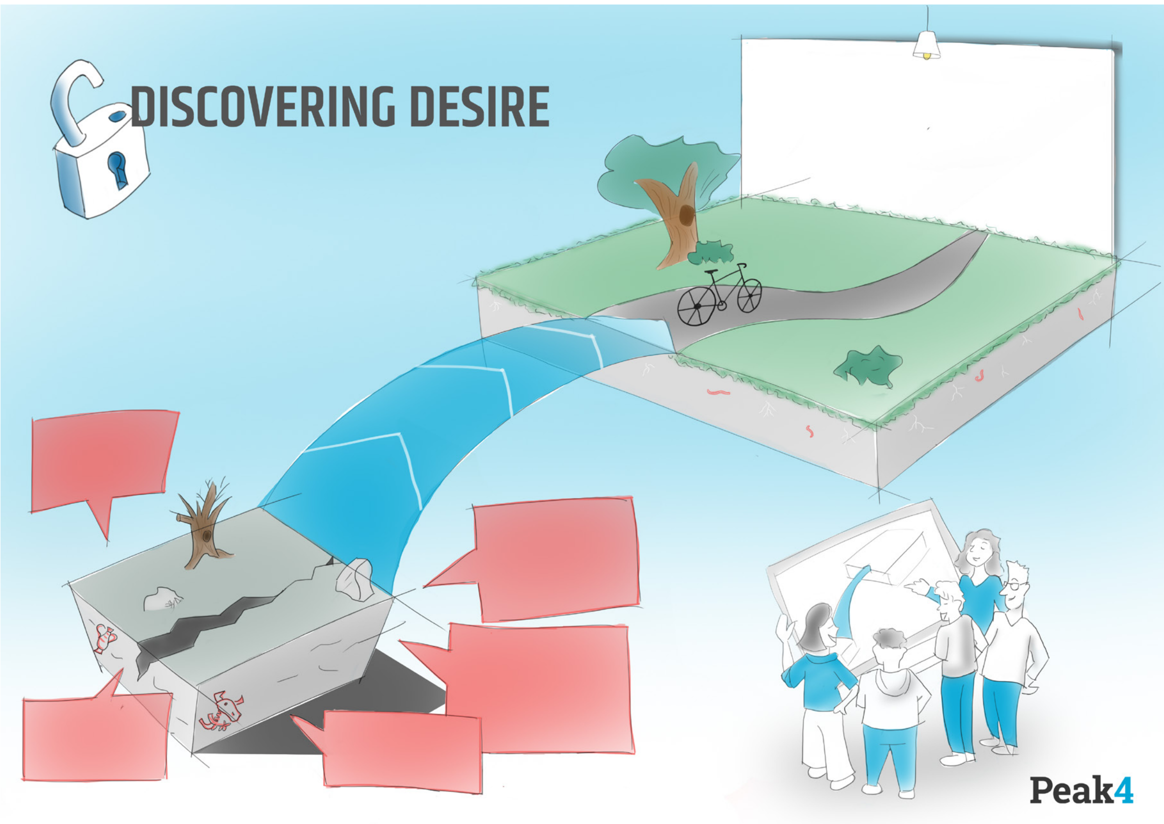


Figure 25: The canvas used for prototype test 2.

Evaluation
With prototype test 2, two types of evaluation were performed, just as with test 1, most of the feedback was gathered on the experience of the participants. Some metrics were also used to quantify the effect on the readiness for change factors of the participants.

Interview
After the session, a short plenary evaluation was performed to document the first responses and spontaneous thoughts (appendix O5). A day later, after a short incubation time, a follow-up interview was performed to gain deeper understanding of the participant experience. The interview guide for this semi-structured interview can be found in appendix O6. The interview was similar to the interview of prototype test 1 and was divided into the following topics:

1. General impression
2. The session
3. The canvas
4. Facilitating the session
5. Further recommendations

During the interview, the deepening questions were targeted towards testing the improvements made after test 1. Questions also addressed participants perception of the balance of playfulness and formal structure as well as the leading vs serving dilemma. The interview responses are presented in appendix O7.

Readiness for change scale
Besides the feedback on the participants experience, the readiness for change of the participants was measured before and after the session to analyze the possible effect of the tool.

The organizational change recipients' beliefs scale of Armenakis, Bernert, Pitts and Walker (2007) was used. This scale assesses the five factors of readiness for change using a total of 24 statements. Respondents are asked to rate these statements on a 5-point likert-scale (strongly disagree-strongly agree. All factors were also be tested individually (Armenakis et al., 2007).

For this test, a selection of 10 statements was tested, targeting 3 of the 5 readiness for change factors. The questionnaire assessed (appendix O3), appropriateness, discrepancy and efficacy. The factor valence was left out as the eventual process change was not yet determined, so the perceived attractiveness could not be imagined properly. Principal support was also not assessed as the participants of the session were the change agents within this process. This factor can only be effectively measured when the resource group is made up of people from different parts and layers of the organization.

The questionnaire was completed by all participants before and after the use of the tool. As the research sample was limited to only three participants, the findings of the questionnaire cannot to be used as validation of the effectiveness of the tool, but rather as an indicator to use during the follow-up interviews with the participants. The scores of the readiness for change beliefs before and after the session can be found in appendix O4.

Findings
Performing the test, the evaluation and the interviews delivered insights into the working and experience of the improved prototype. The answers to the interview questions and the first evaluation can be found in appendix O.

Readiness for change
According to the participants, the test sessions helped make the problem and goals more comprehensible. Even though the project team had worked on this case beforehand, the level of coherence and comprehensibility of the change purpose was not yet on the desired level. The tool really helped to compile this story and make it inspiring. Using the exact words of the client was also seen as one of the major strengths of this tool. According to one participant, using this formulation makes for a completely validated analysis of the problem. The canvas really helps to bring this all together, resulting in a compact, convincing story that can be used in multiple different ways. The canvas was already sent to other members of the team and client company to validate the findings. This was fully embraced by the team and used for further discussions on how to take the process forward. The client company felt understood, and expressed belief in the potential of their change initiative.

"We hebben nu echt een helder verhaal."

Next to the comprehensive and validated story, the participants particularly liked the activities concerning the future vision. The dreamy character of this part of the session made them feel inspired and motivated to start the change process. This part could use a more structured approach. Where other parts of the session had a super clear structure, this activity was free and therefore experienced as a bit too difficult.

Peak4 experience
The participants described the session as having "het echte Peak4 gevoel" (Eng: the real Peak4 feeling). They experienced it as creative and fun, showcasing a different approach than usual. They felt the session generated Peak4's value of true connection as well as going into the deeper levels of knowledge on the problem of the client.

The Peak4 participants envision themselves and their colleagues as capable of facilitating this session. It fits their skillset, style, and vision. Some suggested a Train the Trainer session to allow other colleagues to practice with the tool. This group has experienced the session as very useful to get to know the structure and activities concerning the Discovering Desire tool. It was considered enough practical introduction to be able to perform it themselves. It would, however, be appreciated to have a clear manual on all steps and important argumentation to guide them through setting up and facilitating this session. In this manual, they would like to see a step-by-step guide, some background information, and tips and tricks on the creativity techniques and creative facilitation itself.

Playful vs formal

The participants of prototype test 2 experienced the session as being very structured and well organized. They would describe the session as being more structured than the usual Peak4 interactions. This aspect was highly appreciated. One of the participants described that this perfectly fits the professionalization phase the company is in right now.

During the session, many discussions about specific problems and situations arose. The participants appreciated the freedom they had to discuss this, but also liked the tight time schedule that was followed to restrict the ongoing discussions. This balance in freedom and structure was something that was seen as particularly valuable.

The creativity techniques and interactive activities were greatly appreciated due to their playful and free character. The participants had a lot of fun while discussing serious and sometimes difficult subjects. Where sessions can often be too serious or too free, this session was especially praised for its balance of its playful yet well-structured and professional character.

In the future, the participants expect and desire some personal variations in this approach as every Peak4 employee has developed their own facilitation style. This is something they experience in current projects and would like to continue in the future. The tool should keep in mind that every Peak4 employee will approach this tool in a different way. It is important to find a way to capture the essence of this balance while still allowing others to do it in their own way.

Besides this prototype test, the canvas was also reviewed with members of the transition department. They liked the improvements and current style and compared it to previous Peak4 prints. This validates that it matches their aesthetic. Some participants did point out that the use of color was still a bit too much for their liking. The use of different colors make for a more playful look which part of the team would like to see being a bit toned down.

Leading vs serving

The dilemma concerning the role of the facilitator was still a topic of discussion after prototype test 2. The participants particularly liked this distant positioning of the facilitator towards the content of the session and discussions. This keeps the role division rigid and clear.

It was commented, however, that the certain role particularly fits the current participants group. Based on previous experiences of the Peak4 employees, they expect other, less experienced groups to need more guidance content-wise. Where the test participants were strong in asking deepening questions and getting to the root of the problem. This points out that the balance of a leading or serving role depends on the resource group and discussed project.

Next steps

The second prototype test showed great improvement compared to the first prototype. However, still some areas of enhancement were identified.

- Design a detailed manual
- Tone down the look of the canvas
- Provide more structured to the activity for the vision composition
- Further balance the serving and leading role of the facilitator

Prototype test 3

After performing two tests with Peak4 projects, a third test was performed with an external contact in week 19 of this project. In a 2-hour evening session, the tool was tested with a group of 4 members of the organization that had little to no experience with creative sessions.

Test set-up
To fit the schedule of the attendees, the designed session was planned in the evening. In two hours, the tool was tested. The complete session script and session materials can be found in appendix P.

For the session, a few alterations were made based on the findings of prototype test 2. The canvas was slightly altered to align with the brand colors Peak4 (figure 26). The goal and structure of the activity concerning the future vision of the project was made more explicit. This was done by providing a frame for the discussion of the individual findings.

The test was planned with a group of people who were less experienced in creative sessions and had no established bond with Peak4 to ensure further validation of the Peak4 experience and further development on balancing the two dilemmas.

Evaluation
As with prototype test 2, two types of evaluation were performed. The majority of the feedback was gathered from the experience of the participants in an evaluative discussion held after the session. Discussion feedback was clustered and can be found in appendix P5. Due to the schedules of the participants, no further interviews were possible. Alongside the participants evaluation, a self-reflective evaluation was done. This can be found in appendix P6.

In addition, some metrics were applied to quantify the effect on the readiness for change factors of the participants. This was achieved by asking the participants to fill in the organizational change recipients' beliefs scale twice, before and after the session. The results and especially the differences in results before and after the session were used to lead the evaluative discussions on the participants experience.

Findings
Performing the test, the scale and the evaluations resulted in some further points for improvement of the final design. Overall, big differences between the first two test and prototype test 3 emerged. The composition of the resource groups and the used case had great effect on these differences. The main takeaway from these tests is that the toolkit should have a certain degree of flexibility to fit different groups, cases, and facilitators.

Readiness for change
At the start of the session, the feeling of self-efficacy was quite low. The participants did not always see themselves as competent and influential enough to contribute to the change initiative. During the start of the session, it became clear that the initial introduction to the problem and goal of the session was not yet made apparent. This required a more extensive introduction and discussion on the theme of the session. This emphasized the importance of preparatory communication on the logistics and goal of the session.

At the end of the session, the commitment and enthusiasm about the change initiative had improved greatly. The canvas had a great influence on this eventual readiness for change as it showed the participants what they had achieved in the short period of time. They were truly surprised by the end result and impressed by the clear coherent story the canvas presented. This boosted their feeling of self-efficacy. The tangible result was also appreciated due to its usefulness in the future. It was used as a means of commination in their last newsletter and as input for their previous board meetings.

After the session, a follow-up meeting was planned to continue the project with this project team and carry on the process on this topic.

Peak4 experience
As strangers to the Peak4 approach, this test group gave unbiased insights into achieving the set goal of the Peak4 experience. The participants described the session as being fun, active, deepening, and unexpected. This description fits the set goals of the tools experience.

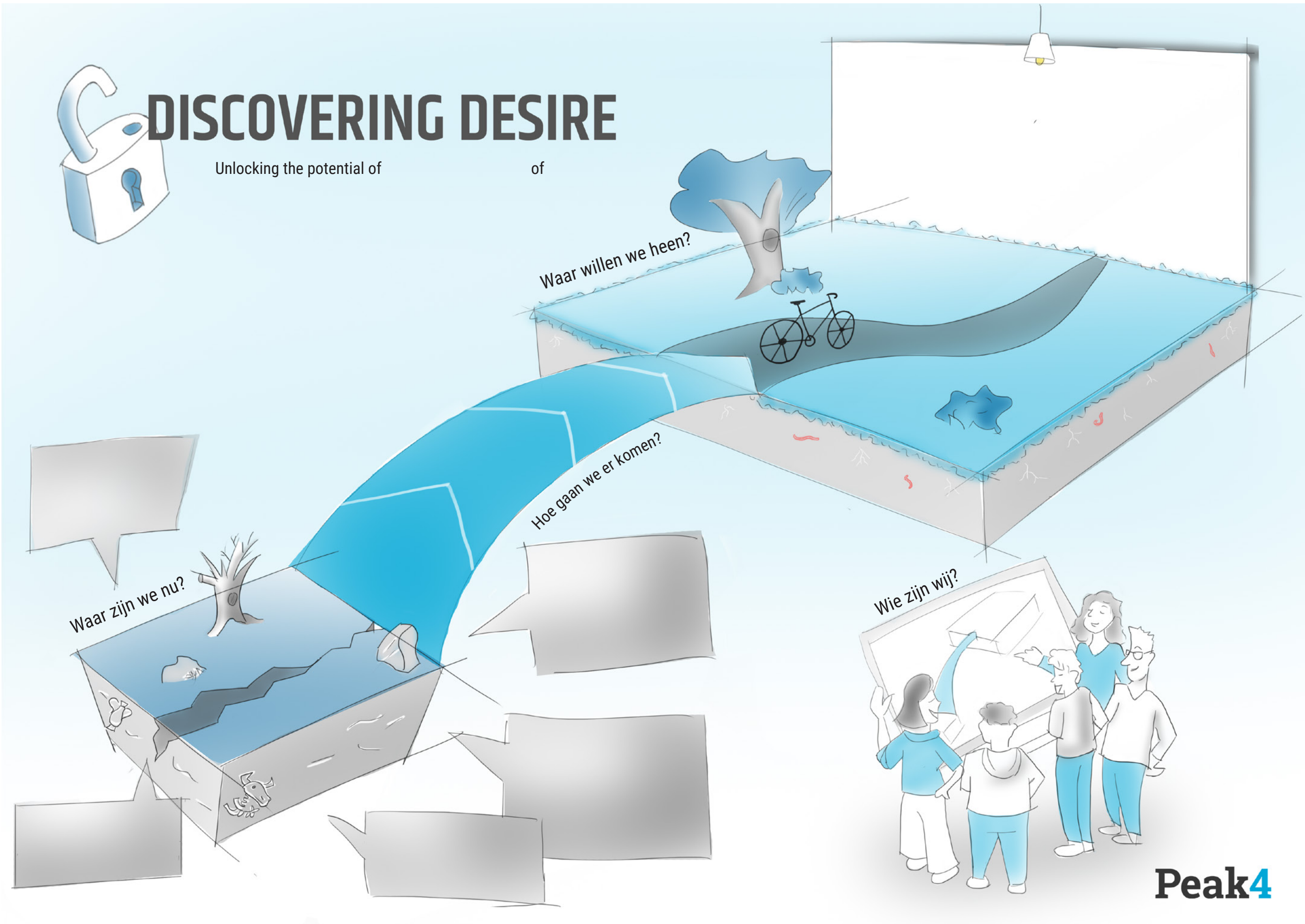


Figure 26: The canvas used for prototype test 3

Playful vs formal
As mentioned above, the tests gained insights in the need for a more structured preparation and after care process of the session. With this test, most communication towards the participants was done through the problem owner. The lack of control concerning the information streams was not in favor of the preparation of the participants for the session. The goal of the session was not clear for all participants, and the logistics including the time, duration, and location also caused some confusion.

The resource group was set up by the problem owner. This resulted in a select representation the members of the organization closest to the problem. The content provided by these participants were therefore very valuable and different perspectives to the problem could be discovered. The motivation for participating did leave something to wish for. Not all participants were intrinsically motivated to participate. It should be clear that participating in the session might be voluntary in most cases, but that does not mean that it is without any obligation. A certain level of freedom in the session should be established to make all participants feel comfortable and access different levels of deepness. Nevertheless, it does not mean that the session works without any rules, standards, expectations, and commitment. In the final design, this should be taken in mind while balancing the playfulness and formality of the tool.

Leading vs serving
As discussed in the evaluation of prototype test 2, a less experienced group comes with other needs concerning the role and involvement of the facilitator. With a group like this, the facilitator has a dual role: f guiding the process, and acting as a source of motivation, and inspiration. During this test, the facilitator needed to take a more leading role as compared to the previous tests.

With this group, motivation was not always at the desired level. A more encouraging attitude from the facilitor was needed to boost both the process and the flow of ideas during the activities. To improve the flow, fluency enhancers were used. These showed to be effective.

Next to the flow and motivation, the level of deepness accessed through the questions from the participants themselves did not reach the Peak4 standard. Deepening questions from the facilitator were helpful and inspired the participants to ask similar questions themselves, resulting in less help needed as the session proceeded. This shows that for this group, a more leading role (content wise) was beneficiary for the end result. This role was already discussed in the evaluation of prototype test 1, as the members of the Peak4 transition team desire a more leading role of the facilitator when it comes to deepening questions while acquiring information on the problem.

Next steps

The third test was done in a more realistic context as the participants were not Peak4 employees. This less experienced group gave insights in different directions than the previous tests. For further development, it is important to also test the role of Peak4 employees in a facilitating role. Before this test, tool improvements should be made using the insights of prototype test 3. Points to consider are:

- Design the preparatory activities and after care to do’s
- Incorporate flexibility in the design of the tool
- Further balance the serving and leading role of the facilitator

Prototype test 4

To further test the tool's fit to Peak4, a fourth and final test was performed in week 21 of this project. This test focused on the use of the manual and the facilitation of the session. One of the Peak4 employees prepared and facilitated a 2 hour Discovering Desire session to tackle an internal problem.

Test set-up
For this test, the manual was sent to the facilitator. In this manual, the basic principles of creative facilitation were explained, together with the goal of the toolkit, and how to implement it. The implementation included a visual use scenario, explanation on the activities before and after the session, and a guide for the use of the newly flexible session plan.

The newly acquired flexibility is designed by bringing every step of the session down to its goals, output, and connection to the canvas. This is visualized in a blueprint. This blueprint tells the facilitator what should be achieved and what the flow of the session should be. It also suggests some activities that fit the set goals. The facilitator could use this blueprint as guidance to compile a session of their own. Together with this manual, a session plan template was also designed to allow facilitators to have a structured overview of the self-composed session.

As this session was facilitated by a Peak4 employee, another perspective on the dilemma's was gathered. This test could show how they would personally approach this session, what kind of facilitation style they would adopt, and what role they would play in the creative process.

Evaluation
The session was observed by joining the resource group of the session as well as by recording the session for later analysis. In this way, both the perspectives of a participant and a distant observer could be captured.

Directly after the session, a quick in the moment evaluation was done, to capture some first impressions. A few days after the session, a short interview was conducted with the facilitator. This interview mainly focused on the use of the manual and the posed dilemmas. The interview guide can be found in appendix Q2. The interview notes and observations can be found in appendix Q3.

Findings
Performing the test, observations, and further evaluation with the facilitator, resulted in some further points of improvement on the manual. Next to these comments, some information was gathered on the Peak4 experience on the two posed dilemmas.

Facilitators manual
The tool's manual was experienced as very informative, detailed, and user friendly. With the use of this manual, the Peak4 employee facilitated a well-structured session that resulted in useful discussions and a clear and compelling Discovering Desire canvas. The participants experienced the session as very useful and fun. They felt it contributed greatly to their project. A few small notes on improving the manual were given by the facilitator. These points mainly concerned the need for some further elaboration on specific steps of the example activities. These should be integrated in the final design of the manual.

The designed flexibility of the toolkit received a positive response. While some Peak4 employees were still a bit skeptical on the implementation of the tool, this new perspective on the toolkit makes its use more accessible. According to the participants and the facilitator, the flexibility of the toolkit is what makes it a real Peak4 tool. In previous tests, the designed interaction fit the company in style and goals The current approach fits the internal way of working as well. It empowers the Peak4 employees to use their own strengths and style but guides the facilitator in designing an interaction that retrieves the right information, in the right way.

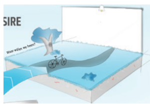
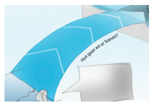
STAGE	Opening	Discussing the now	Digging deeper	Defining desires	Tying it together	Making a plan	Closing
Content goal	Getting to know the team and gauging internal allignment on the topic	Becoming familiar with the current state of the theme	Gaining insight into underlying problems and pattens	Formulating a shared goal	Creating a clear overview on the project brief	Making the way towards the goal concrete and achievable	
Peak4 goal	Getting to know each other and presenting the Peak4 approach	Gain insight into the attitude and values of the client as well as the current situation	Understanding the real problem and showing level of deepness of a Peak4 project	Formulating a concrete, inspiring goal in the client's own words	Showcasing power of the session and therefore Peak4	Initiating commitment to this project	Initating project proceedings and connecting to the client
Desired client experience	"Wow, I did not know that others experienced the problem as well"	"We could do so much better"	"Oh, these are the real problem"	"I want this!"	"Everything fits so nicely, we have created a story"	"We can do it, lets get started!"	"So, what's next? When do we meet again?"
Canvas input	Team members Session theme		Problem themes	Future vision		First steps/actions	
Canvas positioning							
Example activity	Discussing homework questions and defining the theme	Metaplan	Problem therapy	Future speeches	Filling in the canvas	Sticking post its with personal plans on canvas	Summarizing everything and discussing proceedings
Readiness for change belief	Principal support	Appropriateness	Appropriateness	Valence	Discrepancy	Efficacy	

Figure 27: The session blueprint.

BEGIN TIJD	DUUR	FASE	DOEL	CANVAS INPUT	ACTIVITIEIT	DETAILS	MATERIALEN
15.00	20 min	Opening	Elkaar leren kennen en peilen of meningen en ervaringen op een lijn liggen.	Team leden Sessie thema	Introductie	- Welkom (openen, doel, agenda en regels) - Elkaar leren kennen (oorgestuurde vragen) - Thema van de dag defineren	- Basic faciliteer kit - Lijst regels - Agenda - A4 voor thema
15.20	15 min	Discussing the now	Kennismaken met de huidige staat van het thema		Metaplan	- Beoordeling van de huidige situatie - + en –'en - -'en clusteren - Problemen selecteren	- Metaplan schaal - + en – template - Post its (groen&rood) - Stippen stickers
15.35	25 min	Digging deeper	Inzicht krijgen in onderliggende problemen en patronen	Probleem thema's	Probleem therapie	- Iedereen is zijn zelfgekozen problem - 2-3 min therapie per problem - Bevindingen delen - Bevindingen clusteren	- Template problemen - Kleine post its
16.00	10 min				PAUZE		
16.10	20 min	Defining desires	Een gezamenlijk toekomst doel formuleren	Toekomst visie	Speeches	- Speeches schrijven - Speechen - Bevindingen delen - 1 toekomst visie op grote post it	- A4'tjes - A3 toekomst visie - Grote visie post it
16.30	5 min	Tying it together	Een visueel overzicht creeëren van de klantvraag		Canvas	- Canvas invullen - Verhaal samenvatten	- Canvas
16.35	5 min	Making a plan	De weg naar de toekomstvisie concreet en behapbaar maken	Eerste stapjes	Onze eerste stapjes	- Plannen op kleine post its schrijven - Plannen delen	- Kleine post its
16.40	5 min	Closing			Afsluiting	- Resultaten samenvatten - Vervolg bespreken - Aanwezigen bedanken - Ruimte netjes achterlaten	

Figure 28: The session plan of prototype test 4.

Playful vs formal

The playfulness of the session is still a topic of discussion with the Peak4 employees. The templates helped to improve process structure, and received positive feedback. A suggested addition would be to put them in a clear order or even decide upon a specific place to hang the papers in the room. A further structured output flow would be appreciated by some Peak4 employees.

The facilitation style differs per client. As the resource group of prototype test 4 consisted out of only Peak4 employees, the style could be described as informal and free. Both the participants and the facilitator stated that for other, more corporate clients, this style would be adjusted to more formal. The new approach for the session supports this flexibility. Both activities and style can be adjusted to the client company.

For this test, much of the example session was used. The activities and style fit the test's client, the Peak4 transition team, and allow for a free, yet thorough analysis of the context and desired future. The facilitator pointed out that this first real practice taught him a lot about the use of the tool and his personal facilitation style. The Discovering Desire toolkit will slowly evolve into a more personally fitting approach as all Peak4 consultants make it their own. This flexibility corresponds to the current Peak4 character and the wishes for the future. It provides structure and standardization but does not limit the Peak4 employees in their work. The style of each facilitator will also evolve and will differ per project, always finding the right balance in playfulness and formality. This balance will be different for every client.

Leading vs serving

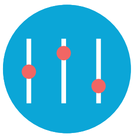
During the session, this facilitator showed a more active role in the discussions and during activities. In the evaluative interview, the facilitator expressed a preference for a more involved position, leading rather than serving. By asking questions to the participants, he tried to keep the flow going throughout the session. Looking back at the literature and the creative facilitation practice, this is often resolved by using so called fluency enhancers (Heijne & Van de Meer, 2019). This involvement is mainly focused on the proceedings of the creative process.

According to the facilitator, another reason to think along and share ideas is to comprehend the participants' opinions and experiences to get a clear and complete idea of the current situation and formulated future vision. For this reason, the facilitator also shared statements and suggestions to validate his interpretations. This role not only focuses the course of the process, but also directs the content discussed during the activities. As Peak4 aims to use the information gathered in the session for the rest of the project, understanding the context and (hidden) problems is very important for the future success of the potential partnership.

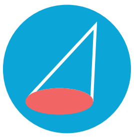
Overall, the role of facilitator was executed differently from the previous tests. Where the positioning of the facilitator in test 1-3 was fully serving and involved no steering or leading when it comes to content, this facilitator expressed a preference of doing both. The leading of the content is, however, not a main goal according to the facilitator. The input of the facilitator should not be used as main input during a session and should definitely not be used as output of the canvas. He would advise however, to become more active during the session to fully capture the entire context. To achieve this, he would suggest a new pre-session activity. While preparing the session, he would advise on becoming familiar on the topic through desk research. This would allow the facilitator to be more comprehensive towards the stories of the participants.

According to the facilitator, another suggestion for further use of the tool concerning this dilemma would be to facilitate the session with two. During the session, he experienced guiding the process as a major task, making it difficult to take in all the information that was given throughout the activities. With a second person, the tasks of guiding the process, and joining and capturing the essence of the conversation could be split or shared. Next to this practical advantage, a two-person consulting interaction fits the traditional Peak4 interventions better. With every client interaction, at least two Peak4 employees are present to construct the foundation of trust and bring different perspectives.

Next steps
For the final design of the product, some final adjustments should be made:



Add missing information and correct manual



Emphasize the flexibility of the product

Prototype learnings

The prototype test gave insights into points of improvement to feed the iterative process of the tool development. Next to these insights, two major dilemmas for the facilitator came to light. Firstly, a facilitator must find the right balance in playfulness and formality when designing a session. The style of the activities has a great influence on the result of the creative session. Secondly, a facilitator should balance the leading and serving aspects of their role during the session. Both dilemmas are widely discussed in literature but seem to have different implications when focusing on these workings in practice.

Playful vs formal

Concerning the first dilemma, playful vs formal, many researchers in the field of creative facilitation are advocates for a playful session style. Play drives creativity (Hautopp & Nørgaard, 2017; Tan, Vezanni & Eriksson, 2020; Wheeler, 2020; West, 2015) and as stated in chapter 2, creativity fuels innovation within organizations (Heijne et al., 2021; Hautopp & Nørgaard, 2017; Tang et al., 2020). Tang et al. (2020) and Wheeler (2020) state that the use of playful activities can support the exploration and acceptance of new perspectives. This enables organizations to remain open to new opportunities and findings (Wheeler, 2020). It also stimulates to engage, experiment and question their preconceptions (Tang et al., 2020). This playful approach stimulates a mind that is suited for high-level problem solving, creativity, flexibility and the ability to allow for constant change (Hautopp & Nørgaard, 2017). This attitude towards change is the goal of Peak4's services. They want to assist their clients in creating a culture which is flexible and ready for constant change, making them stronger and more resilient for future transformations and opportunities.

The psychomotor therapist (appendix I) pointed out that the use of play can make sensitive subjects and complex problems more abstract, sometimes even funny, making them more accessible. Creating some distance between the reality and the participants can lower the threshold for discussing these topics. This more abstract way of working fits the holistic experiences Peak4 is known for. Using surprising and active interventions, Peak4 tries to change the organizational culture by tackling problems and working towards the company's potential.

The most important value of Peak4 is its focus on connecting people. They are known for creating close connections between participants, as well as between client and consultant. Playfulness can stimulate openness, intrinsic motivation and can assist in building collaborative relationships that go past organizational hierarchies (West, 2015). This openness together with taking the time to truly listen to other's experiences and perspectives makes for these close, sustainable bonds. Playful techniques have a positive effect on the ability to work and converse in teams, which in turn influences the patience of the participants and their ability to listen actively to others (Tang et al., 2020).

During the prototype tests, the playful activities were appreciated as they fitted the Peak4 style, however, some participants from the company itself expressed to be hesitant to use some of the techniques themselves as they were concerned that they were too playful.

Though research clearly shows the power of playfulness, play could have a negative effect on the organizational transformation. This mainly depends on the receiving end of the change process: the client company. When an organizational culture is mainly focused on productivity and efficiency, it can become a fun-phobic climate (West, 2015). The aversion to play is often derived from bad experiences from the past. Previous experience with poorly executed play can create resistance that is not easily relieved. To turn this attitude around, it is advisable to slowly progress from more formal and structured approached to more playful activities (Nixon, 2004). This not only concerns complete change processes, but can also apply to single creative sessions. Starting with a more structured activity can ease the group into a more playful way of working. In the tested prototype, this idea was also implemented by starting the session with Metaplan, a fairly structured approach. According to Plucker et al. (2020), for the optimal creativity, a session or process should be a mix of structured and unstructured tasks.

As with many dilemmas, the choice of designing a session that has a playful or formal style is a matter of balance. During the preparation of a Discovering Desire session, the Peak4 consultants should be aware of their objective in using play. The wrong use of play can have a negative effect on the relationship between participants and between client and consultant (Wheeler, 2020). This calls for constant reflection in action and reflection on action, fitting Schön's (1983) model for reflective practice as seen in chapter 2.

A misconception is that systematic techniques fit more technical, corporate fields, and more abstract techniques fit more creative sectors (Baillie, 2006). This idea also drives the resistance from the Peak4 employees towards the use of outgoing techniques with big clients of which the project group has a great level of seniority. Baillie (2006) has proven that the acceptance of a more playful approach is not related to the field of work, but rather dependent on the personality of the participants, and the organizational culture. These findings fit the Peak4 expertise on organizational culture and building personal connections.

Key for Peak4's approach to preparing a Discovering Desire session and balancing the playfulness and formality is the constant reflection on the process and results. The fear of going against the expectations and skeptical attitude of some clients can be legitimate in some cases, however, the power of play seems to be slightly underestimated by some Peak4 consultants. Their pre-conceptions that a corporate client will be better served by a more structured approach is not necessarily true. This could point to the newness of a playful approach for some Peak4 consultants and a need to learn more about how to use their assessment of an organizational culture and personality of the client to understand their attitude toward play. Of course, as the Discovering Desire toolkit is a new addition to the Peak4 portfolio, the consultants should grow in this as they gain more experience with the tool and proceed practicing with clients. The flexibility of the toolkit design can facilitate this reflective practice and personal approach, as the style of the activities can be altered to the desired level of playfulness to fit the client best.

An important aspect that has received little attention in literature on the playfulness of a creative session, is the character of the company facilitating the creative sessions. In the context of a consulting company, and especially considering the implementation of the creative session into the sales phase of the Peak4 process, the presentation of the personality of the consulting party is important as well. Peak4 wants to portray their image as: out of the comfort zone, surprising, energetic, encouraging, and personal. The style of their activities should reflect this personality. With the aim to select future clients on their fit with the Peak4 strategy (page 13), staying true to the company's character is especially important. During the tests, some consultants expressed hesitance towards the playfulness of some session elements. Important to consider in the future use of the tool is to balance not only the playfulness and formality, but also to balance the fit to the client company and the consulting company. In the preparation of the session, the consultant needs to recognize the power of play and emphasize the bold, out of the comfort zone character to stay true to the Peak4 experience.

Leading vs serving

The role of the facilitator has been a topic of discussion since the early beginnings of the field of creative facilitation. Many researchers define the role of the facilitator as serving, having the main objective of supporting the group's behavior and the creative process to be as effective as possible (McFadzean , 2002; Wheeler & Valacich, 1996; Isaksen, 1983). In 1983, Isaksen created a model of the major elements of a creative facilitation session (figure 29). In this model, the division of content and process are clearly visible. According to Isaksen (1983), the facilitators knowledge on the subject should only be capitalized form the content and information provided by the resource group. Parnes (1985) even states that a good facilitator can guide a session without having any content-related expertise on the subject. they use the creative process to find information and suggests that when a facilitator cannot deny involvement with the content of the session, the content should be completely left out. This neutral position towards the content is seen as essential to allow the client to keep ownership of the content and produced result (Isaksen, 1983). The process and chosen activities should make participants feel empowered (Baillie, 2006). This fits the belief the importance of efficacy, one of the 5 aspects of readiness for changes, as discussed on page 19.

More recent research, however, states that a neutral positioning as described above is impossible as facilitators will always bring bias and preconceptions into the session (Tang, 2020). The author of creativity technique brainstorming Osborn shared this idea already in 1953. He even advised facilitators to think about own ideas and suggestions before the start of the session that can be used to keep the flow going during the session. Buijs and Van der Meer (2014) build on to this idea as they advise facilitators to use knowledge on the subject to inspire participants and guide the process towards a deeper level of knowledge. According to Heijne and Van der Meer (2019), knowledge on the content is essential for steering the group into the right direction. For correct interpretation of the discussion, the facilitator should understand the problem (Heijne & Van der Meer, 2019; Gordon, 1961).

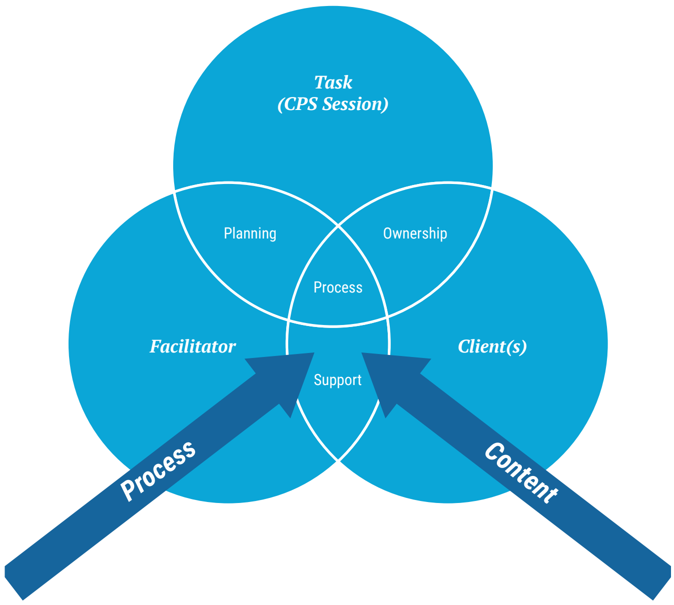


Figure 29: Elements of a creative facilitation session. Adaptation of Isaksen (2012).

The Delft iCPS model emphasizes a balanced integration of both process and content, serving and leading (Buijs & Van der Meer, 2014). In this search for balance, important to decide is when to let the process flow as it goes and when to interrupt to guide the group through the process. The amount of support needed, both process and content wise, depends on the design phase, the team composition and team members' relationship with the facilitator (Becuwe, Tondeur, Pareja Roblin, Thys, & Castelein, 2016). These differences were also found in the different prototype tests of this design project. However, the findings of this project would suggest that other factors could influence the desired role as well. The role of the facilitator during prototype test 3 (p.74) was more leading, whereas the role in prototype test 1 and 2 were more serving. In the third test, the participants had little to no experience with creative sessions and therefore needed more guidance and interference during the session to come to results. In test 2, the group had more experience in these activities, and there the neutrality and distance of the facilitator towards the content was explicitly mentioned as positive in the evaluative interview. The experience of the participants could have an effect on the role of the facilitator as well.

The evaluation of prototype test 4 gave insights into the desired role of facilitator in a creative session, according to the Peak4 transition team itself. As the Discovering Desire session plays a part in the sales phase of the change process, the positioning of the consultant is very important. The session will be used as a trial for both parties, where Peak4 can show off their qualities in building connections and getting to the root of the problem. Contradicting the literary focus on using own knowledge to keep the flow of the ideas of the participants going, Peak4 wishes to showcase its own creative capacity as well. By asking deepening questions, submitting provocative statements, and sharing initial ideas, Peak4 hopes to convince the client that they are the right party for the change process. This suggests that the goal of a creative session should not always be formulated only from the perspective of the resource group or problem owner, but can also incorporate the objective of the facilitator.

Even though the showcasing of the Peak4 qualities is a major objective in the current project context, and might also work for other fields of practice, the statements of Isaksen (1983) should always be kept in mind. The output of the session should always feel like a creation of the client to keep ownership of the content and produced result. This goes hand in hand with the theory on readiness for change, which plays a leading role in this project.

7. Final design

For the Peak4 consultant, the Discovering Desire toolkit offers a sales interaction that allows them to co-create a clear project brief with a potential client in a challenging but supportive way, while making the client feel inspired and empowered to change through tasting what a Peak4 partnership could be like.

The Discovering Desire toolkit consists out of three separate parts: a session, a canvas, and a facilitator manual. Together, they help Peak4 and its client to really get to know the problem, build trust in oneself, each other and the process, and increase commitment and drive to the initiated change. In a 2-hour creative session all goals are achieved using creativity techniques and interactive activities to ensure an effective session that accesses deep levels of knowledge in a fun and active way.

After using the tool, both parties are left with a tangible product in the form of a visual summary showing the patterns that underlie the client's problems, a shared vision statement, and suggestions for possible first steps to move towards the desired future.

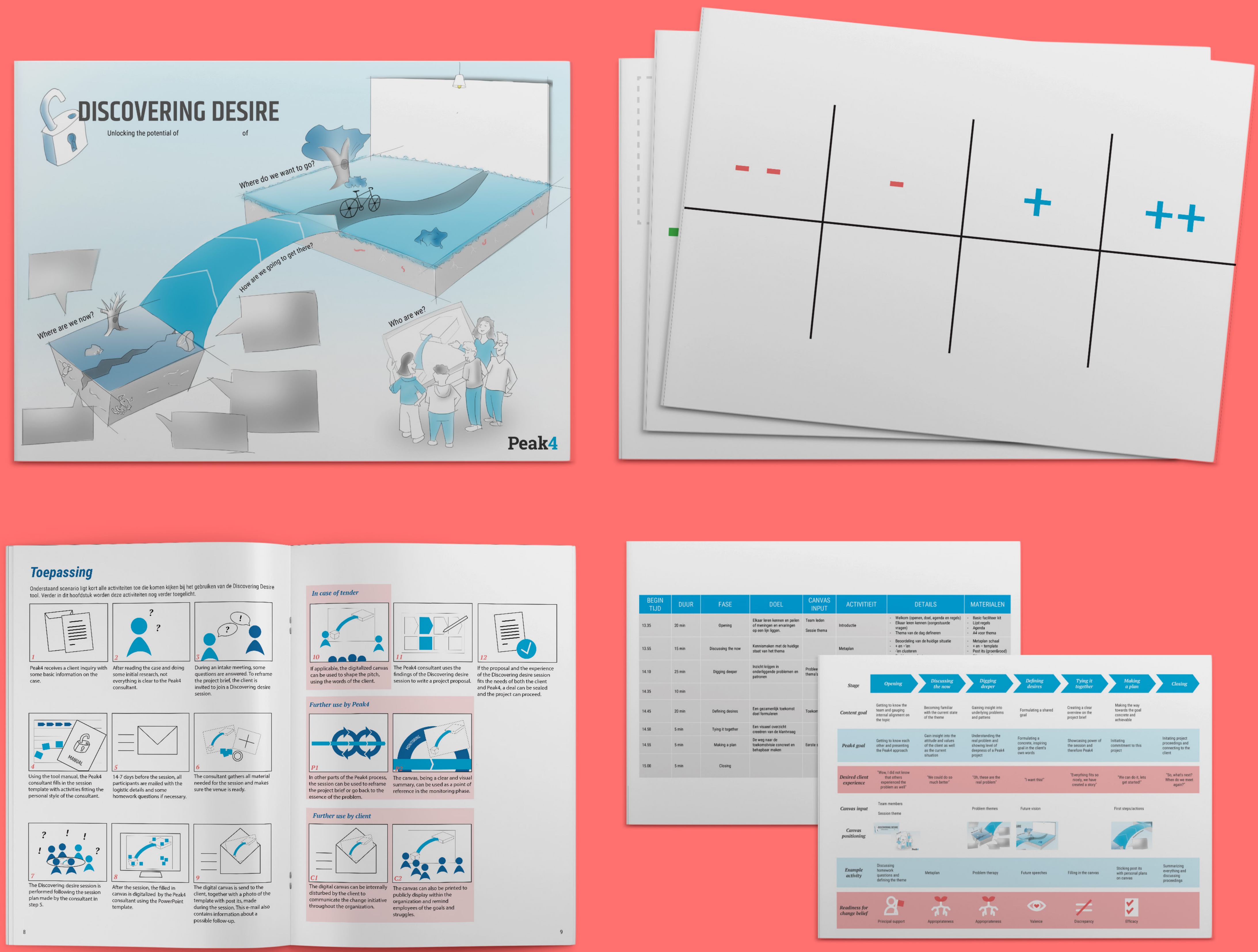


Figure 30: The Discovering Desire toolkit.

Value of the design

The Discovering Desire toolkit adds value to both Peak4 and the client. These values are outlined below.

Value to Peak4

Access a deep level of knowledge from the start of the process: by using creativity techniques, the sales phase of the Peak4 process now also targets other layers of the Sanders and Stappers Say-Do-Make-triangle (2012). This fits the multi-layered focus of the rest of the Peak4 interactions and targets the company's focus on higher goals.

Initiate an iterative process: by questioning the question from the start, an iterative process is initiated. This agrees with the co-evolution of problem and solution and is something the current approach of Peak4 missed until now. Using the Discovering Desire toolkit, Peak4 does not settle for the information provided in the initial client inquiry but co-creates a reframed problem statement and future vision to better suit Peak4, the client, and the situation.

Initiate a more structured and standardized approach: responding to the initial need of Peak4, the Discovering Desire toolkit provides a structured method to the sales phase of the Peak4 process. Without removing the cherished flexibility and room for personal input and creativity, the tool guides you through a step-by-step process. Using a concrete format, the tool guarantees obtaining the information needed to perform the following steps in the process correctly.

Showcase the Peak4 qualities to the potential client: by implementing an extra interaction before signing a deal with a new client, Peak4 gets the chance to show the potential client what they are capable of. In a session that fits the company's strengths and style, a preview of the Peak4 experience is delivered.

Connect to the potential client: next to showcasing the Peak4 experience, one of the company's most important values will be emphasized during the designed interaction: connecting. By actively listening to the client's needs and building on the client's potential together, an initial bond and level of trust are established.

Avoid projects with no potential: the Discovering Desire toolkit is not only a chance for the client to make up their mind about the partnership. Peak4 also gets the chance to rethink pursuing the case. When the readiness for change is too low with the client, or the case does not fit the Peak4 strategy, the project can simply be declined.

Value to the client

Gain insights into problems: by participating in the Discovering Desire session, the client acquires more knowledge on the posed problem and different perspectives on this situation. The findings of this session are even delivered in a visual summary, providing a solid foundation for further steps in the change process.

Have a chance to try out the Peak4 experience: the Discovering Desire toolkit allows the potential client to try out a Peak4 partnership for a few hours before committing to the consultant for a long period of time. It lowers the risks and allows the client to make a more deliberate choice when choosing between potential partners.

Contribute to a better fitting solution: by participating in the Discovering Desire session, the client allows Peak4 to gain further insight into the situation which enables them to design a better proposition or change plan. This will eventually result in a solution that fits the problem or goal better.

Gain more trust in the company's capabilities and get excited about the process and initiated change: by participating in the Discovering Desire session the change process becomes more concrete and comprehensive. Possible resistance will be relieved and trust in both the process and oneself will grow, making the change initiative more fun and successful.

Implementation

Flexibility
One of the set criteria was to leave room for personal creativity and flexibility of the Peak4 consultants. To fit this, a session blueprint (figure 31) was designed. This blueprint can be used to guide a Peak4 consultant to design a Discovering Desire session of their own. For this blueprint, seven stages are defined that are essential to achieve the set goals. Per stage, the following information is given:

Content goal
What should be achieved to obtain the necessary information in this stage?

Peak4 goal
What is the goal of the stage for Peak4? How does this stage influence the main goal of making more impact with the case and client?

Desired client experience
What kind of emotion or experience should be evoked in this particular stage?

Canvas input
What should be the concrete end result of this stage that should end up on the Discovering Desire canvas?

Canvas positioning
Where on the canvas should the end result of the stage be placed?

Example activity
Coming from the example session from the manual, what described activity fits this stage?

Readiness for change belief
Linking the stage to the literature on readiness for change, which of the five beliefs is targeted with this stage?

Example session
The prototype tests were done with a session especially designed for this project (p.62-79). The final design of this session can be found in the manual of the Discovering Desire toolkit. This session plan can be used as an example and inspiration for the personal versions of the facilitators. Peak4 employees are free to design their own version. The manual, including the session blueprint, further requirements (such as the amount of breaks needed), and the example session guides them in this design process.

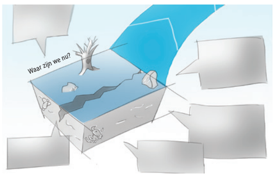
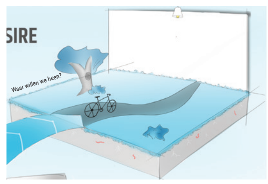
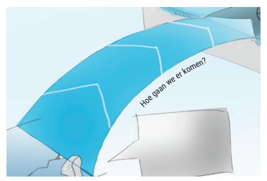
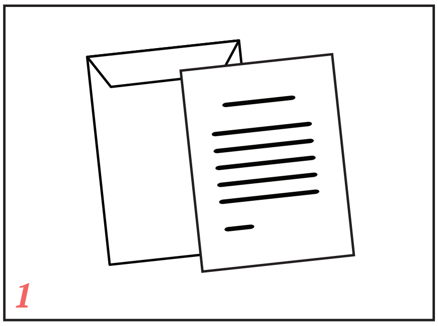
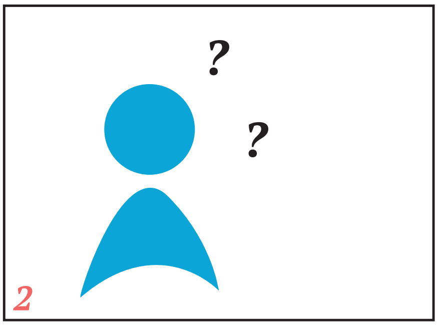
Stage	*Opening*	*Discussing the now*	*Digging deeper*	*Defining desires*	*Tying it together*	*Making a plan*	*Closing*
Content goal	Getting to know the team and gauging internal alignment on the topic	Becoming familiar with the current state of the theme	Gaining insight into underlying problems and pattens	Formulating a shared goal	Creating a clear overview on the project brief	Making the way towards the goal concrete and achievable	
Peak4 goal	Getting to know each other and presenting the Peak4 approach	Gain insight into the attitude and values of the client as well as the current situation	Understanding the real problem and showing level of deepness of a Peak4 project	Formulating a concrete, inspiring goal in the client's own words	Showcasing power of the session and therefore Peak4	Initiating commitment to this project	Initating project proceedings and connecting to the client
Desired client experience	"Wow, I did not know that others experienced the problem as well"	"We could do so much better"	"Oh, these are the real problem"	"I want this!"	"Everything fits so nicely, we have created a story"	"We can do it, lets get started!"	"So, what's next? When do we meet again?"
Canvas input	Team members Session theme		Problem themes	Future vision		First steps/actions	
Canvas positioning							
Example activity	Discussing homework questions and defining the theme	Metaplan	Problem therapy	Future speeches	Filling in the canvas	Sticking post its with personal plans on canvas	Summarizing everything and discussing proceedings
Readiness for change belief	Principal support	Appropriateness	Appropriateness	Valence	Discrepancy	Efficacy	

Figure 31: The session blueprint.

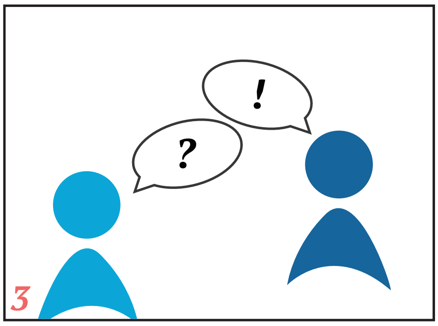
Use scenario
The use scenario on the following two pages visualizes the placement of the Discovering Desire toolkit in the Peak4 process. It discusses the implementation of the toolkit and the activities taking place around the session itself.



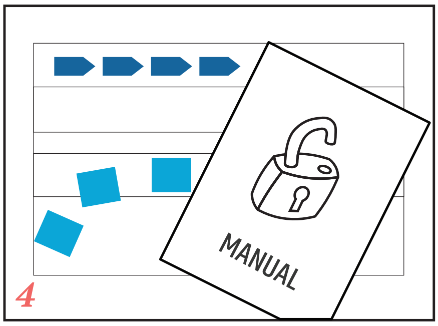
Peak4 receives a client inquiry with some basic information on the case.



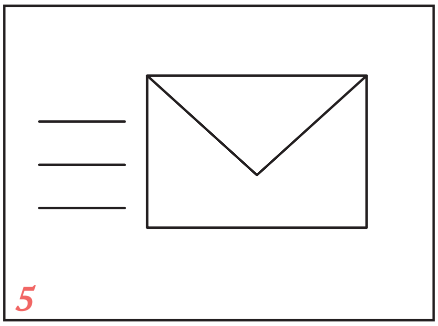
After reading the case and doing some initial research, not everything is clear to the Peak4 consultant.



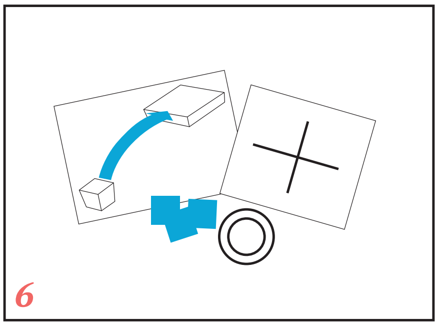
During an intake meeting, some questions are answered. To reframe the project brief, the client is invited to join a Discovering desire session.



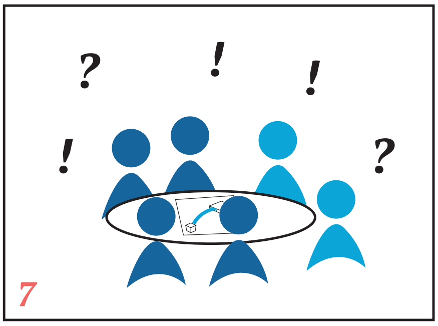
Using the tool manual, the Peak4 consultant fills in the session template with activities fitting the personal style of the consultant.



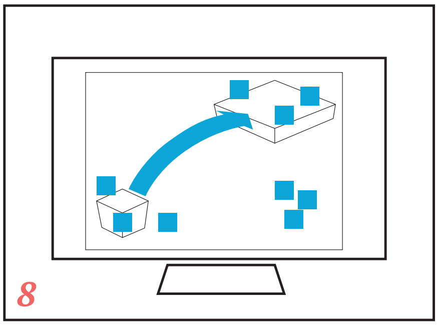
14-7 days before the session, all participants are mailed with the logistic details and some homework questions if necessary.



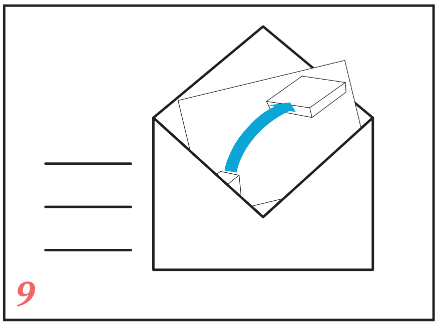
The consultant gathers all material needed for the session and makes sure the venue is ready.



The Discovering desire session is performed following the session plan made by the consultant in step 5.



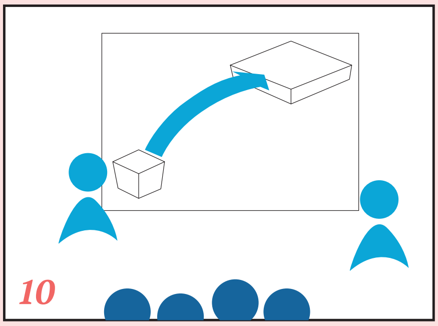
After the session, the filled in canvas is digitalized by the Peak4 consultant using the PowerPoint template.



The digital canvas is sent to the client, together with a photo of the template with post its, made during the session. This e-mail also contains information about a possible follow-up.

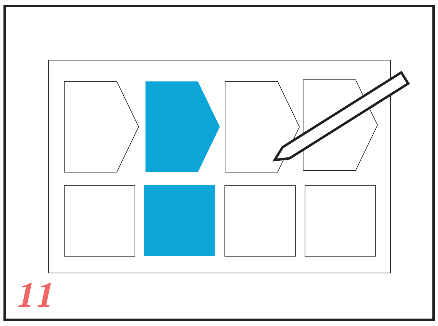
Figure 32: Visualized use scenario.

In case of tender



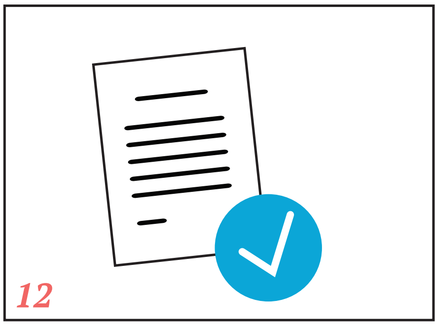
10

If applicable, the digitalized canvas can be used to shape the pitch, using the words of the client.



11

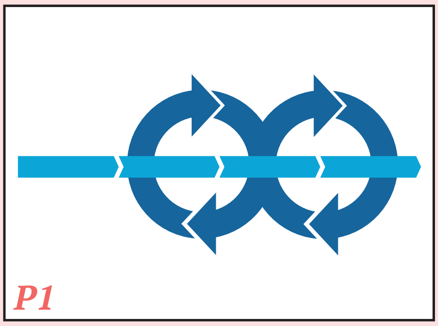
The Peak4 consultant uses the findings of the Discovering desire session to write a project proposal.



12

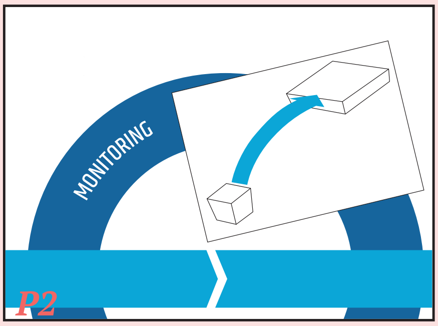
If the proposal and the experience of the Discovering desire session fits the needs of both the client and Peak4, a deal can be sealed, and the project can proceed.

Further use by Peak4



P1

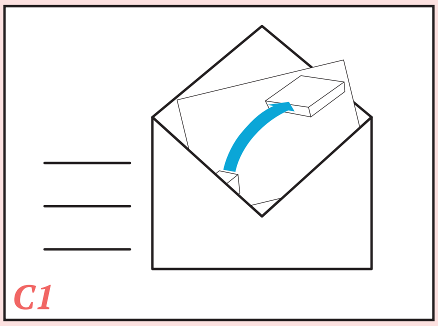
In other parts of the Peak4 process, the session can be used to reframe the project brief or go back to the essence of the problem.



P2

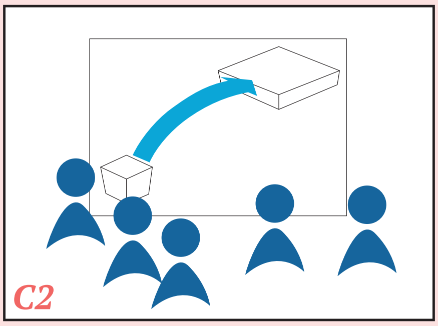
The canvas, being a clear and visual summary, can be used as a point of reference in the monitoring phase.

Further use by client



C1

The digital canvas can be internally disturbed by the client to communicate the change initiative throughout the organization.



C2

The canvas can also be printed to publicly display within the organization and remind employees of the goals and struggles.

Component deep dive

Session

The final design of the session of the Discovering Desire toolkit is not a rigid product. Fitting the flexible character of all Peak4 activities, the facilitator can compose their own session using the provided blueprint (figure 31) and the toolkit manual. A session plan template (figure 33) is provided to make sure that all essential information is gathered before the session starts (Heijne & Van der Meer, 2019). This template is delivered in a Google Slides format to make it accessible and easy in use for the consultants.

An example session is also presented in the toolkit manual to inspire the consultants during their session design process. To facilitate (parts of) the example, some worksheets and templates should be printed. These are designed to balance the playful vs formal style dilemma. All printables are available in both Dutch and English on the Peak4 drive as well.

BEGIN TIJD	DUUR	FASE	DOEL	CANVAS INPUT	ACTIVITIEIT	DETAILS	MATERIALEN
		Opening	Elkaar leren kennen en peilen of meningen en ervaringen op een lijn liggen.	Team leden Sessie thema			
		Discussing the now	Kennismaken met de huidige staat van het thema				
		Digging deeper	Inzicht krijgen in onderliggende problemen en patronen	Probleem thema's			
		Defining desires	Een gezamenlijk toekomst doel formuleren	Toekomst visie			
		Tying it together	Een visueel overzicht creeern van de klantvraag				
		Making a plan	De weg naar de toekomstvisie concreet en behapbaar maken	Eerste stapjes			
		Closing					

Figure 33: Session plan template.

Canvas

To summarize all findings of the Discovering Desire session, a canvas was designed. This provides a tangible result, improving the participants' satisfaction and commitment to further steps (Heijne & Van der Meer, 2019).

As pointed out in the session blueprint (figure 31), all parts of the canvas address another readiness for change belief. Figure 34 places all beliefs on the canvas. The left bottom corner presents the patterns and themes underlying the problems of the current situation. When this addresses the real causes, appropriateness is high. When the future vision, pasted in the upper right corner, is attractive enough, valence is tackled. Having a great diversity in team members can improve principal support and will be showcased in the bottom right corner of the canvas. The bridge between the current situation and the desired future, present the first steps to be taken to initiate the change, this targets the group and company's efficacy. Finally, discrepancy will be high when the now and the future are different enough.

After the session, the consultant will digitalize the canvas to have a more professional version of the summary. The template for this digital version can be found on the Peak4 drive in a Google Slides format. All text can easily be edited and the number of text balloons for the problems can be altered. A short guide on how to use the template is also included. This material is again provided in both Dutch and English.

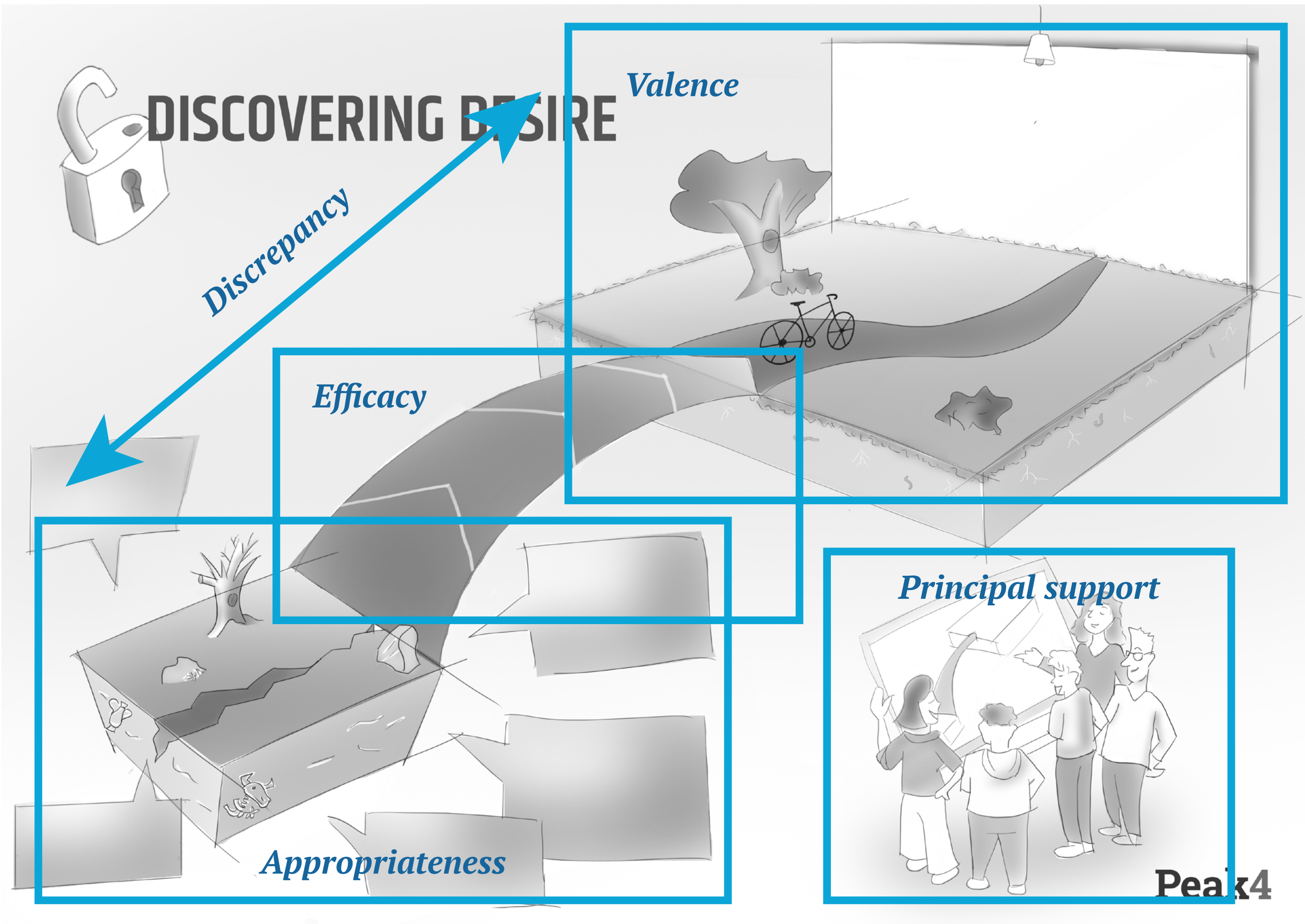


Figure 34: Readiness for change factors on canvas

Facilitators manual
The third and final part of the Discovering Desire toolkit is the facilitator manual. This is buildup of five chapters. The manual is in Dutch as all Peak4 employees are fluent in this language. In the first chapter, an introduction can be found. Here, the goal of the toolkit is discussed together with the implementation of it into the Peak4 process, and a short explanation of how to use the manual.

In the second chapter, the session blueprint is introduced and some explanation on how to design your own session is provided. The next chapter focuses on the implementation of the toolkit. It first present the visual use scenario of p. 90 and 91. All different activities are further explained in this part too.

In chapter 4, a short piece on the role of the facilitator is given as well as some basic tips and guidelines to assist the facilitator during the preparation and facilitation of the Discovering Desire session.

Finally, the step-by step guide for the example session is presented. For every activity, some basic information (the duration, goal, and end result) can be found together with a list of materials for the activity. In simple steps, every activity is explained. Some activities come with extra tips to keep in mind when facilitating the session.

The manual also includes a collection of appendices, including suggested intake questions, worksheets, and the canvas. As mentioned above, the printable appendices can also be found on the Peak4 drive as separate files.

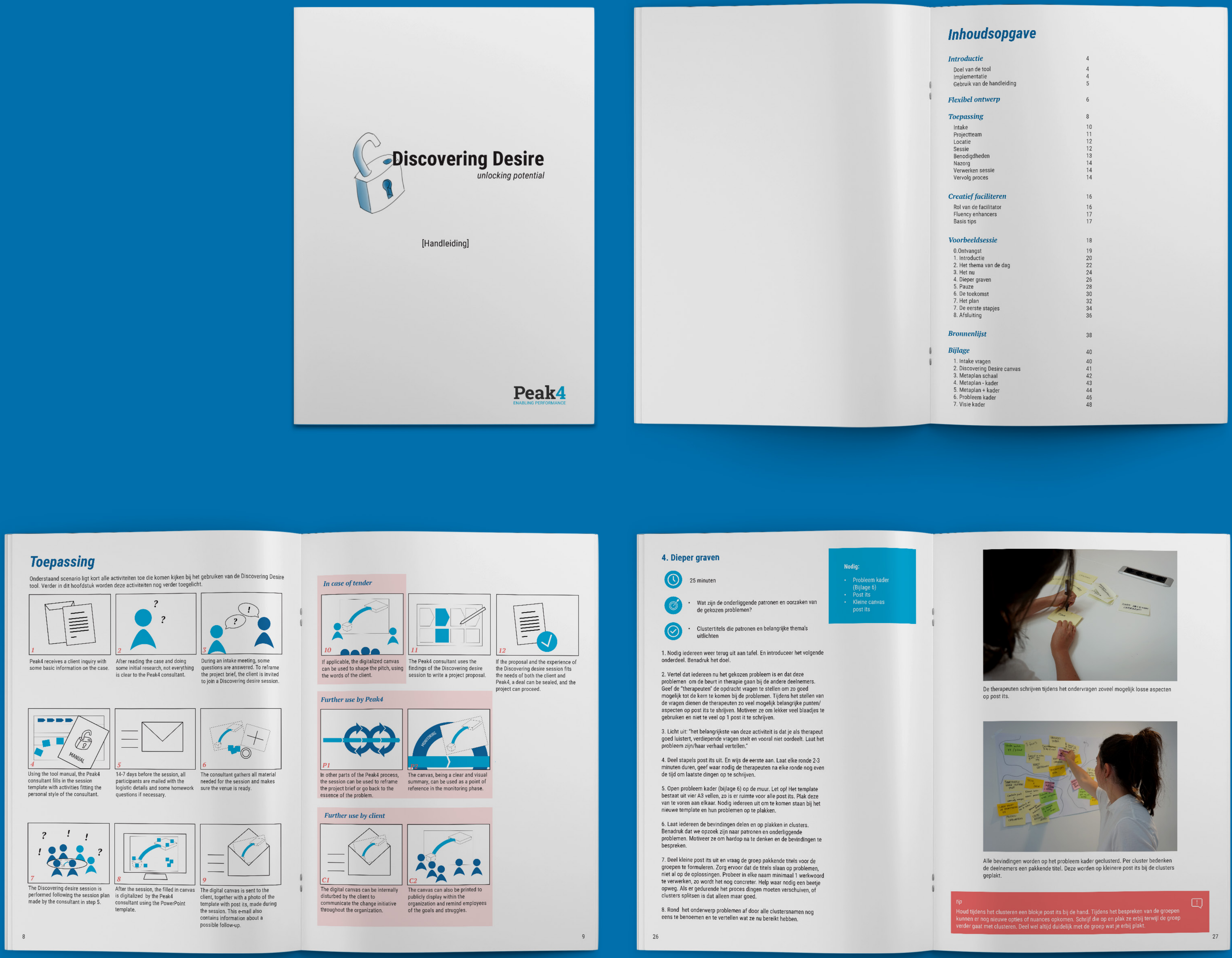


Figure 35 The facilitators manual.

8. Conclusion

The aim of this project was to investigate how creativity techniques can be used to improve the impact of change initiatives. This project was placed into the context of Dutch consultancy company Peak4. The context research showed that Peak4 desired a more structured approach to map the client's needs, values, and expectations. During the literary research, readiness for change was found to be an important factor in the implementation of planned change initiatives. The use of creativity techniques also proved to be a great way to target the client's motivation, or readiness for change and acquire insights into the situation and different perspectives within the client's organization, targeting knowledge of multiple levels of deepness. Moreover, the use of surprising creativity techniques, fits the style of current Peak4 interactions.

With the current growth of Peak4, change and professionalization are hot topics. The need for a more standardized approach comes with the fear that strong Peak4 values are not fitting for a future where the company is bigger and has a more rigid structure and approach. The most important strength of the Peak4 is its strong, personal connection with the client, resulting in tailor made programs with sustainable impact.

The designed product, the Discovering Desire toolkit, is a solution to investigate how creativity techniques can be used to improve the impact of change initiatives. This practical tool showcases what creativity techniques can do for Peak4 to address the readiness for change, improve the impact of their change programs, and make a step towards a more standardized approach whilst keeping the Peak4 brand and reputation strong.

Discussion

Practical relevance
The Discovering Desire toolkit allows Peak4 to access a deep level of understanding of the client's case and experience from the start of the process. By using creativity techniques, Peak4 even emphasizes their care and connection to the client in the sales phase. This level of understanding is achieved by taking time to question the initial question before starting to design a pitch or program proposition. This new interaction, therefore, initiates an iterative process from the start. Using the Discovering Desire toolkit, Peak4 does not settle for the information provided in the initial client inquiry, but co-creates a reframed problem statement and future vision to better suit Peak4, the client, and the situation. Answering to the employees desire and current growth of the company, the tool provides a more structured method to the sales phase without removing the cherished flexibility and room for personal input and creativity.

As the Discovering Desire toolkit is designed to be implemented in the sales phase of the Peak4 process, it should also improve the profit potential of the company. By building in a try-out interaction, Peak4 gets an extra chance to show off its skills and expertise to the potential client. Besides, the new interaction gives the company more room to build a close relationship with the client. By actively listening to the client's needs and building on the client's potential together, an initial bond and level of trust are established. On the other hand, the tool allows for a more careful selection of new projects. When it shows that the client's readiness for change or the case do not fit the Peak4 strategy, the project can simply be declined.

For the client, the tool also provides some additional value. First of all, the Discovering Desire toolkit allows the client to gain more insights into their problem and different perspectives on the situation. Investing time in elaborating on their problem statement and vision contributes to a better solution and provides more information to build a better design. Next, just as Peak4 has a chance to more consciously select new partnerships, the new interaction allows the client to make a more deliberate decision on a consultant for the job. They can try-out what a Peak4 partnership could be like. Finally, the Discovering Desire toolkit does not only build a foundation of trust between the client and peak4. Addressing all aspects of readiness for change, the belief of self-efficacy and excitement towards the initiative also grow.

An important aspect of the design is the flexibility of the tool, allowing the Peak4 employees to shape the toolkit to fit needs and desires of both themselves and the client. It fits the Peak4 style, but also responds to other findings of the context research. Every Peak4 employee gives their own spin to everything, making the interaction personal and more effective. With the busy schedules, company growth, and multitude of change initiatives currently set up in mind, this flexibility will allow the tool to be adopted more quickly and have a broader reach throughout the company. The manual assists the consultants in their use and gives as much information as the user desires. Eight Peak4 employees have currently experienced the toolkit and are enthusiastic to use it in future projects. The tool has currently been implemented in two client cases and one consultant has facilitated a Discovering Desire session single-handedly.

The Discovering Desire session has been designed to fit the future of Peak4, working towards a more standardized approach, without losing their flexible and personal way of working. The costs of the tool are kept to a minimum to make the threshold for implementation low. The two- hour investment helps the company to design a more substantiated proposition or change program, easily reducing commercial risk, while also adding value to the already successful Peak4 product.
It fits the company's ambition of targeting higher goals and empowering people to change through their own motivation and potential. It captures the company's strengths of building true connections and accessing a deep level of knowledge and understanding in surprising ways. With the Discovering Desire toolkit, Peak4 is ready to embark on their own transformation journey, while supporting their client's processes in a better, more structured, and more substantiated way, while staying true to the Peak4 vision, style and strengths.

Academic relevance

The inspiration of this project was the Kerber and Buono (2005) research that stated that 70% of the change initiatives fail to achieve their objectives. According to this 2005 paper, for a large part, this is caused by the mismatch of the strategy and the work culture of the organization that undergoes the change. With this project, I would like to argue that this high percentage of failure is not mainly caused by the mismatch of strategy and culture but is rooted in setting ill-fitting goals for the planned changes. Combining the literature of chapter 2 and the observations of these models in practice in the context of Peak4, show that the goals set in the beginning of a change process often do not match the real problem. The contradicting rigidity of the researched POCM's and the iterative approach of the co-evolution of problem and solution, show to be too extreme to work in practice. This project demonstrates, that in reality, both should be combined to balance the flexibility of goals and problem statements, while still following a structured approach to a change process.

Although this project is specifically directed at the Peak4 context, some findings could be used for further research to benefit the field of creative facilitation. The solution could not be generalized as a whole but should be interpreted as a case study. The two dilemmas found in the prototype tests provide some new insights and perspectives towards balancing the playfulness and formality of a session and balancing the leading and serving role of the facilitator (p. 80-83). This study suggests further research on the influence the character of the company facilitating the creative sessions has on the style of the session and its activities. Furthermore, from a consultancy perspective, the goal of the consultancy agency itself should not be forgotten when considering the role of the facilitator in a session. Current research mainly focuses on the effect of the objectives of the client and session itself but leaves out another important party: the facilitator.

Further recommendations

In the past five months, the discussed design process was performed, resulting in a valuable Peak4 toolkit that is already in use. However, as any design, the project is never finished. A few next steps are formulated in the form of recommendations. The following activities are suggested to perform to improve the Discovering Desire toolkit further:

Internal scalability
Even though the toolkit has already been used for one client project and is incorporated in a pitch slide deck for another , the toolkit has not been fully adopted by the whole company. To make sure the Discovering Desire toolkit will be part of the new standard sales phase, all employees should be introduced to the product. Until now, eight of 20 employees have experienced a Discovering Desire session and are now familiar with the way of working. To make sure others are also on board, it is recommended that all other employees experience a pilot session. Period pilot sessions should also be planned to introduce new employees to the Discovering Desire toolkit and as a refresher to other interested employees. When experiencing the session, the generated value and envisioned experience are delivered best.

Further validation on flexibility
One of the important characteristics of the designed toolkit is its flexibility. Every Peak4 consultant can make it their own, in line with the personal and experimental character of the company. As seen in chapter 6, the toolkit was tested by one of the Peak4 employees. However, to fully test the flexibility of the toolkit, many other facilitators should try it out and put their own spin to it.

Monitor effect
The organizational change recipients' beliefs scale of Armenakis, Bernert, Pitts and Walker (2007) was used in protype test 2 and 3 to get an idea of the possible effect of the designed toolkit. The number of participants, however, was too low to provide statistically valid results. To prove the effectivity of the Discovering Desire toolkit, the scale could be used to gather more input, allowing further analysis after a few more tests. Evaluating the toolkit in this manner aligns with the Peak4 desire to better substantiate their practice.

Activity library
With every Peak4 employee having their own set of favorite activities, it could be inspiring to collect all those options in an online environment. In this way, employees could learn from each other, knowledge and experience can be stored and shared, and the design of the Discovering Desire becomes even more of a mix and match tool and more embedded in the Peak4 way of working.

Further standardization
The design of this toolkit is a step towards a more standardized approach for Peak4. The flexibility within the structure has inspired the Peak4 members that standardization does not mean that they have to let go of their current personal style. Recognizing that a more standardized approach is needed to support the company's growth, ambition, it is recommended to redesign another part of the Peak4 process for further standardization.

Personal reflection

The past 5 months have been all about this project for me. Never have I had a project that took so much of my time, interest, and was my full responsibility. Executing this project has taught me a lot on so many different levels. It has brought me lots of subject-specific knowledge, but also taught me a lot about myself, professional skills, and personal capabilities. At the start of this project, I formulated a set of personal learning goals to focus on during these five months (appendix 1). This chapter briefly discuses my experience on these three goals.

Capture the entire process
When being fully focused on one project, it is easy to get lost in the process. Learning from earlier experiences, capturing the entire process and all (to be made) decisions, was a main task in this project. Instead of just documenting results and end products, this time also the loose ends and doubts were recorded. Embracing this uncertainty and using it to build upon made for a more flexible, and iterative process, full of pivots and adjustments along the way.

This conscious approach was new to me, and sometimes puzzling, but also showed to have a positive effect on the eventual outcomes. Looking back at the used literature on the co-evolution of problem and solution, this aspect of the project was a perfect example of “practice what you preach”. While emphasizing the importance of reframing and problem evolution towards Peak4, I have personally learned a lot about including this in my own approach as well.

Consultancy practice
Stated as one of my learning objectives, I hoped that this project would give me insight into the world of consultancy companies. Before starting the project, I never imagined myself becoming such a real part of the company. I am grateful that I have had the opportunity to experience so many different client interactions, interventions, and internal activities to get the full picture of working at Peak4.

Of course, this project also showed the chaotic, busy schedules of the Peak4 employees. Opening my eyes to the turbulent weeks they go through. Being a part of a growing and evolving company has been a very special opportunity, but also resulted in more difficulty when it comes to project planning and requires lots of flexibility, both content and planning-wise.

Creative facilitation
Lastly, this project was initiated as a continuation of the creative facilitation course. It has allowed me to further practice my creative facilitation skills and has given me the opportunity to experiment in a more professional setting.

A just do it-mentality was required to get as much practice as possible, and all opportunities were taken to train my skills. These occasions have taught me a lot about my personal facilitation style, common pitfalls, and my strengths and weaknesses. I think that in these 5 months, I really progressed when it comes to being a more professional and confident facilitator. However, this skill requires way more practice, and I hope that the future will present me many more opportunities to improve this.

Overall I have enjoyed this graduation a lot. All projects have its ups and downs, and this project was no different, but I have learned so much in a short amount of time and I really appreciate all the opportunities that were given to me during this five month journey. I can look back on a successful project that has allowed me to dive deep into a context that was unfamiliar to me and has resulted in a product that adds great value to both Peak4 and their clients. Going forward, I will take a lot of learnings with me in my future projects. With my graduation coming to an end and no concrete plans ahead, I am ready for the next adventure!

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