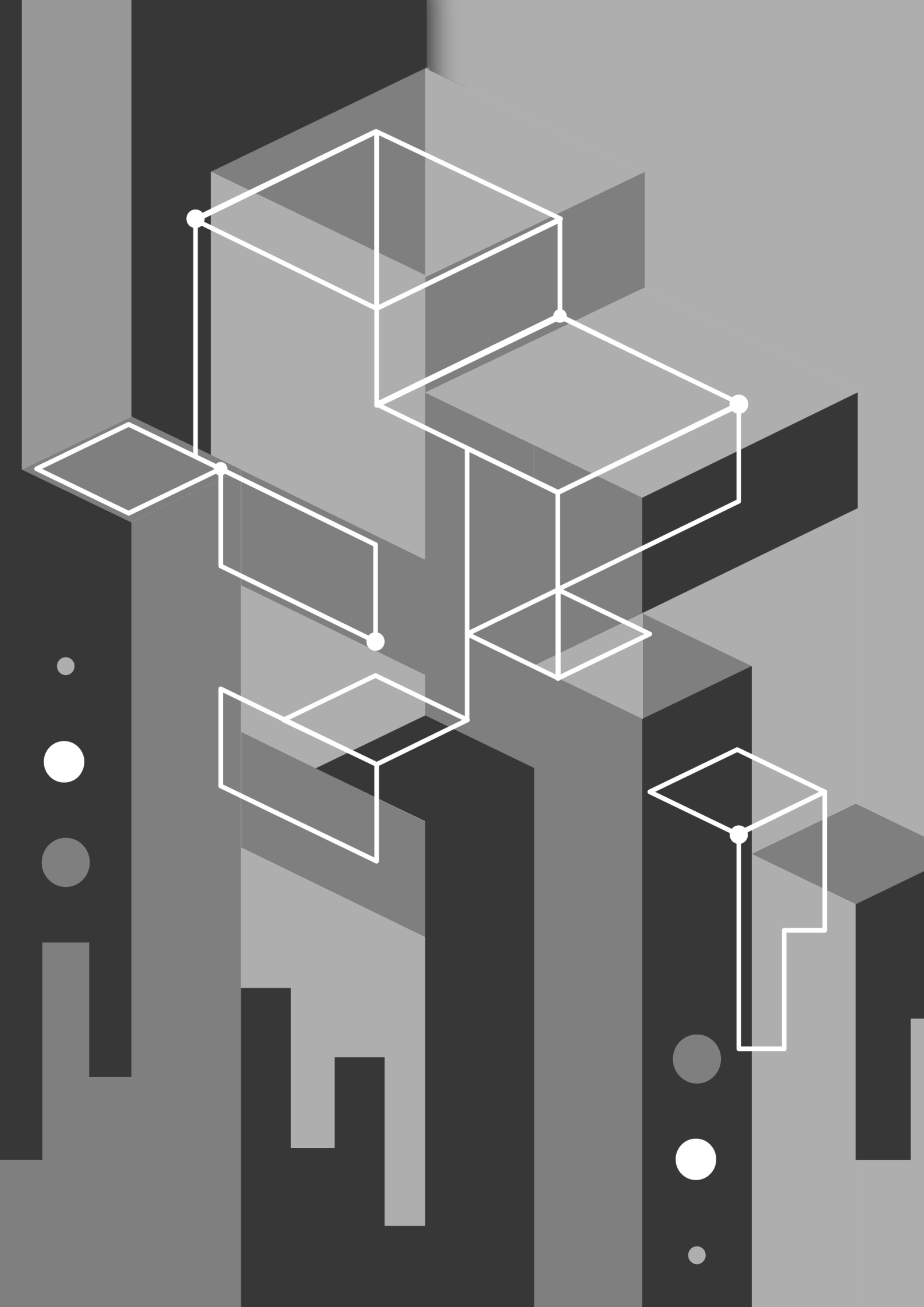




# Culture driven co-creation

Guidelines for Super Moderators  
in U\_CODE project

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# Appendices

1. The six dimensions of national culture of Hofstede\*
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\* For these cultural models, I used the original definition of each dimension because, I afraid by sumerazing them the essence change. I have mentioned the reference for each model.

# 1. The six dimensions of national culture of Hofstede\*

\*([www.hofstede-insights.com](http://www.hofstede-insights.com))

Professor Geert Hofstede conducted one of the most comprehensive studies about culture. He defines culture as “the collective programming of the mind distinguishing the members of one group or category of people from others”. The Hofstede model has six dimensions (Hofstede,2019)

## 1- POWER DISTANCE INDEX (PDI)

This dimension expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally. The fundamental issue here is how a society handles inequalities among people. People in societies exhibiting a large degree of Power Distance accept a hierarchical order in which everybody has a place and which needs no further justification. In societies with low Power Distance, people strive to equalise the distribution of power and demand justification for inequalities of power.

## 2- INDIVIDUALISM VERSUS COLLECTIVISM (IDV)

The high side of this dimension, called Individualism, can be defined as a preference for a loosely-knit social framework in which individuals are expected to take care of only themselves and their immediate families. Its opposite, Collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty. A society’s position on this dimension is reflected in whether people’s self-image is defined in terms of “I” or “we.”

## 3- MASCULINITY VERSUS FEMININITY (MAS)

In the business context, this dimension is sometimes categorized as “tough versus tender” cultures.

In the business context Masculinity versus Femininity is sometimes also related to as “tough versus tender” cultures.

The Masculinity side of this dimension represents a preference in society for achievement, heroism, assertiveness, and material rewards for success. Society at large is more competitive. Its opposite, Femininity, stands for a preference for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus-oriented.

## 4- UNCERTAINTY AVOIDANCE INDEX (UAI)

The Uncertainty Avoidance dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity. The fundamental issue here is how a society deals with the fact that the future can never be known: should we try to control the future or just let it happen?

Countries exhibiting strong UAI maintain rigid codes of belief and behavior, and are intolerant of unorthodox behavior and ideas. Weak UAI societies maintain a more relaxed

attitude in which practice counts more than principles.

#### 5- LONG-TERM ORIENTATION VERSUS SHORT-TERM NORMATIVE ORIENTATION (LTO)

In the business context, this dimension is sometimes called “(short-term) normative versus (long-term) pragmatic” (PRA). In the academic environment, “Monumentalism versus Flex-humility” is used.

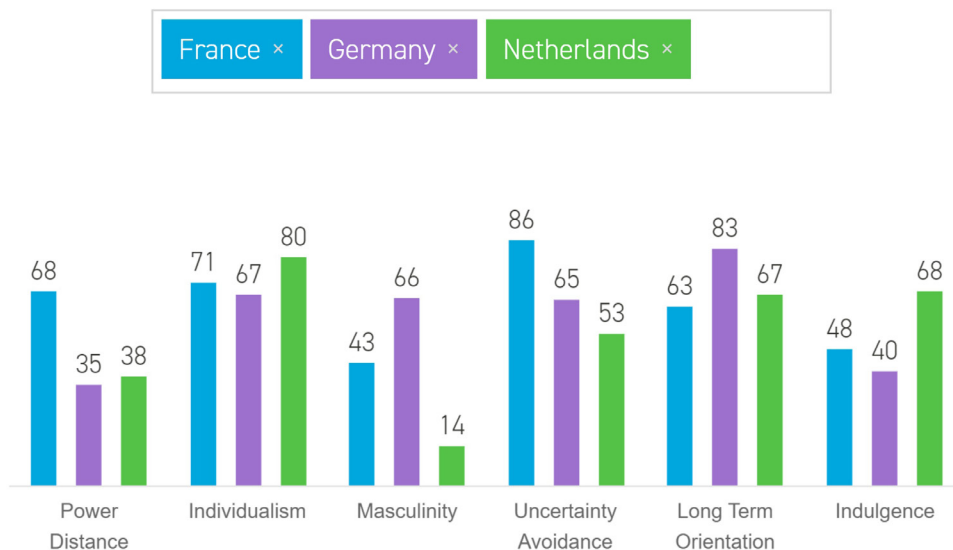
In the business context “(short-term) normative versus (long-term) pragmatic” (PRA).

In the academic environment “Monumentalism versus Flexhumility”

Every society has to maintain some links with its own past while dealing with the challenges of the present and the future. Societies prioritize these two existential goals differently. Societies who score low on this dimension, for example, prefer to maintain time-honored traditions and norms while viewing societal change with suspicion. Those with a culture which scores high, on the other hand, take a more pragmatic approach: they encourage thrift and efforts in modern education as a way to prepare for the future.

#### 6- INDULGENCE VERSUS RESTRAINT (IND)

Indulgence stands for a society that allows relatively free gratification of basic and natural human drives related to enjoying life and having fun. Restraint stands for a society that suppresses gratification of needs and regulates it by means of strict social norms. Indulgent cultures will tend to focus more on individual happiness and well-being, leisure time is more important and there is greater freedom and personal control. This is in contrast with restrained cultures where positive emotions are less freely expressed and happiness, freedom and leisure are not given the same importance.



## 2. The Seven Dimensions of Culture of Trompenaars Hampden-Turner (THT)

The Seven Dimensions of Culture were identified by management consultants Fons Trompenaars and Charles Hampden-Turner, and the model was published in their 1997 book, "Riding the Waves of Culture." This model has following seven dimensions:

### 1- UNIVERSALISM VERSUS PARTICULARISM

Rules vs. Relationships

Universalism: High importance on laws, rules, values and obligation

Particularism: Circumstance and each relationship, dictates the rules

### 2- INDIVIDUALISM VERSUS COMMUNITARIANISM

Individual vs. Group

Individualism: Believe in personal freedom and achievement

Communitarianism: Believe that the group is more important than the individual

### 3- SPECIFIC VERSUS DIFFUSE

How Far People Get Involved

Specific: Keep work and personal lives separate

Diffuse: See an overlap between work and personal life

### 4- NEUTRAL VERSUS EMOTIONAL

How People Express Emotions

Neutral: Make a great effort to control emotions

Emotional: Always find a ways to express emotions

### 5- ACHIEVEMENT VERSUS ASCRIPTION

How People View Status

Achievement: Believe that people are what they do

Ascription: Believe that people should be valued for who you are

### 6- SEQUENTIAL TIME VERSUS SYNCHRONOUS TIME

How People Manage Time

Sequential time: Like events to happen in order

Synchronous time: See the past present and future as interwoven periods.

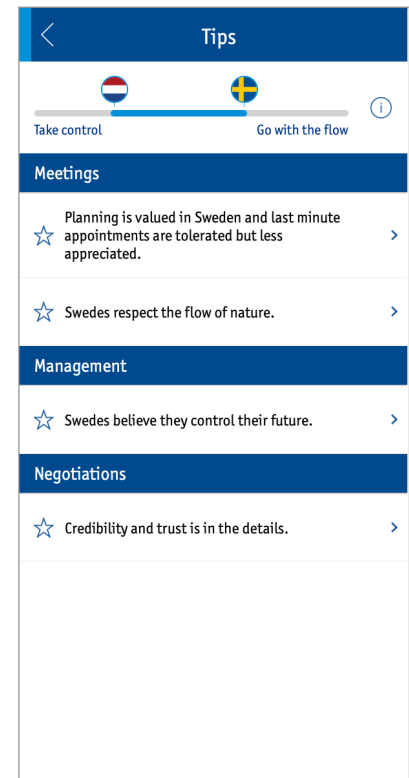
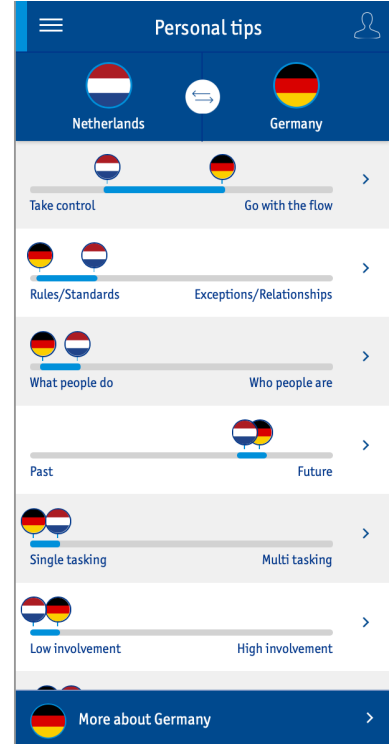
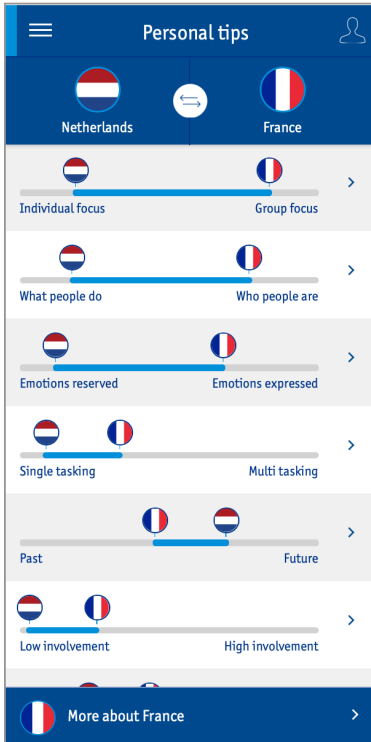
### 7- INTERNAL DIRECTION VERSUS OUTER DIRECTION

How People Relate to Their Environment

Internal direction: Believe that people can control nature and environment to achieve goals

External direction: Believe that nature or environment controls them

### 3. Culture Business App THT



## 4. The country mapping tool of Meyer\*

\*([www.erinmeyer.com](http://www.erinmeyer.com))

### 1- COMMUNICATION: LOW CONTEXT VS. HIGH CONTEXT

LOW-CONTEXT: Good communication is precise, simple, and clear. Messages are expressed and understood at face value. Repetition is appreciated if it helps clarify the common.

HIGH-CONTEXT: Good communication is sophisticated, nuanced, and layered. Messages are both spoken and read between the lines. Messages are often implied but not plainly expressed.

### 2- EVALUATING: DIRECT NEGATIVE FEEDBACK VS. INDIRECT NEGATIVE FEEDBACK

DIRECT NEGATIVE FEEDBACK: Negative feedback to a colleague is provided frankly, bluntly, honestly. Negative messages stand alone, not softened by positive ones. Absolute descriptors are often used (totally inappropriate, completely unprofessional) when criticizing. Criticism may be given to an individual in front of a group.

INDIRECT NEGATIVE FEEDBACK: Negative feedback to a colleague is provided softly, subtly, diplomatically. Positive messages are used to wrap negative ones. Qualifying descriptors are often used (sort of inappropriate, slightly unprofessional) when criticizing. Criticism is given only in private.

### 3- PERSUADING: PRINCIPLES-FIRST VS. APPLICATION-FIRST

APPLICATIONS-FIRST: Individuals are trained to begin with a fact, statement, or opinion and later add concepts to back up or explain the conclusion as necessary. The preference is to begin a message or report with an executive summary or bullet points. Discussions are approached in a practical, concrete manner. Theoretical or philosophical discs are avoided in a business environment.

PRINCIPLES-FIRST: Individuals have been trained to first develop the theory or complex concept before presenting a fact, statement, or opinion. The preference is to begin a message or report by building up a theoretical argument before moving on to a conclusion. The conceptual principles underlying each situation are valued.

### 4- LEADING: EGALITARIAN VS. HIERARCHICAL

EGALITARIAN: The ideal distance between a boss and a subordinate is low. The best boss is a facilitator among equals. Organizational structures are flat. Communication often skips hierarchical lines.



**HIERARCHICAL:** The ideal distance between a boss and a subordinate is high. The best boss is a strong director who leads from the front. Status is important. Organizational structures are multilayered and fixed. Communication follows set hierarchical lines.

5- **DECIDING: CONSENSUAL VS. TOP-DOWN**

**CONSENSUAL:** Decisions are made in group through unanimous agreement

**TOP-DOWN:** Decisions are made by individuals (usually the boss)

6- **TRUSTING: TASK-BASED VS. RELATIONSHIP-BASED**

**TASK-BASED:** Trust is built through business-related activities. Work relationships are built and dropped easily, based on the practicality of the situation. You do good work consistently, you are reliable, I enjoy working with you, I trust you.

**RELATIONSHIP-BASED:** Trust is built through sharing meals, evening drinks, and visits at the coffee machine. Work relationships build up slowly over the long term. I've seen who you are at a deep level, I've shared personal time with you, I know others well who trust you, I trust you.

7- **DISAGREEING: CONFRONTATIONAL VS. AVOIDS CONFRONTATION**

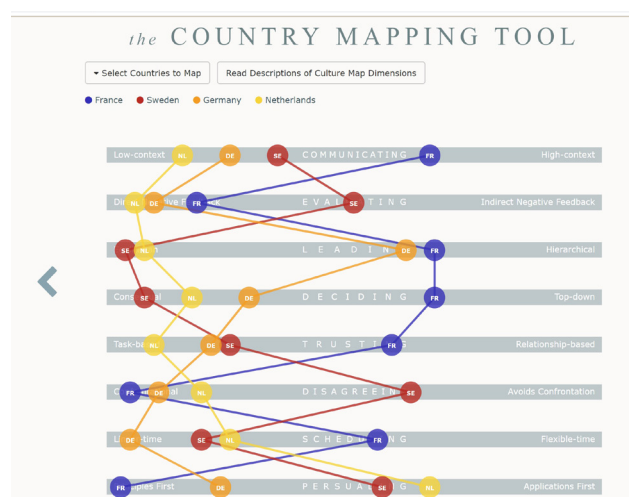
**CONFRONTATIONAL:** Disagreement and debate are positive for the team or organization. Open confrontation is appropriate and will not negatively impact the relationship.

**AVOIDS CONFRONTATION:** Disagreement and debate are negative for the team or organization. Open confrontation is inappropriate and will break group harmony or negatively impact the relationship.

8- **SCHEDULING: LINEAR-TIME VS. FLEXIBLE-TIME**

**LINEAR-TIME:** Project steps are approached in a sequential fashion, completing one task before beginning the next. One thing at a time. No interruptions. The focus is on the deadline and sticking to the schedule. Emphasis is on promptness and good organization over flexibility.

**FLEXIBLE-TIME:** Project steps are approached in a fluid manner, changing tasks as opportunities arise. Many things are dealt with at once and interruptions accepted. The focus is on adaptability, and flexibility is valued over organization.



## 5. Socio-cultural dimensions of van Boeijen\*

\*([www.designandculture.info](http://www.designandculture.info))

### 1- Hierarchy: high - low

“Hierarchy is about how power is divided within a group and to what extent power is accepted. Societies express the importance of hierarchy in many ways, such as by making statues of their heroes, wearing richly decorated clothes, or driving expensive cars.”

### 2- Identification: individual – together

“Identification stands for the preferred extent of individual freedom and the tightness of the connection within a group. Do we value our personal opinion higher than that of the group? What do we owe our group members? Nowadays, in Western nations, self-expression and personal freedom are highly valued. We are no longer tied to a single group during our lifetime. Meanwhile the focus on product sharing and social design is increasing.”

### 3- Time: past - present – future

“People have different senses of time. Some cultures value the past as something to be proud of and refer to their history and traditions via their practices. Others prefer to focus on the future, for example, because they have no history to be proud of or to share.”

### 4- Aim: care - achievement

“Groups can be distinguished by the dominant values they seek to live by. In particular, the aim of life can be focused on caring for each other or achieving success.”

### 5- Gender: separated – equal

“The way cultural groups cope with gender roles differ. In some cultures the roles are strictly divided: men must act in a certain way and women in another.”

### 6- Space: private – public

“The ways we cope with personal space differ from culture to culture, depending on the population density. People in high-density areas learn to live with less personal space than those in low-density areas.”

### 7- Attitude: fun – duty

“Some cultures attach more importance to a life with duties and rules. Other cultures are more indulgent. The former avoid uncertainty and prefer to have clear rules to follow. The latter prefer ambiguity and like to improvise. (...) Customers who prefer certainty tend to have a higher barrier to accepting new products and new situations. They are more influenced by advertisements in which experts recommend the promoted products than by humorous ads.”

8- Expression: neutral – emotional

“Should the nature of our interaction be objective and detached, or is expressing emotions acceptable? In some groups, people believe that controlling emotions is more efficient, such as when doing business, but in others not expressing yourself is perceived as unnatural and cold. Some people even become nervous when they feel that the group does not allow them to express themselves emotionally. Others feel embarrassed when people show emotions such as anger.”

9- Truth: absolute – contextual

“The cultural anthropologist Edward Hall distinguishes national cultures that are accustomed to high context communication and low context communication. High context means that the truth of what is said depends highly on the situation: the moment in time, the people involved, the event and other contextual factors. People accept that there is more than one reality. People who are used to low context communication tend to interpret what has been said, or in another way communicated, more as an absolute truth or statement, independently of the specific moment and situation.”

**insights** what makes the difference? **socio-cultural dimensions**

high ← **hierarchy** → low  
individual ← **identification** → together  
past ← **time** → future  
care ← **aim** → achievement  
separated ← **gender** → equal  
private ← **space** → public  
fun ← **attitude** → duty  
neutral ← **expression** → emotional  
absolute ← **truth** → contextual  
x? ← **the ones we do not know yet** → y?

Several cultural researchers developed a set of cultural dimensions to typify cultures. They are presented as opposing pairs. They describe how people relate to each other within a specific group. Based on these dimensions we composed our own list of what we call socio-cultural dimensions. We do not use the scores of the dimensions, which were published by these researchers, since they are based on averages of large numbers of people, grouped by nation or region, and are often measured in a business context. You can use them as a checklist to ask culture-specific questions or generate ideas.

crossing cultural chasms [www.designandculture.info](http://www.designandculture.info) 2 6

## 6. Tips based on cultural dimensions

### Low-context vs. High-context

1. During a session in a high-context culture, participants need to get permission before they talk. (p6) \* (Reverging)

Tip: In general French people need more pause in between the sentences before they respond. Proactively ask participants in the session to offer their opinion.

2. In low-context countries, people tend to talk too much and not let each other to talk. (p6) \*

Tip: In the Netherlands people tend to talk too much. You may need to stop the talkative ones because of time and ask others for their opinion.

3. High-context people can read between the lines; it means that they interpret and understand more things than said. (p32) \*\*\* (Intro-rules/PO)

Tip: Make every communication as explicit as possible to avoid miscommunication. For French participants, make a rule for them to be as explicit as possible.

4. In France, a second-degree communication may be used in a business communication. For example, in a meeting while a message is explicitly communicated by a person, those with a shared contextual history may understand an additional second-degree message, which is the real intention of the communicator. (p38) \*

Tip: For sessions with French participants, be careful if the participants have a prior shared context and history together. If so, ask them to avoid communicating between the lines.

5. For high-context participants, there is no need to repeat everything because they can hear the message in the air. (p42) \*\*\* (All)

Tip: For French participants, it would be annoying to have things repeated in the session; it may give them a feeling that they are children. For Dutch and German participants however, you need to be more explicit and repeat things.

6. Low-context people believe that people “say what they mean” and “mean what they say” – otherwise they are lying! (p42) \* [recommendation]

Tip: Ask French to say what they mean. Also encourage them to not hesitate with giving extra explanations. For Dutch participants however, ask them to listen more carefully for the possible messages in the air.

7. In general, low-context people hardly understand the jokes! (p43) \*\* (Diverging)

Tip: Be aware of making jokes in a German culture; sometimes the jokes are not understood! For example, make the joke as explicit as possible, or mention that you are joking.

8. High-context groups are in general slow in replying back and communicating their action. (p47) \*

Tip: If you need a confirmation from a French person, ask them to be done soon; do not wait for their reply based on your assumption.

9. When people from a high-context culture express an idea, a real message is implied. Normally, their conversational partner is fully involved and active to deciphering message. (p48) \*

Tip: In a high-context culture, ask your low-context participants to listen to everyone. And be quiet while someone is presenting.

10. High-context people communicate in their own high-context style; they do not want to omit information from a low-context counterpart. In these situations, asking for clarification is key. (p51) \*

Tip: French participants learn to listen to what is meant instead of what others say. Ask clarification from your French audience. Open ended questions can help.

11. Low-context countries have a tendency to put everything in writing, however high-context are less into writing. (p57) \*\*\* (Diverging)

Tip: In specific for high-context sessions (French participants), make sure about documenting all the steps and conclusions.

Tip: The written communication will help your low-context participants (Netherlands & Germany) to express their opinions in words (writing).

Tip: In France, you may want to ask an assistant to write the communicated ideas onto a sticker or board for everyone to see.

Tip: You may force the French participants to do a recap of the session at the end; otherwise they may skip it.

Tip: In session with French participants (high-context), there is a need for someone to orally recap the key points and conclusion at the end of the session so that participants confirm the takeaways. Only when everyone agreed, then put the recap in writing.

### **Principles-first vs. Applications-first**

12. Principles-first tend to understand the theoretical concepts before applying them to the practical situations. (p92) For principles-first cultures, learning starts with understanding everything first. (p95)\*\*

Tip: In a session with principles-first audience, it would be easier to explain all the logic behind the session. Also, it takes more time to explain the problem-as-given by the Problem Owner.

13. For applications-first participants, it is easier to move to “how” before understanding the why. (P100)\*\*

Tip: In principles-first culture, you do not need to explain to the participants why you are holding the session.

14. In applications-first culture, giving the participants a case study is an easy way to involve them. (p102)\*

Tip: In the session with applications-first audience, the participants can be easily engaged by examples and putting the ideas into practice.

15. In applications-first cultures, in general it is boring to listen to principles and theories behind the ideas. (p99)\*

Tip: In the Netherlands, avoid explaining every logic behind the ideas.

16. Principles-first cultures tend to start with theory and explain all the logics. They tend to understand each case step by step. Therefore, they need a lot of the slides and explanations to explain every step before getting to the end. They tend to believe every little thing is necessary to understand the case. (p101)\*

Tip: Be aware of the culture of the participants in your session. If they are from a principles-first culture, inform them of their tendencies to explain every little thing and remind them that you are more interested in the practical part at the end.

### **Egalitarian vs. Hierarchical**

17. In an egalitarian culture, leaders are accessible. (p116)

Tip: In the Netherlands, feel free to invite managers to the session as one of the stakeholders.

18. In an egalitarian culture, assistants and interns have the same voice as a leader. (p116)\*\*\*

Tip: In the Netherlands, feel free to ask participants to start the co-creating together without knowing the ranking of each other. Also feel free to do cool energizers and ice-breakers without being worried about the hierarchy of the participants.

19. In an egalitarian culture, it is common to call each other by their first rather than their title. (p117)\*

Tip: Throughout the session, feel free to call Dutch participants by their first name. However, make sure you address the French participants with their correct title, and address the Germans with their surname or title during the session.

20. In a hierarchical culture, when the boss is talking, everyone should pay attention to him/her. (p120)\*\*

Tip: Having a manager or leader in the co-creation session in Germany and France could potentially be awkward and may influence the engagement of the participants during the session. In these countries, managers tend to receive full attention and as a result, the participant may not feel welcomed to voice their opinion. Therefore, it might be a better solution to organize the creative meeting without the managers in a hierarchical culture.

21. In a hierarchical culture, the boss needs to behave like a boss so that employees believe in them. (p124)\*\*

Tip: In Germany and France, the boss in general gets more recognition than others. Be aware that during a session you may need to share the talking time and credit among all your participants rather than just given to a few high-rankings persons.

22. In some hierarchical cultures (e.g. Russian), it is common to speak forcefully with strangers or those beneath them. (p76)\*

Tip: Be careful sometimes German and French, people speak forcefully against each other during the session. This may harm the engagement of some other participants in the session. In general make sure that no one talks to others forcefully.

23. In an egalitarian culture, people may complain to or challenge the boss. In a hierarchical culture, however, people do not tend to challenge their boss. (p131)\*

Tip: Dutch tend to be egalitarian, so do not worry if the manager's ideas are challenged by participants during the session. On the contrary, in German and French cultures, you may need to encourage participants to challenge the ideas of high-ranking people.

24. In hierarchical cultures, the ranking of people determines the order that people are introduced to each other or hands shaken. (p133)\*\*\*

Tip: In hierarchical cultures, shake hands first with the boss.

25. In a hierarchical culture, it is not the responsibility of a boss or manager to participate in a discussion. Their responsibility is to manage people. (p140)

Tip: In a highly hierarchical culture, the boss does not need to be invited into the brainstorming/co-creation session. Organize the session without them and later inform them of the outcome of the session.

Tip: In a highly hierarchical culture, participants will not get involved much in a brainstorming/co-creation session as long as their boss is present in that session. Not inviting the boss to the session will help others to freely participate.

26. The responsibility of a manager in a hierarchical culture is to protect and care about those beneath him, like a godfather. (p132)

Tip: In a high hierarchical culture, sometimes the sessions could run more efficiently if the facilitator leads the participants instead of facilitating the discussions. To achieve such a dynamic in such a hierarchical culture, it would be ideal if participants are all invited from almost the same level. To help the leading process, the facilitator needs to establish a higher ranking – by the way of dressing, standing on a stand, or way of talking. The main responsibility of the facilitator is to lead the group to be more creative. At the end, it is their responsibility to discuss the outcome of the session with problem owner and/or stakeholders to recap and make a decision.

27. In low hierarchical culture, facilitators would behave like someone who knows about the project like everybody else; in a high hierarchical country however, the manager or the leader of the group knows more than the others. (p133)

Tip: In hierarchical countries, participants wait for the facilitator to watch them how to start and finish the work. Only then they start after them. They normally ask questions how a task has to be done. The way of doing tasks is not intuitive to them.

### **Consensual vs. Top-down**

28. In top-down cultures, an individual (i.e. the boss) has to make the decisions. (p144)

Tip: In France, do not push every single person in the session to be involved in the decision making process.

29. Most of egalitarian countries have a consensus approach to decision making. (p146)

Tip: In Germany and the Netherlands, it is generally expected for everyone to have a say in the decision making process. Make sure everyone is involved. This helps them to not feel a decision is imposed to them.

Tip: In Germany and the Netherlands, ask the participants' opinion about the agenda and the objectives of the session as well.

30. In consensual cultures, since everyone has to be involved in the decision making process, usually it takes longer to collect the feedbacks and reach to a group agreement. (p148)

Tip: In Germany and the Netherlands, do not worry if the process to come to agreement takes too long.

31. In consensual cultures, the outcome of discussions is a 'concrete' agreement which everybody sticks to. However in a top-down culture, the decisions are 'flexible and dynamic' and they may change over time. (p150)

Tip: In Germany, when participants come to a solution, the session ends. In France however, be aware that the decided solution may change later on.

32. In a top-down culture, if the group is divided on different ideas with not possibility to move forward, propose a vote. Participants are expected to respect the majority, even though they disagree with the outcome. (p158)

Tip: In Germany and the Netherlands, if the discussion is stuck with no way forward, use the voting system to manage the time.

33. In a consensual culture, participants need to feel that they are listened to. (p159)

Tip: As a facilitator in a consensual culture, make sure you divide your attention to everyone in the session.

### **Task-based vs. Relationship-based**

34. In a task-based culture, the trust is gained by being 'efficient, clear, and detailed' in the work. However in a relationship-based culture, 'time, energy, and effort' are the determining factors for gaining the trust. (p166)

Tip: As a facilitator in France, spend enough time before the session to get to know people. Make sure to use some ice-breakers before starting the session.

35. An ice-breaker is an activity to build a relationship between complete strangers, which is not necessarily needed in a task-based culture as the relationship is built during the work. (p172)

Tip: As a facilitator in Germany and the Netherlands, be aware that the ice-breakers may not necessarily work as expected.

36. Being 'friendly' does not mean that you are from a relationship-based culture. (p174)

Tip: Do not try to be too friendly in a relationship-based country. In their culture, being friendly means that trusted relationship. People may feel betrayed if you do not continue



the relationship with them after the session.

37. Task-based cultures are afraid to show their real selves in front of others. (p182)

Tip: In Germany and the Netherlands, do not try to get to know your participants too much. Keep your focus more on the work.

38. Having lunch in a relationship-based culture is successful in building a relationship. (p186)

Tip: In Germany and the Netherlands, it is fine to have the lunch during the session, but in France, take your time to have lunch outside the session. Having lunch outside is considered a part of the work.

Tip: In France, the best way to build a relationship would be to have the 'long' lunch outside the session.

39. In a relationship-based culture, people tend to talk as well about the social topics surrounding with the task. (p191)

Tip: In France, do not worry if participants like to talk about topics other than the objective of the session. This is a part of their process.

### **Linear-time vs. Flexible-time**

40. In the linear-time cultures, every minute of time matters; however, people living in the flexible-time culture have different interpretation of time. (p232)

Tip: As a facilitator, for a session with Dutch and German participants, make a concrete agenda for the session.

Tip: For the French participants, avoid making a concrete plan and leave the agenda flexible.

41. People with a linear-time culture tend to do their tasks one at a time and in a specific order. (p228)

Tip: Germany has the most linear-time culture; this means facilitators need to stick to the agenda and finish every step before moving on to the next one.

42. In general, flexible-time cultures can do several things at a time and still be efficient. (p229)

Tip: During a session with French participants, be flexible and let them continue if they started with the next parts without finishing the earlier parts.

43. Getting to an agreement up front with the participants about the scheduling system would help you to avoid the potential frustration later on during the session. (p239)

Tip: As a facilitator in a session with French or Dutch participants, announce up front if you will be more flexible or linear with the scheduling of the session.

## 7. Feedbacks received from the user on each concept.

### **A set of cards:**

- Its interaction is simple and clear, but it was difficult to read as the text was written in uppercase letters.
- It was very easy to quickly go through the cards and check out all the tips. Especially the interaction was good because it was easy to quickly skim through all the tips and whenever needed, read the specific cards more carefully.
- One user was a bit confused in the beginning as he was looking for an instruction on how to use the set of cards.
- Users found the color code and icons helpful and essential in understanding the cards.
- None of the users actually noticed the blueprint put on the back of the box.
- None of the users noticed the flag of the countries printed on top of the box.
- After provided with an instruction for the cards, some of the users tried to order the cards according to the blueprint.

### **A rotating guideline:**

- At first glance, the interaction was interesting to the user. But after a few time rotating the guidelines, the interaction becomes boring to the users.
- Its interaction was not very trivial to use. It required an instruction on how to use it.
- The tips were written in small size and hence not readable.
- None of the users actually noticed the blueprint put on the back of the box.
- None of the users noticed the flag of the countries printed on top of the box.
- Some of the users found it useful that the box was small enough that it could be carried to the co-creation session.

### **A booklet:**

- The users found the booklet very interesting as it was very easy to compare the tips for different countries at one place.
- The users found the process of reflection and writing feedback interesting.
- Some of the users found interesting that there was an opportunity for them to do something by writing a feedback and sharing their experience with other facilitators.
- One of the users found a risk that facilitators may stereotype each other's comments and reflections.
- One of the users was afraid that she may lose the cards taken out of pockets.
- Most of the users did not find the usage of the booklet intuitive.
- One of the users was afraid that she may not be able to read the handwriting of other facilitators and therefore not enthusiastic about writing comments for others!
- Some users found the information presented in the booklet overwhelming as it included the tips for all three countries in one place.

### **Guideline game:**

- Some of the users found it helpful that they could compare the answers to the questions for other countries as well.
- Some of the users found it helpful that the game was giving a social aspect to the learning so that they would not to study the tips individually by themselves.
- Some of the users found the process of playing a game to learn about something time-consuming and long.
- One of the users found the game an opportunity to have a discussion with colleague, which is already a great opportunity to share experiences and learn from peers.
- One of the users found the rules of the game complicated and once played, the game becomes already boring.

### **Digital platform (App or Website)**

- Many of the users found the digital platform the same as the set of cards. However, they like the digital interface as they could touch the screen.
- Many of the users found the flag of each country set as the background of the screen very helpful as it had made it very clear the connection of tips with the country.
- The fact the users could select one of three countries, it had made it very helpful to them, because they know that they can always go to other countries and see their tips as well.
- Its interaction is simple and clear, but it was difficult to read as the text was written in uppercase letters.
- Some of the users found a lot of information presented in each slide. Therefore it was suggested that instead of putting all the tips related to each blueprint step in one slide, one tip be presented in each slide. By swiping the screen, the next tip will be shown.