FINAL PUBLICATION

PROCESSES OF CHANGE

HONOURS PROGRAMME 2016/17

UNIVERSITY OF TWENTE.

DR. DESIRÉE VAN DUN

Assistant Professor & Management Consultant

PROF. CELESTE WILDEROM

Chair in Change Management & Organisational Behaviour

DR. TSJALLE VAN DER BURG

Assistant Professor of Economics

WOUTER KEIJSER

Healthcare Transformation Coaching Expert

CONTENTS

FOREWORD

When you walk through the Ravelijn building around 18:15 h, there does not seem to be much happening. However, every Monday and Wednesday evening there are some rooms filled with small groups of students who gather with a professor to go the extra mile.

The Honours Track *Processes of Change* consists of 12 students with different study backgrounds who met on those evenings to expand their perspective on individual, organisational and institutional level.
Sharing great discussions and opinions, each of us thrived to reach the best possible outcome. Working together with different mindsets and disciplines turned out to be mind opening and challenging at the same time.

From the start, we got a lot of freedom to complete the projects on our own while being guided and supported by our professors and experts. This track not only expanded our view on change processes but also allowed us to apply the theories and methods practically: We explored change at all levels.

Besides, we developed our presentation skills, for instance with feedback from Victor Deconinck. Since this track is about change, we got the possibility to take an elaborate personality test to also help us change and develop at the individual level.

The abstracts of the final individual projects, which sum up all the experience and knowledge of these one and a half years, is presented in this booklet. Enjoy the observations and outcomes of the papers. The complete papers can be found in the appendix.

Kind regards,

Processes of Change Group 2016/17

THE GROUP

PROCESSES OF CHANGE 2016/17

front row

Wim Kamerman

Jasmijn van Slingerland

Kimberley Morris

Sevim Aktas

Marije Schutte

back row

Maaike Wösten

Jaap Koedijk

Fabian Akkerman

Anna Alicia Kier

Sarah Wiegard

absentees

Sven Kruthoff

PROGRAMME OVERVIEW

M1

Here we looked at change at the societal level. Guided by Tsjalle van der Burg, we established the groundwork for following modules, learned to prepare for a proper research and discussed ethical debates. For the project, we moved ahead in time 50 years, came up with an invention and then considered the ethical implications and discussions that would follow such a development.

M2

Next, we learned how to cooperate with a large group of 14 people. During this module, we studied different governance structures like a cooperative or association. Our project was to come up with a new way to organise the local football club FC Twente. A guest lecturer informed us about the legal implementations of the different forms so that our decision was well-reasoned.

M3

Then we explored individual changes with Celeste Wilderom. Concepts of emotional intelligence, persuasion and motivation were studied to prepare for an influence attempt of our own choice. The attempts were first presented during the plenary sessions, so we could provide each other with feedback and make the likelihood of making the change as big as possible. For instance, we aimed at changing study habits and the use of electronic devices.

M4

In our module on leadership, we firstly received a theoretical background in leadership theories and the working of hospitals by our lecturer Wouter Keijser before we interviewed medical experts about their experience with leadership. The data we gathered and the analyses we did contribute to the research in this relatively new field. This module provided us with a nice introduction into qualitative research.

M5

The module on consulting and coaching led by Desirée van Dun had a lot of guest lectures and gave a broad overview of various ways of both, consulting and coaching. As our projects for this module, we were asked to write a consulting project proposal for the HR department of the UT, which some of us pursued in their final individual projects.

M6

The last module gave us the opportunity to pursue our own and individual change projects. Our approaches and findings are presented in this booklet. During the course, we got individual coaches that supported us during the project but were given a lot of freedom to write about our own change

ABSTRACT OVERVIEW

FABIAN AKKERMAN

International Business Administration, B.Sc.
f.r.akkerman@student.utwente.nl

AWARENESS AS A STARTING POINT

Awareness is one of the most important conditions for changing. Being aware of yourself, others and all processes around you make that you see opportunities for change (faster). I found this out with the help of a consultancy project I did for the HRM department of the University of Twente. The goal of the project was to improve the collaboration between the central and decentral departments. We organised a session for all employees of those departments. In the session, five groups would rotate between two different subjects; a case and a creativity exercise. The goal of these exercises was to stimulate creative, out-of-the-box, thinking. During the session, I got a positive idea about the energy in the department, people were enthusiastic and liked the session. At the end of the session, all ideas, which were written on post-its, were hung on a wall and all employees could vote for the best idea. In the weeks after the session, we had two conversations with the project owners, in which we reflected on our work and planned for the future. I learned from this project that not everything always goes according to plan. Often you picture a precise way on how people will react, but the reaction is completely different than you expected. Nevertheless, the final goal can still be reached, only in a completely different way. It is not bad to plan, but be flexible and be able to step of your planned actions, because responding to others is more important than sticking to your plan. Being aware makes that you can react better and faster to situations and makes reflecting on yourself easier. Awareness is, in my opinion, the first step in every change process. For me, it is one of my main personal development goals.

Because of privacy concerns, my consultancy report will not be published online. If you would like to read my report, please contact me: f.r.akkerman@student.utwente.nl

SEVIM AKTAS

Advanced Technology, B.Sc.
s.b.aktas@student.utwente.nl

CHANGE ON ORGANISATIONAL LEVEL: HR DEPARTMENT, UNIVERSITY OF TWENTE

What does change on an organisational level involve? How do employees react on those?
These are the leading questions of this paper while focussing on the first phase of a change process: Realisation and willingness to change. Thereby, the HR department of the University of Twente is analysed. After observing the current situation from different perspectives via interviews and surveys, a problem statement is formulated. In this case, collaboration and communication were one of the major milestones to advance the work performance.
The next step involves a brainstorm session with the HR department. The aim of this brainstorm is to unite the employees to come up with own ideas on how to achieve their collective goal. Thereby, the session was designed in such a way that the ideas were achievable and realistic. During this ideation phase, the employees showed great enthusiasm and involvement resulting in outcomes that were appreciated by their fellow workers. When asking for a person who would like to guide the implementation process the involvement rate decreased drastically. This observation falls back on a mismatch in expectations and responsibilities, thus communication. In the end, the employees were not feeling responsible for the problems but were expecting a change happening from the head of the department. Therefore, in order to call out the entrepreneurial mindset, the responsibilities and expectations need to be defined precisely.

Due to privacy reasons, my consultancy paper will not be published online. If you would like to read my paper, feel free to contact me: s.b.aktas@student.utwente.nl.

WIM KAMERMAN

Business & IT, B.Sc.
w.m.kamerman@student.utwente.nl

WE CAN CHANGE EVERYTHING, EVERYWHERE, ANYTIME

My final project aims to bring about change on a personal level as well as on an organisational level. The goal of the personal change project was to find out how I can gain better control of subjects like ‘being busy’, ‘focus’ and ‘making choices’. Multiple coaching sessions have given me interesting insights! The goal of the organisational change project is to find blind spots in SSE Groep, an employment agency for students that I co-founded. SSE Groep employs students at study-related businesses to make good use of students’ talents. Because SSE Groep was founded without analysing markets or writing plans, it is vulnerable to blind spots. Resulting from the personal coaching, I have set myself a challenge: this project is to be delivered and executed non-perfect. This may seem to be easy, just doing less. But really, it’s a challenge for me since I don’t like to deliver non-perfect work, especially not when others will come across the result.

Finally, I would like to thank the teaching staff and all other students of the Processes of Change track. We formed a group, shared a lot and learned a much from each other. Being part of this was an honour!

ANNA ALICIA KIER

European Public Administration, B.Sc.
a.a.kier@student.utwente.nl

HOW COMPETENCE ORIENTED CURRICULA CHANGE THE WAY OF TEACHING

What is good teaching? It is the basis for nearly everything we do, but still, everyone has a different view on what good teaching is and what makes a good teacher. In Germany, the ministries of education have introduced competence oriented curricula in order to ensure that not only content but also competence are taught. These competencies include for instance listening and talking in foreign languages as well as being able to apply learned concepts to different examples and is supposed to be output oriented. One goal of these curricula was to give the teachers more freedom to adapt to the individual situations, which is what I wanted to investigate during my research. I wanted to know whether it actually changed the way of teaching. To do that, I interviewed teachers at a high school in Germany and asked them what they think of the new concept, compared it to the literature and took a look at how they are in accordance with for instance theories of institutional change. However, what I found out is that it does not really give the teachers more freedom. It tries to eliminate the bad teachers by not only laying fundamental expectations of what to teach but also demands the content to be taught in a certain way. This way the teachers do not have more freedom, and the curricula will only improve the performance of the teachers who were not able to teach their students competencies before.

I would like to thank my interviewees for their open and honest answers. This is why I decided not to publish my paper in the appendix of this booklet because I do not want to violate their trust. If you would still like to look at my paper, please contact me under a.a.kier@student.utwente.nl.

JAAP KOEDIJK

Health Sciences, B.Sc.
j.h.d.koedijk@student.utwente.nl

DISCOVERING AND DEVELOPING MY SKILLS AS A MOTIVATOR

The starting point of my individual change project was my Insights report. It was a fun workshop about our own personality, that simultaneously was intriguing because of the way the report was formulated. It felt confronting to read a report about yourself in third person. Although there were no real 'wow' moments or things I did not know about myself already, one thing still stayed on my mind. In the report, there was a part, the Insights wheel, that characterised me as a 'classical directive' or 'inspiring motivator'. I think I can relate to this and recognize myself as a motivator of some sorts. So, when reading this I saw an opportunity for my final Honours Programme change project to research what my qualities are as a motivator or, in the context of the Honours track, a 'change leader'. With the help of my coach, I formulated three goals to identify what motivates people, what defines a motivator and how I could develop and apply my own motivator skills more consciously and in practice.

To do this, I researched multiple motivational theories from literature to get a better picture of how intrinsic motivators drive human behaviour. With these insights, I held a team meeting at my workplace where I unveiled the plan for my change project and in accordance with my team manager, we decided to target colleagues that were new to our team. These members scored great in certain areas but underperformed on others. My change project was to discover what motivates them in scoring great, and trying to copy this behaviour, or motivation, to the areas of underperformance. In this process, with the help of my coach, I became more conscious of my own motivational skills and developed them so I could apply them more effectively and consciously. As a result, my colleagues were all enthusiastic about my personal project and interested in helping them and in the week I 'motivated' them, the areas of underperformance all showed an improvement.

SVEN KRUTHOFF

International Business Administration, B.Sc.
s.kruthoff@student.utwente.nl

HELPING AGAINST HUNGER IN SOUTH SUDAN

When the youngest country in the world meets an internal power struggle and extreme climate conditions, the only ones to suffer can be the population. Around one-fifth of the South Sudanese population lives in refugee camps, either in South Sudan or just right over the border.

In the honours project that Sarah and I are executing, we are trying to help fight the crisis within the possibilities given to us at the University of Twente. To make a short-term impact, we have set up immediate options to raise some money. Those include showing a movie and taking a small entrance fee and putting up piggy banks. To make a long-term impact, we invited a speaker from the charity Welthungerhilfe to hold a talk about their work in South Sudan and to make an impact on the students present at the talk.

The expert talk is a method to change the attitude of the attendees by creating cognitive dissonance and trigger parts of acceptance behaviour. These changes should be lasting and inspire people to take action and support charities.

As a change agent in the paper, I do reflect on my success personally and on the total execution of the project.

KIMBERLEY MORRIS

International Business Administration, B.Sc.
k.j.c.morris@student.utwente.nl

MY NETHERLANDS ASIA HONOURS SUMMER SCHOOL EXPERIENCE

The Netherlands Asia Honours Summer School (NAHSS) is a programme that consists of two parts; a summer school and a project for a multinational organisation. '[By now, all Dutch universities, four ministries, and leading Dutch and Asian multinationals have consolidated their efforts in this program and thus form a unique triple helix network that invests in the future of excellent Dutch students by providing them with an Asia-oriented experience.]' They aim to educate and create enthusiasm in Dutch students for the exchange of knowledge, the improvement of relations, and the creation of awareness for the importance of the relation between the Netherlands and Asia. The NAHSS tries to do this by selecting a hundred students from all disciplines and giving them the chance to discover Asia through an intense summer program with academic, business, and cultural aspects.
I will follow the summer school at the National Chengchi University in Taipei (Taiwan) and here I will follow several subjects. Furthermore, as part of the NAHSS program, I am working on a project for Unilever together with seven other students. This project is about an 'Open Talen Economy (OTE)'.
An OTE is 'an economy that allows the unrestricted flow of people, capital, goods and services across its borders; the opposite of a closed economy.' Unilever is interested in the OTE, as they believe this will be the future of the working environment. Currently they have a team that is researching this phenomenon, however, they are still in the first stages of this process. They, therefore, wanted us to choose one part of the OTE and do research on this topic.
My paper will focus on my NAHSS experience and the changes that it has triggered in me concerning my personal development and my professional development. These changes are the result of project work, working for an MNO and experiencing a new culture.

MARIJE SCHUTTE

Health Sciences, B.Sc.
m.schutte@student.utwente.nl

IMPROVING THE COLLABORATION OF THE CENTRAL AND DECENTRAL HRM DEPARTMENTS

The project I worked on this module with three other students was a project for the HRM director of the University of Twente. This project focused on the research question: 'How can the collaboration between the central and decentral departments be improved?'
The HRM director liked that we involved all the employees in the change process. The best way to arrange this was by organising a World Café. The World Café is an event for the employees of the HRM to brainstorm about a topic with each other. Each year, two World Café events are organised. This time one was organised by us as the honours students who worked on the project.
The main topic of the World Café on the 1st of June was 'improving the collaboration between the decentral departments and the central department'. During the World Café, we had two brainstorm rounds with two different kinds of brainstorm sessions in which small groups of employees discussed possible solutions to improve the collaboration. After both rounds, all ideas were collected on a wall. Every employee voted on the best ideas according to them and during the closing plenary session, the ideas were summarised. The winning idea was 'People of the central department should come and work at any decentral department and vice versa (once a week)'. This idea got 21 of the 90 votes.
The next steps and recommendations for the HRM departments are: show the employees the results of the top 5 winning ideas in a short video, form a workgroup which is working on implementing the ideas of the World Café and improve in this way the collaboration, and show the process of change the HRM makes in this period during the next World Café.

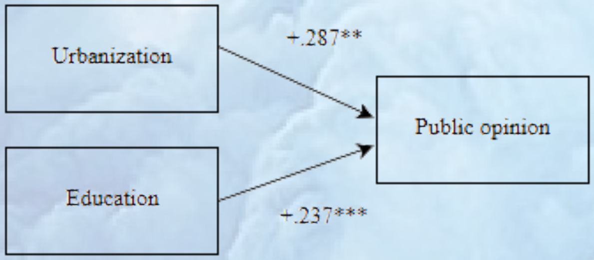
The whole report will not be published online because of the privacy of the participants in this project. If you would like to read more about my project report, please contact me: m.schutte@student.utwente.nl

JASMIJN VAN SLINGERLAND

European Public Administration, B.Sc.
j.y.l.vanslingerland@student.utwente.nl

EXPLAINING PUBLIC OPINION ABOUT HOMOSEXUALITY ON A GLOBAL LEVEL

Regression analyses show that urbanization and education positively influence public opinion about homosexuality. In this study, the influence of country-level factors urbanization and education on public opinion about homosexuality is examined. Using data from the World Value Survey, World Bank, and the Barro-Lee Education Attainment Dataset, a regression analysis was conducted including 69 countries from all over the world. Analysis showed that public opinion on homosexuality increased 0.3% in favor of homosexuality for each percent of population living in urban areas and increased 2.5% for each year on average spent in education. This study contributes to providing an understanding of the global divide regarding public opinion about homosexuality.



Key words: homosexuality, public opinion, education, urbanization, regression analysis, global study

SARAH WIEGARD

International Business Administration, B.Sc.
s.wiegard@student.utwente.nl

RAISING MONEY FOR PEOPLE IN NEED- CHANGE OF THE DONATION BEHAVIOUR

One out of nine people in the world has to go to bed hungry, every night. Currently, approximately 795 million people do not have enough to eat and are threatened by starvation.
My final process of change honours project touches this problem of unequal dispersion of food. The change goals of the project were to change my individual behaviour towards aid organizations, raise awareness of others to people in need and to make a change to the current crisis in South Sudan. I tried to achieve these change goals by organizing a lecture, held by an expert of the German NGO “Welthungerhilfe” and by organizing a movie night with an afterparty on campus. In addition to that, the campaign implemented on campus “every cent counts” tried to raise money for the good cause. Organising the fundraising helped to achieve the goal of individual change.Every day my urge to help increased and every day my motivation to raise as much money as possible expanded. The project helped me to step out of my comfort zone and be more willing to help people in need. The process of the project, however, showed that it was very difficult to raise the awareness of other students and to influence their donation behaviour.

MAAIKE WÖSTEN

Technical Medicine, B.Sc.
m.wosten@student.utwente.nl

IMPROVING THE LEVEL OF INVOLVEMENT IN PRE-U

Pre-U is the Pre-University programme of the University of Twente. They offer a range of unique educational experiences for primary and secondary students. In this way, they want to give the pupils the opportunity to explore some of the options the University of Twente offers, but they also want them to get more familiar with scientific education and research. Almost all of the employees at Pre-U are students. The employees can be divided into two groups: the office team and the 'fieldworkers'. There are a lot of changes going on within Pre-U, almost a year ago they changed their name from 'Twente Academy' to 'Pre-U', but there are also diverse organisational changes. During these changes, the office team noticed implementing the changes among the fieldworkers was difficult. Besides this, it is sometimes difficult to find field workers for all the tasks that need to be done. For this project, I tried to bring the office team and the fieldworkers together in a conversation, to find solutions to create a higher level of involvement among the fieldworkers. In preparation for this conversation, a survey was made to get an idea of the points that could be improved. A focus group was organized to bring up a conversation between some office team employees and some fieldworkers. Although the main focus of this project is on communication with the fieldworkers, the focus group had a lot of freedom to discuss what they found important. The outcome was very surprising and will be used to improve the level of involvement of the fieldworkers.

"I FEEL PROUD TO HAVE BEEN ENABLING SOME OF YOUR EXTRA-CURRICULAR UT ACTIVITIES, AND I HAVE NO DOUBT THAT ALL OF YOU -IN THIS FIRST POC COHORT- WILL BE BRIGHTENING UP OUR SHARED FUTURE!"

PROF. CELESTE WILDEROM

"NOW THAT YOU HAVE REALIZED YOU ARE THE INSTRUMENT TO CHANGE AND YOU FOUND THE COURAGE TO USE YOUR NEWBORN SKILLS, YOU WILL BE ABLE TO SPARK THE BEST IN PEOPLE AND MAKE A SOCIETAL IMPACT. GOOD LUCK!"

DR. DESIRÉE VAN DUN

ACKNOWLEDGEMENTS

The past one and a half years have been an incredible journey with insights about what it means to be changed and initiate change ourselves. We could not have done this on our own without the help and support of many people.

Starting with the ones who had the greatest impact during this course, we would like to express our gratitude to our teachers Celeste Wilderom, Tsjalle van der Burg, Desirée van Dun and Wouter Keijser. You shared a vision and built up this course for the first time. Being guided by you was an honour. We would like to thank you for always being available for even the smallest concerns and giving us the freedom we needed to develop our skills. Thank you for this experience!

We would also like to thank all the guest lectures who have enriched our programme with new perspectives and insights into different professions. You have helped us tremendously by sharing your experience and providing us with information we would not have had access to.

Finally, we would like to thank the students in this course who have made it possible to create this experience. Each and every one of you has decided to spend two evenings per week at the University to go the extra mile and share your opinions, expectations and understanding of issues to broaden the perspective of all of us.

Thank you.

Processes of Change Group 2016/17

For this booklet in particular, we would like to thank Martijn Atema for taking the pictures, Sevim Aktas for creating the design and Jasmijn van Slingerland and Anna Alicia Kier for the editorial work.

APPENDIX

Make a change

Honours Processes of Change

Final Project Report

UNIVERSITEIT TWENTE.

Wim Kamerman — 07-07-2017

1. Introduction

Welcome to my report for the final Processes of Change honours programme project at the University of Twente! The Processes of Change track takes 1.5 years and is all about change. Individual change, change in organisations and society, and change through leadership. This last project aims to ensure that students put the gained knowledge into practice in a challenging project. I have chosen a two-fold project, that covers both personal and organisational change.

The first part is about personal change. Together with my coach I will cover subjects like 'being busy', 'focus' and 'making choices'. The goal is to find out how I deal with these issues and ultimately, how I can gain better control of them.

The second part is about organisational change. The goal is to find blind spots in SSE Groep, an employment agency for students that I co-founded. SSE Groep employs students at study-related organisations. It did not start this way, to be honest. It started as a student cleaning service. Quickly, it adapted to a more general organisation as we, the owners, noticed that a lot of student talent is not being used. We started without a written business plan, complete business models or whatever. We just started. Which was nice, free and flexible, but it made us vulnerable to blind spots. Therefore, blind spots must be identified and possible solutions must be developed.

Halfway through the project, my coach helped my identify a result of two of my characteristics: perfectionistic and not wanting to make mistakes. It brings quality to work I deliver but it also requires a lot of attention, time and thinking. That results in a busy feeling, especially when things always take longer than expected. My coach told me about the 80/20 rule. 80% of the results is obtained by 20% of the time/effort that was put into it. To get to 100% result, another 80% of time and effort needs to be invested. Since I don't like to deliver non-perfect work, especially not when others will come across the result, I set myself a challenge. *This project is to be delivered and executed non-perfect, "80%".* This may seem to be easy, just doing less. But really, it's a challenge for me. The overall quality must not be perfect and I must deliver while knowing that it could be better. Let's see what the critical reader has to say.. :-)

2. Change goals

As mentioned in the introduction, the project consists of two types of goals: personal goals and organisational goals. Besides these goals, there is one more for the full project: it must not be done perfect (80% instead of 100%). This goal can also be seen as a personal goal.

Personal goals

1. Create rest by finding out what leads to the ‘being busy’ feeling
2. Find out why I’m looking for ways to be more efficient
3. Make making choices easier

Organisational goals

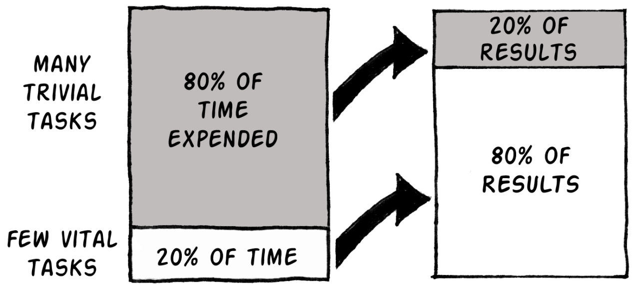
1. Identify organisational blind spots of SSE Groep
2. Develop possible solutions to the found blind spots with all owners

3. Theoretical embedding

This chapter describes the theories used to approach the goals and the underlying problems.

The 80/20 rule

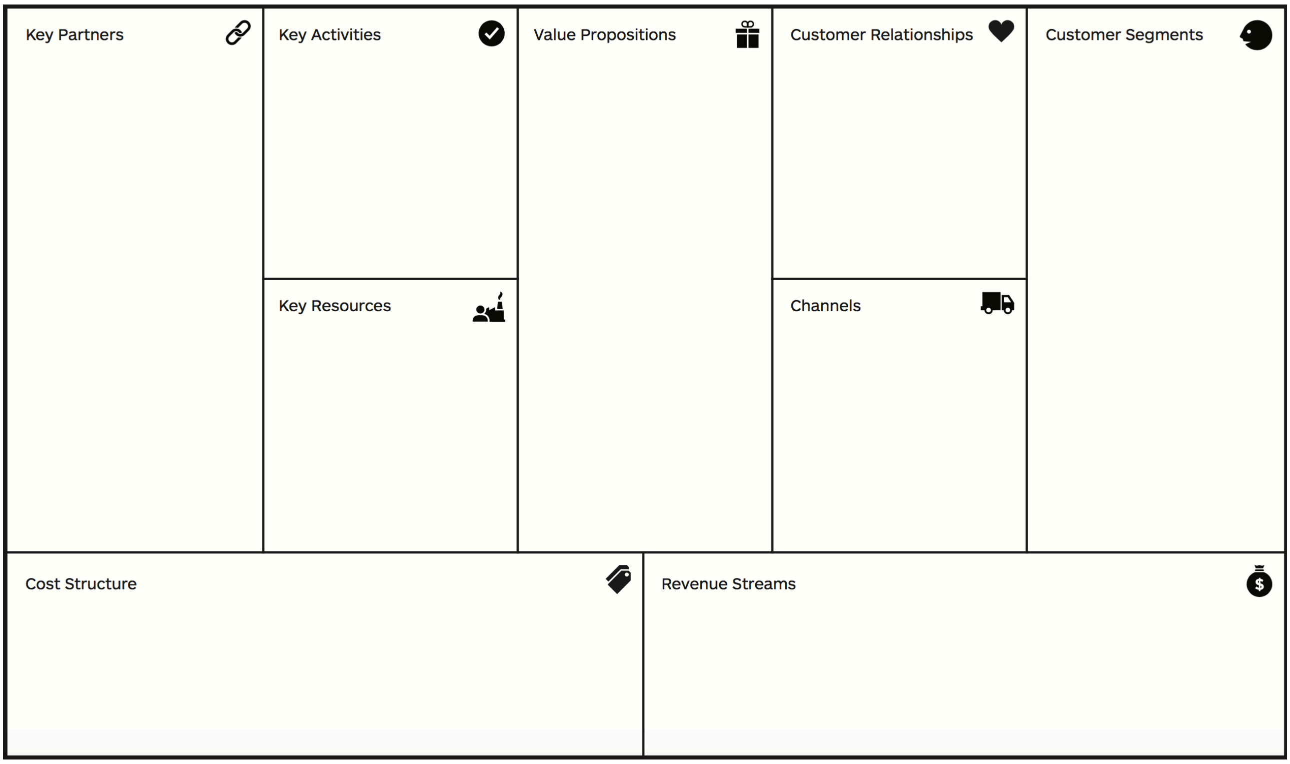
The 80/20 rule, also known as the “Pareto principle” and the “law of the vital few”, describes how a small amount (20%) of the causes results in 80% of the effects. This phenomenon was first observed by Vilfredo Pareto. He noticed that 20% of the population owned 80% of the wealth. Joseph M. Juran was the first to see the phenomenon as universal, applicable to many fields. He then (wrongly) applied the name “Pareto principle” to the phenomenon. (Juran’s Quality Handbook, 2010)



The 80/20 rule is not a law. It has been observed, and it does not apply to all situations. Still, it can be useful, especially in management situations. The 80/20 rule can help to focus on the resources that generate most results. (Juran’s Quality Handbook, 2010)

Business Model Canvas

Osterwalder and Pigneur created the business model canvas in 2010. It consists of 9 areas: key partners, key activities, key resources, value propositions, customer relationships, channels, customer segments, cost structure and revenue streams. Together they form an easy and intuitive way to describe a business model. The model is used to get an overview of all activities that are important to a business, and change practices when necessary. The business model canvas is common practice in lean startups, and it is widely used for educational purposes as well.



Osterwalder Business Model Canvas

Time management

In “168 Hours: You Have More Time Than You Think” Laura Vanderkam shows a new approach for time management. Instead of letting the important stuff pop up through the daily activities, she suggests starting by planning the important stuff — and doing all other things around it. The result of this is that we can actually accomplish our ‘important’ goals without feeling like sacrificing other things. She explains her ideas clearly in this TED talk.

4. Methods

This section describes the methods used during this project. First, personal coaching. The personal goals of the project will be discussed during five coaching sessions of about two hours. The setting will be one-to-one, and mainly works by elaborating on content through self-evaluation.

The methods used for reaching the organisational goals are:

1. Blind spot analysis based on the business model canvas. This is done by filling in the current situation, after which each sector is critically evaluated. The empty or insufficiently thought through sectors can be seen as blind spots.
2. Co-create the blind spot analysis and possible solutions with the co-founder of SSE Groep

5. Results

Personal coaching

The personal coaching sessions have led to an unexpected amount of insight in myself. It turns out that some goals are inter-related. For example, I'm looking for ways to be more efficient because that is how I try to 'get rid of' the 'being busy' feeling.

People who know me probably recognise my perfectionism. I really don't like spelling mistakes, low contrast (unreadable text), cluttered slides, half-finished work and more similar non-perfect issues. That has both a positive and a negative side. The positive side is *guaranteed good quality*. The work I deliver is mostly good and I'm satisfied. It has a quality level that allows me to show it to others and be proud of it.

However, there are multiple negative sides of this perfectionism. They are not meant as arguments to suddenly stop being perfectionistic, but they are meant to critically evaluate the results of being perfectionistic. The first downside is time consumption. It just takes a lot of (extra) time to make something perfect. In essence, that's no problem, but some things don't need to be perfect. The perfectionism then turns into unnecessary work. Furthermore, it turns out that I'm mainly perfectionistic when others will see the work afterwards. When it's only for me, the perfectionism is less important. Last but not least, it takes a lot of effort. Deeper insight was given when it turned out that the root cause of this "perfectionism cover" is that I just don't want to make mistakes.

In practice, the main 'problem' is that something takes a lot of time, at least more than expected. Discussing this subject, I became more aware of my actions and reactions. My coach then introduced me to the 80/20 rule. Now, whenever something takes more time than expected, I try to recognise the decision moment of finishing now, later or not (80%). Priorities then come into place. It creates time for more important stuff instead of sticking to this task that 'needs to be perfect'. The most important part is after the decision: accept the results. This adapts the expectation, and resolves the problem. After all, a problem is the difference between expectation and reality.

Another discussed subject is about continuous improvement. I tend to continuously look for new ways to get something done. This has benefits, however, it decreases the executional performance of the current task. For example, when programming an application, I tend to spend quite some time on finding new ways of getting the task done instead of just finishing. Now, I'm looking for way to have both a good executional performance ("routine") and be innovative by finding new ways ("keep moving") . What works for me is first focusing on the task to be done, and treating all new ways at once, as a routine. That was an interesting result.

This way of working is related to habitual change. This change can be explained by the Rubicon model, as mentioned in a lecture by Prof. Siegried Greif. The model defines clear boundaries between motivational and action phases, as can be seen in the image on the right. All phases have been executed during the project. Goals have been defined and there is a clear will to change, but the actions to be undertaken were unclear. These actions have been found using the personal coaching. The described way of changing habits is now complete: the motivation and the will to do this is present. Executing is the only thing left to do: therefore I have one main task list, and after every finished task I review this list. This works well for me.

Construct	1. Goal clarification	**Phases**
(A) Motivation		Reflect motivation and clarify the goals
		⇩
(B) Volition/ will	2. Planning	Pre-actional planning
		⇩
Decision of will	3. Intention	Formulation of an implementation intention
		⇩
		Action
		⇩
(C) Motivation		Evaluation of the action outcomes

Rubicon model illustration (Greif, 2017)

A surprising quote from the mentioned TED talk by Vanderkam is the following:

"I don't have time" often means "It's not a priority."
(Vanderkam, 2016)

Vanderkam argues that "time will stretch to accommodate what we choose to put into it". In other words, if we really want to make time for something, we can. I often hear people say "I don't have time", including myself. Ever since I heard this quote I paid close attention to those times I said it. And every time I did, I was not willing to put time into the requested task. In other words, the task was not a priority to me. For me being alert on when I say that I don't have time helps to see what my priorities are *not*.

Organisational Goals

This section describes SSE Groep in more detail, and it includes the filled-in business model canvas for SSE Groep. Furthermore, it analyses possible blind spots and comes up with solutions to them.

SSE Groep basically is an employment agency, as mentioned in the introduction. Freddy Kleine and I are the owners. Freddy has built up an interesting business network during the 22 years he owned a construction company. We link his business network to my student network. Our aim is to make use of the students' talent and to further develop it. By linking a company to the field of study of a student, an interesting match can be made. That's what we do. When there is a good match, we employ the student and hire him/her per hour to the company. We generate profits by taking a fee per hour students work.

The filled-in business model describing the current situation can be found below:

<table>
<tr>
<td rowspan="2">Key Partners
None at this moment</td>
<td>Key Activities
Matching students with fitting businesses

Administrative processing</td>
<td rowspan="2">Value Propositions
Clear and transparent communication

Exclusively higher educated students

Flexible service

Good match between student and business

Competitive pricing</td>
<td>Customer Relationships
Dedicated personal assistance: one contact person per customer

Personal, long-term contact</td>
<td rowspan="2">Customer Segments
Small to medium sized businesses, not actively looking for students</td>
</tr>
<tr>
<td>Key Resources
Office basics such as computers, phones and printers. Human resources is our most important asset since it keeps the business running. No special financial resources necessary.</td>
<td>Channels
Direct sales

Word-of-mouth advertising

Website for awareness</td>
</tr>
<tr>
<td colspan="2">Cost Structure
Employee salaries, sales process, office supplies, administrative outsourcing, employee job interviews</td>
<td colspan="3">Revenue Streams
Pay-per-hour for the student. Monthly invoiced.

Prices per student differ based on age/experience of the student and on price negotiations with the customer. Minimum price per hour per student is around €18.</td>
</tr>
</table>

Each sector ("building block") will be described in more detail below. It focuses on whether or not we have thought our current way of working through and whether major improvements can be made. This analysis is done in cooperation with Freddy. Using the business model canvas provides us with a structured way to discuss various aspects of the organisation.

Key partners

We currently don't have any partners. This is something we haven't thought about much, since we're still small and growing. Together with my companion I have discussed possible partnership opportunities. We think it's a good idea to start franchising throughout The Netherlands once we get bigger, when our business concept is proved. Since franchising is not really a partnership, we have discussed partnering with major study and student associations. This eases the process of finding suitable students for a job.

Key activities

Our current activities mainly consist of matching students and businesses. A part of this is finding students and businesses. Another activity is our internal administration for hours, salaries and invoices. We like to keep things simple and therefore we believe we should focus on improving the performance of these activities instead of extending them.

Key resources

The only resources we need is a place to work and communication devices. We do not require specific physical resources. This makes SSE Groep a cheap organisation to run. For improvements we think we need a fixed place to work, preferably an office. This creates one place for all documents and meetings, as well as a working atmosphere. Besides this, we think we can grow faster if we hire one or two students for a couple of hours a week to take over some of our tasks. This includes finding students and staying in touch with them. This enables more time to be put into SSE Groep than we can currently invest.

Value propositions

The mentioned value propositions are what makes us unique. We strongly believe in them and don't think they should be changed. It is what shapes our culture and way of working.

Customer relationships

We believe personal contact with our customers is important. Nevertheless we want to stay in touch with them on a less personal level to save some time. Therefore we are going to introduce a newsletter with regular updates to our current clients. This is more scalable time-wise than the personal contact.

Channels

We currently focus most on existing business relations, because they are easily approachable. Since we would like to grow, we will need to approach ‘cold’ potential customers. It costs much more effort to convert these organisations into real customers. We have noticed that we gain more customers easily through word of mouth marketing. Therefore we will focus on making it easy for our current customers to spread the word. This will be done by sending sharable newsletters and keeping a LinkedIn business page up to date.

Customer segments

Surprisingly we only have one customer segment: the small to medium sized businesses that are not looking for students themselves. More specifically, currently most of them are existing business relations. A new approach is mentioned in the channels section. This possibly creates a new customer segment: the businesses that *are* looking for students themselves. They may find it easy to outsource the finding students task to us.

Cost structure

Our cost structure is currently quite basic. We have to pay our employees and need to keep the administration and sales processes running. As mentioned in the key resources, we are thinking about hiring one or two students ourselves. This creates a two specific new types of costs: own employee salaries and the supplies they need.

Revenue streams

Like the value propositions we believe that this is a very strong point of SSE Groep. We don’t invoice anything but the hours that the student work. Therefore we would like to keep it this way.

Concluding, we have identified that partnerships, customer relationships and channels are partially blind spots. We have not put sufficient time into thinking in which ways we can fully benefit from those areas. This is where the proposed solutions come into place. There are many partnership opportunities, customer relations can become a bit less personal and we can drastically improve our marketing strategy. We are currently building our own office, and we are planning on employing one or two students to work for us in this office when it's done. Furthermore, franchising is a good option for the long term. Practically, a newsletter and LinkedIn page are good options for marketing purposes. After discussing this paper, we have started sending regular newsletters.

6. Reflection as a change agent

This project has changed both me and SSE Groep. I have gained insight in how I make choices, what makes me ‘feel busy’ and why I want to be more efficient. Also, I’ve been introduced to the 80/20 rule, which helps me to make a more conscious choice on whether or not I will take more time to make something perfect. In addition to that, I started to notice people saying the phrase “I don’t have time” more, including me. I now link that to the possible meaning that if someone does not have time for something, it might not be a priority for that person. This helps me personally as well by finding out what my priorities are *not*.

The organisational goals have been met as well. My co-owner and I have identified multiple organisational blind spots. We also came up with a variety of solutions and new ideas to give more attention to those spots. Concretely, we have introduced a newsletter and we’ve developed some long-term ideas such as starting a franchise or starting partnerships with major student and study associations.

An additional goal of this project was to deliver and execute it non-perfect, “80%”. This was a challenge. For example, I did not style this report perfectly and I even created my own illustration of the 80/20 rule. Then, after concluding that it had taken a long time and was unnecessary, I left it out and put an already available image in. Still, overall I think I have managed to stick to the 80% challenge.

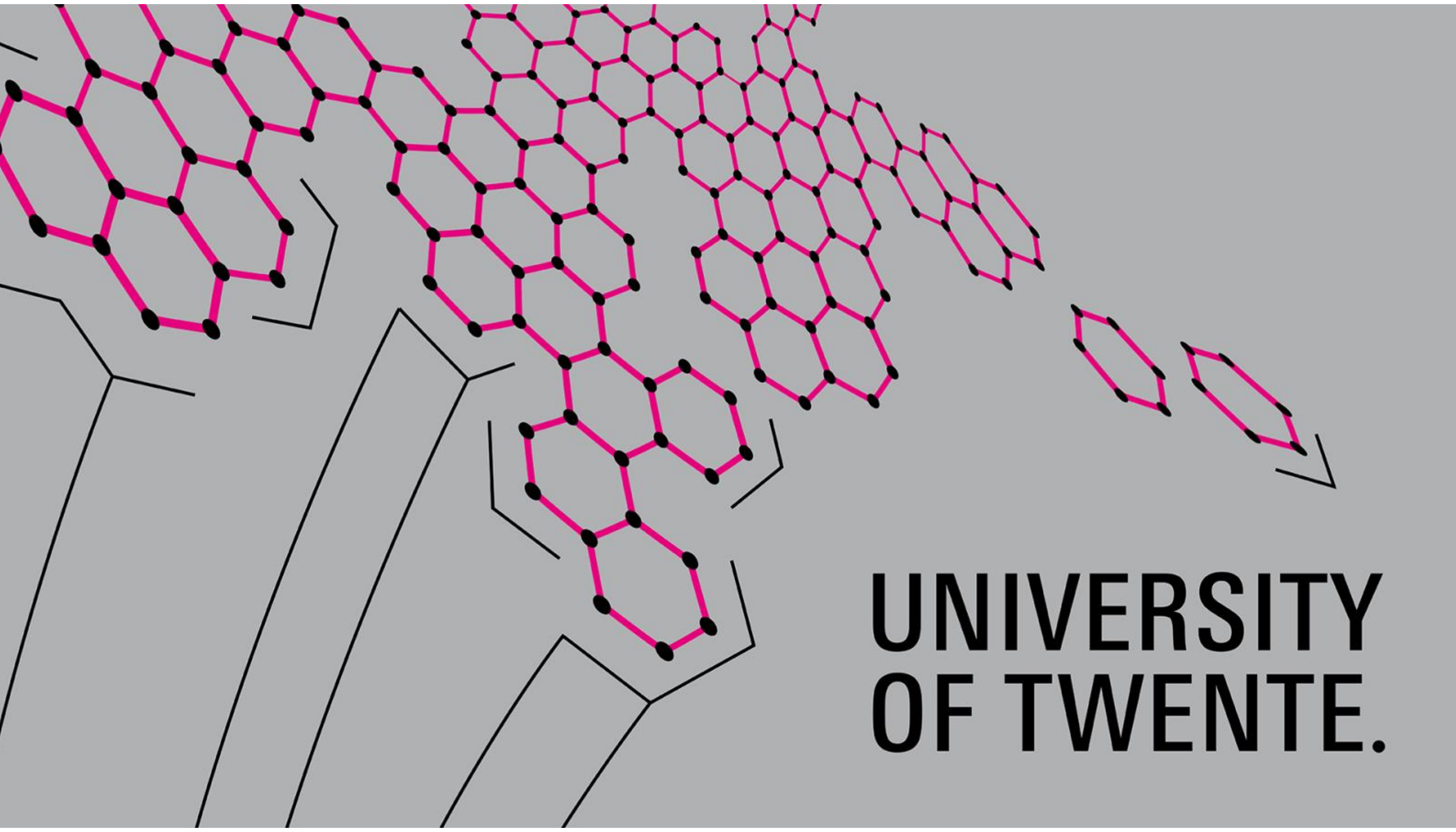
The Processes of Change honours track has provided me with new insights, challenges, knowledge, friends and abilities. I’d like to thank all involved students, teachers and other staff for the amazing time!

Sources

Juran, J. & De Feo, J. (2010). *Juran's quality handbook : the complete guide to performance excellence*. (6th edition) (ISBN: 978-0-07-162972-0) New York: McGraw Hill.

Osterwalder, A., Pigneur, Y. & Clark, T. (2010). *Business model generation : a handbook for visionaries, game changers, and challengers.* (ISBN: 978-2-8399-0580-0) Amsterdam: Alexander Osterwalder & Yves Pigneur.

Vanderkam, L. (2011). *168 hours: you have more time than you think.* (ISBN-13: 978-1591844105) London: Penguin.



PoC Final assignment, Learning by Doing

Jaap Koedijk (s1242652)

Introduction

The starting point of my individual change project was my Insights report. It was a fun workshop that at the same time was intriguing because the way the report was formulated. It was kind of confronting reading a description about yourself in third person. Next to this there were no real 'wow' moments or things I didn't knew about myself already, but one thing still stayed on my mind. In the report there was a part, the Insights wheel, that characterized me as a classical directive or inspiring motivator. I think I can relate to this and recognize myself as a motivator of sorts. In my daily life, I like to give feedback and compliments to friends and family and I do this with a lot of enthusiasm and energy. Also, on my job I do this in a similar fashion and people often come to me for help. The sharing of information or knowledge comes natural to me and I try to help persons around me as often as possible. Sometimes I even tend to overdo this as friends of mine have advised me to become a biology teacher because I'm sometimes accused of giving lectures when I am really enthusiastic about a topic.

So, I could relate to the report describing me as a motivator, but I didn't understand what a classical directive or inspiring motivator was. In this regard, I saw an opportunity for my final honours programme change project to research what my qualities are as a change leader or motivator. This idea for the final assignment stayed in the back of my mind during the following courses of the honours programme. When I first met with my coach and spoke about this idea she helped me to gain focus on my change goals and we had a productive meeting where we formulated the following change goals:

- What is a motivator?
- What makes me a motivator?
- Can I effectively apply and develop my motivator skills?

The reason why I chose these change goals is that I want to develop and apply these skills in a more conscious way. Like stated earlier, I think I already have these skills but don't apply them conscious, it comes natural to me. So, if I can develop myself as a change leader that is more conscious of how and when I can make use of my motivator skills, I think I can put them to use more effectively.

The first goal is to research what exactly makes a motivator and how a motivator motivates people. By researching this I hope to find some guidance or scientific framework that helps me in finding a clear description of a motivator, rather than a directive or inspiring motivator. Possibly it could also help me getting a clear view on those two descriptions of me.

The research done for the first change goal would help me in fulfilling the second change goal of what makes me a motivator. Together with the insights report it could provide a better understanding of my personal motivator skills that I am currently possibly unaware of. A better description of me as a motivator would help me in getting clear how I motivate people and the skills I use for this and what skills I lack so I can develop these.

The last personal change goal is to develop and apply my motivator skills in practice. During this process, I hope to develop my motivator skills, to be more conscious of them and to help me understand what makes me a motivator. This last change goal has two sides to it, firstly I want to develop myself and my motivator skills. Secondly, as an intervention goal, I want to motivate members of my team at work. In my team, there are some new members that are underperforming on certain KPI`s (key performance indicators) and are doing great on others.

My intention is to try if I can understand or discover what motivates them in doing great on certain KPI`s and see if I can motivate or help them in applying this to certain areas where they are underperforming. Our team consist of around 16 members and 1 team manager. In consent with my team manager we discussed what KPI`s needed specific attention and targeted three new members. These new members were fresh out of training and had different KPI`s that needed attention. With the increase of these KPI`s I would help them in their development in work skills but also our team average would be helped because there is also an incentive in which we could win a price as a team. This incentive spans three periods of three weeks were two KPI`s are compared as a team average between all teams. The KPI`s involved in the incentive are the % 24 hourly FCR (First Call Resolution, % of customers that calls back within 24 hours) and %PCI (correct logging of calls). The team that’s number one after the incentive wins a budget for a team trip.

During this, I will try and develop my own motivator skills and be actively aware of my skills and how I apply these to motivate my team members. Together these goals will hopefully help me in becoming a change leader or help me get a better view on how to become one. The personal success of this project will be determined on getting a better understanding of my motivator skills and to try if I can apply them more consciously in practice. The intervention success will be determined by the increase or decrease of the chosen KPI`s that I want to change of my team members. There are no criteria for failure because this project is about developing myself as a motivator in a professional environment. Doing this project, thinking and planning on how to do this and trying this in practice can be seen as success alone.

Theoretical background

To get a clear starting point about what makes a motivator a what motivation means a look on the definition states[1] it as following: ‘A person who promotes interest in or enthusiasm for something’ and ‘Desire or willingness to do something; enthusiasm’. Motivation can be divided into several aspects. Firstly, motivation determines the direction of behaviour. Motivation can be seen as the reason certain behaviour is displayed to accomplish a certain goal i.e. getting a good grade or learning a skill. Motivation that comes from the inside a person self is called intrinsic motivation and when it is triggered by external factor such as friends or material incentives is called extrinsic motivation. A second aspect when it comes to motivation is the intensity of the motivation. Some goals people tend to chase with more enthusiasm and efforts than others. Motivation is also determined by the environment and the circumstances a person operates in. One of the most referenced motivational theories in the relation to these is the motivational theory of Maslow[2]. According to Maslow people have five fundamental levels of needs and fulfilling them is the motivation for human behaviour.

These needs are attended to following a hierarchical order in which the next level of needs will not be attended to when the current level hasn't yet been fulfilled. Maslow orders fundamental need according to the following order:

1. On the first level, there are the primary biological needs. These are the primal needs for the physiological survival of a person like food, water, shelter for the weather, clothes etc. Without attending to these needs, the fulfilment of further levels of needs are in danger.
2. The level of safety needs or the need for certainty. People have a need for order, safety and stability of things around them like the physiological needs. Now and in the future.
3. The third level accounts for the social needs. The need for family, friends or community. The need to feel comfort or friendship and be a part of a group.
4. The need for recognition and appreciation. People have two needs on this level. The need to feel appreciated by others and to feel appreciation or self-esteem about themselves.
5. The last level is the need for self-actualization. This is the need to develop and grow the own capacities and skills.

Figure 1: Pyramid of Maslow

Maslow states that a person only can start to do self-actualization when all previous levels are satisfied. This theory is somewhat outdated but has some good points. For instance, a homeless person making music on a square in the city is somehow working on his esteem and self-actualization without fulfilling his first level needs. This results in the acknowledgement that different people have different levels of needs that need to be fulfilled. Some have more need for social recognition and others have more need for security.

These differences between people and their motivation also apply to different physiological states of people. When someone is tired they become less motivated to instil certain behaviour and are more likely to fall back in old habits. Next to fatigue, also other mental or physiological states can influence the motivation.

Fear can have a paralyzing effect on a person or it can cause him or her to set too safe or ambitious goals. This all relates to a theory that is based on the personality model of Cloninger[3]. In this theory personality features, or the temperamental features are off influence on personal motivation. Differences in personality or temperament relate to how people react and are motivated to try new things or how they are risk averse and want to keep the status quo. In this model, there are four main temperaments to be recognized:

1. *Harm avoiding:* Harm avoiding people quickly react with fear and are risk avoiding in new situations. These kinds of people don't take much initiative and are not assertive.
2. *Novelty seeking:* Novelty seeking people are always on the lookout for new things and new stimulants. They are curious and easily bored and tend to actively explore their surroundings.
3. *Persistence:* A person from this temperament is persistent and ambitious. They rely on and like a clear and well-set course on which they don't easily deviate.
4. *Reward dependence:* These people rely on warm intimate personal relations. They are social oriented and are sensitive to social recognition or acknowledgement.

A theory that is used in different fields like marketing, prevention and healthcare is the theory of planned behaviour[4]. This theory tries to capture three elements of understanding how motivation changes behaviour. It tries to explain how behavioural change is motivated and it assumes that behavioural intention is the primary driver leading up to behaviour. Behavioural intention is an indication on how hard people are willing to show that behaviour. According to this theory there are three factors that influence this behavioural intention. The first factor is the attitude towards the behaviour. This attitude is an evaluation of performing the behaviour by a person. They are based on expectancy beliefs about the likelihood that following certain behaviour causes expected consequences and also on the evaluation of the desirability of those consequences. It refers to the degree in which a person has positive or negative feelings towards the behaviour and next to it a consideration of the consequences or impacts of performing this behaviour.

The second factor constitutes the subjective norms of the behaviour. It entails the social pressure to start engaging in performing the behaviour. It relates to the social environment surrounding the behaviour and a person's position towards it. They are based on perceptions of expectations or relevant groups concerning the behaviour and the motivation of a person to listen or follow this group. The third factor, perceived behavioural control, refers to how a person perceives the behaviour as being easy or difficult. It increases as people have more confidence or resources available and it is dependent on control beliefs.

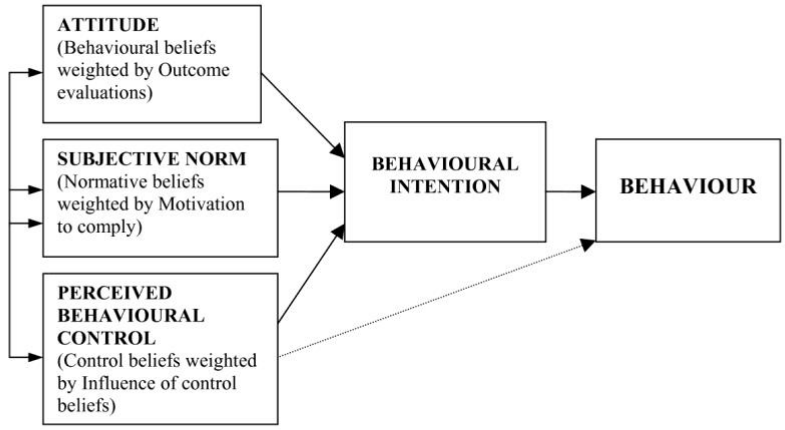


Figure 2: Theory of Planned Behaviour

A theory that connects motivation with a work environment is Herzberg`s[5] two factor theory. This theory implicates that people have two different sets of needs and that different factors in the work situation satisfy or dissatisfy these needs. According to Herzberg there are some factors of work that cause satisfaction while others prevent dissatisfaction. Following this, the opposite of satisfaction is no satisfaction and the opposite of dissatisfaction is no dissatisfaction. These four are subdivided in hygiene factors and in growth needs. The hygiene factors consist of the dissatisfaction and no dissatisfaction pair. This pair is not directly linked to the job itself but to the conditions to perform a certain job. If these factors are not satisfied they cause dissatisfaction but, when the factors are satisfied they do not cause motivation or satisfaction. They merely prevent dissatisfaction. These factors describe the environment of the job and needs that a person wants to be fulfilled to prevent dissatisfaction. In example, company policy on a reward system or salary. The growth needs refer to factors intrinsic to the work itself. For example, achievement, responsibility and recognition for a completed job. These can be considered as motivational factors and positively enhance satisfaction when fulfilled. This implies that persons try to become better versions of themselves and try to enhance these factors. According to this theory, these factors are the only way to increase satisfaction and thereby increase motivation. But when these factors are absent, dis does not cause dissatisfaction but only an absence of satisfaction.

The last well-known theory on motivation is the goal setting theory[6]. This theory is based upon the relation between the effect of goal setting and job performance. Working to achieve a certain goal would lead to a higher level of interest in the task at hand and thus to an increased motivation to complete it. These tasks need to be specific so the level of achievement can be measured. The theory suggests a strong relationship between goal setting and performance and it predicts that job performance will be the highest when goals are specific and challenging, they are used to give feedback on results and to evaluate performance. The effect of setting goals on motivation can be affected by certain factors like ability or self-efficacy of the employee. Other factors of influence are deadlines, they improve the effectiveness of goals. Setting goals for a group as a whole and make the goals more learning oriented leads to higher performance than an individual and performance oriented goal setting.

Method

The first step in the intervention process is the organizing of a team meeting. During this meeting, all 16 members and the team manager will be present. In a three-hour afternoon, several topics will be presented and introduced to the team. These meetings are planned about three times a year and normally consist of a team manager or an external trainer discussing a topic of interest or an area that needs team wide improvement. This time, in accordance with my team manager, I created a schedule of the meeting. First there was an instructional talk about a new technical process that was implemented recently by an external manager. After this talk I will introduce my project and look back on how we are doing as a team. Before shortly introducing different motivational theories, I will use a Menti word cloud to involve my team members in the topic of this presentation about what motivates us to do our job. After this hopefully a discussion will arise about what motivates us as a person to do our job and what motivates us as a team. Afterwards, I will shortly explain what theories I have found and what I am trying to change in our team. The goal of this presentation is to introduce my project to my team and to invoke enthusiasm to participate in my project. Also, the team incentive will be a topic as a first setup to enforce this as a collective goal to aim for. The team meeting will be concluded with pizza and drinks and asking for feedback and volunteers for my project.

Action plan during the course of this project

- Organizing a team meeting/afternoon
- Leading the team meeting, informing the team about motivation/motivational skills and what KPI`s are doing great and which need attention.
- Selecting (new) team members that underperform on certain areas
- Listening-in on the selected team members during work (5 hours) in order to discover the motivation for scoring high on KPI X
- Feedback session with team members during work in order to copy/make them aware of their motivation for KPI X, in order to improve performance on KPI Y
- Before/during and after the sessions monitor KPI`s
- Feedback session considering the change attempt and motivational skills (still to be done)

In accordance with my team manager I will target new members in our team that have KPI`s that need attention. I chose deliberately to target new team members so that my motivational skills need to be more ‘professional’ applied. If I choose team members that are long time colleagues of mine, the relation would be more of friends helping each other rather than me as a motivator trying to invoke change in a professional work environment. Also, with my team manager we together select the KPI`s that need improvement of the team members and thus on what areas I will focus. KPI`s are constantly monitored and shared within the team. The access to this data is freely and I have permission from my colleagues to anonymously use these for my project.

The intervention itself will consist of me listening in on calls of my colleagues. This will be done for around 5 hours depending on the shifts the selected colleagues are working. During this process, I will be in the vicinity of my colleagues and also be available for questions during these calls. I am not only passively listening in but also answering their questions about processes or problems they encounter. This is done to increase the % 24 hourly FCR and %PCI of the new team members because they are new and don't yet fully understand all the systems and processes and because these are important for the team incentive.

Before and after the intervention/listening in I will have a short conversation of the intended goal of my project and what I am trying to change, in which I will focus on the KPI`s that are doing great. During these talks, I will try to use my natural enthusiasm and positivity together with the three areas and goal setting from theory to motivate my new team members and at the same time trying to divert or direct this motivation towards the areas or KPI`s that need improvement.

As a final finishing point I will schedule short conversations with my team members I targeted to have a sort of feedback moment about my project. In this session, the hopefully positive change on KPI`s will be discussed and how my project helped my colleagues in improving these KPI`s and how they experienced my help in motivating them to change these.

Results

During my project, I targeted all three new members of our team. These members were already motivated because the team manager preselected them to join our team. Motivation itself was no problem, but certain KPI`s were. This also showed during our team meeting. All 16 members and our team manager were present and actively participated in the discussion about what motivates us in doing good on our jobs. Together during my presentation, we formed a Menti word cloud and discussed this extensively. Also, together we shared tips and tricks on how we could win the incentive that was coming up and how we could help each other.

My presentation was used as a good reminder of what we as a team were doing great, and how we even could improve this and learn from each other. The theories I presented were for some team members a little to abstract but certain points were recognizable for most and helpful in discussing what motivates us as a team and what motivates them as a person. During the pizza and drinks afterwards all team members were positive towards the project and all wanted to participate. Some already talked about KPI`s they wanted my help with in improving them. Also, the feedback mostly consisted of having a clearer image of our team motivation and how we could help ourselves and each other in the goal of winning the team incentive.

Figure 4: Menti word cloud created during the team meeting

During the presentation, we as a team formed a word cloud and somewhat surprising for me was that colleagues are the main motivational aspect for our team. I never thought of this as the nr1. motivation for my colleagues. However, if taken into account my focus points of intervention are the three levels of Maslow connected with goals to them than this makes sense. Social needs, need for acknowledgement and self-actualization fit perfectly with the words in this cloud. Together with the goal setting in the form of improving KPI`s and the team incentive this was a good starting point and confirmation for the intervention further on in the project.

After the presentation, in accordance with my team manager, I selected three new team members as my intervention targets. Two of them had difficulties with the %24 hourly FCR and the third could improve on % sales. All three of them had great customer satisfaction ratings and were also doing fine on areas like call length and handling time. My approach was to first start positive and recall together topics from the team meeting such as the KPI`s were doing great. Also, together discussing the incentive and team goal and how we as a team have a shared responsibility in reaching this and how we discussed we could improve as a team. In this way, before the listening in from me, I tried to satisfy the need for acknowledgment in talking about KPI`s that were doing great, setting a goal (improve the KPI and win the incentive) and satisfy the social needs in reminding them they are part of a team that welcomes them with enthusiasm and the will to help them whenever they can. The two members that needed attention on the % 24 hourly FCR I also helped with technical tips and advise on how to solve certain problems during calls. This resulted in an increase of the % 24 hourly FCR of both members. One of them even made it to the top 5 of our team that week.

! Alles verwerken

Klantexpert	FCR 14d	PCI	FCR 24uur	PCI
E	77,5%	91,9%	92,6%	70,7%
Jaap Koedijk	73,6%	91,4%	85,7%	91,3%
J	75,5%	86,9%	87,2%	85,7%
Team gemiddeld	69,0%	91,3%	86,3%	84,0%

Figure 5: %24 hourly FCR of me and two change targets

The third member needed a somewhat different approach. This team member was more introvert and calm and was a bit shy in making the step from helping customers with their problems to sales. My approach was to give this member confidence by again focusing on the areas that were doing great and letting herself discover why she was doing great by asking her questions about how she accomplished these results. In this way, she opened up and started enthusiastically talk about how she makes a good connection with customers resulting in a high customer satisfaction. During the listening in I enforced this by pointing this out during the conversation with the customer to make her more conscious of her skills. And when a sales opportunity occurred I gently pushed her to try and make the connection to it. This resulted in that this customer`s wife was just thinking of moving all the cell phone contracts because of complaints of bad mobile reception. She ended of talking for over an hour with this customer and selling four cell phone contracts in one call. In this week, her % sales were one of the highest.

THD

! Alles verwerken

	ServicePlusTool						SPT	
Klantexpert	Totaal NBB	ITV	Conversie	Mobiel Nieuw	Mobiel Verlenging	Conversie	Compleet	Conversie
M		1	1,20%	4	2	7,23%	2	2,41%
Jaap Koedijk	2	2	6,90%		2	3,45%	1	1,72%
Team gemiddeld			2,94%			1,61%		1,40%

Figure 6: % Sales of me and one change target

The incentive for winning the price spanned three periods of three weeks. The week of the intervention was during the final two weeks of the last period of the incentive. We were already in the lead and remained this until the end thus winning the team incentive and the prize. Also, the month in which the last incentive period was, our team also scored highest on NPS (Netto Promotor Score, customer satisfaction level).

Reflection on me as a change leader

To conclude my change project, I have learned a couple things about myself as a motivator. In general, I think a motivator is a person that brings energy into a situation that results in change of the situation. Someone who asks questions about how and why specific actions or behavior are done the way they are done. To do this in a positive constructive way is key to make people follow someone in this change and to see the benefits of it. I think I did this during my presentation and intervention. One of the elderly team members phrased it as me bringing ‘reuring’. This is *Twents* and means something such as when I was around things happened or changed. From the start, I tried to focus on the positive things and the KPI`s that were doing great as an anchor from which my team members could draw confidence in following me as a change leader to improve on the KPI`s they could improve. This resulted in team members that were more confident in doing their job, they understood better why and what areas they were doing great and also made them feel welcome in our team as they were all three new to the team. The feedback I got on me as a motivator were positive, with the side note that sometimes my technical knowledge and my tips and tricks on this part were a bit too much to understand and pickup during calls with customers. This can be solved with more feedback sessions during off time but unfortunately hasn’t been done yet due to time constraints and different work schedules.

My personal change resulted in me being more aware of the person in front of me that is was trying to change and what approach best fitted the situation. I learned to listen more consciously to the response I was getting and how people reacted on my tips or intervention. In this project, I learned that people were willing to follow me and listen to my advices. Being aware of this in certain situations resulted in me being better able to apply changes more effectively. Next to this is saw from firsthand what change means to my colleagues. For me personally it’s just a job next to my study, but for them it’s their fulltime day-to-day work. Therefore, changing things in their job has a different meaning for them than it has for me. I realized this early in the process and took this into account. Changing things was easily said by me, but for my colleagues this meant changing their full-time job. I learned to see this earlier on in the process and to understand why.

References

1. Oxford Dictionaries, Home→British & World English→Motivator https://en.oxforddictionaries.com/definition/motivator, seen 06-07-2017
2. Kanfer, R. (1990). Motivation theory and industrial and organizational psychology. Handbook of industrial and organizational psychology, 1(2), 75-130.
3. F De Fruyt, L Van De Wiele, C Van Heeringen, Cloninger's Psychobiological Model of Temperament and Character and the Five-Factor Model of Personality, Personality and Individual Differences, Volume 29, Issue 3, 2000, Pages 441-452, ISSN 0191-8869, http://dx.doi.org/10.1016/S0191-8869(99)00204-4.
4. De Groot, J. and Steg, L. (2007), General Beliefs and the Theory of Planned Behavior: The Role of Environmental Concerns in the TPB. Journal of Applied Social Psychology, 37: 1817–1836. doi:10.1111/j.1559-1816.2007.00239.x
5. Christine Lundberg, Anna Gudmundson, Tommy D. Andersson, Herzberg's Two-Factor Theory of work motivation tested empirically on seasonal workers in hospitality and tourism, Tourism Management, Volume 30, Issue 6, 2009, Pages 890-899, ISSN 0261-5177, http://dx.doi.org/10.1016/j.tourman.2008.12.003.
6. Locke, Edwin A.; Latham, Gary P. American Psychologist, Vol 57(9), Sep 2002, 705-717. http://dx.doi.org/10.1037/0003-066X.57.9.705

“Helping against Hunger in South Sudan”

Processes of Change

Sven Kruthoff
University of Twente

06.07.2017

Table of Content

Introduction

Around 795 million people suffer from hunger around the globe (World Food Program) and one third of the population is affected by the effects of malnutrition. In a country, where on average a person produces an amount of edible waste of 135 kg per year (NL News), it remains the questions whether people simply do not care that there is hunger in the world. Maybe, people are not aware, that hunger is an issue besides the time that it is displayed in media or evening news.

As a part of the honors track “Processes of Change” at the University of Twente, Sarah Wiegard and I, were inspired as a part of our last module to induce a change within a personal project of our own choosing. We chose to go for a project to raise money to battle the world hunger, especially to help those in need in the South Sudan. The country is in a very bad state, even considering it has only existed from 2011 on. Even before independence the whole country of Sudan was scarred by 2 civil wars and the general state of the food availability was on the brink of a national famine. Shortly after the independence of the newly formed South Sudan, a power struggle produced the spark to start out a civil war. Most of the people affected by the in-state conflict have either fled or live in refugee camps. At the moment there are more than 2.1 people living in refugee camps and 1.5 million people who have fled South Sudan, ranking it third in the world after Syria and Afghanistan (Al Jazeera). Our choice was to give the money to a german native organisation, being the Welthungerhilfe. This organisation supports the people living in a refugee camp on the border of South Sudan and Kenya. They provide humanitarian aid, like food, safety and ,as far as you can call a tent a home, a tent. Welthungerhilfe does not have and political interest, or have regular big corporate donations, questioning their integrity and will to support the cause. They closely work together with other charities, like USAID, and the german government to battle the famine in the country and especially in these refugee camps.

Change Goals

This project goes far beyond the need to raise money for a charity. It is about making a sustainable change within the minds of students and teachers, to raise awareness and ensure not only incidental support of the cause to fight world hunger. To battle a problem like this long term support is needed so projects can be planned and executed. However, it is still important to raise money in the present to fund the projects and support the existence of charity organisations.
So the objective is to permanently change the attitude towards donating money or in general supporting a charity in general. Here it is necessary to say, that this should not only count for the Welthungerhilfe, or supporting charities that give humanitarian aid in the context of the South Sudan conflict. In general, making aware that problems exist beyond media coverage and to ensure support of any cause that is taken on by a serious charity organisations. Students itself do not have the financial power at the moment to make a significant change within the charity. Even though every bit of money helps to support the cause, a one time 10 Euro donation does not change the ability and fate of a charity. So to make a change in the mind of future professionals, following the highest possible path of education can definetly make a change in the future. Not only do they have more financial prowess, but they can affect their future family, people around them and work colleagues. Also in the present they can make a change in attitude within peers through raising awareness and sharing information, but in later stages of their lives, due to seniority or legitimate power.
The desired change that forms within the students, should not make them feel obligated to donate for a charity or help, but it should make them feel empowered to make a change with what they have.

In general the goals of this project were to organise an event in the timeframe that was left for us. The project, should seek to achieve the above mentioned sustainable change while also raising money. The target audience of the change attempt is anyone that is associated with the University of Twente. This means, that not only students, but also teachers should be in the scope of our change attempt.

Theoretical Embedding

To achieve this sustainable development it is important to seek to change the attitude towards supporting a good cause, because of the theory behind the technology acceptance model (Davis, 1989). Even if it is a model from the field of IT science, it is a behavioral model, showing a general overview over the process from external variables to the actual use of a system. In the case of the change goals, only the last stage of the technology acceptance model, meaning the action to use a system, would change to the action of donating money or supporting a charity. The theory follows a straight line path from the external variables to the actual use of the product. After the influence of the external variables, a person makes choices about the perceived usefulness of helping the cause and the perceived ease to help the cause. These two factors influence the attitude towards donating money or supporting the good cause. The attitude towards the helping the charities`cause and again the perceived usefulness shape the intention to support the charity, finally to the actual action of executing the intention to help. A strong positive attitude towards the variables will reinforce the path and subsequently the actual action to support the good cause.

Applying this model to the case at hand would mean that the external variables would be represented by an incident, where an individual's attention is drawn towards a bad state, that not only might be present far away from the individual and be brought by media. There is also a chance that the individual's attention is drawn to such a situation in everyday life. The formation of the perceived usefulness of the cause and the perceived ease of helping. The perceived ease of supporting, varies from the case. It is very easy to just donate money, while it takes more effort to actually volunteer, lowering the chances of becoming active. The perceived usefulness of supporting a charity will be based on the personal values and merits of the person. While a problem that is close to the individual score higher on the perceived usefulness, because there is a higher likelihood of experiencing the effect of the support. At the same time supporting a project in Africa for example might score lower on perceived usefulness. As a result a local project might provoke a more positive attitude towards the project, even though the problem exists on a way larger and more severe scale in another place in the world. The same counts for the following intention to help and the actual action. So to conclude the influence of the theory is all about the perceived usefulness, which is based on creating emotions within the affected individual. So the focus of the change should lay mainly on creating emotions, since the perception is a major factor when it comes to the acceptance model. Additionally, informing about the charity will help the individuals to see the work they do as useful and realise, donating is not difficult.

To change the behavior of participants we look to the cognitive dissonance theory (Festinger, 1957). The theory seeks to explain uncomfortable situations and how people adapt to these. The trend of the theory determines, people seeking to align the side of their values and the information or actions they got in contact with. Cognitive dissonance explains this discomfort by the contradiction of values and merits against action or information a person gets or experiences. For this case only the perception of conflict between personal action and values is relevant. So to align these values with their own actions four possible options arise. The first is the adaptation of their behavior to fit the mismatch they experienced. Second, it is possible to adapt their values and merits to judge their behaviour. Third, they can create new values to judge their behavior and finally, individuals can simply ignore their personal values to not experience cognitive dissonance.

In the case of donating money, every person has a good picture of him- or herself and will probably have a positive perception. This would include the values of them being good, generous and caring persons. Their action of not donating money and so not helping people in need would contradict their perception of being a good and generous person. With us giving them information and the chance to directly donate some money, they have the chance to react in the first way, meaning that they can adapt their behavior to overcome the mismatch of values and actions. The other three outcomes of cognitive dissonance are not desirable to achieve the change to help a charity, because that would mean that they would adapt their values to their already existing action of not helping charities in the good cause. To create this type of reaction, it is necessary to not push people into the action or punish if they do not change their behavior. This is a more sustainable way to make a change.

Approach

To recap the goals of the chapters before, the project is aimed at mainly changing the behavior and attitudes of students in a positive manner towards supporting charities. The subjects are students or any people associated with the University of Twente. The money will be given to the Welthungerhilfe, and will be used to battle the famine in South Sudan in the context of the raging civil war.

To change attitudes and behaviors, we needed first of all to provide information and develop the feeling, that there is a need for help within the country. To do that, we contacted the charity of our choice, the Welthungerhilfe, and tried to secure a speaker. This speaker was a chance to present expert knowledge on the subject. Because the speaker is associated with the Welthungerhilfe, his or her word would have more legitimate power, than a student presenting about a subject, he or she has no association with. Additionally, a speaker of the Welthungerhilfe, can provide insight into the work of the charity, to convince the audience of the good cause. This strengthens the perceived usefulness of the charity, and according to the acceptance model, the likelihood of taking action to help the charity. The presentation given by the speaker had to take place in a room that is not too small, but still offers basic IT equipment to present and is not too big so it is difficult to hold a presentation. In the end we chose for the room of RA2502 in the Ravelijn building on the campus on the University of Twente. Since an appointment with a guest speaker had to be made, we could not choose a date of our own, but had to pick what was suggested by the Welthungerhilfe. The date was the 15th of June 2017 and the time when the presentation was started was set to 15:45 o'clock.

To make people aware of the event we tried to get attention through multiple channels. First of all, we made an even on Facebook to invite friends and friends of their friends. Second of all, we got into contact with the UT news, to write an article about our cause and to advertise the lecture and the 2 other parts of the event, going to be explained later.

Charities also need immediate support through donations, to further fund their projects, making the raising of money the second, minor goal of the project. To do that, we tried to put up piggy banks around campus, so people can give their change to the good cause. Apart from that, showing a movie, with a small entrance fee. This should be a small event to combine raising awareness of the crisis in Africa in general and a fun part of watching a movie. Next to the piggy banks, we put up a flyer in A5 dimensions(see Figure 1), explaining the reason behind the piggy banks. Furthermore, we wrote date and time of the presentation about the famine in South Sudan, to attract people and make them aware of the event. The piggy banks and flyers were put up at the Coop, Starbucks and the canteen at the Sportscentrum on the University of Twente campus. Locations were chosen on the fact, that those were the last remaining points, where paying in cash is either necessary, or does not give any disadvantage to the customer. This criterion disqualified any other point to buy something on campus, being provided by Sodexo, like the canteens in the Waaier, Spiegel and Vrijhof and the small coffee points in buildings, like Waaier and Ravelijn.

The second part of raising money was through showing the movie was offered by the Vestingbar. There the cinema could be used for our project. Since our profits are going to charity, we were able to reserve and use it free of charge. For a movie to show, we chose for the movie “Machine Gun Preacher”, because it deals with the subject of civil wars in Africa and it tires to raise awareness of the bad state within. Additionally, it is not a documentary, which has more appeal to our target audience of students. Because to raise money, you need people watching the movie and that is easier with a Hollywood action movie. After showing the movie, there will also be another chance of putting up flyers and piggy bank at the following party at the Vestingbar.

So to make a change in behavior or actions, a speaker with inside knowledge, being respected by students and teachers, and to raise short term funds to donate, we use piggy banks and showing a movie.

Results

By the time of this report, not all the parts of the project will be executed totally. The event of showing a movie is planned for Thursday the 22nd of June and the piggy banks are still standing around campus. However, they were check once, to see whether there was some cash in there and the result was a small amount in each of those.

The results of the presentation were mixed. While we constructed a survey to measure the relevant variables for cognitive dissonance theory and general attitude towards the cause of the Welthungerhilfe. At the point of the report, we do not have an answer from the participants of the presentation. In general, the participation at the presentation was not as high as expected. Around 10 people, which were all students, showed up, to listen to a presentation, given by an associate of the Welthungerhilfe. While all of them seemed enthusiasitic and curious about the cause of the Welthungerhilfe, it seemed like there was no change made within them, as they already had a supportive attitude towards charities. All of them willingly donated money into the piggy bank that was put up at the event.

Within the scope of the event, we could have mobilised a lot more people to come to the event, when reflecting on it in a retrospective. The mistake was made to set the Facebook event as private initially, making it not possible for uninvited people to see it. This also negated the utilization of the QR- code that was displayed on the flyers (see Figure 1) next to the piggy banks and might have fended off people interested by the event. While we utilized appropriate channels like the UT News to inform a wide range of students, there could have also been the opportunity to advertise the event to single study associations and study groups. This might have brought extra attention, as they are closer to the students than just a newspaper of the University of Twente. There definitely was a lack of attendance by teachers at the presentation. Relying on the communication channels of one teacher, to tell others was not safe or good enough to mobilise these people at all.

What also might have hindered attendance was the time chosen for the presentation. Half past 3 is the time where lecture are still going on, but due to the timely constraint at the side of the Welthungerhilfe, we could not change this.

Reflection as a change agent

My role as a change agent consists of my ability to make a change and the feeling I had while trying to make that change. I will assess both in regards to my personal opinion, since it a reflection as myself.

The ability to make a change myself in the whole project, is rather small, because I am not directly influencing peers or others by myself. I did not have direct contact, or hold a presentation to persuade others. I was merely a facilitator in the organising function of the event. To assess that, I am sure that within the given time frame we created a good attempt that mixes raising awareness and having an enjoyable event. Due to the 10 week frame of the module and the short notice period of the Welthungerhilfe, the events that were planned and the amount of advertisement done was appropriate. Given a longer preparation period, we could have planned other events to donate money, like the auction of services from student associations or products of student founded start ups. But still organising a talk of the charity involving the difficulties of getting into contact and scheduling an event was quite a success.

My personal feeling while trying to inflict a change was devastating. The expectations of the people showing up at the events were not that high. We made the effort to advertise to more than 100 people through Facebook and got some cancellations beforehand. However, only seeing the people that were personally motivated by us showing up was a disappointment. The presentation was given by an associate of the Welthungerhilfe, having travelled more than 200 kilometres. With this few people showing up, we were quire ashamed of ourselves, because for us it seemed like a waste of time for her. To see that people care so little about a problem that is still far away was really astonishing, not in a good way however.

To conclude the project, given the time frame of the project, Sarah and I did came up with a well rounded effort to influence people, by connecting information with pleasure. However, we overestimated the amount of people would care about our cause in general.

Appendix

Figure1: Flyer put up in combination with piggy banks

Bibliography

World Food Program. (n.d.). Retrieved July 6, 2017, from World Food Program: http://www1.wfp.org/zero-hunger

Al Jazeera. (n.d.). Retrieved 6 July, 2017, from http://www.aljazeera.com/news/2017/02/number-refugees-south-sudan-crosses-15m-170210101935179.html

Davis, F. (1989). User acceptance of computer technology - a comparison of two theoretical models. *Management Science* , pp. 982 - 1003.

Festinger, L. (1957). *A Theory of Cognitive Dissonance*. Stanford University Press.

NL News. (n.d.). Retrieved July 6, 2017, from http://nltimes.nl/2016/08/30/netherlands-food-waste-still-high-2-billion-kg-per-year

My Netherlands Asia Honours Summer School Experience

Honours – Processes of Change – Module 6

Kimberley Morris – s1742132

Abstract

The Netherlands Asia Honours Summer School (NAHSS) is a program that consists of two parts; a summer school and a project for a multinational organisation. '[By now, all Dutch universities, four ministries, and leading Dutch and Asian multinationals have consolidated their efforts in this program and thus form a unique triple helix network that invest in the future of excellent Dutch students by providing them with an Asia-oriented experience.]'

They aim to educate and create enthusiasm in Dutch students for the exchange of knowledge, the improvement of relations, and the creation of awareness for the importance of the relation between the Netherlands and Asia. The NAHSS tries to do this by selecting a hundred students from all disciplines and giving them the chance to discover Asia through an intense summer program with academic, business, and cultural aspects.

I will follow the summer school at the National Chengchi University in Taipei (Taiwan) and here I will follow several subjects. Furthermore, as part of the NAHSS program, I am working on a project for Unilever together with seven other students. This project is about an 'Open Talen Economy (OTE)'.

An OTE is ‘an economy that allows the unrestricted flow of people, capital, goods and services across its borders; the opposite of a closed economy.’[1] Unilever is interested in the OTE, as they believe this will be the future of the working environment. Currently they have a team that is researching this phenomenon, however they are still in the first stages of this process. They therefore wanted us to choose one part of the OTE and do research on this topic.

My paper will focus on my NAHSS experience and the changes that it has triggered in me concerning my personal development and my professional development. These changes are the result from project work, working for a MNO, and by experiencing a new culture.

1. Economist Online Business Terms Glossary (Retrieved June 14, 2013), http://www.economist.com/economics-a-to-z/o#node-21529641

Table of contents

Introduction to the Netherlands Asia Honours Summer School

The project I have chosen to do to conclude my honours program is the change project I do for the Netherlands Asia Honours Summer School in concordance with Unilever.

The Netherlands Asia Honours Summer School (NAHSS) has been founded in 2012 by the University of Utrecht, the Technical University of Delft, McKinsey & Company and AkzoNobel. '[By now, all Dutch universities, four ministries, and leading Dutch and Asian multinationals have consolidated their efforts in this program and thus form a unique triple helix network that invest in the future of excellent Dutch students by providing them with an Asia-oriented experience.]'[2] They aim to educate and create enthusiasm in Dutch students for the exchange of knowledge, the improvement of relations, and the creation of awareness for the importance of the relation between the Netherlands and Asia.

The NAHSS tries to do this by selecting one hundred Dutch students from all disciplines and giving them the chance to discover Asia through an intense summer program with academic aspects, business aspects, and cultural aspects. I will shortly discuss each of these aspects.

Academic – the participants of the NAHSS program will follow a five-week international summer school at one of the excellent Asian partner universities; Beijing, Chengdu, Hong Kong or Taipei.

[2] Historie en Doelen. (n.d.). Retrieved from https://www.nahss.nl/over/historie-en-doelen

Business – during the preparations for the summer school, the students will visit several companies and they will work for one of the multinational partner organisations in the form of a project. Also in Asia, the students will have several business visits.

Culture – the NAHSS offers students Chinese language and culture lessons during the preparation time in the Netherlands. Furthermore, the organisation will organise several cultural excursions in Asia and it provides a 'buddy program' which will ensure that every Dutch student is linked to an Asian student.

Even though the NAHSS program is centred around a summer school, the program starts way before the leaving date. The pre-summer school program consists of the kick-off weekend (first weekend of April), a masterclass day (May 20th), and a coaching day (June 9th). The goal of these days is to ensure the project group works efficiently and to provide the students with guidance and tips on collaboration.

After completion of this part of the program, it is time to go to the summer school. I will leave for Taipei on the 28th of June, where the summer school will start on July 3rd and it will finish on August 2nd. During the time here, the students will not only complete their courses, but they will also visit multinational companies housed in Asia and they will also have several excursions to introduce them to the Asian culture. On top of this, the students should also finish their project during these weeks.

After the summer school, all students will go to Shanghai for the so-called business week. During this week, all the project groups will present their project to Chinese stakeholders, but also to each other. It will be a central closing to the NAHSS program.

My project group

As said before, the NAHSS program requires you to do a project for a multinational company. I choose to participate in a project for Unilever, which I will go into depth about in the next chapter. First however, I will introduce my project group.

From left to right:

- Bas Rieter – University of Utrecht – University College Utrecht
- Pip Stam – Wageningen University & Research – Food Technology
- Quint Houwink – University of Delft – Luchtvaart- en ruimtevaarttechniek
- Kimberley Morris (me) – University of Twente – International Business Administration

- Arthur Bouma – Wageningen University & Research – International Land- and Watermanagement
- Nour Abdulrahman – University of Amsterdam - Medicine
- Kamiel Verhelst – University of Twente – Technology and Liberal Arts & Sciences
- Lisa van Ewijk – Radboud University Nijmegen – European Law School

As a group, we will go to Taipei (Taiwan) for five weeks, and follow several classes at the National Chengchi University (NCCU). Everyone was free to choose their own subjects; however, we will do the excursions together and in Taiwan we are also required to work on our project as we need this time to finish our project in time.

As becomes clear, eight of us study a wide range of studies at a wide range of universities. This means that we all have different ways of thinking and expertise in different fields. This is useful, as ‘problem resolution demands multiple skills that are more easily found in a group of people’[3]. As everyone contributed a different skill, I got insights into different ways of thinking and on these different fields of expertise. Therefore, I believe it is a great learning experience to do this project with people from different studies.

However, there is also a flip side to this. Different ways of thinking can lead to conflicts and different fields of expertise can lead to the incapability of setting a scope. This was due to the

[3] Vieira, N. F. (2006, October 01). Conflict in cross-functional teams: a practical case analysis. Retrieved from http://hdl.handle.nl/10362/17310 p. 6

fact that it takes a long time to make decisions in a diversified project group[4]. As the board of the NAHSS knows that these conflicts can occur, intensive training was provided throughout the duration of the project. I will go into depth about problems we faced as a team and how we solved them later in my paper.

We will go to Taipei with the AkzoNobel group. I will not introduce all of them, but below is a nice picture of all of us in the departing hall of Schiphol ☺.

[4]Vieira, N. F. (2006, October 01). Conflict in cross-functional teams: a practical case analysis. Retrieved from http://hdl.handle.net/10362/17310 p. 7

Our Unilever project

The project that we conduct for Unilever is about an 'Open Talent Economy (OTE)'. An OTE is 'an economy that allows the unrestricted flow of people, capital, goods and services across its borders; the opposite of a closed economy.'[5] It is 'a collaborative, transparent, technology-enabled, rapid-cycle way of doing business. What the open source model did for software, the open talent economy is doing for work.'[6]

Unilever is interested in the OTE, as they believe this will be the future of the working environment. Currently they have a team that is researching this phenomenon, however they are still in the first stages of exploring the topic. They therefore wanted us to choose one part of the OTE and do research on this topic. We were free in choosing what we wanted to research, their only requirement was that we deliver a one pager about our findings.

As a team, we ended up choosing to do research on the similarities and differences in opinions that people have on the OTE. We plan to do this for people that reside in the Netherlands and in Asia, as this would integrate the goals of the NAHSS program with the goals of our project for Unilever. We choose to focus on this topic, as this would allow us to draw conclusions about how the future and current workforce thinks about an OTE. With these conclusions, we aim to provide Unilever with concrete recommendations/suggestions about what would be the best way to implement an OTE. We believe this would be most beneficial for Unilever, as

[5] Economist Online Business Terms Glossary (2013, June 14). Retrieved from http://www.economist.com/economics-a-to-z/o#node-21529641

[6] Deloitte Development. (2013, January). The open talent economy, People and work in a borderless workplace. p. 2

they are still in the first stages of implementing an OTE. We therefore believe that it is most informative for Unilever to do a broad research instead of a narrowly focused one. Also, a broad research would allow Unilever to implement the OTE more quickly, as we would provide them with a basic framework on which they can base further research. However, Unilever is not planning on implementing an OTE any time soon, because in their opinion the workforce is not ready for this and a lot of research still must be conducted to gain more information about the topic.

To get a clear idea of what our research is about, we have drawn up a research question: 'What personal issues could arise for external talent in the coming five years when Unilever implements the open talent economy, and how can these be avoided?'

Our goals for this project are as follows:

- To do empirical research for Unilever so that we can provide them with data.
- To provide Unilever with a one pager about our findings, that they can use to base further research on and to show their current employees to inform them about their idea on the future workforce.

Our Research Plan

We have decided to use two ways to research the similarities and differences in the opinions about the OTE. These two ways are:

- Focus groups
- Expert interviews

Focus groups

Definition: 'A focus group is a small group of six to ten people led through an open discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are left out.'[7] 'Focus groups can reveal a wealth of detailed information and deep insight'[8], which is why it is extremely effective for us. It gives us insights that one-on-one interviews cannot provide us.

Unfortunately, we were not able to execute the focus groups as well as we wanted. We went to the Woetstock festival in Wageningen to conduct them, as the public of Woetstock is diverse and this is beneficial to our research, however we found that it was extremely difficult to find a diversified group of six to eight people that is willing to participate. We therefore altered our plan and conducted several smaller interviews with three to four people from the same age group. To still get opinions of people from different ages, we choose to interview

[7] Eliot & Associates. (2005, January). Guidelines for Conducting a Focus Group. Retrieved from https://assessment.trinity.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf, p. 2
[8] Eliot & Associates. (2005, January). Guidelines for Conducting a Focus Group. Retrieved from https://assessment.trinity.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf, p. 1

groups composed of the future workforce (students) and the current workforce. To make our research more reliable, we randomly chose the people we interviewed. The only thing we kept in mind when approaching people is the average age of the group.

The goal of the focus groups was to create a list of topics that the current workforce likes or dislikes, so that these can be used to form the basis for the expert interviews. The experts can then inform us more about these issues and with their expertise, we will be able to form recommendations for Unilever.

The questions we constructed for our focus groups are:

1. What do you think of an Open Talent Economy?
2. How do you see your own job on an Open Talent Economy?
3. What problems do you see in an Open Talent Economy?
4. What do you look for in a job?
5. How do you see your chances in the labour market?
6. Would you like an Open Talent Economy?
7. What would motivate you to work in an Open Talent Economy?
8. Do you think an Open Talent Economy is realistic?

We constructed these questions according to a guide for conducting a focus group. This guide[9] provided information about recruiting and preparing for participants and about designing focus group questions.

[9] Eliot & Associates. (2005, January). Guidelines for Conducting a Focus Group. Retrieved from https://assessment.trinity.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf, p. 3

Expert interviews

We want to conduct expert interviews as expert could give us more insight information into the OTE, but they can also provide us with more insights about how the workforce will react to the OTE and what the implications and benefits of this economy are. Furthermore, an expert can also point us towards topics that we had not thought of yet. Therefore, we believe that expert interviews will also be extremely helpful.

We have not been able to set up interviews yet, however we have discussed what kind of experts we want to interview. The OTE is very much a Human Research Management topic, and one of the groups we want to focus on is therefore teachers from Dutch universities who are specialised in this field. Jeroen Meijerink (HRM teacher at the University of Twente) is the only interview we have been able to plan up till now, however other universities have been emailed so we hope to find at least two other HRM teachers from the Netherlands. In total, we would like to set up at least three interviews with Dutch HRM teachers.

As said before, we want to compare the Dutch mind-set towards the OTE with the Chinese mind-set to wars the OTE. For this reason, we also plan to set up meetings with HRM teachers from the National Chengchi University (NCCU). Ideally, we would like two interviews for this.

Furthermore, we aim to interview several HR managers from Dutch companies. The reason we want to interview these people is because they encounter HR every day, and they thus know how their employees would feel about the OTE. To gain reliable data about the Dutch workforce we would like to interview HR managers from different types of companies (for example; banking, production, investment, etc.). We aim to conduct at least three interviews with Dutch HR managers.

Also for this topic we would like to get the Chinese view on this. Therefore, we aim to set up at least two interviews with Taiwanese HR managers.

We want to incorporate the expert interviews in our research, as this will allow us to use empirical evidence to convince Unilever. This is because 'all empirical data that has been gathered through observation, experience and experimentation is without bias'.[10] Furthermore, 'the expert can be relied upon to have command of the most up-to-date and scientific specialised knowledge about a topic area'[11], which makes our research more reliable and thus more convincing for Unilever.

---

[10] Bradford, A. (2015, March 24). Empirical Evidence: A Definition. Retrieved from https://www.livescience.com/21456-empirical-evidence-a-definition.html

[11] Little, D. (2013, August 9). Expert knowledge. Retrieved from https://www.understandingsociety.blogspot.tw/2013/08/expert-knowledge.html

Problems we faced

The first problem we faced was that it was extremely difficult for us to decide about the scope of our research. As there had not been any restrictions set by Unilever, our project had an enormous scope when we first started. 'The effect of task disagreement on team outcomes [depends] on how free members [feel] to express task-related doubts and how collaboratively or contentiously these doubts [are] expressed.[12]' This explains why the team work was not as effective during the beginning of our project. We did not know each other at all, which lead to members not feeling free and therefore people did not express their doubts and concerns. This lead to nobody making concrete decisions about what we wanted to focus on.

On the one hand, we solved this problem by looking at our issue tree and working out the questions that we asked in the issue tree. This quickly showed us which parts of the issue tree were impossible for us to work out and which parts we found most interesting. We also asked our contact person from Unilever for more specific guidelines on what was expected, which helped us narrow down our options. On the other hand, we solved this problem by creating more trust in our group, which would lead to a better atmosphere and to people feeling freer. 'Several specific team behaviours, including cooperation, commitment to the project, ownership of the project, and respect and trust among members, also have been posited to contribute to team success.'[13] This explains why our team work improved as the project

[12] McDonough, E. F. (2000, May). Investigation of Factors Contributing to the Success of Cross-Functional Teams. Retrieved from https://onlinelibrary.wiley.com/doi/10.1111/1540-5885.1730221/full p. 2

[13] McDonough, E. F. (2000, May), Investigation of Factors Contributing to the Success of Cross-Functional Teams. Retrieved from https://onlinelibrary.wiley.com/doi/10.1111/1540-5885.1730221/full p. 1

progressed, because we got more involved with our project and as we got to know each other better we also trusted each other more. We created more trust by adding a reflection moment after every meeting that we had, where everyone got the chance to talk about any personal issue someone might have, but also how they felt about the project and the teamwork.

Another major problem that we faced was that our contact person of Unilever did not respond to our questions as often as we had hoped. This was problematic for us as this meant that we did not get answers on our questions and therefore could not proceed on our project. We solved this by raising this issue to our project coach, who then discussed the issue with the contact person of Unilever. We came to an agreement were both sides would alter their communication ways in a way that would suit the other party. This meant that we had to make our questions more concrete and the contact person would be more responsive.

Basically, these two problems can both be attributed to ineffective communication. Therefore, the main thing I have learned is how to communicate more effectively. This was partly due to the feedback workshop from McKinsey, but also by reflection meetings with the project group. During these meetings, everyone got the chance to say what they thought. By listening to others giving their opinion, I noticed flaws in my own ways and I thus learned from my fellow project group members.

My learning experience

During this process, there are three general topics in which change has occurred in me, those are; my professional development through project work and my personal development through working for a multinational company. I will now discuss both types of development. Afterwards I will discuss the way in which my UT coach has helped me in this project.

Professional development

One of the most interesting things I have learned during this project, is how to behave and present yourself in a professional way. During the preparations for our trip, we visited several companies and had several workshops. During these company visits we were required to dress business formal and present ourselves in a manner that was professional. Even though this sounds as a relatively small task, it taught me a lot as I had never been in this situation before. I consider this one of the major changes I have made so far, as this is something that is not focused upon in my study. We were taught how to present ourselves in a professional manner by following a code of conduct, but also by following a workshop of Edith Bosch about how to be 'Je beste ik'. This workshop gave us insights into becoming confident in who you are as a person, which is important when presenting yourself to companies.

Personal development

Another thing that I have learned during this program is how to work together with people who are completely different from me and, on top of this, people who I also do not know. Of course, I have faced these problems during my study and the honours program as well, however I did not face these two problems paired very often. I believe this is an important skill to have as it could be extremely useful during my career, where I might be placed in cross-functional teams and where I would thus face the same challenges.

Finally, what I have been very pleased about is that we received a workshop about how to give feedback in the best way possible. This workshop made me realise that the way feedback is given is extremely important and that my manner in this could be improved significantly.

My UT coach

The way in which my UT coach has helped me is that she linked my experiences to my Insights report. When she asked me how I see myself in my project group, I told her that I believed my strength in the group was that I always notice when someone is absent and quiet and I then try to involve that person in the discussion. When I looked at my insights report, there was a chapter named 'Waarde voor het team', and in this it said that I 'improve the underlying bond by being sympathetic and attentive.

Because of this, I looked at my weaknesses and I tried to improve this. One of the weaknesses I aimed to improve is to pause for a moment before I reply to something. I wanted to improve this as I noticed that I often do not completely understand a question or statement before I replied. This sometimes led to unnecessary discussions, which I would rather avoid. I improved this by forcing myself to wait two seconds before opening my mouth.

References

1. Economist Online Business Terms Glossary (2013, June 14). Retrieved from http://www.economist.com/economics-a-to-z/o#node-21529641
2. Historie en Doelen. (n.d.). Retrieved from https://www.nahss.nl/historie-en-doelen
3. Vieira, N. F. (2006, October 01). Conflict in cross-functional teams: a practical case analysis. Retrieved from http:/hdl.handle.nl/10362/17310 p. 6
4. Vieira, N. F. (2006, October 01). Conflict in cross-functional teams: a practical case analysis. Retrieved from http:/hdl.handle.nl/10361/17310 p. 7
5. Economist Online Business Terms Glossary (2013, June 14). Retrieved from http://www.economist.com/economics-a-to-z/o#node-21529641
6. Deloitte Development. (2013, January). The open talent economy, People and work in a borderless workplace. p. 2
7. Eliot & Associates. (2005, January). Guidelines for Conducting a Focus Group. Retrieved from https://assessment.trinity.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf, p. 2
8. Eliot & Associates. (2005, January). Guidelines for Conducting a Focus Group. Retrieved from https://assessment.trinity.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf, p. 1

9. Eliot & Associates. (2005, January). Guidelines for Conducting a Focus Group. Retrieved from https://assessment.trinity.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf, p. 3
10. Bradford, A. (2015, March 24). Empirical Evidence: A Definition. Retrieved from https://www.livescience.com/21456-empirical-evidence-a-definition.html
11. Little, D. (2013, August 9). Expert knowledge. Retrieved from https://www.understnadingsociety.blogspot.tw/2013/08/expert-knowledge.html
12. McDonough, E. F. (2000, May). Investigation of Factors Contributing to the Success of Cross-Functional Teams. Retrieved from https://onlinelibrary.wiley.com/doi/10.1111/1540-5885.1730221/full p. 2
13. McDonough, E. F. (2000, May). Investigation of Factors Contributing to the Success of Cross-Functional Teams. Retrieved from https://onlinelibrary.wiley.com/doi/10.1111-5885.1730221/full p. 1

Country-level Factors Explaining Public Opinion About Homosexuality At A Global Level

Abstract

Regression analyses show that urbanization and education positively influence public opinion about homosexuality. In this study, the influence of country-level factors urbanization and education on public opinion about homosexuality is examined. Using data from the World Value Survey, World Bank, and the Barro-Lee Education Attainment Dataset, a regression analysis was conducted including 69 countries from all over the world. Analysis showed that public opinion on homosexuality increased 0.3% in favor of homosexuality for each percent of population living in urban areas and increased 2.5% for each year on average spent in education. This study contributes to providing an understanding of the global divide regarding public opinion about homosexuality.

Key words: homosexuality, public opinion, education, urbanization, regression analysis, global study

Introduction

Debates about legalizing homosexuality and discussions about whether same-sex marriage should be allowed are regularly reported across the globe showing the importance of the subject. Furthermore, news articles about discrimination against homosexuals and reports about violence against gay couples are published frequently. In many countries, public opinion regarding homosexuality has become increasingly more positive over the years (Kuyper, Iedema & Keuzenkamp, 2013). At the same time, there are a few countries where the percentage of people who think that homosexuality should be accepted slightly decreased (Pew Research Center, 2014). There are thus still considerable differences between countries regarding the acceptance of homosexuality. A considerable amount of research has been done aimed at explaining public opinion about homosexuality by identifying predictors, such as religion, education, GDP and gender. So far, most research conducted in this field focused on the attitude towards homosexuality in the United States or in Europe (Firestone, Harris & Vega, 2005; Kuyper et al., 2013). This study provides an international approach by examining countries worldwide. Furthermore, the predictors included in this study are country-level factors instead of individual-level characteristics. Adamczyk and Cheng (2015) argue that country-level factors appear to have an influence over and above individual-level characteristics. The degree of urbanization and the level of education are expected to influence society and the environment in which people live, and are subsequently expected to affect people's attitudes. Considering the global approach and the inclusion of country-level factors as predictors of public opinion about homosexuality, this study can contribute to providing an understanding of the global differences.

Theory

As far as I know, there has not been a study yet explaining public opinion about homosexuality by examining country-level indicators urbanization and education on a global level. Research has been conducted examining the independent variables separately or in combination with other explanatory factors related to public opinion. In this chapter, I will provide information regarding the current state of research regarding urbanization and education in relation to public opinion separately.

Urbanization

There has been extensive research regarding the living environment of people and their attitude towards homosexuality. One of the most well-known theories tested in this field is Allport's contact hypothesis, which states "Prejudice (unless deeply rooted in the character structure of the individual) may be reduced by equal status contact between majority and minority groups in the pursuit of common goals". Much research has pointed out that those who have personally known a lesbian or gay man are generally more positive towards homosexuality, which is in line with Allport's contact hypothesis (Herek, 1997). Herek (1997) researched the relation between the relationship between heterosexuals and homosexuals and the attitude in more detail. He differentiated the relationships considering the number of homosexuals a person personally knows, the intimacy of the relationship and whether the contact had told the subject directly about his sexual orientation or whether the subject had heard it indirectly. The last two factors were found to be closely related. Herek (1997) found that the aforementioned factors positively influenced people's attitude towards homosexuality.

In line with the contact hypothesis, Anderson and Fetner (2008) argue that people living in the urban areas are more tolerant towards homosexuality. They claim that in comparison to those living in the rural areas, people in the urban areas are more often in contact with people of a different background. People in the city are characterized as cosmopolitan individuals, who perceive themselves as part of a more diverse world being in contact more with outside groups than so-called localite individuals (Anderson & Fetner, 2008). Hence, it is argued that cities provide more opportunities for familiarizing oneself with different lifestyles and thereby increasing one's level of tolerance.

Kosciw, Greytak & Diaz (2009) studied the influence of the location of secondary schools on the school climate for youths with a sexual orientation other than heterosexual. The results showed among others that youth in rural communities faced more hostile school climates than those in urban areas, thus supporting the previous arguments as presented by Allport and Anderson and Fetner (2008).

To the contrary, as cited in Kuyper et al. (2013), research conducted in 2011 by Takács and Szalma resulted in empirical findings indicating the lowest levels of acceptance to be within large cities. The most tolerant attitudes were found in the surroundings of the city. Takács and Szalma explain their findings by arguing that more lesbian and gay people live in suburbs. Those living in the suburbs thus being most often in contact with homosexuals. Furthermore, they argued that relatively many migrants live in cities, who are more likely to be less tolerant towards homosexuality (Kuyper et al., 2013).

These contradictory findings can be explained by the place and extent to which lesbian and gay communities have emerged and concentrated. In conclusion, the living environment of people seems to have an influence on their attitude towards homosexuality. However, the empirical evidence is inconclusive and contradictory.

Hence, the first hypothesis is as follows:

H_1: *The percentage of people living in urban areas has an influence on public opinion on homosexuality.*

Education

A lot of empirical research has been done dealing with the impact of education on public opinion on homosexuality. Among others, studies conducted by Van den Akker, Van der Ploeg & Scheepers (2012) and Anderson and Fettner (2008) show the association between education and the acceptance of homosexuality. Generally, education is known to change people's views and beliefs in such a way that the changes are lasting (Ohlander, Batalova & Treas, 2005).

Research has shown that education influences people's opinion in two ways. First, education increases critical thinking, which is reflected in more rational and nuanced reasoning. Second, educational institutions function as socializing agents, teaching norms and values, expanding one's frame of references (Kuyper et al., 2013). Van den Akker, Van der Ploeg & Scheepers (2013) argue that the longer one is exposed to the educational system, the more liberal one's attitude becomes. Educational systems thus not only impart knowledge and skills, but also function as socializing agents, conveying norms and values (Van den Akker et al., 2013).

Regarding the different processes through which education influences public opinion, Ohlander et al. (2005) make a clear distinction in their study about the influence of education on attitudes towards homosexuality in the United States, distinguishing between the effect of education on attitudes towards homosexuality resulting from increased cognitive sophistication and complex reasoning, and effects resulting from teaching tolerance towards non-conformism was emphasized in their research. Here, a clear distinction can be seen between the critical thinking and socializing agent aspects. Furthermore, Ohlander et al. (2005) checked the spuriousness of the relationship by considering the affluence of the parental home. Using data from the General Social Survey and conducting regression analyses, they found that both the increased cognitive capacities and the teaching of tolerance partly explain an increased tolerance.

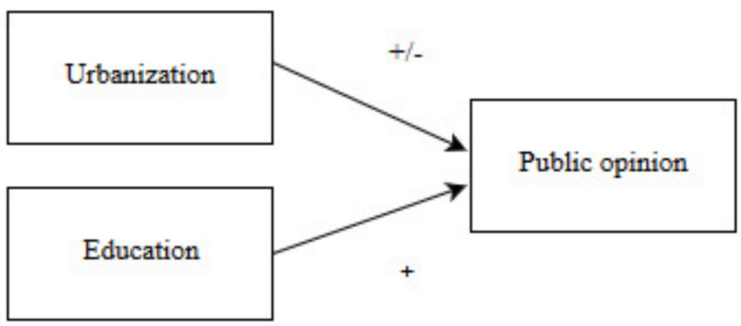
Education can also be perceived as a possible confounding variable in the relation between urbanization and public opinion. Institutions of higher education, like universities, are more likely to be located in cities. There they attract high-tech firms and thus human capital, because it is beneficial for both sides to create a neighborhood of knowledge and innovation. Resulting from the benefits one can gain from agglomeration economies, such as knowledge spillovers and economies of scale, cities function as centers of economic activity (Sokol, 2011, pp. 52-53). Hence, even more highly-educated people are attracted.

Since education is assumed to positively affect public opinion on homosexuality and the longer one is exposed to the educational system the stronger the effect is, the second hypothesis is as follows:

H_2: *The more years of education, the more positive is public opinion on homosexuality.*

In Figure 1, the causal diagram that can be derived from the hypotheses is presented.

Figure 1
Causal diagram



Methods

This study is a cross-national, quantitative study with a sample size of 69 countries. Considering the presumed causal relationship, data on the predictor variables are measured before the data on public opinion. Furthermore, I took into account that the actual effects of education can only be perceived after a certain period of time. There was a minimum of four years between the data on public opinion was collected and the measurement of the average years of schooling and the degree of urbanization.

Public opinion on homosexuality

Various ways of operationalizing public opinion on homosexuality have been used in research. Public opinion was operationalized in terms of justifiability of homosexuality, taking the mean of respondents' answers which were given on a range between 1 (never justifiable) and 10 (always justifiable) (e.g. Andersen & Fetner, 2008). Other ways of operationalizing include the percentage of respondents that considers homosexuality morally unacceptable and the proportion of respondents that agrees with the statement that homosexuality cannot be justified (e.g. Berg, Lemke & Ross, 2017).

For this study, public opinion on homosexuality is operationalized as the percentage of people that has no problem with having homosexuals as neighbors. The data was retrieved from the World Values Survey Waves 4, 5 and 6 (1999-2014), which is as far as I know the only source available with a sufficiently large sample size including countries from all continents (Van Slingerland, Karl & Klaster, 2017). The World Values Survey included the following statement: "Would not like to have as neighbors". In each country, having a representative sample of all residents aged between 18 and 85 was aimed at. Respondents could tick several boxes, which included among others immigrants, people of a different race, people who speak a different language and homosexuals. If a respondent did not tick the box of homosexuals, it is assumed that he or she is indifferent or accepts a homosexual as their neighbor. Accepting a homosexual in their direct living environment, it is plausible that those respondents also accept them in more distant domains in life (Van Slingerland, Karl & Klaster, 2017).

The original data displayed the percentage of people not wanting to have homosexuals as neighbors. Since I hypothesized a positive relationship between urbanization and education and public opinion on homosexuality, I decided to recode the data. A more positive attitude or a less negative attitude is thus communicated by a higher number, rather than a lower number.

The data used in this study includes data collected between 1999 and 2014. This extensive time period was used to increase to number of cases, yet if there was data on countries of multiple years the most recent data was used. The data was available for 83 states worldwide.

Urbanization

Urbanization is operationalized as the percentage of people living in urban areas. A variable displaying percentages was chosen to account for the differences in the sizes of the countries. The data is taken from the Quality of Government Dataset concerning the year 1995. From this dataset, I used the variable "Urban population (% of total)", which displays the percentage of people living in urban areas for 188 countries. The data was originally collected by the World Bank, which regularly collects data on so called development indicators, which include urbanization. For the data on the percentage of urban population in a country, a variety of sources was used. First, the national statistical offices provided the United Nations Population Division with the number of people living in the urban areas. Since there are considerable differences between countries and there is no universally accepted definition of an urban area, the national statistical offices defined the concept of urban areas in their countries. After having collected the data, the United Nations Population Division used World Bank population estimates and urban ratios from the United Nations World Urbanization Prospects to calculate the percentages (The World Bank, n.d.).

Education

Education was operationalized in terms of the average years of schooling. Another way of operationalizing education which is commonly used is the highest degree obtained (Ohlander et al., 2005; Berg, Lemke & Ross, 2017; Van den Akker et al., 2013). Studying the influence of education on public opinion, distinguishing between enhanced cognitive capacities and the socializing function of educations institutions, Ohlander et al. (2005) found no difference in the significance and direction of the coefficients comparing the two ways of operationalizing. Considering the nature of the analysis and the argument that the longer one is exposed to the system, the more liberal one's attitudes become, the average years of schooling was chosen.

The data was retrieved from the Barro-Lee Educational Attainment Dataset, which contains educational attainment data for 146 countries collected between 1950 and 2010 every five years (Barro-Lee, n.d.). Barro-Lee collects its data mostly by using national censuses which have been compiled by organization such as UNESCO and Eurostat. In case of missing observations, data regarding enrolment rates and population by age group are used.

Also, important to mention is that data of the population aged 15 or over are included rather than data of the population aged 25 or over. Although the World Values Survey collecting data on public opinion only includes respondents aged between 18 and 85, given the period between the moments of data collection people between 15 and 18 can be included here. A reason to do so is that already in teenage years, strong opinions towards homosexuality are shaped (Sharpe, 2002).

The data that I use was collected in 1995 and covers 143 countries. The descriptive statistics are shown in Table 1.

Table 1
Descriptive statistics for the variables in this study

	n	min	Max	M	SD
Urbanization	69	9.62	100.00	58.99	22.947
Education	69	1.01	12.59	7.54	2.610
Public Opinion	69	0.40	95.80	52.49	27.,839

Results

Correlations

In general, studies have found that there is an association between religiosity and attitudes towards gays and lesbians (e.g. Adamczyk & Pitt, 2009; Hichy et al., 2015). Hence, including religiosity in terms of being religious or not (as retrieved from the World Values Survey data) was considered. However, a simple correlation analysis showed that religiosity was not related to the dependent variable. Therefore, religiosity is not included in the regression analysis which is reported in the next section.

As shown in Table 2, the correlation analysis showed that urbanization and education are correlated with the dependent variable.

Table 2

Variable	1	2	3	4
1. Urbanization	-			
2. Education	.625**	-		
3. Religiosity	-.418**	-.431**	-	
4. Public opinion	.465**	.405***	-.297	

Multiple linear regression

A multiple linear regression was calculated to predict public opinion on homosexuality in countries based on their degree of urbanization and average years spent in education. A significant regression equation was found ($F(2,66)=9.224$, $p<0.001$), with an adjusted R^2 of 0.195. The predicted public opinion on homosexuality in countries is equal to 12.872+0.349(U)+2.527(E), where U is the percentage of the population living in urban areas and E is the average years spent in education. Therefore, public opinion on homosexuality increased 0.3% in favor of homosexuality for each percent of population living in urban areas and increased 2.5% for each year on average spent in education. Both urbanization and education were significant predictors of public opinion, with $p=0.36$ and $p=0.082$ respectively. The results of the regression analysis indicate that there is no reason to reject hypothesis 1 and 2, which were *The degree of urbanization has an influence on public opinion on homosexuality* and *The more years of education, the more positive is public opinion on homosexuality*. Regarding hypothesis 1, I found that there is a positive relationship, more urbanization positively influencing public opinion on homosexuality.

This analysis is presented in Table 3 and the corresponding path diagram is displayed in Figure 2.

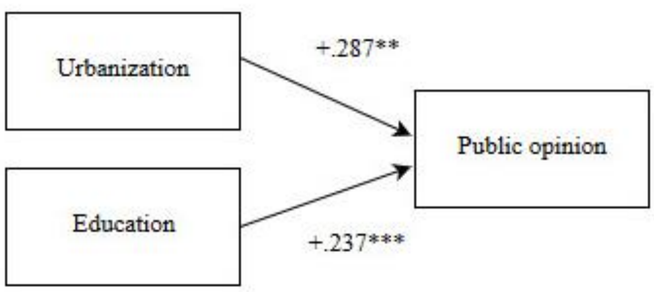
Table 3

Multiple linear regression analysis of predictors related to public opinion on homosexuality.

Source	*B*	*SE B*	β	*T*	P
Urbanization	0.349	.163	.287	2.141	.036
Education	2.527	1.432	.237	1.765	.082

Note: Urbanization and education are tested two-tailed and one-tailed respectively. Both predictors are statistically significant at α = .05.

Figure 2
Path diagram



Discussion

Previous research, conducted mostly in Western countries, member states of the European Union, and the United States, has shown that education is associated with acceptance of homosexuality, where more educated people are more tolerant towards homosexuals. Furthermore, research has shown that urbanization is correlated with public opinion about homosexuality. However, empirical research is inconclusive and contradictory about the direction of the effect.

This study examined the influence of urbanization and education on public opinion about homosexuality on a global level. Data from the World Values Survey, Barro-Lee and World Bank were used to conduct a regression analysis. Conducting a regression analysis, the design of the study is similar to previous research on this topic (e.g. Hicks & Lee, 2006; Berg, Lemke & Ross, 2017). This study has two key findings.

First, the analysis showed that urbanization positively influences public opinion about homosexuality. The influence of urbanization had not yet been examined on a global level. The extant literature shows that there is a correlation between urbanization and public opinion. However, empirical findings are inconclusive and contradictory concerning the direction of the effect. On a global level, this study provides more clarity in this relationship. The findings suggest that generally lesbian and gay communities have emerged and concentrated in the urban areas, which leads to people in the cities to be more often in contact with homosexuals and consequently being more tolerant, following the contact hypothesis (Allport, 1954).

Second, similar to existing studies (e.g. Ohlander et al., 2005; Van den Akker et al., 2013), education is found to have a positive influence on public opinion. Also, the influence of education had not yet been examined on a global level. The quantitative nature of the research design does not lend itself well for fully explaining the causal mechanisms that explain an increased tolerance. Previously, researchers have examined what mechanisms explain the influence, elaborating on educational institutions as socializing agents and the contribution of education to peoples' development of cognitive skills and complex reasoning. Further research may be conducted to analyze these mechanisms on a global scale. For example, examining the ratio between teaching norms and values, and the more cognitive skills in more detail.

In addition to the key findings, this study found contrary to my expectation no relationship between being religious or not and public opinion about homosexuality on the global level. Here, further research may be conducted too by differentiating between the various religions in the analysis. However, limited availability of data did not allow for this in the current study.

Limitations

One of the reasons for the limited amount of research done on the global level is most likely related to the availability of the data. Especially regarding public opinion, there was a considerable number of missing countries. Relatively speaking, data were more often available from more developed countries. These generally have a reliable statistics bureau and the financial resources to support social science research. Therefore, there is some selectivity bias. Generally, African countries are slightly underrepresented. Consequently, the effects of urbanization and education on a global level may be a little less strong than the current study presents.

Another limitation is related to the operationalization of public opinion about homosexuality, which is based on one question. Research has shown that a person's attitude towards homosexuality is not constant but differs depending on the subject related to homosexuality: often people accept partnership and sexual intercourse same-sex couples while they reject marriage or adoption rights (Kuyper, 2015). However, scales and indices regarding attitude towards homosexuality are only not available on the global level (Grey, Robinson, Coleman & Bockting, 2013). Furthermore, the assumption that not rejecting a homosexual as a neighbor is equal to being positive about homosexuality is to some extent precarious.

Implications

Even though, further research is necessary to reveal the precise mechanisms underlying the effects, there are already some practical implications to be noted.

First, having found a positive effect of urbanization on public opinion and referring to the existing theory on the contact hypothesis (Allport, 1954), I recommend organizations and government institutions that want to increase tolerance towards homosexuals to implement policies that prevent social segregation. Thus, more intergroup contact will take place, causing people to identify themselves as part of a more diverse world. Consequently, reducing prejudice towards out-group members and increasing tolerance.

Second, regarding education, based on this study can only be concluded that the longer people go to school, the more tolerant they are. Efforts should thus be aimed at promoting universal worldwide education.

Concluding, there are multiple opportunities to influence public opinion about homosexuality by implementing policies which affect the (social) environment in which people live.

Acknowledgements

The author would like to acknowledge the contribution of Anna-Lena Karl, Fabian Klaster, Simon Couwenberg, Alina Klehr and Hannah Schmidberger for collectively conducting the research that formed the basis of this paper. The research conducted with this group was supervised by Bas Denters.

References

Allport, G. (1954). *The Nature of Prejudice.* New York: Addison Wesley.

Adamczyk, A. and Cheng, Y.A. (2015). Explaining attitudes about homosexuality in Confucian and non-Confucian nations: Is there a 'cultural' influence? *Social Science Research, 51*, 276-289.

Andersen, R. and Fetner, T. (2008). Cohort differences in tolerance of homosexuality: Attitudinal change in Canada and the United States, 1981–2000. *Public Opinion Quarterly, 72*(2), 311-330.

Barro-Lee. (n.d.). *Data Sources.* Retrieved on December 18, 2016 from: http://www.barrolee.com

Barro-Lee (n.d.). *Educational attainment for people aged 15 and over.* Retrieved on December 18, 2016 from: http://www.barrolee.com

Berg, R.C., Lemke, R & Ross, M. W. (2017). Sociopolitical and Cultural Correlates of Internalized Homonegativity in Gay and Bisexual Men: Findings from a Global Study. *International Journal of Sexual Health, 29*(1), 97-111.

Firestone, J.M., Harris, R.J. & Vega, A. (2005). *Attitudes about Same Sex Marriage in San Antonio, TX.* Paper presented at the Southern Sociological Association Annual Meetings.

Grey, J.A., Robinson, B. E., Coleman, E. & Bockting, W.O. (2013). A Systemic Review of Instruments That Measure Attitudes to Homosexual Men. *The Journal of Sex Research, 50*(3-4), 329-352.

Herek, G.M. (1997). Heterosexuals' Attitudes Toward Lesbians and Gay Men: Does Coming Out Make A Difference? *A queer world: The Center for Lesbian and Gay Studies reader,* 331-344.

Hicks, G. R. & Lee, T. (2006). Public Attitudes towards Gays and Lesbians. *Journal of Homosexuality, 51*(2), 52-77.

Kosciw, J.G., Greytak, E.A. & Diaz, E.M. (2009). Who, What, Where, When, and Why: Demographic and Ecological Factors Contributing to Hostile School Climate for Lesbian, Gay, Bisexual, and Transgender Youth. *J Youth Adolescence, 38* (1), 976-988.

Kuyper, L., Iedema, J. & Keuzenkamp, S. (2013). *Towards tolerance. Exploring changes and explaining differences in attitudes towards homosexuality in Europe.* Sociaal en Cultureel Planbureau. Retrieved from: http://dare.ubvu.vu.nl/bitstream/handle/1871/49778/Towards%20tolerance.pdf.

Ohlander, J., Batalova, J., & Treas, J. (2005). Explaining educational influences on attitudes towards homosexual relations. *Social Science Research, 34*(4), 781-799.

Pew Research Center. (May 27, 2014). *The Global Divide on Homosexuality.* Retrieved on June 24, 2017 from: http://www.pewglobal.org/files/2014/05/Pew-Global-Attitudes-Homosexuality-Report-REVISED-MAY-27-2014.pdf

Sharpe, S. (2002). 'It's Just Really Hard to Come to Terms With': Young people's views on homosexuality. *Sex Education, 2*(3), 263-277.

Sokol, M. (2011). *Economic Geography.* University of London, London, UK.

Van den Akker, H., Van der Ploeg, R. & Scheepers, P. (2012). Comparative Research on Individual and National Determinants of Disapproval of Homosexuality in 20 European Countries. *International Journal of Public Opinion Research*, *25* (1), 64-86.

Van Slingerland, J.Y.L., Karl A. & Klaster, F.E. (2017). Coming out for gay rights. *Public Note, 2*(1), 33-40.

World Bank. (n.d.). Urban population (% of total). Retrieved on June 16, 2017 from: http://data.worldbank.org/indicator/SP.URB.TOTL.IN.ZS

World Bank. (2015). World development indicators. The World Bank Washington, DC.

World Values Survey. (2010-2014). *V40.- Would not like to have as neighbors: Homosexuals* [Data file]. Retrieved on December 19, 2016 from: http://www.worldvaluessurvey.org/WVSOnline.jsp.

UNIVERSITY OF TWENTE.

welt hunger hilfe

Final Honours Project

Track: Process of Change

Sarah Wiegard (s1698966)

Change Project: By organizing a campus event, raise awareness towards people in need.

Abstract

One out of nine people in the world have to go to bed hungry, every night. Currently approximately 795 million people do not have enough to eat and are threatened of starvation.

My final process of change honours project touches this problem of unequal dispersion of food. The change goals of the project were to change my individual behavior towards aid organizations, raise awareness of others to people in need and to make a change to the current crisis in South Sudan. I tried to achieve these change goals by organizing a lecture, held by an expert of the German aid agency “Welthungerhilfe” and by organizing a movie night with an afterparty on campus. In addition to that, the campaign implemented on campus “every cent counts” tried to raise money for the good cause. Organizing the fundraising helped to achieve the goal of individual change. Every day my urge to help increased and every day my motivation to raise as much money as possible expanded. The project helped me to step out of my comfort zone and be more willing to help people in need. The process of the project however showed that it was very difficult to raise the awareness of other students and to influence their donation behavior.

Introduction

One out of nine people in the world have to go to bed hungry, every night. Currently approximately 795 million people do not have enough to eat and are threatened of starvation (wfp.org, 2017). This permanent situation got worse for more than 12 million people living at the Horn of Africa. Ethiopia, Kenia, Somalia and South Sudan are faced with the biggest hunger crisis in 60 years (Welthungerhilfe.de, 2017). Missing rainfalls and extreme long periods of drouth are not the only reasons for the current extreme crisis. Civil wars make the citizens flee from their homes. They have to leave their fields, animals and their existence behind. The war makes it impossible for charity organizations to help the people who cannot or are not willing to leave their homes. Large landscapes in South Sudan and Nigeria are left on their own without the help of organizations. Organizations all over the world trying to fight hunger set themselves a goal. Nobody on our planet should starve due to hunger from 2030 onwards. Theoretically this goal is in close reach. There is enough food on earth to feed everyone. The problem however is: the food is not equally dispersed. While some countries like Germany throw away 30% of the food households buy other people are left with nothing. So, in order to reach the goal "zero hunger 2030" hunger fighting organizations all over the world have to work closely together to inform people about the misery and inequality. If everyone would be more aware of the current situation, would watch their own eating and throwing away behavior, would try to prevent climate change and if global companies would invest more in corporate social responsibility the goal of no hunger would be in close reach.

„Process of Change" that is not only what the world needs to meet the goal „zero hunger 2030" but it is also the track I chose in the University of Twente Honours program. For the honours graduation project Sven Kruthoff and I chose to push the global goal of zero hunger just a little forward. By raising awareness among our fellow students and inform them about how real and urgent the situation is. We want other students to change their behavior, to become more aware of their acting when it comes to people in need. But we do not only want to raise awareness and make students think about their behavior. We want to raise money which will be donated to the German charity organization "Welthungerhilfe" (www.welthungerhilfe.de). Welthungerhilfe is a privately held aid organization with the main goal to fight hunger by providing emergency aid as well as long term project based development aid. Donating our raised money will provide emergency help, as well as long term prevention of hunger in east Africa. Welthungerhilfe will distribute food and water to a refugee's camp on the South Sudan/ Nigerian border. The money will also be used to build wells and to teach the refugees how to best grow food during extreme drought or rainfalls.

Change goals

The change objectives for this project are three folded:

1. *Change on an individual level:* The first goal of this project is connected to my personal behavior towards helping people in need. Every now and then I realize that I am very grateful for what I have in my life compared to so many people who do worse, but the next minute this realization is gone. I want to change that. I want to be more concerned with my environment and especially more concerned about people in need in Africa. The change goal is, by raising my own awareness and inform myself about the crisis and how charities are operating, to become a

more engaged and helping version of myself. By connecting to the aid organization, I want to find a way to actively help on a continuous basis. In addition to that a second individual change goal is to develop higher organization and change management skills. Organizing a fundraising shall improve my organization skills while connecting to the change literature and finding a way to raise awareness of fellow students shall improve my skills of influencing other's behavior.

2. *Change the awareness of others:* These goals are connected to the behavior of fellow students/ people we are surrounded by every day. Media daily delivers an overflow of information and students are focused on getting through the semester, making it easy to ignore the over-information and forget about the misery and inequality on earth. Even though people get overflown with bad and extreme news about war and terrorism, often we do not know exactly what the causes for this news are. This leads to the next change goal. This project shall inform people about the reasons and causes of the current crisis in Africa as well as help that charity organizations provide in affected crisis areas. This enhancement of knowledge shall help to reach the other change goal concerning others, namely raise awareness and influence the donation behavior of others.
3. *Make a change to the current hunger crisis*: Eventually, the two change areas mentioned above shall help to make an impact in the current hunger crisis. Organizing good events and raising others awareness shall make it possible to raise money that will help South Sudan refugees. The spirit for this goal is that every cent counts and can make a change to battle the crisis.

Theoretical embedding

To achieve these change goals two behavioral change theories could be of high importance:

1. The theory of planned behavior (Ajzen, 1985)
2. The theory of cognitive dissonance (Festinger, 1957)

The theory of planned behavior (TPB) is an extension of the theory of reasoned action and was introduced by Ajzen in 1985. According to the TPB the behavior of a person is influenced and guided by three variables. Firstly, behavioral beliefs. A personal behavioral belief towards a certain action or practice creates a favorable or unfavorable attitude toward that behavior. This states the individual attitude towards the behavior. The second variable on the other hand focuses on the belief of others. The attitude of the society, towards the behavior creates social pressure and a subjective norm. Lastly, the perceived control of the individual concerning the specific behavior influences the behavior of the individual.

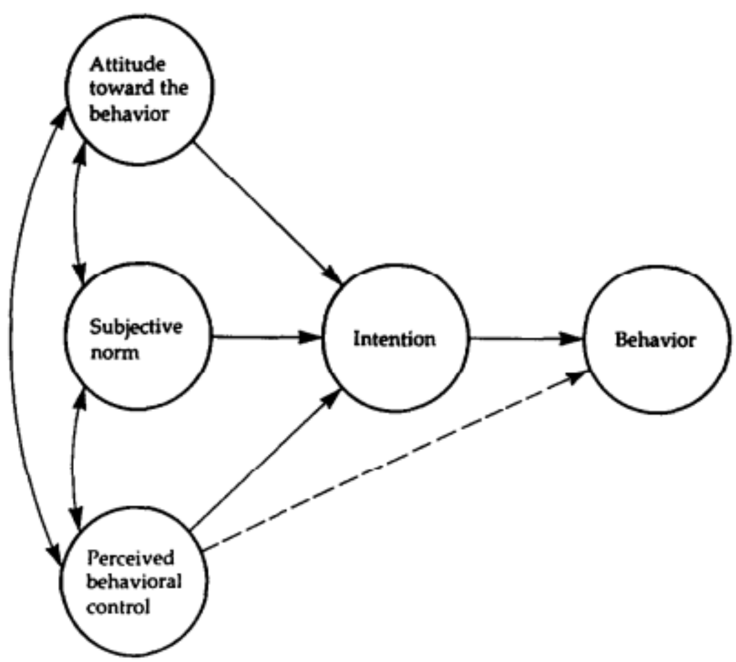


Fig.1 Theory of planned behavior, retrieved from I. Ajzen (1991)

The TPB can be used for our project. If we manage to influence the three factors which influence a person’s behavior, we can change their donation behavior and their behavior towards helping aid organizations in a positive manner. By informing participants about the current crisis and the suffering of the victims we can influence their attitude towards donating and aid agencies. The subjective norm probably already is in a good place. Donating and actively helping people in need is perceived as a good character trait in our society. By inviting people to donate money they might feel social pressure to donate because they know that it is identified as a good character trait and that it would be perceived negative to reject contributing money after being asked for a donation. Lastly, through making it easy (we organize and take care of the donation) and through showing them during a lecture that every cent makes a positive impact in the crisis region, we can influence the perceived behavioral control.

The theory of cognitive dissonance was first introduced by Festinger in 1957, referring to conflicting attitudes. According to Festinger, individuals have the tendency to seek consistency among their values and actions. When inconsistency arises between a personal value or attitude and a specific behavior or action the individual pursues a change that eliminates the dissonance. If dissonance appears the individual can change its value/attitude/belief to make the relationship between the two elements constant. This way of dealing with cognitive dissonance is what we are seeking during our project. By informing participants and giving them a direct donation possibility we offer them the opportunity to adapt their donation behavior to their values.

The individual could also deal with dissonance by acquire new information. If the individual values helping others but for example does not find the time to act upon to that value it will feel cognitive dissonance. Reading an article about how aid organizations keep most of the donations in their own pockets would decrease the dissonance since acting on that value would not help either way. This handling of cognitive dissonance is therefore not what we pursue during our project.

Lastly, individuals can also deal with cognitive dissonance by reducing the importance of the value/attitude. Clearly this is also not what we are seeking to achieve.

Approach

According to the Nonprofit Marketing blog by Network for Good the three main reasons why donors contribute are (Nonprofit Marketing blog, 2015):

1. Someone the donator personally knows asks them to donate money
2. The donator feels emotionally touched by someone's story
3. Donator does not want to feel powerless in a situation of need (mostly after extreme disasters)

Furthermore, they state that people act towards donating by listening to their heart and not their heads. They imply that it is important to give potential donators facts and numbers but it is even more important to build an emotional connection.

Keeping these advices of how to make people donate money in mind, several events for our project are planned in order to reach the change goals. With regard to the goal of raising awareness and collecting donations we came up with the idea to inform people first about the current crisis in South Sudan. Supplying students only with numbers and information about the hunger crisis drawn from the internet however was not what we were looking for. We not only want to raise awareness by informing but making others connect and make them emotionally attached. So, we contacted Welthungerhilfe to ask them whether they could send an expert to our university to give a guest lecture. Giving an expert talk would fulfill the requirement of informing the audience about the current crisis but it also builds closure towards the audience. Hearing someone talk who works at Welthungerhilfe, who has first-hand information, who can answer questions like where the donation will help, and who can show photos and tell from personal experiences, has the potential power to reach the audiences heart and not just their heads. After the guest lecture, we talked to each participant to find out whether the lecture indeed touched them, raised awareness and motivated them to donate.

Considering that our main target group were students who might not be willing to go to an additional lecture and most of them do not have a lot of extra money we figured out that is was also important (considering the change goal to raise money) to offer a fun activity which students were interested in. Therefore, we decided to organize a movie night and a party at the Vestingbar on campus where we can raise money. The idea was to donate the entrance to the cinema (3€) as well as to increase the beer prices that night by 0,10€ for the good cause. To organize this, we had to get in contact with the Vestingbar to talk about the feasibility of our plan and to pick a date. Unfortunately, the Vestingbar was not willing to increase prices which is why we agreed to put piggy banks at the sales counter on the night of the party. The movie picked to present “machine gun preacher” is based on a real story of a criminal finding his way to God and fights in Sudan to protect children from the Kony regime. The movie seemed to be the perfect bridge between a fun night out with friends for our fellow students and at the same time showing them misery in Sudan.

Lastly, we decided to plant piggy banks and posters (see Appendix 1 for poster) at the Sportscentrum, the Coop and the Starbucks inviting people to donate their change to make change possible.

To sum it up, our fundraising consisted of three events:

- A guest lecture with an expert speaker at the 15.06, 15:30
- A movie night with a party afterwards at the 22.06, 19:30 and
- A promotion campaign “Give your change to make a change” with piggy banks 09.06-21.06

After planning our fundraising at the University of Twente, we had to make it public and advertise our event to reach as many people as possible to make the change happen. We created a Facebook event, mailed our professor and asked her to spread the event details to other professors, we talked to our friends in person and invited them to join and lastly, we asked the UT news to write an article about our fundraising (see Appendix 2 for the original article).

Results

We booked rooms, arranged the guest lecture, which was very interesting, made our events public and planted the piggy banks on three different locations on campus. We had to deal with cancelation on short notice concerning the movie night but we managed to arrange the event one week later. Overall, the organization of the fundraising went smoothly.

The results of the attendance and willingness of people to join on the other hand was very disappointing. Despite UT news, Facebook events and face-to-face promotion only eight students showed up for the guest lecture. This low amount of attendance could have had several reasons:

- The starting time of the guest lecture: It started at 15:30 where still a lot of students had their regular lectures and classes.
- The weather: It was very hot that day and it was maybe more appealing for interested students to enjoy the afternoon sun outside
- Lack of interest: Students might not have been interested in attending additional lectures about a topic that might not even been on their radar or in their field of interest.

The result of the movie night was even more disappointing. Only two students showed up to watch “machine gun preacher” with us. Again, we could assume that the low attendance was due to the thunderstorm that night or because exam week was about to start but organizing two events with low attendance made us realize that the lack of interest of students is most likely to be the cause of the low participation.

Even though the attendance was very disappointing we feel like the fundraising events made a change for those who attended. We talked to everyone in person and noticed that they very much liked the lecture and were very touched by the movie.

Everyone who participated in either of the events was connected to me or Sven, concluding that we did not manage to attract “strangers”. It seems like talking to people we already know face-to-face was the most effective way of persuading someone to join our fundraising.

In total, we raised 128,31€ for the good cause.

Reflection of you as a change agent

Looking back at the initial change goals of this project the outcomes are diverse. Starting with the first part of the change goals, change on an individual level, I can say that I am more than happy with the outcome. One intention was to improve my organization skills. During the past ten weeks, I had to organize the fundraising next to my regular study. It was very challenging, especially since the guest lecture took place during my exam week. It took a lot of time to get informed about various aid organizations, to get in contact with them and to work together with them to arrange the fundraising events. In addition to that, a lot of planning, connecting and talking was necessary to organize the event like booking rooms, find companies who donate flyers and piggy banks or contacting UT news. Even though we had some setbacks, like waiting long times to find a suitable aid organization or the Vestingbar canceling the date for the movie night last minute, I can say that this project improved my skills in organizing an event. I gained experience in how to set up a fundraising.

Another change goal at the individual level was that I want to change my behavior towards being more engaged in helping people in need. I consider this goal as met at various levels. Firstly, at the starting point of this project I knew that there was a hunger crisis in South Sudan but I did not engage any further. By starting to research on this topic and by listening to the expert talk I realized how bad the situation is, not only in South Sudan. Every day the urge to help increased and every day my motivation to raise as much money as possible expanded. This project helped me to step out of my comfort zone. It helped me to stop ignoring the sad truth. It is so easy to ignore the misery of others in a faraway country and being self-absorbed with our own first world problems.

Going through with this project informed me about the current situation, it delivered not just facts and numbers of dying people but it made me connect to these people. Secondly, by connecting to Welthungerhilfe I gained new insights of how aid organizations are operating, build a network of people who work at that organization daily and had the chance to talk with them about their work.
On the one hand feeling committed to the crisis and on the other hand being connected to the aid organization influenced my actions. I individually donated money to Welthungerhilfe and I am currently thinking of doing my Master's Degree in International Humanitarian Action.

The second part of the change goals, change the awareness of others, was met partially. The goal was to inform, to raise awareness and to positively influence the donation behavior. We achieved all these stated goals for those students who participated. They enriched their knowledge and stated that they learned a lot during the lecture about the hunger crisis in South Sudan and about how Welthungerhilfe acts upon this crisis. Next to gaining new insights into the crisis, the participants became more aware of the current situation and mentioned afterwards that they want to be more up to date in the future concerning the civil war and the hunger crisis in Africa. Also, the donation behavior of the participants was influenced positively. All participants donated during, or shortly after the event.
To sum it up, the goal of changing the behavior of others was fully and successfully met, looking at the behavior of our ten participants.
However, even though we did not quantify the number of students we want to touch with our fundraising, ten people seemed not enough. I personally expected in total 50-70

people to participate in either event. Was this expectation simply too optimistic or did we fail with our mission to raise people's awareness? Am I too concerned with the topic and expected all people around me to care too? We advertised throughout different channels and used different approaches, put a lot of effort in organizing the event (considering we had less than ten weeks), leading me to the conclusion that we could have hardly done it any better. But then why was the participation rate so low compared to my expectations? Reflecting on the past weeks I concluded that my expectations indeed were too optimistic. Students were busy with studying for their exams, preferred to have some free time after lecture instead of going to another one, do not even have money left at the end of the month for themselves and some just might not be interested and do not care about what is going on far away from their homes.

While the events where less attended, the piggy bank at Starbucks was filled with plenty of cents, coins and bills. One could state the hypothesis that people do not want to or have no time to gain more knowledge about the crisis but that they are much more willing to donate some change while waiting.

Concluding, the second change goal was fulfilled, sadly for a smaller scope a people that expected.

The last part of the change goals, make a change to the current hunger crisis, was achieved. We raised 128,31€. Every cent counts. Without our project, this money probably would have been spend otherwise. Now this money can do good in South Sudan. We did not just manage to donate more than one hundred Euros but we connected ten people. The participants of our events, including me, bonded with

Welthungerhilfe, enriched their knowledge and want to be more active when it comes to aid organizations in the future.

It took me a while to accept the fact that it was not in our hands to raise more awareness, I am grateful for the people we did touch and I am even more happy about my personal change. This project, the coaching sessions and the past then weeks made me think a lot about my own behavior and about how I want my own behavior to change. At the end of the day everyone is the architect of its own fortune. I accepted that it is difficult to change the behavior of a large society but I found my personal happiness by trying to be grateful for what I have in my life every day. Being more grateful, more aware of my every day actions and helping more actively people in need is what my change project endowed me.

References

(2017, 07 05). Retrieved from https://www.google.de/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwj3ic_Wj_PUAhWDzxQKHXj4B5sQjhwIBQ&url=http%3A%2F%2Fwww.readmore.de%2Fforums%2Fgotopost%2F3717101&psig=AFQjCNEYUaF3ijlao4G50rIJ7JTEvUvBxA&ust=1499377688449191&cad=rjt

Ajzen, I. (198). From intentions to actions: A theory of planned behavior. *J. Kuhl & J. Beckmann (Eds.)*, pp. 11-39.

Ajzen, I. (1991). The Theory of Planned Behavior. *ORGANIZATIONAL BEHAVIOR AND HUMAN DECISION PROCESSES 50,*, pp. 179-211.

McLeod, S. A. (2014). *Cognitive Dissonance*. Retrieved from https://www.simplypsychology.org/cognitive-dissonance.html

The Nonprofit Marketing blog. (2015, 10 06). *Network for Good*. Retrieved from http://www.networkforgood.com/nonprofitblog/how-to-get-non-profit-donations/

Value based management. (2016, 01 06). Retrieved from http://www.valuebasedmanagement.net/methods_ajzen_theory_planned_behaviour.html

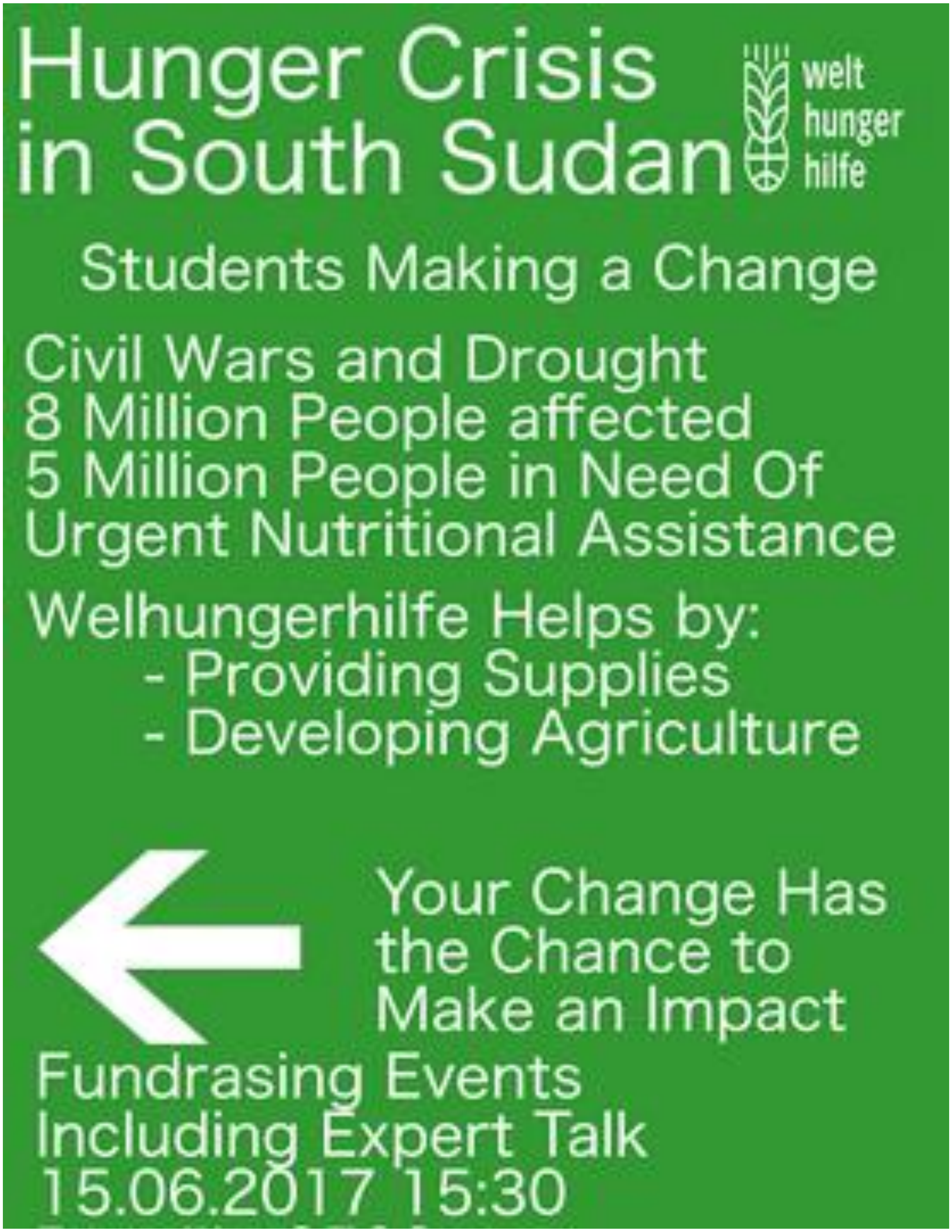
welthungerhilfe.de. (19. 06 2017). Von http://www.welthungerhilfe.de/duerre-am-horn-von-afrika.html abgerufen

welthungerhilfe.de. (21. 06 2017). Von http://www.welthungerhilfe.de/welthungerhilfe-profil.html abgerufen

wfp.org. (19. 06 2017). Von http://de.wfp.org/hunger/hunger-statistik abgerufen

Appendix

Appendix 1 – Poster



Appendix 2 – UT news article

Fundraising rally to help people in South Sudan

14 / 06 / 2017 | Meilani Halim

Two UT Honours students, Sarah Wiegard and Sven Kruthoff, are hosting a fundraising rally on the 15th and 22nd of June to combat the effects of hunger and drought in South Sudan. Partnering with the Welthungerhilfe charity organization, the duo is hoping to induce change in people's donating behaviour as a part of their Honours graduation project.

It all started with a movie

Sarah Wiegard, a 24 year old IBA student, was watching *Machine Gun Preacher* – the true story of a troubled criminal's transformation into a warrior for the war-stricken citizens of East Africa – when she was stricken by the harsh reality of poverty, hunger, and war that is faced by multiple nations in Africa. Wiegard then used her graduation project assignment as a chance to change these feelings of concern into acts of giving.

'I am enrolled in the Process of Change Honours program, and for our graduation project we need to create something that will cause people to change their behaviour in some way,' says Wiegard. 'When we received the assignment, I thought it would be perfect to take this opportunity to use it for the good of this cause. So, together with my classmate Sven Kruthoff, we came up with the idea of a fundraiser event.'

How can you help?

The fundraiser begins on June 15th with a talk from a volunteer worker from Welthungerhilfe, who has been to the crisis region, about the reality of the situation and how it can be helped through peoples' donations. The following week on the 22nd of June, a movie will be played in the Vestingbar cinema for an entrance fee of €3, which will be forwarded to the charity organization. Returning to the idea that sparked the fire, the movie will be none other than *Machine Gun Preacher*.

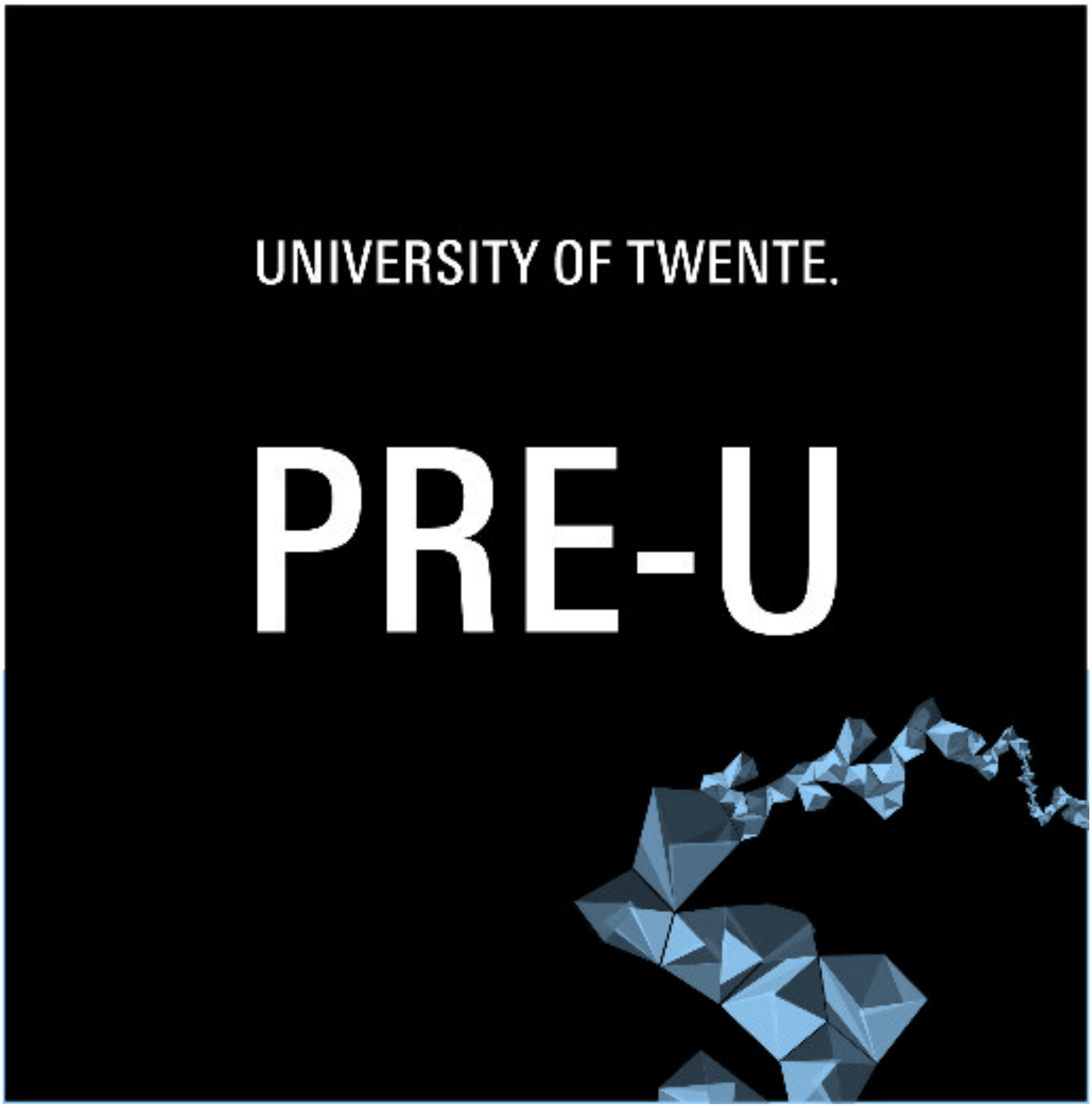
Finally, there will be a party in the Vestingbar, to celebrate how good it feels to give to those in need.But the giving does not just start there: piggy banks have been placed in various spots around campus, namely the SportsCentrum canteen, Starbucks, and Coop, to give passer-by's a chance to donate already.

'Every penny counts'

'We understand that students don't exactly have a lot of money themselves, so we are not expecting donations of €50 or something; but we want people to understand that every penny counts. Hopefully we get some professors and UT employees on board as well, as they are likely to have a little more to give,' says Wiegard. The money raised by this initiative will be given to Welthungerhilfe, which will in turn use it to provide food supplies and drinking water to those in crisis zones, as well as educate the citizens on how to manage growing crops during times of draught.

https://www.utoday.nl/campus-life/64238/fundraising-rally-to-help-people-in-south-sudan

Improving the level of involvement in Pre-U



Bachelor Honours Programme Process of Change

Maaike Wösten

July the 2th 2017

Introduction

Pre-U is the Pre-University program of the University of Twente. They offer a range of unique educational experiences designed for primary and secondary school students. In this way, they want to give the pupils the opportunity to explore some of the options the University of Twente offers, but also to familiarize them with scientific education and research. During the year there are many different projects. Most of the employees are students. They work for Pre-U on call basis. At the moment there are 475 student employees that are ‘active’, which means they have worked at least once for Pre-U past year. This doesn’t mean all these employees are currently active, in estimation, there are about 350 student employees active at this moment. Between the student employees, two groups can be distinguished. The first group is the office team, including 7 info-desk employees, 27 student coordinators and 2 team leaders. From now they will be referred to as the office team. The second group is much larger, about 300 fieldworkers, these are mainly workshop facilitators and they work much less than the office team.

Many changes are going on within Pre-U. Almost a year ago then changed their name from ‘Twente Academy’ to ‘Pre-U’, but there are also diverse organisational changes. During these changes they noticed that implementing these changing among the fieldworkers was difficult and that these fieldworkers had little notice of what was going on. Besides this, it is sometimes difficult to find fieldworkers for all the tasks that need to be done. All these things might potentially be caused by the lack of involvement from the fieldworkers, because these difficulties were not noticed among the office team members.

During this change project, the main question that I try to answer is: Do the fieldworkers show a lower level of involvement with Pre-U and what are the reasons for this? The focus of this study is only on communication, otherwise it would be too broad. In the end of the study it will be clear what Pre-U needs to improve to enlarge the involvement of the fieldworkers. My change goal is to bring the office team and the fieldworkers more together by letting them understand each other.

Theoretical embedding

Communication and involvement

In this change project I focused on the communication toward the fieldworkers to improve their involvement. For the participation of the employees, communication is essential. Communication is necessary to inform the employees and influence how they think about their benefits, workplace and employer (1). Knowledge and technology should be shared effectively developed programs can realise their full potential, and this is what Pre-U wants to reach. Certain communication techniques can give people powerful tools to experience and guide change. I think if Pre-U will improve their communication, changes are more easily implemented. A better exchange of ideas among all the employees trough communication, can lead to the greater involvement of people. This involvement is fundamental for sustainable development. (2)

Motivate employees is one of the hardest thing to achieve. It is possible however and the moral of the employees can be improved trough communication (3).This is something Pre-U wants to achieve: motivate the fieldworkers to be more involved in Pre-U. For this it is important to find out what motivates the employees, before you can motivate them. This can and will be done in a focus group with the employees, the field workers in this case. The way the change in an organisation is communicated has a great impact on how the change is perceived and how quickly the employees will adapt it as the new standard. Employees are often overwhelmed by information. Sending to much reminders will make them numb to your messages. It is better to send fewer and more direct messages than sending a lot of reminders. I found out this is something Pre-U already does. They do not send to much messages and try to combine as much messages as possible. (1)

Most interaction and communication with the fieldworkers is virtual. This virtual communication is always less rich that face-to-face interaction. This can also be seen as a form of a ‘digital-team’. For a digital team it is very important to be clear and disciplined in the communication. For delivering teamwork it is very important to have coaching interactions and provide feedback, but during this sessions members should also be kept connected. (4)

Psychological safety

Psychological safety describes the individuals perceptions about the consequences of interpersonal risks in their work environment. It consist of taken for granted beliefs about how others will respond when one puts oneself on the line, such as by seeking feedback, asking questions, reporting mistakes, or proposing new ideas. The team psychologic safety is proposed to be characterize groups, rather than individuals. The level of this team psychological safety is likely to affect the way members interact with each other. It is especially related to learning and improvement behaviour. There are some specific behaviours that may be enabled by the lack of team psychological safety, for example, seeking help, seeking feedback, speaking up about errors and concerns and innovative behaviour and innovation. (5)

Especially speaking up about concerns and mistakes is very important in my case. I want the participants to collaborate with the discussion and tell want they really think. This is crucial for the aim of my project. A lot of things are important to achieve the best team psychological safety, as can be seen in figure 1. During the focus group I will try to comfort the participants as much as possible. To assure the ‘informal group dynamics’, the manager will not be present during the meeting. I will start by letting everybody introduce him- or herself, this will make everybody feel more comfortable because it will break the ice.

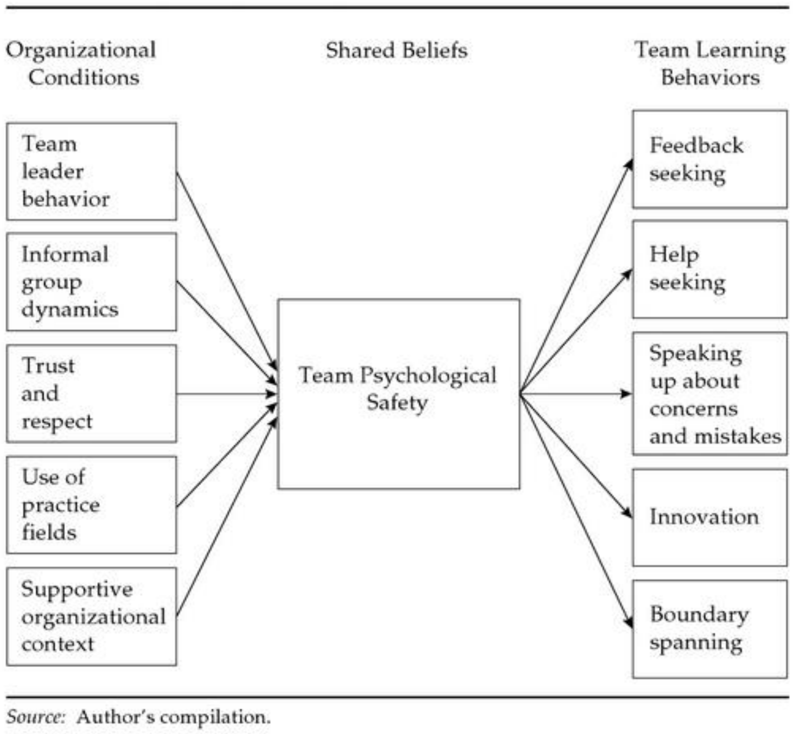


Figure 1: Team Psychological safety: conditions and results. (5)

Method

Survey

First of all I sent a survey to all the employees. I did this to have a good starting point and to get a good overview what the opinions are and how the positive and negative views were distributed among the employees.

I wanted a survey with minimal questions. Because not all the employees are motivated to help Pre-U to improve and I wanted as much response as possible. The survey existed of three questions.

The first question was: 'Ik heb het gevoel dat er binnen Pre-U goed gecommuniceerd wordt', translated: 'I feel that there is good communication within Pre-U'. This question was to be answered with a grade from 1 to 10. 1 means totally disagree and 10 means totally agree. I chose for this formulation of the question, because it is more personal than 'there is good communication within Pre-U'. This will make the participant answer more intuitive and it will make the him or her more comfortable answering the question because a feeling can't be wrong. The content of this question refers to the main focus point of this study: communication. Before this is to be discussed, it is useful to know if the employees are positive or negative about the communication.

The second question was: 'Ik voel mij betrokken bij Pre-U', translated: 'I feel involved in Pre-U'. This question had to be rated in the same way. The reason this question is formulated the way it is, is the same as question one. The content of this question refers to the main question of this study. It is useful to know how involved the employees feel, before starting a discussion about it. Moreover, a second survey can be used to measure the results when interventions are implemented.

The third question was an open question, in this question there was asked if the participant had any additions and was asked what went well and what could be better. This question was optional to not discourage people who did not know an answer to this question. This is the most useful question in preparation for the focus group, comments placed here may be discussed in the group discussion.

Focus group

The next method I used to find out where the problem lies, is a focus group. During this session I tried to find out what the real things are that need to be improved to let the fieldworkers be more involved.

Why a focus group?

A focus group can have many purposes, there are some great benefits of a group discussion, compared to individual interviews:

- The participants can interact and react on each other.
- There is a low degree of influence from the interviewer on the participants because there is not a one on one conversation. The participants talk more to each other than to the interviewer.
- The results can be gather in a relative short time.
- Because of the brainstorming the group can generate new ideas.
- The group feels like working together on a solution for the problem.
  (6)

There are three fundamental strengths of a focus group:

1. Exploration and discovery
2. Context and depth
3. Interpretation

In this study the focus group is used for exploration and discovery. We want to know more about the subject: involvement, be causes it is poorly understood at this moment why there is less involvement. A focus group is a method that is frequently used to learn about either topics or groups of people that are poorly understood. It is not necessary to know everything about the subject before you start the discussion, the group itself can carry on the conversation. Focus groups are one of the few forms of research where you can learn a great deal without really knowing what questions you want to ask! When you are exercising less control over the group, this will lead to wide-ranging, hit-or-miss discussions, but this may be exactly what you want when your goals are exploratory and discovery orientated. (7)

Qualitative methods can also be useful for interpretation. The purpose of this is to try to understand why things are the way they are and how they got to be that way. In this focus groups the participants want to understand each other. This is not entirely the case in our study, but it could be one of the benefits that comes along with the focus group. (7)

So all in all, the main purpose of a focus group is sharing an comparing among the participants. Cases in which a focus group can be useful are: when you need to explore poorly understood topics and discover new insights, when you need to investigate the contexts in which your participants operate and generate in-depth data about the range of thing that matter to them ore, when you need to interpret how and why people think and act as they do. This fits perfectly to this study, in which we are trying to understand why the fieldworkers are less involved. (7)

There are three main stages in a project: planning, implementation and assessment. At Pre-U we are at the point of ‘planning’, at this stage, the crucial concern is finding the best way to achieve a set of goals. During this stage, exploration takes place under the guidance of the research team. By pursuing a more structured, interviewing agenda, the focus group will focus more on the perspectives of your goal. New topic can be provided by the discussion between the participants. During the discussions in our focus group, there will be room for new topics. Although, due a lack of time not everything can be discussed. (7)

Resources required

In ‘The focus group kit’ from David L. Morgan is described that it is important to have a focus group with enough people, and the right people, so a descend discussion can be produced. The focus groups work best when what interests the research team, is interesting the participants in the group as well. A typical focus group requires at least 3 hours of time from the moderator. He will need to arrive at least 30 to 45 minutes before the participants. It is a myth that a focus group requires a professional moderator, but it’s also not the case that anyone can moderate a focus group. The moderator needs to possess either training in group dynamics or background knowledge about the subject matter and participants. (7)

Gathering people for the focus group of this study was not easy. Two hours where planned for the focus group itself and I will be present about 45 minutes before the session starts. Together with one of the two team leaders I decided not to pay the employees for their participation, instead I arranged free pizza for everyone. The group is planned in the evening from 17.30 till 19.30. It could have been longer, but considering the focus of the employees and the motivation needed for an extra honours. I decided it was best to stay at a maximum of two hours.

Number of groups

Morgan also states that using just one group is often risky. Because in this case it will be impossible to separate the content of the discussion from what was unique about the group. Many things can influence the things said during a discussion: an unbalanced composition, an odd mix of personalities or unusual group dynamics. Due to time and motivational concerns, only one focus group will be used for this study. I tried to reduce the risks I took with this decision in two ways. First, the content of the discussion can be checked by the outcome of the survey. Secondly, during the session the group, consisting of 5 primary employees and 5 fieldworkers, will be split in 2 groups of 5 participants. In this way there are two unique groups and these results will be combined in consultation whit the groups self. (7)

Moderating focus group

When organising a group, there are a few things that the moderator should think about him- or herself. For example, what do the participants bring to the group? You should be aware of yourself, but also of others. Question yourself ahead: what do I bring to the group, what surprises or challenges me? What behaviours am I most familiar or comfortable with? And very important: what behaviour challenges me? (8)

The respect from the moderator for the participants is one of the most important factors. The moderator must truly believe that participants have valuable wisdom, no matter what. (7)

In the beginning of the session it is important to let every participant introduce him or herself properly. It is also important to be clear about expectations and intensions. During the discussion there should be enough time for the participants to think about the questions. The discussion should be kept positive, the moderator should be aware of who is talking, not one participant should dominate the discussion. It is important that the group stays on task, but the leader should not be to rushing. When a group is functioning well, the moderator should step back. (8)

Another task of the moderator is to encourage the participants to join the discussion and share their thoughts and experiences. It can be useful to write the participants comments on an whiteboard, or by asking follow-up questions or asking further explanation. To encourage other participants to join the discussion, they can be asked to add their reaction or ideas to build on someone's comment. De moderator should not be afraid to admit his/her own ignorance, others can be useful as resources. (8)

There are a lot of techniques to keep all the participants focused and let them form their own opinions. Individual assignments during the meeting can be used to stimulate the participants to think by themselves and it will reduce the effect of talking along with the group. (9)

In every group there are a few difficult members, below, a few are discussed and how to tackle these problems:

- The participant who talk too much: the discussion can be redirected to another person or another topic. It is also possible to reframe their comments and make them useful for the discussion.
- The member who will not talk: A way to approach non-participants is to provide opportunities for smaller group discussions. It is also possible to ask a opinion question occasionally, this may reduce the fear of answering incorrectly.
- The discussion that turns into an argument: ask for a reference for the facts, take a strong position as moderator.
- Unclear or hesitant comments: the facilitator can ask for examples or evidence.
- The discussion that goes off track: the questions or issues can be listed on the board to summarize the discussion as it proceeds.
- The student who attacks the facilitator: most questions that are asked to the moderator as an attack can be handled by playing boomerang. Turn the question back and forces him/her to take responsibility for his or her opinion.
  (8)

Results

Survey

There were 69 responses on the survey. The survey was send to all the employees, so about 400 people. This is a response rate of 17.3%. This is not very high, but of course this could have to do with the lower level of involvement. The employees that did fill in the survey are probably the more involved employees. This will have influenced the results, the grades that were given would probably be lower if the less involved employees would fill in the survey as well.

The results of the first survey question can be seen in figure 2. The results of the second survey question can be seen in figure 3.

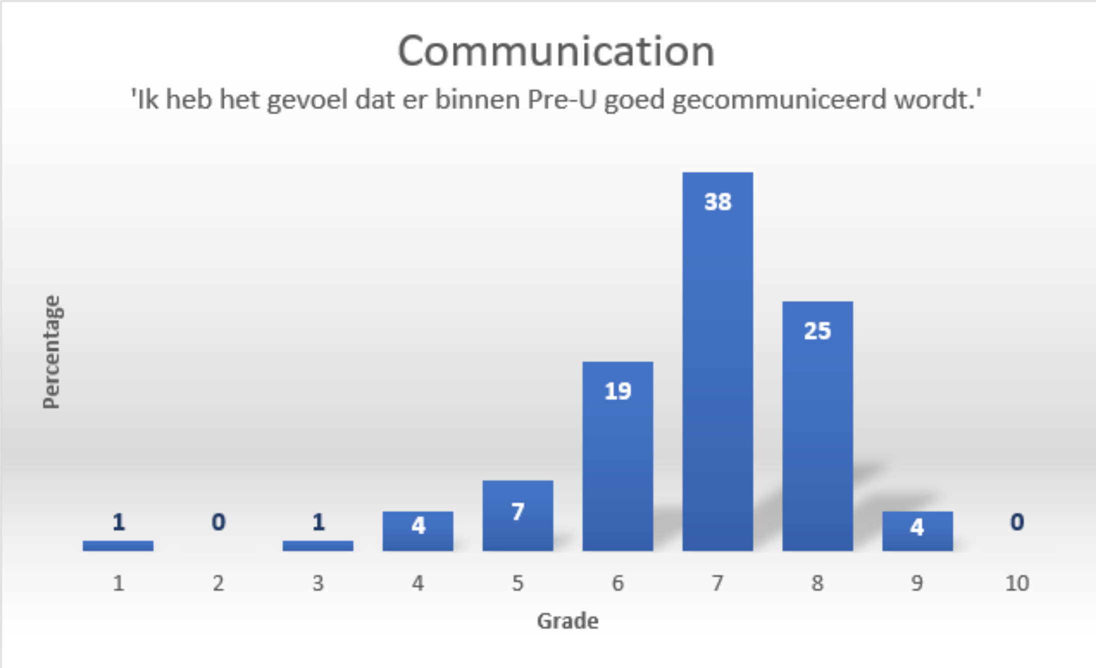


Figure 2: Answers on 'I feel that there is good communication within Pre-U'. 1 = totally disagree, 10 = totally agree.

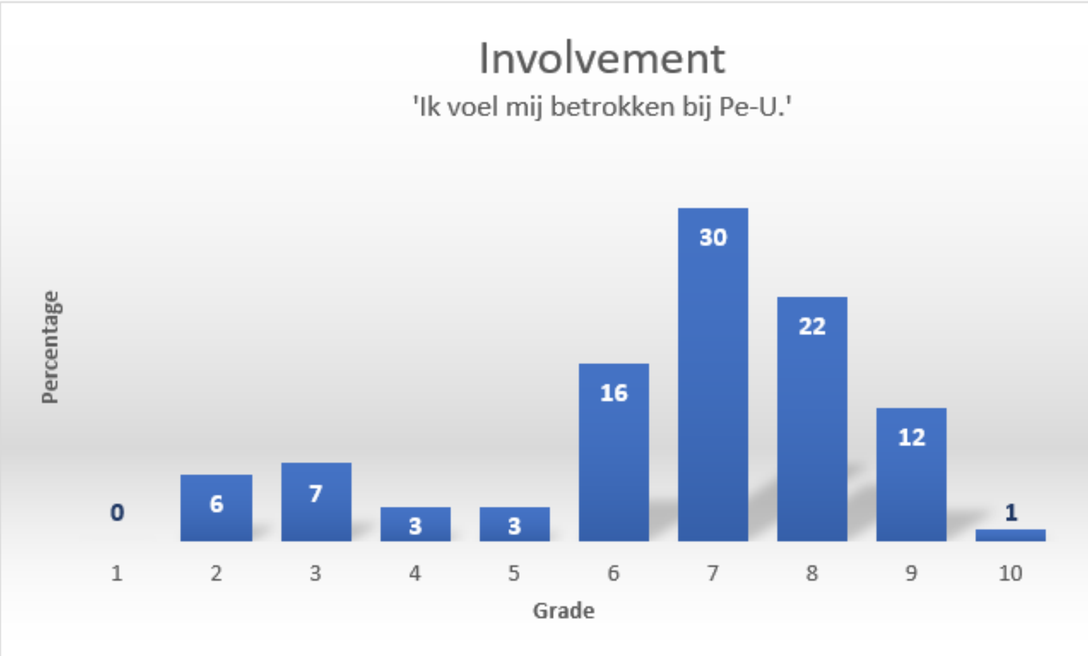


Figure 3: Answers on: 'I feel involved in Pre-U'. 1 = totally disagree, 10 = totally agree

Notable is that the grades are relatively high. This is a bit higher than I expected. This is partly due to the fact that the primary employees filled in the survey as well and that the fieldworkers who feel involved in Pre-U are more likely to fill in the survey.

The high score on the question about communication may be explained by the answers I found on the third question. There are a few participants who tell in the last question about the lack of communication to them or to job applicants. So there some improvement areas for the communication, but there are also a lot of things going well. This can be further elaborated during the focus group.

Focus group

The first focus group was planned on June the 20th, this focus group was cancelled due the lack of applications. The new date for the focus group was set on June the 26th. There were 6 participants, including 3 office team members and 3 fieldworkers. Before the focus group started, everybody got some pizza and something to drink. We were not sitting in a meeting room, but on a more informal kitchen table. The informal atmosphere caused an informal group dynamic, which positively effects the team psychological safety, as can be seen in figure 1. I started with an elaborated explanation of the goal of the focus group. Then I started with two question that needed to be answered individually. The answers on this questions where then discussed in group of three people. I organized the groups in a way that different types of people where in every group. This means the office team members and fieldworkers, but also talkative and more shy people were working together. The two questions and the most important answers, according to the participants can be seen in table 1a for the Dutch version and table 1b for the English version. The focus group was entirely Dutch.

Table 1a: Answers to the first two questions in Dutch.

Wat heb je nodig om je werk te kunnen doen?
Planning (wie, wat, waar)
Coördinator (weten wat je moet doen), waar je heen kunt bij problemen.
Contactgegevens (school, coördinator, begeleiders, Pre-U)
Weten waar de spullen liggen
Voorbereidingen
Vervoer
Wat heeft invloed op je werk?
Kwaliteit materiaal
Werksfeer
Tijdig duidelijk
Reflectie en Feedback
Inwerken
Inspraak
Aantal leerlingen vs. Aantal begeleiders
Collega’s, bijvoorbeeld ervaring en gezelligheid
Goed uitgedachte werkscenario’s
Waardering
Commitment
Afwisseling
Samenwerking met klant/school
Tijd → verwachtingsmanagement

Table 1b: Answers to the first two questions in English.

Wat do you need to do your job?
Planning (who, what, where)
Coordinator (to know what you have to do), someone to contact in case of problems
Contact details (school, coordinator, workshop facilitators, Pre-U)
Knowing where to find your stuff
Preparation
Transport
What influences your work?
Material quality
Working atmosphere
Knowing everything on time
Reflection and Feedback
Training of the new employees
Participation possibilities
Number of students vs. number of facilitators
Colleges, for example their experiences and sociability
Well prepared working scenario's
Appreciation
Commitment
Variety of work
Cooperation with the client/school
Time → expectations management

After everything in table 1 was written on the flip-over, the participant were split into three groups of two. These groups placed little stickers at the subjects that could be improved. These subjects can be seen in table 2. Then they discussed, again in the groups of three, what they found the most important points. These point are the points in which improvement would have the biggest impact in increasing the involvement of the fieldworkers. The selected subjects are in the dark blue area of table 2. During the discussion a new subject came on the table: gumption. This was also added to the list.

Table 2: The subjects on which a sticker was placed. The darker blue subjects are, according to the participants, most important to improve.

What can be improved?
Coordinator (to know what you have to do), someone to contact in case of problems
Well prepared working scenario'
Knowing where to find your stuff
Variety of work
Cooperation with the client/school
Number of students vs. number of facilitators
Knowing everything on time
Gumption
Appreciation
Reflection and Feedback
Commitment

The three groups of two participants where reformed in the end and a short discussion about ways to improve these points was started. For this discussion every group could pick a few items they wanted to discuss about. When these point and idea's where discussed with the group, there was one conclusion that could be drawn slowly.

We could conclude from the focus group that there are some thing going wrong in the training of the new employees. The new employees are only trained to do their own project or workshop. In the training very less is told about Pre-U as a company, who are working at Pre-U and what other projects or workshops are being done during the year. Although there is a general trainings procedure, very few people know about this. Besides this, in some projects there is little contact between the fieldworkers and the coordinator from the office team. During the focus group we concluded the reflection and feedback should take place more regularly. Currently, there is not much reflection and feedback and more important, it is not structured. By structuring the reflection and feedback, it will take place more often. As already discussed in the theoretical embedding, this is necessary to deliver good teamwork and it will improve the employees moral. This will also increase the number of contact moments between the office team and the fieldworkers. In combination with the improved training process, the fieldworkers will be more involved in Pre-U from the start. The increased moments of reflection and feedback can also be used to show appreciation to the fieldworkers. During this contact moment, new ideas and opinions can be shared. As discussed in the theoretical embedding, this will lead to more involvement. All in all, the involvement created at the beginning can be remained in this way.

Process reflection

During the Process of Change modules, I learned a lot about organisations, decision making processes, leadership and change. In module 5 we were assigned for an consultancy assignment. This module, everything came together in one project. A few things appeared to be easier than I had expected, others were slightly different and harder than I expected. There were also some things I never thought of, but appeared to be a great part of the whole process.

The first thing, which was very important, was finding an assignment. I thought about many possibilities, eventually I chose one of them. I did not take into account however, that not only finding an assignment takes time, but also defining the assignment and deciding where the boundaries of my study lie. This took a lot more time than I expected. In addition, in the beginning the e-mail conversations between me and the team leaders (who were my contact point from Pre-U), went a little bit slow. I learned from this that it works al lot better to arrange more meeting, because things can be done a lot faster and not unimportant, it is clearer what the other person intentions are.

When I started off with the survey, I didn't had a clear, prepared plan. I had a rough version, but that was it. It was necessary, due time concerns to send the survey as fast as possible to the employees. What I didn't thought of then, but I realise know is that It would have been better to make a separate survey for the primary and the fieldworkers. It would be clearer from the results of the survey how the different 'groups' think about the communication and involvement. Another practical issue is arranging participants for the focus group. I thought it would be a lot easier. Initially the group meeting was planned on Tuesday the 20th of June, unfortunately this was cancelled due to a lack of interest. This may represent the low involvement of the employees, because there are 400 employees and I needed only 10. Promotion was only done by Facebook, e-mail and WhatsApp. A new group session was planned, this time on Monday the 26th of June from 17.30 till 19.30. The

Thursday before, the annual BBQ of Pre-U took place. During this BBQ, I asked employees in person if they could come on the next Monday. It was very hard to find people who were available, but a lot of people where enthusiast about my project. Eventually I could not get ten people to sign in, but I found eight people who registered that they would be there and five people who were interested but had to think about it. The Monday morning of the group session I send an email to everyone on the list. From the five people who were interested, nobody was going to be there that evening, and I had four cancellations from the eight people who assigned. I send a WhatsApp message to someone I knew and who works as a fieldworker for Pre-U as well, luckily, he was available and he was willing to help. One of the team leaders, who was going to be present anyway, also participated during the conversation. In this way, I was able to get a focus group of six people: three fieldworkers and three office team members. The size of this group was not what I planned, but according to the literature, a group of six to ten is a typical group size (7). It worked very well, there was a good informal, but cooperative atmosphere. The team leader told me it was very useful for her, she discovered a lot of points she did not know about. I hope this will really help Pre-U to get the fieldworkers more involved in Pre-U.

There were off course also some points that went well. The meetings with my coach were really useful and helped me look at myself at a different way. When everything was set and the assignment was clear, I had a good planning what to do at which moment, this really helped me to keep the overview. The conversations with the team leader of Pre-U where a lot easier than I expected in the beginning, I thought I would be nervous, but I wasn't at all. The team leaders were very helpful, but also gave a lot of space to me to design the study the way I wanted and the way I though was best.

The survey I used was very helpful and it worked really well to prepare the focus group questions by using the answers. It also gave a good overview of more opinions than only the ten from the focus group. This will make the analysis of the focus group more useful, because I can estimate if the focus group shares the opinion of the majority.

The focus group was planned for more participants than where present at the 26th. Because of this, the plan had to be slightly adapted to the group size. I expected this to be harder than it turned out to be. Improvising some changes, but also adapting to the group dynamics went good. The informal atmosphere made it easy to adapt the program to the situation and discussion. Discussions that seemed important to me got more time and I was able to draw off-topic discussion back to the topic again. I had never done anything like this before, but it was really useful. It was a great group of people, from a lot of different Pre-U projects. The subjects that I found in the survey were also discussed during the focus group. From this I conclude, this group was a good reflection of the people who filled in the survey. The only downside is that the totally uninvolved employees were not reached at all. It is hard to reach them, beaus they do not respond on email and wouldn't join the BBQ. All in all, the outcome was surprising and hopefully will be used to improve the level of involvement of the fieldworkers.

References

1. Gonchar J, Broek H ten, Stocker S. Effective employee communication: the benefits of best practices. Milliman. Available from: http://www.milliman.com/insight/2017/Effective-employee-communication-The-benefits-of-best-practices/. cited 1 July 2017.

2. Natural resources management and environment department. Communication: a key to human development. FAO corporate document repository. Available from: http://www.fao.org/docrep/t1815e/t1815e01.htm. cite 1 July 2017.

3. Johnson R. Small business Chron. Available from: http://smallbusiness.chron.com/benefits-effective-communication-workplace-20198.html. cited 1 July 2017.

4. Watkins M D. Making virtual teams work: ten basic principles. Harvard business review. Available from: https://hbr.org/2013/06/making-virtual-teams-work-ten. cited 1 July 2017.

5. Kramer RM, Cook KS. Trust and distrust in organisations: dilemmas and approaches. 2004.

6. Male J van. Methoden en technieken in kwalitatief onderzoek. Tijdschrift voor Kwalitatief onderzoek. Available from: https://www.tijdschriftkwalon.nl/inhoud/tijdschrift_artikel/KW-16-2-6/Methoden-en-technieken-in-kwalitatief-onderzoek. cited 20 June 2017.

7. Morgen D L, Scannel A U, Planning focus groups: focus group kit 2. SAGE publications. 1998.

8. The Harriet W. Sheridan Center. Brown University. Available from: https://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/facilitating. cited 16 June 2017.

9. RIGHT marktonderzoek. Groepsdiscussies. Available from: http://www.rightmarktonderzoek.nl/kwalitatief-onderzoek/groepsdiscussies. cited 16 june 2017.