HANDBOOK
MESSY PROBLEMS

Practice assignments
for working through complexity, uncertainty, and conflict

Course: Intervention Methodology
Bachelor in business administration, Specialisation International Business Administration
Radboud University
September 2023

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1. GENERAL INFORMATION OF THE COURSE

The course Intervention Methodology is based on the principle of action-based learning and enables you to apply and develop analytical skills in combination with facilitation skills in interventions. You will be involved in a mock consultancy trajectory, spanning all phases of such a trajectory. In small groups of two to four students, the so-called facilitation teams, you start with “inventing a messy problem for a company”. The topic of your choice can be an invention so you do not need to contact any organization for real, but you can let your imagination run wild and invent a messy problem in an existent organization, involving different stakeholders and foreseen an impact at different levels of the organization, population groups or sectors in the economy. Once you and your team defined the topic, you, as a consultancy company, will develop a project proposal for participatory intervention session to help your client (the organization) who is confronted with this messy problem. Next, you facilitate the participatory intervention you proposed. You will prepare a workbook that reflects the intervention session and the information or models that the stakeholders created. Finally, you will deliver a Report to the client, and reflect on the process to develop yourself as a consultant.

This handbook contains assignments that can help you learn to responsibly use a particular intervention method, and to provide and communicate well-founded arguments concerning the choice of an intervention method in a particular situation. The theoretical background is very important in the process of learning how to facilitate an intervention session and how to substantiate the use of a particular intervention method. Therefore, you need to read and learn the reader by Rouwette and Franco (2015).

At the end of the course, a) learning the theory, b) letting you practice: i) the role of a consultant, ii) the role of a facilitator, iii) take the role of a stakeholder participating in someone else’s intervention session, you can, as a student of the Intervention Methodology course: a) experience the difficulties in decision-making processes, and b) learn the value of intervention methods in messy problem situations.

This handbook contains the process to help you preparing the intervention session as well as all the mandatory assignments of this course that surmount to a final group product (the Portfolio). Be aware that you will work with only four intervention methods, which is a small selection from a broad range of methods and intervention strategies. These four methods chosen for this course, the specific phases of the intervention cycle, the risks and other aspects can be found in the reader (Rouwette & Franco, 2015).

If you have any questions of suggestions for us about the course, please contact your teacher or the course coordinator.

Learning goals and activities

At the end of this course, you will be able to:

1. compare relevant theories to justify the link between a particular intervention method and dealing with a messy problem.
2. apply an intervention method that is suitable for managing messy problems, with fellow students as stakeholders.
3. explain and justify the steps taken during the intervention; critically reflect on the process and interpret the outcomes of the intervention with regard to the goals of a project.
4. responsibly and effectively propose and communicate the process and outcomes of the intervention to the stakeholders and client.

Sessions to participate in

Compulsory:

1. Pitch & Focus: presentation on design intervention session by student facilitation. You are obliged to assist the one of your intervention methods.
2. Intervention sessions led by student facilitation teams: every intervention method.
3. Work in group: significant participation in your team. Free riding is not allowed.
4. Online or on-campus ‘Back-up Office’ will provide feedback to the groups that carried on the intervention session.

Optional:

1. First Lecture: Introduction to the course
2. Second Lecture: How to carry intervention methods.
3. On-campus guest lectures
4. Online or on-campus ‘Back-up Office’: Q&A session, support to prepare the intervention session and feedback of the intervention session.

It is strongly advised to participate in the guest lectures as this is the theory applied in a case.

How to study for this course:
Students play a central role in the action-based learning process in this course. Therefore, for all classes in the course, it is important that you take an active part and study course learning material prior to class. Advised reading is per intervention method, for example, week 2: brainstorming, week 5: MCDA.

The Intervention Methodology course represents 6 ECTS, which is the equivalent of 168 study hours. The programme takes seven weeks. On average you will spend 20 to 24 hours per week on Intervention Methodology. The actual amount of time will vary per week. See Table 1 for an overview of the distribution of the study load.

Table 1. Study load distribution

Activity	No.	Hours
Lectures and workgroup meetings	10 meetings	20
Backup Office	6	4
Literature (0.2 hour per page)	276 p	55
Preparation, assignments, and exam		89
		Total 168

How this course prepares you for the job market:

In this course, you experience the value of intervention methods in group decision support for messy problem situations. You will make substantiated choices on intervention methods in specific cases. Furthermore, you will gain experience with the facilitation of group decision processes using intervention methods. In this way, the course prepares you for the job market.

2. ASSESSMENT AND GRADING

The final mark for this course needs to be 5.5 and is based on the composition of each of the following parts:

a. Written exam

The written exam is taken individually and makes up 50% of the final course mark. **You need to have sufficient in this exam.** The exam has questions that aim to test learning outcomes 1, 3, and 5 (see 'General info & Goals' on Brightspace). The material for the written exam concerns all lectures, workgroup meetings and all learning material (reader, articles, videos, and the Brightspace folder for the course). The exam is mainly theoretical (70%), but another part of it (30%) is based on a messy problem case that you must tackle on the spot by the mans of multiple-choice questions. This case makes up 30% and the theoretical part makes up to 70% of the written exam grade; and all together, the written exam represents 50% of the total grade. The mock consultancy trajectory of the course will help you greatly in achieving sufficient experience and know-how to approach this case, successfully.

b. Portfolio

The Portfolio is a group assignment for each facilitation team that aims to test all the learning outcomes (1 through 5), making up 50% of the final course mark. **You need to have sufficient in this document.** The portfolio includes the Report of your intervention for the client, and the written Reflection on the process of facilitation. Within the Portfolio it is also assessed the process like the Pitch & Focus that is graded with 6 points, and the facilitation carried on the intervention session with 12 points. For the minimal requirements and the assessment criteria of the Portfolio, see the template in the brightspace.

c. Participation

Active Participation needs to **be evaluated as FULFILLED. This is the third component of the final grade of the course**. Active participation is mandatory to give everyone an opportunity to practice using intervention methods. **Active participation means being in the class and making constructive contributions to the assignments and mandatory sessions (i.e., one Pitch & Focus session, four intervention sessions, Introductory lecture). It is your responsibility to ensure that your presence and contributions are known and are sufficient for the team and the course.** If, for unforeseen and urgent reasons, you will be absent in one of the six mandatory sessions, you need to notify the facilitation team and your teacher before the session and **an extra assignment may be provided as a substitute (read more details below).**

Besides the final group product (Portfolio), each facilitation team has to hand in intermediate assignments (e.g., the project proposal) and provide feedback to other facilitation teams (e.g., on the workbook). The submission dates for these intermediate assignments and the final group product can be found in 'Schedules & Due dates' (on Brightspace).

As teachers, we are obliged to refer all suspicions of free riding (not enough participation), or any type of fraud or plagiarism to the Examination Board of business administration. Also, if this concerns group work, all individual students are responsible for their group product, so they are all subjected to the investigation and consequences.

Fraud and plagiarism
To prevent fraud and plagiarism, your assignments are checked by Urkund software. Please, also see: https://www.ru.nl/nsm/stip/faculty-study-information/study-information/fraud-plagiarism/

d. Extra assignment

If, for unforeseen and urgent reasons, you will be absent in one of the six mandatory sessions, you need to notify the facilitation team and your teacher before the session. **An extra assignment** may be provided as a **substitute**. This is only possible **ONCE**; a second time will mean that you did not fulfil the course requirements of participation and will be evaluated as NOT FULFILLED. *The extra assignment needs to compensate for learning through active participation and constructive contribution to a facilitation meeting and is therefore quite extensive (**see Appendix 1 and 2**). The extra assignment needs to be complete and according to the requirements stated to have it graded as FULFILLED FOR PARTICIPATION.* There are two types of extra assignments, one is for a person who organizes the session, and another is for a person who was a "stakeholder participant", please see the difference in the Appendix 1 and 2. If for unforeseen reasons, you will be absent in one of the sessions of your team (Pitch and focus or intervention session), you will not receive a grade for the workbook, neither for the Portfolio. You need to directly prepare the extra assignment (as an organizer).

e. Resit

You need to pass each of these composites to pass the course. If you failed with participation and you could not pass with the extra assignment, you need to redo the course again in the following year.
In case of an insufficient grade (<5) for the portfolio, you will have to opportunity to revise the document.
You can have a resit of the exam. A grade of >5.5 for the exam means you can take the second opportunity of the exam. If you fail any or both after the resit of the exam or revision of your portfolio, you can take the course again in the following year. You cannot keep the grades of the exam or the Portfolio for the next year.
This course observes the article 34 of the University. Article 34, Education and Examination regulations. Validity term of examinations, sub 2: The period of validity of the result of a partial exam ends when the result of the interim examination for the relevant unit of study (i.e. the final mark) becomes irrevocable.

f. Reading and engagement

Every student needs to prepare the theory presented for the course. To engage students in reading, a weekly activity will be available for every student. If the student complies with this (4 methods + Introduction to Intervention methods and messy problems), then the student can gain 0.5 points for the final grade in the Portfolio (individual assessment).

How to engage with reading and gain your 0.5 points?

- Every person can upload in this section TWO Multiple Choice-questions (MCQ) for every intervention method and for the introduction of the intervention methods (Chapter 1-2, 13-14). (5 weeks in total)
- Make sure that nobody has the same formulation of your MCQ, otherwise, modify it. This will be checked with plagiarism URKUND.
- Every MCQ needs to have 4 or 5 answer options where at least two are incorrect. You need to highlight all the correct answers.
- These questions need to have a reference in the theory, so, originated from the reader of Rouwette and Franco (2015) or from the articles.
- Every MCQ needs to have a reference to the source (author) and the page in parenthesis. If the reference would be Rouwette and Franco but inside the reader you find that they refer to Stroebe, then, use this reference preferably.
- **Deadline to upload the questions**: Monday 11 September at 08h00, and then, before the Pitch and Focus session (Monday at 08h00).

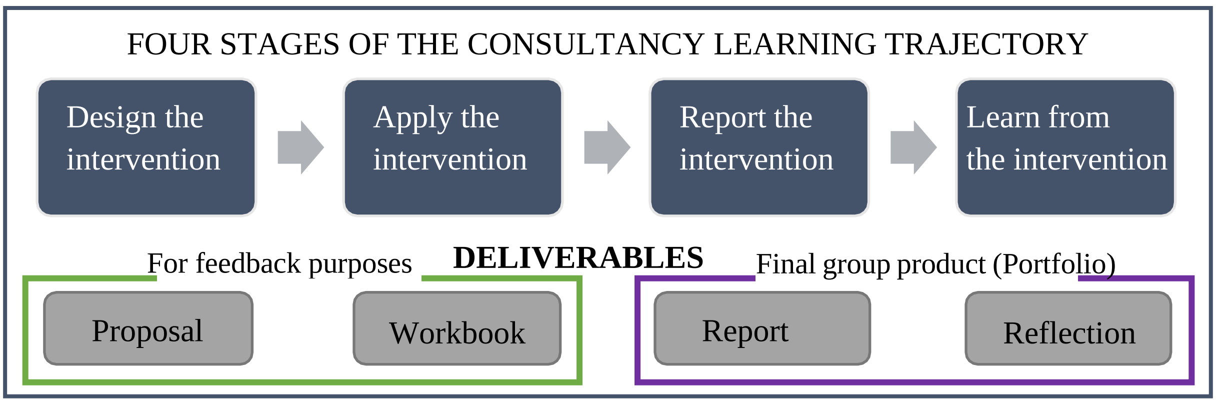
g. Notes: differences in terminology

This course has a new Reader. This new reader uses a different terminology compared to what we were using until now. It is possible that you encounter the old terms in our course handbook, templates or even while teachers or lecturers are presenting the topic. Therefore, we would like to mention that:

1. Group model building (GMB) remains the same.
2. Multiple Scenario Development (MSD) is now mentioned in the reader as Participatory Scenario Development (PSD)
3. Multiple Criteria Decision Analysis (MCDA) is now mentioned in the reader as Decision Conferencing.
4. Group decisions are now mentioned by the reader as team decisions.

3. TRAJECTORY & MANDATORY ASSIGNMENTS

Every consultancy trajectory consists of several phases, and results in several products. As the course is a learning situation, some aspects in the course will differ from actual practice. One important difference is that you will be assigned a specific intervention method, with which you are required to work as a consultancy firm. Another difference is that you will facilitate a single intervention session, whereas in practice, an intervention almost always comprises multiple sessions. We divide your learning consultancy trajectory into four stages. Those are led by Assignment 1.1 through 1.4 – outlined below – each yielding a deliverable to help you stay on track. **All deliverables of this course have a template in the Brightspace**.



The **Proposal** is what you normally send to aclient to agree on whatyou will deliver. Amongst other things, you identify the messy problem in context of the organisation, describe what client question you will address, explain the intervention method and how it fits the client's question.	The **Workbook** describes the process andresults of the intervention session, is sent to the participants, and helps to keep track of intermediate results, to check whether participants agree with your account, and to prepare for a next session.	The **Report** is the first part of the Portfolio, written for your client (who possibly has not participated in the intervention) and contains a short version of your project proposal,the process and results ofthe intervention, and recommendations for the future.	The **Reflection** is the second part of the Portfolio and part of the course, summarizing what you have learned from it. You evaluate your guidance of the facilitation process, discussing strong and weak points based on your own experiences, received (peer) feedback, and relevant literature.
The **Proposal** is written from a consultant's perspective	The **Workbook** iswritten from a consultant's perspective.	The **Report** is written from a consultant's perspective.	The **Reflection** is written from the student's Perspective.

NB. The Course Outline contains an overview of the submission dates for each of the deliverables.

	Pitch & Focus	Intervention	Post-Intervention
Non-facilitating teams	**Voluntary but highly recommended** to Attend P&F session to Learn the preparation and theory of another method	**Mandatory** Participation in the intervention session Provide feedback on the workbook	
Facilitating team	Prepare and Submit The project proposal and then present it in 15-20 minutes (Pitch & Focus) The content includes all details of the theory of the method, the situational analysis, the invitations for the stakeholders with the "role they need to play", **7 roles in total (Max)** **{Assignment 1}** **Mandatory** Prepare and present P&F Pitch with a PowerPoint Time: 15-20 min presentation with later a Feedback/discussion from the teacher and audience. Graded over 6 points for the Portfolio	**It is graded** **Mandatory** Finalize and deliver Intervention with facilitating team -Note keeping track of who attend - take pictures to the process of the modeling -Compile the workbook, adding in appendices all the preparation, e.g. invitations and roles to the document, list of attendance, etc. **{Assignment 2}** Time: 1hr 45 min Graded over 12 points for the Portfolio	**Mandatory for facilitation team** **Volunteer for other** Attend backup office to get feedback Compile The final Report with all feedback received **{Assignment 3}** Complete Workshop reflection **{Assignment 4}** And combine Report & reflection in One document (Portfolio)
Teacher	**It is graded** Feedback done orally after the presentation Discussion with Go or No go on the main aspects and Details for 1) the situational analysis, 2) the theory of the method and 3) the Preparation of the intervention session	Support and monitoring Provide feedback on the workbook	Feedback and assessment with a grade of the final portfolio

Assignment 1.1: Design the Intervention

Background

The goal of a real-life intervention (trajectory) is to help the client in their process to address a messy problem. The learning goal of this first stage is that you practice designing an intervention trajectory which fits a specific question flowing from a messy problem. Like a professional advisor, you will first find out what the problem of the client is, what question(s) need to be addressed, and decide what intervention is suitable to address this question. This analysis results in a written project proposal, which serves to convince the client that the intervention trajectory helps them deal with their problem. For learning purposes this stage is designed a little bit different: You are to identify a real-life messy problem situation yourselves, and devise a client question that fits the intervention method you are to apply.

Supported course learning outcomes

- You are able to **compare** relevant theories to **justify** the link between a particular intervention method and dealing with a messy problem
- **Explain** and **justify** the steps taken during interventions
- Responsibly and effectively **propose** and **communicate** the process and outcomes ofan intervention to the stakeholders and client.

Deliverable: Project proposal

Instructions

Write a project proposal, using the template in the Brightspace 1. A project proposal is meant to help you identify and explain the relevant aspects of your project, as well as inspire you to think further. The project proposal template will also help you organise relevant information into a readable, professional product that can be evaluated by your teacher for feedback purposes (i.e.,does not count towards your final grade).

Upload your team's project proposal in the designated discussion forum on Brightspace before the submission date (see Course Outline document for all submission dates).

Your teacher will provide you once with feedback on the quality of the proposal and, with that, the feasibility of the project. When positive, you receive a 'green light' to continue.

When problematic, you will receive a 'serious warning', which means you have to make changes to your plan in order for the project to succeed!

General tips and tricks

- The first tutorial meeting (Course week 1: Introduction) will give you the information you need to identify and describe an interesting real-life real messy problem.
- At the end of Course week 1, post your messy problem description on Brightspace in the Forum. If you have questions, feel free to post these there.
- In the lecture "Client interaction in interventions", the outline of and steps in an intervention project will be presented. This lecture will also react on your work and questions. Participate in this lecture and pay attention to client interaction, as it will help you write your project proposal.
- Prepare and timely provide relevant information on the messy problem and the roles ofyour participants. To play a specific role in the case of your session, your participants must have sufficient relevant information to take the right perspective.
- Visit the weekly, so-called Backup Office in Zoom for discussion of your ideas and further inspiration with one of the teachers of the course.

Assignment 1.2: Apply the Intervention

Background

Next, you will facilitate the intervention you have proposed in your project proposal, (and experience the intervention methods which the other groups facilitate). The intervention methods used in this course are presented in the reader of Rouwette and Franco (2023). **The intervention session will be graded together with the final portfolio assessment with 12/100 points.**

Here, we present general information on the intervention sessions. We describe common roles in intervention methods and the product that your facilitation team delivers. After application of the intervention in the session, you need to deliver a workbook. This workbook reflects a summary of the intervention session and the main results achieved during this session.

Supported course learning outcomes

- You will be able to **apply** an intervention method that is suitable for managing messy problems, with fellow students as stakeholders
- You will be able to critically **reflect** on the process and **interpret** the outcomes of theintervention with regard to the goals of your project

Deliverable:
Workbook

Instructions

This assignment is about your team fulfilling the role of facilitator during your own intervention and about fulfilling the role of participant in sessions of the other teams. Afterwards, you will write a workbook for your own intervention to keep track of intermediate results. A workbook is a short text describing the process and the results of an intervention session (see Template for this in the BrightSpace). Throughout this assignment, you and your team can draw on support from the Backup Office in Zoom.

1. *Being a facilitator*

Your facilitation team is responsible for organising the intervention meeting and forapplying the specific intervention method to the messy problem described in the project proposal. The intervention team follows the guidelines for their particular intervention method as described in this handbook (Part 4).

Prepare

- Use the proposal template
- Study the theory in the reader on the intervention method of your session
- Study and follow the instructions in this handbook on facilitating your intervention method
- Prepare a presentation of the messy problem to your participants. Remember that they are client stakeholders, and you are an external advisor
- Determine the guiding central question for the session you are going to facilitate, in line with the intervention method of your session
- Provide four to seven types of relevant role-descriptions for participants via the Session Preparation forum in Brightspace and do so at least one week before your session!
- You can collect flipover sheets at the Student Information Point (STIP) during opening hours (Monday - Friday, from 8.30-16.30 hrs). You need to provide any other materials (e.g., board markers, pens, paper and/or post-its) yourself

Communicate

- Use the workbook template
- Upload the workbook in the Workbook Facilitation Teams forum on Brightspace
- Send by e-mail the list of participants with notification of their presence or absence to your teacher. For latecomers, indicate the time of arrival. You can find an Excel document with the names of participants expected to be present in your interventionsession in the Forum of your workgroup, under Session Preparation

You will receive feedback on your workbook from both the participants (your fellow students) and your teacher. Use this feedback when writing your Report and Reflection.

2. *Being a participant*

Prepare

- The students who are not part of the facilitation team take the role of participant in the sessions. Every participant represents a specific stakeholder: Generally, you will be a manager from a certain department in the organisation that struggles with a messy problem. It is important that every participant adopts an active attitude in the session and works in the role-play as realistic as possible, in order to generate an optimal learning situation. For information on your role, visit the designated
- Session Preparation forum on Brightspace.

Communicate

- All teams react to the questions in the workbook posted on Brightspace by the facilitation team before the deadline given to them by the facilitation team. Post your team reaction to these questions on the workbook as a thread in the Feedback for Facilitation Teams forum.
- Also, all teams give feedback, addressing content and process of the meeting (using the templates 5 and 6 provided in the Brightspace, respectively). Post your feedback as a thread in the Feedback for
- Facilitation Teams forum.

3. Pitch & Focus

Before you are going to facilitate an intervention session, you as a team will meet your teacher in one specific Pitch & Focus meeting (for the time schedule, see Brightspace). Your teacher is available for your team to discuss the process, the output or outcome issues relevant to the intervention you will apply. Be prepared to present and justify the design of your session. Each pitching session is 20 minutes. The pitching team present the idea for their session, using a **PowerPoint presentation** or the video, or both. In the same session, all three teams will do their presentation and receive feedback from the teacher within this time. The deadline to upload your proposal on Brightspace is Thursday at 9.00 am. **This will be graded together with the final portfolio assessment with 6/100 points.**

Video (optional) to upload in the Brightspace:

1. For the Pitch & Focus, prepare a short interactive video (5+- minutes) on the messy problem of your group and the theorical background of the intervention method that you are assigned to. Add 1 or 2 questions to evaluate if your classmates are learning from your presentation. A suggestion is to use: https://h5p.org/content-types-and-applications but you can also use PowerPoint as a base for your video. Use the aspects of your project proposal in the video. This video will be shared in the Pitch & Focus session and with the classmates so they can have the introduction of the messy problem and the intervention method that you are planning to use before your intervention session.

What are you supposed to prepare and present in the Pitch & focus? Ideally, your team should aim to present two main aspects:

2. the messy problem, the current situation state of affairs of the topic with data, the challenges that exist for the client, the method (e.g., theory, concept, steps),
3. agenda for the implementation, stakeholders to invite (invitations), risks and mitigation for these risks.
4. Time: 20 minutes for the presentation 10 minutes for feedback of the teacher.
5. All the groups of the same method will present the same day, one after the other.

Before you come to the Pitch & Focus, you need to submit a Project Proposal (see template in Brightspace) and the video. Your teacher will give you feedback to this document and to your Pitch & Focus presentation.

Finally, your teacher will be present at the weekly **Backup Office** and is available for both, the facilitation teams, and the rest of the students to answer questions and learn from the feedback. **Right after your intervention session, you can receive feedback on how you facilitated the session**. You may review with your teacher what happened in the session and discuss how you (could have) reacted (differently) as a facilitation team. This will be organized on campus for all the groups of your teacher.

Assignment 1.3: Report on the Intervention

assessment!

Background

Every intervention is completed with a Report, directed at the client who commissioned you to do the intervention. The Report serves to summarise the process and results of the intervention,and to advise the client on future steps. Make sure the Report is concise, yet understandable to persons who have not participated in the intervention. Also pay attention to structure and appearance of the Report, making it a document tailored to the client’s needs. Note that, in terms of assessment for this course, the Report will become the first part of the final group product (the Portfolio).

Deliverable:
Report

Supported course learning outcomes

- You will be able to explain and justify the steps taken during the intervention.
- You will be able to critically reflect on the process and interpret the outcomes of the intervention with regard to the goals

Instructions

- See the assessment criteria for your group's Portfolio (in the course outline).
- Complete the Report using the template.
- Add key results that you would present to a paying client in the body of the text. Do not include pictures but turn any results into tables and figures (with a caption and a title, like you would in an academic paper too). The original pictures may be attached in the appendix. You want your client to read the main results in the report and to understand the benefits of the session, without looking for far-away appendices.
- Use feedback from the other facilitation teams during the trajectory to compose your Report.
- Include your stakeholders' feedback reactions in an appendix.
- Pay attention to the client experience regarding lay-out, length, and language. It is advisable that one group member takes the role of editor of the Report. He or she will read the final version, check for spelling and grammar, and make sure the structure of the workbook is consistent.

Save your Report as a first part of your Portfolio, to be completed with a second part which will be called the Reflection (see Assignment 1.4).

Assignment 1.4: Reflect on the Intervention

assessment!

Background

Reflection is central to your learning process. It is only by critically looking back on what you have done well and what you can improve, based on knowledge of relevant literature, that you can grow towards being a professional consultant. In this Reflection you are sensitive to both your own experiences and the feedback of participants. Note that the Reflection is the second part of the final group product (the Portfolio) which will be assessed at the end of this course.

Supported course learning outcome

- You will be able to critically reflect on the process and interpret the results of the intervention with regard to the goals of your project.

Deliverable:
Reflection

The facilitation team reflects on the strong as well as the weak points of their group facilitation. This Reflection is based on the reactions and feedback from the participants and your teacher, and on the experience of the facilitation team itself. As the reflection is written to express your learning experience in group facilitation, it should be written from a student's perspective.

Instructions

- See the assessment criteria for your group's Portfolio (in the course outline).
- Use the template for the Reflection and follow the instructions written there.
- Part of the reflection concerns the individual roles within the facilitation team. Since there were more of you facilitating, how did that work, how would you improve it? You can write this section as a group.
- Use literature references in the reflection and add a reference list (not part of the word/page count).
- The final two points of the reflection (professional competence and development) refer to the learning of you as a facilitator, and how you think this course helps you as a professional after you receive your BSc diploma (for most of you within less than a year).

As a team, put the written Report and Reflection as two separate chapters in one document, thePortfolio. Note that the Portfolio requires a cover page, including the name of the course, coursenumber, facilitation team number (e.g., “1-1”), student names and numbers, name of the tutorialteacher, and submission date.

Upload the Portfolio as a Brightspace Assignment, giving it this title: Portfolio +[facilitation team number].

4. APPLYING THE INTERVENTION METHOD

Important notes for the intervention session

Below, you will find informal tips and tricks on the process of facilitation, based on experience from previous Intervention Methodology courses.

Opening: Introduction of participants. You need to practice this regime every week, even though this might feel superfluous in your role-playing situation. In real-life situations you have to pay attention to this issue. For instance, if you facilitate a second session with the same group, be sure to introduce new participants andcheck whether they understand what happens.

Introduction of the problem: In a real-life setting, everyone present probably has years of experience in the matter at hand and more knowledge than you have. In addition, part of the information on the problem will be contested. Preferably you would have discussed the problem statement with the person commissioning theproject. In the session, briefly introduce the problem and check whether the participants recognise and acknowledge your problem statement.

Introduction of the method: Introduce the method by explaining why it is effective for the task at hand. Makeclear to your group what the purpose is of the method you use. Why can you tackle the problem with this method? Be aware that you need to motivate participants to spend time on this problem using this method. Part of explaining the method is explaining your role as a facilitator: focused on procedure and process, neutral with regard to content. Explain briefly why that role is useful. If you explain the procedure of the method alsoexplain why you are going through these steps. Note that by using an intervention method, you are perhaps taking participants out of their comfort zone, being used to the traditional meeting approach.

Facilitation: Neutrality is a critical facilitation attitude (see Rouwette &Franco, 2023). If you are guiding a group in a facilitator role, you are not a content expert, but a process expert (in a consultant role): you are the expert concerning the method. Beware of open procedural questions like ‘What do you think we should do now?’. You could propose alternative options and ask the group members which they would choose, but an open question will probably lead to confusion. Coordinate your actions as facilitation team: for instance, having two conversations with the group simultaneously is confusing. Take care that everybody gets a say, ifnot, you can gently invite them to contribute. Note that, as a facilitator, everything you do has multiple effectson the participants: asking someone directly if he or she has anything to contribute may result in an extra idea,but it may also highlight the fact that this person has not contributed so far (and may be increasing his or hernervousness). Don’t give your own opinion as facilitator and don’t judge ideas, always try to stay neutral (which can be difficult). Check whether the group agrees before noting something on the screen.

Recording: You are encouraged to audio-record your session to avoid discussions afterwards on what happened exactly (i.e., write a better Report, and Reflection). Do not forget to ask participant for their permission and inform them about the confidentiality of your recording, beforehand!

Take pictures: Make pictures not necessarily to the audience, although, if they accept, you can also take pictures to that. But more importantly, make pictures to the model that your audience is developing on the board or take pictures to the process of discussion sketched in the board. This will serve you for the elaboration of the workbook.

Timing: Make a time-schedule, this will help you to keep a grip on the process. Keeping track of time and adjusting the tempo to participant needs is difficult but very important. There are a number of goals that need to be balanced. Participants should not be bored but on the other hand also should still be able to follow what happens and contribute (and this may be different from one person to another!). The goals of the session should be met but not if this means losing the participants. This last point makes a realistic agenda and fall- back options necessary.

Take a list of the participants: Make sure you print out the list of participants in the class and note if all arrived to your session or someone is missing. Hand in this list to your teacher and include the list in the workbook as well.

After the session: Give each other **feedback** on the role-taking as facilitators because this is more difficult than you might think. **Use this information for your written Reflection**.

5. LITERATURE

Lectures: The best way to prepare for each lecture by reading corresponding chapter in the reader:

Etiënne Rouwette and Alberto Franco (2023), Engaged decision making: How to transform team knowledge into high quality decisions. Available on Brightspace.

Week 1: Introduction to Intervention methods and messy problems

- Lecture 1 : Experiences and techniques for participatory methods.
- Chapter 1-2. Chapter 1: decision making traps, Chapter 2: motivated decision making. Rouwette, E., and Franco, A. (2023). Available on Brightspace.
- Chapter 13-14. Chapter 13: Learning to facilitate team discussions, Chapter 14: Facilitating the process and content of team discussions. Rouwette, E., and Franco, A. (2023). Available on Brightspace.
- Camillus, J. C. (2008). Strategy as a wicked problem. Harvard Business Review, 86(5), 99-106.

Week 2: Brainstorming:

- Lecture 2: Intervention methods: facilitation expertise and participation
- Chapter 3: Interventions to support team decisions. Rouwette, E., and Franco, A. (2023). Available on Brightspace.
- Brainstorming: Paulus P. and Kenworthy J., 2019. Effective Brainstorming. In P. Paulus (ed.), B. Nijstad (ed.) of book: The Oxford Handbook of Group Creativity and Innovation. Open access: https://www.researchgate.net/publication/326127810_Effective_Brainstorming#fullTextFileContent

Week 3: Lecture 2: GMB

- Lecture 3: GMB and MSD
- Chapter 4: Group model building. Rouwette, E., and Franco, A. (2023). Available on Brightspace.
- GMB: De Gooyert, V., Rouwette, E. A. J. A., Van Kranenburg, H. L., Freeman, E., & Van Breen, H. (2022). Cognitive change and consensus forming in facilitated modelling: A comparison of experienced and observed outcomes. European Journal of Operational Research, 229(2), 589-599. Open access: doi.org/10.1016/j.ejor.2021.09.007
- OPTIONAL. Chapter 5. Application: building the business model of Sioo management education. Rouwette, E., and Franco, A. (2023). Available on Brightspace.

Week 4: Multiple Scenario Development (MSD)

- Lecture 3: GMB and MSD
- Chapter 6: Participatory scenario development. Rouwette, E., and Franco, A. (2023).

Available on Brightspace.

- MSD: Kathya Cordova-Pozo, Etiënne A.J.A. Rouwette, 2023. Types of scenario planning and their effectiveness: A review of reviews. Futures, Volume 149, May 2023, 103153. Open access: https://doi.org/10.1016/j.futures.2023.103153
- OPTIONAL. Chapter 7. Chapter 7. Application: understanding possible futures of Nijmegen municipality. Rouwette, E., and Franco, A. (2023). Available on Brightspace.

Week 5: Multicriteria Decision Analysis (MCDA)

- Lecture 4: MCDA
- Chapter 10: Decision conferencing. Rouwette, E., and Franco, A. (2023). Available on Brightspace.
- MCDA. Mika Marttunen, Jyri Mustajoki, Mikko Dufva, Timo Karjalainen. How to design and realize participation of stakeholders in MCDA processes? A framework for selecting an appropriate approach. EURO Journal on Decision Processes, Volume 3, Issues 1–2, June 2015, Pages 187-214. Open access: doi.org/10.1007/s40070-013-0016-3
- MCDA. Apostolos Arsenopoulos & Vangelis Marinakis & Haris Doukas, 2021. "Participatory multi-criteria decision analysis for sustainable energy planning," International Journal of Multicriteria Decision Making, Inderscience Enterprises Ltd, vol. 8(3), pages 276-290. Available on Brightspace.
- OPTIONAL. Chapter 11. Application: Prioritising projects to tackle teenage pregnancies in a multi-cultural neighbourhood (II). Rouwette, E., and Franco, A. (2023). Available on Brightspace.

Week 6: Evaluation of the intervention methods

- Lecture 5: Evaluation of the intervention methods
- **There is no chapter in the reader for which the Lecture 5 is very important to the course.**
- Evaluation: Gibson, C. B., Randel, A. E., & Earley, P. C. (2000). Understanding Group Efficacy: An Empirical Test of Multiple Assessment Methods. Group & Organization Management, 25(1), 67–97. Open access: doi.org/10.1177/1059601100251

Appendix. 1

Intervention Methodology 2023, MAN-BCU019A
Extra assignment for the method you missed the class
This is intended for a student that WAS NOT organizing the session or Pitch & Focus

NOTE: This extra assignment is mandatory to fulfill participation. If you missed ONE DAY (no matter the reason, even with permission) you need to present this. If you missed TWO OR MORE, you cannot continue the course.

Extra assignment

This document describes your extra assignment for the Intervention methodology course. The assignment must be completed *individually*, and all text should be in Times New Roman, 12-point font, one-and-half spacing. You must upload your assignment as a **Word** document in Brightspace (Activities, Assignments, Extra Assignment). Via Turnitin, your assignment will be checked for plagiarism. Note, you also need to upload a part of your assignment in the Forum Reading Reflection Questions (see the last bullet point below). Upload your assignment before the date indicated by your teacher.

- Search for two scientific articles about this method (year of publication can be 2021 or later). Check with your teacher the suitability of this articles.
- Based on those articles, formulate a **Document (structure: introduction, method, results, discussion, length 3 pages). Time to work and present the document: you have 5 days**.
- Read and highlight the main important aspects in every article that you were assigned. Upload these articles with your extra assignment.
- Extract the following information and write about the following aspects (in Results):
  1. The theory principles of the method, the process (steps), and outcomes
  2. Read the case-study (s): main outcomes of the case, effectiveness, and limitations of the method in the case, type of quantification used, draw the desired behaviour
  3. Make a 3-points comparison between the method and other methods you learned about.
- The objective of the paper is to show the method, how it is used, what are the main advantages or disadvantages compared to other methods. You can use these same points for discussion. Use references.

- Post two multiple choice questions in the Forum Reading Reflection Questions. Please select the three questions that you consider the most useful and challenging for other students. Note, we may select some good questions for the written exam. Therefore, it is important to present:
    1. Per multiple choice question, formulate four answer options and take care that there is just one correct answer option (i.e., the best answer).
    2. For the correct answer option, refer to the page in the literature that clarifies why this is the best answer.
    3. Finally, consider:
        - none of the four answer options can be eliminated beforehand.
        - per question, only one problem or issue is included.

Post the extra assignment in the Brightspace: Assignments: Extra assignments: Your name

Appendix. 2

Intervention Methodology 2022/2023, MAN-BCU019B

Alternative assignment: Facilitate an intervention session

This is intended for a student that WAS ONE of the organizers of the session or Pitch & Focus

NOTE: This extra assignment is mandatory to fulfill participation. If you missed ONE DAY (no matter the reason, even with permission) you need to present this. If you missed TWO OR MORE, you cannot continue the course.

This document describes your extra assignment for the Intervention methodology course. All text should be in Times New Roman, 12-point font, one-and-half spacing. You must upload your assignment before as a **Word** document in Brightspace (Activities, Assignments, Alternative Assignment) with a cover page indicating your name before **DATE to agree with the teacher**. Via Urkund, your document will be checked for plagiarism.

<u>Instructions</u>

- Organise and facilitate an intervention session, in which you use the **Group Model Building**; follow the guidelines and instructions provided in the handbook of the course.
- Collaborate with one other facilitator, reserve a room for the session and take care for equipment/materials yourself. You can also organize via Zoom.
- Required number of participants: eight persons having their own expertise related to a specific role/position. **Design the invitations and roles** and include them in your workbook.
- **Messy problem**: **Inclusion of people with disabilities in access to basic health services (not emergency)**. You need to cover the following aspects of the problem.
  1. Transportation. ● Lack or limited availability ● Cost ● Physical and psychosocial barriers ● Time constraints ● Discrimination ● Safety concerns
  2. Environment & Equipment. ● Lack of accessible architectural designs ● Sensory distress or distractions ● Poor state of infrastructures ● Lack of space ● Lack or misuse of accessible and specialized equipment
  3. Communication. ● Lack of Sign Language services ● Lack, limited or inconsistent information about services ● Inaccessible information (e.g., sensory or cognitive) ● Lack of AAC tools ● Use of complicated medical jargon
  4. Attitudes. ● Discriminatory beliefs & behaviours by healthcare professionals and caregivers ● Individual attitudes of PWDs ● Discriminatory societal attitudes, norms and practices
  5. Healthcare systems, services & policies. ● Lack or limited availability of services ● Lack of care coordination ● Lack or limited DI financial support/investments ● Healthcare insurance coverage ● Limited human resources ● Time constraints ● Lack of disability guidelines ● Inefficient or inequitable policies and processes
  6. Education & training. ● Lack of knowledge, skills, experience, and training opportunities on disability by healthcare professionals ● Limited health literacy and awareness of services by caregivers, community members and persons with disabilities
  7. Financing. ● Lack of health insurance or limited insurance coverage ● Lack of disability benefits from government ● Transportation costs ● Cost of assistive devices and their maintenance ● Out-of-pocket payments
  8. Support and relationships. ● Lack of support and strained relationship with caregivers and healthcare professionals
  9. Personal factors. ● Physical and mental health issues
  10. Intersectionality. ● Rural, gender, LGBTQ+, climate, linguistic/cultural/racial diversity, immigrants and refugees, age.

- **Video and Audio-record the session to hand-in**; for that, you will need written consent from your participants.
- Write a workbook of the session and collect reactions on the workbook from your participants and feedback on your facilitation.
- After you have received the reactions from your participants, you may revise your workbook adding all participants' reactions and feedback in an appendix of the workbook.
- **Upload your workbook and the recordings of video and audio** in Brightspace.