

## feedback van Opdrachtgever

Feedback Parisa

Part 1; questions

1. What went well during the process? (tops) and why?  
Sophie did a great job talking to different stakeholders involved to make sure the designs reflect the needs and requirements of different user groups and internal stakeholders, making compromises between simplicity, usability, and comprehensiveness, and delivering a product that is up to the challenge. She kept a positive attitude throughout and she was a joy to work with
2. What could have gone better? (tips) and why?  
Using early prototypes or stimuli in stakeholder interviews to test ideas early on  
Documenting all requirements in one shared document, prioritizing them in terms of importance, and marking the ones she decides to leave out of the product. Sharing this document could be useful for alignment between different stakeholders, guiding the discussions in stakeholder meetings, and in the final evaluation
3. Do you feel like the product fits the requirements and solves the design challenge?  
I believe that the space Sophie had to operate in was very complex and she did a good job of navigating that and making compromises. I think the design solves the primary challenges and I would rate it as successful
4. How do you feel about my work attitude towards meetings, deadlines etc?  
Respectful of other people's time. Showing flexibility and positive outlook. Following a timeline and plan. One improvement I suggest would be proactive and instant communications when the timeline needs to be changed, accompanied by what it means for the project. Sophie definitely did that during the scheduled meetings but maybe one step further can be communicating it as soon as a change happens.
5. Do you feel like the quality of the work matches the quality standards of Gradient? If no, what could be improved? If yes, what stood out most?  
Yes it does and the effort Sophie put into it was really nice to witness.

## Part 2; scoring

**Understanding & outlining** – Takes stock of objectives, wishes and ideas of stakeholders and translates these into a design problem within the applicable context. Is able to deal with problem situations that are variable or difficult to understand, continues to ask questions and reformulates the design question. Purposively chooses suitable design theories and methods, and is able to substantiate these choices.

**Grade 9/10**

**Conceptualising** – Is able to incorporate and apply trends and developments in designs. Uses suitable creative methods and techniques in developing ideas, and makes substantiated choices. Is able to harness creativity and to experiment in order to investigate new options. Is able to deal with various conflicting interests of stakeholders without losing sight of the design.

**Grade 8/10**

**Imagining & creating** – Is able to come up with and describe ideas, to make these ideas concrete and convey them to others. Creates suitable prototypes with a specific objective as part of the iterative design process. Applies design principles (in the area of design, interaction and technical skill) and pays attention to details. Dares to experiment in order to find a solution.

**Grade 9/10**

**Evaluating** – Takes a critical attitude towards the own work with an eye to improving it and actively looks for feedback. Is able to justify the ethical consequences of a design. Constantly evaluates developments in the design and the design process with users, other stakeholders, experts and colleagues. Is familiar with a range of qualitative and quantitative testing methods and techniques. Chooses the right techniques with an eye to the test objectives and draws valid conclusions.

**Grade 8/10**

**Manifesting & presenting** – Is able to communicate convincingly using valid substantiation. Has a command of various communication forms and presentation styles; is able to inspire, inform, consult, convince and motivate. Performs work grounded in passion and commitment, which is reflected in the work.

**Grade 10/10**

**Initiating, organising & providing direction** – Harnesses creativity in order to achieve improvements. Plans, conducts and checks a design process, and adjusts it where necessary, taking time, means and quality into account. Assesses the possible success and risk factors

related to the design process. Is able to consider project objectives and priorities at a meta-level and to make strategic choices.

**Grade 9/10**

**Developing & reflecting** – Reflects on quality and the own performance during the design process, and adjusts it where necessary. Reflects on the quality of the product and learns from this reflection. Makes adjustments with regard to the own development. Continually studies developments related to relevant fields and is able to judge these developments on their merits.

**Grade 8**

**Researching** – Exhibits an investigative attitude. Is able to conduct research and to apply suitable methods. Is able to judge the own and other's research on its merits. Draws conclusions from research and applies them in the design.

**Grade 9/10**