

Bridging Knowledge Boundaries: The role of reflection and collaborative tools in public sector design collaboration

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Abstract: Public organizations increasingly rely on design approaches to address wicked problems. However, integrating design practices into public organizations remains challenging. This study explores how collaborative tools and reflective methods surface knowledge gaps and foster knowledge exchange between design teams and public organizations, especially when intermediaries, like the *impactversterker*, step back. In the context of the PONT program, four activities were conducted: contextual inquiry, collaboration worksheet, knowledge and vacancy card session, and brainstorm. All focusing on moments of structured reflection. Findings reveal that while tools such as templates and emotion timelines support alignment and dialogue, their effectiveness is dependent on facilitation. As intermediaries begin to step back, reflective practices risk being neglected in time-constrained and task-driven environments. This study argues for embedding reflection as a shared, sustainable routine. These insights contribute to design research on reflective practice and knowledge exchange in complex public context, informing both designers navigating institutional systems and public partners seeking to institutionalize sustainable design-driven innovation.

Keywords: Design-driven collaboration; reflective practice; knowledge exchange; public sector innovation

1. Introduction

Public organizations increasingly face wicked problems, complex societal challenges that cannot be solved through traditional linear approaches. Wicked problems have four traits in common: they are dynamic, open, networked, and complex (Interaction Design Foundation, 2024). These characteristics make them challenging for public organisations, which are structured around clear responsibilities, predefined goals, and bureaucratic processes (Head & Alford, 2013).

1.1 Design thinking in public organisations

Design thinking has proven to be a promising approach to tackle wicked problems by fostering iterative problem-solving, co-creation, and reframing (Genuchten & Van Merle, 2022). However, integrating design methodologies into public organizations remains challenging.

Public organizations remain hesitant to embrace wicked problems due to their unpredictable nature. Along design thinking is not yet embedded in their ways of working, leading to struggles in navigating open-ended, exploratory processes. As a result, they prioritize predefined outcomes, limiting the potential impact of design. Dorst (2015) introduced the nine steps of frame innovation to provide a structured yet flexible way to engage with wicked problems, encouraging rethinking problem framings, identifying new solution spaces, and guiding interdisciplinary collaboration (Schaminée & Dorst, 2020).

1.2 The role of intermediaries

In response to the challenges of embedding design within public organizations, PONT (Public Design Practice) (PONT, 2025a) introduced the role of *impactversterkers* (impact amplifier) (PONT, 2023; Pont 2025b). *Impactversterkers* are experienced designers and professionals who embed themselves in ongoing public design practices to enhance collaboration, extract insights, and strengthen the impact of design within public organizations. Acting as independent intermediaries, *impactversterkers* bridge the gap between design-driven innovation and institutional structures. They not only improve collaboration, but also help surface broader lessons that can inform the strategic integration of design in public systems. While the role of *impactversterkers* has proven valuable, their long-term sustainability and scalability remain open questions.

1.3 Research focus

To understand the broader conditions that support or hinder collaboration between public organizations and design teams, this study explores: *“How do collaborative tools and reflective methods surface knowledge gaps and foster knowledge exchange between design teams and public organizations?”* To identify knowledge gaps and preferred ways of knowledge exchange, I observed and engaged with the participants in their everyday settings, taking a field approach. As part of this research, I organized four activities:

1. *Contextual inquiries* to examine the role of intermediaries in facilitating reflection and knowledge sharing.
2. *A collaboration worksheet* to guide joint reflection on project experiences and needs.
3. *Knowledge and vacancy cards* to identify expertise and missing knowledge.
4. *A brainstorm session* to explore preferred modes of knowledge exchange.

Together, these activities provide insights into how knowledge is made visible, and shared within collaborative design settings. The findings contribute to a deeper understanding of how structured reflection and collaborative tools can support the continuity of design in public sector environments, especially when intermediary support is no longer present. These insights are not only important for public partners but also for designers, who often operate in complex, uncertain environments involving multiple stakeholders. By understand-

ing how reflective and collaborative tools can structure collaborations, foster long-term impact, and support strategic engagement, designers are better equipped to navigate these challenges.

This introduction sets the stage for the paper. The next section reviews related work on the role of design, reflection, and intermediaries in public sector collaboration. Followed by the methods, detailing the research activities, data collection, and analysis. Together, these sections lead into the findings and discussion, which examine how knowledge is exchanged, how reflection sustains collaboration, and what shapes continuity when intermediaries step back. The paper concludes with key insights and opportunities for future work.

2. Related work/background

This section reviews existing literature and projects on interdisciplinary collaboration in the public design sector, focusing on challenges in embedding design within public organizations, the role of intermediaries, and tools for reflection and knowledge exchange.

2.1 Challenges of embedding design in public organizations

As mentioned, public organizations increasingly face wicked problems which usually cannot be solved through traditional linear approaches (Horst & Webber, 1973). The traditional bureaucratic structures struggle to address these challenges, leading to a growing interest in design-driven approaches, such as design thinking and frame innovation, to facilitate systemic change (Bason, 2014; Schaminée & Dorst, 2020). However, integrating these methodologies in public organizations presents significant challenges. Designs iterative, exploratory nature often conflicts with the bureaucratic demands for predictability and control (Kimbell, 2011; Brinkman & Van Der Bijl-Brouwer, 2023; Brinkman et al., 2023).

Over the years, design thinking has emerged as a key approach for innovation in public organizations. As it offers iterative, user-centered methods to reframe and address complex challenges (Schaminée, 2018; Genuchten & Van Merle, 2022). Dorst's (2020) *Frame Innovation* framework further structures this approach by guiding interdisciplinary collaboration around reframing and exploration. This makes it a valuable framework for transformation in the public sector.

While design methodologies offer new ways to navigate complexity, their adoption within public institutions is not straightforward (Seravalli et al., 2022; Schaminée & Dorst, 2019). Structural and cultural barriers often hinder the effective integration of design thinking (Brinkman & Van Der Bijl-Brouwer, 2023). Public organizations typically prioritize predefined outcomes, whereas design processes embrace ambiguity and iteration (Schaminée, 2022). Moreover, power dynamics can create resistance to participatory and co-creative processes, requiring strategies to foster self-reflection and institutional learning (Goodwill, Bendor, et al., 2020; Goodwill, Mulgan, et al., 2020; De Waal & Karskens, 2022).

2.2 The role of intermediaries in public sector innovation

To bridge the gap between design and public organizations, intermediaries play a crucial role in translating, facilitating, and embedding design methodologies (Mazerant & Van Der Bijl-

Brouwer, 2021 & 2024). Literature on boundary spanners, innovation brokers, and design facilitators emphasizes how these roles help navigate complex organizational environments, bridge interdisciplinary gaps, and help align stakeholder perspectives to drive systemic change (Van Der Bijl-Brouwer & Malcolm, 2020). These intermediaries often work at the intersection of policy, design, and implementation, to ensure that the approaches are both actionable and context-specific. Along they also act as knowledge brokers, facilitating the translation and circulation of both tacit and explicit knowledge across disciplinary and institutional boundaries (Meyer, 2010).

The *impactversterker*, introduced by PONT (PONT, 2023; Van Arkel & Tromp, 2022), can be seen as part of a broader category of intermediaries that facilitate collaboration between different stakeholders in public innovation. The *impactversterker* role builds on these intermediaries roles. However the *impactversterker* is unique in its focus on strengthening public design practices by supporting collaboration, and ensuring long-term knowledge integration to inform future collaborations. However, question remains about their long-term sustainability and scalability. Can such roles be institutionalized without compromising its independent, critical, and reflective nature? Can its practices be translated into tools or methods that others can use? These questions underscore the importance of studying how such roles help surface knowledge gaps and foster collaborative learning (Van Hout et al., 2024).

2.3 Exchanging and understanding perspectives for collaboration

Interdisciplinary collaboration in public innovation projects often suffers from a lack of shared language and the ability to exchange and comprehend the different perspectives. This makes it difficult for stakeholders to align goals and expertise (Cross, 2004). Recognizing this misalignment is a crucial factor for addressing constraints and aligning goals, both essential for productive collaboration.

Perspective sharing has been proposed as a strategy to overcome this challenge. Work by Jaasma et al. (2017), *[X]Changing Perspectives*, introduces an interactive system for multi-stakeholder discussions on public issues through participatory sensemaking. The research highlights how participatory sensemaking tools can bridge differing professional languages. By facilitating structured dialogues and shared meaning-making, the tool enables stakeholders to co-create solutions. From this, one can conclude that exchanging and understanding each other's perspectives is a foundational element for easing collaboration between public organizations and design teams. Along, this research demonstrated how structured conversations tools and participatory sensemaking can bridge professional languages and enable shared understanding.

Tools not only function as communication aids but also as collaborative reflection mechanisms. By making internalized knowledge explicit, they help teams align expectations, uncover tensions, and move forward. Leading to more effective partnerships and, ultimately, increase the success rate of design interventions in public contexts (Lewis et al., 2019).

2.4 Structured reflection and identifying knowledge gaps

A key challenge in interdisciplinary collaboration is identifying missing expertise and determining when external knowledge is needed, which can hinder the project continuity (De La

Vega, 2024; Aastvedt & Higdem, 2022). Research suggests that making these gaps explicit is essential for fostering sustainable, self-sufficient collaboration models (Brown & Katz, 2009). By integrating structured reflection tools teams can articulate missing knowledge and recognize moments when additional expertise is needed. An essential step in strategizing long-term knowledge integration (Kimbell, 2015). Tools can also support organizational learning by externalizing tacit knowledge, as described in the *SECI model* (Nonaka & Takeuchi, 1997), where knowledge is systematically transformed and shared through socialization, externalization, combination, and internalization. Furthermore, this reflective process aligns with the concepts of *reflection-in-action* and *reflection-on-action* (Schön, 1983), enabling practitioners to make sense of unfolding situations or past experiences in order to guide future actions.

One of those structured reflection tools that encourages reflective and perspective-shifting is journey mapping. Journey mapping is widely used in design as a method for visualizing and identifying experiences, pain points, and opportunities for improvement (Stickdorn & Schneider, 2012; Jones & Van Ael, 2022). Based on the reflective and perspective changing elements of this method, I argue that certain elements of journey mapping can be used within interdisciplinary collaborations (Kalbach, 2015). When applied within interdisciplinary teams, journey mapping may help stakeholders better understand one another's perspectives, surface collaboration gaps, and identify moments when new expertise or intervention is needed. This will be elaborated on in the next chapter.

3. Methodology

3.1 Design

To explore how collaborative tools and reflective methods surface knowledge gaps and foster knowledge exchange between design teams and public organizations, I designed and facilitated four research activities: contextual inquiries, a collaboration worksheet, knowledge and vacancy cards, and a brainstorm session. Each activity was shaped around a sub-question to provide insights into a specific aspect of the collaboration dynamic. Following a research-through-design approach, the activities served both as data collection moments as well as interventions to actively engage participants in reflective practices. The separate activities allowed for a multifaceted exploration of the topic, each connected to the main research question.

3.1.1 Contextual Inquiry

I conducted three contextual inquiries across different practices, to understand the role of intermediaries. This activity was guided by the sub-question: "*How do intermediaries facilitate collaboration and knowledge exchange between designers and public organizations?*" I formulated this question to examine how the presence of intermediaries influences the visibility, flow, and continuity of knowledge. I chose contextual inquiries as a qualitative method, combining observations with informal interviews in participants' natural environments to reveal workflows, challenges, and decision-making processes (Kuniavsky et al., 2012).

Topic	Speaker	Role Impactversterker	Tools & Techniques	Key Observations	Quotes
Introduction	Impactversterker	Set the stage of the meeting	meeting agenda		
How is it going?	Designer & Official	Asks questions to understand context & to let stakeholders reflect			"How can we share our lessons with others?"
Implementing approach in the whole team	Official		Giving Real life examples		"I struggle with which words I should use."
	Designer	listen & observe		The impactversterker is carefully listening & observing to understand the issue before advising	"How can I enthuse others designers to work on these complex projects?"
Closing	Impactversterker	Summarizing & concluding the session	Using notes taken during meeting		
Reflection & action plan	Designer & Official	Asking questions		The impactversterker lets them reflect to formulate next steps	

Figure 1 Filled Contextual Inquiry template illustrating and summarizing the activity.

I shadowed three different *impactversterkers* during their practise. Before the inquiries I conducted short preliminary interviews with each *impactversterker* to understand the context of their practice and the current project phase. During the observations I used an observation sheet (fig. 1) to structure note-taking. This helped me document the topics discussed, the role of the intermediary, tools & techniques, key observations, and quotes. The observations were conducted both on-site and remotely, depending on the practice.

After each observation session, I followed up with a short reflective conversation to clarify uncertainties and validate my interpretations. I digitally transcribed my notes, organizing them per practice and actor. While I mainly focused on the intermediaries, I also noted interesting interactions involving designers and public stakeholders.

3.1.2 Collaboration Worksheet

I created a collaboration worksheet (fig. 2) as a tool for journey mapping, specifically targeting emotional (mis)alignment across project phases. Stakeholders from the design team and public organization completed the worksheet together in five steps, preceded by individual reflection. This tool was inspired by journey mapping techniques, but I modified it to focus on emotional experiences. The goal was to surface emotional alignment or misalignment as indicators of knowledge gaps or friction points in the collaboration. The underlying sub-question was: "How can journey mapping help identify collaboration gaps, reveal moments when expertise is needed, and uncover missing expertise?"

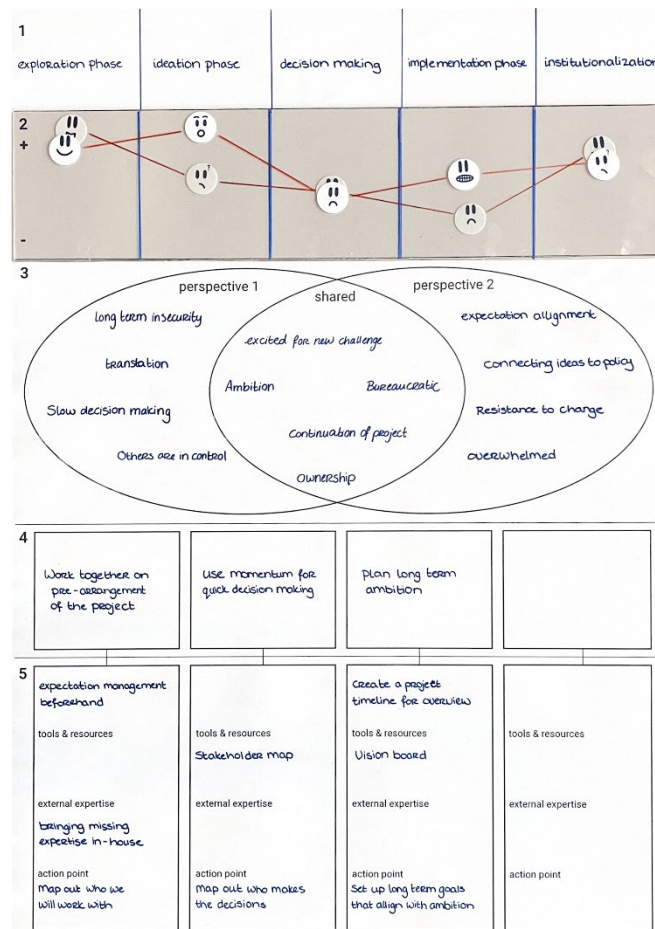


Figure 2 Filled collaboration worksheet illustrating and summarizing the activity.

I piloted the worksheet with two student pairs to test whether the instructions were clear and if the format sparked the intended discussions. Some improvements were made, to clarify the instructions.

The final worksheet was used in three sessions, each involving one designer and one public organization stakeholder. The steps of the worksheet include defining project phases, individually mapping emotion timelines, comparing the timelines, identifying and discussing alignment strategies, and formulating concrete actions for improvement. Each session ended with a short interview, evaluating the worksheet's clarity, usefulness, and timing (see Appendix C for the instruction booklet). After each session I was left with a completed worksheet, observational notes of verbal and non-verbal interactions, and end reflections.

3.1.3 Knowledge & Vacancy Cards

To make existing and missing expertise visible, I created a set of knowledge and vacancy cards (fig. 3 & 4). These cards addressed the sub-question: "What types of knowledge are commonly present or missing in collaborations between designers and public organizations, and when do practitioners experience a need for expertise?" This sub-question emerged from my observations during contextual inquiries, where I noticed how implicit knowledge often went unnoticed and needs were only discussed afterwards.

KNOWLEDGE CARD Which knowledge do you want to share with others? Sender: Your practice & function <u>Internal Designer in public organization</u> Title of knowledge: <u>Vocabulary Translator</u> Content: Which is the concrete knowledge, experience or approach you want to share? <u>Knowledge about how collaboration works, access, politics, policy, and implementation, and how a design approach can contribute to this. This includes understanding the language of government & risks involved.</u> Why is this knowledge useful for others? <u>Because it helps sharpen the project, strengthen the impact, secure the project, and create space within systems. Knowing which language to use to whom leads to faster decision making</u>	THE ADDRESS LABEL Who is the knowledge intended for? To whom: Who is this information relevant to? <u>Designers & Officials</u> IMPORTANT FOR ACCEPTANCE How should the knowledge be applied? How to apply: <u>By doing a trial and error</u> When is the right moment to receive the knowledge? <u>At the start of the collaboration</u> How can this knowledge best be transferred? <u>I don't know</u>
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Figure 3 Filled knowledge card illustrating and summarizing the activity.

KNOWLEDGE VACANCY What knowledge are you missing? Sender: Your practice & function <u>Designer</u> Content: Briefly describe what knowledge or expertise you lack <u>Sensing the interest and internal understanding to be able to make them work for you, so you can really make an impact and move quicker</u> What could you do better with this knowledge? What changes when you have this knowledge at your disposal? <u>Speaking the stakeholders' language to get them on board with me</u>	Title of knowledge: <u>Organization Structure</u>
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Figure 4 Filled vacancy card illustrating and summarizing the activity.

I handed out the knowledge and vacancy cards during workshop setting. I first asked participants to fill out knowledge cards (n=6), about their own expertise. Afterwards they were asked to fill out vacancy cards (n=2) if they were missing knowledge or had wished to have access to specific knowledge during a moment of their project.



Figure 5 Knowledge and vacancy cards placed on timeline.

I provided a shared project timeline and asked participants to place their cards along the line to indicate when their knowledge was relevant (fig. 5). This visual timeline allowed for a discuss between me and the participants about knowledge exchange and occurring gaps. During this activity I made observational notes to capture how participants experienced the activity, reacted to each other's card, and which moments triggered reflection.

3.1.4 Brainstorm Session

To explore preferred modes of knowledge transfer, I organized two brainstorm sessions (fig. 6). One session included a mix of stakeholders and the other session only included designers. The sub-question here was: *"How do interpersonal, physical, and digital modalities support the continuity of knowledge exchange across practices, and which forms of exchange are preferred?"* This sub-question focused on the challenge of sustaining knowledge exchange over time and across projects once intermediary support is no longer present.

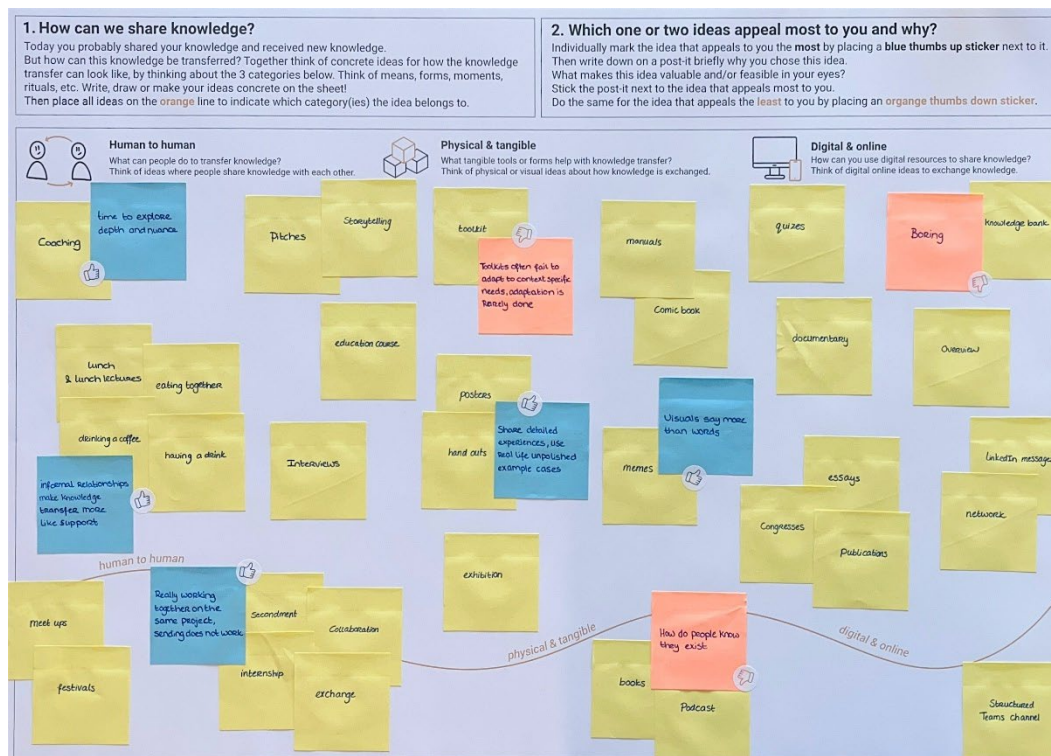


Figure 6 Filled brainstorm sheet illustrating and summarizing the activity.

In each session I asked participants to generate ideas for knowledge-sharing tools and practices. I then asked them to categorize ideas by: human-to-human, physical/tangible, and digital/online. The ideas were visualized, categorized, and placed on a shared canvas using sticky notes. We then reflected on the desirability of each idea. In the end each participant selected their most and least preferred ideas, explaining their reasoning on color-coded sticky notes. This activity revealed participants' values and preferences related to continuity, accessibility, and agency in knowledge transfer.

3.2 Data Collection

During the four activities I collected different types of qualitative data (fig. 7). However, behavioural observations were a critical part of this research as it allowed me to capture real-time responses, both verbal and non-verbal. By observing participants as they interact with the tasks, I gained insights into their cognitive, emotional, and physical reactions. Revealing patterns that may not be fully articulated in verbal reflective responses alone.

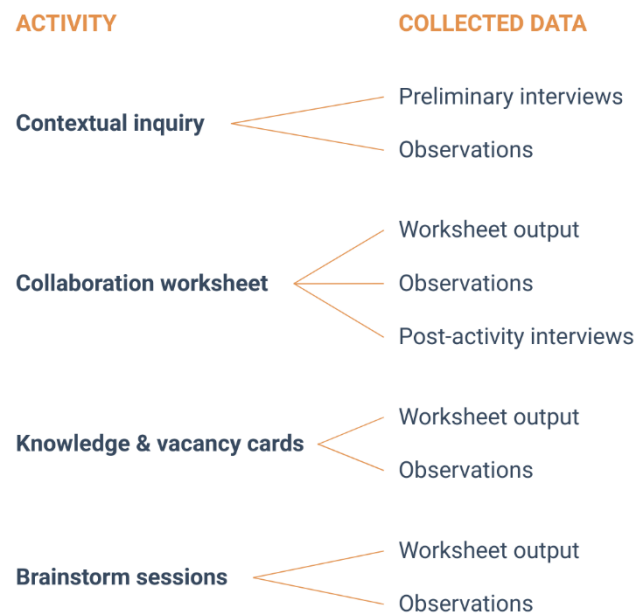


Figure 7 The collected data of each activity.

Each activity produced different types of data:

- *Contextual inquiry*: I collected observational data focusing on the behaviour and role of intermediaries. The notes included recurring discussion themes, intervention strategies, and quotes.
- *Collaboration worksheet*: Data consisted of the completed worksheet, including the individual emotional timelines. During the activity I also took note to capture both participants' verbal and non-verbal responses. Additionally, I documented the responses of the post-activity interview questions.
- *Knowledge & vacancy cards*: The completed cards were photographed within the context of the timeline. I analysed their placement and content, while also observing participants' reactions and group discussions.
- *Brainstorm sessions*: Ideas were captured using categorized sticky notes placed on the canvas. I also took notes of the group conversations to understand the reasoning behind participants' preferences and values.

3.3 Data Analysis

I used thematic analysis (Sovacool et al., 2023) to analyse the collected data across the four activities. First, I organized the data by activity and type. The observational notes and written responses were analysed separately, so I could better interpret both implicit and explicit knowledge. Each data type was coded inductively to identify recurring topics, tensions, and expressions to then cluster in broader categories (fig. 8).

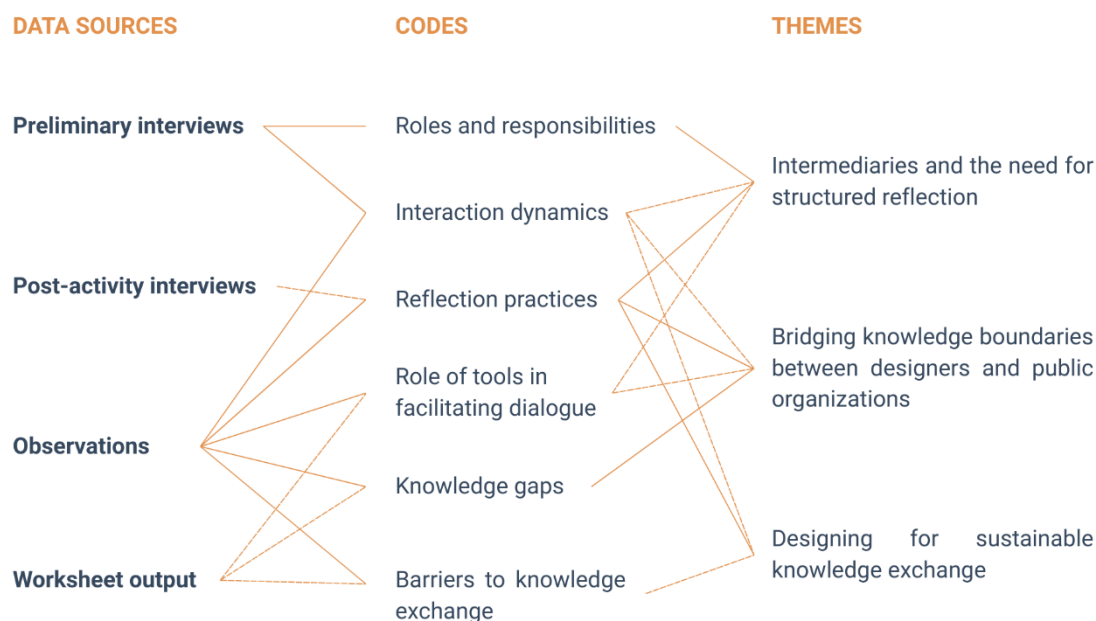


Figure 8 Overview of thematic analysis.

Eventually I ended with three overarching themes:

1. Intermediaries and the need for structured reflection

This theme captures how the presence of intermediaries shaped collaboration, and how structured moments of reflection, as the collaboration worksheet, revealed underlying differences and facilitated alignment. As mentioned by one participant: *"We usually do not take time to reflect, but this really helps zoom out and align again."* The structured reflection helped participants surface unspoken challenges, and made them think about sustaining collaboration without intermediaries.

2. Bridging knowledge boundaries between designers and public organizations

This theme highlights the challenges participants faced in expressing what they know, and what they need to learn, when working across disciplines. During the knowledge and vacancy cards activity, I noticed the difficulty of making implicit knowledge explicit. One participant noted: *"It happens more often than I would like that we think we are talking about the same thing, because we are using the same term, but it turns out the term had a different meaning for us."*

This misalignment also became visible during the emotion timeline of the collaboration sheet activity. Together, these two activities indicated how knowledge boundaries can hinder effective collaboration.

3. Designing for sustainable knowledge exchange

The final theme explores how knowledge can keep being exchanged between practices when intermediaries like PONT are no longer present. Participants emphasized that without structured reflection, insights often remain within the project and are not transfer to future collaborations. As I also observed during the contextual inquiries, many participants were eager to share their experiences and challenges, but lacked tools or structures to do so. In the brainstorm activity I asked participants to ideate ways of knowledge transfer. Their ideas and discussions revealed which elements they find important in knowledge transfer across practices.

4. Results

In this section I present the findings from the four research activities, designed to explore how knowledge is shared and where gaps appear in collaborations between design teams and public organizations. The findings are presented in the three themes.

4.1 Intermediaries and the need for shared reflection

Through the contextual inquiries (Appendix G) I observed how intermediaries, exemplified by PONT, played a crucial role in shaping the collaborative process. They played an important role in connecting people, aligning expectations, and enabling structured reflection between the stakeholders (fig. 9). What stood out was how rarely the stakeholders took time to reflect, unless this was prompted by the intermediary.

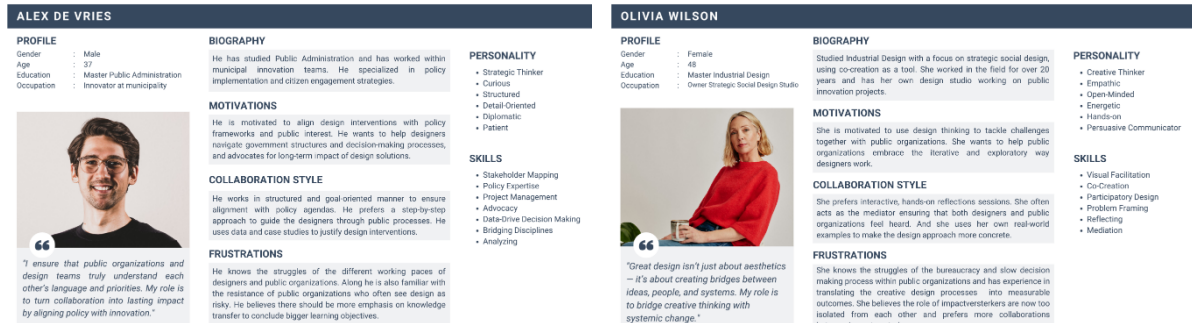


Figure 9 Impactversterker personas I created after the contextual inquiries, to summarize their role.

Both the contextual inquiries and collaboration worksheets (Appendix H) revealed that intermediaries not only connect people and resources but also actively encourage reflective practices that are otherwise overlooked. One participant mentioned, *“The worksheet gave us concrete steps to reflect on and help start the conversation, making the underlying issues more visible.”* This reflection highlights the value of reflective tools that prompt dialogue and make implicit tensions and knowledge gaps explicit. While the intermediary is currently facilitating this, it was the structure of the worksheet that enabled participants to articulate their experiences and critically reflect on the collaboration. During the contextual inquiries and the collaboration worksheet I noticed that without structure, participants were unlikely to initiate reflective moments.

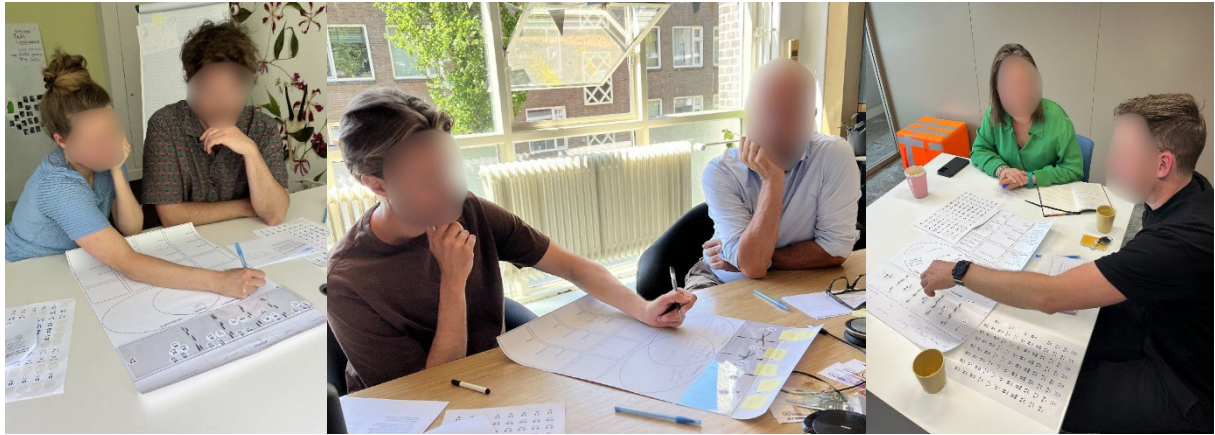


Figure 10 Participants filling in the collaboration worksheet

As participants engaged with the worksheet (fig. 10), I noticed how reflection can help shift collaboration from a reactive approach to a more intentional and collective engagement. Participants emphasized the importance of creating space for reflection that extends beyond immediate project tasks or deliverables. Rather than focusing solely on tasks or deliverables, they valued broader questions about the collaboration itself. They started thinking about the underlying purpose, evaluating what has been learned, and reconsidering roles and expectations. In particular, the emotion timeline (fig. 11) revealed personal and often invisible experiences that added new dimensions to the conversation. One participant remarked how helpful it was to finally express the struggles and concerns they had for envisioning the future of the project: *"It is nice to finally be able to express my concerns in this group setting, and realize I am not the only one feeling uncertain."*

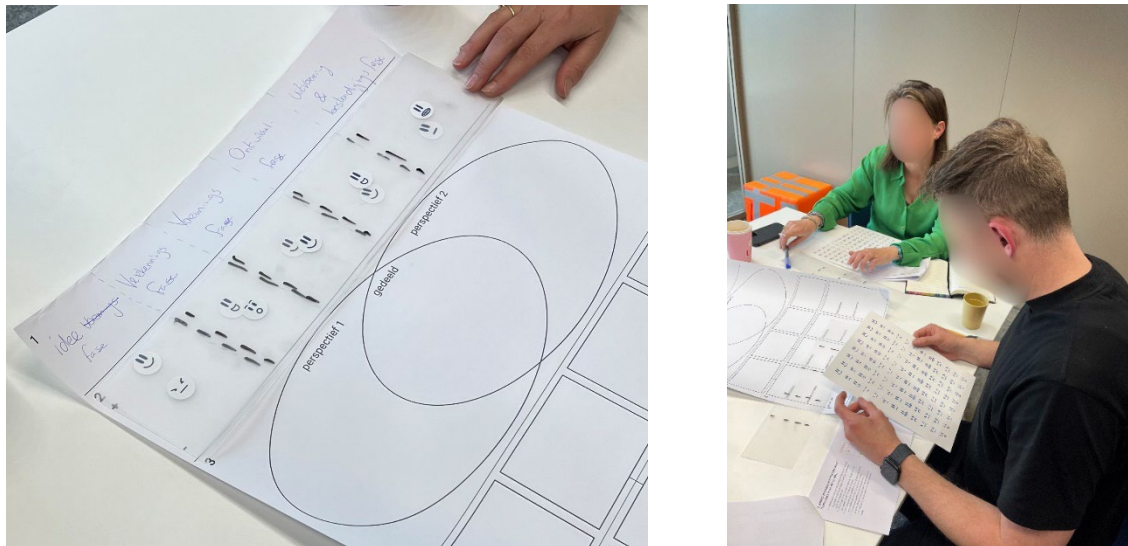


Figure 11 Participants filling in the emotion timeline

During the worksheet activity I observed how these more personal insights helped reveal and bridge emotional gaps and foster empathy between stakeholders. In the multi-stakeholder contexts, this emotional resonance seemed to be just as important as intellectual alignment for sustaining collaboration.

However, one issue became very clear to me. Without someone actively initiating reflection, it simply did not happen. Several participants also expressed this concern. As they questioned who would take responsibility for initiating and maintaining reflection once the intermediary is no longer involved. There was a shared worry that without an intermediary, collaboration would go back to the more fragmented, task-driven approach. I think these concerns raise important questions about embedding and creating room for structured reflection within collaborative teams without relying on external facilitation.

4.2 Bridging knowledge boundaries between designers and public organizations

Across the four activities, I repeatedly saw that participants struggled to make their own expertise visible to others and to articulate what knowledge they needed from others. Through the knowledge and vacancy cards (fig. 12) this issue became particularly clear. While many participants could clearly explain their expertise, they often struggled to express what knowledge they lacked. I observed one participant who really struggled formulating the missing knowledge on the vacancy cards. He mentioned: *"I know I am missing knowledge, but I do not know how to formulate it."* Eventually, completing the card helped him clarify both the expertise he need and how to acquire it.



Figure 12 Participants filling in the knowledge and vacancy cards

Surprisingly there were quite some reoccurring topics between the collaboration sheet and the knowledge and vacancy cards (Appendix I & J). While analyzing the knowledge cards, I noticed a common theme about vocabulary and the importance of using the ‘right’ words. As mentioned by one participant: *“We often think we are talking about the same thing because we use the same words, but later it turns out we meant something completely different.”* This aligned with the observations from the contextual inquiries, where intermediaries often stepped in to translate or reframe, so stakeholders would understand each other’s perspective. I believe this kind of subtle knowledge brokering was crucial for building shared understanding, but it rarely happened without intentional support.

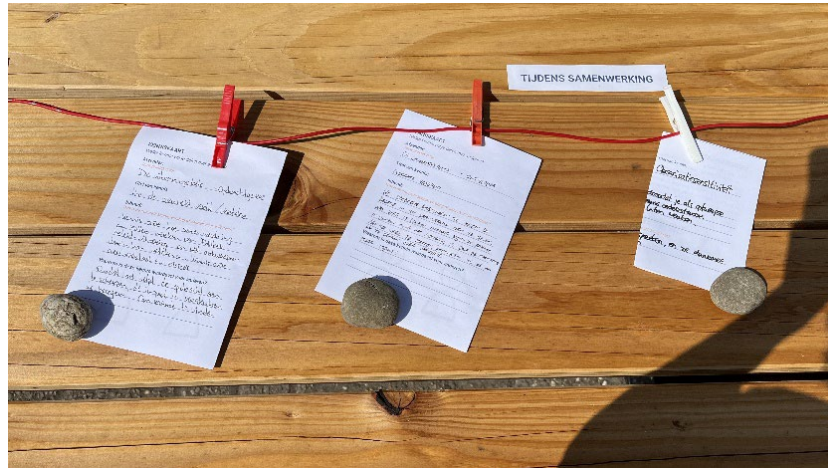


Figure 13 Knowledge and vacancy cards put on timeline

Another reoccurring topic was, using momentum and key stakeholders for quicker and more effective decision making. Several participants noted that, they only realized they were not using key stakeholders effectively making the decision making process very slow, when they reflected on these critical moments. I believe this emphasizes how easily critical knowledge gaps can remain hidden in the flow of everyday project work.

Overall, these findings suggest that surfacing knowledge and identifying gaps requires time, facilitation, and concrete tools that invite teams to reflect and share what they know and do not know. However, if teams want to bridge knowledge gaps, they will need to embed these moments of reflection earlier on and more consistently into the collaboration.

4.3 Designing for Sustainable Knowledge Exchange

The brainstorm session (fig. 14) focused on continuity and how knowledge can be preserved and transferred when intermediary support is no longer available. I asked participants to ideate around the question: *How can knowledge be preserved and transferred across projects and teams once the external support ends?*



Figure 14 Brainstorm sessions

The participants generated ideas for sustainable knowledge-sharing practices and tools, categorized by human-to-human, physical/tangible, and digital/online. During the ideation I observed the participants and the groups discussions that emerged. Across the two groups, I observed a clear preference for informal, low-threshold formats that felt personal. These ideas included lunch lectures, internships, and posters with showcases.

Surprisingly, participants preferred physical and interpersonal formats over digital tools. Despite their convenience, participants worried that digital repositories would remove context, emotion, and nuance. In contrast, tangible and interpersonal formats were seen as more effective in conveying experiences, as they allow for detailed unfiltered experience rather than polished summaries. Currently PONT facilitates knowledge exchange through both written reports and in-person gatherings. Insights from the brainstorm revealed a clear preference for these gatherings, as participants felt that reports often lacked the depth and authenticity of direct dialogue. However, as PONT steps back, it raises the question who would take responsibility for organizing and sustaining these valuable in-person talks.

During the brainstorm, participants also stressed the importance of creating a culture in which knowledge-sharing is enhanced and valued. For example, by creating dedicated moments for knowledge sharing, you can create a way of embedding reflection into the collaboration, rather than treating it as a special activity that requires external facilitation.

What is still worth mentioning, is the fact that during this brainstorm I asked the participants to generate ideas for knowledge sharing across practices, rather than within a practice. This did ring some concerns by the participants. Sharing knowledge within a practice is easier because there's a shared vocabulary and baseline understanding. However, sharing knowledge across practices becomes harder, as you do not know the level of knowledge and adjust accordingly. I think this is a valid point that needs to be taken into account in the future.

While the ideas for sustainable knowledge exchange varied, the underlying value was the same. It is about creating a culture where learning and reflection is normalized. When reflec-

tion becomes part of the collaboration, it no longer depends on the presence of intermediaries. And sharing experience across practices works best when insights are included in stories, relationships, and routines.

5. Discussion

In this section, I reflect on key insights from the research and consider their implications for future collaborations between designers and public organizations, especially when intermediaries are no longer present. While the activities sparked discussion and revealed important dynamics, they also revealed limitations and opened up new questions that are worth exploring further. These reflections directly relate to the research question: *How do collaborative tools and reflective methods surface knowledge gaps and foster knowledge exchange between design teams and public organizations?*

5.1 Fragility of reflection

One of the strongest insights from this study is how dependent reflective practices are on facilitation. Although participants clearly valued the time and space to reflect, they rarely initiated these moments themselves. This made me realize that reflection is not yet embedded in their collaborative routines. Reflection is still something "extra" that needs to be organized. Without PONT or a similar intermediary, I fear that collaborations could easily slip back into fragmented, task-oriented interactions where deeper learning and alignment is neglected.

When imagining a future without intermediaries, I imagine the collaboration space gets busier, but less intentional, with fewer moments of reflection, fewer emotional alignment, and less attention to long-term goals. To avoid this, I believe it is crucial to start embedding structures for reflection while intermediaries are still active. So that, by the time the intermediaries step away, the habits and tools for reflective practice have become part of the organizational structure. This includes building capacity within teams to facilitate reflection themselves, and creating routines that are easy to maintain without external guidance.

5.2 Linearity of worksheet

The collaboration worksheet was effective in surfacing tensions, aligning expectations, and prompting meaningful reflection. It clearly supported the identification of knowledge gaps between roles and helped teams articulate what was missing or misunderstood. However, I also observed that the template may be too rigid for many projects, especially the linear project timeline. As a designer I know that design processes are rarely linear. However, in this research I wanted to emphasize the emotional experience of the stakeholders. Therefore, I decided to simplify to a linear project timeline. Forcing participants into a straight project timeline, might have caused participants to overlook key iterations or shifting dynamics.

During the sessions I hosted, this did not seem to be a big issue. However, I imagine that in other settings, or over longer project timelines, this could become a limiting factor. In future iterations, I would consider offering multiple timeline formats or a more customizable tool to accommodate non-linear processes.

5.3 Importance of empathizing in collaboration

I was particularly surprised by how powerful the emotion timeline, of the collaboration worksheet, turned out to be. Even though some participants were initially confused by the emojis, once I explained that they could interpret them freely, the timeline opened up new types of conversations. What surprised me most was that stakeholders from public organizations often found it easier to fill in the emotion timeline than designers. I had expected the opposite, assuming designers would be more familiar with such tools.

This finding made me question some assumptions I had about who feels comfortable with what kinds of reflection tools. For me this highlighted the importance of not underestimating the openness or emotional insight of “non-designers”. It also showed that different elements of the worksheet surfaced different types of knowledge. While the worksheet helped clarify roles and expectations, the emotion timeline in particular brought relational dynamics and feelings to the surface. I believe adding the element of empathizing offered a fuller picture of the collaboration.

5.4 All participants were “design-literate”

Another important point to mention, is that all the participants in this study were already part of the PONT program. This means that all stakeholders were already familiar with design methods and open to reflective practices. This could have created a shared mindset that most likely made it easier for the tools to work as intended. Therefore, I am curious how the tools and activities would perform in collaborations where stakeholders from public organizations are not already used to the design mindset. Or vice versa, collaboration where designers are unfamiliar with the rules, cultures, and decision-making policies of public organizations.

I expect that in these settings, surfacing knowledge gaps and building shared understanding might be even more challenging. There even is a risk that reflection tools could reproduce existing power asymmetries if they are not introduced carefully.

5.5 Time constraints

I also need to acknowledge the time constraints of this study. The workshops, while valuable, were a bit rushed due to participant availability. There were several moments where I felt there was more to discuss, however we simply did not have the time for it. I suspect that with more time, especially during the collaboration worksheet and brainstorm sessions, even richer insights and deeper conversations could have emerged.

I think this limitation confirms how easily reflection is neglected and sidelined in the fast-paced collaboration of the public design sector. Because even though participants were open and engaged during the sessions, freeing up more time remained challenging. I think it is valuable for future studies to explore what happens when these reflective tools are integrated more thoroughly and over a longer period. Maybe they can even be introduced as recurring practices rather than one-off sessions, to explore creating reflective routines.

5.6 Tools should open the conversation, not limit

While the tools clearly supported reflection, I also became aware of the risk of becoming overly dependent on them. Templates can provide structure, however they can also oversimplify complex dynamics. Some of the most valuable moments during this research actually happened in spontaneous side conversations, or when participants reflected on what was not written down.

This raises an important point, that tools are resources, not the solution. I believe tools are most powerful when they create openings for real dialogue, not when they replace them. I believe future iterations should build in more room for interpretation, disagreement, and discussion. This creates a clear understanding that these tools are prompts for conversation and reflection, and not the final deliverables.

5.7 Future work

During this project I realized that knowledge sharing and reflective collaboration are both powerful and fragile. They can reveal gaps, build empathy, and align teams, but only when they are intentionally designed and supported. As intermediaries begin to step back, I see a need for low-threshold, embedded practices that normalize reflection and knowledge exchange.

Across all tools it became clear that reflection is a shared process of meaning-making. However each tool brought different types of knowledge to the surface. Designing for a combination of these modes might be key to creating sustainable knowledge exchange. This project showed me both the potential and limitations of structured reflection. Now the question remains: *How do we move from facilitation to habit? How do we make reflection part of the culture and not just the method?*

6. Conclusion

During this research I explored how collaborative tools and reflective methods can surface knowledge gaps and foster knowledge exchange between design teams and public organizations. Through four activities, I investigated how structured reflection can support more meaningful collaboration, especially in the absence of intermediaries.

The study revealed that while tools and templates can effectively prompt reflection and alignment, their success is highly dependent on facilitation and participants' willingness to engage. The use of emotional timelines, in particular, proved valuable in surfacing relational dynamics, showing that reflection is not only cognitive but also emotional. However, the findings also demonstrate that reflection remains fragile in time-constrained environments and risks being neglected when not embedded in routines.

The insights suggest that future collaborations must move beyond one-off interventions and work towards sustainable, embedded practices of reflection. To ensure ongoing knowledge exchange, reflective tools should remain adaptable and encourage conversation. Simultaneously, organizations must invest in developing internal skills to facilitate reflection independently, without relying on external intermediaries.

Ultimately, this research highlights that reflective collaboration is not solely a matter of applying the right tools or methods. It is about creating a culture in which reflection is normalized and an embedded practice. As intermediaries withdraw, the challenge is to institutionalize reflection as an ongoing habit within teams and organizations. This not only requires accessible tools, but also the capacity, routines, and long-term commitment to sustain reflective practices over time.

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8. Appendix

Appendix A: ERB form

ERB form: <https://acrobat.adobe.com/id/urn:aaid:sc:EU:5e005bc7-cea0-4760-81d6-4a9938d3741a>

ERB Approval letter: <https://acrobat.adobe.com/id/urn:aaid:sc:EU:0bdcc316-0009-4c75-add4-a78355bd7078>

Appendix B: Consent form

Consent form pilot study: <https://acrobat.adobe.com/id/urn:aaid:sc:EU:af653d35-e2a5-468b-b790-371053ffe815>

Consent form workshops: <https://acrobat.adobe.com/id/urn:aaid:sc:EU:f258ad7d-0884-4573-95f4-16a359d9b3de>

Appendix C: Instructions collaboration worksheet

Link to instruction booklet: <https://acrobat.adobe.com/id/urn:aaid:sc:EU:68035e6b-d8a6-404e-b9ed-2f52e4571330>

Appendix D: Knowledge card

SEND YOUR KNOWLEDGE CARD

Share your knowledge with others and for whom this knowledge is specifically meant for, by filling in the knowledge card. The knowledge you share can be about the collaboration, but also about personal development. After you have filled in the card, place it on the timeline to indicate when this information is useful.

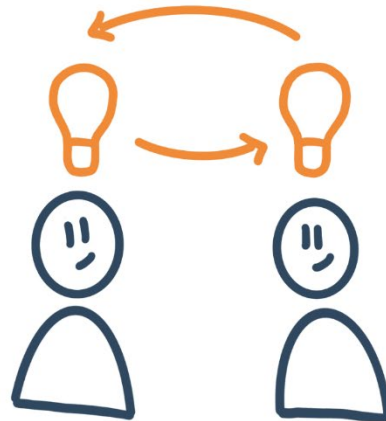


Figure 15 Knowledge card front

KNOWLEDGE CARD

Which knowledge do you want to share with others?

Sender:

Your practice & function

Title of knowledge:

Content:

What is the concrete knowledge, experience or approach you want to share?

Why is this knowledge useful for others?

THE ADDRESS LABEL

Who is the knowledge intended for?

To whom:

Who is this information relevant to?

IMPORTANT FOR ACCEPTANCE

How should the knowledge be applied?

How to apply:

When is the right moment to receive the knowledge?

How can this knowledge best be transferred?

Figure 16 Knowledge card back

Appendix E: Vacancy card

KNOWLEDGE VACANCY

Help wanted! What knowledge or expertise do you lack in your project, practice, collaboration? Write a short vacancy to map out what expertise you still lack. Fill in this vacancy as specifically as possible. After filling in, place the vacancy on the timeline to indicate when you need this extra knowledge or expertise.



Figure 17 Vacancy card front

KNOWLEDGE VACANCY

What knowledge are you missing?

Sender

Your practice & function

Title of knowledge:

Content:

Briefly describe what knowledge or expertise you lack

What could you do better with this knowledge

What changes when you have this knowledge at your disposal?

Figure 18 Vacancy card back

Appendix F: Brainstorm sheet

1. How can we share knowledge?
 Today you probably shared your knowledge and received new knowledge.
 But how can this knowledge be transferred? Together think of concrete ideas for how the knowledge transfer can look like, by thinking about the 3 categories below. Think of means, forms, moments, rituals, etc. Write, draw or make your ideas concrete on the sheet!
 Then place all ideas on the **orange** line to indicate which category(ies) the idea belongs to.

2. Which one or two ideas appeal most to you and why?
 Individually mark the idea that appeals to you the **most** by placing a **blue thumbs up sticker** next to it. Then write down on a post-it briefly why you chose this idea.
 What makes this idea valuable and/or feasible in your eyes?
 Stick the post-it next to the idea that appeals most to you.
 Do the same for the idea that appeals the **least** to you by placing an **orange thumbs down sticker**.

Human to human
 What can people do to transfer knowledge?
 Think of ideas where people share knowledge with each other.

Physical & tangible
 What tangible tools or forms help with knowledge transfer?
 Think of physical or visual ideas about how knowledge is exchanged.

Digital & online
 How can you use digital resources to share knowledge?
 Think of digital online ideas to exchange knowledge.

Figure 19 Brainstorm sheet

Appendix G: Contextual inquiries results (in Dutch)

Tijd	Event / Interactie	Who speaks	Point of interest / Observatie	Tools	Techniques	Key observation	Quotes & Afspraken
11.30	Introductie	[redacted]	Kosten, schalen, kosten, Niranatha	meeting agenda			na lunch nu wel eten dat we nu bezig zijn met de de discussie nu nog niet
16.25	Update waarde, producten, data	[redacted]	waarde, data, producten, data		minipresentatie	waarde van product, gegevens zijn nu al in de data	Waarom die waarde niet met producten gebruiken of gebruiken
16.40	Discussie update waarde	[redacted]	waarde, data, producten, data				Waarom die waarde niet met producten gebruiken of gebruiken
16.45	Discussie agenda	[redacted]	waarde, data, producten, data				Waarom die waarde niet met producten gebruiken of gebruiken
16.47	Conclusie	[redacted]	Plan overnemen				Wat zijn de goede resultaten, die we nu hebben
16.50	Plan beschrijven	[redacted]			mind map spreekman	waarde, data, producten, data	Waarom die waarde niet met producten gebruiken of gebruiken
16.53	Agenda's toelichten plan	[redacted]					Wat zijn de goede resultaten, die we nu hebben
16.59	Andere producten toelichten	[redacted]	waarde, data, producten, data				Waarom die waarde niet met producten gebruiken of gebruiken
17.00	Reflexie & afschrijven	[redacted]					Wat zijn de goede resultaten, die we nu hebben

Figure 20 Results contextual inquiry #1

[illegible]

Figure 21 Results contextual inquiry #2

Time	Topic	Speaker	Role IV	Tools & Techniques	Key observation	Quotes
	Intro		het iedereen kennis maken		programma's binnen op zijn organisatie	
	Net op verrijgde		conclusies bekranken & vragen wat gedaan wordt			
	Litlog opzet intro casus				meer voor de hand liggende, maar wat als het niet werkt? hoe ga je dit oplossen?	
	Wat wil ze		concluderen wat het doel is		denk eraan dat benutten om het radicaal te kunnen bedenken, te hoe ga je dit oplossen?	
	Verheldende vraag		notities nemen			welke vragen stellen ze nog, wat is het huidige
	Vragen stellen		notities nemen	aanvullende vragen		
	Verduidelijkende vraag		hijft zelf nog vragen, wat zijn de vragen			
	Verduidelijkende vraag				wat zit in de weg, iedereen gelijk behandelen, beslissingen kunnen nemen, maar in de weg	

Time	Topic	Speaker	Role IV	Tools & Techniques	Key observation	Quotes
	Waarom verduidelijken		De vraag verduidelijken met hulpvragen			
	Wat vragen		aanvullende vragen, hoe zit het met notities, heeft conclusies		keuzes maken, discussie over onderwerp	
			samenhouden & concisen		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie, maar discussie	
			Reductie vraag, is het een interne regel		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	
	Allen		voorbeelden opbrengen, uit andere sectie		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	
			Wat conclusie wat ze heeft geboord		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	

Time	Topic	Speaker	Role IV	Tools & Techniques	Key observation	Quotes
	Naar ideeën		geeft concrete uitwerking		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	
			Reflexie vraag, wat zijn de vragen?		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	
	Allen		to de vragen, wat zijn de vragen?		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	
			concrete ideeën samen vatten		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	
			moduleren ideeën		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	
			concrete acties		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	
	Allen				keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	
	At sluiting		concluderende afsluiting		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	
			Algemeen een recap, kolos up van vragen, maken		keuzes maken, helpen in de richting van conclusies, maar discussie, maar discussie	

Figure 22 Results contextual inquiry #3

Appendix H: Collaboration worksheet results (in Dutch)

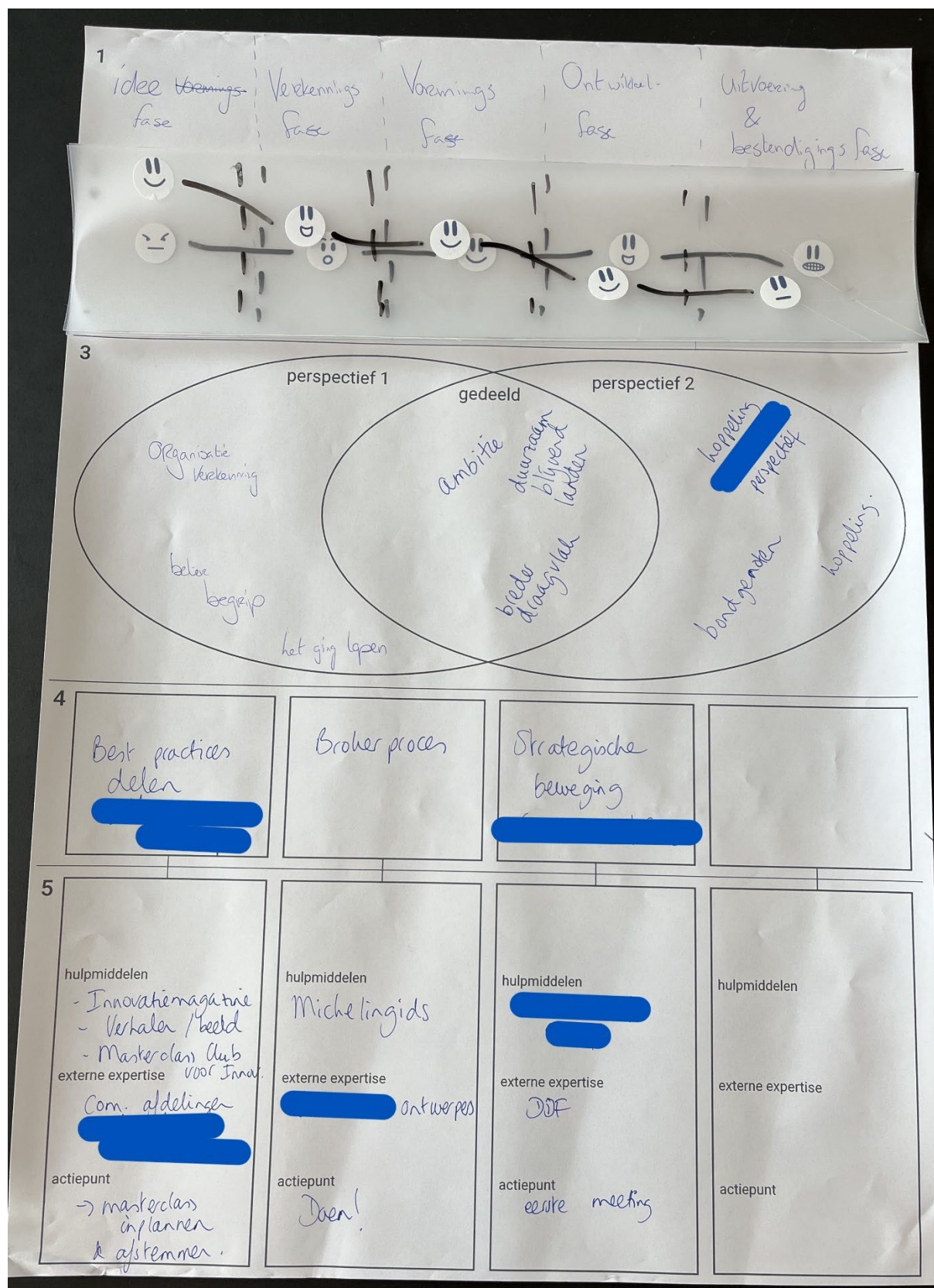


Figure 23

Results collaboration worksheet #1

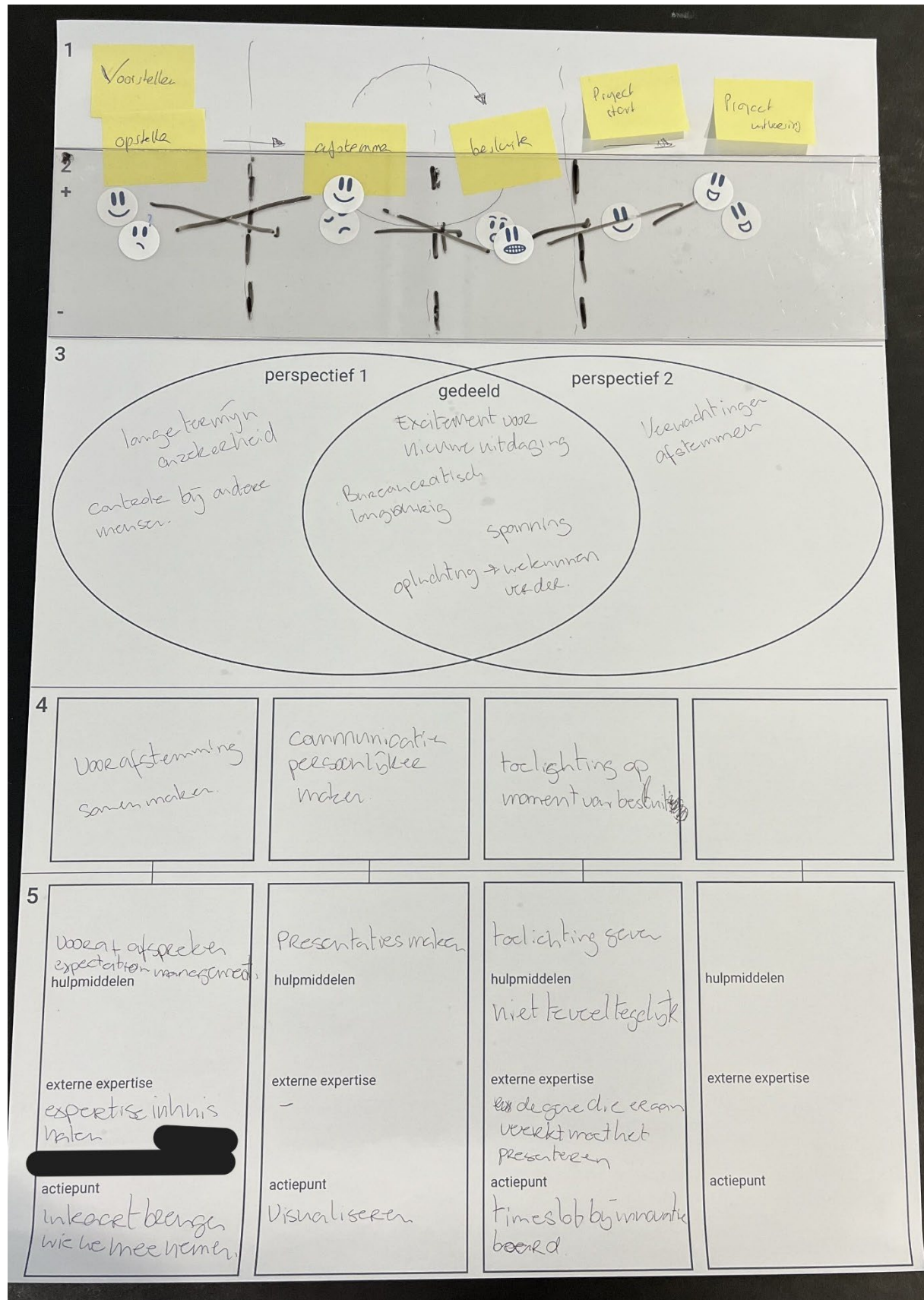


Figure 24 Results collaboration worksheet #2

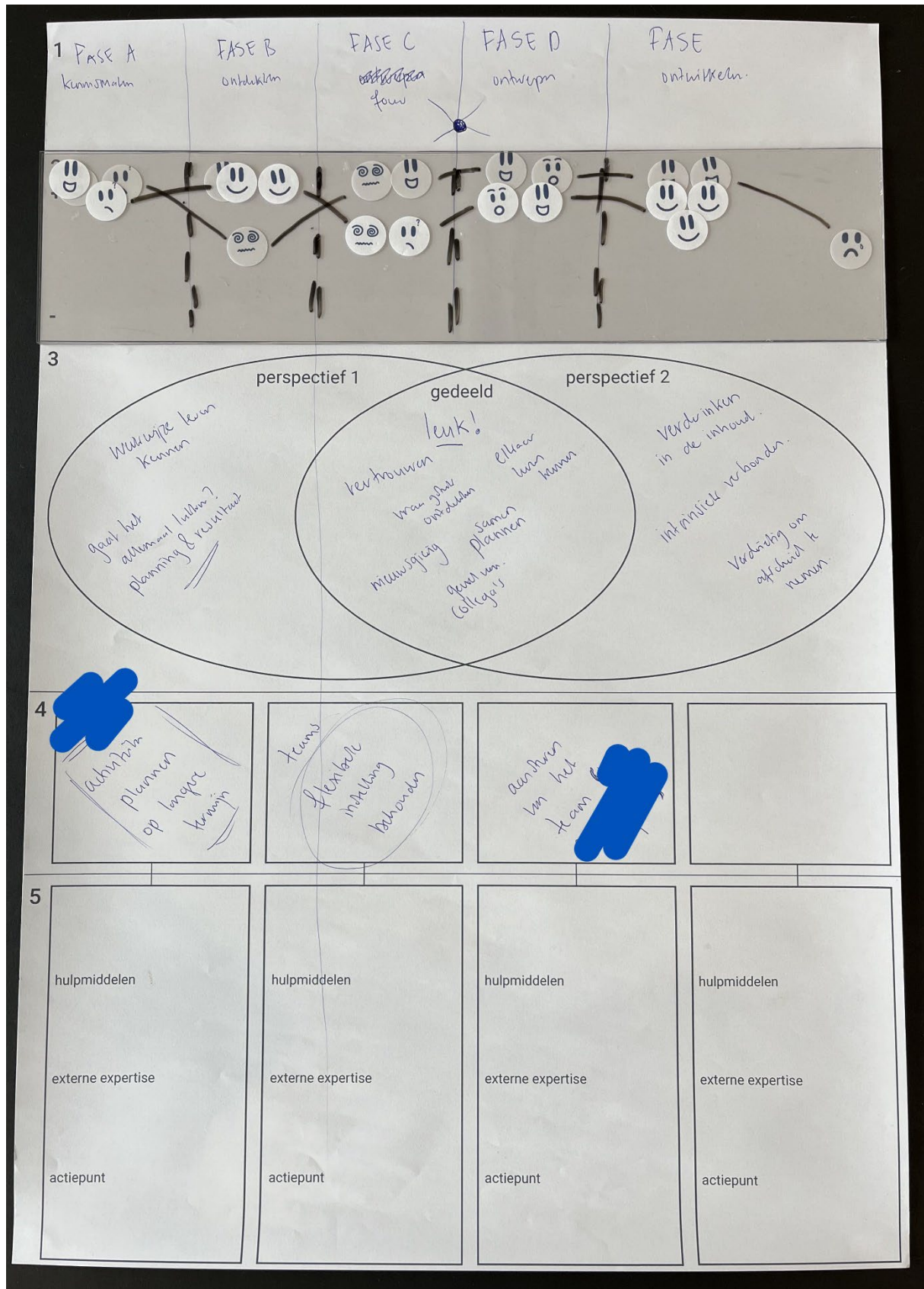


Figure 25

Results collaboration worksheet #3

Appendix I: Knowledge cards results (in Dutch)

KENNISKAART	HET ADRESLABEL
Welke kennis wil je delen met anderen?	Voor wie is de kennis bedoeld?
Afzender: Jouw praktijk & rol [Redacted] - Projectleider / adviseur dienstverlening / service designer	Aan wie: Voor wie is deze informatie relevant? Ontwerpers met "un-educated" stakeholders
Titel van kennis: trainings/coaching in ontwerpende aanpak	BELANGRIJK VOOR ONTVANGST Hoe moet de kennis worden toegepast?
Inhoud: Wat is de concrete kennis, ervaring of aanpak die je wilt delen? In mijn tijd als design consultant heb ik honderden corporate managers en managers leren getraind in design thinking/doing	Zo toepassen: Verbouwen van trainings- en coachingstrajecten op maat
Waarom is deze kennis waardevol voor anderen? Gedachtengoed Borgen, verder gaan dan een project, inspelen op volwassenheid in organisaties	Wanneer is het juiste moment om de kennis te ontvangen? Altijd! Adreaf is er vaak energie en zelf aan de slag te gaan
	Hoe kan deze kennis het beste worden overgedragen? Koffie en E-lesken

Figure 26 Results knowledge card #1

KENNISKAART	HET ADRESLABEL
Welke kennis wil je delen met anderen?	Voor wie is de kennis bedoeld?
Afzender: Jouw praktijk & rol [Redacted] Service Designer	Aan wie: Voor wie is deze informatie relevant? projecten die richting bestendigheid gaan
Titel van kennis: Sluit vriendschappen met P&O/HR	BELANGRIJK VOOR ONTVANGST Hoe moet de kennis worden toegepast?
Inhoud: Wat is de concrete kennis, ervaring of aanpak die je wilt delen? Mensen met kennis & kunde van verandering/organisatie ontwikkeling kunnen essentieel zijn in de borging/implementatie fase van een project/experiment	Zo toepassen: Organisatie adviseurs betrekken in een ontwerp project
Waarom is deze kennis waardevol voor anderen?	Wanneer is het juiste moment om de kennis te ontvangen?
	Hoe kan deze kennis het beste worden overgedragen?

Figure 27 Results knowledge card #2

KENNISKAART Welke kennis wil je delen met anderen? Afzender: Jouw praktijk & rol [redacted] - ONTWERPER. Titel van kennis: GERICHTE VraagHEID Inhoud: Wat is de concrete kennis, ervaring of aanpak die je wilt delen? WE PROBEREN AMBTENAARS TE HELPEN DE RELATIE IN HUN SAMENWERKING VOLT TE GEVEN. WAT Vraag IS (EN ENG), HIERDOOR BLIJVEN ZE BEPERKT IN DENKEN OVER WAT MOGELIJK IS. DOOR ZE GERICHTER AAN HET WERK TE ZETTEN, FORCEREN WE ZE OM NA TE DENKEN OVER VraagHEID Waarom is deze kennis waardevol voor anderen? MEEL IMPACT?	HET ADRESLABEL Voor wie is de kennis bedoeld? Aan wie: Voor wie is deze informatie relevant? ONTWERPERS BELANGRIJK VOOR ONTVANGST Hoe moet de kennis worden toegepast? Zo toepassen: VOORBEREIDING COCREATIE sessies Wanneer is het juiste moment om de kennis te ontvangen? Hoe kan deze kennis het beste worden overgedragen? GOEDE Vraag
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Figure 28 Results knowledge card #3

KENNISKAART Welke kennis wil je delen met anderen? Afzender: Jouw praktijk & rol [redacted] - Opdrachtgever Titel van kennis: Hoe de overheid werkt / vertaakt Inhoud: Wat is de concrete kennis, ervaring of aanpak die je wilt delen? Kennis over hoe samenwerking en rollen werken van Politiek- beleid-uitvoering en wat ontwerpers daarin kan betekenen. Kennis over overheidsstaal en risico's Waarom is deze kennis waardevol voor anderen? Omdat het helpt de opdracht aan te schreeven, de impact te versterken te brengen. Om kennis te vinden.	HET ADRESLABEL Voor wie is de kennis bedoeld? Aan wie: Voor wie is deze informatie relevant? Ontwerpers en Ambtenaren BELANGRIJK VOOR ONTVANGST Hoe moet de kennis worden toegepast? Zo toepassen: Met hen kijken / adviseren Wanneer is het juiste moment om de kennis te ontvangen? Aan begin, tijdens en even Hoe kan deze kennis het beste worden overgedragen? Door te doen, te voelen, te proberen
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Figure 29 Results knowledge card #4

KENNISKAART Welke kennis wil je delen met anderen? Afzender: Jouw praktijk & rol [redacted] → strategisch ontwerper + impact versterker. Titel van kennis: Inhoud: Wat is de concrete kennis, ervaring of aanpak die je wilt delen? Investeren in 'informele' samenwerking Onderzoekend er in staan. Houding. 'Je weet het (nog) niet'. Veel dingen bespreekbaar maken. Waarom is deze kennis waardevol voor anderen? Ma kan bijdragen aan bij start en voortgang samenwerking Kan helpen bij het aan van een samenwerking vanuit mineliet i.p.v. aanpak of proces (meer formele kant)	HET ADRESLABEL Voor wie is de kennis bedoeld? Aan wie: Voor wie is deze informatie relevant? Voor velen. BELANGRIJK VOOR ONTVANGST Hoe moet de kennis worden toegepast? Zo toepassen: Doen en durven. Fout = goud. Wanneer is het juiste moment om de kennis te ontvangen? Bij start (of zelfs voor, bijv. onboarding fase) Hoe kan deze kennis het beste worden overgedragen? Gesprek. Learning by Doing
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Figure 30 Results knowledge card #5

KENNISKAART Welke kennis wil je delen met anderen? Afzender: Jouw praktijk & rol [redacted] Service Designer Titel van kennis: Koppelen van bottom up energie met Top down Mandaat Inhoud: Wat is de concrete kennis, ervaring of aanpak die je wilt delen? Als er keuze is - stop dan de energie/prioriteit op de kansen in de organisatie waar al beweging/momentum is en waar een ambassadeur met mandaat dwarsjes kan geven als er wrijving Waarom is deze kennis waardevol voor anderen? Waarom dat je tijd & energie stopt in iets waar of geen ambassadeur is of geen bestaand momentum. Vaak wilt het dan niet om de ontwerpende aanpak goed is te zetten.	HET ADRESLABEL Voor wie is de kennis bedoeld? Aan wie: Voor wie is deze informatie relevant? ontwerppraktijken waar al meer/veel kansen en vragen zitten en waar je moet kiezen waar mee te starten. BELANGRIJK VOOR ONTVANGST Hoe moet de kennis worden toegepast? Zo toepassen: Zoek naar de onderwerpen & teams waar al verandering is. bijv. een nieuw beleid, systeem, reorganisatie. Wanneer is het juiste moment om de kennis te ontvangen? tijdens de keuze fase van welke projecten te starten. Hoe kan deze kennis het beste worden overgedragen?
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Figure 31 Results knowledge card #6

Appendix J: Vacancy cards results (in Dutch)

KENNIS VACATURE
Welke kennis mis jij?

Afzender:
Jouw praktijk & rol
[redacted] projectleiden

Titel van kennis:
Organisatiesensitiviteit

Inhoud:
Omschrijf kort welke kennis of expertise je mist
Echt impact kunnen maken doordat je als ontwerper
Haarlijn de belangen en interne ondersteuning
aanvoelt en voor je kan laten werken.

Wat zou je met deze kennis beter kunnen doen?
Wat verandert/verbetert er als je deze kennis tot je beschikking hebt?
De taal van stakeholders spreken, en ze daarmee
voor mijn kerntaak spannen

Figure 32 Results vacancy card #1

KENNIS VACATURE
Welke kennis mis jij?

Afzender:
Jouw praktijk & rol
[redacted] Service Designer.

Titel van kennis:
functie omschrijving SD

Inhoud:
Omschrijf kort welke kennis of expertise je mist
een formele functie omschrijving van een (service)
designer met inschaling in een gemeentelijke
rijks context.
+ ontwikkel matrix voor ontwerpers in de overheid.
(jun-med-senior bijv.)

Wat zou je met deze kennis beter kunnen doen?
Wat verandert/verbetert er als je deze kennis tot je beschikking hebt?
groeipaden voor ontwerpers zetten zodat kennis/kunde/
talent blijft.

Figure 33 Results vacancy card #2

Appendix K: Brainstorm results (in Dutch)

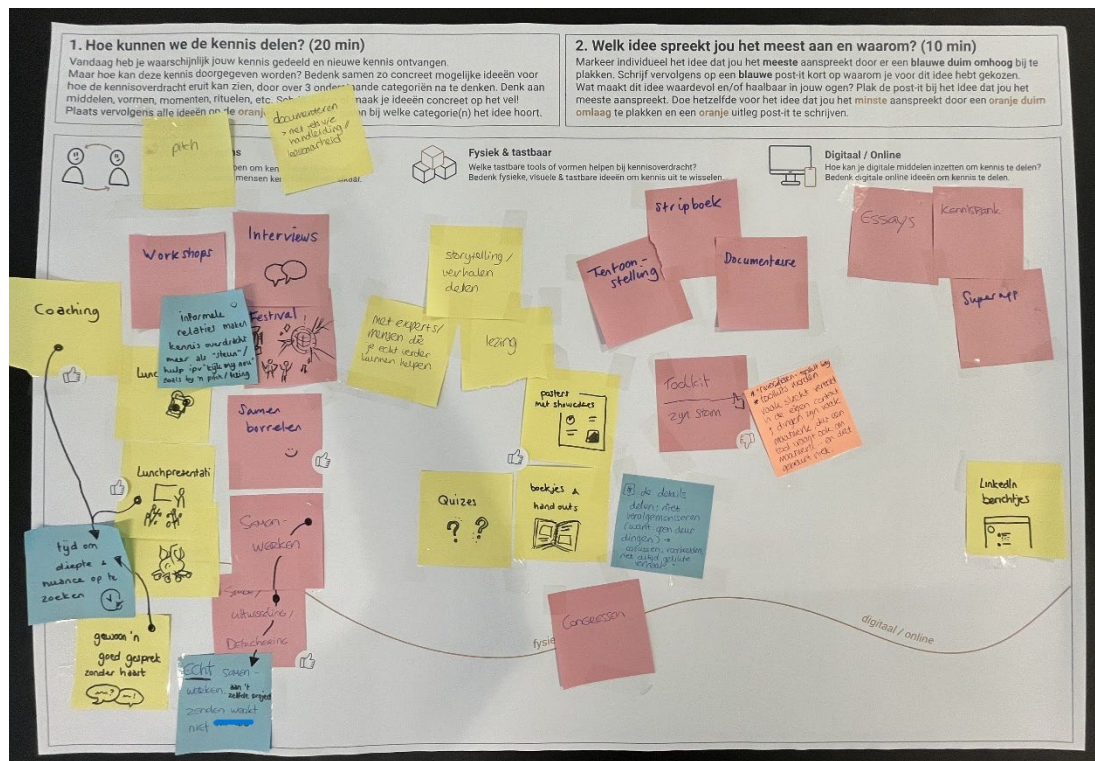


Figure 34 Results brainstorm #1

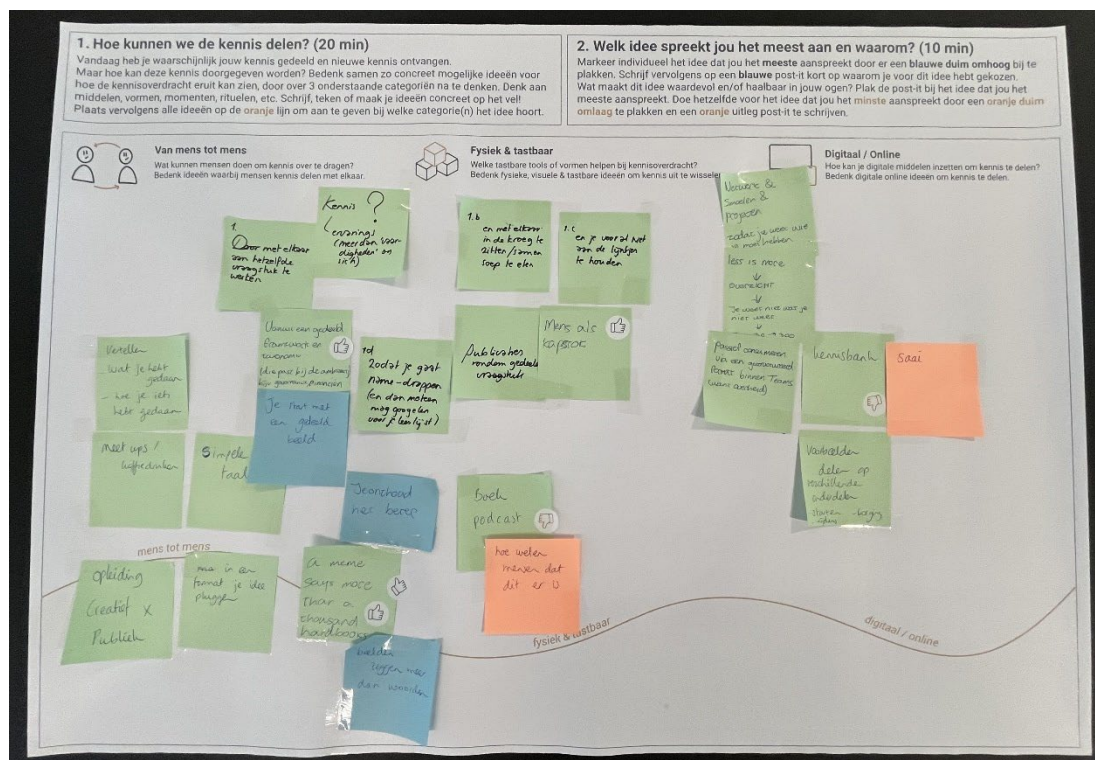


Figure 35 Results brainstorm #2

Appendix L: Demo day set up

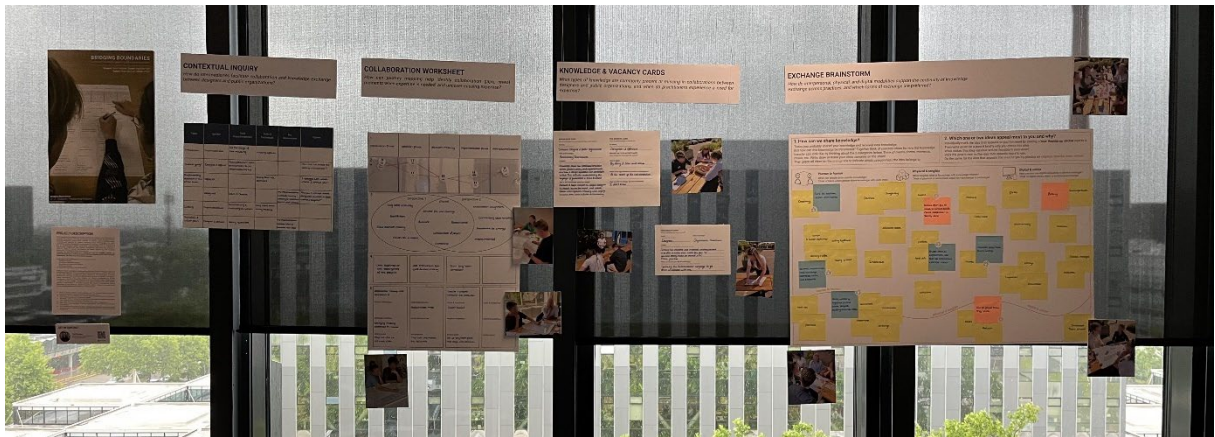


Figure 36 Demo day set up front view



Figure 37 Demo day set up side view