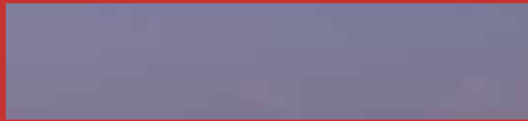




Rijkswaterstaat
Ministry of Infrastructure
and Water Management



**Body of
Practice**







Preface

The LEF Future Centre's Body of Practice is the result of ten years of practical experience in (social) innovation and facilitation. The Body of Practice describes the pioneers' experiences and the continued development of their approach. It further describes working methods and the latest developments in the area of facilitation, within the unique context that the LEF Future Centre provides.

Since LEF was conceived, facilitators, (account-) management, staff and RWS (Rijkswaterstaat) employees have been trying to determine what is understood by the LEF approach. We want to share our acquired collective knowledge with professionals, pioneers, and other parties, to serve as inspiration for those active in the areas of innovation, facilitation, and renewal.

The Body of Practice includes the work of numerous professionals, covering multiple perspectives, significant experiences, new insights into the functioning of the brain, the development of the context and changing customer demand. Everything changes, flows, and adapts.

We are striving towards a live-form of documentation in which new insights and developments from LEF practice can be added in real-time. This is the first version and it will be continually updated.

On behalf of the LEF team, I want to thank everyone who contributed to the creation of the Body of Practice. Without their cooperation, we would not have completed this book.

My deepest gratitude to those involved in creating the foundations of the LEF Future Centre.

I hope that you enjoy reading and learning from this work.

Chabela Maturana Parraguez,

Project Leader and Co-Writer of The Body of Practice

Utrecht, April 2019

LEF is globally a key pioneering Future Centre platform and unique space. For most nations as well as enterprises it is becoming more and more essential to prototype on innovation and renewal of its Intellectual Capital and Intellectual Assets, by such a platform.

I am impressed about its scale, organizational innovativeness, continuous renewal and prototyping of work approaches, since its start as Mobilion. LEF is a futurizing value space and has contributed as a model not only to the Societal Innovation in the Netherlands but many other Nations.

LEF has during its iterations and progress showed a thought leadership and cultivation of mindset on the edge for societal benefit.

Leif Edvinsson

*The World's First Professor in Intellectual Capital
Founder of the World's First Future Center*

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LEF Future Centre: future-oriented expertise

To familiarise means to meet, discover and learn. The meaning of LEF lies in the definition of courage. In the various interpretations of being courageous: bravery, willingness, willpower and heart. In those words, you feel passion and action. You might even feel the possibility of change. Changing yourself ... maybe others as well ... because that just might happen.

We can help you to reach a breakthrough in thinking and in behavioural patterns. Together we will search for solutions to tomorrow's problems. We make use of imagery, sounds, lights, colours, nutrition and furnishings to help stimulate your problem-solving abilities and your capacity for change. Change is a constant surrounding factor and we want to exploit it.

By facilitating a clear/fresh perspective, good conversation, being in the moment, we will discover and learn that social change is achievable.

Come to LEF Future Centre, feel welcome and get acquainted with the future.

On behalf of our colleagues in the Learning, Development and Future Centre Department,

Danielle Worp

Head of the Learning, Development and Future Centre Department.

Introduction

The content of this document derives from our practice. By using our expertise to determine the effect of spatial and group-dynamic interventions on human behaviour, we were able to gather significant data on how things work. You will read about the use of space and the effect it has on group processes.

At the same time, insights from various research projects have been translated into guidelines for the working method, design, and structure of the sessions. Much is derived from our expertise on the function of the brain, our behaviour and learning ability. We then use our knowledge for the effective use of our spaces, facilities, projections, light, air and the process of facilitating the sessions.

The Body of Practice was initially written for internal use only, until we started receiving requests from other interested parties, such as clients, external advisors, innovators and trainers. Thus the purpose of this document changed over time.

We start in the first Chapter by describing what the LEF Future Centre is, why it exists, what role it plays for the Rijkswaterstaat, and its history. The five building blocks have also been described: the problem, group and client, space, facilitator and the LEF Team.

Chapter 2 talks about what is understood by the LEF Approach and how it originated. In Chapter 3 we discuss the LEF Facilitators, an essential part of the supervision of the sessions. The knowledge accumulated from the usage of space and the influence it has on group sessions is described in Chapter 4.

Chapters 5 to 10 focus on the different powers of LEF. These Chapters describe the design of intensive LEF-Sessions and all insights gathered within these elements. This document ends with an outlook on the LEF Future Centre.



LEF future centre

'Pantarrahei' (Everything flows)

Attributed to Heraclitus,
pre-Socratic philosopher 540 BC-440 BC

1.1 What is the LEF Future Centre?

'Future Centres are facilitating, working and meeting environments that are helping organisations to prepare for the future in a pro-active, collaborative and systematic way. Future Centres are powerful platforms for collaborative innovation. They help users to transform reality.'

Definition of Future Centres, from the Future Centre Alliance.

LEF Future Centre forms part of Rijkswaterstaat and has been facilitating breakthroughs in societal problems since 2008. It contributes directly to the change and problem-solving capacity of Rijkswaterstaat and its partners.

LEF Future Centre has been part of the Learning & Development organisational unit of Rijkswaterstaat since 2016. Therefore, it forms part of a broad transition to an innovative and learning organisation.

LEF's Three-Fold Commitment:

- Guiding breakthrough sessions
- Guiding transitions
- Guiding substantive sessions relating to RWS-Work Processes.

All of LEF's sessions and processes have societal importance. Complex organisational issues arise, putting substantial pressure on social and political components. LEF sessions focus on breaking through thinking and behavioural patterns in order to get closer to a solution.

The use of space is typical of LEF's working method to enable participants to come to other, more creative or effective solutions to their problems.

Projections on walls, image and sound, furniture, light, colour, nutrition and sometimes scent are

used in different settings. Neuropsychological principles are then being used. How this will function in practice can vary enormously. The process can be strengthened, accelerated and enriched in different ways, thanks to our inspiring and flexible environment.

1.2 The Objective of LEF Future Centre

Rijkswaterstaat has three objectives: safety (we want to live in a country protected against flooding), quality of life (we want to live in a sustainable country with sufficient clean water), and accessibility (we want to live in a country with quick and safe transportation, both on land and at sea). LEF contributes directly to the change and problem-solving capacity of Rijkswaterstaat and its partners.

LEF Future Centre contributes to the objectives of Rijkswaterstaat by focusing on four pillars based on the values of the Future Centre Alliance, which it has been committed to since it was founded in 2008.

Facilitating Good Communication

LEF Future Centre offers the space, facilities, and facilitators in order to bring different parties together. LEF's main goal is to facilitate conversations as effectively as possible. The most successful solutions emerge from collaboration and gathering insights from different parties.

Facilitating breakthroughs in societal problems

We usually facilitate complex organisational issues that put substantial pressure on social and political components. It is LEF's ambition to make an impact on changes to those social and political components.

Help to Visualise the Future

Technological developments have had a major impact on the design of our country's infrastructure. New technologies offer new possibilities. LEF visualises and simulates those possibilities and explores different scenarios and solutions, but mainly focuses on introducing the public to new technology. Thus, it contributes to eliminating fears for the future.

Stimulating and Daring

At LEF Future Centre there is room to experiment. Sometimes unexpectedly, the most beautiful

innovative collaborations, solutions or products arise from these experiments. Another strength of LEF is that participants in the sessions get the opportunity to trade in their daily lives and look at a problem in a different environment and from a different perspective.

1.3 History

The concept of the LEF Future Centre started with Project NOVA, in 1998. This project added to Rijkswaterstaat's innovative strength. A key

finding of Project NOVA suggested that an innovative working environment is a prerequisite to success. Equally important is the attitude of the highest levels of management

One of Rijkswaterstaat's public centres already existed at that time in Utrecht: Mobilion. People visited the centre throughout the year in order to discover and experience everything relating to infrastructure, mobility, and water.

What does an ideal innovative working environment look like? And what is the most desired attitude of the highest levels of management? For further investigation, we planned a tour to visit innovative companies in Europe.

A small group of people embarked on an international survey, visiting several companies and institutions within the Scandinavian countries and the United Kingdom. The most impressive Future Centres were Asea Brown Boveri (ABB), a Swedish company producing construction and energy products, and Skandia, an insurance company in Sweden. The most appealing future centres were safe and fun-loving. Participants could use every space available to process their thoughts, but not without the obligation to generate positive outcomes.

The successful international survey inspired the management team of Rijkswaterstaat to start its own Future Centre to interact with society. Mobilion became the testing ground for a new Future Centre. Friction between the public and experimental functions was soon discovered: visitors jeopardised the feeling of safety and freedom during experiments.

A large-scale renovation of the office building 'Westraven', in Utrecht, started and space was reserved for a new Future Centre.

An important decision was made about the new Future Centre. Rijkswaterstaat opted for the experimental function to be in the same area as its employees. The public function fitted well at Mobilion but could not remain in the Future Centre.

This significant change went hand in hand with another crucial decision: the Future Centre would not have its own innovation programme. Its function had to fully support the innovation requirements of the employees and organisational units of Rijkswaterstaat.

The architect designed the space and structure of Rijkswaterstaat's Future Centre in 2005. Mobilion closed its doors in 2007 as the Westraven building approached its inauguration date. LEF Future Centre officially opened its doors on 9 September 2008. The media gave this a lot of coverage, but a lot of that was critical: 'Is all this truly necessary?' 'Can't we use less?' 'Who is going to pay for all this?' The then Minister of Transportation and Water Management found himself facing tough parliamentary questions. LEF Future Centre has now proven its worth through its practices.

Working at LEF is based on an interaction of several elements. These elements were developed during our practice which many people participated in, and experimented with, using the unique facilities the centre has to offer. Practical experiences are linked to scientific insights into learning processes that study the way our brain processes new information. Furthermore, research has been conducted into finding out how those insights can be translated and put into practice to facilitate at LEF.

This interaction led to what LEF Future Centre is today: a centre, visited by people from all over, to observe what has been built and how it works.



Operating principles



Co-creation



Impact + results



Facilitated & systematic



Multiple perspectives



Futurize



Time out



High tech High touch



Equal voice



Growth



Place



Courage

Operating principles, www.futurecenteralliance.com



1.4 LEF Approach

LEF is not only a physical place but also an environment where experts on innovation, change, and facilitation meet and get to know one another. Together they keep developing the LEF Approach. Actually, there is no one specific LEF Approach or method. There is evidence of great diversity in the approach and in the complex dynamics where the programmes are created. A number of aspects of the LEF Approach can be found in this document. It is not complete, but it is an attempt to describe the coherence between several elements, experiences, developed strategies, available documents, working methods, and arrangements, and to provide guidance on some of them.

During a LEF Session we strive for maximum symbiosis between the following five building blocks:

- Problem
- Group and Client
- Space
- Facilitator
- LEF Team

Problem

The main problem becomes the focal point in every LEF Session. The basic principle here is that changes initiated within LEF should also serve as concrete changes and improvements outside LEF, namely, in the projects and practices of our customers. 'The proof of the pudding is in the eating'. The newly implemented work patterns must prove their value in practice and only then will they be secured in the organisation. For this reason, LEF focuses exclusively on specific problems that have a direct societal interest.

When preparing a session in LEF, the lesser concern is often as important as the main question itself. The main question is usually the substantive problem, which is the subject of the conversation.

The sub-question focuses on the underlying group-dynamic processes and culture, which has an influence on the main problem.

Group and Client

The group is the owner of the problem and therefore, also manages the content. LEF remains neutral in this respect. In order to achieve a breakthrough, it is important for the composition of the group of people who attend from the client's organisation to be as diverse as possible, comprising those who have expertise in the area and those who have the creativity to promote a solution to the problem, that is to say they should all bring different perspectives to the table. These attendees, or some of them at least, should also be part of the team that is to implement the solution thus found. The number of Rijkswaterstaat employees in attendance will, however, be limited. Experience proves that people only come to positive solutions when they are part of the solution, and are truly involved in the development thereof.

For that reason, end-users, suppliers, and external specialists are often invited to participate in the sessions. The essential factor for success is the dynamics between the LEF Team, facilitators, clients, and participants.

The Space

The space does not, as such, exist at LEF Future Centre. Instead, with a combined set of furniture, colour, light, image projections, and sound, we create the ideal atmosphere. The atmosphere is fully adapted to the ongoing process. Some settings stimulate specific behaviour by activating a particular area of the brain. One atmosphere contributes to reaching consensus, while the other contributes to bringing out contradictions.

Spurring creativity, searching for collaborations, or making decisions. How the space is used, how the facilities, such as image, sound, light, and other 'tools' can be utilised, is described in Chapter 4: The LEF Space.

Each environment evokes a behaviour. Therefore, as a facilitator, you have to have expertise on the change process. It allows you to guide the participants to work on the right question, at the right time, and in the right setting.

Facilitator

LEF's added value lies in its ability to reinforce or accelerate changes. A LEF facilitator focuses on guiding the process, without influencing the content. By setting up the space and providing safety, he or she guides the group to their following task or problem.

A facilitator designs and creates programmes for the sessions in such a way that the participants, in each phase, are managed differently. LEF's expertise on group-dynamic processes has been translated into six components that contribute to designing a LEF Session: safety, connection, sensation, nourishment, processing, and stillness. These elements carry the functioning of the brain, which contributes to the facilitation of groups and group dynamics. Visit Chapters 5 to 10 for a detailed description.

The LEF Team

The LEF Team employees provide professional support for the processes at various organisational levels. Take, for example, an Account Manager who receives the main problem, and, together with the client, turns it into a session for LEF. They also assign the most suitable facilitator to this session, so they can monitor the process at organisational level, and at a distance. The Account Manager monitors the entire process very closely, from registration up to the evaluation.

In Chapter 3 we discuss the role of the facilitator. In addition, there are 'handymen' who ensure that the space is set up according to each facilitator's design. These include the image and sound engineers who ensure that the technical systems (image projections, films, control panels, computers) work. LEF also provides its own catering for all the sessions. Catering forms part of the concept and determines the dynamism of the group and the mood of the participants in each session. There is a reception that ensures a warm welcome for the visitors. In addition, the staff of the Programme Management Office also supports the processes in LEF.

At the beginning of LEF, the concept was based on the science showing that the architecture of the brain depends on a person's daily encounters and experiences. We draw solutions to complex problems from daily sessions and experiences. This method is not only used by the Government, but also by private companies. One then speaks of typical Rijkswaterstaat solutions and Shell solutions, etc. Therefore, it is important, in an environment in which innovative solutions are sought, to achieve a breakthrough in adaptive behaviour. At LEF, this is achieved by utilising changeable working environments that are different from the usual ones. In addition, totally different working methods are implemented. A LEF Session is substantially different from a meeting.

We try to influence the mood of a group through colour, sound, light, and image, to see if it leads to a faster working process. LEF has certainly been successful in this and was a pioneer in the field. Abroad, in the Far East and particularly in Japan, they showed great interest.

Mr. C. Plug

Co-founder of LEF Future Centre

LEF and Renewal

All organizations – and especially public sector organizations – need good ways to renew their approach to innovation. As the world changes, society continues to ask questions of government institutions, and expects answers that are timely, relevant, effective, and sustainable – not simply solutions for the short term. When LEF was conceived 10 years ago, certain questions were asked; and the best answers were turned into LEF's unique physical spaces, its special methodologies, and a process for dealing with the many projects LEF has supported. LEF has been an effective instrument and Rijkswaterstaat has used it to work out innovative answers to the questions that society ask. And now, it is time to look forward to the challenges yet to come.

As the world changes, the challenges we face grow more acute: and a new set of answers is needed, that can be translated into renewed spaces, methodologies, technologies, and team members tasked with supporting the timely, relevant, effective, and sustainable breakthroughs Rijkswaterstaat needs to serve society.

Hank Kune

Boardmember Future Center Alliance, founder Educore

The LEF- Approach



‘By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest.’

Confucius, was a Chinese teacher, philosopher and politician, (551 – 479 BC)

2.1 The Basic Ingredients of the LEF Approach

The distinctive basic ingredients of the LEF Approach are:

1. The function and facilitation of the brain.
2. The IS-DC Model: showing photos while guiding groups.
3. The set-up of the space and its effect on group processes.
4. The six components for creating a LEF Session.

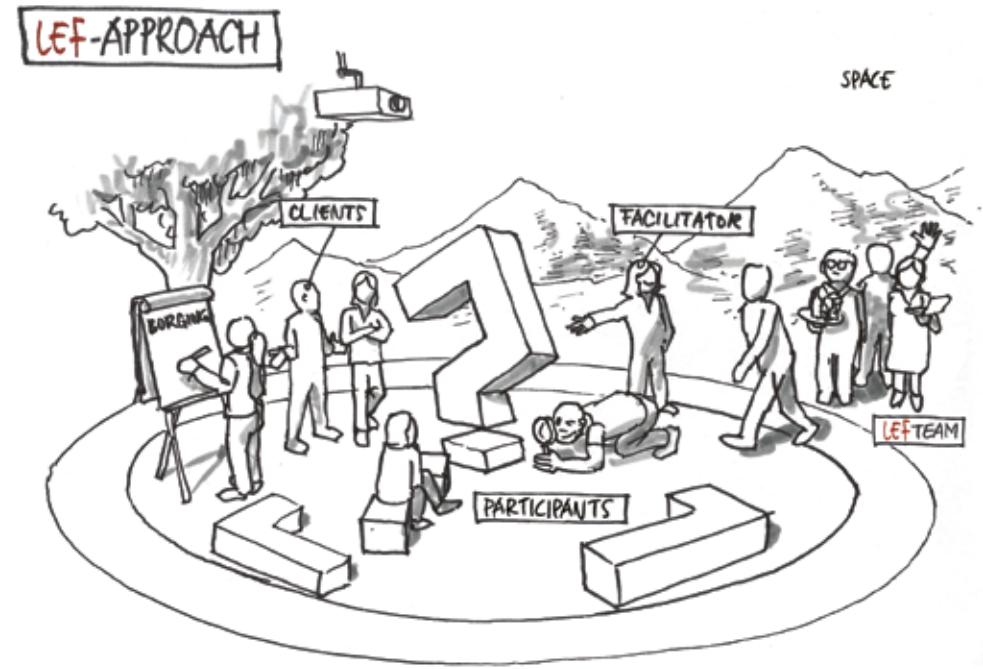
In this Chapter we will discuss the first two ingredients. The set-up of the space and the six components will be explained in Chapters 5 to 10.

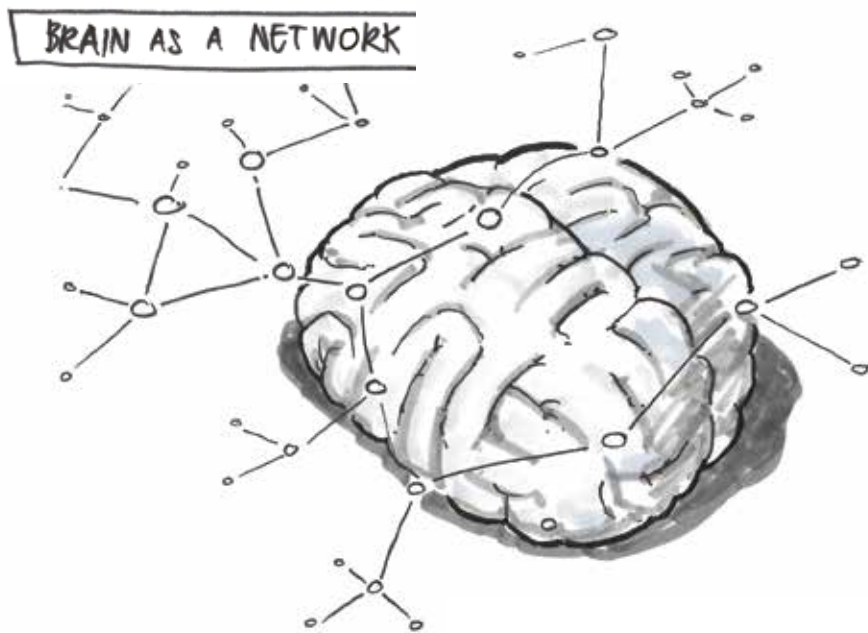
The process of facilitation at LEF has been designed on the basis of insights from neuropsychology. These insights are used to set up the LEF Space (see Chapter 4), and as tools for the design of the programme and for guiding groups

during a session. The environment has a great impact on humans. To optimise facilitation, it is necessary to comprehend conscious and unconscious behaviour. In addition, the influence that the environment has on behaviour, conscious and unconscious, is an important factor that we recognise in the LEF Approach.

What is special about facilitation at LEF is the way we work with the available spaces and facilities. The flexible spaces are key at LEF because they can be adapted to each particular phase of a session. LEF Future Centre brings together a particular combination of scientific insights, human labour, expertise on facilitation, and techniques.

If we talk to the same people, in the same environment, and about the same problems, there is a big chance that we will keep using the same thought patterns and come up with the same solutions.





This is fine, as long as those thought patterns help us react and function optimally in a given situation. But what if our existing thought patterns pose a barrier to finding a good solution?

2.2 The Function and Facilitation of the brain

How do our senses react to image, sound, smell, or other people? How do you apply this as a facilitator? To be able to understand how we apply our knowledge of the brain at LEF, it is important to understand the three systems of our brain and the existing expertise on the information processing of our brain.

Three systems of the brain

Each section of the brain has its own function, which determines another aspect of our behaviour.

Three important systems are distinguished: the reptilian brain, the limbic system, and the neocortex.

The brain is continuously connected to the environment. We are able to understand conscious and unconscious processes that influence our behaviour by becoming experts in the functioning of our brains.

The reptilian brain is directly responsible for our survival instinct and transmits primary behaviour. That section of the brain works automatically and therefore has an impact on our unconscious behaviour. The core reacts to the rewarding effects of behaviour and causes primary emotions. In general, the reptilian brain plays a significant role in pleasurable short-term activities.

The limbic system is involved in the motivation and regulation of emotions. It determines your

emotions and commands your behaviour unconsciously. Most of our behaviour is determined by the combination of the reptilian brain and the limbic system, through pain and the reward response. An important component of the limbic system is the hippocampus, which plays a significant role in the storage of information in the memory, spatial orientation, and for controlling behaviour, which is key to survival.

Looked at from an evolutionary perspective, the neocortex is the youngest layer of the brain. Compared to other mammals, this layer is most developed in the human brain. The neocortex is involved in higher functions, such as sensory perception, (abstract) thinking, reasoning, analysis, and language. Furthermore, it is mostly responsible for the conscious processing of information and enables us to reason rationally.

2.3 The LEF Approach: information processing of our brain, and facilitation

What do these insights about the functioning of our brain mean for LEF? Although the functioning of the brain is complex, and research into it is very much in development, there are still some key insights that are relatively easy to translate and apply to learning and change processes.

The functioning of the reptilian brain can be formatted into five of people's concerns. These can be written as five questions, two physical and three social:

- | Physical | Social |
|---------------------|---------------------------------------|
| 1. Is it dangerous? | 3. Can I mate with it? |
| 2. Can I eat it? | 4. What is my place in the hierarchy? |
| | 5. How do I relate to my equal? |

These primary questions, which all relate to social interaction and position, give direction to interventions used in the LEF Process. For example, hunger affects the perception of everyone; lack of food makes people become more impulsive or agitated. The most fundamental physical drivers for people, safety and nutrition, are important areas of intervention in the process of facilitation. A piece of fruit can already bring peace.

2.4 The IS-DC Model

Different brain patterns take place in different parts of the brain. LEF Future Centre developed a model, which converts the reactions of specific images of the brain, into relevant parameters to indicate how wall projections are used. The group dynamic focused on individual, social, divergent and convergent concepts. The model applies two parameters, individual-social and divergent-convergent (IS-DC) (associative versus analytical mindset). This generates four different spheres/ phases (the quadrants).

The model was used as a starting point for the scientific research that LEF carried out. The specific location of brain activity can be determined with the help of a functional MRI-scan (fMRI). During this research, we measured the brain activity of test-subjects while they viewed a series of photos including those projected at LEF.

A side-note needs to be placed here. The fMRI-research took place in a laboratory setting, which had little to do with the actual practice at LEF. Participants who were placed in the scanner did not participate in the group conversations.

Practice proved that the more absorbed people were in the group processes, the less they were impacted by the images and photos. Thus, other factors, for example physical distance and proximity, quickly became more important

than pictures on the wall. In practice, people's focus is continuously redirected between these parameters. Visit Chapter 4: The LEF Space.

The model is as simple as it is effective. If you combine the polarities divergent-convergent and individual-social in a coordinate axis, you will get quadrants.

Phase 1: individual convergent = contributing own interest and point of view

The first phase is where everyone feels supported to put forward their own point of view.

Phase 2: individual divergent = open to possibilities

During this phase, briefed participants get the opportunity to come up with additional outcomes. This enables other interests to be taken into account, and not only self-interest.

Phase 3: social divergent = 'brainstorming'*

During this phase we collectively look at different possibilities.

(*By brainstorming, Alex Osborn referred explicitly to the entire process, including the convergent.)

Phase 4: social convergent = building consensus

During this phase, participants come together to attempt to come up with the best solutions for everyone and everything. They cultivate their commitment to implement the solution.

We follow this in phases, moving from one focus to self-interest via an individual exploration of new possibilities, to group-generated ideas, and finally, to a shared group decision. For this to be an effective process, it is important to delimit the phases in the group and to keep them approximately equally.

The facilitator's contribution to a discussion is, in essence, to guide the group through the different phases of the process and to keep the right focus in each phase. The phases are clearly defined by differentiated time, space, and atmosphere. Walt Disney also applied this principle, which later was named The Circle of Creativity. Furthermore, the dreamer, the realist, and the critic of each phase will be described. It was Alex Osborn who first described this process in his book Applied Imagination, in the mid-twentieth century, using his experiences from his advertising agency.

The changing environment influences a shift in the mindset. This is a significant instrument of the LEF Approach. By moving participants from one room to another, they receive sensory communication that tells them the following phase is about to start. Each setting is adjusted to the required inputs of the participants. Because a particular layout enhances a certain group dynamic, or instead hinders it, the facilitator can guide the group process by switching environmental elements. The furniture layout in the space will depend on the underlying question.

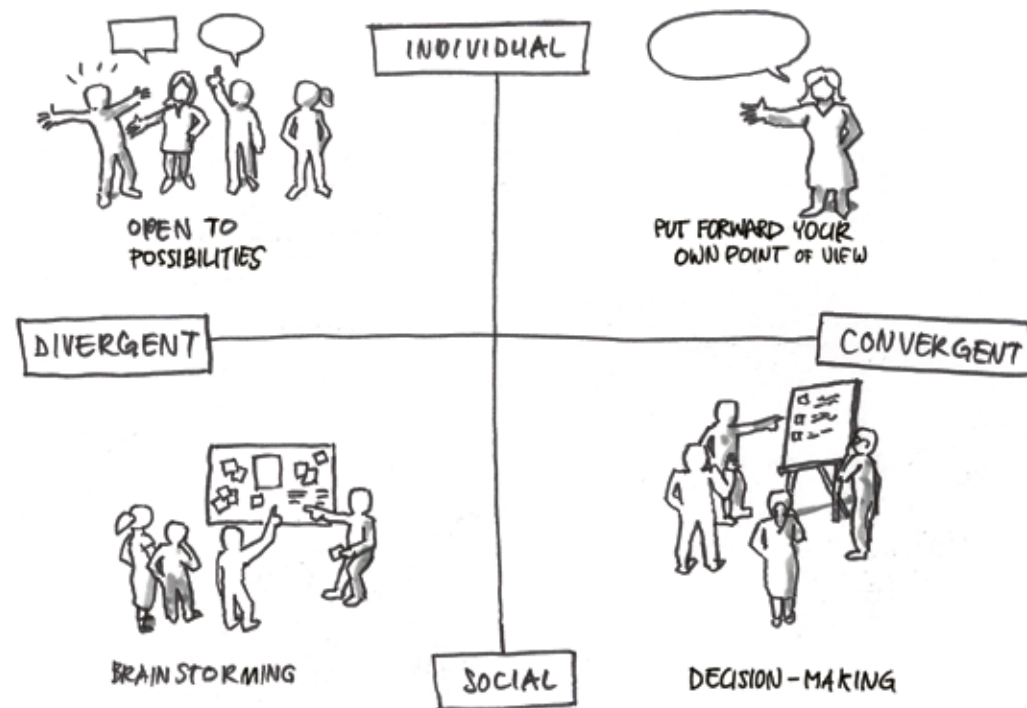
Research proved that some of the projected images used in LEF stimulate areas of the brain that correspond to the parameters mentioned above. This model proved to be a useful tool for the setup of wall projections during the design of a session.

Research also showed a relationship between various characteristics of the photos used for the wall projections and the stimulated areas of the brain. For example, images with people on have a more significant effect than images without people. Photos without people in the vicinity (landscapes and suchlike) stimulate individuality. Photos with people increase stress in a short period of time, but can also lead to social or individual focus. Apparently, we immediately make the decision to be a friend or an enemy when we

first see someone. Photos with people appear to be most convergent. Photos without people are most divergent: there appears to be a clear correlation between individual-divergent and social-convergent.

Several image projectors can be setup to enhance the feeling of connection. Photos such as Oil Painting, Carnival, Playground, and Fountain allow you to play more with creativity and fun. Photos such as Panoramic Views, Elephants, Mountain tops will move you towards the contemplative. Photos such as Rough water, Highway, or Skyline provide support if you want to drive a discussion. Changing the photos, for example, to Snooker and Sailors can stimulate a greater focus on drawing out conclusions, and thus, a shift from divergence to convergence.

There are few photos that stimulate both divergence and social interactions. This is because we are highly conventional in social situations and, divergence demands a great deal of effort from facilitators. From his research on creative teams, Bernhard Nijstad concluded that it is more effective to get people to diverge individually first, and subsequently socially. This ensures that there is no predominant conformism and the diversity in the group is used positively.





The LEF Facilitator

A facilitator (from Latin *facilitare* - facilitating, simplifying) is a person who creates and maintains the (pre)conditions from which both collective and individual healing and change processes can start. The function of a facilitator can be compared to that of a midwife because a midwife also plays an essential role in establishing – whether provisionally or not – end results, but is nevertheless not responsible for the specific result as such. In addition to the required intellectual vigour and extensive practical experience in managing people and group processes, the role of a facilitator requires especially well-developed intuition and a capacity for empathy.

Definition of facilitator, Wikipedia

Introduction

All sessions at LEF are guided by facilitators from the pool of LEF Facilitators. LEF's value is its ability to reinforce or accelerate change. The facilitator works as the pivot in this process. His efforts determine whether there are successful meetings and outcomes. LEF Facilitators go through a careful selection procedure to be admitted to the LEF Pool. External and internal Rijkswaterstaat facilitators work at LEF.

There is no 'typical' LEF Facilitator. LEF Facilitators have different backgrounds, education, specific methods, and experiences. They do have common characteristics, such as the dedication to alleviate or solve (major) societal problems, not being afraid to enter unknown territory to explore, with participants, what they can improve or how to reach a breakthrough. Finally, a LEF Facilitator has the ability to make the unspeakable speakable.

3.1 The Facilitator's Tasks

The most important task a facilitator has is taking the lead in creating the right atmosphere for openness, cooperation, and decision-making. Participants also look to facilitators to ascertain the purpose of the session. Taking on the role of monitoring the process is also of importance.

During meetings, facilitators serve as coach, mediator, moderator, and contact person. The facilitator intervenes in the main problem of the client, the participants, and the results. Facilitators are required to have the ability to switch mindsets.

The facilitator prepares the meeting after an intake interview or a design session with the client. He or she designs an approach, writes a script, and finalises it with the account manager, the client (of course), and the LEF Staff.

The facilitator has great customer understanding. There are three types of customers: the participant, the client, and LEF as an organisation. At LEF we work using clear plans, clear agreements with clients, good coordination with the employees in the front-office, and vice versa. This is achieved by having well-written scripts and incorporating processes and facilities in a good system of quality assurance.

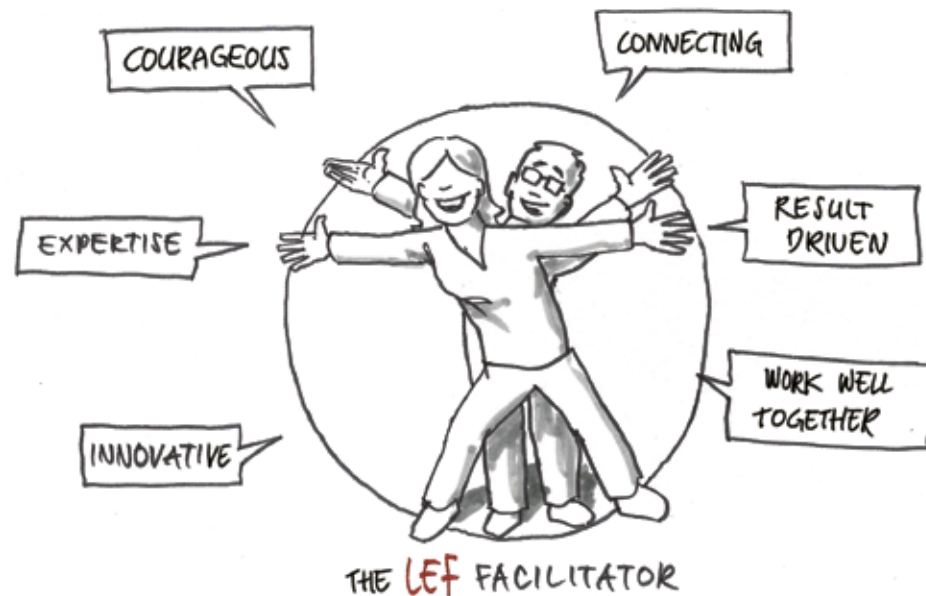
The facilitator's guidelines consist of focus areas which determine the session and which have an influence on the quality of the session. During a LEF Session, you strive for maximum symbiosis between the problem, the group, and getting assurances under the guidance of the facilitator. In the following, we will briefly describe the different focus areas.

3.2 The Relationship between the client and the facilitator

The facilitator's first task is to define the issue together with the client, and the final task is to thank each other. The preparation and the design process take place in between. After every substantive question there are process questions. The successful application of substantive knowledge (the 'what'), often impedes the client and its team from seeing the process question (the 'how').

The facilitator already starts searching for the underlying question during the intake. It may be that the underlying group dynamic process is of greater importance for reaching the next step.

Therefore, the facilitator tries to include the client as much as possible. The client remains the owner of the problem, and the facilitator determines how to approach it within LEF. This task division needs to be clear to both parties.



3.3 The Relationship between the participants

The facilitator ‘designs’ and ‘creates’ the programme of the session in such a way that the participants are effectively assisted during each phase. The facilitator focuses on guiding the process, maintaining distance from the content, and creating the required space for the group to take its next step in the task or problem. He or she also leads the conversations and dialogues of the group, establishes the framework and monitors the room, environment and time.

In addition to making a distinction between time, space and atmosphere in the phases, the facilitator creates connections between the participants. Because of their diversity, they speak different ‘languages’ which makes it difficult for them to understand each other sometimes. A significant aspect of facilitating comes from visualisation

(painting, creating schedules) and from creative working methods. This develops shared ‘experiences’. A great deal of the facilitator’s work consists of creating a safe environment. Only then can people feel vulnerable and yet open to each other.

3.4 The Relationship with Learning and Development

Old thought patterns and habits are strong and stubborn. Different behaviours and new decisions do not just implement themselves in an existing organisation. .

Even when we regularly apply new, replacement patterns, old connections continue to have a dominant presence in our brains and in our organisation. Part of the process at LEF is to make people aware of this and to make them recognise

the importance of embedding and building on the new patterns agreed in a group session and thus to guarantee that they will continue to have effect once everyone is back in the working environment. The way to do this is by getting assurances. This deserves attention, particularly, at the start and the end of the session.

Getting assurances (during a session) is very practical as it ensures proper reporting by the client. We graphically portray the results of the sessions and carefully evaluate them with the account manager afterwards.

3.5 Contributions to the further development of the LEF Approach

LEF Future Centre is not only a physical place, but it is also an environment where experts in the field of innovation, change, and facilitation meet. LEF’s rich pool of facilitators is comprised of a broad representation of expertise and quality so that a broad palette of interventions can be offered. LEF facilitators are entrusted with the LEF Approach and can use all the possibilities that LEF’s space and facilities have to offer.

3.6 The Facilitator and Focus

Focus is essential for a facilitator. Good focus helps them to be alert to what is needed in a session and during different phases of the process. A lot can happen, especially when the subject is complex and the effort is great. Facilitators do not have to know about all of the process, the majority of which is shown in the content. A facilitator needs to continue reading between the lines and observing the underlying process

By focusing on one specific power (see Chapters 5-10 – The Powers of LEF) during each phase of the process, you gain clarity on what is going on and what is needed at that time. Hence, the facilitator gets a full grasp of the entire process.

3.7 The Facilitator and the Organisation

In his role, the facilitator is aware of ‘interdependence’: if I do what I have to do, you can also do your work well. You realise that you work with a close team of people who can rely on each other. The facilitator can serve a pivotal role here, but the whole is determined by the broad cooperation of the LEF Team. Furthermore, everyone wants the session to succeed, and for each participant to go home with a unique and positive experience.

We also understand the role of co-facilitator at the LEF Future Centre sessions. For big, complex sessions, a co-facilitator is assigned to support the head facilitator. Everyone from the pool of facilitators can be head facilitator for one session, and a co-facilitator for another. The same selection criteria are applied when assigning either a co-facilitator or a head facilitator to a session.

3.8 The Facilitator and Diversity

Each facilitator arrives at LEF with a large amount of experience and his own field of expertise (e.g. psychologist, engineer, trainer, coach, etc.). The facilitators work part-time for LEF which allows for continuous new input from outside and sufficient distance from the material and the organisation.



The LEF Space

“The concept of space has the following subdivisions: directions, levels, personal space, layers, body shape, form changes, patterns, location in the space, set up, unifocus/multifocus, spatial intentions.”

Definition of Space by <http://dansmaar.kunstkijker.org>

4.1 Introduction

Management is ‘in a little house on the prairie’. Of course, there is some irony in this commonly used metaphor. We do know that managers tend to take a ‘heidag’* for important decision-making. At Rijkswaterstaat we also know the impact another setting can have on new decision-making. The importance of the environment on its associated group process formed a significant incentive for the development of the LEF Approach. Archetypical settings were used as a starting point in the original designs, such as ‘the kitchen table discussion’, ‘relaxing in the conversation pit’, or ‘the little house on the prairie’, to create different atmospheres for different types of discussions. (*Heidag: a meeting for managers of a company, or employees of a department, at an external, often peaceful remote location.)

People who walk into LEF Future Centre, step into a world of atmospheres. Advanced facilities in the area of sound and imagery, movable walls, stimulating interior components, and a 270° theatre, make it possible to have complete control over the atmospheres in the workspaces. Without these facilities, it would be a lot more difficult to influence people, even unconsciously, to come to a constructive, positive breakthrough. The origin of the LEF Method is closely linked to LEF as accommodation, space, and building. LEF Future Centre now offers a unique mix of flexible rooms and facilities. It does not mean that you would be unable to apply the method outside LEF, but ‘The Space’ (the environment with all its associated facilities) forms an essential base for the methodology and plays a role in diverse ways.

Thus, technology is indispensable. But there is an underlying risk: there are numerous possibilities, and therefore, a lot of effort is asked both of the facilitators and the technicians. Do we create an autumn forest or a factory? Does this group need

an intimate atmosphere or actually, the coolness of Antarctica? Will it be Bach or Metallica?

No matter how amazing LEF’s technology is, it will remain a tool and never the goal itself. To be able to set up the facilities suitably and to have maximum effect, expertise, experience, and insight are required.

The Space, as we explicitly call the environment at LEF, has been further developed over the years. On the one hand by experimenting with particular settings and image projections, on the other hand by means of research, to measure the projected results through fMRI-Scans of the brain. The ten years that LEF has existed have been a wonderful journey to find the most efficient ways to make use of the possibilities offered.

4.2 Spaces

First Impression

For the participants, the LEF Session begins with their visual impressions at the entrance. Questions arise because the environment is obviously not a usual one: ‘What is the purpose here?’ ‘What can I expect?’ ‘What is expected of me?’ This initial moment is crucial for building a rapport between facilitator and participant. Due to the disquiet, participants are receptive to the guidance of the facilitator. This provides an opportunity to create the desired setting, and to create openness and open-mindedness. How the session continues, and its result, is partly determined by the way the room has been set up by the facilitator. The key here is flexibility. Walls, floors, lighting, image projections, sound, and pieces of furniture such as seating elements, tables, and carpets can easily be adjusted to the needs.

Besides the fact that the space is different and flexible to adjust, the environment at LEF has

several determining factors: the environment invites you to discover and is experienced as magical and aesthetic. Aesthetics are an essential factor; people behave differently in a beautiful, astonishing environment, compared to a neutral or boring one.

What we consider to be beautiful is based on a number of universal principles:

- The space is 'understandable'. When people understand something, they value it more quickly.
- The environment is 'in order'. This is of importance to the sense of security.
- There is a slight exaggeration of 'something good'. What we value is readily available. For an interior we can think of it being clean, reasonably organised, clear, etc.

Lidwell's book *Universal Design Principles* elaborates universal principles behind interior and product design.

Another advantage of LEF is that the spaces give the participants the feeling that there are still discoveries to be made. The deviant setting of the space invites people to exhibit different behaviours than they normally would. People agree on that 'other'. The sun room is an example of a beautiful, big space that can be used to stimulate creativity.

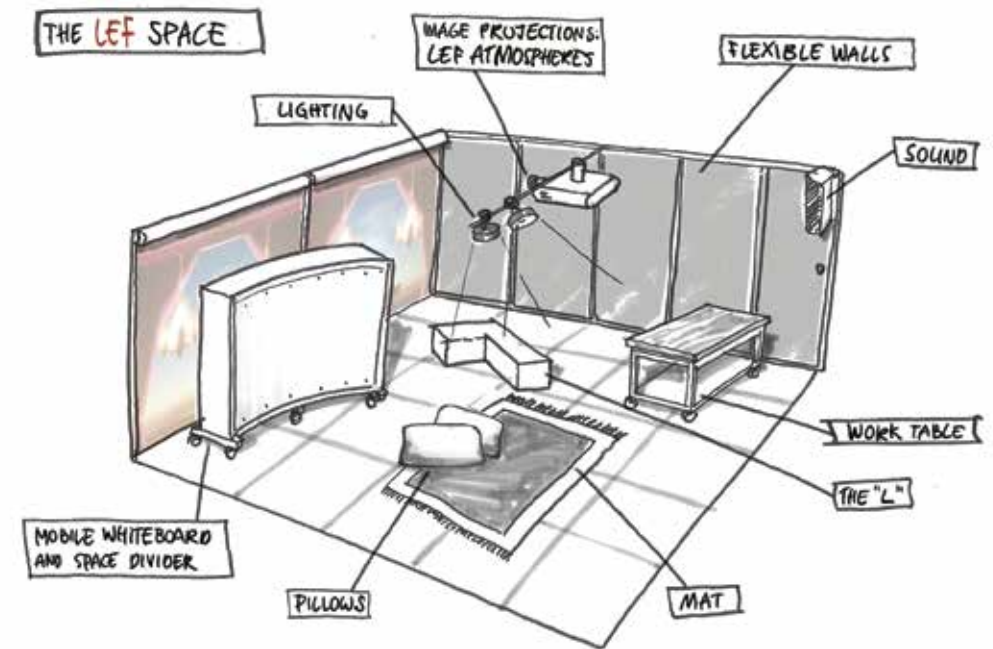
That magical feeling is caused by all forms of lighting and projection (the beamer, screens, spots) and also by the flexible walls and exchangeable furniture. The fact that you can create a different environment in the blink of an eye, gives participants a positive feeling of astonishment and openness - precisely that mindset that is an important starting point for a good, creative and open dialogue.

Directions for behaviour

Since prehistoric times it has been in our nature to discover traces left behind by others before us. Such traces provide us with information about possibilities for use and provide a framework for social interaction. Are there territorial claims or is there an open invitation to participate? In our current, well-constructed environment, we find indications of desired behaviour. Consider, for example, direction indicators or signs with 'No Smoking', but also implicit signs. As a facilitator at LEF, you can make extensive use of the possibilities for interpreting the environment in such a way that the signals are adopted by the participants.

That does not detract from the fact that in every environment, at LEF too, there is a lot of clarity and encouraging behaviour in advance. In architecture one speaks of affordance: the perception of the environment invites specific behaviour. For example, whoever walks into a meeting room with a U- or O- set-up, knows that he is supposed to sit on a chair behind the table with the meeting materials in front of him. The chairman will naturally take a seat at the head of the table. If you enter the room at LEF and there are no chairs or tables, but only large whiteboards, then you know that you are going to be standing and writing things on the whiteboards. What the participants are not aware of, but the facilitator is, is that different set-ups evoke different group behaviours and thus have a strong influence on the outcome of the session. In his ethnographic film *The Social Life of Small Urban Spaces*, William H. Whyte, in 1988, brilliantly captured the interaction between people and spaces.

As a facilitator, you can largely determine the atmosphere by the use of the space. Depending on what you want to achieve with the group and the applied interventions, you decide how the space will be set up.



LEF has the following rooms that can already be set up according to the goal of the session:

1. The Standard Zones
2. The LEF Theatre
3. The Conversation Pit
4. The LEF Foyer
5. Zone 13
6. The Future Lab
7. The Sun Room

The different zones and their use are linked to the IS-DC-Model (see Chapter 2.6).

The standard zones can either be used very privately or very openly. There are sliding walls that can open and that screens can project on to, but that can also open up to work with daylight. They are mainly used for break-outs or small group sessions because they are not very large. They can be used for all phases, with a work table and daylight they can be clearly divergent, and with fine projections and dimmed lights in a circle

they can be very social and convergent.

The conversation pit offers the possibility of a different zone. It is mainly used for smaller groups and in an intimate setting. It also helps to emphasise being together (socially), it encourages proximity (physically) and is useful for maintaining a 'good conversation' (convergent).

Everyone easily feels at home in **The Foyer**. Sitting close to each other at a small table creates an informal atmosphere. Participants can find their place in the group here. It is a great place to run the first phase of the model, for example, by having an introductory meeting here.

Zone 13 also offers a space for all phases, but only in one set-up. It does, however, offer the possibility of dividing up the space into more flexible zones by deploying sliding walls. It is possible to work in a smaller context as well, and with a central zone in the middle. Zone 13



Special elements for LEF spaces

has a square floor that can be lowered. This transforms into a large conversation pit where pleasant convergent conversations can be held with larger groups. The perfect set-up for the final debate.

The sun room is an example of a beautiful, large space that can be used to stimulate creativity. It contains architectural features that remove interferences while thinking. The sun room overlooks the Amsterdam Rijn canal and has lovely natural lighting. It is difficult not to lose focus, plus there is always a beautiful view. The lack of focus makes it difficult to bring a group together. It is an individual divergent space. We do try to create some separation using the sliding walls. However, excessive daylight makes us more divergent. We literally see more detail and diversity.

The Future Lab is the newest addition. Extensive research and experiments are in progress to

discover what effects these spaces have. With the Lab we intend to facilitate new approaches, to provide groups with the possibility of going through the whole process, rather than just through a phase, i.e. from concept to real prototype. Visualisation and simulation will be achievable by combining the capabilities of space and technology - think about simulation techniques such as virtual and augmented reality. More on the Future Lab can be found in Chapter 11 'LEF's Future'.

4.3 Wall and Floor Projections

Essential to the space are the wall and floor projections: images projected on the walls of the space and on the floor of the LEF theatre. Working with these projections was a decision that came from intuition and was not initially substantiated. We did notice how some photos stimulated certain

behaviours. We suspected that this was not a coincidence, but could be traced back to the activation of specific areas of the brain. This subsequently led to research and afterwards a model that on the one hand explains the relationship between phasing and group dynamics, and on the other hand spatial arrangement. See section 2.6: The IS-DC-Model for a detailed description of this model.

4.4 Furniture

Physical distance and furniture

The physical distance between the discussion partners determines their social interaction. The greater the distance, the greater the individuality. The shorter the distance, the greater the pressure to conform. The shortest distance where two individuals can still sustain their own opinion is about one arm's length. This is considered only when the discussion partners are sitting across from one another and not next to each other. Intuitively (thus not necessarily physically), the distance between two people can become greater by placing a physical barrier between them, for example, a table. The table then serves as a buffer to possible conflicts. This can be a significant factor in taking a step forward. To address tensions or underlying conflicts, they must first be discussable. This is only possible if the participants involved feel safe. A table can, therefore, function as a safety tool.

Thus, to reach consensus, a shorter distance is required. People must be able to face each other properly in order to create a commitment. We know that large gestures fail to be seen behind a table. In similar situations, it is more effective to make use of high stools as these evoke an active attitude.

Working together on a board

Another method is to work together on a board.

Participants stand in front of a board, and everything said, is said to the board. Substantive messages are addressed less personally, but more to the board and the group.

Variations and Arrangements

Depending on the desired interaction, you can vary the furniture arrangements in the space: in a circle, next to each other, opposite each other, at the table, with backs against each other, out of sight, facing outside, facing inside, etc. There are endless possibilities. Neuroscientist Melina Uncaphe made an interesting contribution with the 2016 article regarding, for example, the effect of light and seating arrangements on the learning behaviour of students.

4.5 Light

A small amount of light or red light is used during a process when the facilitator wants the participants to be able to see each other, but without noticing any body movements or gestures. The effect of removing light means that participants are less inhibited about speaking out their true views as they can hear the other participants but cannot see, and therefore cannot interpret either negatively or positively, the reactions (body language, facial expressions, gestures) of the others. This creates more openness and honesty and is beneficial to the process. Blue filters enhance alertness, and a light-green colour stimulates the feeling of tranquillity. Danielle Broeze conducted some research, in 2016, on the usage of lights during sessions at LEF. The following conclusion is derived from her research

Feel enlightened at LEF!

People are mostly unaware of the great effect light has on the body and human behaviour. Light has a direct effect on the brain, which sets physical and psychological processes in motion. A lot of light in the environment is essential for health and well-being. People indicated that they prefer

an environment with a lot of light. 70% of people would rather be in a space with a light intensity higher than 800 lux (Zumtobel research, 2014/2015). For this reason, it is advisable to make use of more daylight by opening the window screens regularly and by frequently going to the sun room with the group. A good guideline is that participants should not go for longer than two hours without daylight, otherwise they can get tired, and that leads to lower productivity and motivation.

Light has more effects that are important at LEF. Blue light, for example, inhibits melatonin, which leads to people feeling more energetic and active. This does not imply that blue light is always best. In some cases, it is necessary to be calm and concentrate.

As a guideline, we can say that a lot of light is beneficial for relatively simple tasks, but that complex tasks, tasks such as problem-solving, are better off taking place in a dimmed-light setting, according to two articles of 2014 and 2015 by Karin Smolders et.al (TU Eindhoven). This effect is universal, but unfortunately, so many other aspects of light depend on the context and individual associations. For this reason, it becomes very challenging to predict the effects of different light colours. Even creativity depends on associations: a dark space associated with freedom and anonymity appears to enhance creativity.

Most people associate darkness with these aspects, but on the other hand, a small group of people associates darkness with fearful situations, which leads to less creativity. Besides a dark

environment, a prompt can also increase creativity by use of the word 'dark'. This is possible by projecting the word 'dark' or by verbally emphasising it. Adding nature at LEF, maybe in the form of a nature wall, will also generate associations of freedom among participants (Koole and Van den Berg, 2005).

When the intensity of the light increases or the window screens remain open, the wall projections start to lose their visibility. The wall projections are better used in the inner spaces of LEF, where there are no window screens and it is thus, darker. These spaces can then be used purposefully for short periods.

4.6 Pre-Settings

Pre-settings of lights and image projections are often used at LEF because it is easier than setting up the lights yourself. Broeze's research advises that the pre-settings be set so that it becomes brighter on a regular basis. Another possibility is to open the window screens more regularly. If the window screens are opened on a regular basis, they will be used more often by participants.

Group Features	Low quantity of light (up to 300 lux)	Average quantity of light (500 lux)	High quantity of light (800 lux or more)
Activity	People are more tranquil and calm.		People are energetic and alert and can think and react quickly.
Performance	Complex tasks can be better executed in a dimmed environment. People are then calmer and can concentrate better.		People are active, relatively simple tasks can be completed in a well-lit environment.
Individual emotion	People are tranquil, calm, and emotions are not in the foreground.		High quantity of lighting stimulates a neurological system that intensifies emotions. People experience and express emotions strongly.
Group emotion	People feel safe and anonymous, this ensures that they think with less conformity and express their own ideas faster.		People feel accepted, aware of their place in the group, are more conformist in their thinking, and less likely to express their own opinions.
Individual/Social	In a dimmed space people in your vicinity are not clearly visible, which allows you to start presenting yourself as an individual.	'cozy' warm lighting stimulates people to social behaviours.	Light that is too bright is quickly seen as 'not cozy' and social behaviour is not encouraged.
Creativity	A dimmed space associated with freedom and anonymity incites global associations and creativity. A dimmed environment associated with fearful situations lessens creativity.	A space with an average quantity of light, associated with freedom incites global associations and creativity.	A bright space associated with freedom incites global association and creativity.
Convergent/Divergent	Convergent thinking requires deep concentration and calmness, and can therefore best take place in a dimmed environment.		Divergent thinking is best in a bright space because it requires a lot of activity.

Source: Research Danielle Broeze 2016, Intern.

The Power of Safety



‘Eighty percent of all choices are based on fear. Most people don’t choose what they want; they choose what they think is safe.’

Phil Mc Graw, American psychologist and television presenter, better known as Dr. Phil

5.1 Basic Ingredients for a LEF Session: The Powers

The experiences in LEF Practice reinforce the existing concepts on intervention and when they should be staged. Human behaviours and those of our brains are complex. In search of explanations, we initially used the insights from our so-called brain learning at LEF.

Once the right group processes are in motion, there are preliminary conditions that can help a facilitator with the design. This enables the correct processing of the information from the session.

This is how we came to the six components as an approach, code or language, to set up LEF Sessions:

- Safety
- Connection
- Nourishment
- Sensation
- Processing
- Stillness

Each LEF Session is designed with these six components in mind. This helps the facilitator in selecting the available elements for the space, such as lighting, projections, images, furniture, matching catering to the intervention, and the purpose of each session. It also makes communication easier.

In Chapters 5 to 10 we discuss the six components: what do they mean in the context of LEF and based on (neuro) psychological research, what do we know about their importance?

The six components keep each other in dynamic balance. They can strengthen and weaken each other. There is a specific sequence which is used to maintain the natural sequence of a session: arrive, make an inventory, gain insight, make

(behavioural) changes, and carry out actions. Each component is described, if possible, according to the following points of interest:

- 1. The power: definition of the power and the place this power has in (brain) learning.**
- 2. That power within a LEF Session.**
Match the power to the work process, the problem, the group, and the LEF Space. How does the facilitator relate to the power? When do you use this power and when not (contra-indication)? How does a lack of this power still manage to contribute to the effectiveness of the session?
- 3. In practice**
Concrete examples and tips for the LEF Facilitator.

5.2 The Power of Safety

Safety and brain learning

We instinctively search for safety. As indicated by research on the oldest part of our brain: the reptile brain (see Chapter 2.2 the functioning and facilitation of the brain at LEF). The reptile brain handles the primary life functions, which are necessary to survive as individuals. When you experience the environment as threatening, you automatically use your reptile brain to focus on survival. We always approach a new group or environment with caution. We gamble on ‘control’.

Being open to change is dependent on the degree to which someone feels safe or protected. Providing a safe learning environment is, therefore, the most important paradoxical power of every LEF Session. To break patterns, participants need to feel safe in a session yet leave their comfort zones.

The atmosphere, space, lighting, an agenda, and sufficient time will encourage mutual openness. In the beginning, the facilitator will keep a close eye

on things to make sure none of the participants become disoriented. He or she looks out for people who seem to feel unsafe. This gives the keynote speaker or client the feeling that he or she can present with more confidence.

Unsafe feelings evoke instinctive reactions such as: fight, flight or freeze. Whoever feels unsafe, will instinctively *fight, flee, or freeze* as a survival strategy. A stressful situation with imminent danger acts as an alarm bell. It evokes a strong physical reaction: blood pressure rises, the heart starts to beat faster, more adrenaline is produced, and the muscles cramp. The facilitator – see below – remains calm.

In what follows, you will find some general guidelines to follow when preparing and, or supervising a session.

The Power of Safety and the LEF Session

At LEF we know a lot about the influence of unconscious impulses and motives. A fight, flight, or freeze reaction by one person affects the group. These unconscious reactions such as fight, flight, or freeze are difficult to reverse. The natural reaction in a meeting is to suppress or ignore them.

These unconscious impulses and motives can also be used to good effect. Emotions such as fear, sadness, or anger heavily affect participants. The facilitator consciously allows those emotions to surface and does not prevent them during a session. This is how the facilitator indicates a safe situation. Emotions are essential, and facilitators can make use of them, for example, to examine feelings around a particular problem. The feeling of safety, or the lack of it, links up strongly with our emotions and this is positively acknowledged.

For a facilitator at LEF, it is essential to know how to handle such emotions. The trick is to create an optimal setting, in which the willingness of people to take on this challenge, and the safety of the group, are in balance. Therefore, in designing and guiding a session, elements that contribute to openness are consciously added, by offering safety and trust. In addition to the set-up of the space, these elements are your posture, your position, the use of your voice, the ability to connect, and your own openness with regard to your emotions. This enables the client and the facilitator to keep focusing on the content. The process is in safe hands.

Feeling safe during a session involves physical, mental, and emotional components. In this Body of Practice, we focus on psychological safety. In terms of a LEF Session, it is about the degree of safety which makes the participant:

- Dare to give her or his point of view
- Feel part of the group
- Understand the purpose of the session clearly
- Have a choice whether or not to participate in the group process
- Have the feeling that his or her contribution to the goal is useful

The Power of Safety and the LEF Space

Make sure that the participants have a positive experience on arrival. Be on time. Always make contact with reception in advance. Walk through the session by yourself first. If possible, go through the script once more and in any case, go through the start of the process with the client. Make sure someone from the organisation is at the entrance welcoming the guests and showing them where to go. Make personal (eye) contact with the participants and make them feel comfortable. Shake hands. 'Welcome, nice to have you here'.

Preferably with attitude of equivalence, but not in an informal manner. This is further elaborated in the section on the power of stillness.

Moreover, you can do this along with something unexpected. For example, you can ask people a question upon arrival, ask them to write down their names or give them an assignment as a playful start. You want people to get out of their comfort zone. This also rewards the participants who are on time.

Privacy and Openness

Check the effect of the space on a participant, arrange it to suit the purpose of the session (or part of it). Pay attention to privacy and openness. You conduct a confidential conversation in a confined space. Go to an open space in order to 'break open the session'. Note that some participants prefer to stay in the privacy of one particular space. Encourage the autonomy of each participant by letting them make this choice. Avoid distress, literally and figuratively.

The Power of safety and the LEF Facilitator

The facilitator needs to adopt three fundamental attitudes in order to create safety for a group. These are neutrality, consistency, and relaxation.

Neutrality implies choosing not to react on anyone's behalf, not the client's nor an obstructive loner's. You always react with appreciation for the relationship with the other.

Consistency implies that you react the same way, both substantively and behaviourally. Thus, radiate openness when you state 'open to oppositions'. Do not look away whenever you make eye contact. As the facilitator, be harmonious in your appearance, attitude, and behaviour: practice what you preach. If you are affected by something, do not deny it, instead, mention it and use it to encourage openness.

SAFETY



Question	Possibilities
How do I welcome the participants?	<ul style="list-style-type: none"> - Provide an explicit invitation, with purpose, time, location, anticipated revenue, the structure of the programme. - At the entrance, use music that compliments the desired atmosphere. - Provide warm drinks (coffee, tea, water, etc.) - Provide explicit information about how people's contributions will be used. - At the start of the session, make joint agreements on confidentiality, the inclusion of minorities, and dissenting votes. - At the entrance or at the beginning of the session, make time for the participants to start getting acquainted with each other. Let them share 'something new' about themselves. - Take your time.
Do the participants feel safe enough to speak out?	<ul style="list-style-type: none"> - Before discussing with the full group, work in (sub) groups with a maximum of 6. - If you suspect that underlying emotions are at play, state that you have noticed them. - Award opponents, especially when it is just one person. Stand behind or next to them.
How do you stimulate openness and creativity in a group?	<ul style="list-style-type: none"> - Admit to making mistakes. - By expressing appreciation for the effort. - Start the session with a simple and functional assignment, so that people can start having a sense of direction. - By asking open-ended questions. Avoid dilemmas such as 'one or the other'. - Avoid qualifications in questions: "What are the two best options?" First look at things divergently and then let them converge ('Choose your own top two'). - Uncertainties in a task or question should be explained by the others (this will be new for the participants).
How do participants know the goal of the session?	<ul style="list-style-type: none"> - By checking the subject, or by asking different opinions or points of view. If possible, do a line set-up or ask the question "how far are we from the (goal)?" - Let people discuss what they expect of the purpose of the meeting and which questions they intend to work on.
How does the presence of a manager affect the group?	<ul style="list-style-type: none"> - Opens with the manager, by revealing something personal. - By interviewing him or her (avoid 'sending'). - Explains tasks of the client and facilitator. - Starts the meeting lightly, playfully, for example, with a simple non-competitive game. - If necessary, give the manager a 'golden sticker', to indicate their priority.
Which setting do I use to make participants feel safe?	<ul style="list-style-type: none"> - Individual divergent - Lots of light (make sure nobody has to look into the light). - No tables, include poufs, L-Is, sitting.

Relaxation implies that you pay attention to your posture – shoulders, waist, feet – and your breathing during a tense moment. Speak out when you feel anxious about something. Take your time to formulate an answer. For example, by first saying, "Great question, that surprised me...", or by asking "What do you mean by (repeat the words used)?" You can also cease a discussion and mention when you will come back to it.

Make sure you go into a session well-rested and prepared. Sometimes you are so busy with a group that you forget to take care of yourself, with little food or drink throughout the day.

Contra-indication

During the intake phase, you as the facilitator will assess whether there are subjects which may foster some unsafe feelings. Matters such as an employment conflict, unclear responsibilities of

the client, and (acute) financial problems are contra-indications for taking on a session because of the inherent lack of safety. Furthermore, it is possible that participants will feel under pressure for whatever reason. Even when you sense that it could get political between the participants and that you are being used, for example, as a scapegoat, you should raise this issue.

Be aware of the balance between the apparent contradictions of comfort and discomfort. You want people to feel comfortable and at ease, while getting them out of their comfort zones.

During the session, you remain alert to safety. Paradoxically enough, too many rules and safety procedures lead to an extreme lack of safety. These rules are sometimes used to shift responsibility, or the participants use these rules to evade their responsibilities.



In this LEF atmosphere (the Bedouin tent) you gain insights together.

An example of LEF Practice

Inventory Bench – Inventory while you wait.

The service package will be screened by diverse groups (employees of a central government organisation and representatives of their clients: other government bodies). The participants do not, or barely, know each other. The last participants arrive over thirty minutes after the first participants.

As a safety tool, the facilitator instructs the people from the central government organisation to welcome the other participants and offer them a cup of coffee. Thereafter, the facilitators guide the other guests to the sun room (the drawing board) and each client group receives a whiteboard with the invitation to describe their image of the central organisation.

The personal invitation from the people of the central government organisation reassures and grants the participants permission to be honest. The openness of the sun room (with the view of the Amsterdam-Rijn canal) provides the participants with space to, calmly and with a cup of coffee (overlooking the water), think about the invitation and write something that comes from them.

Thus, this method works in the individual-divergent quadrant (see Paragraph 2.6: The IS/DC-Model). When everyone is inside, the facilitator gives a brief presentation about the image of the organisation. This serves as a quick and direct positioning: what do the participants think? The 'waiting until everyone is inside' is converted into a valuable use of time in this working method. The participants can take their time to get comfortable and start organising their thoughts. The organisers immediately state that they work with an open mind and on behalf of the client.

Starting conference – A circle of poufs in the theatre

With smaller groups, up to 10 people, a beautiful circle of light can be set up in the middle of the theatre. Poufs within the borders and projections on the screens (for example the Bedouin tent) can create a safe confined space, which at the same time forms an invitation to be open and transparent.

The Power of Connection



‘Creativity is the power
to connect the seemingly
unconnected.’

William Plomer, South African author (1903 – 1973)

6.1 The Power of Connection and Brain Learning

The Brain as a Network

Our brain is constantly active. Neurons (nerve cells in the brain), are connected by networks and there is a constant interplay of action and reaction. Activation of one part of the network leads to activity in another. New information is stored more easily when it is connected to existing networks. The more connections in a network, the more information the brain can store, with a greater chance of retrieving the derived data. When designing learning and work processes, it is advisable to create the process based on what people already know or are able to do.

Sense and Meaning

Sousa (2006), uses the terms sense and meaning thus: you must be able to understand something and it needs to be relevant in order to store information successfully. It helps to connect the information to a goal, make it as concrete as possible, for example, by visualisation or visual descriptions. By applying a filter (the goal) from the conscious, your brain will automatically focus on it and will use both conscious and unconscious processes to work on that goal. We all know the examples of how we “accidentally” encountered the right information or person just when we were planning something important. This incident is not that coincidental. The goal-seeking advice has been working and cleverly detected the right auxiliary from the excess of daily information and encounters.

Neuroplasticity

Neurons only exist as connections. They form networks within networks, within networks, within networks. These networks also keep “learning”, by constantly adapting and creating new connections.

We know that connections, like muscles, also become stronger when used more often, “use it or lose it”. This dynamic game in the brain is called “neuroplasticity”.

Neurons that are used often grow by themselves; their shape becomes more complex and creates more connections with other neurons. Areas of the brain that are used more often proved to be thicker and heavier than areas used less intensively.

It is mostly noticeable in very specialised tasks, such as the known example of London taxi drivers, who must know every street, hotel, restaurant, and tourist site by heart. They clearly have a more developed hippocampus, the brain area responsible for spatial navigation.

If we look at the learning perspective, we find the following. Learning something new is essentially the creation of a new neural path. To permanently control something, you must ensure that there are permanent, strong connections with existing networks. Unfortunately, specialisation means that other (brain) areas develop less. Learning something new also involves unlearning old habits. Thus, the definition of learning, according to Gerjanne Dirksen, is: the formation of strong and extensive neural networks.

Repetition

An important principle associated with plasticity is repetition. Brain connections become stronger when neurons work together. To learn something new it is thus necessary, to repeat and practice until lasting strong connections are created. It takes about six weeks to create such lasting connections. Moreover, storing and embedding continues for another two to three years.

The brain areas involved in learning new things, with the hippocampus taking the lead role, function more effectively when there is continuous practice in distinct ways. It has become increasingly clear that during our evolution our brain experienced functions which encouraged and facilitated social interaction between people. In a way, we are equipped with a social interaction system.

Mirror Neurons

A significant system that we understand is that of mirror neurons. Of all the neurons in our brain, there are groups of neurons with unique characteristics: mirror neurons. These not only work when they carry out an activity but also when an activity, carried out by another, is recognised. Watching football activates the same neurons as actually playing football. Actions in our brain are unconsciously initiated, which causes us to imitate

the behaviour of others. If we see someone eat, we eat, laughing is contagious, and yawning is irresistible. We imitate each other's behaviour throughout the day. Consciously, but largely unconsciously. Exemplary behaviour is therefore, the most effective learning intervention on an unconscious level.

6.2 The Power of Connection in a LEF Session.

Connection is an essential element in every LEF Programme because it prevents sessions from becoming detached from the changes in practice. It is about activating the existing knowledge and experiences of the participants. When this is activated, you make room for new impulses and inspiration.

Hence there is an overlap in the repertoire to create connections, to create safety; as a facilitator, you use similar techniques. In the LEF Method, connecting focuses on:

- Connections between the participants.
- Connecting knowledge and expertise between the participants.
- Connecting the participants' knowledge to the problem.
- Connecting the problem to the context.

6.3 The Power of Connecting and the LEF Facilitator

People want to know who you are. By stating your role as facilitator, the participants know your position with respect to the problem. If you are working with a team of facilitators, introduce all of them to the participants. Identifying people and creating clarity, makes participants feel connected to each other and to the whole. Also, remember that we continuously learn from each other's behaviour. The role of a facilitator also includes "setting a good example".

6.4 Contra-indication

This is tricky because you cannot not connect. Someone who does not want to be involved is clearly more "connected" to the programme than someone who is only there in attendance. Thus, appreciate "opposing votes" because they encourage learning.

Do not emphasise "we" if you seek to focus on the individual point of view or if it is relevant to make the deviating point of view stand out. Underlying friction only increases if participants feel that nothing will be done with it or if it is washed away for the sake of peace.

6.5 The Power of Connecting in LEF Practice

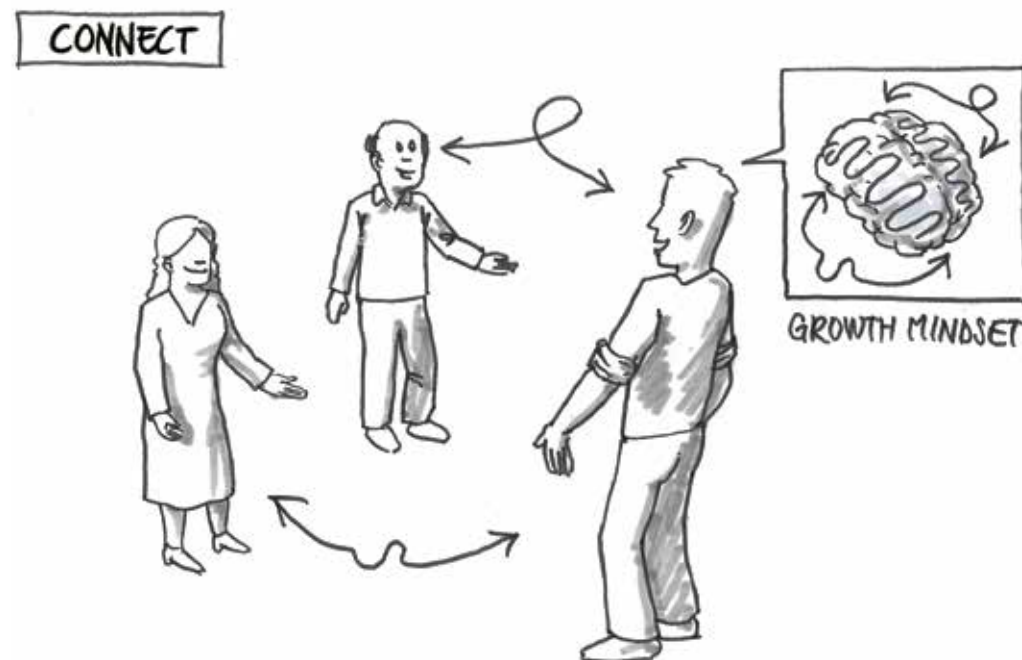
Social interaction happens mainly through body language, which is something that can be used. Body language consists of various components. You can speak of large body language and small body language. Large body language is posture and radiates the basal attitude. Small body language is more the fine motor skills of the facial expressions. Subtle emotional reactions are expressed in this way, which we unconsciously pick up on from others. No matter how hard they try, people are unable to hide the previously mentioned reactions flight, fight or freeze. This means that our communications are mainly determined by these "unconscious signals".

Next to each other instead of opposite each other

This is a useful approach for confrontational conversations. Walking side by side or sitting next to each other in the car, makes open conversations about tricky subjects suddenly possible, compared to when they immediately get bogged down in high tension if people sit opposite each other. The reason is that physically "not confronting" gives space to confront the content.

6.6 The Power of Connecting and the LEF Space

Make the connection with the environment where the participants are located. Refer to the purpose of the environment, or the "LEF Biotope", and mention what LEF wants to achieve with this deviating environment by providing an example.



Question	Possibilities
Connecting the problem to the context	<ul style="list-style-type: none"> - Connect the theme of the meeting to an existing theme or to a meeting that has already taken place. - Often repeat what has already been done – since the beginning – generally, what we just did, what we are going to do now (in detail), what we are going to do afterwards, and how it all fits together. - Where did we leave off? Another possibility is to connect a recent political statement in the media to the theme. - In a few sentences, draft a context around the question, or mention an important anticipated social goal that is related to the problem. Ask the participants for additions to the topic (never ask for ‘comments’). - Go over (interview) the subject with the client. - Record a video or ask the participants to submit a video on the subject.
Connecting the knowledge and expertise between the participants	<ul style="list-style-type: none"> - Create an open setting, NO tables between the participants. - Create mixed groups, for example, by colour classification. - Create two sign-boards “I need” and “I offer”, also with colour codes, if necessary. - Organise a “speed date” where everyone speaks to each other for 5 minutes (two times two). Variation: “blind date”, pair random participants. - Facilitate the connection: be alert to miscommunications (absent responses, drop-outs, ...), discuss it as a personal situation: “I have the feeling that you lost me, can you repeat it once more?” - When someone does not comprehend something: ask what has not been understood (when someone does not understand something, he or she cannot ask questions about it) and make sure it is explained the same way as before. (Otherwise, people will need to compare a second explanation with the misunderstood first one). - When others are taking too long (restlessness, checking emails...) Leave the subject for later by writing it down (and mention when you will go back to it).
Connecting the participants’ knowledge of the problem	<ul style="list-style-type: none"> - Always do a check of the central topic. Most problems arise from untested assumptions. What do you understand about <subject>? - Practice with ideas and concepts in a fun way. For example, have someone draw a tree: what knowledge is in the roots? Branches? Leaves? Fruit?
Connection between the participants	<ul style="list-style-type: none"> - Make sure the participants get to know each other in an informal manner. - Consciously create a “we”, that not only emphasises “I matter”, but which also creates a connection with the rest of the participants present. - Who is actually here? Which organisations, which functions, etc.? By standing up and sitting, or in parts of the space. - A joke can help; saying something unexpected that everyone recognises immediately, but it should only relate to you, not to others. (“Rest assured, I look more flattering in this light than in the toilets”). - Connect people by naming what they have in common (shared goal, role, and circumstances). Let them mention their commonalities in their own way. - Use the group’s language. Summarise the words they use. Literally, write down what is being said. - Questions asked to the group should always be written down by you. For you, it might be (too) slow, but for them, it is a new question.



A conversation pit offers an adequate atmosphere for strengthening personal contact. Generally, LEF offers little opportunity to hide behind the meeting table, where conversations more easily become personal. The environment stimulates this mindset and invites people to connect in a different way.

To strengthen the creation of connections, you can implement a number of measures. You can have participants connect non-verbally with each other by seating them in a circle. This is possible in the conversation pit, but for example, also in a circle of Ls. A circle is also a good basis for scaling back white light and setting up a (social/individual) divergent light setting.

Big or Small Circle

By only choosing Ls which are placed upright, you will make the space smaller and you strengthen the private character. You can increase this feeling by using the semi-circular whiteboard panels (with a clear opening to the screen with the photo) and place them around the circle. You can make the circle warmer and more trustworthy by placing it on a rug.

Whenever a small circle is experienced as unpleasant, you can always opt for the opposite. In such cases, stopping non-verbal communication can be an opportunity for mutual connections. In practice, it is a matter of sensing how much you can reinforce this. In theory, this setting brings trustworthiness and connection. However, this can also be experienced as oppressive.

Yoga mats in combination with Aquarium Projection

By having yoga mats in a space where images of an aquarium are being projected, participants will lie with their heads close to each other in a relaxed setting. The combination of delaying reactions and making pauses during a conversation can certainly help you feel more connected.

Photo with a Quiz Floor

There are several specific projections possible on the floor of the “theatre”, which are very easy to set up so that participants can connect more closely. A quiz with four options gives the possibility to ask more questions or take polls, by which participants land in varying groups. By asking substantive and more personal questions, the participants will also get to know each other beyond their standpoints.

Diverge and Connect

Based on the concept that this activates the brain and “enables it to connect”, collecting facts in CPS (creative problem solving) is a routine task, done with a continuous, calm presentation of images not associated with the subject, and with here and there an image that is associated with the subject.

Having the participants quickly create a mind map on their understanding of the subject, how they feel, and the questions they have about it, activates existing knowledge in the brain.

Converge and Connect

We often use post-it notes during a session; writing up (and speaking out on) each other's facts, hanging up and reading out various contributions, triggers new thoughts. The divergent effect can be strengthened even further in LEF. Classifying and clustering the post-it notes is a method used to gain control of the session. When this happens in a group process, it can have a strengthening function. At the same time, in practice, it can also affect the group's energy. People are therefore inclined to consult and reach a consensus about the classification. Whereas, not consulting but simply moving and shifting together until a new order is created, is often faster and more effective.

You can create connections between participants via shared "knowledge and content". That is obvious, but in some instances, it does not ensure that the personal connection is secured accurately. In such cases, it is recommendable to have the participants make more contact with each other.

Don't think, just Do

Instead of writing and talking, there are other ways to put the participants to work. For example, by having them "create" something: drawing or collages. This provides, more than random facts, the possibility to create a new coherence or to initiate a "concept" (a coherence of factors that mutually represents an idea).

The Power of Nourishment



‘Food is our
common ground,
a universal
experience.’

James Beard, American chef and author (May 5, 1903 – January 23, 1985)

7.1 The Power of Nourishment and the Brain

Nourishment also fits in with the principle of feeling and connecting. Eating together creates a natural bond. A meal together makes people interact more comfortably. The sharing of food connects.

Although the brain accounts for only 5% of body weight, it consumes 20% of the energy. Like everything else in the body, the brain uses glucose (sugar) and oxygen from the blood to stay active. If one of the two is too low, we quickly feel drowsy and unable to concentrate. When the body is in fight/flight-mode, the brain receives less nourishment. Hence the importance of “safety”.



In the LEF context, we have developed appealing and challenging concepts on nutrition. When creating a session, choices can be made out of a particular banqueting map for LEF.

The creation of a session also revolves around “mental” nutrition. You “feed” the participants by providing them with new information, inspiration, and (new) content, at suitable moments. But also by deliberately incorporating changes: changes in the atmosphere, in working methods, and in group composition. People are naturally inclined to look at problems from the position they are used to. Nutrition can also mean: zooming in and out, allowing new insights to be explored.

Use the twenty minute rule as a rule of thumb. Concentration levels reduce after twenty minutes. Change something. The listener’s concentration level during a presentation reduces after twelve minutes. In an interactive setting, you can change the space after forty minutes (or sixty minutes). Or change the setting, (sub-)group or working method.

7.2 The Power of Nourishment in the LEF Session

Follow the metabolism of the brain. On the one hand, you can do this by dosing the information supply and, on the other hand, by creating enough time for rest and recovery.

Question	Possibilities
How do I keep participants busy?	<ul style="list-style-type: none"> - As a facilitator, hand something out, even if it is just the stickers for prioritising. - "If you speak, you lose; when the other person speaks, you win" is a simple salesman's trick. People get energised by speaking and when they are heard. - Divide the group into smaller groups of three to six people, and give each group their own whiteboard in separate zones. This gives everyone the maximum space to provide input. Let people walk next to each other's whiteboards so that the results from one group can stimulate another group. Keep the participants in the same (big) space. "Seeing others work, makes you want to work". - From Open Space: let people (the client?) walk around freely like a "Bumblebee" to gather new ideas and report back.
How do I alternate?	<ul style="list-style-type: none"> - Go to another location. - Invite the person that stands out the most. - Make metaphorical comparisons, for example with sports (Aikido), a shepherd or beekeeper. This activates, inspires, and makes lateral connections. Ensure that this happens deliberately (see processing and stillness). - Utilise music, to speed up, to slow down or to close.
How do we conserve energy?	<ul style="list-style-type: none"> - A figurehead for a session can also stimulate people with his/her energy. This could be the client, but the facilitator could also play this role. The following applies: everything in moderation. Think about the twenty-minute rule. - Avoid giving presentations, even by the client. - Preferably, show a video, create one with the client or have a Pecha Kucha made up: a slideshow of twenty images lasting in total 6 minutes and 40 seconds. It pays to collaborate with the speaker in advance to look for ways to increase interaction. - When you want people to take their time over something, give them a "heavy" meal and sufficient time to come together. - You still need to do "something", ask for them to go for a walk outside or somewhere for ten minutes, and only pay attention to the walk, the movements, and breathing. Inspect how slow you dare to walk. - Create little islands with materials (aluminium poufs with magazines, drawing materials, craft materials, etc.) so the participants walk back and forth. Each group can work quietly by themselves, and by walking back and forth, they can see other participants also busy creating.
Nourishment	<ul style="list-style-type: none"> - Ensure sufficient oxygen and body movements. - Preferably small snacks regularly, than one big meal.
Water	<ul style="list-style-type: none"> - Ensure the availability of water and drinks. Note: coffee dehydrates!
Oxygen	<ul style="list-style-type: none"> - Walking and moving activate the body: blood absorbs oxygen and it mobilises insulin (after a minimum of 15 minutes), which releases more glucose. It follows that the brain becomes more active. Sitting still is thus deadly for creativity and learning. - Watch the temperature, keep it cool and refreshing. - Spaces at LEF are also so large due to the availability of the air.

Time, biorhythm, twenty-minute rule	<ul style="list-style-type: none"> - Get participants to do an exercise or make them physically active in another way, such as changing seats, or moving furniture. - Let the participants discuss, in groups, a question or what they heard. Note: it is not about the correct answer, only about activating the subconscious. - Have participants take notes by writing. Research shows that writing stimulates the application of (new) knowledge. Typing on a tablet or computer makes people remember things better. - Surprise the participants with a cartoon, anecdote, or hand something out. Change the atmosphere or lighting. Sometimes it helps to take an earlier break (inform catering first). - Let the participants say something, do something, conclude something or make a comment. - Show a short film. Videos are pre-programmed depending on the purpose; from energisers to reflective films, from safety to discomfort. Customisation is also possible, whereby video and/or images are converted into customised projects one or two weeks ahead. - Change the composition of the (sub)groups. - Give people the chance to rest for ten to fifteen minutes. No consulting with each other. Thus no mobile phones! It is not very Calvinistic, but it works. Remember that you can best leave the work to the subconscious. - Participants who need to make a call, text or skype, may do so, but they will have to do (equally long) physical exercises, such as going upstairs, walking or other energisers. - Take time. The body needs time to process food and drink. This also applies to new ideas and learning in the brain.
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7.3 The Power of Nourishment in the LEF Space

If you leave the space behind (including the boards) and enter a new space with a more reflective setting, you facilitate the step for retrieving the most significant insights/ conclusions. *Physically limiting what is written encourages convergence.*

The set-up of the space and the supporting materials helps. There are numerous examples of furniture combinations, atmosphere, and lighting options. See elsewhere for more information.

A great way to draw inspiration from the group is to envision the future or envision the subject/ problem. You can support this almost classical

working method in several complementary ways through the design of the environment.

With a half-moon on flip charts and an aluminium pouf as an (empty) table, distributed across two zones, you can create six to eight work stations where you let people work on their own/their collective vision, either by themselves or in groups of three.

Individual diverging images (elephants, snowy landscapes) are highly suitable for this. There is no need for strong lighting here. Let the LED colour lighting do the work and switch off the fluorescent light. Soft background music is stimulating.

The blackboards are ideal for working from an individual perspective to a collective converging phase in the session.

7.4 The Power of Nourishment in LEF Practice

“Getting stuck in the content” is often accompanied by “getting stuck in the same space or setting”. One of the most impactful interventions available to facilitate a discussion that has come to a halt is to make the group start moving (“a change in a meal makes people eat”). This is done by having people physically switch places with each other, or by sending them to another space.

Switching places gives participants the room to change perspectives and have a different look at the case. A change in space has the added

advantage that you can almost literally close the conversation and leave it behind. A new space provides you with the opportunity to work from a new perspective. New perspectives can be: consciously changing from speaking to writing or from writing to drawing, and/or Lego Serious Play® (see: the power of connecting).

7.5 The LEF Banqueting Map

At LEF we have a banqueting map for facilitators, which we consider for the nourishment that feeds the brain. In the following, you will find several factors used to create the banqueting map.

Sugar

The brain uses a quarter of a person’s sugar intake. Sugar cannot be stored in the brain; hence we need to make sure that the sugar level in the blood stays on point. Thus, eat regularly and pay particular attention to slow-releasing sugars (like bread, grains, pasta). Have fewer sweets and sugary drinks as although you will get a boost from the sugar it will not last long, and then fatigue occurs.

Amino Acids

These play a role in the synthesis of neurotransmitters and in the transfer of information to the brain. *Think of dairy and other products such as eggs, fish, and meat.*

Fatty Acids

The brain and nerve tissues have the highest concentration of fatty acids after fat tissue. The quality of the nerve tissue and the release of certain neurotransmitters such as serotonin and dopamine, depend on the nourishing supply of long-chain fatty acids such as omega-3 and omega-6. Omegas are found in fatty fish, nuts, purslane, and flax seeds.

Vitamins

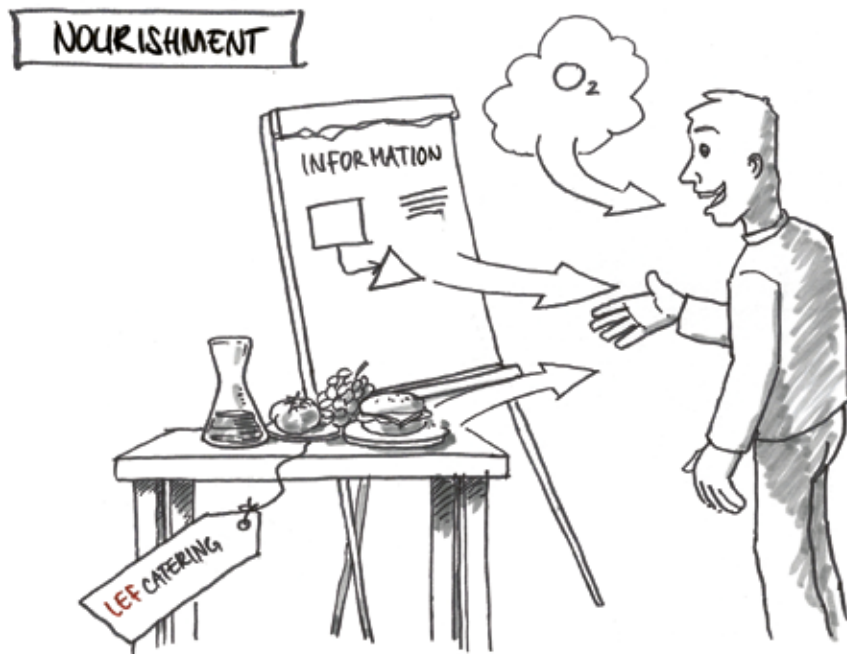
Group B vitamins, in particular, are indispensable for the proper functioning of the brain. Think for example of bread, whole grains, peanuts, and bananas. These facilitate the metabolism and the transport of sugar to the brain.

Minerals

All minerals have an impact on the development and balanced functioning of the brain. Iron for oxygen transport. Red meat, parsley, dried fruit, and nuts. Calcium and magnesium ensure that neurotransmitters are released. Dairy products, chocolate, spinach, and broccoli.

Hydration

Dehydration of more than 2%, can have an unfavourable impact on our intellectual capabilities. Thus, make sure you drink enough water.





The Power of Feeling

'The best way out is always through.'

Robert Frost, American poet and play-write (1873-1963)

8.1 The Power of Feeling and Brain Learning

Participants always have mixed feelings during a session. On the one hand they like it; they are cheerful, happy or relieved. Simply another setting, just with the full spotlight on their problem: "We're going to make a great day of it". On the other hand, they may have the feeling that it will only be about fun. That they will only be kept busy. That they will not be taken seriously, that nothing will change.

Problems originate from a difference between expectations and reality, plus the negative emotional charge. From psychology, we know that there is always a bias to paying more attention to negative feelings than to positive ones. That is logical when you consider the necessity to sustain, to survive, to ensure your safety in the first place.

Joseph LeDoux describes in his book "The Emotional Brain" the connection between your behaviour and the functioning of the brain. He takes into account William James' statement, "are you afraid because you are running, or are you running because you are afraid?" Feelings weaken perceptions, strengthen responses, the functioning of the brain, and emotions. When the functioning of the brain is in the foreground, the emotions work in the background.

People take in new information best when they are in a good state of mind. In this state, the neurotransmitter creates dopamine, an effective auxiliary tool for learning. You can generate dopamine by making people curious, by surprising them, and by letting them experience success. Therefore, the rule of thumb is: make it fun, a little exciting and challenging.

Feelings and moods largely determine the extent to which someone is able to contribute to a session. Generally, people do not just speak out about their feelings. We also do not focus on "reading" each other's feelings into the way they express themselves. The power of feeling is in line with the power of safety.

You get a lot of information about the feeling of the group or individuals in the group from body language, intonation or movement, the presence or absence in someone's gaze. A facilitator – not focused primarily on the content, but on the process – "reads" a lot in observing the guidance.

The LEF Facilitator has learned how to deal adequately with (negative) feelings and emotions. The atmosphere is, on the one hand, sufficiently closed to make you feel safe, but open enough for you to express yourself. It is about accepting the participant with his or her emotions. The facilitator does not view emotions as nuisances, nor does he or she take them personally. Emotional behaviour provides information about the internal state of mind of the participant.

8.2 The Power of Feeling in LEF Sessions

The conditions at LEF contribute to positive feelings. The participant receives an invitation, which makes him/her feel that his/her presence is valued. The participants feel involved in a problem and know that they can contribute to the solution. Preparation for the meeting combines curiosity, surprise, variety in structure, and the promise that it is going to be hard work.

We also know that people who receive information on how the brain works in given situations, benefit

FEELING



from it. By getting an explanation about the effect of the environment at LEF, and how it influences them, the participants get a clearer understanding of the purpose, which leads to an easy adaptation to the environment.

The environment at LEF already gives a promise of freedom; there is nothing to limit your creativity, allowing you to look beyond the normal or usual for different, creative solutions to old problems. At the same time, it is everything but a non-binding affair.

It helps to indicate the importance of an open attitude, that the situation is focused on finding new ideas and solutions; in the same way it is also important to declare that results must be achieved.

Each session comprises an invitation to interact socially. Participating in a group is inherently paradoxical: on the one hand, you want to be yourself, on the other hand, you need to conform to the group.

Hence, for example, the “dress code”. These are always emotional disputes. Almost nobody belongs to a group due to his or her substantive knowledge. The exception to this is a presentation from an expert.

For group members and in particular, a manager or team leader, this makes it difficult to deal with emotions adequately. After all, they are all in the same gap between belonging (and conforming) or standing outside the group (and supporting your point of view). Without discussing it beforehand, most people choose the safest solution: suppress feelings. This can become so extreme, that people start developing a lack of empathy for others. This is likely to occur in a highly competitive environment.

Extensive research (for example, Chris Argyris) shows that people use two defensive tactics:

- Easing in: apparent compliance, not showing what they really think or feel.

- Forthrightness: giving their opinion without taking others into consideration.

These tactics are not suited to innovation, development, and breakthroughs.

At a LEF Session, there are often also “outsiders”. From an emotional standpoint, this makes it harder to open up. Your colleague might believe that you disagree with your own group or the policy carried out. This is even worse for a manager, who does not want to go off at a tangent in front of his team, his superiors, and outsiders, and is not able to admit it. Hence the desirability, and necessity, of employing an (external) facilitator.

That tension expresses itself in emotionally charged behaviour. Because many feelings can be qualified as dysfunctional, participants have learned to suppress them. This means that they are more expressive than how they actually feel.

If the (social) position of someone changes, emotions are then vented. These can be positive or negative emotions. Feeling positive comes from improvements: you associate negative with deterioration. Negative experiences are more impactful than positive ones. We frequently change positions in the interaction with others, thus we continuously deal with emotions. As facilitator you will make sure that everyone experiences an improvement in his or her position.

Processing emotions is slower than processing cognitive information. This is essential to know as a facilitator. Emotions can pop-up at any moment when you and your group have already moved on with the content. It is therefore crucial for the facilitator to take time, and not move the group from one part of the programme to another. There is also an overlap with the power of feeling, with that of processing (Chapter 9). If you want to retain information, then it helps to evoke emotions.

Things are remembered well when the result is celebrated. If emotions are experienced positively, then this has a positive effect on the quality of the discussion about the content (power of connecting).

8.3 The Power of Feeling in LEF Practice

In many sessions you will experience a wide range of positive and negative emotions. Sometimes you have to deal with understandable, but often also irrational reactions. As the facilitator, you are the leader in the process, but usually, also the person receiving information from the second or third party. Feeling, for a facilitator, means switching on your antennae and “scanning” what is happening. Build tension and reduce it by literally creating a tension curve from an opening, to playtime, to a landing. Arches and/or game storming techniques can help in the preparation. Be constantly aware of the process.

On the following page, there is a table with practical information on working with the power of feeling.

8.4 What to pay attention to with The Power of Feeling

The power of feeling is strongly linked to the power of safety (see Chapter 5). Safety is a precondition for allowing emotions. If you know there is uncertainty or lack of safety in the group, first work on creating safety. In such a case, do not ask a participant to share their feelings.

Question	Possibilities
<p>Feelings and the LEF-Facilitator: how do I, as facilitator, consciously set myself to handle feelings?</p>	<ul style="list-style-type: none"> - By observing my own feelings, and therefore, not placing the source or cause on another person. - By investigating my feelings or using them as an instrument. - “Go Slow”: delay things when (negative) emotions occur. - Avoid judging emotions: do not take it personally. - Be open about your own process and the process at LEF: yes, you manipulate the process. No, the content remains the participants’ content and your only interest is in the results. - Choose your words carefully. Put yourself in their shoes, experience what the other person is experiencing, without going along with it.
<p>Feeling and the LEF-Space: How do I best make use of the space in order to handle feelings?</p>	<ul style="list-style-type: none"> - Avoid the presence of more than two management layers. Not necessarily for the benefit of the lowest (execution) layer, but mainly for the middle-manager (layer). Realise that the classic “clay layer” is primarily about self-protection. Limit the input of a possible top manager to an introduction or – even better – a video. - When setting up the LEF-Space, tuning into the emotional need of the group is a good indicator for determining what is needed. What are you aiming for as facilitator? What effect, which atmosphere do you want to strengthen or prevent? Which elements of the space (images, spatial layout, lighting, etc.) are best suited for this session? Which objects can help you as a facilitator? Which furniture, carpets, game materials, and which snacks fit the best here? - If you want people to be alert, then utilise poufs or high stools, which are not comfortable to sit on at all, this keeps people active. - Soft and warm lighting contributes to feelings of comfort and intimacy, while hard and bright lighting contributes to an active and proactive attitude. - Give people the opportunity to associate with the space themselves, to sit wherever they want, to move furniture around. - Use the “space” vocabulary. - Note the physical reaction of the other. In which direction is he or she moving? What is his breathing like, what are his hands or feet doing? Minimise your own “negative” gestures and increase the positive. - Divide the participants into smaller groups. Make sure they sit close to each other, or – even better- stand.
<p>What questions can I ask?</p>	<ul style="list-style-type: none"> - NEVER ask a why-question during a sensitive issue. This triggers defensive mechanisms in the brain. - Use “open terms”, such as, what, which, how, where, or let there be silence. - Keep asking questions when general terms, such as “lack of vision” or “communication” are used. People hide their feelings behind generic terms. Vision of what? Communication with whom? About what? Keep asking questions, with positive recognition, until there is an emotionally charged answer.

A close-up photograph of a hand holding several interlocking puzzle pieces. One piece is highlighted with a red circle. The background is a solid red color.

The Power of Processing

‘Ultimately thinking is a very inefficient method of processing data.’

Frederick Lenz PhD, also known as teacher Rama

9.1 The Power of processing and brain learning

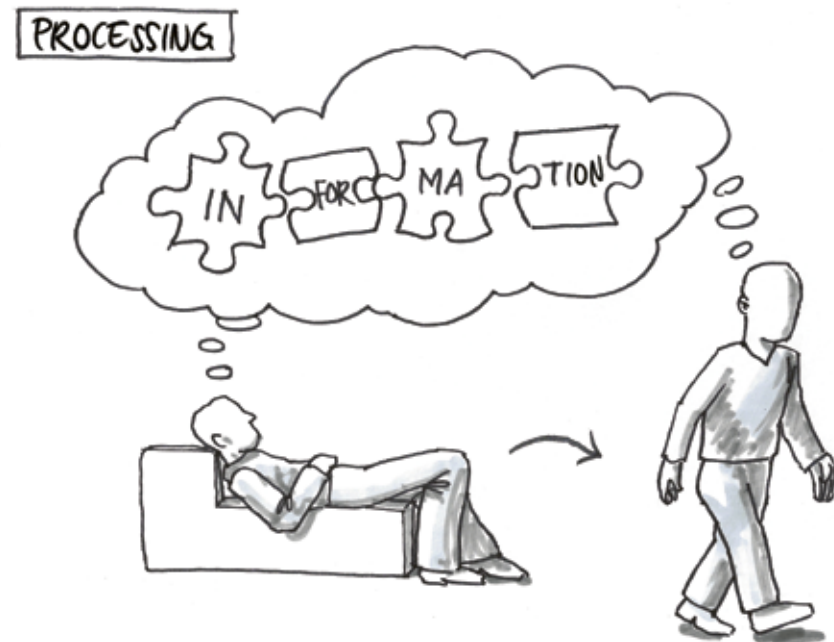
In the TV series House, the brilliant Dr House – based on Sherlock Holmes – investigates inexplicable cases. Together with his assistants they determine the symptoms. Afterwards, they test the diagnosis, which is invariably “wrong”. It is only when he does something different, a conversation, an argument, another patient, that the solutions come to him. The processing of your impressions happens unconsciously.

The eureka-moment is a persistent one because, until you use your imagination, skills are a myth. A seemingly accidental, brilliant insight is usually explainable afterwards; Archimedes already had the necessary prior knowledge to reach his insights. We can, however, establish that a penny often only drops if someone is actually busy doing something else. We can now state this from neuropsychological research.

Function of the Subconscious

You are not aware of the processes in your brain. This would also not be possible because otherwise there would be no time left for conscious processes. Even though you are not actively and consciously concerned with your question or dilemma, the subconscious processes in your mind continue working.

We have already seen that learning is about learning different behaviours and new routines. It pays to convert newly learned skills into fixed routines as quickly as possible. Let your subconscious take over and use your conscious capabilities for other matters. In his book, *The Smart Subconscious*, AB Dijksterhuis investigates and describes how your brain continuously processes your impressions. Researcher and neuromarketer, Victor Lamme, focuses his neuropsychological research on the influence of environmental factors on decision-making. Both Dijksterhuis and Lamme have been actively involved in the development of the LEF Approach, by translating their acquired insights into



9.2 The Power of processing in a LEF Session

Processing as a part of the LEF Working Method is mostly about processing information. Everyone processes impressions in their own way. We use our memory for this. Processing consists of the comparison of new patterns with existing ones, and the search or invention of patterns that fit better.

Some people need a step by step explanation, while others process information better with images. In addition, you might also view the handling of the process as something you want to think about first (you want to “sleep on it”). We all know it: if an issue is too complicated to solve immediately, we need time. We are not walking away from it, but we are first going to eat a sandwich or go for a walk.

Sometimes it might seem like an excuse, but that break is essential to taking the next step. Taking a bite of your sandwich or breathing in fresh air, gives our system the space it needs to process and integrate all the information. According to Dijksterhuis, we make better decisions when we reserve time for subconscious thought-processes on complex issues. Nobel Prize winner, Daniel Kahneman, describes in his book, *Our Fallible Thinking*, how learning and the processing of new knowledge are associated with delay, and thereby makes the essential distinction between fast and slow thinking.

The great pitfall consists of our tendency to think “quickly”. This means that we only take in information that we already (think we) know. Exceptions are precisely what they are, the confirmation of the rule. We also think that something we already know is easier than something that we do not know. Thus, we do not

do it, and we confirm what we thought. We tend to think in stereotypes and are unable to deal with conditional probabilities, especially with “false positives”.

In your LEF Session, take into account the possibility of “sleeping on it”. It is best to ensure that you build a session in such a way that there is time offered for processing on a subconscious level. You can shape this in many different ways. It is also important to realise that most of the processing happens only after the session or meeting has taken place.

Therefore, when designing your session, take reporting into consideration (what? who? how?). Include feedback moments and ensure repetition (remembrance), for example, by communicating previously used images again. Most changes fail, not because people do not want to change, but because they do not get enough time to master changes.

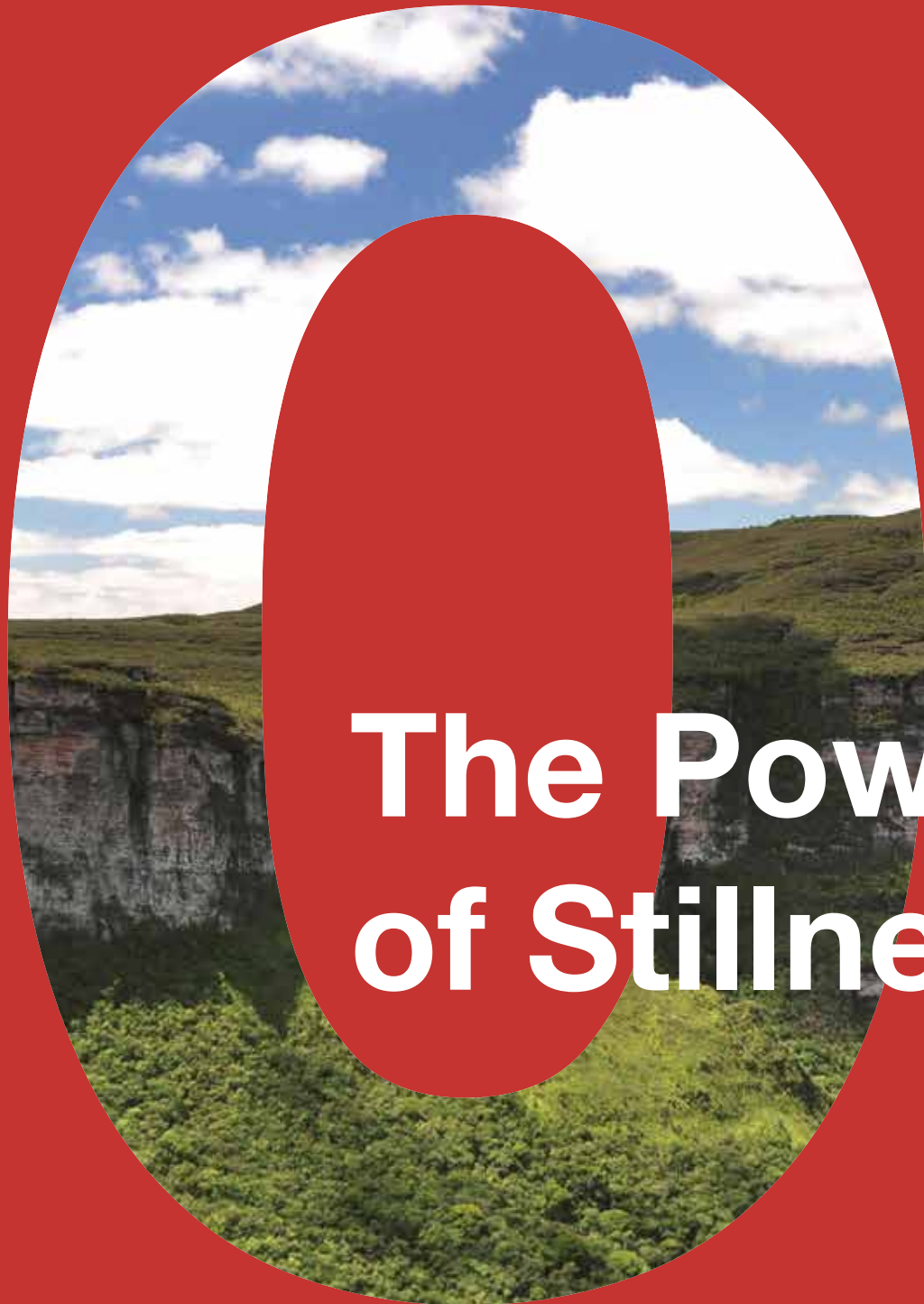
Information offered simultaneously through different sensory channels has a greater chance of “sticking” in one of the specialised brain areas. If you connect the content to a sensory-rich experience, the chance of it “sticking” increases by leaps and bounds. In addition, the different channels reinforce each other (1+1=3). Furthermore, there is a greater chance of finding upon the retrieval of information. After all, there is more than one area of the brain where parts of the learned material are stored. Once one of those pieces is activated, is it easy for the brain to locate the corresponding puzzle pieces: the brain works like a powerful association machine.

A nice practical example of this is the following: someone who is studying for an exam can connect the subject matter to a scent, by using a strong perfume or aftershave.

If during an exam, you cannot remember the correct information, a little bit of that scent can give your memory a boost. You can adjust this in various ways: let people prepare and consume food (smell, taste), or work with their hands (feel), or draw and paint (see). It works both during saving and retrieving.

Question	Possibilities
How do I consciously focus on processing?	<ul style="list-style-type: none"> - Use music, rhyme or rhythm, to help textual information be remembered better. - Use as many images, metaphors, comparisons, as possible. Ask participants to think of (alternative) images or what a metaphor evokes. - Involve all senses during remembering. - Make it known from the start what will happen with the results. - “Force to fit”: apply a list of features of one thing to the issue or situation. - Make agreements about processing and follow-up meetings. Remember by repeating conclusions (after ten minutes, a day, a week, a month, or three months). Let the participants coach each other on it. - Also make agreements on what you can do, when a proposed action does not work or works differently. - Let participants read essential information out loud: their own voice helps them to remember well. - Take breaks with relaxation exercises during intensive brain activities, such as learning. Taking breaks alone is not enough. Ask, for example, to go for a walk with focus, to only concentrate on the walk. - Work with achievable goals. Your brain likes to focus.
How do I use sub-conscious signals?	<ul style="list-style-type: none"> - Very simply, draw a heart or a flower. - Express things positively, for example, “in progress” instead of “ending”. - Build in the interim (small) positive results and repeat what has already been achieved. - Take into account the natural cycle of twenty minutes. - Make use of “light” and “heavy” words. - Thank the participants regularly. - Switch from space to space and change the projections. - Check your assumptions (I get the feeling, that we stand ... ?

<p>How do you stimulate “Slow thinking”?</p>	<ul style="list-style-type: none"> - Start by resting, clear your thoughts, do not use energisers. - Take your time, do not consider time as a limit, or something that you need to achieve, but as an available space. - Do not start something that you cannot complete. It is more preferable to expunge part of the programme, than to rush. - Make participants responsible for keeping track of the time. - Socially Convergent. - Work in small groups, where people work much more intensively together. - Remember that most people hate a small loss much more than they are happy with a big win. - Feel free to cut something off if it leads nowhere. Allow thirty seconds for someone to raise an objection and let him or her write it down. - Ask more questions, especially when someone states something as “authority”. - Avoid generalisations from examples, the exception is the rule. Reformulate in a different metaphor. - Give participants the opportunity to come back to an earlier opinion. Give them space to think about it by themselves, in a small group or during the break. - In a fun way, ask participants to come up with counterexamples, fantasies, and other images. - Let participants walk through a “labyrinth”, figuratively speaking, by taking a detour to the result.
<p>And further</p>	<ul style="list-style-type: none"> - Keep expectations limited, also those of the client. Improvements are rarely more than 15%. - Make problems more complicated, complex, and surprising. - A “wrong” solution chosen by the participants themselves always works better than an imposed “good” solution. - Say “I don’t know”. Or “no idea”. And stay there as long as possible. - Experiment, try things out. - Add random elements; for example, let someone select a picture card blindly. Or continue building on the name of a passing ship. - Stay curious, be surprised.
<p>The power of processing in the LEF-Space</p>	<ul style="list-style-type: none"> - Provide different practical forms of knowledge transfer, for example, first discussing in pairs, then working it out on boards, then sharing with the group. - Alternate spaces per phase of the process, according to the desired goal or atmosphere. - Let people regularly move about from one space to another. - Create a space where people can create a “bubble”, and lie stretched out. - Alternate light and dark, as well as small and large spaces.



The Power of Stillness

‘True intelligence operates
silently. Stillness is where
creativity and solutions to
problems are found’

Eckhart Tolle, author of the book “The Power of the Now”.

10.1 The Power of Stillness and Brain Learning

Attention strategies in organisations often limit themselves to so-called constricted-object-oriented attention. This enables people to execute specific tasks well on a structural basis. However, prolonged and continuous constricted-object-oriented attention results in stress. The body needs a lot of energy to maintain such focus for a long time. This has the effect of a button that is permanently “on”. That happens for example:

- When there is too much focus on doing or on the result.
- With an increase in the number of tasks and with that, work pressure.
- With an increase in the amount of information and incentives, consider social media.
- If both the personal and the working environment become more and more complex.

Meditation and reflection techniques have been used by humankind for thousands of years. Many cultures acknowledge a great tradition in the fields of relaxation and contemplation and recognise the great importance of such. Reflection demonstrably contributes to the processing of information and the processing of new insights. “Delays” provide the opportunity to observe. Silence, listening to a story or music, contributes to awareness. Standing still and exploring your attitude and perception provides insight on how you relate to others or to the situation.

Our bodies cannot continually stand tall and alert. You need time for relaxation. The right alternation between stress and relaxation is essential. If participants of a LEF Session can study and exchange their own experiences, they experience deeper involvement. You achieve this by means of stillness. In this case, stillness also means reflection.

From brain learning, we know that short brain breaks have a positive effect on our brain. A moment of stillness causes a reset of our neural circuits and generates an increase of activity in the prefrontal cortex, the area responsible for our ability to regulate emotions and solve problems. This is associated with the fact that peace and quiet contribute to clearing out stress, hormones, and preparing for the next phase.

Dr Herbert Benson calls this the relaxation response. He came up with the following definition in 1975: “The relaxation response is a physical state of deep rest that changes the physical and emotional responses to stress (...) and the opposite of the fight or flight response.” Studies show that a relaxation response causes a decrease in the metabolism and a slowdown in respiration, heart rate, and brain activity. In the past few decades, the influence of meditation and attention training on the brain has been widely studied, also with an eye on the practical application of this in our daily lives.

This is how Jon Kabat-Zinn, from the University of Massachusetts, developed the programme Mindfulness-Based Stress Reduction (MBSR). He showed that it effectively reduces fear, stress, and pain. Mindfulness is beneficial in terms of health care, for the business community, education, and government!

Repeated research shows that the insertion of moments of silence not only calms brain activity but also activates the autonomous (sympathetic and parasympathetic) nervous system. This system maintains the balance in almost all body processes. By reducing the heart rate and blood pressure, we improve our coping strategies.

Our thinking improves and we are better able to regulate our emotions, enabling us to view and approach our experiences from multiple

standpoints. Stillness and reflection enable us to tackle challenges more effectively and creatively.

10.2 Stillness in a LEF Session

Seized by the constant flow of information, agendas and to-do-lists are both convenient and inconvenient for participants in a LEF Session. The facilitator can use them give participants the opportunity to delay things, to feel at home in the setting/space, and to clear their minds. He or she applies an intervention that enables the participants to reset; they make space by postponing issues. Stillness can also be seen as another form of the power of processing.

In the LEF Approach, stillness is used as an instrument to break through existing tendencies and reaction patterns of our brain. Benson states that the relaxation response breaks the train of

your daily thought patterns. Stillness can be used to let participants postpone their opinions. Stillness can be an example of how to move away from your habitual behaviour. By becoming quiet first, participants can observe what is going on in their minds. You invite them to step away from identifying with the problem/dilemma, creating space for a different perspective or another solution.

In Theory U, by Otto Scharmer, stillness is called the Presencing Phase. The phase – at the bottom of the U – where you release old ideas/thoughts/patterns, and where space is created in your thoughts for the new. The perspective seized with the individual “I-needs and goals” can be shifted to a “we-perspective” by inserting stillness and reflection.

Stillness can further be used to evoke personal feelings and involvement with a problem. When

the flow of thoughts comes to a halt, participants are in better state to distance themselves and become more aware of their own relationship with and impressions of the problem. They are also better able to question their personal motivation and position regarding the subject. This increases their insight into the ongoing dilemmas.

Becoming aware of your position within a group and accepting that it is primarily the same as the others enables you to look at substantive subjects and problems with a reduced personal and emotional bias. This helps you to get closer to the core/essence and to continue the process more efficiently, and with new energy after the silence. After silence, the participants are connected again.

Stillness at the end of a session can contribute to the processing of what occurred in an earlier phase or in earlier phases of a session. As closure, you literally create, for example, your “own bubble” with little input. As a facilitator, you can achieve this by making the participants lie down on mats, or by using the Ls with an aquarium projection and bubble sounds. Introducing Stillness is an intervention that contributes to the process of integration and acceptance, namely:

- Effective decision-making.
- Increased creativity.
- Increased vitality.
- Reduction of tension and stress.



Diagram Polarities of Stillness

Freely Translated by
Herbert Benson

Flight or fight response	Relaxation response
Action	Rest
Tension	Relaxation
To do-mode	To be-mode
Future-oriented	Here and now
Fixed mindset	Open mindset
Vertical decision-making	Horizontal Dialogue
Doing without insight	Knowing what you are doing
Action has priority over reflection	Switching between action and reflection
Repression of unwelcome information	Openness to deviating information
Attention focused on mental information	Attention open to all fields of experience
Thoughts are persistent, guiding	Thoughts are loose and associative
Sympathetic nervous system	Parasympathetic nervous system
Activation hormones	Connection hormones
Targeted focus	Low focus
Routine handling	Unique response, experimental, tentative
Functional attitude towards others	Open attitude towards others
Energy directed outwards, extremities	Energy directed inwards, to the centre, core
Feeling of being isolated from the world	Feeling of being connected to the world
Defending one's own opinion	Acquire cumulative insight
Focused on results	Focused on results and cooperation
Win or lose	Win-win situation
Settle each other	Learn from each other

10.3 The Power of Stillness and the LEF Space

Posture

- Provide comfortable furniture, on which participants can sit up straight or lie down. The Ls are suitable for sitting upright as well as for use in a sitting/lying position.
- Place mats for relaxation exercises.
- The meditation chairs are pre-eminently suitable for putting participants in an active position, for example, for stimulating a “good” conversation.

Images

Choose images from nature which are individually convergent, such as mountains, landscapes, the sea or waterfalls. The film about the universe is a classic one for reflection. There is also a film about the beach that stimulates reflection.

Movement

- During the session, take a small break and go for a walk outside, in silence or with a reflection question.
- Sit quietly in a large circle, for example, in the sun room.

Nourishment

- Let participants taste or smell food.
- Pay attention to the origin and/or the production of the food.
- Have participants eat in silence if a group gets disrupted by a heated discussion.

10.4 The Power of Stillness and the LEF Practice

Question

- Pause for a moment and think about how you came in here, what were you doing?
- Find stillness before you start a diverging phase with the starting question. Your stillness and calmness will reflect focus on the question of whether the outcome is required.
- In silence, write one sentence, one/a few word(s), one action point per idea.

Group

- Get pairs to move in a synchronised way or shake hands with each other for 30 seconds, with eye-contact, and then exchange what they experienced.
- Have an individual reflection moment during the session.
- Include yourself at the opening of a session, by mentioning your name before you speak.

Environment

- Feel your body at the end of a session.
- Individual reflection moments can also help in the mapping of individual points of view. You can also switch this off physically in the space, think about organisational set-ups and a methodology as Deep Democracy.

10.5 The Power of Stillness and the LEF Facilitator

Stillness can also provoke enormous resistance from people who have little or no experience with it, or those who see or experience it as counterproductive. In such situations, a field of influence or dominance can arise that causes polarisation.

Stillness interventions are particularly suitable for insertion during transition moments. Here you can think of the metaphor on inhalation and exhalation, or “starting, flying, and landing”. In the learning arches of Kaospilot (the quirky business and design school in Aarhus, Denmark) interventions are regarded as tension curves:

- a “set it”: prepare the group;
- b “facilitate and hold it”: apply the interventions around the issue at hand;
- c “land it”: land the learned and experienced.

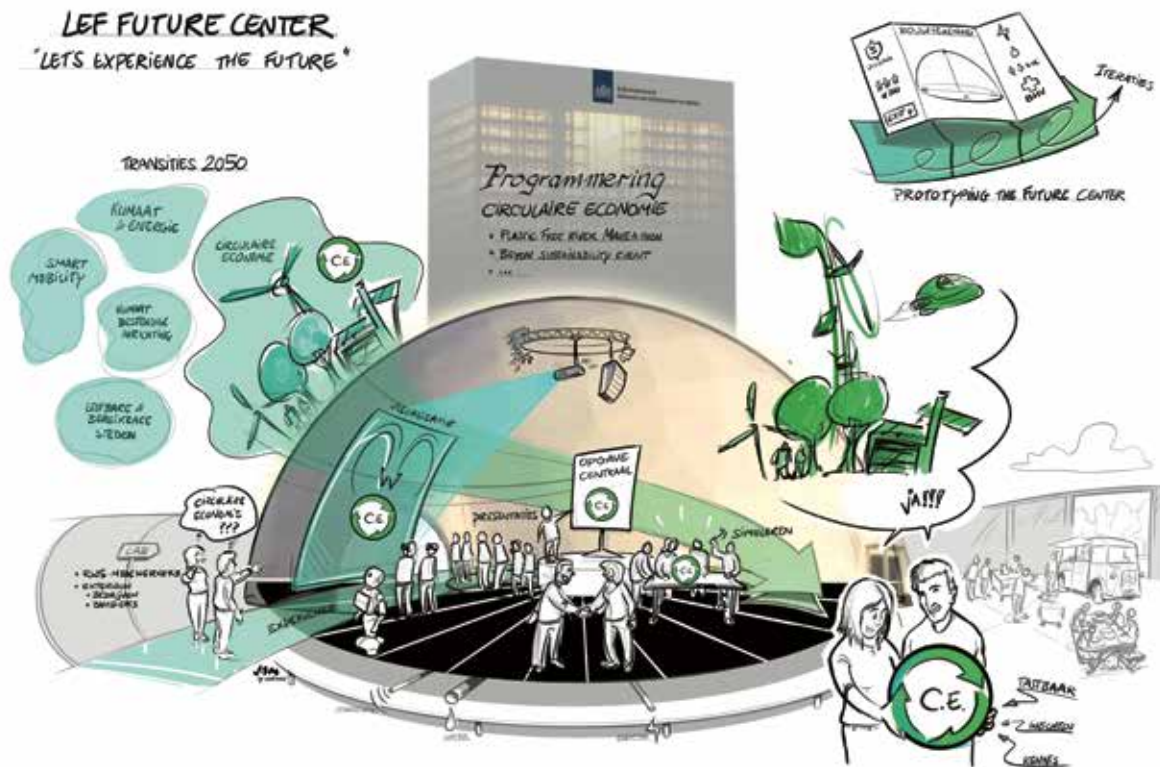
Stillness is suitable as a marker for the beginning or end of an arc.

Stillness and reflection are individual (and intimate) matters. The participant can perceive the request for stillness by the facilitator, as a breach of his inner world (or personal space). You do not just do that on command. It can evoke resistance.

If the participant is invited to focus on the here and now, he or she cannot search for anything but the depth of his/her thoughts, emotions, and perception of the body. Inserting stillness you send someone to the subconscious part. This can manifest itself in physical sensations, such as a light tension in the neck, the thought of what else needs to be done, the idea that it is going too slowly, or that the furniture is uncomfortable. It appeals to the capacity of the participant to be able to endure himself and his own thoughts and to notice what surfaces without judgment or immediate reactions. However, it is essential that you realise, as a facilitator, that this is not achieved in one go, but requires training, such as mindfulness, yoga, or other meditative techniques.

A view of the future of LEF





In its spaces, LEF brings together pioneers who are involved in solving major social problems. A circular economy, liveable cities, and smart and green mobility are widely-discussed topics. LEF Future Centre plays such an important role on the way to a smarter and sustainable future.

“Logic will get you from A to B, imagination will take you everywhere”

In these times, with exponential developments and increasing complexity, our adaptability is extremely valuable. This also calls for a positive vision of the world of tomorrow. As the Future Centre of Rijkswaterstaat, in addition to facilitating the physical space, we also facilitate the mental space in order to envision and experience the future together.

Albert Einstein taught us, during the tipping point of the industrial revolution, around 1900, that the imagination is more important than knowledge if you want to break through existing patterns. Although the above quote is popularly formulated and not found in his publications, it inspires and stimulates our abilities. This is precisely the intention of a Future Centre, and maybe also the original intention of Einstein. Einstein said the following:

“Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution”.

LEF is evolving into a Future Centre for subjects relating to the future of the Netherlands, by anticipating the main transitions of infrastructure and Waterstaat management as we go towards 2050; subjects which are also important on a global level. Think of climate adaptation, smart and green mobility, and the circular economy. This requires co-creation and new ways of collaboration, where tasks are central.

We provide a Future Lab in the heart of our city, with socially innovative methods and new technology, in which we visualise and simulate your tasks in concepts. In open dialogue and equal cooperation with stakeholders. This is further facilitated in a process of change and awareness, instead of one-off interventions. Safety, connection, and trust form the basis for a positive experience, in which the future is lived through and tangible solutions bring the task within reach. For now and for future generations.

We are passing on valuable insights. By continuing to learn and develop from this, our employees and partners are ready for the transition to 2050.

Let's experience the future!

Arnold Koning
Creative Lead Future Centre

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Future Centers

Future Center Alliance.

<http://www.futurecenteralliance.com/the-value>

Other links

Homepage Rijkswaterstaat LEF future center.

<https://www.rijkswaterstaat.nl/zakelijk/innovatie-en-duurzame-leefomgeving/lef-future-center/>

Digilef, intranet met standaardwerkformulieren en -instructies voor medewerkers van LEF.

<http://www.digilef.nl>

Carol Dweck Groeimindset. Filmpje op YouTube, over de growth mindset van Carol Dweck.

https://www.youtube.com/watch?v=wPHuDogDB_w&app=desktop

Goesting in Leren en Werken (GoLeWe), Vlaamse website voor studenten en docenten hoger onderwijs, over 'leren leren', met verwijzingen naar de onderliggende neurologische principes.

<http://golewe.co-learning.net>

Kaospilot, business and design school in Aarhus, Denemarken. Bedenker van de learning arches.

www.kaospilot.dk

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