

Facilitating Inclusion: The Role of Facilitation Styles in Group Model Building and Multi-Criteria Decision Analysis for Participatory Municipal Decision-Making

MASTER THESIS

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Abstract

This thesis analyzed the impact of facilitation styles on group dynamics and discussion flow in participatory municipal decision-making processes with special reference to Group Model Building (GMB) and Multi-Criteria Decision Analysis (MCDA). However, despite their growing use, little is known about how specific facilitation styles influence group interaction and discussion flow in these methods, leaving a theoretical gap in understanding the mechanisms through which facilitation shapes inclusive decision-making. On the basis of qualitative data gathered from facilitated sessions in two Nijmegen neighborhoods, this research defines five primary facilitation styles: directive, facilitative, consensus-building, structured, and power-sensitive, and discusses the impact on group interaction and discussion flow. The findings demonstrate that effective facilitation is adaptive, context-sensitive, and instrumental in developing inclusion and fruitful dialogue. Structured and directive styles contribute to clarity and process order, whereas facilitative and power-sensitive styles engage openness and balance. A sequence pattern; structured opening, facilitative questioning, directive summarizing, and consensus confirmation, recurred throughout sessions. Variations in participant engagement also influenced which styles were effective. This research emphasizes the value of dynamic facilitation skills in enabling inclusive governance and offers practical recommendations for local governments to improve participatory practice through expert facilitator training and effective session design.

1. Introduction

In a steadily interconnected and dynamic society, it is proven that municipalities face complex challenges in the delivery of efficient and fair social services. These challenges can be divided into two broad categories: first, the effective management of resources, and second, the requirement to meet diverse community needs (Andrews & Boyne, 2010). Decision-making in this often involves a need to weigh competing goals that may not always be mutually compatible (Van der Voet, 2014). Additionally, these goals may sometimes be directly conflicting (Nutt, 2008). The inability to successfully deal with these challenges may result in ineffective allocation of resources, policy fragmentation, and loss of confidence in local government (Devas & Delay, 2006). Consequently, municipalities risk developing solutions that fail to respond to the needs of various groups within the community, entrenching social inequalities and constraining long-term sustainability (Chu et al., 2016). Top-down governance and service provision through traditional mechanisms are not sufficient to resolve the more subtle local issues within neighborhoods (Bovaird, 2007). In most instances, hierarchical decision-making frameworks do not take into account the lived experiences and priorities of residents, leading to policies that are not locally legitimate or do not respond to specific needs (Suškevičs, 2012). It is proven that lived experiences and stakeholder perceptions play a fundamental role in decision-making outcomes (Edelenbos & Klijn, 2006). These challenges have, therefore, welcomed participatory and systems-oriented approaches as intrinsic tools to enhance inclusiveness and efficiency in decision-making (Sevaldson, 2013).

1.1 Participatory Decision-Making: GMB and MCDA

Group Model Building (GMB) and Multi-Criteria Decision Analysis (MCDA) are both participatory techniques that can help enhance the process of participation in local governance (Hovmand et al., 2012; Nordström et al., 2010). Whereas GMB facilitates collective problem structuring by helping stakeholders clarify complex systems that influence municipal issues (Rouwette et al., 2014), MCDA offers a formal framework for the comparison and appraisal of policy alternatives (Guitouni & Martel, 1998). Both approaches strive to integrate various viewpoints and systematically address trade-offs between rivaling objectives, ultimately enhancing more informed and broadly accepted decisions (Karjalainen et al., 2013). However, the effectiveness of both GMB and MCDA in improving local governance is not assured. Two factors largely determine this process: the quality of facilitation and the degree of stakeholder participation (Voinov & Bousquet, 2010). Effective facilitation ensures that discussions

remain productive, incorporates diverse perspectives, and mitigates power imbalances among participants (Purdy, 2012). Likewise, active stakeholder participation is required to capture a representative range of community needs and values (Reed, 2008).

1.2 Role of Facilitation Styles

Even though MCDA and GMB both depend on the involvement of stakeholders to improve the decision-making process, their success is mostly a matter of how discussions are facilitated. Facilitators' approaches to handling interactions can affect the level of stakeholder participation, the balance of power among the participants, and the overall quality of the emergent decisions (Biggs & Kiker, 2007). Facilitation styles can either be directive or facilitative. A directive approach entails a systematic methodology wherein the facilitator actively guides discussions, establishes explicit objectives, and guarantees efficiency in the decision-making process (Tako & Kotiadis, 2015). In contrast, a facilitative approach prioritizes open dialogue, promoting participant engagement in shaping the conversation and collectively examining various viewpoints (Voinov & Bousquet, 2010). Furthermore, facilitation may be oriented towards achieving consensus, emphasizing inclusivity and collective agreement, or may adopt a structured format, which emphasizes clear frameworks for decision-making (Oen et al., 2016). These variations in facilitation styles can play a powerful role in shaping how group interaction occurs, affecting discussion flow, inclusiveness of stakeholder input, and negotiation of trade-offs in decision-making (Innes & Booher, 2004). Despite the recognized importance of facilitation in participatory processes, little is yet understood about how different facilitation styles affect group interaction and discussion flow in GMB and MCDA sessions. Addressing this imbalance is key to assuring that participatory decision-making is representative of a range of perspectives while simultaneously promoting more equitable and effective governance results (Voinov et al., 2016).

Participatory approaches, including GMB and MCDA, have been universally accepted as useful tools for facilitating inclusivity in decision-making (Butler & Adamowski, 2015; Kowalski et al., 2008). However, their operational use varies across different groups. Variables such as social dynamics, governance arrangements, and stakeholder involvement play a significant role in shaping how these methods are applied (Edelenbos & Klijn, 2006). Some groups benefit from strong participation and effective facilitation, leading to active engagement, constructive dialogue, and collaborative problem-solving (Reed, 2008), while others may struggle due to power imbalances, disinterest, or weak facilitation, resulting in

disengagement, limited interaction, or reinforcement of existing hierarchies (Warner, 2006). Better understanding stakeholder interactions and engagement during participatory sessions is especially important for larger municipalities, where governance structures and community involvement vary significantly between neighborhoods. (Michels & De Graaf, 2010).

1.3 Earlier Literature and Research Gap

Although earlier literature acknowledges the potential of participatory approaches in decision-making (Antunes et al., 2006; Arvai, 2003; Roque et al., 2022), there remain significant gaps in the knowledge of how different styles of facilitation impact group interaction and the discussion flow within participatory settings. Existing literature has established that facilitation plays a significant role in influencing participatory decision-making processes (Purdy, 2012; Voinov & Bousquet, 2010). Yet, research has concentrated primarily on the overall advantages of facilitation, with little research on the effect of various facilitation styles on engagement and discourse in GMB and MCDA sessions (Franco & Rouwette, 2011; Carneiro et al., 2020).

Furthermore, there is limited theoretical understanding of how facilitation influences group dynamics, cognitive load, and discussion flow in participatory sessions. Certain facilitation styles encourage open-ended debate and exploratory thinking, while others support structured debate and decision-making efficacy (Huang et al., 2020; Nemdili & Hamdadou, 2021). Still, there is no established framework that systematically maps the relationship between facilitation methods and discussion flow.

Another dimension that remains underexplored within current literature is the work of facilitation in balancing power relationships and promoting equal participation. Although facilitation is commonly regarded as an enhancer to inclusivity, certain approaches can in fact reaffirm hierarchical structures, thereby enabling dominant voices to dominate conversations and excluding less assertive contributors (Papamichail & Rajaram, 2007; Franco & Rouwette, 2011). In municipal decision-making, where asymmetries of power between stakeholders are common, it is necessary to consider how facilitation styles diminish or enhance these asymmetries (Arai et al., 2021).

Furthermore, most of the research on participatory facilitation has taken place outside the municipal governance context. Facilitation has predominantly been addressed in corporate, environmental, or educational contexts within the literature, with limited consideration of real-world governance challenges (Marttunen, 2011; Marques et al., 2021). Municipal governments experience distinct constraints, including bureaucratic resistance, competing

stakeholder interests, and varying levels of civic participation (Mathews, 2020). Yet, there is little research regarding the necessary modifications of facilitation to address these specific challenges of governance.

Therefore, the aim of this research is to contribute to more effective and inclusive participatory decision-making in municipal governance by examining how differences in facilitation styles influence group interaction and discussion flow during GMB and participatory MCDA sessions. By identifying these variations in group interaction and discussion flow, this study seeks to provide insights that help municipalities tailor participatory approaches to diverse local contexts.

1.4 Case: Municipality of Nijmegen

The municipality of Nijmegen, in collaboration with Radboud University, has been actively involved in GMB and MCDA sessions in various neighborhoods. The aim of these series of sessions was to improve the quality of the “social base”. According to facilitators of these sessions, high quality of “social base” equals creating a city where people feel at home, participate actively in society, support each other, and can access help when needed, fostering a sense of belonging and contribution (Appendix 1). These sessions offer the chance to analyze how participatory approaches play out in practice and whether facilitation styles influence group interaction and discussion flow. This thesis provides practical guidance to the city of Nijmegen on making participatory decision-making more effective and inclusive in municipal government systems. Through exploring how facilitation styles influence group interaction and flow of discussion during GMB and MCDA sessions, this study provides practical guidance on how to adapt these methods to the particular circumstances of various neighborhoods. Knowing how different facilitation styles influence group interaction and flow of discussion, can enable municipalities to streamline their participatory processes to more accurately reflect community priorities and needs. Aside from informing on municipal practice, this research has broader societal importance. Understanding the impact of different facilitation styles on group interaction and discussion flow within participatory GMB and MCDA sessions can inform more effective engagement strategies. By modifying facilitation styles to foster inclusive and productive discussions, local stakeholders are more likely to feel empowered, so that their contributions are not just heard, but substantively included in decision-making. This, in turn, can lead to greater trust in local government, enhance citizen satisfaction with municipal policy, and result in more sustainable, people-oriented solutions. Furthermore, the results could be used as a model for other municipalities wishing to enhance

their participatory governance processes, thereby contributing to wider change towards evidence-informed, participatory decision-making at the local level.

1.5 Research Questions

To address these mentioned challenges, this study explores the following research question: “How do different facilitation styles influence group interaction and discussion flow during participatory GMB and MCDA sessions?” To answer this question, several sub questions will be answered:

- How do different facilitation styles influence the patterns and nature of participant interactions, including agreements, disagreements, and turn-taking?
- How does the discussion flow differ across facilitation styles in terms of structure, topic progression, and interruptions?
- Which facilitation styles were (most) present in the GMB and MCDA sessions?

1.6 Structure of the Thesis

Additionally, this thesis is structured as follows. Chapter 2 presents the theoretical framework, outlining key concepts related to participatory decision-making, facilitation styles ,group interaction, and discussion flow. Chapter 3 details the research methodology, including the case study approach, data collection methods, and analysis techniques used. Chapter 4 presents the results, analyzing how variations in facilitation style influence the group dynamics in these participatory methods. Chapter 5 discusses these findings in relation to existing literature, highlighting theoretical and practical implications, answers the research question in the conclusion, addresses limitations, and provides recommendations for municipal policymakers and future research.

2. Theoretical Framework

This chapter explores the theoretical foundations of facilitation styles in participatory decision-making, focusing on its relevance in municipal governance. Participatory decision-making has emerged as the central governance model of municipalities aiming to achieve more inclusive, transparent, and responsive policy-making processes (Castelnuovo et al., 2015). Top-down decision-making tends to ignore local complexities, and as a result, there is policy fragmentation and loss of public trust (Maloney et al., 2000). As a solution to this issue, models such as collaborative governance, co-production, and deliberative democracy emphasize the involvement of stakeholders in making governance effective. Although these participatory models focus on the participants, they do not always guarantee equitable or effective decision-making. Success in participatory decision-making not only relies on the inclusion of stakeholders but also on the organization and moderation of discussions. Facilitating discussions is important in terms of directing group interactions and the direction of the conversations, which affects who contributes, how decisions are made, and whether the conversations represent all perspectives or certain voices get dominated by other's (Kaner, 2011).

2.1. Theoretical Foundations of Participatory Governance

Collaborative governance incorporates public agencies and non-state actors into formal decision-making, fostering trust, knowledge sharing, and legitimation of policy. By enabling collective problem-solving, this model enhances governance adaptability, but issues like power imbalances and institutional limits habitually limit its realization (Ansell & Gash, 2007).

Co-production expands on this by emphasizing active citizen participation in policy design and service implementation, highlighting the reciprocal relationship between governments and communities (Bovaird et al., 2015). While co-production has been shown to increase service effectiveness and policy sustainability, participation is often unequal as marginalized groups may lack the resources or influence to engage meaningfully (Broto et al., 2022).

Similarly, deliberative democracy prioritizes structured public deliberation as a mechanism for shaping collective decision-making, asserting that policies are more legitimate if they are based on well-informed and inclusive debate (Dryzek, 2001). However, deliberation alone does not guarantee equal participation as poorly facilitated discussions can

perpetuate existing social hierarchies and exclude disadvantaged groups from meaningful contributions to the discussion (Crocker, 2007).

2.2. Role of Facilitation in Participatory Methods

Facilitation plays a key role in determining how participatory approaches, including GMB and MCDA, are carried out. Facilitators moderate discussions, oversee group dynamics, and organize decision-making processes to ensure they are well-structured and incorporate diverse perspectives (Lienert et al., 2022). Facilitation effectiveness has a direct impact on participant contribution, the direction of discussion, and how open discussions are relative to domination by certain participants (Kaner, 2011).

The facilitation function differs across MCDA and GMB. In MCDA, facilitators have the responsibility to clarify trade-offs, structure decision frameworks, and reconcile disparate stakeholder perspectives to enable well-informed, orderly decision-making (Biggs & Kiker, 2007). However, in GMB, facilitators have the responsibility to structure problem definition and co-develop shared representations of complex problems, enabling collective inquiry into system dynamics (Karjalainen et al., 2013).

Effective facilitation guarantees active engagement, promotes open discussion, and enables equitable decision-making. Ineffective facilitation may lead to unequal power distribution, disengagement of participants, and unstructured discussion, ultimately threatening the legitimacy and effectiveness of participatory processes (Sandholdt et al., 2020). With the considerable impact of facilitation on group interaction and the smooth progress of discussion, various facilitation styles are able to produce different outcomes in GMB and MCDA meetings.

2.3. Group Interaction

Group interaction is the dynamic exchange of verbal and non-verbal communication among members of a working group. Within participatory decision-making, it describes how participants take turns to talk, reply to each other, show their agreement or disagreement, and resolve conflict or reach consensus without resolution (Nguyen et al., 2019). Group interactions determine the character of collective thinking, the balance of voice between stakeholders, and the degree to which diverse viewpoints are brought into the decision-making process (Bazazi et al., 2019).

Effective group interaction is often characterized by a balanced distribution of contributions, where participants build on each other's ideas and engage in mutual questioning and clarification (Webb, 2009). Some of the main observable features are turn-

taking, responsiveness, interruptions, affirmations, and backchannel cues such as verbal feedback or words of encouragement. When facilitators are attentive to these signals, they can create a more equitable and inclusive space for deliberation (Gravano & Hirschberg, 2011).

On the other hand, group interaction challenges may emerge when certain individuals dominate discussions while others take on a passive stance, or when disagreements escalate without resolution (Yang et al., 2023). These behaviors can reflect underlying power dynamics, social stratifications, or uncertainties in the facilitation process. It is important to capture these dynamics for assessing the inclusiveness of the participatory process, and for understanding how various facilitation styles may either mitigate or reinforce these tendencies (Villaman, 2020).

2.4. Discussion Flow

Discussion flow refers to the structural and temporal evolution of dialogue during group sessions, and how issues are introduced, developed, revisited, or abandoned over the course of time (Gibson et al., 2006). Discussion flow within participatory decision-making processes like GMB and MCDA is shaped by participant input as well as facilitator intervention, determining whether or not discussions unfold in a coherent and constructive manner or become disjointed and superficial (Myers, 2007).

A smooth discussion flow is typically marked by the systematic flow of topics, well-defined transitions between themes, and the capacity of the contributors to build cumulatively on the discussion based on previous inputs (Howes et al., 2012). It also entails a good balance between exploration and closure, which means allowing ideas to surface before they are synthesized into a common understanding or agreement. This is especially crucial in GMB, where conversations tend towards the creation of system maps, and in MCDA, where formal comparisons demand precision and clarity (Chavez-Ugalde et al., 2022; Chiu et al., 2016).

Disruptions, extreme topic shifts, and over-control by the facilitator can be barriers to the flow of discussion and minimize the potential for inclusive dialogue (Chelnokova, 2022). Likewise, excessive digressions or repetitive argumentation can signify ineffective facilitation or a lack of clear decision-making goals. In these situations, direction and pace of discussion are essential gauges of how effective the facilitation method employed is (Jacobs & Jackson, 1992).

2.5. Facilitation Styles and their Impact on Participation and Decision-Making

Facilitation approaches have a profound influence on group interaction dynamics and the direction of discussion within participatory decision-making models. Different methods

influence the contributions of participants, the development of discussions, and the extent to which dialogues are constrained or permitted to explore freely. In GMB and MCDA sessions, facilitation styles affect the level of participant engagement, the inclusivity of the conversation, and overall decision-making effectiveness (Marttunen, 2011). There are facilitation approaches that emphasize goal-oriented and structured discussion, whereas others emphasize open-ended discussion and collective learning. These distinctions are critical to evaluating the work of facilitators in participatory approaches in local government.

2.5.1. Directive Facilitation

Directive facilitation is a goal-oriented approach in which the facilitator exercises strong control over the discussion, states clear objectives, and promotes efficiency (Gregory & Romm, 2001). It is a widely used approach in MCDA and GMB, where facilitators are required to assist participants in comparing trade-offs and working through defined decision-making frameworks (Karjalainen et al., 2013; Hoppenbrouwers & Rouwette, 2012). By limiting open-ended discussion, directive facilitation maintains a strong focus on predetermined matters, thereby ensuring the decision-making process moves forward without digression (de Vries et al., 2023). Yet, this method could restrict the autonomy of participants by minimizing the possibility of spontaneous input (Raelin, 2012). Directive facilitators tend to interrupt participants in an effort to keep them on track, enforce time limits, and explicitly direct the subsequent phases of the discussion (Brown, 2002).

The impact of directive facilitation on group dynamics is characterized by strong control by the facilitator and limited autonomy among members (Gregory & Romm, 2001). The participants are likely to adhere to the facilitator's direction as opposed to directing the dialogue themselves, a relation that could make engagement lower, especially among stakeholders who favor two-way discussions (Stave et al., 2019). In regard to conversational flow, directive facilitation makes the dialogue move very swiftly between topics with little digression from the already agreed-upon agenda (Schiavo et al., 2014). Nevertheless, this scenario might also lead to a lack of thorough examination of critical matters if the stakeholders perceive that they are pushed through the decision-making process (Hayes et al., 2019).

2.5.2. Facilitative Facilitation

Facilitative facilitation is an approach that emphasizes participant-led discussion, where the facilitator guides but does not direct the discussion (Dimitrakopoulou & Theodorou, 2022). Unlike directive facilitation, the goal in this case is to encourage collective idea exploration

and to ensure discussions are participant-led rather than facilitator-led (Mitchell et al., 2022). This approach is more likely to be observed in GMB, where collective problem structuring and knowledge-building are essential (Andersen et al., 1997). It can also be used in MCDA, particularly during the earlier, more open-ended stages of the process (Norese et al., 2023). Facilitative facilitation enhances the participation and engagement of stakeholders but at the cost of longer conversation time and even the risk that louder voices may dominate softer speakers (Crompton et al., 2018).

The impact of facilitative facilitation on group process is marked by high levels of participant participation and several perspectives (Yushchyshyna & Turkin, 2022). The facilitator encourages discussion without imposing structure, allowing for a more dynamic exchange of ideas (Phillips & Phillips, 1993). Yet, in maintaining conversation, the style has the potential to result in lengthy and unstructured discussions since the subjects assume their new course depending on input from the participants (Dillard, 2013). In the absence of clear intervention, the conversations may become loose or repetitive (Hendricks et al., 2017).

2.5.3. Consensus-Building Facilitation

Consensus-building facilitation seeks to build greater consensus between participants by emphasizing deliberative processes and negotiation (Innes, 2004). This approach is commonly used in GMB, where participants work towards developing shared understandings and solutions that are acceptable to all (Hernantes et al., 2012). It can also be applied in MCDA, especially when there is a need to align stakeholder preferences around decision criteria or to resolve competing priorities before scoring alternatives (Gagatsi et al., 2017). Facilitators using this approach regularly check for levels of agreement among participants and return to unresolved issues to ensure broad-based consensus before moving forward (Paulsen, 2004). While this method encourages group decision-making, it can also prolong the length of discussions, lead to redundant arguments, or result in deadlocks when there are strong disagreements (Dong & Xu, 2016).

The impact of consensus-building facilitation on group dynamics is typified by active inclusivity and continuous effort to ensure that the viewpoint of each participant is considered (Day & Parnell, 2003). The facilitator actively seeks affirmation from members of the group and encourages discussion about shared viewpoints (Herd, 2019). With regard to discussion dynamics, this approach produces slow and iterative progress, since facilitators tend to interrupt discussions in order to check for consensus and readdress remaining issues as needed

(Kiernan, 2017). While this practice encourages inclusivity, it can also undermine efficiency and slow down decision-making (Redpath et al., 2015).

2.5.4. Structured Facilitation

Structured facilitation operates within a set structure that is used to guide decision-makers systematically through the process of decision-making (Gregory et al., 2012). This method is widely applied in MCDA, where facilitators apply ranking criteria, weighted scoring, and stepwise approaches to enhance a logical and transparent process of decision-making (Takhar et al., 2024). It can also be applied in GMB, particularly in the modeling phase, where facilitators guide participants through predefined steps to build causal loop diagrams or system maps (Connolly & Doole, 2024). Uncertainty in discussions and bias in decisions are minimized through structured facilitation, with the process becoming reproducible and efficient (Fraser et al., 2023). Nevertheless, structured facilitation also removes flexibility because discussion is constrained within the set format (Billings & Block, 2011).

The effect of structured facilitation on group discussion is characterized by definite procedural guidance, minimal flexibility, and less spontaneous contribution from the participants (Honey-Rosés et al., 2020). Since discussions follow a set structure, there is less room for deviation or the introduction of alternative perspectives outside the established framework (Wheeler & Valacich, 1996). With regard to discussion direction, structured facilitation has the effect of ensuring that discussion proceeds in a linear and orderly manner, advancing step by step without reversals (Kolmos et al., 2008). However, while this approach enhances transparency, it can also stifle innovative problem-solving by limiting exploration beyond the defined decision criteria (Rosso, 2014).

2.5.5. Power-Sensitive Facilitation

Power-sensitive facilitation is an approach that explicitly addresses power imbalances in participatory discussions, thus ensuring that all views are heard and no single stakeholder dominates the conversation (Strumińska-Kutra & Scholl, 2022). In the realm of municipal government, where stakeholders often have unequal levels of power and expertise, facilitators using this method actively manage power dynamics by drawing out comments from quieter members and managing more loudmouthed contributors (Molinengo, 2022).

The effect of power-sensitive facilitation on group dynamics is typified by more fairness in interaction and conscious attempts to minimize conversational dominance (Zimmermann & Curran, 2023). Facilitators who use this practice have a tendency to steer conversation to incorporate less dominant perspectives and institute turn-taking measures

(Dunlap & Goldman, 1990). Regarding discussion flow, power-sensitive facilitation encourages equitable sharing of ideas; however, tension arises when dominant participants feel that their dominance is being stifled (Hammack & Pilecki, 2015).

2.5. Conceptual Model

The relationships in this theoretical model are integrated into a conceptual model that graphically illustrates the influence of facilitation styles on group interaction and discussion flow in participatory GMB and MCDA meetings (figure 1). The model is founded on the participatory decision-making principles, which emphasize that facilitation plays a key role in shaping the inclusiveness, structure, and quality of discussions. Collaborative governance, co-production, and deliberative democracy theoretical frameworks offer a basis upon which to understand how various facilitation styles influence stakeholder engagement and decision-making processes. The codebook developed in this study operationalizes this theoretical framework by offering a structured approach to identifying facilitation styles, their key behavioral indicators, and their impact on discussion flow and group interaction (figure 2). By applying this model, this research intensively examines how directive, facilitative, consensus-building, structured, and power-sensitive facilitation contribute to decision-making in municipal government settings.

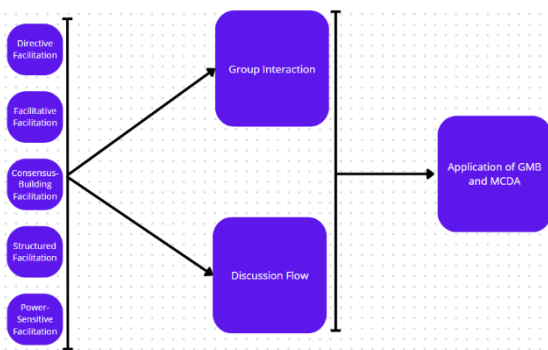


Figure 1

Facilitation Style	Definition	Key Indicators	Impact on Group Interaction	Impact on Discussion Flow	Example Facilitator Behaviors
Directive Facilitation	A goal-oriented approach where the facilitator actively controls discussion, sets clear objectives, and ensures efficiency (Gregory, 2001; Karjalainen et al., 2013).	Enforces time constraints, interrupts to keep discussions on track, explicitly states next steps (Schiavo et al., 2014; Brown, 2002).	Lower participant autonomy, hierarchical control, participants follow facilitator-led instructions (Gregory & Romm, 2001; Stave et al., 2019).	Fast-paced, minimal deviation from agenda, lack of in-depth exploration (Schiavo et al., 2014; Hayes et al., 2019).	"We need to move on now." / "Let's get back to the main point." (Brown, 2002; de Vries et al., 2023).
Facilitative Facilitation	Encourages participant-led discussions where the facilitator guides but does not direct the conversation (Dimitrakopoulou & Theodorou, 2022; Mitchell et al., 2022).	Asks open-ended questions, encourages participant autonomy, waits before intervening in discussions (Phillips & Phillips, 1993; Andersen et al., 1997).	High participant engagement, risk of dominant voices taking over if not managed (Yushchynyna & Turkin, 2022; Hendricks et al., 2017).	Flexible, open-ended, may result in longer or unstructured discussions (Phillips & Phillips, 1993; Hendricks et al., 2017).	"What do you all think?" / "Where do you think we should go next?" (Phillips & Phillips, 1993; Dillard, 2013).
Consensus-Building Facilitation	Emphasizes deliberation and negotiation to achieve broad agreement among participants (Innes, 2004; Hemantes et al., 2012).	Repeatedly asks for consensus, revisits topics to resolve disagreements, encourages dialogue between differing perspectives (Paulsen, 2004; Kiernan, 2017).	Highly inclusive, risk of prolonged discussions and decision-making deadlocks (Day & Parnell, 2003; Redpath et al., 2015).	Slow and iterative, frequent consensus checks, risk of redundant debates (Dong & Xu, 2016; Kiernan, 2017).	"Does everyone agree before we proceed?" / "Let's go back and clarify this point." (Paulsen, 2004; Herd, 2019).
Structured Facilitation	Follows a predefined framework to guide participants systematically through decision-making (Gregory et al., 2012; Takhar et al., 2024).	Follows a strict step-by-step method, prevents topic deviation, uses ranking methods and structured evaluation (Fraser et al., 2023; Billings & Block, 2011).	Participants follow predefined roles rather than engaging in spontaneous discussions (Honey-Rosés et al., 2020; Wheeler & Valacich, 1996).	Linear progression, no backtracking, reduced creativity due to strict structure (Kolmos et al., 2008; Rosso, 2014).	"Now, we will rank each option before moving forward." / "Let's stick to the process." (Gregory et al., 2012; Billings & Block, 2011).
Power-Sensitive Facilitation	Manages power imbalances in discussions, ensuring that dominant voices do not control the conversation (Strumińska-Kutra & Scholl, 2022).	Invites quieter participants to contribute, moderates dominant voices, ensures balanced participation (Molinengo, 2022; Zimmermann & Curran, 2023).	More equal participation, facilitator actively prevents dominance of certain stakeholders (Dunlap & Goldman, 1990; Hammack & Pilecki, 2015).	Encourages diverse perspectives, may create tension if dominant actors resist (Zimmermann & Curran, 2023; Hammack & Pilecki, 2015).	"I'd like to hear from others before we move on." / "Let's ensure we have a balanced discussion." (Molinengo, 2022; Dunlap & Goldman, 1990).

Figure 2

3. Methodology

This section outlines the research strategy, design, data collection procedure, analysis, and ethical concerns that apply to the research. It explains the use of qualitative techniques to study the impact of facilitation styles on group interaction and discussion flow in GMB and MCDA in municipal decision-making. The chapter details the case study approach, the selection of neighborhoods in Nijmegen, and the methods of data analysis, including thematic coding of session transcripts. The measures taken to ensure reliability and validity, and ethical considerations while conducting the research are also outlined in the chapter. By clearly explaining the methodology, this section provides a structured foundation for comprehension of how the study findings will be derived.

3.1. Research Strategy

This study uses a qualitative approach to investigate the impact of facilitation styles on group interaction and discussion flow within GMB and MCDA sessions for municipal decision-making. A qualitative approach is used since it enables an interpretative in-depth investigation of facilitation styles, group dynamics, and stakeholder interactions that are intricate and context-specific. Unlike quantitative methods, which rely on predefined variables and numerical measurement, qualitative research provides the flexibility to examine real-time conversational dynamics and evolving facilitation strategies in participatory sessions.

To study these interactions in a systematic way, this study employs deductive thematic coding of audio tapes of participatory meetings organized by the Municipality of Nijmegen and Radboud University. A deductive coding approach is particularly fitting because this study is theory-driven: the key facilitation styles and their behavioral indicators were identified in advance through the theoretical framework. This allows the analysis to remain tightly focused on the facilitation practices most relevant to the research question, while still leaving room for interpretative depth and variation in how these styles appear in practice. Thematic coding will allow close scrutiny of verbal interaction, interruptions, pauses, and changes in control of the conversation that are critical to determine how facilitation style influences group dynamics.

The transcripts of these sessions provide firsthand insight into facilitators' engagement with stakeholders and how they implement participatory decision-making processes. Because facilitation styles influence group dynamics differently in varying governance contexts,

qualitative analysis ensures that context-specific nuances in these interactions do not get lost. By coding spoken interactions, this study produces rich, contextual insights into how different facilitation styles function within Nijmegen's participatory governance.

A case study research, with a focus on GMB and MCDA sessions in two neighborhoods in Nijmegen, is employed. These sessions are a valuable source of empirical evidence of the impact of facilitation techniques and stakeholder participation on decision-making results. The case study method enables detailed exploration of these participatory instruments in an actual municipal setting, producing results that can contribute to best practices in local government.

This research strategy suits the purpose of the study, which is to find out how participatory strategies can be optimized to enhance inclusiveness and effectiveness in decision-making. By analyzing facilitation practices and stakeholders' participation, the study aims to offer feasible recommendations on how participatory urban governance can be enhanced.

3.2. Research Design

This research examines two Nijmegen neighborhoods. These neighborhoods are Hatert and Nijmegen-Zuid, where the municipality had organized GMB and MCDA sessions. These neighborhoods were chosen due to data availability, as they represent the only complete and documented cases where such participatory processes have been applied within the city. Another session, done in Lindenholt, was a pilot so will be excluded from this research.

The unit of analysis in this research is the interaction between facilitators and participants during GMB and MCDA sessions. This includes an examination of how facilitators affect the group members' interaction and discussion flow through their individual facilitation styles, and a review of how participants commit themselves, react, and contribute to such structured discussions. The research data comprises transcriptions of audio recordings of participatory sessions in the Municipality of Nijmegen that will be thematically coded. The coding framework is based on facilitation style typologies and interaction patterns created within the theoretical framework and operationalized into the codebook, thereby providing a systematic and orderly method of interpreting data.

3.3. Data Collection

This research is based on transcripts of audio recordings of participatory meetings that took place in the neighborhoods of Hatert and Nijmegen-Zuid. These meetings were organized by

the Municipality of Nijmegen and researchers from Radboud University and offer first-hand data on how facilitators interact with stakeholders in participatory decision-making sessions like GMB and MCDA. Along with the transcriptions, the models created throughout the sessions will be examined, and this will provide a structured representation of the discussions held.

The data analyzed in this research consists of recordings along with ancillary materials of 8 participatory sessions conducted within two neighborhoods of Nijmegen: Hatert and Nijmegen-Zuid. Four sessions were conducted in every neighborhood, with the initial two having a GMB format, while the remaining two were conducted as MCDA sittings. Each session was conducted for about three hours, resulting in over 24 hours of recording material. Due to time concerns, only part of the sessions where the entire group participated (so no breakout-rooms) will be analyzed.

There were around 15 attendees at each session, typically an equal mix of local residents and municipal professionals from the respective neighborhoods. The sessions are being audio-recorded by researchers from Radboud University and will be transcribed for later analysis. Manual transcription is possible, but software-supported transcription will be used where possible to enhance precision and efficiency. An overview of each session showing the length, participants, and the subject matter can be found in Appendix 2.

Alongside the audio data, materials such as system maps from the GMB sessions and MCDA ranking outputs were consulted to better understand the flow and content of the discussions. While these artefacts were not formally analyzed, they provided valuable context for interpreting the transcripts and situating participant comments within the structure of each session. All the sessions were conducted in Dutch, and selective translation will be utilized if required for coding and reporting clarity.

3.4. Research Analysis

The analysis focused on exploring the impact of various facilitation styles on group interaction and discussion flow in participatory sessions. We employed a deductive coding approach with a codebook based on the theoretical framework (figure 2). This involved the pre-established facilitation styles, directive, facilitative, consensus-building, structured, and power-sensitive, and main indicators of interaction like turn-taking, pacing, topic change, interruptions, and inclusion of participants.

The coding was carried out in Microsoft Word, where transcripts were organized into tables for each of the eight sessions. In these tables, relevant sections were highlighted and

commented on, allowing the analysis to trace the impact of facilitation styles on group interaction and discussion flow. Each session was analyzed separately to maintain attention to local dynamics.

Rather than counting the codes, the research aimed to identify recurring patterns and differences in styles at various points during the sessions. It was of specific interest when facilitators altered their styles, how the members reacted, and the effects this had on the discussion flow and group interaction.

Although the coding scheme was consistent throughout the whole process, minor discrepancies or unanticipated behaviors were noted descriptively if they provided insight into group processes. No additional codes were introduced. For ensuring reliability and minimizing subjective interpretation, frequent contact with the thesis supervisor was maintained for evaluating coding decisions and interpretation. This facilitated a consistent application of the codebook while allowing for a sense of contextual richness of the sessions.

3.5. Research Quality

The validity of this research is ensured by basing the coding process on a theoretical model that establishes various styles of facilitation and their expected impact on group interaction and discussion flow. Instead of letting themes emerge randomly, the research draws upon a deductive style of coding, thereby maximizing the likelihood that the analysis will remain close to the research question and the theoretical objectives. This optimizes internal validity as observed trends are linked directly back to the conceptual model. Further, thick descriptions, which are rich, contextualized explanations of the way facilitators facilitate and participants respond, will be used to determine the complexity of group dynamics in participatory sessions. To reduce the possibility of researcher bias, coding decisions will be checked periodically in consultation with the thesis supervisor to ensure consistency and conformity to the theoretical model.

Although this research is specific to its context, which is directed at GMB and MCDA sessions within two Nijmegen neighborhoods, the results have relevance to participatory governance in other municipal contexts. The lessons learned through this research provide a generalizable insight into the influence of facilitation styles on group dynamics that can guide local governments in their efforts to create more inclusive and successful participatory strategies. By clearly documenting the methodological approach and the structure of the codebook, this study creates a replicable template for researchers and practitioners wishing to assess or improve facilitation in participatory decision-making across varying contexts.

3.6. Research Ethics

This study follows ethical research practices to maintain participant rights, data privacy, and research integrity. Since the study is being conducted in collaboration with Radboud University and the Municipality of Nijmegen, both organizations are aware of the data analysis and collection process.

Informed consent was provided by all the respondents in the participatory decision-making meetings, and they signed a consent form authorizing the audio-recording of the meetings for research purposes. The Municipality of Nijmegen and researchers from Radboud University gathered and managed the consent as a component of the official arrangement of the meetings. The process helps to make sure that the utilization of the recordings for scholarly analysis falls within ethical guidelines and data protection law. No further consent is required, as participants were provided with clear information regarding the aim of the study and agreed to the use of the material in this context.

To maintain participant privacy, all stakeholder references within the analysis will be kept anonymous. Where necessary, pseudonyms will be used to prevent identification of certain individuals. The research findings will focus on patterns of facilitation and stakeholder participation, rather than personal or identifying details of participants.

All transcripts and coded data will be stored securely and only for research purposes, in accordance with Radboud University's ethical standards and agreements made with participants. Audio recordings will not be shared with external parties, and access to the data will only be granted to authorized researchers. Password-protected storage and encrypted databases will be employed to safeguard sensitive information. In line with the consent agreement, the personal data will be anonymized wherever necessary, and the participants are entitled to erasure of their data within two weeks after participating. The research material will be retained for ten years for scientific purposes and then securely erased.

To enhance efficiency and accuracy, AI-assisted transcription software could be utilized to process the recorded sessions. This software is approved by Radboud University. This research does not require separate ethical approval, as it is conducted in collaboration with Radboud University and the Municipality of Nijmegen, both of which have been informed about the data collection and analysis process. Ethical issues such as the confidentiality of participants, the use of AI for transcriptions, and the protection of data are managed through informed consent, anonymization of data, and limited access, as specified by the Radboud University's ethical guidelines and the municipal policies.

4. Results

This chapter presents the empirical results of the research, the impact of facilitation styles on group interaction and the flow of discussions in participatory sessions held in two neighborhoods of Nijmegen: Hatert and Nijmegen-Zuid. The analysis is based on transcriptions of audio records of GMB and MCDA sessions. It examines the processes through which facilitators influenced participant involvement, guided discussions, and managed group dynamics. The chapter is structured by neighborhood, with each section discussing the influence of facilitation styles on group interaction (4.1.1, 4.2.1), discussion flow (4.1.2, 4.2.2), and the emergent patterns in facilitation styles (4.1.3, 4.2.3). Quotations from session transcripts references are used to support the analysis and provide insight into real-time facilitation practice. In the case of more examples proving the point, there will be a reference to an appendix.

4.1 Hatert

The Hatert sessions included four participatory meetings: two with GMB and two with MCDA. These meetings aimed at establishing mutual understanding and prioritizing local issues through designed group procedures. In the following 2 sections (4.1.1, 4.1.2), each facilitation style with an impact on group interaction or discussion flow will be explained. The last section will explain the emerged patterns and what they meant for group interaction and discussion flow.

4.1.1 Facilitation Style Impact on Group Interaction

In the earlier parts of the sessions, the use of **structured facilitation** established definite turn-taking norms for contributions from participants. For instance, in Session 1, the facilitator started proceedings with the following instruction: "So first let's write down the causes and effects on post-its, one idea per post-it. We'll cluster them together after that." This provided procedural clarity and minimized the threat of incoherent overlap, thereby setting initial expectations for coherent contributions. However, this organizational method often relied on authoritative reinforcement. When participants began to stick post-its prior to the appointed time, a facilitator intervened, saying, "Wait a moment. Don't stick anything yet, please. We'll do it together." This authoritative intervention halted premature activity and reasserted control over the turn sequence.

On the other hand, **facilitative facilitations** interventions were central to establishing the tone of interactions by encouraging open-ended reflection and creating room for disagreement. In Session 2, as one participant grappled with the definition of the word 'bottleneck,' the facilitator avoided definition but rather asked, "What does that word mean to you?" This served to welcome participants to talk in their own voice, affirming the sense that they made. These moments encouraged inclusivity by honoring local language and viewpoints, particularly of abstract terms or concepts that may have been unfamiliar to participants (More examples in Appendix A1).

Patterns of contestation and disagreement were handled more subtly with **facilitative facilitation**. For instance, in Session 2, a participant said, "Yes, but I don't think it's only about information. It's also about who brings the message" and the facilitator acknowledged the contribution by responding, "Interesting point. Could we build that into the chain somewhere?" Rather than redirecting or rejecting the input, the facilitator incorporated the disagreement into the modeling process, thereby actively converting criticism into productive feedback. In this way, variant perspectives were validated and hierarchical rejection prevented (Appendix A2).

Turn-taking was also influenced with **facilitative facilitation** by facilitator responsiveness to energy levels. In Session 4, the facilitator acknowledged a hush: "We've covered a lot. Do we want to take a short break or keep going?" This straightforward invitation to co-control pacing is an expression of a participatory ethic valuing group rhythm over punctuality (Appendix A4). Responses like "Let's just finish this part first" suggest that participants felt a sense of ownership of the session flow, if not its content.

Power-sensitive facilitation was also observed in the way the facilitators sought to equalize speaking time. In Session 3, as two of the participants had been talking for a considerable number of minutes, the facilitator interjected gently: "Can I just pause here? I'd really like to hear from someone who hasn't spoken yet." This interruption broke the flow and reclaimed voice balance, being attuned to underlying group dynamics. The impact was immediate: a participant, who had not commented yet, put forward an example concerning public safety. This illustrated how the facilitator's focus on power differences could elicit contributions that had not been made before (Appendix A3).

Consensus-building facilitation evolved more tactically, influencing the expression of agreement. Instead of seeking full agreement after every proposal, facilitators often used precise probes: "Does everyone agree with this connection?" or "Are we okay to move on with this part?" In Session 3, after a heated discussion about the role of the municipality, one

member showed confusion, and the facilitator commented, “It’s okay to disagree, we can leave this as a tension in the model.” This approach acknowledged disagreement as a positive force instead of a negative one, thus encouraging ongoing participation in the face of differing opinions (Appendix A5).

Overall, different facilitation styles generated various relational climates. Structured facilitation delivered order and clarity, facilitative moments welcomed participants to communicate authentically, and power-sensitive facilitation labored to balance voices and recognize asymmetries. Notably, facilitators did not adhere doggedly to these styles but modified them in relation to participant engagement and the overall mood of the group. This adaptive direction impacted not only who spoke and when, but also how disagreements, uncertainty, and storytelling were handled.

4.1.2 Facilitation Style Impact on Discussion Flow

The discussion flow throughout the Hatert sessions was influenced by the variation and timing of various facilitation styles. **Structured facilitation** tended to foster clarity and a sense of rhythm, especially at junctures regarding tasks or at phases of model development. In Session 1, for instance, the facilitator explained the interpretation of arrows between variables by defining, "The arrow goes from a cause to an effect." The phrase "from left to right" served as a procedural landmark that provided the group with direction concerning causal logic (Appendix A6).

Facilitative facilitation, however, appeared to bring forth greater emotional reflection and subjective remarks. During Session 2, while the group was talking about loneliness in the community, the facilitator questioned, "How do you notice this around you?" This led one resident to remark about someone in the neighborhood who was addicted to alcohol and got released from the clinic after 3 months. He now lives by himself with no help or visitation. This brought about a moment of brief mutual reflection and understanding connecting a social moment to model elements. Thereby, such facilitation opened space for narrative and understanding, slowing down technical pace but enriching the content of discussion (Appendix A7).

There were also moments when **facilitative facilitation** elicited humorous or creative interventions that transformed the mood of the session. In Session 4, while discussing stressors, one of the participants quipped, "Bring on those rage rooms!" This suggestion was met with laughter from the others and resulted in building on the idea with more innovative solutions, such as "competition for clean streets". Rather than dismissing them, the facilitator

acknowledged and linked them to the criteria development stage. In this case, facilitative facilitation allowed humor to re-energize the group and drive participation without derailing the session (Appendix A9).

One of the critical moments of change in discussion flow was when the participants started to disengage. In Session 3, for example, in the process of elaborating criteria, one participant said, "I have trouble with the words 'good' and 'to function'". At this point, the facilitator shifted the facilitation style to be **directive facilitation**, summarizing the model and taking participants to the next step. This approach allowed the group to move forward but also cut short the further clarification of the participant's confusion. The moment shows how facilitation style choice, directive rather than facilitative, can place flow above understanding (Appendix A8).

Conversely, **power-sensitive facilitation** may also induce subtle tension. In Session 2, a facilitator interjected with the phrase, "May I have it for a moment?" to divert attention from a member who was responding with a lengthy elaboration. While done respectfully, it altered the order by closing a story that would have encouraged more reflection. This illustrates a tension between time management and narrative development, particularly when power-sensitive facilitation is employed to manage speaking time (Appendix A10).

Consensus-building facilitation also frequently functioned as a check to finalize segments of the session and proceed. Facilitators in various sessions posed questions such as, "Do you all agree on this? I see 2 thumbs again." or "Are we okay to move on with this part?" to confirm group decisions. Though these questions infrequently resulted in overt objection, neither did they tend to prompt critical analysis nor discussion of other perspectives. This use of consensus-building facilitation kept the rhythm of session development steady but may have limited opportunities for negotiating contested understandings (Appendix A5).

In sum, the facilitation approach used at any particular time controlled not just the tone of the discourse but the degree and direction of the ideas being debated. Structured facilitation introduced definition but can lead to abstraction. Facilitative approaches introduced emotion and depth of experience but can bog down the discussion flow. Directive strategies introduced efficiency but can occasionally restrict open-ended investigation. Power-sensitive facilitation was used to manage speaking time. Last, consensus-building maintained group energy and left little space for conflict. The flexible and often changing transitions between these styles were instrumental in determining how the dialogues unfolded, either broadening or constricting the depth, emotion, humor, and disagreement experienced in the process of modeling.

4.1.3 Emergent Facilitation Patterns

Facilitation during the Hatert sessions was characterized by responsive and adaptive style choice, but generally, strong structure was apparent throughout sessions. The most apparent facilitation styles employed were structured, facilitative, directive, and consensus-building. Each were employed in their turn based on the task to be completed, the session format (GMB vs. MCDA), and the level of group participation.

In GMB sessions (Sessions 1 and 2), facilitative and power-sensitive facilitation styles were employed initially. Participants were encouraged to share lived experience, cause and effect were identified, and causal loop diagram elements were co-created. Openness and narrative input were required for these sessions, and less vocal voices were brought in by facilitators regularly, or personal stories were validated. More directive and structured facilitation was necessitated in MCDA sessions (Sessions 3 and 4). Tasks like clarifying and ranking criteria demanded time management and procedural clarity. Even in these sessions, however, facilitators regularly encouraged individual interpretation and remained receptive.

There was a consistent pattern of facilitation across the different sessions (figure 3): Structured opening → Facilitative idea generation → Directive steering → Consensus check. This rhythm was seen both within single activities and across whole sessions, serving as a cadence by which facilitators oscillated between openness and clarity.

There were several instances where this cycle occurred. In Session 2, the same structure guided the exploration of causes and effects, and in Session 3, it shaped the process of classifying criteria. While this rhythm facilitated participant orientation and engagement, it occasionally limited more in-depth exploration, particularly when prescriptive steps were foregrounded too prematurely. Nevertheless, the conscious and strategic switching between styles by facilitators played a key role in ensuring both momentum and articulation of participant perspectives (Appendix A11).

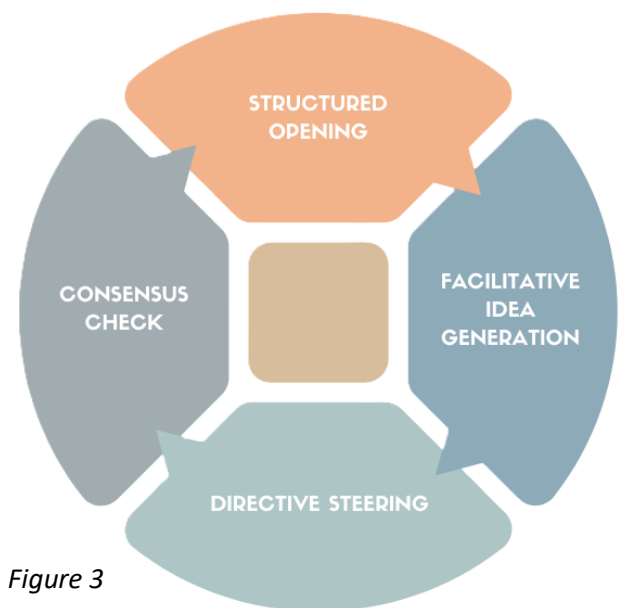


Figure 3

4.2 Nijmegen-Zuid

The Nijmegen-Zuid sessions consisted of four participatory meetings: two employing GMB and two using MCDA. These sessions aimed to identify and prioritize issues relevant to the neighborhood through structured group facilitation. In the following 2 sections (4.2.1, 4.2.2), each facilitation style with an impact on group discussion or discussion flow will be explained. The last section will explain the emerged patterns and what they meant for group interaction and discussion flow.

4.2.1 Facilitation Style Impact on Group Interaction

At the beginning of the sessions, **structured facilitation** was used to both agenda-set the process and to legitimize the varied contributions of participants. A facilitator began by saying, "Everyone comes here from a different background, from a professional role or as a resident. everyone sees a different part of the elephant". The metaphor was invoked to underscore the worth of varied perspectives and sought to create a climate of respect for one another. Importantly, the facilitator made it clear to the group that "in this whole method, nothing is right or wrong. Everything brought to the table, we try to take with us". These early interventions established psychological safety, and the participants felt comfortable sharing opinions and experiences (Appendix A12).

Facilitative facilitation was evident in the instances in which participants were asked to provide their own definitions of concepts. For example, when a participant stated, "I'm a bit triggered by the word 'quality.' Can you explain it differently?" the facilitator did not provide a hierarchical definition but instead asked, "What are the causes and effects that influence it?" (Appendix A13). The approach not only embraced the participant's perspective but also guided the discussion toward systems thinking, which is fundamental to Group Model Building.

Later in the session, the **facilitative facilitation** approach enabled the incorporation of narrative elements within the modeling process. One participant utilized a Halloween event in the community to propose that it helped build social cohesion. Instead of diverting from the anecdote, the facilitator inquired, "Do you mean the value of the evening for the social base? Or that writing about it adds value?". These answers empowered the group's contribution by confirming personal experience as legitimate information for developing the model (Appendix A14).

Also, **facilitative facilitation** was also clearly demonstrated in the fluid approach that facilitators took in handling participant inputs and pacing discussions. Instead of following a

predetermined order, facilitators modified their approaches according to the level of engagement and comfort that the group manifested. This enabled participants to venture into abstract or unfamiliar concepts by grounding them in their own experiences. For example, when one of the participants hesitated over the term "quality," the facilitator did not impose a definition but rather adopted a participatory stance by inquiring, "Well, for example... can someone give a real-life example?" This helped create a storytelling-conducive atmosphere and promoted collective meaning-making among the participants, which is an inherent aspect of facilitative practice. The facilitator's use of accurate and inclusive terminology, together with a willingness to work with varying levels of knowledge, enabled and ensured that all contributions were treated as legitimate. By utilizing participants' own terms and examples, the facilitative facilitation process fostered a supportive learning context in which theoretical concepts were effectively connected with actual community experience (Appendix A17).

Directive facilitation, used selectively, maintained session organization when the discussion was fragmenting. One facilitator remarked, "Let's not go into a whole discussion yet, that's coming. We'll have time for that", when members began to critique content before presenting the modeling framework. The facilitator then reassured those participants who had begun to offer possible solutions: " Those examples, like communication or organizing events, those are absolutely useful; they'll come back later in the session". We have here an example of directive facilitation that manages process efficacy with acknowledgment of participants' input (Appendix A15).

Power-sensitive facilitation was less frequent but noticeable in how facilitators actively encouraged quieter voices to contribute. At one session, after a few participants had dominated the discussion, the facilitator paused and said, "If you're still struggling, raise your hand and we'll come around to help you one-on-one". This gentle invitation encouraged more reticent participants to speak up again. Notably, this was done without putting anyone on the spot, thus balancing power subtly and positively.

Overall, facilitation styles in Nijmegen-Zuid had a strong impact on how participants interacted with each other. Structured facilitation grounded participants in process, facilitative techniques welcomed exploration and engagement of subjective experience, directive facilitation kept things on track, and power-sensitive facilitation created space for marginalized voices to be heard. These practices made sure the session was not just conceived as participatory but also responsive and inclusive in practice. Significantly, the interchange of various styles enabled facilitators to keep moving forward as well as to adapt to changing group dynamics.

4.2.2 Facilitation Style Impact on Discussion Flow

In Session 1, the facilitator started with a **structured facilitation** style, stating: "We are going to start because that usually works best". This initiated an introductory tone of openness, since the session would proceed with a predefined agenda. However, as the discussion continued, the facilitator realized that not all the people present were completely attentive. At one moment, a person was confused about the speed and structuring of matters, and the facilitator replied candidly, stating: "Yes, because it's a bit much all at once, I see that too". This reflective remark recognized the cognitive burden borne by the group and acted to restore balance to the speed. By demonstrating understanding of the rhythm of debate, the facilitator ensured the continuity of flow in spite of the intricacy involved (Appendix A12).

Session facilitators at Nijmegen-Zuid created room for silence or moments of reflection with **facilitative facilitation**, particularly while dealing with intangible themes such as social cohesion or loneliness. For example, in session 2, following a hesitant start from a participant, the facilitator gently encouraged, "Just think out loud, we'll help you shape it". Such facilitative interventions promoted further engaged discussion, as opposed to proceeding purely for the sake of efficiency. Although such openness may make for a slower process, it established a more inclusive and participatory discussion (Appendix A18).

Interruptions by participants were usually minimal, and where they did occur, they tended to convey a respectful tone. This is where **power-sensitive facilitation** was used. In one of the sessions, the facilitator interrupted a discussion that wasn't supposed to take place yet. This was a case of shifting towards a more directive style of facilitation in the face of looming time pressures. Nevertheless, the facilitator retained politeness, thereby avoiding any discomfort for the participants. This balance, of guiding the conversation without compromising the dignity of participants, helped the ongoing conversation without betraying trust. Additionally, when using power-sensitive facilitation in moments where participants interrupted (or tried to interrupt), fewer interruptions happened (Appendix A16).

Consensus-building facilitation was a key part of transitions processes. Inclusive summary questions were frequently employed by facilitators to test for common understanding. Despite that, although these questions opened up the chance to reconsider matters, they far too frequently elicited nodding or silence, the latter occasionally concealing the assurance of whether there had been real agreement or merely procedural consent. Still, they functioned as pacing markers in the flow of conversation, ensuring some closure before advancing. For example, by asking "Does everyone agree with this?" or "Do you think this is a logical relation?" (Appendix A19).

In summary, Nijmegen-Zuid facilitators guided discussion flow via a blend of structured scaffolding and facilitative openness. Structured facilitation was used to manage time, monitor progress, and sequence tasks, while facilitative approaches provided space for participant-led discussion and spontaneous reflection. While blended approaches generally ensured forward movement, occasional tension between efficiency and depth was experienced. However, facilitators' responsive approach allowed sessions to recover from such tensions without compromising participant engagement.

4.2.3 Emergent Facilitation Patterns

Facilitation at the Nijmegen-Zuid sessions was marked by a steady but adaptive rhythm that was sustained throughout the process. While facilitators adjusted their style in accordance with changing circumstances, they continually worked through a recognizable cycle of structured teaching, facilitative exploring, directive guiding, and consensus confirming. The character of these changes was determined by the task at hand, the session format (GMB or MCDA), and the degree of participant engagement at different points in time.

In GMB sessions (Sessions 1 and 2), facilitation began with overt task setting, with some periods of openness where participants were encouraged to think and contribute freely. Facilitators recognized partial or tentative input, allowing space for storytelling and personal significance. Directive facilitation became more pronounced as the discussion went on in order to manage time and synthesize input. Sessions typically ended with short confirmation questions to ascertain group agreement. In contrast, the MCDA session (Sessions 3 and 4) presented a shorter example of this rhythm. In this case, facilitators proceeded quite rapidly from task explanations to the deployment of more directive language with only short facilitative openings being inserted. Even within the MCDA session, however, facilitators were receptive to participant utterances and focused on procedural transparency.

A regular facilitation cycle as seen in the Haters sessions (figure 3) was observed in these settings: Structured opening → Facilitative idea generation → Directive steering → Consensus check. The established rhythm imparted a sense of advancement and coherence to the sessions, facilitating participants' navigation through intricate activities.

In Session 1, for instance, the facilitator introduced the task clearly step by step, welcomed participants to place post-its anywhere at will, and then re-directed the group when conversation went off track. This whole cycle is observable in Appendix A20. These cyclic patterns recurred in Session 3 for the causal clustering task, and again in Session 4 with tighter time constraints. Whereas this facilitation rhythm built development and

comprehension in the group, it sometimes restricted deeper conversation, especially when premature authoritative direction was established. The conscious moving from flexibility to structure and vice versa, however, facilitated both the group's focus and the efficient accomplishment of the shared objective (Appendix A20).

4.3 Comparison between Hatert and Nijmegen-Zuid

This section compares the participatory sessions held in Hatert and Nijmegen-Zuid, focusing on group interaction, discussion flow, and emergent facilitation patterns. While both neighborhoods followed similar session formats and facilitation rhythms, there were notable differences in the tone, responsiveness, and use of facilitation strategies.

4.3.1 Group Interaction

In Hatert, facilitators placed more emphasis on managing group interaction through power-sensitive interventions. Quieter participants were actively encouraged to speak up, and conflict was regularly invited in and built into modeling. The interaction tone was somewhat more assertive, with facilitators intervening quite regularly to manage voice allocation and ensure inclusivity. In Nijmegen-Zuid, the tone was more reflective and participant-centered. Although power-sensitive facilitation was used, it was less explicit, founded more on encouraging comments and voluntary assistance than outright direction. This resulted in a less confrontational but also slightly more passive interaction space, where some dominant voices took more time to be balanced out.

4.3.2 Discussion Flow

In Hatert, discussion flow was also regularly directed by transitions between facilitative and directive styles. Facilitators were likely to change when participants showed signs of disengagement or confusion, sometimes prioritizing session momentum over lengthy clarification. This created a smooth but occasionally shallow discussion flow. Nijmegen-Zuid facilitators, by contrast, made the effort to notice emotional or cognitive exhaustion and altered pacing accordingly. The facilitators gave more space for silence and reflection, probing more deeply into abstract or complex problems. This liberty of expression at times slowed decision-making progress, especially during the MCDA sessions.

4.3.3 Emergent Patterns

Facilitation in Hatert and Nijmegen-Zuid followed a similar pattern: Structured opening → Facilitative idea generation → Directive steering → Consensus check. This cycle was

predominant in both GMB and MCDA sessions, producing a recognizable structure for facilitating group activity. Facilitators in both municipalities employed a structured facilitation style to introduce tasks, moved into more adaptive facilitative cycles to gather input, employed directive strategies where necessary to control time and manage focus, and employed consensus-building strategies to gain group agreement and action. Although minor differences, such as facilitative phases being somewhat longer in Nijmegen-Zuid or directive moments being more apparent in Hatert, existed, these did not substantially change the overall pattern. The facilitation cycle operated in the same way in both municipalities, creating a balance between structure and participation and ensuring that the sessions moved forward in a rational and participatory fashion.

5. Discussion and Conclusion

This chapter discusses the research's key findings and relates them back to the research question and theoretical framework. The chapter starts with a conclusion that explicitly addresses the research question, followed by an interpretation of how various facilitation styles helped influenced group interaction and discussion flow. Then this chapter proceeds to explain practical and theoretical implications, the limitations of the research, and offers recommendations for future research. The chapter concludes with a personal reflection on the research process.

5.1 Conclusion

This research set out to explore the impact of different facilitation styles on group interaction and discussion flow in participatory GMB and MCDA sessions in local government. The findings show that facilitation style influences both interaction among participants and the way discussion unfolds. The application of directive and structured facilitation styles introduced clarity and procedural order, which was especially valuable in task-oriented contexts like model building or ranking criteria. These styles tended, however, to restrict opportunities for open-ended discovery and spontaneous contributions. Facilitative and power-sensitive facilitation styles, in contrast, fostered inclusivity, invited narrative input, and allowed for the engagement of less participatory members, thereby enhancing discussion richness and diversity. Consensus-building was facilitated through the provision of cohesion and closure but at times substituted procedural consensus for substantive agreement.

Across both Nijmegen neighborhoods that were studied, facilitators used the same rhythm: Structured opening → Facilitative idea generation → Directive steering → Consensus check. This rhythm allowed facilitators to manage time and complexity while leaving room for community input. Notably, facilitation was not linear but flexibly applied based on the task at hand and the group's engagement. These results emphasize that facilitation is not a neutral background activity, but rather an active process in the building of participation and co-decision-making. Ultimately, municipalities aspiring to more inclusive and effective participatory governance should pay close attention to how different facilitation styles affect not only what is being discussed, but who has the opportunity to speak up and in what manner mutual understanding is achieved.

5.2 Interpretations of the Results

This section interprets the main findings of the study by explaining how different facilitation styles shaped group interaction and discussion flow during the sessions.

5.2.1 Group Interaction

Facilitation styles significantly influenced the nature and quality of group interaction. Structured and directive facilitation styles offered procedural clarity and helped keep the discussions on track, especially at the beginning of sessions or when moving from one activity to another. While such styles were effective in managing time and avoiding confusion, they tended to limit emergent contributions and reduce space for questioning assumptions and proposing new ideas.

In contrast, facilitative and power-sensitive facilitation encouraged open-ended response and enabled even participation across stakeholders. Facilitative facilitation allowed storytelling, contention, and debate of abstract concepts, especially in early GMB phases. This was particularly helpful in encouraging participants to apply theoretical elements (e.g., "social cohesion") to lived experiences. Power-sensitive facilitation also enabled inclusivity by actively creating space for quieter speakers to be heard, disrupting patterns of dominance and enabling more equal voice distribution.

Consensus-building facilitation had a mediating function, being used to confirm group consensus and ensure that the group could proceed together. Although this strategy largely succeeded in keeping the group united and organized, it occasionally led to a shallow form of consensus in which silence or a nod were assumed as acceptance without probing for alternative perspectives or divergent opinions. This implies that facilitation strategies seeking to build consensus must still provide space for the recognition of ongoing tensions or divergent understandings.

5.2.2 Discussion Flow

Facilitation choices were also dominant in managing discussion flow. Structured facilitation produced a tidy procedural sequence of activities and transitions, which was required in MCDA scenarios where comparisons and rankings called for clarity of procedure. However, the same structure at other times stifled creativity and allowed less space for reflection and affective expression.

Facilitative facilitation slowed down the dynamics of discussion. However, it involved participants more intensively. By inviting "thinking out loud" or providing specific examples, this method allowed insight into abstract or complicated issues. Both sets of participants were

advantaged by this technique employed by facilitators to great effect when handling emotionally delicate or socially delicate subjects such as feelings of isolation and neighborhood tensions.

Power-sensitive facilitation assisted in fostering the discussion flow through the minimization of interruptions and pacing to include all individuals. There were moments, nonetheless, when this approach generated slight tensions, specifically upon the interruption of dominant speakers politely to create space for others. Though such interruptions were handled respectfully, they at times disrupted the normal rhythm of discussion.

Directive facilitation, although helpful in keeping sessions on track, tended to shut down participant exploration. Where there was confusion or disengagement, facilitators tended to become more directive in summarizing information or progressing to the next steps. Although this reestablished structure, it occasionally shut down questioning or reflection that could have enhanced learning.

Consensus-building facilitation helped to bring debates to a close and marked points of transition, but sometimes propelled debates forward prematurely. Consensus checks provided pacing anchors but did not always ensure deep agreement. This is why consensus-building must be coupled with reflective questioning in order to exclude "false agreement" as well as to more accurately reflect stakeholder diversity.

5.2.3 Facilitation Patterns

In both neighborhoods, facilitators consistently moved through a recognizable rhythm of styles: Structured opening → Facilitative exploration → Directive focus → Consensus confirmation. This cycle brought transparency to sessions and enabled facilitators to balance complexity with the potential to facilitate inclusion. Yet, its success was contingent upon facilitator sensitivity to group dynamics and their ability to balance efficiency with openness.

5.3 Theoretical Implications

This work contributes to existing literature that address facilitation as an essential, yet understudied, element of participatory decision-making processes. It is emphasized by Voinov and Bousquet (2010) that participatory modeling methods like GMB and MCDA are reliant to a great extent on stakeholder participation and the manner in which facilitation deals with complexity and promotes inclusive discussion. This research builds on that understanding by illustrating that facilitation is not a static collection of skills but a fluid, context-dependent practice. Facilitators in this study did not adhere to a single style but moved easily among

structured, directive, facilitative, consensus-building, and power-sensitive approaches depending on session phase, participant behavior, and energy flow.

These findings are consistent with Franco and Rouwette's (2011) call for more in-depth examination of the ways in which facilitation affects group learning and decision outcomes in modeling contexts. Additionally, the patterns observed defy traditional expectations as defined in initial MCDA facilitation research (Marttunen, 2011), that control and structure are always advantageous to decision quality.

This study shows how facilitation, when responsive to social dynamics, can help balance participation, manage power asymmetries, and support collective sense-making, as envisioned by Innes and Booher (2004). For this purpose, the study conceptualizes facilitation as not just a procedural role but a strategic and reflexive governance act with direct impact on inclusion, legitimacy, and quality of deliberation.

This research also contributes to the collaborative governance theory framework by showing how facilitation mediates between stakeholder input and institutional aims. Collaborative governance, as defined by Ansell and Gash (2007), relies on building trust, understanding, and shared responsibility for results. Facilitators played a key role in cultivating these conditions in this study, not only through assuring process effectiveness but also through establishing psychological safety, legitimizing multiple knowledges, and forging a space for contention. Through power-sensitive and facilitative facilitation styles, particularly, facilitators ensured that barriers to participation were reduced, thereby strengthening the collaborative ideal of collaborative governance.

From the co-production perspective, the findings confirm that facilitation is key to bridging the gap between expert-driven processes and citizen contributions. While co-production emphasizes the symmetrical relationships between institutions and communities (Bovaird et al., 2015), this research establishes that facilitation styles have an enormous impact on the equality of such relationships in practice. Facilitation that involves experiential knowledge sharing, as mostly observed in GMB sessions, is consistent with the argument that residents are not just informants but co-creators of meaning and models.

Last, the study contributes to deliberative democracy theory by demonstrating that facilitation is most critical in maintaining the quality of public deliberation. Dryzek (2001) and Crocker (2007) note that deliberative democracy requires open, reasoned, inclusive, and egalitarian discussion. In the absence of good facilitation, deliberation can end up entrenching existing hierarchies and silencing marginalized groups. This research provides empirical evidence which indicates that facilitation, particularly when attentive to discussion flow,

narrative space, and voice distribution, is an essential tool for bridging deliberative ideals into substantive practice.

In summary, the research adds to knowledge of facilitation as a strategic, relational, and reflexive act of governance that has far-reaching effects on the legitimacy, inclusiveness, and deliberative quality inherent in participatory decision-making. It maintains that facilitators ought to be seen not only as process managers but also as vital stakeholders in charting out democratic potential within collaborative and participatory governance arrangements.

5.4 Practical Implications

This research highlights that facilitation is a critical governance tool rather than a neutral support function. Facilitators play a crucial role in defining the direction of discourse, participant engagement, and outcome acceptability in participatory processes like GMB and MCDA. Municipalities therefore need to involve facilitation as a participatory design strategic element that requires purposeful planning and committed support.

A core implication concerns the significance of adaptive facilitation. The results indicate that not one approach is effective in all circumstances. Successful facilitators moved among structured, directive, facilitative, consensus-building, and power-sensitive styles as required by the session goals and the group dynamics. This highlights the need for facilitator training that emphasizes adaptability, situational awareness, and the capacity to read and respond to the content and energy of the group moment by moment.

Another key point is the necessity of context-sensitive facilitation. In mixed groups of residents and professionals, differences in experience or confidence generate imbalances. Power-sensitive facilitation moderated these effects by drawing out quieter voices and moderating the dominant ones. Facilitators need to be in a position to detect and respond to these asymmetries in order to enable representative participation.

The study also identifies a reliable facilitation rhythm: Structured opening → Facilitative idea generation → Directive steering → Consensus check. That was used effectively across sessions. This model fostered creative processes with compliance with a clear direction and could serve as a flexible model for future sessions. Local governments may consider adopting this rhythm within their training materials or facilitation procedures.

In short, municipalities that invest in strategic, adaptive, and well-aligned facilitation are more likely to successfully implement participatory processes that are characterized by inclusivity, efficiency, and trust in their communities.

5.5 Limitations

This research contributes to the effects of facilitation styles on participatory decision-making at the municipal level. However, there are some limitations.

First, this research drew exclusively from the transcripts of two single cases. While these transcripts captured a complete account of verbal communication, they excluded non-verbal cues, tone of voice, or spatial dynamics, which are factors that can meaningfully shape group processes and the interpretation of facilitation. In the absence of direct observation or audiovisual recordings, some of the nuance regarding the delivery and receipt of facilitation may have been lost.

Second, the analysis and coding were conducted independently without inter-coder validation. Although efforts were made to increase consistency and transparency in the coding process, the fact that there was no second analyst involved means the result is heavily based on the researcher's interpretation. This reliance on interpretation could add a bit of subjectivity, especially in identifying facilitation styles and their impact on group dynamics.

Third, the study's limited focus influences its generalizability to more broad contexts. The two cases were set in particular neighborhoods in the city of Nijmegen with specific socio-cultural circumstances. Although findings are of high worth and reveal significant trends, they might not be completely transferable to other urban contexts, formats, or populations. Facilitation is highly context-dependent, and additional research is needed to find out whether similar patterns apply elsewhere.

Last, time limitations impacted the research process. Due to the academic calendar and other competing demands, there was very limited time for reflective iteration and revision available during analysis. This may have restricted the potential to explore different interpretations or revisit earlier coding decisions with fresh insight.

Despite these limitations, the research discovered more than enough to provide a nuanced and context-aware examination of facilitation as an active and constructivist aspect of participatory governance.

5.6 Future Research

Based on the findings and limitations of this research, a number of future research directions are suggested to contribute to knowledge on facilitation in participatory governance.

First, future research could incorporate video or in-person observation methods and transcripts to pick up non-verbal cues, spatial configurations, and tonal inflections. Including these further layers of data would strengthen the analytic process by making clear how

facilitation is understood by participants and how it works above and beyond the spoken word. Particularly in participatory contexts where variables such as body position and eye contact have the potential to influence interactions, these methods would provide an enhanced level of analytic insight.

Second, to improve analytical strength, future research should consider inter-coder approaches or collective coding methods. Having multiple analysts involved would validate the facilitation style identification and reduce single interpretation bias. It would also allow space for exploration of more complex or hybrid facilitation approaches that may be challenging to classify.

Third, comparative research between various municipalities or nations could test the validity of the facilitation styles and interaction modes found in this study. Since facilitation is strongly contingent upon local political culture, institutional traditions, and levels of community trust, comparative research would establish the generalizability of these findings beyond the Nijmegen case.

Last, future studies must identify the long-term impacts of facilitation decisions, especially on citizen satisfaction, policy enactment, and government trust at the local level. Although this study considered what occurs during sessions, future studies could research how various facilitation styles impact what comes after these sessions. Examples of this are whether or not the recommendations are adopted, relationships are maintained, or participation is enhanced.

By expanding the scope of research in each of these areas, future research can contribute to a broader knowledge of facilitation as a central means of enhancing inclusive, open, and responsive democratic practices at the local level.

5.7 Reflection

Throughout this thesis project, I experienced a continuous interplay of curiosity, insecurity, and personal development. My interest in the subject came from my connection to Nijmegen. Having grown up in Neerbosch-Oost, which is a lower-income and multicultural neighborhood, and football practices in Nijmegen-Oost, which is a richer part of the city, sensitized me to the disparities within the city. All this instilled profound desire to discover how inclusiveness can be achieved in municipal decision-making processes. The personal connection established from the beginning gave the project meaning.

At the same time, I also wrestled with feelings of insecurity, which were mainly centered on the perception that I was not an expert on the subject. This perception caused me

to second-guess numerous decisions, particularly those instances wherein I had to interpret intricate group dynamics or facilitation styles. More often than not, I found myself thinking, “What makes me the right person to determine if this was executed properly?” This line of thinking at times hampered my ability to draw concise analytical conclusions.

One major challenge I encountered was in the process of the literature review. I had a lot of trouble finding the right sources. However, instead of asking for help, I continued to try on my own, often wasting hours going in circles. In retrospect, I see that asking for help would have saved me time and led to more clarity. Similarly, I often avoided going back to rewrite parts of my thesis. Once I had created a text that I considered “acceptable,” I was reluctant to change it, scared I would worsen the text. This attitude made my writing process more rigid than it needed to be.

Procrastination was also a specific issue for me, although in a somewhat unusual manner. With several other responsibilities like other schoolwork, work, sports, and social activities, I usually had a few hours a day in which to work on my thesis. In a somewhat ironic fashion, when I had very little time to spare, I would find myself reasoning that such a little amount of time made any meaningful progress impossible, and I would do nothing at all. In retrospect, this was less about time management and more about self-doubt. I understand now that taking even small steps would have kept the momentum going.

In spite of these challenges, I still developed myself properly. My critical thinking has increased significantly, and I have developed greater ease in tackling academic writing. I have developed greater patience with the process and have accepted the premise that writing is imperfect by nature and very iterative! If I were to redo this thesis, I would begin it sooner, not only to ensure timely completion, but also to open up more opportunities for feedback, revision, and reflection.

Interestingly, this thesis also changed my attitude towards research. I’ve never been drawn to academic research, but this project made me feel different. Because the topic was personal, I felt like I was doing something concrete, something that might matter to individuals in cities like Nijmegen. That made all the challenges worth it.

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Appendix

Appendix 1: Explanation of Social Base

Retrieved from workbook from Session 1 from Hatert:

Uitleg over context

geeft aan de hand van twee dia's (Opgave sterke sociale basis en Stappenplan naar een integraal stadsdeelprogramma) een overzicht van de context waarin deze sessies plaatsvinden. De ambitie van een sterke sociale basis is omschreven als een stad waar inwoners zich thuis voelen en vanuit eigen kracht deelnemen aan de maatschappij. Er is respect, onderlinge steun en welbevinden. De sociale basis is dan dat wat je nodig hebt om jezelf te kunnen redden, waar nodig met behulp van je familie of buren. En dat je de weg kunt vinden naar hulp als dat nodig is. Essentieel is dat mensen het gevoel hebben erbij te horen, iets bij kunnen dragen en zo nodig ergens op terug te kunnen vallen.

Appendix 2: Overview of eight sessions used for analysis

Session	Neighborhood	Date	Session Type	Participants	Main Activities	Duration
1	Hatert	23-9-2024	GMB	± 3 facilitators, 6 professionals and 6 residents	Welcome and participant introductions, followed by a discussion of the project background. Participants identified key neighborhood issues and shared personal experiences to shape the initial problem framing.	2h 15m
2	Hatert	14-10-2024	GMB	± 3 facilitators, 6 professionals and 6 residents	Review of the draft workbook prepared after Session 1. Participants gave feedback on the content and structure, leading to a refinement of problem definitions and clarification of the most pressing concerns.	2h 56m
3	Hatert	4-11-2024	GMB + MCDA	± 3 facilitators, 6 professionals and 6 residents	Final validation of the causal loop model with participants. Feedback from Session 2 was integrated, and the group worked collaboratively to finalize the model in preparation for the MCDA session.	3h 15m
4	Hatert	25-11-2024	MCDA	± 3 facilitators, 6 professionals and 6 residents	Development of decision-making criteria based on the themes of previous sessions. Participants individually and collectively assigned weights to these criteria to reflect their relative importance.	2h 27m
1	Nijmegen-Zuid	8-10-2024	GMB	± 3 facilitators, 6 professionals and 6 residents	Welcome and introductions, followed by a discussion of the neighborhood's development goals. Participants shared perspectives on what they value in the area, helping shape the focus for subsequent modeling.	2h 22m
2	Nijmegen-Zuid	29-10-2024	GMB	± 3 facilitators, 6 professionals and 6 residents	Reflection on insights from the first session and initial development of a conceptual model. Participants shared feedback, mapped causal relationships, and structured key issues into clusters.	2h 56m
3	Nijmegen-Zuid	19-11-2024	GMB + MCDA	± 3 facilitators, 6 professionals and 6 residents	Finalization of the causal loop model and translation of its components into MCDA criteria. The group refined variables, defined relevant criteria, and began preparing for evaluation.	02h 48m
4	Nijmegen-Zuid	10-12-2024	MCDA	± 3 facilitators, 6 professionals and 6 residents	Development and individual/group weighting of decision criteria. Participants assessed priorities and reflected on the implications of different weighting outcomes for decision-making.	3h 05m

Appendix A1: Encouraging open-ended reflection with facilitative facilitation

F: Willen we nog door dit model lopen?	Facilitative facilitation	Offers participants a choice in process direction
F: Nou, welk thema zie jij daarin?	Facilitative Facilitation	Facilitator invites the participant to identify meaning from their own perspective

F: Ja. Is er nog een ander thema? Nee?	Facilitative Facilitation	Offers a final opportunity for new input
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F: Misschien nog wel weer, maar dan kan je naar de statistieken vragen. Maar goed, als je... Ja, daar heb je natuurlijk vooroordelen en vooroordelen hebben daar een negatieve invloed op. Ik weet niet of het nog een beetje te volgen is?	Facilitative Facilitation	A self-check from the facilitator that opens space for clarification
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Appendix A2: Validation of variant perspectives with facilitative facilitation

F: Een feest van loops, hè?	Facilitative Facilitation	Uses humor and affirmation to validate group effort
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F: Is dat makkelijk te doen? Met een beeldje of met een afdruk?	Facilitative Facilitation	Offers flexible engagement modes
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F: Kun jij dat onder de 60 plus zien? Zie jij dat er voldoende in?	Facilitative Facilitation	Asks participant to reflect on statement
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Appendix A3: eliciting contributions that had not been made before with power-sensitive facilitation

IJEDEREEN PRAAT DOOR ELKAAR DUS FACILITATOR BRENGT ORDE AAN DE GROEP!	Power-Sensitive Facilitation	Tries to restore balance in group interaction and discussion flow
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F: Even centraal nu!	Power-Sensitive Facilitation	Asserts order during overlapping discussion
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F: ...mag ik heel even, als je me toestaat.....	Power-Sensitive Facilitation	Politely seeks participant to not interrupt him
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F: Misschien even centraal. Even een voor een praten!	Power-Sensitive Facilitation	Politely re-establishes order to ensure turn-taking and equal voice
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Appendix A4: Invite to co-control pacing with facilitative facilitation

F: Teamgenoten tevreden?	Facilitative Facilitation	Gauges group satisfaction
F: Wil er nog iemand een laatste opmerking? [Facilitator], dan voor jou de laatste opmerking.	Facilitative Facilitation	Provides closure space while prioritizing participant voice

Appendix A5: Confirming consensus

F: Mee eens?	Consensus-Building Facilitation	Brief but direct request for agreement
P: Ja. Dat is zeker.		

F: Zitten jullie ook... Zijn jullie het daarmee eens? Dus af en toe graag een keertje knikken en dan hebben we een idee van... Ja, dat is waar. P: Ik vind het niet bestaanszekerheid en kwaliteit sociaal... Kwaliteit sociale basis Hatert, dat lijkt me gewoon heel neutraal. Kwaliteit kan twee kanten op.	Consensus-Building Facilitation	Seeks visible group affirmation and consensus through collective agreement gestures.
F: Gaan daar de handen voor op elkaar?	Consensus-Building Facilitation	Checks group consensus

F: Dat is een minnetje dus. Ja, dus... Dan heb je meteen een voorbeeld van een plusje en een minnetje. Die ik net in mijn kunstmatige voorbeeld had gebruikt, komt hier meteen naar voren. Dus, jullie zijn het erover eens? Ik zie weer twee duimen. Nee, een grapje. Maar gewoon zeggen als je het niet meer weet. Dus dat we samen het gesprek voeren hierover. Dus armoede kwam naar voren. Wat zijn andere dingen die op ditzelfde vlak zitten of misschien wel van totaal andere orde zijn en die je nu graag naar voren zou willen brengen?	Consensus-Building Facilitation	Facilitator checks for agreement across the group to solidify shared understanding of the causal logic.
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Appendix A6: Fostering clarity with structured facilitation

P: Maar die criteria zijn voor de opties die we al hebben opgeschreven?		
F: Nee, het zijn dus die zaken als toegankelijkheid, bereikbaarheid. Dus waaraan moeten de opties voldoen om straks een goede verandering te zijn ter goede van de kwaliteit van de sociale basis in Hatert.	Structured Facilitation	Clarifies conceptual confusion
P: Alle opties in principe?		

Appendix A7: Enriching content of discussion with facilitative facilitation

F: Helder. Mag ik een informatieve vraag stellen? Hoe denk je dat dat in het model dingen gaat verbeteren? Hebben jullie dan daar expliciet naar gekeken?	Facilitative Facilitation	Encourages participant to connect real-world ideas with system logic
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F: Ja, dat is zeker een optie. Ik val het ondersteunen voor ze. Laten we hem pakken. Als we nou die optie drank gebruiken, dat is denk ik geen thee, maar iets alcoholisch. Iets wat ontspant. Ik ga allemaal naar daar. Waar zou die op aankrijgen, die drank van jou? Gaat dat je mentale klachten verminderen? Gaat dat je mentale gezondheid verbeteren? Gaat dat je stress verbeteren?	Facilitative Facilitation	Uses a provocative hypothetical to explore real-world factors even though getting interrupted
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Appendix A8: Placing flow above understanding with directive facilitation

F: Ja, alle opties moeten daar aan de criteria toe.	Directive Facilitation	Straight forward, rules are set based on this statement
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F: Maar je begon bij directheid?	Directive Facilitation	Directs the conversation so stay on track
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Appendix A9: allowing humor to re-energize the group with facilitative facilitation

F: Ja, onder de douche haha	Facilitative Facilitation	Shares in participant humor
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F: Weer of geen weer he? Dat dansen	Facilitative Facilitation	Casual and humorous
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F: Ja, gratis vuilniszakken!	Facilitative Facilitation	Builds on participant's idea
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F: Een feest van loops, hè?	Facilitative Facilitation	Uses humor and affirmation to validate group effort
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Appendix A10: Employment of power-sensitive facilitation to manage speaking time

F: Mag ik hem even pauzeren? Ik hoor graag iemand die nog niet aan het woord is geweest.. Jij wilde net iets gaan zeggen.	Power-Sensitive Facilitation	Restores turn-taking and ensures a participant isn't overlooked
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Appendix A11: Emergent patterns in Hatert

F: Nou, we houden hem vast. We gaan daar nog een keer verder kijken naar die opties. Die dingen die jullie nu moeten noemen. Zet ze erbij.	Structured Facilitation	Reaffirms the importance of ideas and provides a clear instruction to record them
F: Ik vraag me af of nou het criteria wat jullie beide noemen eigenlijk, vernieuwendheid, of dat er dan ook in staat. Maar dat is misschien nog een goede optie te voegen.	Facilitative Facilitation	Reflects participants' earlier suggestions back into the process
P: Ja, is het. Ja, maar ja.		
F: Maar dat hangt af van het milieu.		
P: Nou, misschien wel. Moet dat wel. Want		

mensen zijn ook snel misschien niet gemotiveerd. Niet gemotiveerd, hè.		
F: Nou, ik vind ook misschien, die jij net noemde, of tenminste wat je gedaan hebt, is echt aan de bewoners gaan vragen.	Directive Facilitation	Acknowledges participant effort and re-centers value on community engagement
P: Ja, nee, dat zal...		
F: Ja, maar dat stukje juist is zo belangrijk. Communiceren. Ja. Vragen wat moeten we doen? Wat willen jullie? Ja. En daar ook wat mee doen. Dat is zo enorm belangrijk. Die communicatie is denk ik nog veel belangrijker dan alle ideeën. Op het moment dat je gaat communiceren komen de ideeën, denk ik, wat we nu ook doen, er zelf los. Maar je moet beginnen met communiceren.	Consensus-Building Facilitation	Trying to build consensus

F: als je gedurende het gesprek nieuwe dingen, nieuwe inzichten naar voren komen, moet je die erbij zetten op dezelfde manier zoals we dat vorige week gedaan hebben, vorige keer. Het punt, de variabele aanbrengen en dan vervolgens vertellen wat, waarom je dat wil en hoe die gekoppeld is aan iets anders.	Structured Facilitation	Gives process guidance on how and when to introduce new inputs
F: Je houdt op op het moment, of je houdt niet op zou ik het kunnen zeggen, zolang je nog niet een verhaal af hebt. Dus dat je niet kunt vertellen van zo zitten dingen in elkaar.	Facilitative Facilitation	Encouraging exploration until participants feel they've reached understanding.
F: Dus dan heb je functioneren, dan heb je de frustratie, dan op weg geholpen worden. En hoe gaat het dan vervolgens	Directive Facilitation	

<p>naar kwaliteit? Je noemt er in de goudigheid al een paar nieuwe, dus dat beantwoord op je vraag. Daar kunnen dingen bij komen. Ik zie hier voorlopig nog knikken. Je moet dit dadelijk in de groep afstemmen, als iedereen het daarmee eens is, met je redenatie. Maar zo in de goudigheid, die... Hoe was de laatste variabele?</p>	<p>Consensus-Building Facilitation</p>	<p>Directs participant into answering 58question</p> <p>The facilitator explicitly encourages validation of reasoning by participants</p>
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Appendix A12: Providing clear structure with structured facilitation

<p>F: Om te beginnen zijn er woorden, variabelen die een kleurtje hebben. Je weet eigenlijk dat je een geel-oranje kleurtje rechts onderin hebt. Je hebt groen midden onderin en rood aan de linkerkant. En zwart. Die drie verschillende kleuren zijn de drie verschillende thema's waar jullie de vorige keer mee bezig zijn geweest. Doordat ze dus zijn gekleurd zie je ook mooi waar de verbindingen liggen en waar ze wat dichter bij elkaar zitten en waar ze wat losser van elkaar staan. Het zwarte is het gedeelte dat we in de eerste sessie hebben gemaakt en gewoon ongewijzigd is. Dus op die manier kan je de verschillende thema's nog uit elkaar horen. Daarnaast zijn er ook verschillende pijltjes met die kleurtje. Bijvoorbeeld de pijl van Matching, Vraag en aanbod die bovenaan</p>	<p>Structured Facilitation</p>	<p>Provides clear visual and conceptual organization of themes</p>
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staat. Naar mentale drempels voor deelname. En de linkerkant is dat pijltje. Een rode pijl.		
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F: ...En wat we eigenlijk als eerst gaan doen is een korte brainstorm. Dus even nadenken over een aantal dingen, individueel, dus even nog zonder discussie...	Structured Facilitation	Prevents early domination
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Appendix A13: Guiding discussion with facilitative facilitation

F: Of jij zegt eigenlijk misschien samenvoegen.	Facilitative Facilitation	Echoes participant's suggestion
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F: Kan je het nog een keer zeggen? De bewoners impact. Zowel in het vormen van de ideeën als in het uitvoeren.	Facilitative Facilitation	Requests clarification
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F: Welke vallen dan onder taal? Welke zie jij dan onder taal? Welke zie ik onder taal? Zeg maar een grote groep thema's die dan taal kunnen...	Facilitative Facilitation	Uses open questions to encourage sense-making
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Appendix A14: Facilitative facilitation allowing personal experiences to better the conversation

F: Mooi dat je dat deelt. Zo.	Facilitative Facilitation	Supports emotional safety
P: Ja, wij zetten ons al een aantal jaren in voor de eenzame ouderen, slash bewoners in Brakkestein. Die zijn heel leuk te vinden. Ik krijg het wel van de superhand van de bewoner binnenkort.		
F: Zijn ze er dan?	Facilitative Facilitation	Light follow-up question

P: Ik ben daar een beetje waar aan denk ik, maar ik		
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<p>heb ook al een beetje teruggekomen. Ik heb oorzaak, ik heb ook geschreven, individualisering in het algemeen, in social media, denk ik dat dat ook mee te maken heeft. Ja, ik denk dat, wat we gewoon heel veel zien is bijvoorbeeld dat we meerdere aanmeldingen krijgen van eenzaamheid en dat zijn gewoon dan drie mensen die in dezelfde kleine straatje wonen, die allemaal eenzaam zijn. En inderdaad, wat dan aansluit bij jou van, blijktbaar is het er helemaal toch heel groot dat je niet goed contact maakt met elkaar. Dus ja, en dat horen we ook van de studenten terug, ook in het studentencomplex enzo. Er zijn nog wel meerdere aanmeldingen in hetzelfde complex waar heel veel eenzaamheid is. En dat je ook terug hoort van de studenten van ja, van hoe is dat dan bijvoorbeeld op de HAN, ja iedereen is er dan wel, er zijn al studieappels, maar iedereen zit dan in zijn eigen telefoon gedoken. En gevolg heb ik ook meer ervaren eenzaamheid.</p>		
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Appendix A15: Directive facilitation manages process efficiency

<p>F: Zullen we... Overal. Ja, want deze discussie is prima voor in de subgroepen zometeen.</p>	<p>Directive Facilitation</p>	<p>Light interruption to shift from in-depth debate to planned breakout work</p>
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Appendix A16: Using power-sensitive facilitation when participants interrupt

[WORDT ONDERBROKEN]		
F: Oké. Wacht even, voor de pand. We gaan die criteria ordenen. Dus welke criteria zijn meer en minder belangrijk. We gaan opties uitwerken op nieuwe bedenken. En we gaan ook de criteria en opties aan elkaar koppelen. En dat doen we ook in die volgende. Dus eerst criteria, dan opties en dan combineren. Ik of [3 facilitators] leggen uit wat de bedoeling is. Twee groepjes kunnen naar boven, want daar is het warmer. [facilitator] blijft hier. En het liefst vier, vijf personen per groep.	Power-Sensitive Facilitation	Makes sure to finish story when interrupted

Appendix A17: Handling participants inputs with facilitative facilitation

F: Precies, ja. Misschien kunnen we daar een discussie over hebben.	Facilitative Facilitation	Opens discussion further
F: En wat zou je voorstellen dan?	Facilitative Facilitation	Invites the participant to offer an alternative formulation

Appendix A18: Promoting discussion with facilitative facilitation

F: Als er nog andere punten zijn, laat het ons weten. Laat ons het was weten. Spreek ons nu aan. Dankjewel.	Facilitative Facilitation	Leaves space for final concerns
F: ... Ook hier geldt weer, er is niks goed of fout. In principe vraag ik altijd aan	Facilitative Facilitation	Lowers barriers to entry and encourages contributions

de hele groep of iedereen het er mee eens is op welke manier die variabelen aan elkaar worden verbonden. Durft er iemand een eerste variabele te nemen? ...		
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Appendix A19: Testing for consensus with consensus-building facilitation

F: Dus dan maken we daarvan inclusie, of dan moeten juist. Ja.	Consensus-Building Facilitation	Looks for agreement to rename theme based on input of group
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F: Is het ook voor jullie zo goed verteld? Een beetje herkennen?	Consensus-Building Facilitation	Checks for group clarity
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F: Ik wil voorkomen dat we nu weer 20 plaatjes hebben voor dat we gaan verbinden. Jij begon met armoede en financiële stress, toen noemde iemand participatie. Op welke manier... Jij zag hem, armoede gaat direct naar die kwaliteit en iemand anders zei nee, participatie zit daar nog tussen. Iedereen het daarmee eens? ...	Consensus-Building Facilitation	Summarizes group input and asks for consensus
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F: Dat is nu vanuit alle expertise die hier aan tafel zit, vinden jullie dit een logische relatie? Dat wat hier eigenlijk staat.	Consensus-Building Facilitation	The facilitator turns a challenge into a collective judgment
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Appendix A20: Emergent patterns in Nijmegen-Zuid

F: Kwaliteit gaat over... Het idee is om de kwaliteit te verhogen. Dus om zaken te bedenken die bijdragen	Facilitative Facilitation/Structured Facilitation	Clarifies key terms and redirects toward analytical
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<p>aan het verbeteren van die sociale basis. Maar op dit moment hoef je nog niet te denken in oplossingen. Maar gaat het heel erg over als ik nou denk... over die sociale basis. Wat zijn dan oorzaken en wat zijn gevolgen? We beginnen even bij de oorzaken. Wat zijn dingen die daar van invloed op zijn?</p>		<p>framing, while helping with the participant's problem</p>
<p>P: Kan je een voorbeeld geven?</p>		
<p>F: Nou, bijvoorbeeld... Kan iemand er eentje geven? Ik kan er wel een geven. Ja, nog?</p>		
<p>P: Ik weet, vorig jaar of twee jaar geleden hadden we een paar mensen uit Schakel. Die hadden een Halloweenparty georganiseerd. Dan wordt er subsidievraag aan, zo vergeten al. Dat was een hele leuke gezellige avond, dag, middag. Druk. Ik vraag de mensen: "Maak eens een foto, onherkenbaar, schrijf eens een stukje voor een lijst al." Ja, en dat ontbreekt. Dan zijn die mensen niet kunnen zo makkelijk schrijven, maar... Hoe bereid je jongeren?</p>		
<p>F: Wat bedoel je dan? Bedoel je dan het feit dat je avond waarde heeft voor de sociale basis? Of bedoel je dan het feit dat als je daar een stukje over kan schrijven en dat je schrijfvaardig bent, dat dat een toevoegde waarde heeft voor de sociale basis?</p>	<p>Facilitative Facilitation</p>	<p>Open clarification question</p>
<p>P: Misschien wel bij de noemen van verleden wordt wel het doel georganiseerd in de wijk.</p>		
<p>F: Maar wacht even, ik wil niet dat we nu al een hele erge discussie, want dat</p>	<p>Directive Facilitation</p>	<p>Asserts structure</p>

<p>komt zo meteen. En dat gaan we echt doen en daar hebben we heel veel tijd voor. Maar je noemt eigenlijk al twee voorbeelden. Enerzijds het kunnen communiceren over dingen, anderzijds het organiseren van evenementen. Dit zijn al twee mogelijke oorzaken en ik snap heel erg dat je erop wil in gaan, maar dat is even nog niet het moment.</p>		
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<p>F: Wat we gaan doen, volgens mij hebben jullie veel opgeschreven, dat is in ieder geval mooi. Alles wordt sowieso meegenomen. Wat we nu gaan doen is aan iedereen vragen om één oorzaak of gevolg hier op dit whiteboard te komen plakken. Dat doen we omstebeurt. Dan mag je ook een korte toelichting geven van wat je hebt opgeschreven en heel kort waarom. Dit doen we een ronde. Waarschijnlijk lukt het ons ook wel om een tweede ronde te doen. Je zult ook zien dat je misschien andere mensen al dingen oplakt die jij ook had. Helemaal prima, dan kies je een ander briefje. En uiteindelijk willen we graag alle briefjes innemen en die... nemen we echt wel allemaal mee. Maar ik denk dat het uitdagend is om alles toe te lichten en alles hier op het bord te zetten. Klopt het dat jij al nagedacht hebt over één belangstelling? Zou je die kunnen opplakken? En kort toelichten wat je hebt opgeschreven.</p>	<p>Structured Facilitation</p>	<p>Introduces group-sharing procedure with clear instructions</p>
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<p>P: Ik heb als oorzaak een gebrek aan kennis over omgaan met anders zijn. Ik heb een beetje one size fits all. Want mensen die tot de LHBTQ groepen behoren, somber zijn. Dus als je daar geen kennis en vaardigheden onderling over hebt, dan wordt het niet in een sociaal netwerk, in een natuurlijke netwerk opgevangen. Mensen reageren bijvoorbeeld op rouw. Ja, misschien wel in het eerste jaar wel, maar daarna nooit meer. Dus gebrek aan kennis over hoe je omgaat met elkaar met juist de moeilijkere onderwerpen. Dan wordt er eigenlijk te veel opgeschaald. Als de buurvrouw s'nachts door een psychose piano gaat spelen, wordt de politie gebeld. Terwijl we willen nou juist eigenlijk dat je de vaardigheden en de kennis hebt in je natuurlijke netwerk om dat op te vangen. Dat het te snel wordt opgeschaald naar de professionals. Waardoor we eigenlijk steeds meer individuele eilandjes worden.</p>		
<p>F: Dankjewel. Zal ik voor jou eentje uitkiezen, je mag het wel toelichten.</p>	<p>Facilitative Facilitation</p>	<p>Offers soft and supportive help</p>
<p>P: Ik heb weten wie helpt als dingen niet goed lopen. Slash waar je signalen neer kan leggen. Ik heb zelf dan meegemaakt dat de spanningen bij ons... in het appartementencomplex heel hoog op konden lopen. Alleen dat als je Talis belde, dat ze zeiden: "Ja, dat moet je zelf oplossen." Terwijl er heel veel uiteindelijk opgelost is doordat gewoon iemand</p>		<p>Good contribution after FF</p>

van Talis is met alle partijen en iedereen kwam praten en afspraken maken.		
F: Dankjewel. Het is trouwens mogelijk, en je mag best op elkaar aanhaken of een vraag stellen. Maar het liefst niet in discussie, geen discussie, maar gewoon uitleg of iets zeggen, dat mag zeker.	Directive Facilitation	Encourages interaction but sets limits to avoid derailment

F: Heb ik ze van iedereen? Er was net een vraag of ik een paar misschien even kon noemen. Want het is natuurlijk iets te veel om nu iedereen te gaan laten vragen om dit te doen. En nogmaals, we komen hier in de volgende sessie op terug. Want dan zijn niet alleen die criteria van belang, maar ook, jullie hebben natuurlijk heel veel opgeschreven. Dan ga ik ook gewichten geven. Dus aangeven hoe belangrijk je bepaalde criteria vindt. Maar wat ik hier bijvoorbeeld lees is haalbaarheid... Kosten, nog een keer haalbaarheid. De bereikbaarheid, het bereiken van de doelgroep. De opbrengst, duurzaamheid, kun je iets structureel neerzetten. Faciliteiten, voorzieningen, meer over de fysieke plek. Inclusiviteit, toegankelijkheid, haalbaarheid. Nou, als je hoort, er is al best wel wat overlap. En ik ga iedereen iets in de hand doen. Wij nemen dit mee en we gebruiken dat dus eigenlijk in de volgende stap als we richting die prioritering gaan. Dan gaan we dit	Structured Facilitation	Organizes and clarifies next steps
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<p>verder uitwerken, maar wij doen daar even een clustering slag op zodat het niet zo heel veel is. Ja? Dit was eigenlijk alleen een apart stukje, gaan we nu wel echt daadwerkelijk kijken naar het model. Ik heb het model hier een aantal keer op A3 uitgeprint. Misschien is het gewoon fijn als je het hier voor je hebt. Het komt uit een werkboek. Voor de mensen die liever een werkboek hebben dan een beeldscherm.</p>	<p>Facilitative Facilitation</p>	<p>Accommodates different needs</p>
<p>F: Ja, ik heb hier ook nog een gekleurde versie van het boek. Met dus gekleurd die kleurtjes ook die hier ook staan.</p>		
<p>[FACILITATOR SCHEPT ORDE BIJ MENSEN DIE ER DOORHEEN PRATEN]</p>	<p>Directive Facilitation</p>	<p>Classic intervention Participants are engaged again</p>
<p>F: Wat ik van belang vind is dat we even kijken naar de eerste kant van het model. Dan kun je heel kort zo meteen even van, oh ja, wat staat hier over weer, wat betekenen de verschillende kleuren, de kleuren, vooral voor de mensen die er de vorige keer niet bij waren, wat hebben we eigenlijk gedaan. En dan hebben we in het werkboek een aantal vragen neergezet. Die zie je hier op de slides, maar die vind je ook in het werkboek op pagina...</p>	<p>Directive Facilitation</p>	<p>Steers attention to a specific element</p>
<p>F: Die laatste pagina.</p>		
<p>F: Even kijken hoor. Pagina 8 en 9. Dat waren een aantal vragen die we hebben gesteld over het model op basis van discussies en de dingen die we hebben gehoord. En een aantal van jullie heeft daar al via de mail op gereageerd. Wat super fijn.</p>		

<p>En ik denk dat [facilitator], jij hebt die informatie dus jij kan daar iets over zeggen. Een aantal mensen hebben dat misschien op papier gedaan. En die hebben dat misschien mee. Dus dat is misschien goed om even over te zeggen. En het kan natuurlijk zijn dat in het gesprek nu dingen naar voren komen die we nog willen wijzigen. En ik hoop dat we dit als groep... kunnen doen in relatief korte tijd. Als het blijkt dat er toch nog bepaalde onderdelen uitwerking vragen, dan gaan we wellicht toch in groepjes uit één. Maar ik denk dat in ieder geval deze vragen bespreken op dit moment wel even als gehele groep kan. Ja?</p>	<p>Facilitative Facilitation</p> <p>Consensus-Building Facilitation</p>	<p>Wants consensus, even if subgroups are necessary</p>
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<p>F: Ik hoor het hier ook al niet mee eens. Nou ja, niet direct. Er zitten gewoon dingen tussen. Dan houden we voor nu die lijn alsof die er nooit is geweest. En dat waren de suggesties en de wijzigingen die we door hadden gekregen van tevoren. Dus daarom is dat ook makkelijk om zo te bespreken. Ik denk dat het dan... Zijn er nog hele dringende vragen? Iets...</p>	<p>Structured Facilitation</p>	<p>Finalizes model editing</p>
<p>P: Over die andere... Dingen komen die nog terug in de subgroep dus?</p>		
<p>F: Die waren net... Ik dacht, voordat alles doorneemt, want er kost heel veel tijd, daar zijn we nu ook even mee bezig. Dus ik voorselecteer de dingen die in ieder geval in het werkboek al zijn gezegd. Er zijn nog hele</p>	<p>Facilitative Facilitation</p>	<p>Provides flexibility to improve discussion</p>

<p>dringende zaken die je nu ziet, waar je nog wat aan wilt verbinden. Kunnen we daar ook nog even over hebben. Maar dat kunnen we misschien ook zometeen in de subgroep doen. Ja, mag ook hoor.</p>		
<p>P: Want ik had nog wel één waarvan ik dacht...</p>		
<p>F: Laten we het in de subgroep doen, want ik denk dat het veel tijd vraagt.</p>	<p>Directive Facilitation</p>	<p>Wants a part of the discussion to go to the subgroups</p>