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| **Supplemental Table 2. Themes, Categories, and Meaning Units related to café staff** | |
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| **Theme 6. Composition and roles of staff consisting of citizens, students, and professionals** | |
| ① Composition of volunteer-based staff including students | |
|  | There are few professionals, and it is made up of volunteers from the community and students. |
|  | I realized that citizen/student volunteers could function as café staff if their competencies were strengthened appropriately. |
| ② Vitality by gathering from many generations | |
|  | There is vitality by gathering from many generations, and the staff can see from various viewpoints. |
| ③ Fulfilling staff number and individual correspondence | |
|  | Since there are many staff considering the numbers of guests, they corresponded to guests individually. |
| ④ Roles played by professional staff | |
|  | It is important to have a place where guests can talk with the local professionals with ease in the same line of sight. |
|  | In addition to the coordinator, members of the professional staff respond to family consultations |
| ⑤ The role that the coordinator plays | |
|  | The coordinator plays a role through understanding the situation of people with dementia and their families and coordinating how to engage staff and volunteers with them. |
|  | The competence of the coordinator overlooking the whole affects the comfort of those who participate. |
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| **Theme 7. Repeated learning, enthusiasm, and perspectives of the staff** | |
| ① Staff's repeated learning and sense of responsibility and the pride coming from it | |
|  | It was said by a staff member that repeated learning creates the present good situation. |
|  | Not as volunteers acting while receiving instructions, but they play a functional role with the awareness of the staff. |
|  | I am convinced that professionals have taken the time to increase the competence of the staff. I also learn that it would be possible to do it, and I could do it without being impatient. |
| ② Volunteers demonstrate their respective roles and areas of specialty | |
|  | The quality of each volunteer is high, and each specialty field has been fully utilized. |
| ③ Depth of thought and enthusiasm of experienced staff | |
|  | Strong thoughts and feelings of each staff member who values people with dementia and families |
| ④ Operation that makes full use of various viewpoints including people with dementia, families, and staff | |
|  | Volunteers and guests are taken into consideration, and I think that it is very important for them to apply each viewpoint to the management of a café. |
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| **Theme 8. Information sharing and unity among the staff in the after-café review meeting** | |
| ① Importance of sharing information through the staff meeting | |
|  | I felt that it was also a trigger to think about how to face various issues from a new perspective. |
|  | Through each discussion, I felt that the recognition of the staff came to be unified and headed in one direction. |
| ② Looking back to make the café better | |
|  | By looking back immediately on the day, staff can consider and send an activity report for the next activity without any loss. |
|  | About the contents of the café, the staff was talking about improvement points and ingenuity points for the next time. |
| ③ Team power that mutual understanding among staff creates | |
|  | The café was managed while cherishing the mutual opinions of the staff. |
|  | They mutually acknowledge each other, encourage each other, and work with common thoughts. The feeling of the staff is united. |
|  | Staff members cooperate with each other on a case-by-case basis and respond accordingly on the spot. |
| ④ Innovation of café records and information sharing method | |
|  | I felt that leaving daily activities as a record and their accumulation are very important for sharing information. |
|  | Simple personal charts were created and easy to understand, and it became clear what each guest liked and what was difficult. |
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| **Theme 9. Motivation of staff to know the needs of guests and their aim to create a pleasant environment** | |
| ① Creating a place that can offer relief for people with dementia and their families | |
|  | I felt that communication techniques and the respect of staff to understand thoughts, anxieties, and future wishes of people with dementia and their families are important. |
|  | I learned a lot from the natural responses of volunteers involved in relieving anxiety and the fear of memory loss and making it a fun space. |
| ② Fine consideration and awareness of staff | |
|  | The staff members caught up with guests in various situations and were finding out the details of each person’s wishes. |
|  | Basically, people with dementia came with the family, and I learned a lot from the experience that the staff respond to them considering their living context. |
|  | From the situation the staff is in contact with, it is hard to understand who are the people with dementia and who are the family. I thought that the way how to communicate with them was sophisticated. |
| ③ Mechanism for encouraging interaction among participants | |
|  | I felt that people with dementia and their family members could experience each other’s anxiety and gain a future perspective by actively conducting conversations among those in the same situation with facilitation by the staff. |
|  | To see information exchange between families while chatting in a small group, I felt the consideration of the staff and volunteers. |
|  | Through taking a walk and the natural atmosphere, staff help families to talk to each other. |
|  | I felt the importance of having a space for conversation with various people. |
| ④ Care while checking the status of both people with dementia and their families | |
|  | Each state can be grasped while communicating with the people with dementia and their families alternately. |
| ⑤ Balance of listening, advice, and engagement density | |
|  | The timing to move from listening attentively to providing concrete advice and information seemed to be deeply considered. |
|  | I learned that it could be important how to grasp the true intention and mind of guests through the first assessment and conversation, which would be important to establish the future direction of the individual care. |

In this table, categories composing the theme are shown in numerical order. Representative meaning units are also shown in each category.