From planning to doing; How to design learner-centric training programs for adults? Case Timeout training

Hannele Laaksolahti

Laurea University of Applied Sciences

From planning to doing; How to design learner-centric training programs for adults? Case Timeout training

Hannele Laaksolahti
Degree Programme in Service Innovation and design
Master's thesis
September, 2020

Laurea University of Applied Sciences **Abstract**
Degree Programme in Service Innovation and Design
Master of Business Administration

Hannele Laaksolahti

From planning to doing; How to design learner-centric training programs for adults. Case Timeout training

Year 2020 Number of pages 148

The purpose of this master's thesis is to develop a model of program planning for adult training utilizing service design methodology and user-centric design approach. As a result of the thesis a model called "Learner-centric design path for adult training" (LDP) is presented. The model is developed for further use in training program design processes ranging from informal to formal training settings and from face-to-face to virtual environments. The context of the development cases presented in the thesis is a project called Timeout carried out by the Finnish Innovation Fund Sitra fostering the competence of constructive dialogue in the society. The more specific scope of the project in this thesis is a process conducted in 2018 of developing the Timeout operating model into an open source scalable training concept utilizing service design approach and co-creation.

The theoretical framework of this thesis is positioned in the intersection of adult education and service design. Theories explaining adult learning approaches and orientations are covered and various classical and modern models of program planning are presented. The main theories from the service design tradition covered are Service and Customer-dominant logic and theories of co-creation. Theories and concepts aiming at combining these two fields are presented such as learning experience design, iterative development, training and learning design and development of open source training programs.

Design criteria for the training program planning model developed are created as a result of the theory review. Development cases presented include various service design driven methods in combination with program planning tools and methods used in training design. The data gathering methods of the cases are interviews, observation, dialogues and workshops. The development cases are analyzed in abductive manner placing the empirical findings in dialogue with the theoretical framework to create the LDP model. The main result of the thesis is the LDP model consisting of a visualization and a table of each design phase including tools and frameworks developed for further use. The thesis suggests that emphasis should be given more to the ways learning processes are designed to foster meaningful learning experiences in adulthood and to promote a high level of knowhow in our societies in the future.

Keywords: Training program design, Learner-centric design, Co-creation, Learning experience design, Learning design, Training design, Open source training

Laurea-ammattikorkeakoulu **Tiivistelmä**
Degree Programme in Service Innovation and Design
Master of Business Administration

Hannele Laaksolahti

Suunnittelusta tekemiseen; Oppijakeskeisten aikuiskoulutusohjelmien muotoilu. Tapaustutkimus Erätauko-koulutuksen kehittämisestä.

Vuosi 2020 Sivuja 148

Tämän opinnäytetyön tarkoituksena on kehittää oppijakeskeinen aikuiskoulutuksen suunnittelumalli hyödyntäen palvelumuotoilun menetelmiä ja käyttäjäkeskeistä suunnittelua. Opinnäytetyön tuloksena esitetään malli nimeltään ”Oppijakeskeinen muotoilupolku aikuiskoulutukseen” (LDP). Malli on kehitetty hyödynnettäväksi erilaisten koulutusohjelmien suunnitteluprosesseissa epämuodollisista muodollisiin koulutuskonteksteihin sekä lähiopetuksesta virtuaaliympäristöihin. Tapaustutkimuksessa esiteltyjen kahden casen kontekstina on Suomen itsenäisyyden juhlarahasto Sitran toteuttama Erätauko-hanke, jonka tavoitteena oli edistää rakentavaa yhteiskunnallista keskustelua Suomessa. Opinnäytetyö pureutuu vuonna 2018 toteutettuun prosessiin, jossa Erätauko-toimintamallista kehitettiin kaikkien koulutustoimijoiden käyttöön suunniteltu avoin ja skaalautuva koulutuskonsepti.

Opinnäytetyön teoreettinen viitekehys sijoittuu aikuiskoulutuksen ja palvelumuotoilun välimaastoon. Työssä esitellään koulutusohjelmien klassisia ja moderneja suunnittelumalleja aikuisen oppimisen teorioiden ja lähestymistapojen näkökulmasta. Palvelumuotoilun perinteeseen pohjaavat tärkeimmät teoriat ovat palvelu- ja asiakaslähtöinen logiikka sekä yhteiskehittämisen teoriat. Lisäksi työssä esitetään näiden kahden alan yhdistämiseen tähtääviä teorioita ja konsepteja, kuten oppimiskokemuksen suunnittelu, iteratiivinen kehittäminen ja avoimeen kehittämiseen ja käyttöön suunnattujen koulutusohjelmien kehittäminen.

Työn tuloksena kehitetyn LDP-mallin suunnittelukriteerit rakennetaan teoreettiseen viitekehykseen pohjaten. Työssä käsitellyissä kehittämisprojekteissa on käytetty erilaisia palvelumuotoilun menetelmiä sekä aikuiskoulutuksen suunnitteluun liittyviä työkaluja ja lähestymistapoja. Kehittämisprojektien tiedonkeruumenetelmät ovat haastattelut, havainnointi ja yhteiskehittämistyöpajat. Caseja analysoidaan abduktiivisesti asettamalla empiiriset havainnot vuoropuheluun teoreettisen viitekehyksen kanssa LDP-mallin luomiseksi. Opinnäytetyön tuloksena on LDP-malli, joka koostuu visualisoinnista sekä taulukosta, joka erittelee eri muotoiluvaiheet sekä työkaluista ja viitekehyksistä edelleen hyödynnettäviksi. Opinnäytetyön mukaan oppimisprosessien suunnittelun käytänteisiin tulisi kiinnittää enemmän huomiota merkityksellisten oppimiskokemusten tuottamiseksi aikuisiällä sekä yhteiskunnan korkean osaamistason edistämiseksi tulevaisuudessa.

Asiasanat: Aikuiskoulutuksen suunnittelu, oppijakeskeinen suunnittelu, yhteiskehittäminen, oppimiskokemusten suunnittelu, avoimet koulutusohjelmat

Table of Contents

1 Introduction

This Chapter acts as an introduction and background of this thesis that focuses on service design driven training program planning for adult learning. First the background introduces current issues justifying the importance of the topic. Next the objectives of the thesis and research questions of interest are explained following a presentation of the context of the empirical cases. Finally, the key concepts, theories and structure of the thesis are specified.

1.1 Background of the thesis

Learning in adulthood is not only the acquisition of knowledge, but it is a journey within and across practices shaping who we are. Over time this journey accumulates memories, competencies, events, stories and relationships to people and places. These experiences guide our trajectory going forward and shape our identities into who we are. From this perspective learning in adulthood can be seen as an important building block of identity. (Wenger-Trayner & Wenger Trayner 2015, 19-21; Brown & Duguid 2001; Jokisaari 2007, 125-137.) Considering the potential significance of attending a learning process in adulthood, the art of planning and designing the process has received little attention in the theories and practices of adult education. Many of the recently published guides and models for planning training and education for adults have been focusing on specific educational contexts without offering possibility for wider application. (Caffarella 2002, para. 2) The way a service concept, in this context a training concept viewed as a service, is designed should never be underestimated (See Goldstein, Johnston, Duffy & Rao 2002). As soon as the process of design has been selected, also the type of a product, service and outcome wanted has already been partially selected (Allen 2012, 14). Just like Wenger states, “those who understand deeply the nature of learning and can translate these insights into designs in the service of learning – will be the architects of our tomorrow” (Wenger 1999, 225).

According to a newly published questionnaire data by the Finnish Innovation Fund, Sitra on Finns perceptions on lifelong learning, hobbies and everyday life experiences are seen more important sources for learning than work or training and education (Arola 2020). This finding sheds a negative light on the formal education and training programs ability to foster meaningful learning experiences in adulthood. The so-called twenty-first century learning should aim at developing skills throughout life in complex problem solving, critical thinking, creativity, collaboration with others and dialogue. Al these mentioned skills are fundamental in the process of planning educational programs for adults. In other words, they are both an input and an expected outcome of a learning program. (Soffel 2016; Kelly 2016.) Learning is viewed as one of the most important assets in the future and it is evident that if individuals are not learning, nor are organizations. Therefor also organizations are becoming interested in

facilitating and supporting the creation of ecosystems for continues learning. (Johnson 2019.) Just like service ecosystems, learning ecosystems can also be seen as nested within or being part of other larger ecosystems (Lusch & Vargo 2014, 163). From this point of view learning can be seen as integrated activity taking place over entire life cycle of individuals in any part of life and in various contexts in organizations, business, leisure time and in different systems and networks (see Hung & Nam 2013).

The training programs available for adults vary greatly in duration and in objectives and content. There are various organizations from non-profit to corporate setting planning and offering programs and training for adults. These can be called workshops, seminars, courses, programs or retreats. They can range from an hour-long lecture, skill session to weekend seminars all the way to intensive study programs lasting for one or two years in formal settings. They can be planned either for individual learners or groups of learners varying in so many different factors. The programs can also be delivered face-to-face, entirely online or combination of the latter, in blended way. Also, the people planning programs for adults vary greatly from organizational developers and managers to teachers and people specialized in program planning. (Caffarella 2002, 1-4; Sava 2012, 124; Houle 1972.)

It is often expected that the people responsible for the subject matter of a program, often called subject matter experts, are the most competent people to design training. This is rarely true since subject matter experts often lack understanding on learning theories and on the way, novices enter a new field of thought to be learnt (Dirksen 2018; Neelen & Krischner 2020). The program planners are responsible for establishing the boundaries of a program (Sava 2012, 111). The task of the planner is not simple acting as a change agent who employing holistic systems-oriented approach making sure all aspects of the planning process are in line and orchestrating between different stakeholders and interests (Boone, Safrit & Jones 2002, 8-9). There are also different ideological approaches that affect educational program planning such as the learning concept defined, nature of the program objectives set and also the aim of the program utilization after its development (see Kelly 2016). The concrete practices of planning programs are not well known, widely shared or accessible for all (Iiyoshi & Kumar 2008, 2). However good understanding of the process leads to better decision making and to the ability to apply it to different contexts (Branch 2009, 11-12).

As the problems and phenomena surrounding us are getting more and more complex, the ways to conduct planning activity get challenged in a profound way. The interconnectedness of systems, the increasing amount of information available to people and the unpredictability of the surrounding environments call for new development approaches and methods. (See Kiiski-Kataja, Laine, Jousilahti, & Neuvonen 2018; Snowden & Boone 2007; Morrison et al. 2019.) There is a need for standardized and applicable ways to describe educational processes that can be shared, adapted and improved (Dalziel 2008, 376). This master's thesis will provide answers to this demand.

1.2 Research and development objectives

The application of design thinking in education can be seen falling into two spheres. First to teaching-learning methodology and secondly to curriculum and program design (Lor 2019, 8). This master's thesis is especially interested in the application of service design to the process of planning, designing and building of training programs for adults. The aim of this master's thesis is to build up a model of training program planning using service design methodology and user-centric design approach. The development cases concerning Timeout training are considered instrumental since their main purpose is to act as examples and empirical sources for the model built.

The research questions of the thesis are:

1. Which design criteria should be set for the construction of a learner-centric planning model for adult training?

2. How to develop a training concept for adults utilizing learner insights and service design methods?

3. How to build up an open source training concept enabling scalability?

The first question will be answered by forming the criteria based on the key findings of the theoretical framework. The second and third question will be answered by the descriptions of the empirical cases and their analysis. The model as an output of this thesis is developed based on a holistic analysis of all the answers to the three research questions presented. The three questions and their answers guide the path towards the model being built.

1.3 Case and context of the thesis

The empirical context of this master's thesis focuses on a project called Timeout carried out by the Finnish Innovation fund Sitra during years 2016-2019. Sitra is an independent Fund established by the Finnish Parliament in year 1967 using the profits of its investments in operations to promote Finland's wellbeing. Mission of Sitra is to build up successful future of Finland by promoting both its social and economic well-being. The basis of Sitra's work is a vision of Finland as a pioneer of sustainable well-being promoting good life that is lived within our planet's boundaries. The concrete themes that Sitra operates with currently are capacity for renewal, carbon-neutral circular economy and new working life and sustainable economy. In addition to these themes Sitra offers both continual, ongoing training and fixed-term projects to develop competence of Finnish decision-makers and change-makers cross-sectoral. Sitra's training aims at generating new ideas and solutions by enabling thinking about and developing societally crucial themes and issues in joint activity. As a result of new

understanding and knowledge also practical experiments, tools and guides have been produced to support decision and change making. (Sitra 2020.)

In year 2016 Sitra decided to start a project promoting competence of constructive dialogues as an answer to the polarized discussion culture in the Finnish society. It was decided that the project could be called “Timeout”. The name refers to the need to stop arguing, convincing others and to take a pause or a break to sit down and listen to each other. The project mission was formed as following: “We will find deeper understanding on how to have more constructive societal discussion and make it into a scalable model”. The concrete objective for the project was to build up a concept that different actors can use to carry on constructive dialogue on various topics related to the society beginning year 2018. During the year 2017 several experiments took place to build up Timeout concept. All together 11 events were conducted around Finland testing different ways to carry out constructive dialogue. The target group of these events were the people who do not participate in the discussion on society and who are very often left out. At best almost 75% of the participants told that they had never participated in an event that dealt with societal issues. These events were carried out in cooperation with different municipalities and governance. Some of the events were also planned and carried out together with NGO’s and The Ministry of Justice.

In order to build up a concept for constructive societal discussion an open innovation and co-creation process was carried out beginning Fall of 2017. By the end of the year the concept was built consisting of a toolkit and model to plan, carry out and measure impact of dialogues on Sitra websites and a report targeted for decision-makers on the need for constructive dialogue in the society was published (Heikka 2018). During the year 2018 implementation of the model was supported by two activities, mentoring program offered to organizations using Timeout and training to foster competence on the concept. This master’s thesis focuses on the process of developing an open source training concept targeted both for Timeout users (organisations exploiting the model) and for trainers interested in using the open source training to train Timeout. This process will be explained in more detail in the Chapter 5.2. I was responsible at Sitra for the development of Timeout-training and had been working with Timeout-concept from 2016 until October 2018.

In May 2019 a foundation was established to carry on the work of Sitra on Timeout and to increase dialogue in Finland. The foundation has currently three workers and a board of directors representing the funding organizations and it is especially concerned about dialogues in education, in the media sector and on national level (Timeout-Foundation 2020). After Sitra’s initiative several training organizations in addition to the foundation have used and applied the open source Timeout training concept either for internal or external target groups. Some of them have also offered trainers’ training and supported the communication between Timeout trainers’ community. The training materials have been translated into English and

have been presented to and utilized by training actors internationally.

1.4 Key concepts and structure of the thesis

In this master's thesis the term "learning process" is used when referring to the participants and learners' journey in attending a training program. The term "training program" will be used to refer to the training organizations offerings in the training market for learners to participate in. Term "training program planning" and "training program design" will be used to describe the process studied and developed in this master's thesis.

The content of this master's thesis contributes to the field of learning and development focusing on the design of meaningful learning experiences of adult education by using service design methodology as a dominant approach. The thesis is positioned in the intersection of adult education and service design combining theories from both domains. The theories of adult education presented cover approaches and orientations of adult learning and different models of training program planning developed. The theories from service design centered domains consist of service- and customer-dominant-logic and co-creation theories. In addition, the theories and approaches evident in combining the latter domains are covered. Key concepts used to stem from these theories are "co-creation", "learner and user-centered design", "learning experience design", "iterative development" and "open source training". Multiple new concepts are addressed and developed as part of the presentation of findings of the thesis. In general, this thesis can be described "eclectic" combining a variety of theories and concepts from different domains found interested in the light of the research topic.

In the next chapter the theories of program planning are covered in the context of adult education presenting different classical and modern models. The second theory chapter reviews new ideas and theories related and presents the main theory guiding this thesis, Service- and Customer-dominant-logic. In addition, theories and practices reflecting new trends in program design are covered. The theoretical framework ends in presenting the criteria stemming from the theories guiding the model being built as an output of the thesis. In chapter 5 the case-study methodology is covered, and the development cases are presented including ways to gather and analyze data. In the chapter 6 the instrumental cases are described in phases conducted. The Chapter 7 presents findings of the empirical cases in the light of the theoretical framework also including the illustration and explanation of the new training program design model developed. The thesis end in the Chapter 8 Conclusions which reviews the thesis process in the light of research reliability and ideas for further development.

2 Program planning in the context of adult education

The theoretical background of the thesis consists of the combination of program planning models for Adult Education and theories combined with the Service- and Customer-dominant logic theories. This Chapter explains the special characteristics of program planning for adult learners and covers various classical and more recent theories and represents planning models.

2.1 Characteristics of training programs and adults as learners

When planning programs for adults it is necessary to understand the basics of methods and principles used in adult education (andragogy) and the process of learning in adulthood (see Knowles 1984, Houle 1972, Jarvis 2000, Kolb 2014). One of the first steps in planning programs is to define a learning concept and objectives for a program. The assumptions to take into consideration are that adults have a profound need to understand why they should learn, and they are in general self-directed in their learning process. The very specific nature of learning in adulthood is related to experiences that are greater in volume and different in quality than in youth. The prior experiences of adult learners are a resource for many kinds of learning, and they provide a rich sole for attaching new ideas, skills and meanings into. The experiences might also prevent new learning by the domination of presuppositions and biases. (Knowles 1987, 170-173) Prior experiences of adult learners should be set as a starting point for designing new programs and learning experiences (Kolb 2014). In case adult learners have the possibility to critically reflect their experiences in the light of new information, skills and knowledge, this might lead into transformative learning. Transformative learning occurs when as a result of active reflection individual's thinking and worldviews are transformed in a profound way. (Mezirow 2000; Allen 2007, 32-34.)

Adult learners have different orientations to learning but in comparison to learning in youth adult learners are in general motivated and self-directed learners who participate with task-oriented problem or life-centered approach to learning (Knowles 1987, 172-173). According to the classical model of Cyril Houle (1961) the orientations of adult learners can be divided into three typologies; Goal-oriented, Activity-oriented and Learning-oriented. The goal-oriented are the typical adult learners who have a clear need to learn and seek actively possibilities to participate. The activity-oriented learners are driven by social motives and see participation as an opportunity to build networks. The learning-oriented learners view participation as an ongoing activity in their lives that may at best lead to a flow-experience. (Houle 1961; Gordon 1993; Csikszentmihalyi, Abuhamdeh & Nakamura 2014.)

Since the most dominating orientation for learning among adults is goal-orientation and since many participate in order to gain new skills and knowledge to be applied in other areas of life, transfer of learning is a crucial concept in planning programs for adults. Transfer of learning refers to effective application by program participants of what they have learned as

a result of participation to a training program or education. (Caffarella 2002; Allen 2007, 34-35; Custer 2013.) The transfer of learning should also be planned as part of program design and planning. From the viewpoint of transfer of learning the user-centric approach to learning is in the core. To be able to design transfer of learning, the program designer must know the learners and identify the potential barriers for the transfer of learning in a group of participants. This is made possible by engaging the learners in the design of the learning experience from the very beginning. (Thomas 2007, 6; Ford 1994.)

Depending on the design of the learning experience or a program, different stages of learning can be set as an objective. In relation to these objectives, the evaluation strategy can be applied. According to the famous learning evaluation model by Kirkpatrick (1959) the learning experience can be evaluated on four levels. The first level evaluates learners' reaction; how they react to the program, what is the level of satisfaction among the learners. The second level evaluates to what extend learning has occurred. This can be evaluated against a possible increase in knowledge and skills and in the change of attitudes. The third level evaluates to what extend change has happened in the behavior after the training or not. The fourth level concerns the result of the training that can be seen for example in the working context of the learner as reduced costs or more effective work performance. (Kirkpatrick & Kirkpatrick 2005, 5-9; Kirkpatrick & Kirkpatrick 2006.) Similar to the Kirkpatrick's model is the Bloom's taxonomy of skills. It consists of six levels that should be reviewed and considered against learning objectives of a program. The levels of skills are knowledge, comprehension, application, analysis, synthesis and evaluation. The higher level-thinking skills the learner reaches, the more time and resources are ought to be expected from the learning process. (Bloom, Engelhart, Furst, Hill & Krathwohl 1956.)

Definition and purpose of a training program in adult education

A program can be defined as an organized effort to enhance human well-being. Program planning is defined as the application of planning approaches, techniques and knowledge to systematically design and improve learning processes. Any program just like a training program, can be understood through three phases; input, transformation and output. The input consists of resources taken from the environment and used to manage the program. The transformation phase refers to the process in which the inputs are converted into outputs ie. the services are provided to customers or the curriculum is implemented to the participants. The outputs are the results of the transformation and the main output is the attainment of the program's goals. (Chen 2005, 3-6; Sava 2012, 102.) Planning for learning can take place on different levels; it can involve learner level, classroom level, school level, municipality level, state level or even national level (MacKenney & Reeves 2018, 75).

Caffarella (2002) specifies five main purposes for Education and Training programs for adults and most of the programs serve more than just one purpose. The first purpose of a program

specified is to encourage individual growth and development of learners. The second purpose is more tactical assisting people in responding to practical problems and issues. The third and fourth purposes emphasize the role of future by preparing learners for current and future work opportunities and by assisting organizations in achieving desired results and adapting to change. The fifth purpose has a broader viewpoint by providing opportunities to examine community and societal issues, foster change for the common good and promote a civil society. (Caffarella 2002, 10-19.) All of these purposes have the common expectation of change as an output of participation. The change can either result in individual, organizations or community or even society to change (Caffarella 2002, 11-13). Underneath all of the purposes lies the importance of understanding the need; either the need of a learner or an organization or the society. The concept of the need should be understood consisting of "wants", "interests" and "demands". Since education has become more and more a commodity in the market, the "needs" are becoming "wants" and "demands". (Jarvis 2010, 245-246.) The concept of need is fundamental in planning programs for adults. Very often still a profound need analysis is done in a non-professional way based on the experience, feeling and information of an individual program planner. (Sava 2012, 10.)

2.2 Classical models of program planning in adult education

The classical models of program planning suggest that at least four questions and dimensions must be answered when planning programs. These are; purposes, aims and objectives, subject matter/content, methods and organization and evaluation. (Tyler 1949, 1; Sork 2000, 171-172; Jarvis 2010, 230.) There is a division between classical models that use the term curriculum planning based on British tradition and the ones that use the term program planning based on American tradition. The classical models have also been classified into the ones called "Technical rational" and the ones called "Romantic curriculum" The Technical rational models approach program planning as a set of tools and processes proceeding in linear sequence of events emphasizing the role of planner or organization responsible for the training. The romantic curriculum-based program models focus either on the dynamics of the surrounding society and the role of a responsible planner or the needs and past experiences of the learners. The romantic curriculum began to stress the importance of learner experience, self-assessment, creativity, discovery and real-life topics and proposals. This is when the focus shifted to the learner and when learning theories were set in the center of planning practices. (Sork 2000, 171-174; Jarvis 2010, 229-234; Sork 1996, according to Sork 2000.)

In the Table 2 classical models of program planning by four well-knows adult education scholars are illustrated consisting of different phases and representing different approaches from Technical-rational and curriculum planning to Romantic-curriculum and program planning emphasizing either the role of the planner or organization. The models presented in the table and their foundations are explained in more detail attached. (Appendix 1)

Technical-rational & Curriculum planning → *Romantic-curriculum & Program planning*

Steps	Tyler (1949)	Houle (1972)	London (1960)	Knowles (1980)
I	Determine the school's purposes (aka objectives)	Identify educational activity	Determine the needs of the constituents	Help learners diagnose their needs
II	Identify educational experiences related to purpose	Make decisions upon proceeding	Enlist their participation in planning	Plan with learners a sequence of learning experiences to answer the needs
III	Organize the experiences	Identify and refine objectives	Formulate clear objectives	Create conditions conductive to learning
IV	Evaluate the purposes	Design suitable format for the education	Design a program plan	Use appropriate methods for learning
V			Plan and carry out a system of evaluation	Provide the necessary resources
VI				Help learners measure the outcomes of the learning

Role of the planner/organisation → *Role of the learner*

Figure 1: Classical models of program planning including steps 1-6

2.3 Modern models of program planning in adult education

Later on, the recent theories have challenged the classical models' way of approaching objective setting in program planning. Jarvis (2010) states that any approach that designates how a learner should behave as a result of a learning activity provided by a teacher undermines the dignity of a learner. In the more liberal theories, also the content and subject matter can be designed together with the learners to better meet the needs instead of designing only together with those who have most power and status in the profession. The classical theories have a little to say about the role of the space and location of learning. Also, the role of symbolic significance of different methods and approaches and the role of power in designing programs have been ignored in classical theories. The methods selected for instance should relate to the ethos of the group and the content of the session. (Jarvis 2010, 231-233.) Another significant trend in curriculum and program planning in recent years has affected the concept of *modularization*. As previously individual courses were thought of as modules, now a module is most likely defined by a number of hours spent in a learning activity. In that sense the pressure to accomplish more in shorter time and the possibility to select and combine various learning activities has increased. (Jarvis 2010, 228-229; Sava 2012, 124-129.)

Interactive model

Caffarella (2002) has drawn together many classical models of program development but also built her own model supplementing the previous models called Interactive Model of Program Planning. In her model she challenges the linear way of planning programs and introduces an interactive model that has no beginning nor an end. Planners using the model are encouraged to use relevant parts in any order and in any combination to message that the planning

process is non-sequential in its nature. She also introduced in her model ways to acknowledge the complexity of the surrounding environment and suggests that program planning should be understood as "negotiated activity" between various stakeholders. To tackle the complexity of the planning process, one should identify the steps that need to be planned well ahead and the ones that can and should be done and decided last minute. One of the main assumptions of the model is that all program planning has to begin from the idea of articulating the change and the learning output a program should result in. (Caffarella 2002, 12-57.)

The model has 12 different components and also includes a checklist that a planner can use. "Discerning the context" means the planner should understand the organization, resources, needs, identify power issues and have good negotiation abilities. "Building a solid base of support" means having buy-in support from learners, staff members, community members and political allies. "Identifying program ideas" refers to different ways and techniques of collecting data as a source of program ideas. Caffarella (2002) lists techniques such as interviews, observations, conversations with colleagues, questionnaires, group sessions and community forums, jobs and task analysis, tests and social indicators (Caffarella 2002, 120-121). "Sorting and prioritizing of ideas" is the step, in which program ideas should be organized to identify the most important ones and they should be set in two piles; educational activities and alternative intervention.

"Developing program objectives" means creating objectives that are both measurable and non-measurable in their nature and focus both on participant and operational outcomes. The phase called "Designing instructional plans" refers to clear objectives that match with expected learning objectives and outcomes. The content of the program should be analyzed of the ones the 1) *participants must know* and that should be included in the instructional plan, 2) *what participants should know* and this should be included in case there is time, 3) *what participants could know* being interesting and relevant but not essential. In this phase the instructional methods should be selected to meet the objectives of the expected learning outcomes. Also, the competences of the instructor should be identified in this phase. The one phase not seen so clearly in other planning models is the one called "Devising of transfer of learning plans" referring to multiple ways such as mentoring, coaching, support groups etc. of securing transfer of learning to participants organizations and other areas of life.

In the phase of "Formulating evaluation plans" the planner should create evaluation procedures and use different data collection methods and consider how the data should be analyzed. In Caffarella's (2002) model the phase "Making recommendations and communicating results" refers to the ability to tell the story of the program and communicate the format and follow-up in the way that all potential questions can be answered. In the phase of "Selecting formats, schedules and staff needs" the planner should be capable to define what competences are needed, what resources should be outsourced and what should be used internally and how to build up the community of learners. In addition to the latter mentioned resources

in the phase of “Preparing budgets and marketing plans” the expenses of the program should be estimated to include the costs of development, delivery and evaluation. The last-mentioned phase called “Coordinating facilities and on-site events” refers to the way facilities and site are identified and how elements such as learning equipment and the learning space with required details re-enforce positive climate. (Caffarella 2002, 58-365.)

Question-based model

Sork (2000) challenges Caffarella’s and many other models’ ways to list detailed technical tasks of the planner by representing his question-based planning model. In his model significant questions concerning the planning process lead to new questions and evidently end up to solutions analyzed thoroughly. The model consists of six elements that are just like the Interactive model presented in an oval form of non-sequential order. The first element presented is “Analyze Context and Learner Community” in which frame factors affecting the choices the planners make are analyzed. These frame factors consist of dynamically changing organizational and social settings in which the planners work in. Analyzing the learner community means understanding who might participate the programs and what factors of the learners such as biography, life circumstances and aspirations are important to the planning process. The second element is called “Clarify Intentions” which in other planning models is the phase in which the objectives are set.

Sork (2000) claims that setting of objectives is an expression of the technical-rational tradition and behavioral psychology in program planning and reminds that there are other ways to clarify intentions. The easiest way to set objectives is to just write down the most trivial learning outcomes expected, and this should be avoided since it also minimizes the intentions. The third element is called “Prepare instructional plan” reflect decisions about how technology is employed, what content is included, what methods and instructional approaches are used, how the transfer of learning is addressed, how and when feedback is collected and how motivation is sustained throughout the training. The phase “Preparing administrative plan” refers to details such as space, budgets, communication to the learner community, instructor recruitment and so on. Sork (2000, 183-183) reminds that all phases of the planning process have implications to the administrative plans and have a direct link to instruction. The final element presented in his model is “Developing Summative Evaluation plan” which refers to the way to evaluate the worth or value of the program. (Sork 2000, 180-184.)

In addition to the elements of the Question-based model by Sork (2000) he makes a distinction between technical-domain, socio-political and ethical domains of the planning process. While the technical-domain is interested in questions that answer how different phases of the planning process are carried out, the sociopolitical and ethical domains dig deeper and reflect how the planning process should be addressed in the twenty-first-century planning. The socio-

political domain is concerned about power issues in planning, such as gender-division in the programs, ways to engage stakeholders and their insights in the program design and who should be involved in the process. The ethical domain refers to questions that address moral reasoning and setting of ethical commitments. According to Sork (2000) this domain is rarely addressed in the literature of planning but since the process involves often decisions that have ethical, political and technical implications, this domain should be part of the planning process. According to the Sork (2000) model planners should shift from applying techniques to addressing the right questions. (Sork 2000, 184-187.)

Conceptual planning model

To further tackle the systemic nature and environment of program planning Boone, Safrik and Jones (2002) have built a model called "Conceptual planning model" that focuses on the institutions and communities that form the context in which the planning process takes place. This model is specifically developed for corporate training purposes. Boone et al. (2002) call the context and the target audiences as "systems". This model emphasizes the importance of developing a throughout understanding and commitment of the organizational context and also scanning and interpreting the organization's external environment. This understanding should guide the planner to map and identify learner systems and ranking target publics and their stakeholder groups. The authors advice the planner to engage in interfacing and dialoguing with leaders of target publics and stakeholder spokespersons to collaboratively determine the needs specific for target publics or learner systems. This understanding is translated to a planned program that is designed, implemented and evaluated against expected behavior change. To design the program, needs, objectives, change strategies and outcomes should be mapped in a hierarchy against each other consisting of both macro and micro level plans of action. The model has three phases; 1) Planning, 2) Design and implementation and 3) Evaluation and accountability. (Boone et al. 2002.)

In the following table the three modern models of program planning presented this far are illustrated next to each other following three phases of planning and an orientation identified by the researcher. The phases are named "Setting direction", "Planning Activity" and "Operational work". The orientations identified are "Technical and detailed" referring to the Interactive Model (Caffarella 2000), "Societal and Ethical" referring to the Question-based model (Sork 2002) and "System and Process oriented" referring to the Conceptual model (Boone, Safrik & Jones 2002).

Phase and Orientation	Interactive model (Caffarella 2000)	Question-based Model (Sork 2002)	Conceptual Model (Boone, Safrik & Jones 2002)
SETTING DIRECTION	• Discerning the context and building solid base for support • Identifying, sorting and prioritizing program ideas • Developing objectives	• Analyze context and Learner Community • Clarify Intentions	• Analyzing organizational context, target audiences, systems and stakeholders • Understanding Learner Activities
PLANNING ACTIVITY	• Designing instructional, evaluation and transfer plans • Marketing and communication	• Prepare Instructional Plan • Prepare Summative Evaluation plan	• Defining Outcomes • Information to assess the outcomes
OPERATIONAL WORK	• Selecting formats, schedules and resources • Preparing budgets • Coordinating facilities	• Preparing Administrative Plan; Budget, communication, Requirement, space and facilities	• Setting time schedules • Defining resources needed
ORIENTATION	*Technical and detailed*	*Societal and Ethical*	*System and process*

Figure 2: Modern program planning models in adult education

Instructional design presented next is in the program planning field most likely closest to the design thinking-based processes and it was not presented in the same table with the adult education models, since its' process is fairly distinctive.

Instructional design

As learning environments have become more and more digital, the term *instructional design* in education has become increasingly well known in the program planning scheme. The term instructional design (ID) also known as "instructional systems design" is referring to practices of systematically designing, developing and delivering instructional products and experiences. Instructional design models come originally from different branches like industry, education and military. (Andrews & Goodson 1980, 2.) One of the most classical models of instructional design is called Instructional systems development ISD or ADDIE-model (see, e.g. Jarvis 2010, 251; Allen & Sites 2012; Croxton & Chow 2015; Allen 2006; Kruse 2012; Molenda 2003). ADDIE consists of five phases very similar to many design thinking models (Glynn & Tolsma 2017). The phases are; Analyze, Design, Develop, Implement and Evaluate.

The origin of the ADDIE model is hard to trace but it has been widely used among adult educators and especially in planning online learning (Molenda 2003). Especially MOOC's (Massive open online courses) have been developed using the ADDIE as guiding process (see Croxton & Chow 2015, 83). ADDIE process can be seen as an adaptation of the systems engineering process to problems especially in the context of workplace training and instruction (Allen 2006, 431). The concepts that have been used to create the ADDIE process have been drawn from disciplines such as system engineering, behavioral and cognitive psychology, instructional technology and performance improvement. ADDIE model is cross-sectoral in its nature and takes a step aside from the program planning models focusing strictly on adult education

context and expertise. ADDIE has many similarities with design thinking and it has been modified and used blended with design thinking processes. (see, e.g. Glynn & Tolsma 2017). ADDIE model reminds that today instructional development requires expertise not only on instructional design but also in media, cognitive learning theory and many other complex content areas. From this aspect the capabilities needed have gone beyond single instructional design expert and a team of experts from several disciplines is required (Allen 2006, 432-434; Kruse 2002.) The ADDIE process has been both represented as linear and as iterative and cyclical (see Molenda 2003, 41; Allen 2006, 436).

The first step of the ADDIE refers to systematic analysis of the learner needs. Following the analysis, a job performance requirements and task list is developed that is analyzed against the skills, knowledge and abilities of the learners. The gaps in the analysis determine what instruction is necessary. In the Design phase the analysis gathered will be used to identify objectives, determining how the objectives will be met and planning out the instructional strategies to achieve the objectives. In the Design phase the assessment should also be aligned with objectives and goals. The implementation plan for the whole instructional system is designed in this phase. In the phase of Development, the implementation plan is revised, and the instructional materials are developed. There are three areas in this phase; drafting, production and evaluation. In this phase the evaluation is targeted to the product and the quality standards. It is to be evaluated how learners will learn and how the product could be improved before implementation. In the Development phase the designer's or planner's role shifts from planning and research to that of production. In the third phase of Implementation the development becomes iterative when learners and instructor are actively contributing in the implementation of the learning process or learning product. In this phase the instructional materials are delivered or distributed to the learners. During implementation modifications should be done simultaneously to the course or program to ensure effectiveness. In the final phase of Evaluation, the designer must determine if the problem has been solved, if objectives have been met and if the impact of the product or course and expected changes and outcomes have happened. (Peterson 2003, 228-232; Allen 2006, 436-440; Kruse 2012.)

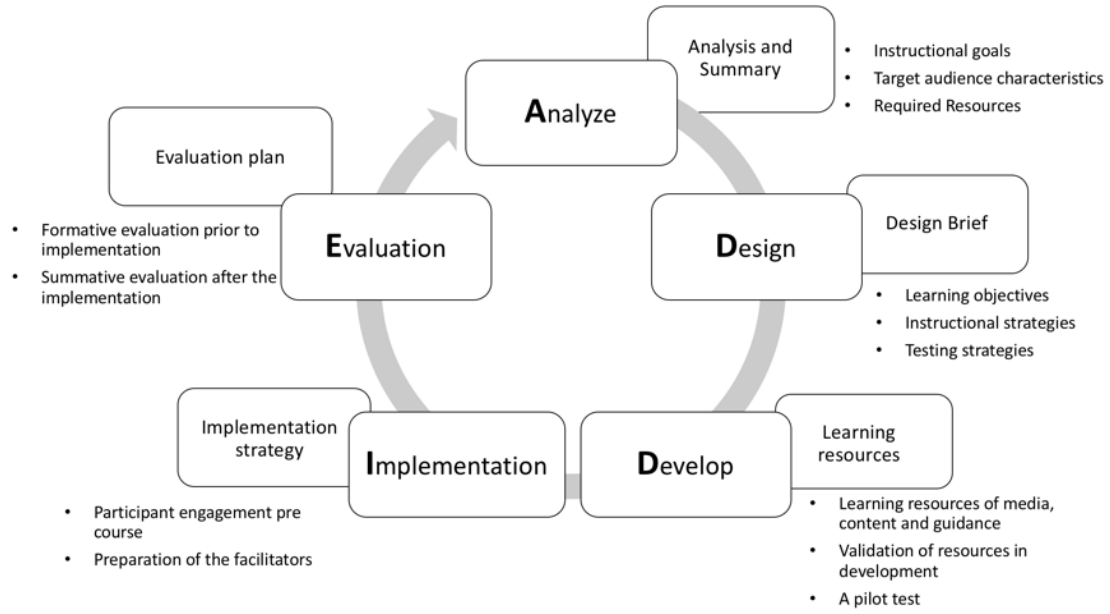


Figure 3: ADDIE model modified according to the International Society for Educational Technology & Branch 2009

ADDIE model has gained criticism and many new modifications of the model have been developed. The main weaknesses mentioned are that it has been seen too systematic, linear, inflexible, constraining and time-consuming (Kruse 2006). Because ADDIE has been modified in many ways by designers, it seems that in its original form, it is not iterative enough to meet the challenges of the complex planning environment and take advantage of the newest digital technologies. When viewed linearly, the evaluation part of the process is the final one. Continuous evaluation and correction as part of the program design process is needed to return valuable rewards (Allen 2012, 11-19; Allen 2006, 434-436.)

2.4 Concluding the classical and modern models

To conclude the classical and modern models of program planning presented in this master's thesis, they vary from each other on the orientations identified and explained in previous chapters. In the context of classical models, the orientations are identified according to the adult education theories as "Technical-rational" and "Romantic-curriculum". These two orientations especially vary in the way the learner is seen in them. As the early planning models were focused on the activities of the organizations and planners, the newer ones had a stronger focus on the learner. In the context of the modern models presented in this master's thesis, I have identified orientations such as technical and detailed, societal and ethical and system orientation. These orientations identified emphasize the focus and viewpoint in the process of planning approached.

In addition to the differences presented between the different models' foundations, the difference between practice and theory is evident. Some of the models pursue a more philosophical approach to program planning emphasizing different learning theories whereas some

of them are purely practical emphasizing critical issues such as resources, demands and restrictions of the outside world (Jarvis 2010, 255; Wenger 1999, 233).

All the models presented vary greatly depending on whether they are systemic or procedural in their nature. Systemic refers to models in which the change in one part affects the order and content of others. Procedural models are linear and consisting of separate steps each proceeding in sequence. (See Sava 2012, 111; Andrews & Goodson 1980, 2.) None of the modern models are illustrated in the literature in linear steps like all of the classical models presented. The Interactive and Question-based models are both illustrated in a round shape of steps or elements that the planner can apply in any order (Caffarella 2000; Sork 2002). The conceptual model is illustrated of symbols representing each phase and it emphasizes especially the system and process-based nature of planning (Boone, Safrik & Jones 2002).

The ADDIE model has numerous ways of illustration, both linear and non-linear. However, it is evident that the steps of the ADDIE are supposed to be taken in the order presented. (see, e.g. Branch 2009; Molenda 2003.) In the context of program planning the concept of system is referred to a spirit of "pragmatic utilitarianism" meaning that if a practice works to achieve the objectives, it should be used. In case not, some other system should be tried. In this sense experimentation as an idea, but not as a practice, is embedded already in the classical models of program planning theory. The system approach in program planning can also be referred to the ability to master all the components of the system in balance since each depends upon all the others. (Houle 1972, 32-58; Griffin 1983, 200-201.)

The modern and more current models of program planning differ from the classical ones most evidently in the terms used of the different planning phases. It seems that the modern models have adapted terms from the fields of design thinking and strategic planning such as *mapping stakeholders*, *learning delivery*, *defining intention* and also including *change management tools* and *processes* as part of the program planning model. (see, e.g. Sava 2012, 120; Boone, Safrik & Jones 2002; Sork 2000; Caffarella 2002.) Despite the features and terms adapted from different fields of thought, the only model that mentions experimentation or prototyping as part of the program planning process, is instructional design and the ADDIE model. (see Branch 2009; Molenda 2003; Allen 2006). Most of the classical and modern models draw a picture of program planning as a technical process in which phases run carefully and with detailed orientation by the planner lead to success of outputs (see, e.g. Caffarella 2000; Houle 1972; Tyler 1949).

Many of the technical-rational models ignore the learner aspect and their role in the planning process (see, e.g. Tyler 1949; Houle 1972) whereas the romantic-models over-emphasize learner perspective by drawing from different psychological learning theories and classifying different orientations and motives for participation (e.g. Knowles 1984). The role of the planning environment around is in the classical theories not clearly articulated (Jarvis 2010, 250-

252). The role of the planner or designer of training programs has been represented in many of the planning models as an individualistic master of all the parts of the planning process. The planner is supposed to have capabilities in the subject matter mastering the latest developments in the certain field or discipline, at the same time being familiar with people's changing interests and preferences. In addition, the planner should know the target groups well enough in order to customize programs in a sufficient way. (Sava 2012, 105-106.) Despite emphasizing the wider understanding of the outer world, the role of the planner gaining this understanding and insights is presented in a fairly individualistic manner. (see Sava 2012; Caffarella 2012.)

3 New perspectives to training program planning

Given the increasing scope and complexity of the changing environment of today, new ways of dealing with future challenges are needed. Conventional planning, development and strategic responses to many current challenges have proven inadequate because they have failed to address deep complexity and unpredictability of the surrounding environment. Given this viewpoint the idea of program planning is somewhat contradictory since planning does base on the assumption that the future could somehow be controlled and predicted. Thus, it is realistic to understand that planning is always more or less guessing. (Fried & Heinemeir Hansson 2010.) From this perspective traditional and often linear approach to program planning are challenged in a same way that strategy processes are in today's world. In this highly dynamic environment new skills are needed which include adaptability to fast changes, design mindset, cooperation skills and critical and creative thinking. (Tschimmel, Loyens, Soares & Oraviita 2017, 17; Morrison et. al. 2019.)

In the following chapters I will present theories, phenomena and elements affecting the creation of new learning program planning models for adults. These Chapters enlighten the role of fundamental theories of Service and Customer-dominant logic and co-creation for planning learning and training programs for adults.

3.1 Service-dominant logic in the context of program planning

When traditional design approach has moved towards the service-dominant logic, also training and education can be seen as service. The Service-dominant logic (SDL) is the original theory behind the Customer-dominant logic (CDL) and it claims that everything that happens in a process of one actor doing something for another (beneficiary) can be viewed as a service. Even though Customer-dominant logic is the guiding theory of the thesis, Service-dominant logic forms the fundamental framework behind since it explains the characteristics of service in society and is therefore presented briefly in this Chapter in the context of training program planning. (Heinonen & Strandvik 2015, 2.)

Service is defined in the SDL as “the application of competences (knowledge and skills) for the benefit of another entity or the entity itself”. (Lusch & Vargo 2014, 9-17.) The four axioms of Service-dominant logic are; “1) Service is the fundamental basis of exchange, 2) The customer is always a co-creator of value, 3) All economic and social actors are resource integrators and 4) Value is always uniquely and phenomenologically determined by the beneficiary” (Lusch & Vargo 2014, 89). From the first axiom point of view also adult education and program planning can be seen as part of service economy in which a training program developed should be viewed as exchange of service to service. In S-D logic all social and economic actors serve each other, directly or indirectly through actors to actors networks (Lusch & Vargo 2014, 89).

Service-dominant logic claims that the so called “Goods-dominant logic” (G-D) has been dominating the design of services and products. According to the Goods-dominant logic production and exchange of tangible goods is the central component of economy. (Lusch & Vargo 2014, 4-8.) From Goods-dominant point of view the service would be the output of performance of specialized activities ie. a final version of a training program developed and its offerings to customers. Instead from the service-centered point of view the exchange of service refers to the performance of specialized activities ie. the process of developing and creating a training program. The means of exchange in addition to money can be viewed in the case of training program planning to consist of knowledge, skills, practices, competences and networks. (Lusch & Vargo 2014, 14-17.)

According to the second Axiom of SDL offerings are not embedded with value but occur only when the offering is used, and the service is consumed. In the context of training program meaning that the value of the training reveilles itself in the use of the knowledge, understanding and practices of the learners participating in a training or trainers using a training concept. The focus is then in customers’ value-creating processes and all actors within a service system should be seen as co-creators of this value. In this case meaning that the training program developed should be viewed from a larger system-based perspective acknowledging all actors within a network that can be seen as resource integrators. The role of a training provider can be seen as only offering value propositions but not being able to deliver value itself since it is always determined in the use of the customer. (Lusch & Vargo 2014, 68-74.)

The third Axiom stresses that resource integrators are actors that create resources by combining other resources. This process can be referred to co-creation of value and it can be used to describe the process of innovation. From this perspective innovation does not happen due to creation of totally new ideas, instead of combining resources with other resources. Viewing the process of program planning from Axiom three point of view it becomes necessary to engage various resource integrators to the process of developing a training program. After implementation of the program, the process of application, renewal and further development should be based on high level of flexibility since SD-logic claims that development and

evolution of innovation is never rational and includes adjustments done by effectual actors. In the context of an open source training concept the definition of service ecosystem by Lusch & Vargo (2014) becomes significant. A training program ecosystem can consist of actors exploiting and exchanging same tools, materials and knowledge in a relatively self-contained, self-adjusting system sharing institutional logics. (Lusch & Vargo 2014, 74-78.)

The final Axiom four claims that the value of a service is in the end always determined by the experiences of the beneficiary. These experiences should be viewed unique since they take place in different contexts consisting of different combination and integration of resources and actors. (Lusch & Vargo 2014, 78.) In the experience economy the value is always uniquely experienced and determined (Lusch & Vargo 2014, 16). This Axiom stresses on the one hand the evident role of experiences of learners in taking part in training programs but also the experiences of instructors or trainers in conducting training in different contexts using different resources surrounded by different actors. The implications to program planning from Axiom four point of view is that experiences of learners should be set in the center of the development process but even so, the experiences of learners can never be assessed in the same way as other outputs of a training program. Value is always bounded in the learning context.

Axioms	Implications to program planning
Service is the fundamental basis of exchange	In service economy training program development should be viewed as exchange of service to service. In S-D logic all social and economic actors serve each other, directly or indirectly through actors to actors networks.
Customer is always a co-creator of value	Value of a training program reveilles itself in the use of the knowledge, understanding and practices of the learners. The focus is then in learners' value-creating processes and all actors within a learning system should be seen as co-creators of this value.
All economic and social actors are resource integrators	Various resource integrators must be engaged to the process of developing a training program. A training program ecosystem can consist of actors exploiting and exchanging same tools, materials and knowledge in a relatively self-contained, self-adjusting system sharing institutional logics.
Value is always uniquely and phenomenologically determined by the beneficiary.	Experiences of learners should be set in the center of a training program development process but even so, the experiences of learners can never be assessed in the same way as other outputs of a training program. Value is always bounded in the learning context and is uniquely experienced.

Table 1: Service-dominant logic (SDL) viewed from training program development perspective based on Lusch & Vargo 2014

The idea of the role of services and service ecosystems in the society is very similar to the concept of learning society and learning ecosystems relevant in the context of adult

education and training. Lundvall & Johnson (1994) claims that modern economies can be seen as knowledge-based learning economies in which knowledge is the core resource and learning is the most important process. In the context of learning economy, the process of learning is seen as an acquisition of competence and skills allowing the learner to reach individual goals or those of his or her organization. This process will also involve a possibility of change in context of meaning and purpose for the learner affecting his or her existing knowledge. The learning economy has implications to service economy in SDL viewing all social and economic actors exchanging knowledge in networks and learning together in learning ecosystems. (See Lundvall & Johnson 1994, 23-42.) Training organizations adapted the service dominant logic -based mindset have become to view the learners as customers whose whole life context, past experiences and behavior in learning and service ecosystems are in the focus. On organizational level this phenomenon is called "servitization" in which organizational processes and capabilities are innovated to better create value through a shift from tangible products to services (Posselt 2018; Mastrogiacomo, Barravecchia & Franceschini 2018).

3.2 Customer-dominant-logic -based training program planning

Customer-dominant logic is a refined and focused view of the service-dominant logic emphasizing the role of the customer and customer's life context being affected by multiple issues. CDL takes into consideration the bigger system and networks a customer is involved in and seeks to understand how customers embed the services in their processes. CDL is not interested in individual providers and customer-provider encounters but in how value is created within systems of value exchange. CDL takes into consideration customer's life holistically stressing activities and experience of customers beyond customer perceptions of offerings and market interactions. (Heinonen et al. 2010; Heinonen & Strandvik 2015.) CDL reaches its scope from the visible activities and interaction between a customer and service provider to even further from the use and exchange to the invisible and mental processes such as accumulated experiences in customers life. Customer dominant logic is an attempt to conceptualize how "value emerges in the multi-contextual reality of customers resources from many service companies." (Voima, Heinonen & Strandvik 2010.)

CDL is a socio-constructivist theory assuming that reality is socially constructed and experienced. Value is then not just subjectively experienced but embedded in dynamic multi-contextual realities in which value formation can happen despite active processes, but unconsciously in customers' interpretation of various interactions. It can be concluded that value creation is at the same time strongly embedded in the life of the customer but also collective and shared. The value creation process cannot always be orchestrated since it might be affected by all the complexity of the customer reality reflecting on how the customer relates experiences. Value formation might also happen outside direct interaction between the service provider and the customer in the experiential context of living which challenges the traditional view of value-in-exchange. Customer dominant logic acknowledges customers lives'

multiple roles and spaces of interconnectedness and is therefore interested in how customers live their lives on every-day basis. The focus is on what kinds of possibilities and restrictions does the life of the customer set for the use of the service instead of just what the customer expects and desires from the service. (Voima et al. 2010, 4-11; Heinonen & Strandvik 2015; Heinonen, Voima & Strandvik 2013, 6-7; Heinonen, Strandvik, Mickelsson, Edvardson, Sundström & Andersson 2010.)

The role of the service provider from CDL point of view is to figure out how to get involved in the lives of the customer. The service provider should know the activities of the customer and design a service that supports these processes and activities instead of first designing a service and then trying to match it with customer activities. This process refers to *identifying the customer logic* and build business models and offerings that ensure value-in use by constantly monitoring this dynamic process effected by changes. The customer logic is a customer-specific pattern that explains how they live their lives and what they allocate focus, energy and involvement in related to different offerings in the market. Service providers should make choices based on what they can offer in the comparison to other competitors and in comparison, to their own capabilities and strategies. (Heinonen & Strandvik 2015, 9-14.)

Heinonen and Strandvik (2015) remind that the service provider should not only consider customer's constellation of activities, experiences and preferences but also customer's goals, tasks and reasoning (Heinonen & Strandvik 2015, 12). From this point of view, it becomes important to understand how the customer is using the new knowledge being created and how it is transformed to different contexts in his/her life. Design of user experience and the relation between emotions and design have increased in recent years. Users are not rationally behaving consumers thus they seek for experiences that foster pleasure, shape identities and provoke meaning in their lives (Mattelmäki 2016; Heinonen et al. 2013, 9; Heinonen et al.2010). The concept of market value is also being understood in a totally new way when customers are viewed as actors who engage in value-creating processes in order to achieve their own goals and aspirations (see Storbacka & Pennanen 2014).

Heinonen et al. (2015, 14) make a distinction between "needs" and "needings". They claim that needings refer to what the customer intends to achieve and to acquire and those should be in the focus of service providers. Needs assessment and analysis is also one very profoundly explained approach presented among the adult education theories on program planning. Sava (2012) makes a difference between subjective needs, wants, demands and objective needs. Subjective needs are frequently not articulated, not known and subtler. To turn a subjective need into a concrete expressed need, adults should be encouraged to actively look for programs that might help them overcome their needs and become aware of them (Sava 2012, 30). This notion has connotations to the CDL definition of needings as goals and aspirations.

CDL claims that co-creation with customers is needed but it is always somewhat limiting since it focuses on goal and task-oriented activities. The concept of *presence* is brought up as one tool and it refers to the service providers capability to have a role in the life of the customer. The life of the customer should be viewed as an ecosystem of different service providers, other customers, other actors and physical and virtual structures that relate to the service. This is different from service ecosystem since the customer ecosystem are actors and spheres that the customer is involved in vs. systems of service providers. (Heinonen et al. 2015, 13-17; Heinonen et al. 2013, 4.)

Viewing the process of training program planning from the CDL point of view many implications arise that take the service dominant logic-based program development further. The implications of CDL to the process of developing the program are important especially from the so-called mindset point of view since it might require training providers to question some of the assumptions about learners prevalent in their training offerings. (Heinonen et al. 2015, 21.) The training organizations should shift their focus from their current and future offerings to deep understanding of the lives of their customers. This can be seen as an opportunity for training companies in renewing their offerings and making shifts in strategies. The first step for a training organization is to figure out how to be involved in the lives of their customers and how to monitor the process of value creation in customer ecosystem. The methods should give an opportunity to see behind facts and reveal dynamics. Observing learners overt and covert experiences and activities is one potential way. (See Heinonen et al 2015, 20.) For the training organisations to compete and succeed in the market, they should understand the role of other service providers in the lives of their learners. Just like Heinonen et al. conclude; “A customer’s current network of suppliers and partners is an invisible constellation of connected activities, emotions, and cognitions. This network emerges based on the customer’s experiences and sequential decisions over time and is influenced by customer logic” (2015, 21). Since training markets are under continuous changes, the customer logic, competitor offerings, new business models and contexts evolve, the training providers should focus on dynamics to capture opportunities (Heinonen et al 2015, 21).

Point of view	Customer Dominant Logic (CDL)	Implications on the training program development
FOCUS	Customer's life context, customer logics, customer ecosystem and customer needings	Learner's prior learning experiences, current activities in the learning market and outside it affecting participation, future goals and aspirations
PROCESS	Involvement and presence in the lives of the customers and co-creation with stakeholders and monitoring other market actors from the perspective of customers. Focusing also on the invisible and mental.	Observing learners and building understanding on the aspects in their lives and interpretation of experiences affecting the program being developed. Actively focusing on the dynamics of the training market through the lenses of the learners involved.
ROLES	Customers are both active and passive in their activities. The role of the service provider is to identify and support the activities and customer logic of the customer.	The learners seek for experiences and meanings in the training market both consciously and unconsciously. The training provider should match the offering of the program developed to the other offerings in the market and supporting learners' lives other activities.
VALUE	Customer value formation goes beyond value in use to the constellation ja interpretation of experiences of the offering outside of the value-exchange situation.	The value of a training program developed is determined in the process of learner interpretation of prior experiences, match with outer life context and other training market offerings available.

Table 2: Training program development viewed from the CDL point of view based on Heinonen et al. 2013; Heinonen et al. 2015 & Voima et al. 2010

3.3 Learning experience design and personalization

Customer participation in experience economy can be viewed across two dimensions. The first dimension refers to customer participation in which at one end of a spectrum is passive participation in which participants don't affect the performance at all and in the other end the active participation in which customers are set in key roles creating performance that yields the experience (Pine & Gilmore 1998, 101). The role of experiences in service design is crucial since customers gaining good experiences while using services are more loyal to the service provider. Individual experiences cannot be designed as such but the conditions for an experience to occur are in the focus of user experience design (UX). (Polaine, Løvlie & Reason 2013, 130-133; Garrett 2010.)

Since learner experience is in the core of CDL-based program planning, the concept of

learning experience design and personalization of learning as a trend in the field of adult education become crucial. Learning experience design (LXD) combines user experience design, service design and design thinking methods to design the synchronous and asynchronous learning experiences of the learners. It recognizes that learners and educators form quickly opinions as to what resources and learning offerings are interesting, helpful and worth the investment of time. Niels Floor (2016) defines learning experience design as following; "Learning Experience Design is the process of creating learning experiences that enable the learner to achieve the desired learning outcome in a human centered and goal-oriented way". The process of learning experience is an iterative cyclically presented process consisting of phases starting from a question or a problem that needs to be answered, moving to phases of research, design, build, test and launching of the design of learning experience. Learning experience designers consider whether the design is appealing, attracting attention and enjoyable and satisfying to participate in. (Floor 2016; Floor 2019; Salas 2018; Hokanson, Clinton & Tracey 2015; Kahle 2008, 42.) Learning experience design lacks profound academic background, but it has gained popularity among training professionals since it has offered an alternative approach to instructional design which is often seen as too technical and focused on methodology and processes. Learning experience design encourages the designer or planner to place the learner in the center and focusing on the essence of meanings given to the learning experiences of the learners instead of filling in boxes and going through planning steps. (Salas 2018; Leading learning podcast 2020, episode 222.)

When the learner is set in the center of the design, the concept of personalization of learning and learning pathways are essential. Personalization refers to activities in learning settings and in the design of programs that take into consideration the individual ways of learning and needs by providing tools that are tailored and optimized for each learner. Learning pathways refer to the overall life context of the learners and routes taken in the learning market. When pathways are taken into consideration in program planning, the individual courses designed are viewed in the context of learner pathways consisting of a larger selection of routes and choices. (Wozniak 2020; Leading learning podcast 2020, episode 222; Office of Educational Technology 2017.) The main task of the learning experience designer according to Plaut (2014) is to find gaps between the learner and his/her desired learning outcome. The gaps can occur in knowledge, skills, confidence, motivation or in access to proper tools and resources. The design of learning has to focus on fulfilling those gaps by analyzing profoundly the relation between the gaps and the design. Questions arise for instance of what kind of a structure of the learning content is the most suitable and what kinds of functional elements of the training support the learning experience. From LXD point of view also the aesthetic issues are relevant; what do the learners hear, see and do during the learning experience and how does it look and sound like? The fundamental idea in LXD is to promote experiences that are immersive and enriching for the learners. (Plaut 2014.)

3.3.1 Service design principles and process

The process of applying design thinking to the design of services is a combination of active, iterative approach with a flexible and lightweight set of tools applied at least from marketing, branding and user experience (Stickdorn et. al. 2018, 14). The five principles of Service design presented by Stickdorn & Schneider (2012) describe the essential elements of a service design process well and work as criteria to reflect upon. The first principle of service design is user-centric emphasizing that services are viewed from customer experience perspective stressing the importance of empathy and behavioral drivers such as expectations, values and beliefs influencing decision making and preferences. The second principle is co-creative which emphasizes the importance of all stakeholder groups being involved in the service design process. Third principle is sequencing which relates to the idea of services as a sequence of interrelated actions, events or journeys. Fourth principle is evidencing which is related to the intangible nature of services and the importance of visualization. The final principle is named holistic which stresses the importance of viewing services as part of all the elements of the entire environment in which they exist. (Stickdorn & Schneider 2012.)

Brown (2012) describes a service design process as a system of spaces rather than a predefined series of orderly steps. There are numerous different versions of the design process, but according to Brown (2009) most of them have three phases; inspiration, ideation and implementation. This three-step model is the simplest version presented of the design process. (Brown 2009; IDEO 2019.) In the latter versions of this model IDEO added elements to it that emphasized the role of the customers and co-designing services with them by naming the phases hearing, creating and delivering (Tchimmel 2012, 7). One of the most used service design process models is the double diamond model by Design Council (2015) that consist of convergent and divergent phases in which ideas and solutions are produced and selective decision are made in iterative ways. Usually a project starts with some kind of a brief. After that the first divergent phase starts by discovery. In this phase new opportunities and insights are being gathered. The second phase is the definition phase when the insights are being analyzed and decisions about focus areas and themes are being selected. In the definition phase a clear brief of the project is being developed and design challenges are identified. At this phase of the process also organizational issues and project management has to be sorted out. The third phase called the development phase is again a divergent phase in which designed solutions are being developed, iterated and tested in different teams. In this phase it is very important to be able to fail fast. This process of iteration helps designers to improve and refine their ideas. (Design Council 2015; Brown 2009, 89-108.)

In the delivery phase which is the final phase the ideas are taken out to be tested, produced and launched (Tschimmel 2012; Nessler 2016; Design Council 2015). In the double diamond process by Nessler the first diamond focuses on “designing the right thing” as the second diamond focus is on “designing things right” (Nessler 2016). This first diamond can as well be

seen as a sensemaking phase of a service design process. Madsbjerg & Rasmussen use the term sensemaking in referring to activities in which people aim at connecting dots and strive towards moments of clarity (Madsbjerg & Rasmussen 2014, 82). Often projects loop back through the first development phases more than once as ideas are refined and new directions found (Brown 2008, 4). The first diamond should end up answering the question of "How might we" which clarifies the design problem and guides the process further (see, e.g.. Design Council 2015; Berger 2012; IDEO 2019). Iterative cycles of solution development are in the core of the service design process aiming at moving from quick prototypes towards pilots and finally into implementation (Stickdorn et al. 2018, 21). The approach of developing through experimentation, trial and error can be systematic and logical based on real-life observation (Hassi, Paju & Maila 2015, 3). The final deliver phase of the double diamond is ought to end up with a product, solution or concept named in the next Figure as an "output" of the process (see Nessler 2016).

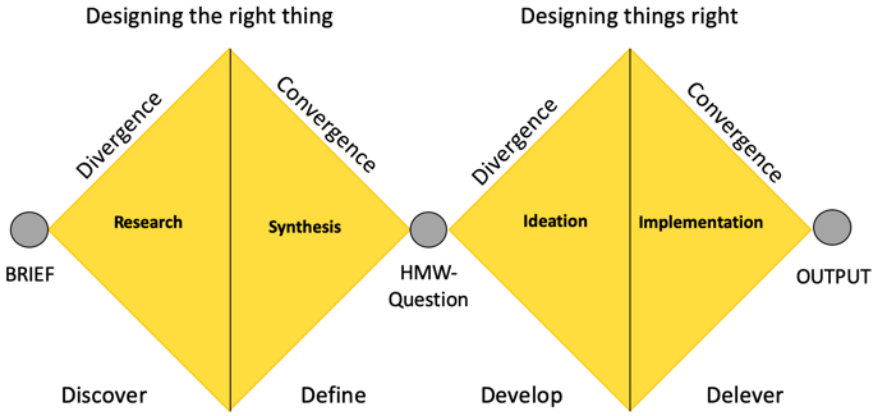


Figure 4: Service design process in the form of Double diamond by Nessler 2016

Service design is a pragmatic approach in which theory and mindset go hand in hand with practical methods and tools. The methods are a combination borrowed from diverse discliplines and stress especially visualization and prototyping. Each phase of the design process suggests various methods to be used (Polaine, Løvlie & Reason 2013; Stickdorn & Schneider 2012; Tchimmel 2012.) The concept of a boundary object refers to visual artefacts and that work best when presented using language and models that people understand across different disciplines. Very much used boundary objects in the field of service design are user personas, user journey maps and blueprints. (Stickdorn et. al. 2018, 43.) Boundary objects can also help a group to collaborate on a common issue without consensus (Star 2010, 602). This is important since it is known that many innovations require managing the so-called knowledge boundary crossing across specialized domains in organisations and in settings in which innovation is desired as on outcome (Carlile 2004). Co-creation of boundary objects is possible by using various service design tools. This process can be seen as developing and

maintaining of coherence across different domains. (Stickdorn et al. 2018, 43.)

3.3.2 Approaches to integrate design thinking to program planning

Design thinking is a human-centered approach that focuses on understanding the needs and motivations of people. Design thinking requires an ability to combine empathy to the context of a problem, creativity in generating ideas, solutions and insights and rationality in analyzing and matching the created solutions to the context (Tschimmel, Loyens, Soares & Oraviita 2017, 13). Design thinking aims at conceiving meaningful experience for people and offering new process models and toolkits which improve, accelerate and visualize creative processes carried out in multidisciplinary teams. (Tchimmel & Santos 2018, 4.) The main benefits of design thinking in the field of education have been characterized through four dimensions. First it improves "human centeredness" in setting the needs and motivations of the learner in the center. Secondly it promotes "experimentalism" allowing new ideas to be generated along the process through trial and iteration. Thirdly design thinking in education promotes "optimism" in giving a chance to turn challenges into opportunities for change and finally it promotes "interdisciplinary" and "collaborative nature" in generating and developing new ideas by bringing together people with different backgrounds, skills and competences. (Tchimmel et.al 2015; IDEO n.d., 11.)

The terms that reflect design thinking and service design approach in the field of adult education are *learning design*, *educational design* and *training design*. Educational design refers to an approach that uses design methodologies to create educational interventions. The *educational design research* is defined as a genre of research that focuses on iterative development of solutions to educational problems and also provides the context for empirical investigation but aims at theoretical contribution. The methods and the process of educational design research used include dual focus on theory and practice and follow steps from analysis to exploration through design all the way to construction and to evaluation and reflection. (MacKenney & Reeves 2018; Akker, Gravemeijer, McKenney & Nieveen 2006.) The term *learning design* very often is represented in the same context as instructional design and it is defined as a way to optimize effective learning in e-learning environments (Laurillard, Charlton, Craft, Dimakopoulos, Ljubojevic, Magoulas, & Whittlestone 2013). Another way to define learning design is as a combination of service design, pedagogics and learning psychology. This approach to learning design defines it as following; "Learner-centered design of pedagogical process leaning on learning psychology". (See, Huhtanen 2019; Mukamas Learning learning design 2018; Toikkanen, Keune & Leinonen 2015.)

Learning design just like program planning provides a picture of a series of planned pedagogical actions instead of detailed descriptions of specific instructional events (Lockyer, Heathcote & Dawson 2013. 1441-1444). Training design as a concept is most likely used in the context of organizational development referring to employee training for professional growth. A training design process consists of planning and needs analysis to designing and evaluating

course materials and all the way to marketing and administration. (Carliner 2015.)

The next Illustration (Figure 5) presents the different approaches to integrate design thinking to program planning. The illustration sets the learner in the center of learning economy and learning ecosystems and presents the various concepts aiming at enhancing learner-centric and design-thinking based program planning.

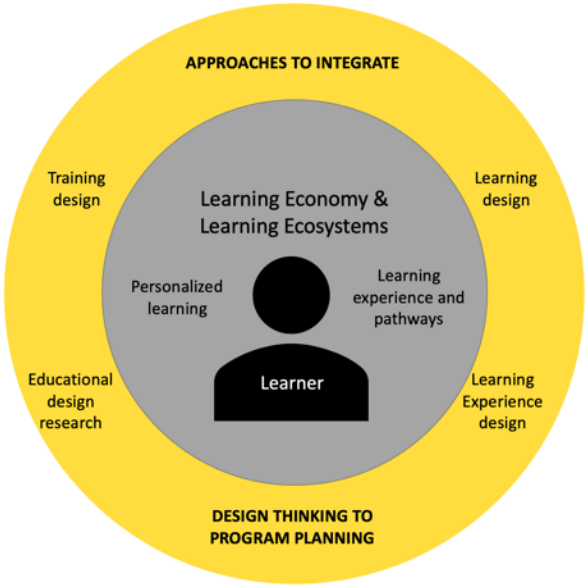


Figure 5: Illustration of the learner-centric and design thinking -based framework for program planning

3.3.3 From linear to agile and iterative development

Alternative methods and models have started to emerge that utilize different approaches from business to service design also in the context of program planning. We don't operate in a linear world anymore in which inputs lead directly to anticipated or planned outputs (Anonymous 2016, 14) Lean development is one answer to the approaches that try to tackle the complexity in the surrounding environment and implement planning processes in agile ways. Lean thinking suggests that instead of executing plans, testing hypothesis and gathering information on customers' responses already in the early phases of development ensure better success. This is a process of searching for the right model through development loops and cycles (build, measure, learn) instead of linear execution. The ultimate goal is to develop a minimum viable product that can be tested and measured and learned from in order to develop hypothesis further. This process involves the idea of "failing fast to succeed sooner". (See Blank 2013; Ries 2011; Croll & Yoskowitz 2013; Ojasalo & Ojasalo 2015; Ojasalo & Ojasalo 2018.)

The ADDIE process has been for instance supplemented with rapid prototyping phases or modules to increase the model's flexibility. Rapid prototyping has been used especially on

instructional design and e-learning planning processes to test the learner responses on various activities and to gather feedback on how well a program performs on chosen technology platform. This kind of an iterative process may continue until there is agreement and confidence in the developed prototype. (Kruse 2002.) Allen (2012) has developed his instructional design model called Successive Approximation Model (SAM) based on the criticism of ADDIE and applying it mainly on e-learning cases. His model suggests that throwing out early ideas is a crucial step of progress, experimentation and evaluation should be allowed, in-process feedback should be gathered from the team and organization responsible for creating meaningful, memorable and motivational learning experiences to learners. SAM consist of three phases, eight stages and seven different tasks. The first phase is called the preparation phase that consists of gathering information such as available content materials, organizational responsibilities, operational requirements and indicators defining the project success. Another part of the preparation phase is a brainstorming event called "Savvy Start" in which the design team and key stakeholders review the collected background information and generate initial design ideas.

After preparation follows the iterative design phase in which three steps are "evaluation", "design" and "prototyping". The first evaluation is quick consisting of analysis of the situation, need and goals. The Design phase should be done more with thought in which a design is prepared for discussion listing goals, objectives and sketches of a few simple program designs visually. In the Develop phase prototypes are prepared using whatever tools to quickly provide a sense of the design idea in application. The third phase of SAM is called the Iterative Development phase consisting of three steps; "implementation", "evaluation" and "development". The goal of these steps is to produce a design proof which is a visual, functional demonstration of the solution and should have more functionality than the design prototypes. If it is a technological solution, first the alpha, then the beta and finally the gold version of the instructional application are developed. (Allen 2012.)

3.4 Co-creation based training program planning

To gain understanding of the lives and shifting contexts of the learners is crucial for training organisations in the service and experience economy. This understanding can be achieved by studying users' life context and behavior using various methods such as collecting narratives, interviewing, sending out questionnaires, observing and looking at data on the learners' past experiences. (Chesbrough 2011; Leskelä 2017; Stickdorn & Schneider 2012, 108-117.) In addition to the latter mentioned methods co-creation with customers and stakeholders is one fundamental element of service design and part of service-dominant logic. (see Stickdorn & Schneider 2012; Lusch & Vargo 2014). Open innovation processes that involve intensive co-creation can to some extent ensure that generated ideas and experiences are the ones the customers and stakeholders value the most (see Chesborough 2011). Co-creation has the idea of democratization and decentralization of value creation in its core moving the focus from

inside of the organisations to interactions with customers, customer communities, suppliers, partners and interactions among individuals. Individuals who participate in the design of value creation do it through their own experiences. (Ramaswamy & Gouillart 2010, 7; Ramaswamy & Ozkan 2014, 222-247.)

Co-creation refers to any act of collective creativity, i.e. creativity that is shared by two or more people. (Sanders & Stappers 2008, 6). Ramaswamy & Gouillart (2010) define co-creation as the practice of developing systems, products or services through collaboration with customers, managers, employees and other company stakeholders. (Ramaswamy & Gouillart 2010, 4). Viewing the latter definition in the light of SD-logic according to Lusch & Vargo (2014) it would most likely be called co-production. SD-logic claims that co-creation occurs always, and it is not something that actors can choose or outsource. Because value is not something that one actor can create and deliver to another actor, a key in innovation according to Lusch & Vargo is to identify new ways to cocreate value. (Lusch & Vargo 2014, 143-147.)

According to Russo-Spena and Mele (2012) co-creation activities can be divided into three schools; 1) Technology-driven focusing on collaboration through open innovation platform, 2) Customer-driven perspective emphasizing systematic use of individuals and communities' competences and experiences and 3) Service driven perspective focusing on value in use and customer as a co-creator of value. (Russo-Spena & Mele 2012, 528.) Russo-Spena & Mele define co-creation practice-based as following; Co-creation of innovation can be seen as a set of activities. These activities are different tools, methods and processes in which actors interact, collaborate and integrate their resources. (Russo-Spena & Mele 2012, 533.)
There are several other concepts similar to co-creation and also related to it such as collaboration, co-production and co-design. Co-creation as a term is also widely used in the landscape of participatory design and often confused with the term co-design. Co-design refers to collective creativity that is applied across the whole span of a design process and is a specific instance of co-creation. Co-design in more detail also often refers to a diverse group of experts coming together, such as researchers, designers or developers but also potential customers and users to cooperative creatively (Steen, Manchot & Koning 2011, 53). The evolution of all these terms around co-creation explain the shifting nature of design from user-centered design to co-designing. (Sanders & Stappers 2008, 6-12.) Russo-Spena & Mele (2012) define five co's of co-creation which represent different phases of an innovation process. The five co's are; 1) Co-ideation, 2) Co-evaluation, 3) Co-design, 4) Co-test, 5) Co-launch (Russo-Spena & Mele 2012, 535).

Co-ideation refers to the phase of generating ideas. This phase is often opened up to a wider network of actors, not only lead users but also consumers, customers, partners, professionals and intermediaries. Very often digital platforms are used in this phase to build connecting spaces for actors to communicate and share ideas and insights. In the co-evaluation phase

service providers/companies engage actors in the appraisal of proposals. In this phase companies foster practices of connecting and socializing and specifically commenting and voting. In the phase of co-design many practices are used based on the engagement of many actors linked by a shared context and interest. In this phase the aim is to bridge the gap between identified ideas or needs and the possibility of finding a solution. In this phase all attendees are given the role of an expert based on knowledge and experience. In the co-design phase in some cases also users are given the role of a co-designer. This requires the company to take the role of a facilitator and provide tools, documents and other knowledge support for the users. Co-testing or co-launching refers to the phase in which the designed services are about to be launched and piloted before marketing. (Russo-Spena & Mele 2012, 535-542.)

The rise of co-creation is also seen as a sign of service design moving from designing of objects to the design of communities (Tuhkala 2019, 22-23). The activities taking place as part of co-creation can be divided into back-stage and front-stage activities. The front-stage activities are for example workshops, design sessions and co-operative prototyping whereas the actual decisions are made back-stage such as project goals, evaluation of outcomes and conclusions. Opening up the backstage and organizational processes also to external parties for co-creation increases transparency. According to Chesbrough (2011) companies should not only open up their innovation strategies but also their business models for open innovation. (see e.g. Tuhkala 2019, 23; Chesbrough 2011; Bødker, Dindler & Iversen 2017, 248)

Prahalad & Ramaswamy (2004) define the different methods and tools used in co-creation as building blocks of interaction. They specify four of them; Dialog, access, risk-benefits and transparency. Dialog is a tool for the customers and the company becoming equal and joint problem solvers. (Prahalad & Ramaswamy 2004, 9) Dialogue as an approach is also deeply embedded in the instrumental case of this master's thesis and is one potential tool of co-creating a training program. Dialogue refers to a specific way to have a meaningful and democratic conversation in which all voices are heard, and which aims at deep understanding. Dialogue improves peoples' ability to learn from another and gives the possibility to understand individual experiences and meanings given to them. Dialogue increases social competence among communities and organizations and is especially needed in situations in which designed issues are complex and people have diverse insights. (See Alhanen 2019; Timeout Instructor's Guide 2018; Isaacs 1999.)

Access refer to the customers and stakeholders' possibility to have access and transparency to information. The risk-benefit means the possibility for the customer to assess as a result of dialogue, access and transparency the possible risks and benefits of actions and decisions. In the Prahalad & Ramaswamy (2004) theory of co-creation, a fundamental aspect involves the implications of co-creation to market value. Co-creation challenges fundamentally the distinction between supply and demand. When experiences in addition to value are co-created, the focus shifts to the characteristics of experience environment and the demand becomes

contextual. The organizations capable of managing this kind of a system become competent in reconfiguring resources in real time to match the shifting customer desires and personalization of co-creation experiences. This is when the market becomes a *space of potential co-creation experiences and* opportunities of joint value creation arise. (Prahalad & Ramaswamy 2004, 9-12; Ramaswamy & Ozkan 2014, 15-17.)

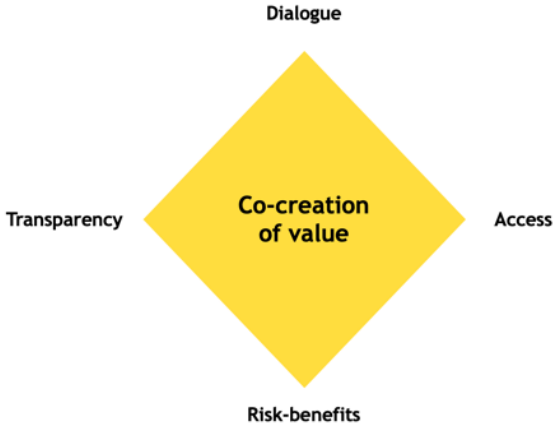


Figure 6: Building blocks of interaction in co-creation by Prahalad & Ramaswamy (2004)

The main benefits of co-creation often specified in literature are improved customers' loyalty, reduced costs, increase in people's well-being as well as better organized innovation processes that become more effective in their nature. When co-creation is continuous activity, it facilitates service improvements constantly and reduces the risks of services failure. (Steen, Manchot & Koning 2011, 53, 55.) The benefits of co-creation especially according to Bason (2010) include two parts; divergence of knowledge and realization of people involved in innovation processes. Divergence ensures that greater variation of ideas and suggestions are brought to the table before decision-making and implementation. Realisation benefit refers to the anchoring process of the people involved to the development process. End-users and stakeholders should be engaged to the whole development process from beginning to the end and not only to the finalization and implementation. Such involvement increases the possibility of success and innovation greatly. (Bason 2010, 8.)

3.4.1 From individualistic expertise to collaboration

Some of the classical models of program planning emphasize the role of stakeholders and especially learners in the process of designing the program, but most of them draw an image of the planner as a master of the process. The various models specify the competences needed of the planner/instructor and make the profession sound very challenging. The planner must at the same time understand the context, identify ideas, develop objectives, instructional plans, prepare transfer of learning and evaluation plans and determine budgets and marketing

plans (Caffarella 1999, 29). One way to tackle this complexity is to co-create with various stakeholders and users in the program planning process. The engagement of learners and stakeholders should be taking place throughout the whole planning process to allow constant feedback cycles and development (Croxton & Chow 2015, 94).

Caffarella (2002) speaks about "negotiated activity" between the planner and stakeholders and the importance of understanding the planning context. As an important stakeholder group for program planning in addition to the learners are often mentioned in the program planning literature subject-matter-experts (see e.g. Caffarella 2002; Dirksen 2015). Very often still education is planned in isolation from the learners and other stakeholders in the planning environment (Tuhkala 2019; Toikkanen, Keune & Leinonen 2015, 41-42). There is also a significant difference between the concept of "negotiated activity" defined by Caffarella (2002) and the concepts of "co-creation" and "participatory design" dealt in this master's thesis. (see Tuhkala 2019; Ramaswamy & Gouillart 2010). Negotiation refers to an activity that aims at making decisions and approaching a joint process from different viewpoints to find a suitable compromise between stakeholder groups. Co-creation as presented previously is an activity that engages stakeholders and users to a joint learning process in which dialogue replaces negotiation and outcomes are unspecified. (see, e.g. Prahalad & Ramaswamy 2004; Heikka 2018; Morrison et.al.2019.) Viewing the planning process from a user-centered design perspective the users and the stakeholders can be seen either as informants or as design partners. When users are seen as informants, data on user needs is collected for example by inquires, observations and running tests. Seeing users as design partners requires in addition to the latter tools, creation of a common space where the planners and users together explore problems and seek for solutions. (Sanders & Stappers 2008; Tuhkala 2019, 17-18.)

Since more and more activity and work happens decentralized in various networks dependent on time and place instead inside the walls of organizations, also educational planning environments have become more complex (see Prime Minister's Office 2019). From this perspective the concept of transfer of learning can be challenged. It is no longer as relevant to view learning as an activity of individuals transferring new knowledge from context to another, instead it is about engaging the contexts in the process of designing the learning and creating new knowledge together. Learning and knowledge creation is no longer viewed as an individualistic process of adapting objective knowledge but as a process of developing practices that function in a community. The learners become practioners instead of just actors learning about practice. (See, e.g. Brown & Duguid 1991; Lave & Wenger 1991; Wenger-Trayner & Wenger-Trayner 2015.) The trainers of today are mentors, facilitators, collaborators and enablers of learning (Tschimmel, Loyens, Soares & Oraviita et al. 2017, 19). The training planners' and planning organisations' role changes from pure expertise-based to that of an enabler and mediator of learning. The role of a training provider as a mediator can consist of creating spaces for knowledge transfer and activity sharing, helping participants to enter different communities of practice, offering structures and frameworks and supporting learner

identity construction process by fostering self-reflection. (Jyrämä & Äyväri 2007.)

3.4.2 From licensed to open source content and knowledge

Expertise, just like the expertise of program planners and instructors of adult education, as a unique characteristic of an individual has been challenged recently due to the ever-increasing amount of knowledge created in open networks (see Jakonen 2017; Heimans & Timms 2018, 58-62). The complex problems of today are all specific in their nature so that they cannot be tackled by one subject matter expert, inside one specific domain or within one organizational silo (see Bason 2010, 1-22). Experts of a field do not discuss anymore only with people representing the same domain in closed institutions, instead expertise is built and produced in various heterogeneous social environments that are most often virtual in their nature (Jakonen 2017, 16).

Heimans & Timms (2018) claim that people of active participation are no longer satisfied in just consuming ideas but expect to have a role in developing the ideas in order to make them spread further to unlimited potential audience (Heimans & Timms 2018, 89). Increased amount of interactions and information flow in networks in the context of program planning can be seen as a growing possibility of innovation driven by three trends; open standards, connectivity and network ubiquity (see Lusch & Vargo 2014, 142). Open standards lead to shared information and experiences by actors in collaboration which in turn facilitates innovation. The increased connectivity of communication networks has led to an exchange system that responds quicker to actors' needs. Network ubiquity is the accelerator of the latter trends explaining how all actors and resources are connected to each other and how specialization happens due to increased service-to-service exchange. (Lusch & Vargo 2014, 142-143.)

The increased distribution of open knowledge in the field of adult education has led to the development of open source training concepts and platforms. The last decades can be seen as a narrative of opening up education due to new media and information communication technologies. There are more and more courses and training materials openly available globally, especially online. (Iiyoshi & Kumar 2008, 1-10.) Well-known open education courses are called Massive open online courses (MOOCS) that started from the most famous universities in the United States but have spread to more mainstream higher education institutions. MOOCs are considered courses with open enrollments that offer free education for all sharing same commonalities. MOOCs have raised controversial discussion on the quality of mass education, but the popularity shown in enrollment rates indicate that the open online learning has created totally new education market and demand. (See Croxton & Chow 2015.) In addition to tools and resources, increasingly engaged and connected communities and networks are found working on transforming the economics of education in collaboration with each other. The open education and open source content can be seen as a means of liberation,

democratization and empowerment wider in the society. (Kahle 2008, 29.)

The development of open source training is more complicated than conventional training since it is harder to define on long term who the users and stakeholders are, how to engage them in the design process and how to balance between the local and wider community needs (McGrath 2008, 16). The planning of open source education and courses follow certain principles that require good design to be embedded in the process. The principles are according to Kahle (2008, 27-45) access, agency, ownership, participation and experience. Access in this context does not just refer to the materials etc. being openly available for all but also to the design of the training that enables the acquisition of effective thinking, learning and doing by taking individual cognitive and physical differences into consideration. Designing for agency means defining the degree of user action and control over the open education resources. It defines how users take the open source materials and potential technology and make them their own by modification and empower them to take action. Designing for ownership anticipates that any designed product or training can become part of future resource and be transformed into something quite different over time. Design for participation refers both to community involvement in developing and extending an educational resource such as a course or training concept as well as pedagogical design that fosters active learning and engagement with the educational resource.

Kahle (2008) reminds that especially the open source education offerings must take learner experience in the core combining thoughtful instructional content and design to motivate learners, capture their attention and engage their mind. Designing for experience in open platforms should be substantive and attractive, compelling and pleasure to use. (Kahle 2008, 27-45.) One of the major challenges in the design of the open source training is to balance between quality and control. How much control is needed to sustain the quality and what other ways there are in addition to building trust and engagement in the user community and ensuring continues feedback to ensure quality of education. (Baraniuk 2008, 229-246.)

4 Concluding the findings of the theoretical framework

In this Chapter I will draw together the most important criteria for the training program planning model to be developed in this thesis. This chapter will also answer the first research question “Which design criteria should be set for the construction of a learner-centric planning model for adult training?”. The criteria defined stems from the theories tackled so far, from different traditions combining adult education-based planning models with customer dominant logic and co-creation theories and trends. The previous chapters have formed a picture of program planning in the light of different elements and concepts rising in importance and also some of them potentially declining. The next illustration will present the most

obvious ones identified from the theories. The ones identified especially as “rising elements” are the ones affecting the criteria presented next.

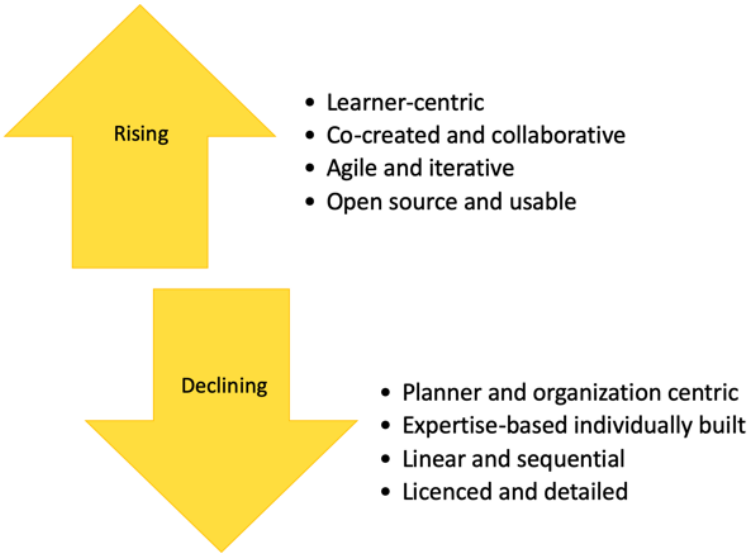


Figure 7: Illustration of the rising and declining elements of program planning based on the theoretical discussions in chapters 2 and 3

Since expertise-based individually built planning scheme is declining, the first criterion set for the planning model being built is *cross-disciplinary*. This criterion refers also to theories and models presented from different fields of thought used as a basis of the model. The Customer dominant logic forms a guiding theory to view the mindset of the planning model and service design is used as an approach to apply user-centric design in the model. Yet, the planning process of training programs cannot merely be viewed from the service design field perspective since it is as an approach attached to the theories of adult learning and holds a long tradition of program planning in adult education theories. Just like Ojasalo & Ojasalo (2018) state; more and more organizations are in a need of pragmatic frameworks for implementing both Service and Customer-dominant logic, but the process might require theories from other disciplines to be borrowed and used (2018, 26). Cross-disciplinarily is also a crucial criterion for the planning model since it is known that innovation often takes place at the boundaries between specialized domains (Carlile 2004, 566).

In the times of rapid change, the environments of development are often called “complex adaptive systems” in which independent components or agents interact with each other and learn as an output of this process (Morrison, Hutcheson, Nilsen, Fadden & Franklin 2019, 6). The classical and modern models of program planning give little advice on how to orchestrate this kind of a complex system consisting of various actors, interests and activities. Even though systems thinking is already widely believed to handle complexity facing the future, it is still not widely known in the field of education and can be seen residing in the margins. (Arnold & Wade 2015, 1). The question arises, how learning in these systems can be used as a

fundamental source for the process of learning program development? The Customer dominant logic offers a theoretical framework to view the overall system-based perspective to training program development. The training program ecosystem around the development should be mapped to identify the key actors and their role in the process. The ecosystem can consist of learners and stakeholders exploiting and exchanging same tools, materials and knowledge. The program developed should as well be matched with other training offerings in the training market and the process can be seen as building of new communities and ecosystems. (Heinonen et al. 2013; Heinonen et al. 2015 & Voima et al. 2010; Tuhkala 2019, 22-23.) As noted before, organization and planner centric processes are declining in the program planning field as processes that emphasize end-users and stakeholders engagement from early on are rising. In these kinds of processes stakeholders and users are seen as design-partners of the program planning process (see Tuhkala 2019, 17-18; Bason 2010, 8.) This in turn requires the ability to carry out dialogical conversations with the stakeholders to allow joint learning and understanding to occur (see, e.g. Alhanen 2019, Isaacs 1999; Morrison et. al. 2019, 105-121). The criterion stemming from these theories are *system-orientation* and *co-creational* enabled by dialogical approach.

The learner has rarely been represented in the program theories as an active participant of training and lifelong learning market seeking for new possibilities to exploit the services offered by various training providers to gain new experiences and to build new identities. When in the era of modernism, the adult learners were called participants and experts, in the era of postmodernism they are called consumers and actors. (See Rinne 1999, 109; Brown & Duguid 1991; Wenger-Trayner & Wenger-Trayner 2015.) The focus should no more be on how adults learn and on classifications of the different learning orientations but on how the adult learners want to learn and act in the learning economy. What kinds of routes are they actively seeking for? (Cohen et al. 2001, Dove & Bachelder 2001; Lundvall & Johnson 1994.) From this perspective *learner-centrism* as a criterion refers not only to understanding of individual needs reflecting the program being developed but also understanding the learner life context as a whole and viewing the past experiences and future plans as a rich source of data for the planning process.

As mentioned in the context of the criticism of classical instructional design processes such as ADDIE, the linearity of development processes has been challenged in recent years greatly, yet other ways of representing the models have lacked creativity. Planners spend a great deal of time in formulating and reformulating the many facets of their programs and the more people, layers of authority and organizations are involved in the planning process, the less logical and orderly the process becomes (Caffarella 1999). In the times of rapid change of the training market and the society overall, the actors who succeed, are the ones who can maintain flexibility and go fast from failure to failure (Blank 2013). As planning processes that are linear and sequential are declining in importance, the strategies reducing complexity of systems as *iteration* and experimentation form one crucial criterion for the planning model

developed (see Snowden & Boone 2007).

None of the models presented in the theoretical framework emphasize creativity as part of planning. However, creative thinking and the capability to adapt plans to occurring changes, are considered one of the main competences in navigating in the era of complexity (Soffel 2016; Kelly 2016; Morrison, Hutcheson, Nilsen, Fadden & Franklin 2019). Many of the program planning models and especially the technical-rational ones consist of detailed guidelines for each phase of the planning that seem complex to use in practice. (see, e.g. Caffarella 2002; Houle 1972). Neelen & Kirschner (2020, 35-36) call this tendency in program planning "atomistic design" in which complex problems are tackled by reducing detailed tasks involved into simpler and smaller components leading to distinction of parts of the process and fragmentation.

Clarification and visualizations of complex processes is an approach used in service design to reduce complexity and increase usability of tools and processes (see, e.g. Polaine, Løvlie & Reason 2013; Garrett 2010; Stickdorn & Schneider 2012; Morrison et.al. 2019; Glynn & Tolsma 2017, 4). The same idea is also embedded in the theories of open education which present a set of adaptable design principles for new applications instead of attempting to derive narrowly prescriptive theory to fit all contexts (Kahle 2008). As licensed and highly detailed planning processes of adult education are declining, openness and *usability* including the ideas of creativity and simplicity are identified as crucial criteria for the training program planning model developed.

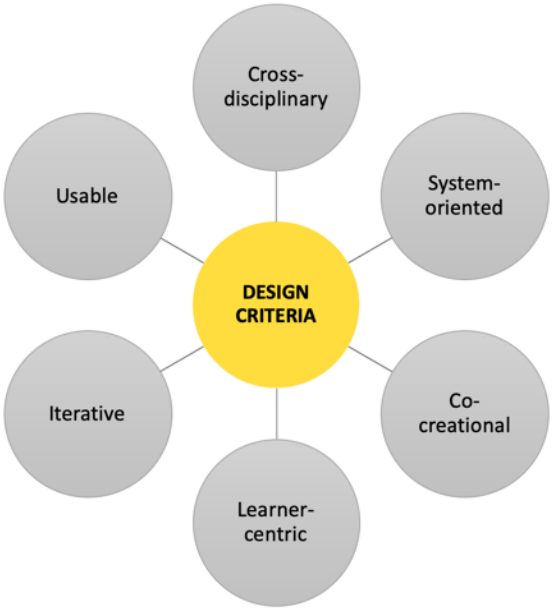


Figure 8: Illustration of the Design criteria for the Training program model developed in the thesis based on the theoretical framework

5 Case study

In this chapter the instrumental cases forming up the empirical part of the thesis will be presented. First an overview of the instrumental cases will be given in the context of case study theories. Next the main data gathering methods of the cases will be explained. Finally, the cases are explained focusing on the phases of development reflecting upon the methods, tools and process. Less attention will be given to the subject matter of the Timeout training concept. The relevance of the cases for this thesis is to provide an empirical backbone together with the theoretical framework to build up the new training program planning model. Concerning both of the descriptive chapters of the instrumental cases will follow an analysis of the most relevant findings and reflections of the methods and tools used in the data analysis.

5.1 Overview of case study methodology

A case can be any bounded system of interest – an institution, a program, a collection of a population, a process or an organization (Gomm, Hammersley & Foster 2004, 23; Yin 2009, 17; Ojasalo, Moilanen & Ritalahti 2009, 52). Case study is a suitable method to answer research questions that begin with *how* and *why* instead of that of *what* (Yin 2009, 8-11). Qualitative case study is especially interested in an extension of experience by disciplining personal and particularized experiences (Stake 2000, 448-449). Case study fits well with service design driven development processes that are interested in people's needs, behaviors and motivations in order to form the basis of design problems (Polaine et.al. 2013, 40). Case study gives the possibility to deal with various kinds of data evidence such as documents, observation and interviews. Therefore, the case method is a suitable approach for development work in which various kinds of data is collected and the aim is to generate ideas and proposals based on them. (Yin 2009, 8-11; Osajalo et al. 2009, 52-53.) Case study does not aim to manipulate or control the events being studied and focuses on understanding real-life phenomena in-depth. This is essential in development processes in which the boundaries between phenomenon and context are not clearly evident (Yin 2009, 18.)

In this master's theses there are two cases to be examined and the nature of them in this study are instrumental. These cases are interconnected concerning the development process of Timeout training concept yet separated consisting of two different phases of a service design process. The purpose is not to make generalizations based on the cases since they are always bounded in their context (Gomm et al. 2004). However, case studies are generalizable to theoretical propositions and can be used to expand theories (Yin, 2009, 15; Yin 2004). It is also argued though that case studies do have the potential to uncover causal processes linking inputs and outputs within a system ie. seeing causal relationships in particular instances. (Hammersley; Gomm & Foster 2011, 2).

In this master's thesis the insights gained through the two empirical cases will be used together with relevant theory to build up a new process model for designing training programs for adults. According to Stake (2000) case study offers a possibility to gain general understanding of phenomena around not by studying multiple cases but by concentrating deeply in understanding the complexities of a single case at a time. It can be concluded that "a case study is both a process of inquiry about the case and the product of that inquiry". (Stake 2000, 436.) *An instrumental case* refers to a study in which the case is examined in order to provide insight into the topic or to redraw a generalization. In this setting, the case itself is of secondary interest, playing a supportive role and guiding understanding of something else. The instrumental cases are however looked at in depth and the contexts are explained and activities described but only to help the research to pursue external interests. The cases are seen as an opportunity to learn from and to examine various interests concerning the issues studied. The opportunity to learn is therefore considered one crucial criterion for selecting a case. (Stake 2000 437-446.)

5.2 Overview of the development cases

The cases studied in this master's thesis consist of the process of designing and executing a training program for open distribution based on an operating model called the Timeout presented in chapter 1.3. The development process of Timeout training program started in the beginning of the year 2018 and continued to the end of November 2018. The whole process started from a design brief and question of; How might we develop a scalable training concept based on Timeout model to spread the competence of constructive dialogue across the society? The development process of Timeout training concept had two separate main target groups; 1) End users of Timeout operating model and 2) Future trainers of Timeout i.e. end users of the training concept. The development process started from the planning and gathering of the insights. In this phase the process was also designed and reframed to meet the demands discovered. The first piloting phase took place in May 2018 consisting of a three-day lasting training for the actual target group of Timeout training. During the Spring 2018 several small-scale training experiments were simultaneously taken place on various target groups to test hypothesis and develop parts of the training concept further. During summer 2018 the development process took another step towards new target group, future trainers of Timeout and potential scalability of the training program. After summer the preparation of the open source training materials began by using intense co-creation and testing. In the fall 2018 two pilot courses on potential trainers took place until the concept and materials were published and openly shared.

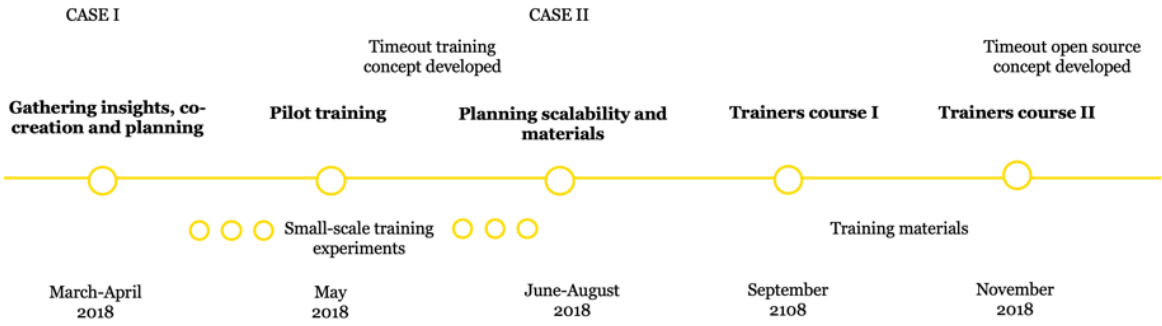


Figure 9: Timeout training development process in one picture

Both of the development phases included gathering insights before piloting and intensive feedback loops during and after piloting. It became clear to me that these two phases could and should be considered as two interconnected but yet separate cases in the context of this thesis. I started sketching them in the form of the Double Diamond following the model of Nessler (2016). Both of the cases consisted of all four design thinking phases: Discover, Develop, Define and Deliver (Nessler 2016). The descriptions of the cases in the form of double diamond process representing the methods used will be presented in the context of case descriptions. The objective of the development work concerning the first case was to build up the Timeout training concept and to run pilots on authentic target audience. The research question of the thesis concerning the first case was “How to develop a training concept for adults utilizing learner insights and service design methods?”. The output of the first case is a description and reflection of the phases in the development process. The objective of the second case in the context of the development work was to train the trainers and ensure scalability of the developed concept. The research question of the thesis concerning the second case was “How to build up an open source training concept enabling scalability?”. The output of the second case in the context of the thesis is a description and reflection of the trainers’ training and the building process of co-created open source training guide for Timeout.

Case	Objective of development work	Research question of the thesis	Output of the thesis
I	Building up Timeout training concept	How to develop a training concept for adults utilizing learner insights and service design methods?	Description and reflection of the phases in the development process
II	Build up an open source training concept enabling scalability	How to build up an open source training concept enabling scalability?	Description and reflection of the Train the trainers -course and the building process of co-created open source training materials for Timeout

Table 3: Two development cases consisting of objectives, research questions and outputs

5.3 Data gathering and analysis methods

Typical data collection methods used in a case study are interviews, observation (both direct and participant), benchmarking of other development activity, documentation and co-creational activity such as brainstorming (Ojasalo et.al 2009, 54-55). All of these types of data were collected and analyzed within both of the cases by the researched working as a developer responsible of Timeout training. Ojasalo et.al. (2009) remind that case study offers a possibility to combine different methods and approaches to gain deep and diverse understanding of a case studied (2009, 55). Case study is also a suitable research approach for a service design process which suggests the usage of data triangulation meaning that different service design methods should be combined in a service design process (Stickdorn et. al. 2018; Ojasalo 2009, 94). Service design as an approach consists of numerous ways to collect research data from traditional ways like interviewing to more service design specific ways like shadowing or other ethnographic methods. Prior to the analysis of the data enough of raw data which is not interpreted in any way and well represents the situations being studied should be collected. (Stickdorn et al. 2018, 37-38.) The data gathering methods presented next were used as part of the actualisation of the development cases of Timeout training. The planning model built as an output of the thesis was developed in the interface of the knowledge-base and the empirical findings of the cases and other data gathering methods were not used in this phase.

Interviews

One of the main data gathering methods of the instrumental cases have been the target group and stakeholder interviews. Interviews can be structured, semi-structured and open in their nature. In semi-structured interviews the themes and topics are defined but questions and their order might change according to the situation and interaction (Hirsjärvi & Hurme 2011; Tuomi & Sarajärvi 2018, 87-90; Ojasalo et.al. 2009, 97). Service design specific interviews can be divided to two types; contextual and in-depth interviews. Contextual interviews are a

method used to understand a selected group of people, reveal networks and actors and to understand experiences. These interviews are often being carried out in the real context being studied. In depth interviews are carried out with relevant stakeholders or experts to understand different perspectives on the issue studied. (Stickdorn et.al. 2018, 120-121; Polaine et.al.2013, 50-54.) In semi-structured interviews the interviewees are selected of people who have experienced a situation of interest to the research. The interview questions focus on the subjective experiences of individuals covering their thoughts, experiences and feelings holistically but also semi-structurally covering all important topics of interest to the study. (Hirsjärvi & Hurme 2011, 47-48; Tuomi & Sarajärvi 2018, 88-89.) The interviews carried out during the development work of the cases were semi-structured and were carried out both face-to-face and over the phone or online meeting. The data collected through interviews consisted of user interviews aiming at understanding the needs, past experiences and future aspirations of the learners but also of stakeholder interviews aiming at gaining a better understanding of all the perspectives of the training concept planning process. The learner interviews were specifically aiming at identifying gains, pains and jobs to be done in the interview speech (see Osterwalder et.al. 2014).

The learner interview fieldguide was prepared according to Portigal (2013) consisting of an introduction and participant background and the main body consisting of questions of specific interest of the study. After the main body followed the so-called dream questions aiming at striving deeper to individual aspiration, imagination and memory. The final questions formed the wrap up of the interview in which making sure all topics of interest were covered and discussed. (Portigal 2013, 39-43.) Portigal (2013) emphasizes the specific technique of user interviews in paying attention to the things not being said. The researcher should focus on exploring not only behaviours, but also the meanings behind the behaviours. This is not done by simply asking about needs since people tend to answer in ways that are most appreciated or favourable. In order to enter the surface of thoughts and beliefs there has to be trust in the interviewing relationship and the researcher must also test his/her own pre-assumptions. (Portigal 2013, 79.)

Observation

Observation was used in the development process especially in the beginning in the discover-phase, but also in the latter phases of the development cases. Observation was used to benchmark similar kinds of training concepts to Timeout and also to gather insights on the training pilots conducted. Observation has its roots in phenomenology and anthropology. Phenomenology is interested in the ordinary experiences of people claiming that people should always be understood in their actual context. Madsberg & Rasmussen (2014) claim that only true way to study the customer or user experience is to engage in activities that the users take and dig into the meanings they give to different experiences. (Madsbjerg & Rasmussen 2014; Wollcott 2008; Mack; Woodsong; Macqueen; Guest; Namey 2005, 13.) Observation is a

crucial method used in service design to gain insight into latent needs, to the reality of what people do instead of just what they say (Polaine et.al. 2013, 54-55). Observation is especially suitable in research settings in which individual activity and interaction with others are in the scope of the research (Ojasalo et.al. 2009, 103). Observation is also mainly used, just like in this thesis, to supplement other data gathering methods such as interviews (Tuomi & Sarajärvi 2018, 93-96).

When stepping into the field the designer should decide in advance what to observe. Instead of just randomly viewing, the practice of observation should be systematic and well planned. (Ojasalo et.al. 2009, 103-104.) One way to observe systematically is through touchpoints. These can include for instance space, tools and objects, people and behaviour, practices, operations and atmosphere. In addition, aesthetic senses such as smell, feelings, hearing and taste can be used as a source of observation. Stickdorn et.al. (2018) reminds that it is also important to observe not only what people do but also what they do not do in a given context and situation. (Stickdorn et.al. 2018, 123; Ojasalo et.al.2009, 104.)

The role of the observer and its communication in the context is important to consider carefully (Ojasalo et.al.2009, 105). Service design as an approach uses also participatory observation widely to gain user insights (Polaine et.al.2013, 57; Ojasalo et.al.2009, 106). Ojasalo et.al. (2009) recommend that the researcher should be as open about the role as possible to gain trust among the participants of observation. However, the role can be either active or passive depending on the research setting and objectives. (Ojasalo et.al.2009, 105; Tuomi & Sarajärvi 2018, 94.) My role as a researcher and developer of the cases in observation settings was more to the passive one than active participatory. Instead of the participant view, in some occasions, my role shifted from the observer to that of the developer. The implications of the observer vs. developer role will be explained in the Conclusions chapter 7.

Workshops and dialogue

Co-creational methods for data gathering are especially used in development settings in which creativity and innovative ideas are a preferred outcome. The practical way to carry out co-creation in development cases are workshops. Ojasalo et. al. (2009) stress that the ideation and evaluation processes should be kept separate in co-creational processes. (Ojasalo 2009, 143-158.) In the development cases of this thesis co-creational workshops were carried out especially in divergent phases of the development work. The workshops served various purposes. The stakeholder workshops especially aimed at producing ideas and provide insights for the development work whereas smaller inhouse workshops were used to analyze, evaluate and make sense of the data gathered. The researcher's role in a workshop can transform into facilitating and enabling. Aim of facilitation is to help participants of a process to create new understanding and knowledge across boundaries. A facilitator operates with a group to help in problem-solving and decision making without decision making authority in the workshop

situation. The responsibilities of a facilitator include goal setting, program design and implementation, determining outcomes and evaluating impacts (Brinkerhoff 1988 cited in Wardale 2013, 116). Workshops as data gathering tool can in addition to ideas and solutions produce boundary objects which can be seen as mediating artifacts and objects that have a significant role in collaborative interaction. A facilitator can help participants to co-create boundary objects by using various service design tools. (Stickdorn et al. 2018, 43.)

Timeout-concept is based on the theory of dialogue and dialogical approach was used as an essential method in the development process of both of the cases. Dialogues were used throughout the process especially in the divergent phases of development both as a tool for sensemaking and data gathering. Because language constructs and shapes our reality, also meanings are created in interaction and dialogue. When engaged in a constructive dialogue, participants are allowed to think together and build meanings based on shared language. Dialogue is a specific way of having a conversation that emphasizing listening and the purpose of understanding each other. When new understanding and meanings are being created in a dialogue, also new knowledge can be born. Dialogue stresses certain good practices in order to be fruitful. These include active listening, involvement of all participants and experience-focused talk. (Bohm 1996; Isaacs 1999; Alhanen 2019; Laaksolahti & Alhanen 2018.) A dialogical process sometimes requires moving beyond the unknown and sensing what is not being said. This can be done by using metaphors, memories, images and pictures as a source of dialogue. Experiences are in the core of dialogue instead of facts since the irrational mind ignores facts when there are feelings involved and when intuition is needed to explore issues discussed in a dialogue. (Madsbjeg & Rasmussen 2014; Isaacs 1999; Alhanen 2019.)

Dialogues can as well be used as a data gathering method in qualitative research (Tuomi & Sarajärvi 2018, 90-93). Dialogue supplements interviewing and co-creation activities in workshops by allowing new knowledge and understanding to be created in the interaction of the researcher and the group of people attending in a dialogue. The structure of the dialogue can be planned in advance in the similar way as an interview field guide, but the outputs cannot be determined in the same way as in co-creational workshops. In a dialogue, the researcher is considered as one participant of the discussion and therefore the role is always participatory. Researcher is supposed to attend the dialogue with openly sharing his/her pre-assumptions and individual experiences. (Tuomi & Sarajärvi 2018, 90-93.) Dialogues can be documented by writing down key phrases, words or metaphors heard or typing everything spoken as precisely as possible. Dialogues can also be recorded just like interviews (Tuomi & Sarajärvi 2018, 90-93; Timeout websites).

Analyzing the cases

The research data gathered as part of the two cases in this master's thesis was analyzed in several phases. The first phase took place when the Timeout training project was going on

and some of the data was analyzed quickly to serve the needs of the development work. Another phase of the analysis took place after the development work when all the data was reviewed again. In this second phase more systematic analysis methods were applied to seek new findings and to build deeper understanding on the phases taken place during the development work. The third phase of the analysis took place after systematic theory review.
The analysis of the qualitative data can be either deductive or inductive. Deductive analysis seeks to find patterns in the data that match the theory. In other words, the theory is guiding the analysis of the data and existing theories are tested with new observations. Inductive analysis on the other hand means that the collected data is guiding the theory and new cases of existing theories are found. (Tuomi & Sarajärvi 2018, 107-113.)

In this master's thesis the analysis of the data was both inductive and abductive. The first two phases were inductive beginning from "playing with the data" and making sense of the patterns rising purely from the data when reading all the materials collected and notes written to listening to the interview recordings. During these analysis phases the theory was not actively used or reviewed. The analysis phase III began with theory review and the first draft of the theory chapters including key concepts was written. After the theory review the case data was analyzed again against the existing theories and the new process model for planning training programs was created. This phase can be called abstraction in which the information found through analysis is used to create new concepts and the model of program planning (Tuomi & Sarajärvi 2018, 125-127).

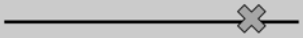
Analysis phase	Description	Inductive — Abductive
I	Review to serve the needs of the development work	
II	Making sense and validating the decisions made	
III	Analyzing against the theory and abstraction to build up the model	

Figure 10: Analysis phases described and segmented

Abductive analysis of the case data

When dealing with qualitative data, the analysis of a case study data can be a combination of different ways to find patterns and build explanations. The ways to conduct content analysis offers a suitable approach to analyze case study data. (Yin 2009.) Content analysis can be viewed both as a singular research method and as a loose theoretical framework that can be attached to different data analysis (Tuomi & Sarajärvi 2018, 103). Yin (2009, 162) suggests that the researcher first starts the analysis process with *playing with the data*. This means

trying to make sense of what part of the data is worth analyzing and how it should be done. After that more systematic analysis methods can be applied. (Yin 2009,162.)

The main empirical data of the development cases consisted of transcribed interview notes, workshop materials either on flap papers or on pictures, feedback questionnaires and observation notes. Content analysis-based methods were used to organize the data by coding, classifying, thematizing and topologizing. Thematizing is an advanced version of classifying in which the focus is not just on the clusters or themes but also on the ways to speak about the issues and topics within the themes. Typifying goes further into analyzing the classified data in order to form specific categorized examples and generalizations. (Tuomi & Sarajärvi 2018, 104-107.) The interview transcriptions were coded in excel and first classifications were done by using empathy mapping and value proposition analysis as tools for analysis. The themes and clusters and themes found in the development case data were reviewed against the learner background information in case to serve the analysis of the data such as building up learner profiles of Timeout training. Typifying was used especially in building up learner profiles but also in organizing the data deductively in using existing theories as guiding frameworks. Most of the data was though analyzed inductively by classifying the raw data to form clusters and themes rising from purely from the data. The double role in development cases as both the developer and researcher has an effect on the analysis of the data. Just like Tuomi & Sarajärvi (2018) remind that especially the data gathered through dialogues is always heuristic in its nature meaning that the insights are analyzed also in the context of the researcher's own experience of the world. (Tuomi & Sarajärvi 2018, 93.)

5.4 Case I: Building up Timeout training concept

In this Chapter the main phases of the first case, building up Timeout training concept will be explained. Two illustrations are used in the context of both of the cases. The first one is an illustration of the primary methods used in different phases of the whole case. Another one is a table illustrating the objectives, methods and tools and the outputs of each phase of the development process. Both of the illustrations and the names of the development phases have been modified from the Double diamond model by Nessler (2016) combined with Instructional systems development model ADDIE (Chapter 2.3). The phases identified and formed in as a combination of the two models were:

1) Analyze and discover
2) Design and define
3) Develop
4) Implement, deliver and evaluate

The first case is illustrated next consisting of the phases mentioned above and presented in the form of two diamonds of divergent and convergent phases and the timeline of the

development. The development process started from a brief and the first draft on the process. The first Analyze and discover phase consisted of various ways to collect learner understanding, map and co-create with stakeholders and operate with subject matter. This phase was divergent in producing multiple ideas and insights to be analyzed further. The convergent phase of Design and define took place when the data collected was operationalized into design challenges, questions and guiding principles. The divergent Develop phase took place when the program building process began by producing multiple ideas and the program plan for the pilot. The final phase of Implement, evaluate and deliver took place when the first pilot course was launched and carried out consisting of intense feedback loops.

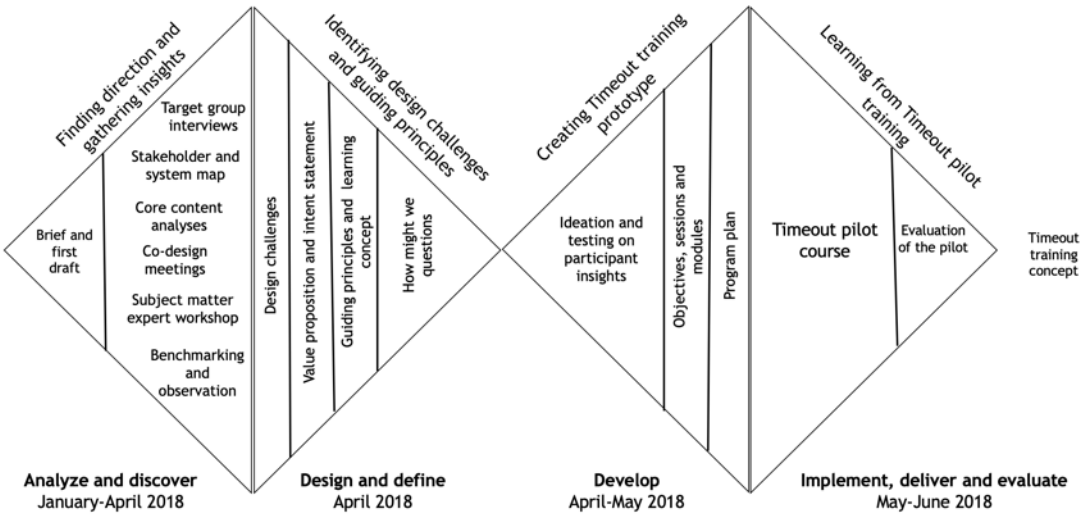


Figure 11: Development process of case I with phases on timeline and main methods used

5.4.1 Finding direction and gathering insights

The Analyze and discover phase consisted of four objectives. The first objective was to build up the brief for Timeout training. The role of the brief was necessary in a situation in which the training was to be created and invented vs. further developed. The second objective was to analyze the planning context and identify key actors. The third objective was to build training understanding by benchmarking and observation and by co-creating with subject matter experts. The final and the most crucial objective of the Analyze and discover phase was to build learner understanding by interviewing. All of these objectives and the outputs of the Analyze and discover phase led to finding direction for Timeout training and to gathering essential insights for the following development phases. The next table summarizes the objectives, the main methods and tools used and the most important outputs of the Analyze and discover phase explained in the following chapters.

Phase	Objective	Methods and tools	Output
Analyze and discover	• Building up training brief • Analyzing the planning context • Building training understanding • Building learner understanding	• Co-design meetings • Stakeholder and system maps • Core content analysis • Benchmarking and observation • Subject matter expert workshop • Target group interviews	• Training brief and development process • Insights on training understanding • Insights on learner understanding

Table 4: Objectives, methods, tools and outputs of the Analyze and discover phase, Case I

Building up training brief

The Analyze and discover phase of Timeout training concept building process started officially in March 2018. Prior to this phase the development of Timeout training had already taken steps from December 2017 in order to build up the brief for the development process. The starting point for the brief was a material that was produced as an output of a stakeholder workshop carried out in December 2017. In the workshop participants familiar with Timeout model gave their input into the question of *how this competence should and could be trained*. As an output a map of ideas on key stakeholders and elements of the training was created. The brief of Timeout training was built co-creatively in inhouse workshops and in stakeholder meetings. These were considered co-design meetings in which early ideas and plans were presented such and ideas were collected especially concerning the purpose of the training, subject matter, process and methods. All together five co-design meetings were held with people who either had expertise in building training programs or specifically in the subject matter. Four main perspectives of the training concept development were covered in these meetings focusing especially on objectives and purpose of the training, subject matter, target group and stakeholders and training methods.

The main benefit of the co-design meetings to the design brief was to clarify the purpose and intention of Timeout training concept. An Intent statement of the training was set as following; ”Timeout training increases expertise in the planning and implementation of dialogue-based participatory processes and capability for facilitating constructive dialogue”. When the intention was clarified the purpose of the training was reviewed. When the Intent statement explained in one sentence what Timeout training was ought to do, the purpose was supposed to enlighten what it required from the training to accomplish the intention. The purpose was discussed in the co-design meetings and inhouse workshops using various frameworks. One of them was a Commitment curve model (Conner, Harrington & Horney 2000, cited in Wilson 2016) that specifies seven steps of change on individual level from contact to internalization. Hence the intention of the training was to ensure participants capability to use Timeout after the training, it was necessary to understand the stages of change the learners must walk through when adapting a new operating model. To adapt a model, one must

proceed all the way from awareness to learning and to internalization. The challenge identified was that all of the phases could potentially not be walked through in the period of a single training. It was decided that the training should at least be able to take participants from the level of awareness to the level of adoption. The later stages of embeddedness and internalization could be supported by other activities such as Timeout mentoring and peer support after the training. Another model guiding the purpose setting was the Bloom taxonomy (Bloom et al. 1956) in which the stages of learning proceed from knowledge and comprehension to application and analysis and all the way to synthesis and evaluation. It was decided that the training should reach the level of application and analysis to support the usage of Timeout during and after the training.

When the intention and purpose were clarified it was possible to draft the first versions of the objectives set for Timeout training. As a result of Timeout training learners should understand the importance of Timeout concept in the society (awareness), understand the potential to use Timeout in their work or other life contexts (understanding) and be able to apply the concept in various contexts and be able to ensure its effectiveness (adoption).

The first drafts of the training modules were sketched based on the core content analysis and the intention and purpose definitions and modularity was chosen as one of the guiding principles of the design brief. The co-design meetings also provided ideas on key stakeholders to be engaged in the process and activities to be benchmarked in the planning environment of Timeout training. A brief of the training was built on power points and shared and developed further with people involved in the next development phases.

Analyzing the planning context

The Analyze and discover phase moved to the analysis of the planning context when the insights from co-design meetings were transformed into early sketches of the system and stakeholder maps. The brief of the development project clarified that to ensure scalability, the development process had two separate main target groups; first the end users of Timeout model and secondly the potential trainers of open source Timeout training concept. These separate target groups were marked on the stakeholder map in different colors placing the most relevant stakeholders in the middlle. The role of the system map was to identify key organizations and actors involved in the development of the training and also potentially responsible for organizing the training in the future. An illustration and an example on meta-level of a system map drafted is presented next in Figure 11.

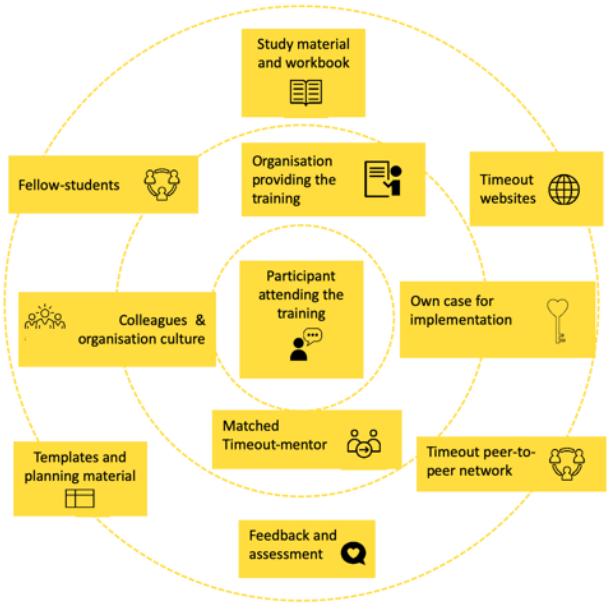


Figure 12: An example of a system map of Timeout training

One of the main aspects of the planning context was the subject matter already tackled in the brief-phase. It was necessary to start sketching the components of potential training modules already at this stage in order to be able to communicate the essentials of the training to the potential learners applying. In order to identify the core subject matter components an inhouse workshop was held using the method called “Core content analysis”. (See Aalto University 2020; Salakari 2007, 179-182; Alaniska & Valanne 2017) Following the method templates in the form of tables were filled in consisting of subject matter that 1) must be known, 2) should be known and is 3) nice to know. The subject matter also had to be analyzed through five different types of information; 1) professional, 2) academic, 3) attitudes, 4) skills and 5) Information. According to the method, 80% of a training plan should be used on the ”must be known” content, 15% to ”should know” and 5% to “nice to know content” (Aalto University 2020).

The stakeholder and system mapping together with the core content analysis enabled to identify potential skill gaps, clarify focus and make plans for resourcing. An advisor and a team member with special expertise in dialogue both from a theoretical and training point of view was recruited part time to the team. A list of identified subject matter experts was done and it was decided that a sparring group of subject matter experts was to be formed. A list of actors in the society offering similar kind of training to Timeout was done and a benchmarking plan was created. Finally, as part of the design brief the process model for the development project was sketched consisting of two phases before and after summer 2018. The first part focused on the building process of the training concept placing the end users of Timeout in the center and the second part focusing on scaling the training placing the potential trainers in the center. It was decided that learner insights were to be gathered using various methods such as interviews, observation and questionnaires. Subject matter experts were identified as

a crucial stakeholder group and it was decided that two workshops will be held to this group as part of the development process. Piloting was seen as an important part of development in both of the phases and it was decided that the training should be prototyped and piloted on both of the user groups. As a result of analysis of the planning context other training market actors were seen as a rich source of information for the building process and benchmarking was decided to be done using observation.

Building training understanding

The analysis of the planning context clarified the necessity of benchmarking other training providers and co-creating with subject matter experts. The insights on the ways training is implemented were done by observation and stakeholder workshop explained next.

1. Building training understanding: Seeing new opportunities through observation

To deepen understanding on the important elements of the training concept, people should not just be heard, but also seen in their relevant context. Observation gave the possibility to test some early ideas on possible training practices and exercises and also to see how interaction between learners occurred in different settings during a training session. (see, e.g. Rasmussen & Madsbjerg 2004; Ojasalo, Moilanen & Ritalahti 2009; 103.)

During spring 2018 three training sessions held by a private training company were selected as sites for observation and eight hours of observation in duration was carried out. The observation data consisted of photos and 13 pages of typed notes. In the first session I introduced myself and told about my work in developing Timeout training concept for open use. I explained my role as an observer and told that the insights gathered will be used for the development work. We agreed with the trainer that I will not participate in the exercises and during them either leave the room with the trainer or stay in the learning space but give a distance to the participants. During the lectures and big group discussions I sat in the circle with the participants and used my laptop for notes. This was an economic decision but later on I realized that it felt more natural to use paper and pen. I then computerized the notes later on which was a good way to recall the events and happenings. I would define my role as an observer non-participatory since I did not participate in the discussions or exercises unless I was told to tell something relevant about the Timeout concept. (Ojasalo, Moilanen & Ritalahti 2009, 105)
Before stepping into the field, a researcher should define specifically what to focus the attention on since it is not possible to observe everything around. Often attention is focused on what can be seen, but according to Madsberg and Rasmussen (2014) real moment of clarity and insights occur when analytical mind is combined with aesthetic sensibilities. As an observation field guide a list of touchpoints was done to focus the attention into. These were;

- Space and the surroundings chosen
- Things and objects visible
- People present and comments expressed
- Behaviors observed
- Practices, methods and tools used
- Aesthetic sensations and atmosphere experienced

Stickdorn et. al. (2018) advices the researchers in the field to make notes in a specific way. On the left side of the paper the researcher should write what is seen and on the right-hand side what has been interpreted. Following his advice, notes were written separately concerning the insights purely seen, heard or sensed. Attention was also intentionally directed to things not being said or done, since these often-become valuable insights (Stickdorn 2018, 123.) The purpose of observation was two sided. On one side observation was used to gather insights on learner experience and attention was directed to the behaviors and actions in the group. On the other side, it was observed what was being said and how the content was both explained by the trainer and framed in the discussions and learner comments. Concrete training exercises and ideas for good practices were collected and gathered.
In the first training session observed on 23.4.2018 there were 16 participants attending and in the following two sessions later in the spring the group was somewhat smaller. The participants represented three different organizations, and some were familiar to each other before the training and some not. The setting in the training sessions varied from sitting in the circle to discussions in smaller group to aquarium discussions in somewhat bigger groups. There was one big learning space and smaller ones were used for parallel group discussions and dialogue exercises.

The collected observation data and the notes were analyzed through the touchpoints. The notes were done and collected under each touchpoint listing the most relevant insights seen, heard and experienced. The notes were written on post it's and an affinity wall was created. Post it notes concerning the subject matter were separated from the ones concerning the learning space, practices and methods used and participants comments reflecting their needs. The participant needs were analyzed together with Timeout learner interview notes and collected in the Value proposition canvas (see Chapter 5.4.2). Next some of the main insights risen from the observation data affecting Timeout training concept design will be presented.

Learning space
The observation data made visible issues important in the learning space and these insights were turned into requirements for an ideal learning space. The requirements set for the learning space were such as;

- Chairs in a circle setting must fit into the learning space
- There should be the possibility to use other rooms for the break-out sessions

- The learning space should have an intimate atmosphere that fosters dialogue

Learning the subject matter

While observing the learners, attention was paid to comments during the training that emphasized the controversial nature of the subject matter. These comments supported the notion that the first steps of learning dialogue happened through cognitive confrontation and comparisons. Making comparisons seemed to be a way to combine and frame new learning with prior understanding and knowledge. Through observation it was also possible to identify points in the training that supported self-reflection necessary for learning. The comments including self-reflection of the learners covered all areas of learner life from private to working life. This insight led to the realization that the subject matter had to be designed to cover all contexts of learners' life to foster deep learning. These insights from the observation among other learner insights concerning the way the subject matter was learned were used to in the formulation of Timeout training learning concept.

Duration and sequence of learning events

The observation data concerning longer training sessions revealed well the importance of planning the learning sequences and events in a learner centric way. By the end of longer training sessions observed the participants often started showing signs of distraction and dropped energy levels. There were several field notes that pointed the atmosphere in the learning space being partially too loose in some parts of the training. This insight stemming from the observation was crucial when designing Timeout training sessions, their duration and the way transition from one to another was ideally designed.

Methods and practices

The observation data was also a valuable source to gather ideas on training exercises and practices. The trainers were professionals with a long history in the subject matter. In the light of the observation data, the design objective of developing an open source training concept for all trainers appeared challenging. Often times the training sessions appeared somewhat trainer-centric in a way that the subject matter was presented in the context of stories and experiences related to the expertise of the trainer. The trainer's activities were observed by paying attention to small details of the practices used. This included carefully listening to different ways the trainers framed guidelines and answered to specific questions and writing down their direct quotes in the observation notes. This data became a valuable source when selecting methods for pilot course and when identifying the practices scalable.

2. **Building training understanding: Co-creating with subject-matter experts**

The Subject matter expert workshop was held on 20.4.2018. The group was formed based on the stakeholder mapping exercise. The data collected in the workshop was told to be used as a valuable resource in the planning of Timeout training concept. The people identified

through stakeholder mapping were asked to spread the word and invite other relevant contacts. The subject matter expert group was referred to as “experienced dialogue trainers” and they were seen as advisors and co-developers of the process. From the beginning it was clear that dialogue should also be one of the main methodological approaches used in the encounters and co-creational activities with all stakeholders throughout the process.

The main objective of the stakeholder workshop was to gain understanding on the premises and practices of training dialogue. The focus of the workshop was on the experiences and knowledge the trainers had gained during their career on training the subject matter. In addition the trainers were set in the shoes of their learners and were asked to reflect upon the process of learning dialogue. Three objectives were outspoken and set for the workshop. The first objective was to share experiences and insights among the subject matter expert group on teaching and training dialogue. The second one was to share and make best practices visible and the final one was to invite the subject matter experts to join the wider community of Timeout stakeholders and practitioners.

The workshop duration was 2,5 hours and 17 participated. Half of the participants represented different vocational institutions and universities and the rest were either freelancers or consultants. The chairs were set in a dialogue circle and the workshop began with each one presenting themselves individually after which people were set on an imaginary timeline according to when they first became familiar with the subject matter. This was a way to make visible the various types and years of expertise in the subject matter among the group. After the attuning to the workshop the essentials of Timeout training concept were presented briefly and guidelines for group work were given. The group work was divided into two questions and carried out in small groups of 3-6 participants. The purpose of the first question was to deepen understanding on the experiences and process of learning the subject matter. The groups were guided both to think about their own experiences of learning dialogue but also to reflect upon the people they had taught and facilitated. The purpose of the second question was to move towards practical ideas based on the experiences of teaching dialogue. The discussion data was collected during the group work and shared to each other in the end of the workshop on two templates. On the first template covering the question of learning dialogue were two questions; 1) What to unlearn and 2) What to learn. The purpose of these two questions was to emphasize the role of learning in adulthood, which is always constructive in its nature (see. e.g. Tynjälä 2002; Knowles 1984; Mezirow 2000.) The template covering teaching experiences had two sides, one of them asking for Don’t’s (to avoid) and another one for Do’s (to foster).

Figure 13: Dialogue trainers workshop on 20.4.2018

The workshop was ended in a dialogue circle were feedback was heard. It was made very clear by the group that the dialogue and co-creation experienced was fruitful and another gathering was scheduled for August 2018 after Timeout pilot course. The workshop templates were written on powerpoints and distributed to the workshop participants. The notes, both templates and discussion notes were read carefully and organized under the four categories workshopped similar to the SWOT analysis (Figure 13).

Unlearn	Learn
Don't	Do's

Figure 14: Template used with subject matter experts to define the preferable and non-preferable elements of training dialogue

The organized insights consisted of preferable and non-preferable attitudes and mindsets, skills and values found critical either to prevent or to foster when planning training based on the subject matter of dialogue. The insights summarized under the headings in the Figure 13 were analyzed further and used in the Design and define phase when determining guiding principles of the planning process (Chapter 5.4.2)

Building learner understanding

Learner group of the pilot course was formed of the participants of the Timeout mentoring program launched in the beginning of the year 2018. The learners represented various organizations from private to public sector and to NGO's. The first steps of building learner understanding consisted of learner mapping similar to the stakeholder and system maps. The confirmed learners were placed in the center and yet unconfirmed ones further away. The map

was also divided into six different sectors of the society making sure the balance was ideal and none of the sectors got too much representation. Six sectors were NGO's, private sector, public sector, media, arts and culture and politics. The gender division was also made visible using different colors of the participants. Early learner understanding was already gained through a mentoring program launched for organizations at the same time when training was developed especially concerning needs and motives for using Timeout, but deeper understanding was decided to be gathered through interviewing.

Eight interviews were conducted to build learner understanding concerning needs, past experiences and expectations of the target group. The interviewees were selected to cover the variety of the target group. The interviewees represented following sectors of the society; NGO´s, media, public sector and municipalities, foundations and culture. Two out of eight of the interviewees were men, which well represented the gender distribution among the overall group of learners. The interview length varied from 40 minutes to one hour. Half were conducted face to face and the other half as a conference call. The interview fieldguide consisted of five different sections and themes;

1) Warm up and getting to know the interviewee
2) Background information covering needs and competences related to Timeout
3) Past experiences of participation in training and learning processes
4) Boundary conditions for participation
5) Expectations

Most of the time was used covering the first three themes. In the warmup phase the interviewees were asked to tell about themselves and their background. Answers covered information mainly on the interviewees' occupation, education and career. In the second theme the interviewees told about their interests in applying Timeout model and about the process of finding information on it. The answers on this question were later used to sketch a participant journey. Everyone was asked to specify what kinds of competences they either individually or in the organization had that supported applying Timeout model and also what kinds of competences were lacking and needed to be developed. In the third theme the interviewees told about meaningful, both positive and negative, learning experiences in their past. The stories of participation were explored deeper by asking questions from different angles of the experience covering emotions, memories, thoughts and images related. In the boundary conditions theme the interviewees were asked to tell how much time and resources they would be ready to invest into the training. In the final theme interviewees were asked about specific expectations for the training and also to reflect upon all said and discussed during the interview.

Portigal (2013,57) advices the designer to "go indirectly" not asking specifically about needs and expectations even though they were listed in the field guide as themes. The questions

presented in the learner interviews were such as; “What do you feel like should take place in Timeout training (without knowing anything about it yet)?” and “How could your life or work or skills be different after the training” or “Tell about your most memorable learning experience”? Open-ended questions were used that encouraged the interviewees to explain their views in more depth such as “Tell more about this”, “Can you give an example” and asking “why” or “how” to gain deeper understanding. In the first interviews a couple of slides on paper covering the design brief of Timeout training were shown to collect feedback and to see responses (see Portigal 2013, 52-57). Notes were written either on laptop or in a notebook during the interviews, but all interviews were recorded and transcribed. The transcribed data consisted of 33 pages of written text in font size 11. Each interviewee was given a letter from A-G and these letters will be used in the quotes to refer to a specific interviewee.

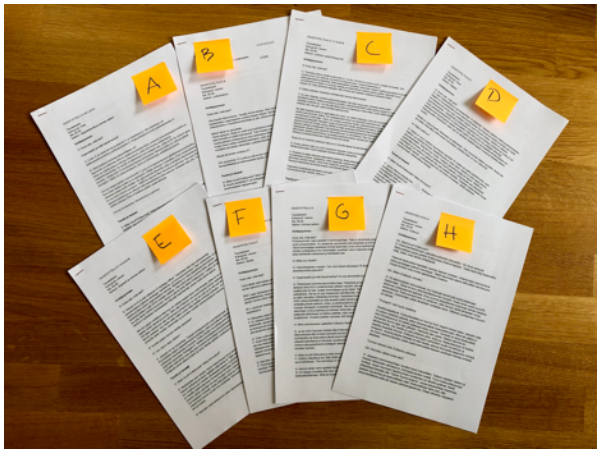


Figure 15: The transcribed interview data

The Analyze and Discover phase of Timeout training planning process ended when the brief of the training was built, the planning context was analyzed with all relevant actors identified and both understanding on the premises of training and on the learners was gathered. The first phase was a divergent one producing plenty of data to be analyzed further.

5.4.2 Identifying design challenges and guiding principles

The main purpose of the Design and define phase was to make synthesis of all the insights gathered and transform those into the areas to focus on. This phase was necessary for building up instructional strategy aligned with the insights gathered and analysis done. The Design and define phase consisted of three objectives all making sense of the data by first defining design challenges, secondly by defining the learning concept of Timeout training and thirdly by designing guiding principles for development.

Phase	Objectives	Methods and tools	Output
Design and define	• Define design challenges and opportunities • Define learning concept • Design guiding principles	• Affinity wall • Value proposition canvas • Content analysis	• Pains, Gains and Jobs-to-be-done • Intent statements and How might we -questions • Design challenges, opportunities and principles identified • Learning concept

Table 5: Objectives, methods, tools and outputs of the Design and define phase, Case I

Defining design challenges and opportunities

The interview data was analyzed quickly after the interviews were done in an inhouse workshop within Timeout team. The workshop had three different objectives; 1) Build up learner understanding and empathy, 2) Sketch the journey of the learner before, during and after the training and 3) Ideate Timeout pilot training.

To prepare for the workshop the first four interview transcriptions were read and the data was analyzed using the Value proposition canvas (see Osterwalder, Pigneur, Bernarda & Smith 2014). The main insights were clustered under three categories; gains, pains and jobs-to-be-done. As part of the interview all of the participants were asked to describe their memorable training experiences. These experiences were especially valuable and needed therefore to be separated from other clusters. Some of the interview insights also dealt with the interviewees expectations and hopes for Timeout concept so it was decided to make a fourth category in addition to the value proposition clusters called ”Prior learning experiences and expectations”. All of these insights were analyzed together and the first drafts of the learner journey of the training process was created based on them. This was done on post its under three categories; “Before the training”, ”During the training” and ”After the training”. All open questions and notions were also written down. Four members participated the workshop that lasted for two hours.

The jobs-to-be-done together with the gains analysis revealed the motives and orientations the interviewees had in participating in the training. Both of these categories together with the pains analysis were analyzed later on more precisely and used for building up the personas of Timeout training (Chapter 5.5.1). At this point, before the pilot course, the most important insights from the value proposition analysis concerned the motives of the participants and the past learning experiences and expectations either stemming from the experiences or expressed openly. After a profound analysis of the interview data main insights were first formed as *Intent statements* and then as *How might we questions* (see Stickdorn 2018, 179). These insights can be seen both as design challenges and opportunities of the planning process.

The first Intent statement was identified as following:

1. Capability of constructive dialogue is mutually important to the participants on all three levels; individual or self, organizational and societal. The training is expected to provide knowledge and tools to develop and apply dialogic competence on all of these levels.

This intent statement was created based on quotation divided to the ones that expressed development of individual skills, the ones that expressed the learners' pursuit in developing their organization's dialogical ability, the ones that expressed their will to develop societal discussion and to the quatations that combined all of the latter mentioned levels (multi). The clustered quations can be found attached (Appendix 2). The Intent statement and all the learner insights supporting it reflect the different purposes of training programs for adults. The five main purposes according to Caffarella (2002, 16) were the individual growth of the learners, problem solving and practical issues, preparing for future challenges and competences, assisting organisations in achieving results and fostering communities and societal change. All of these purposes were reflected in the interviews as potential gains of Timeout training concept and motives for participation. The emphasis of the different motives varied depending on the interviewee but multiple of them were present in the speech of one interviewee.

A design challenge for Timeout training was identified based on the motives stemming from the learner insights. The concept was originally developed mainly to serve the purpose of preparing for future challenges and competences and fostering communities and societal change (see Caffarella 2002, 16). Timeout operating model had it's focus in promoting civic participation and renewing democracy, but it was not primarily developed for purposes of serving individual growth or organizational change. Thus, the target group interviews reveled that these two purposes seemed even more crucial to the participants than the original purpose of Timeout operating model. This insight was first turned into an Intent statement following:

2. There is a big need for understanding at the same time the so called bigger picture and need for dialogue in the society but also to facilitate and lead dialogues in very concrete and practical ways.

This Intent statement was formed into a "How might we question" as following;

How might we tackle all three levels; personal, occupational and societal in the planning process and in all the phases of implementation of Timeout training model?

These contradictory objectives were expressed hand in hand in the interview speech of the participants. The training was expected to give the possibility to deepen understanding on the society, interaction between people and even to challenge worldviews. Many of these comments were involved in the impact of dialogue in the society. At the same time, it was expressed that the training should provide very concrete and applicable tools. This was expected to be actualized in the training in the form of concrete examples and cases, intensive practices and exercises and well prepared preliminary materials and assignments. In the analysis, the quotations expressing these two contradictory motives were divided under headings “Big picture” and “Practical tools” (Appendix 3).

The intent statement and the insights supporting it was already identified as one of the key design challenges in the subject matter expert workshop. The dialogue trainers emphasized that dialogue should not be viewed only as a tool or as a method, instead deeply as a philosophy and as an approach to life. (Chapter 5.4.1). The analysis of the interview theme 4) Boundary conditions for participation revealed that the expected maximum durance of the training was somewhat 2-3 days. This notion together with the needs for both big picture and practical tools, created the second HMW question;

How might we enhance learning of and support intellectual shifting between practice and theory in the planning and implementation of the training?

These two Intent statements and how might we -questions created, crystallized the main challenges and opportunities for the training design. The Intent statements and HMW-questions were considered as tools to define the challenges and opportunities crucial in creating convergence of the Define and design phase.

Defining the learning concept

In addition to the design challenges and opportunities defined, the expectations and prior training experiences were analyzed and an affinity wall was created. The gains, pains and jobs-to-be-done were analyzed separately to create deeper learner understanding and finally in order to create Timeout persona profiles. The insights on expectations and prior training experiences formed six clusters.

Most post-it notes were gathered under the theme “Real cases, experimentation and reflection”. The interviewees just like the subject matter experts, emphasized the role of concrete cases, real life examples, stories and projects. Continuing reflection of learnt was also emphasized both by the participants and the subject matter experts. Three clusters very much similar to the former one emphasized the ”role of structures”, ”concrete methods” and ”simple materials”. The interviewees kept repeating the word “structure” in the speech and

explaining ”how splitting the training material and content into clear entities” is the key to a good learning experience. Many emphasized that a training in which ”simple visual materia” was used and the ”training program was shown in visual form”, have been memorable and effective. Contradictory to the clusters mentioned previously, the interviewees emphasized in the cluster called “Atmosphere and people” elements of the training setting that go beyond words. They emphasized the role of the people and heterogeneous group, importance of the sense of freedom and breaks, the possibility to change one-self as a person as a result of the training and safety in the training setting. The elements identified under the theme “Atmosphere and people” were supported by the subject matter expert insights and also the insights risen from the observation data. The most challenging insight considering the objective of Timeout open source training program stemming especially from the analysis of the interviewee’s prior training experiences emphasized the role of the instructor. This cluster was given a name “Charismatic instructor” and it consisted of stories on trainings in which the instructor was ”a real professional”, ”very inspirational”, ”well-known” and even ”Oscar-nominated”. This insight formed a design challenge for the development of the Case II aiming at scaling Timeout training. All Timeout trainers could not be award-winning specialists, but what are the competences of the Timeout instructor necessary to be emphasized. This was to be answered in the development of the Case II.

The insights stemming from both of the analysis of the design challenges and the opportunities but especially the analysis of interviewee’s prior learning experiences helped in the process of defining and validating the learning concept of Timeout training. The subject matter expert workshop data was also a rich source in understanding the premises and process of learning dialogue crucial to the learning concept. It became obvious that the meaningful learning experiences and expectations among the participants all reflected constructivist learning concept in which the learner is actively building new learning upon prior knowledge and understanding by applying it actively in practice (see. e.g. Tynjälä 2002; Knowles 1984; Mezirow 2000). Learner insights concerning the importance of social nature of learning also supported constructivism. In addition to constructivism the dialogical learning concept was naturally emphasized leading to a definition of the learning concept as following. Timeout training learning concept is based on constructivist, dialogical and collaborative learning in which the prior understanding and knowledge of the participants are the stemming point for new learning and prior experiences are seen as crucial learning material of the training.

Designing guiding principles

The HMW-questions created became guiding principles of the training design process for the upcoming phases of ideation and design of pilot training. Also the learning concept can be seen as a crucial guiding principle for the design of training.

The Subject matter expert workshop material was further analyzed in the Define and design phase to identify guiding principles of design stemming from professionals. When reading the data and remembering the discussions in the workshop, it soon became obvious that the insights and guidance shared were more or less contradictory. For instance, the trainers emphasized that dialogue should never be viewed only as a simplistic tool instead as an approach to life and as a holistic philosophy. Still it was stated that tools and methods are needed in order to practice and learn the philosophy. Another contradictory example concerned the required atmosphere in learning dialogue. At the same time, it was stated that learning dialogue requires a permissive and safe atmosphere but also that learning might require tolerating feelings of uncertainty and difficulty. This similar kind of contradiction was also present in the target group interview speech especially concerning the relationship between practice and theory. The contradictory data was organized by grouping key words opposite to each other and placing them on segments. These segments were used to define the guiding principles of the training design together with the learning concept when ideating the different modules and sessions of Timeout training.

Although these segments were opposite to each other, they could all be present at different times within one training process. Feelings of the participants could and should change from uncertainty and difficulty to feeling safe and non-challenged during the duration of the training experience. There could and should be sessions in which there is a clear agenda but also enough of sessions with no agenda and enough space for open dialogue. In the exercises and in practical sessions tools should be simply explained and practiced but dialogue as an approach should be understood deeply and philosophically.
After the analysis of the interview and subject matter expert workshop data at this point the main design challenges were identified, the guiding principles were defined and the modules and the brief of the Training concept were validated and specified through learner insights.

5.4.3 Creating the training prototype

The develop phase of Timeout training began when the planning process of the pilot course started based on the analysis created in Define and design phase. The Develop phase had three objectives of which the first one was to develop an instructional strategy aligned with analysis, the second one was to test and to iterate early ideas and the third one was to create a prototype and training materials. In the next section all of these objectives are reflected under the heading of ”Developing the pilot course”.

Phase	Objectives	Methods & tools	Output
Develop	● Develop an instructional strategy aligned with analysis ● Test and iterate early ideas ● Creating a prototype and training materials	● Small-scale training experiments ● Ideation on customer insights ● Schedule run	● Visual course structure and program plan for the pilot course ● Script of the Timeout training program

Table 6: Objectives, methods, tools and outputs of the Develop phase, Case I

Developing the pilot course

The design of the pilot course was done in a sprint day approximately three weeks before the course by two facilitators of Timeout training. All data gathered in the Analyze and discover phase was present and the analysis done in the Define and design phase was reviewed before starting ideation of the pilot course. The main purpose of the pilot course was to act as a testbed for the first version of the program plan. Since it was decided in the brief of the project that Timeout training would consist of modules, the early ideas on separate training sessions and exercises potentially related to different modules, were being tested also before the pilot course. All together six small-scale training experiments were carried out during the spring 2018 to test the early ideas on potential exercises and training materials. Some of these small-scale experiments were done before the actual pilot course and some after. The experiments were targeted for people interested in learning Timeout model and were approximately 2-3 hours of length. Feedback was gathered from all of these experiments evaluating the used dialogue exercises, materials and participants ability to apply the learnings after the experiment-training. This feedback was an essential data source in the ideation and planning of the pilot course.

Before the actual program planning for the pilot course was able to begin, the modules and objectives of Timeout training were to be drafted to meet the learner and stakeholder insights. The first versions of the modules were already drafted in the Brief-phase on Timeout training but after validation on learner and stakeholder insights, the modules were refined. The three modules were named A, B ja C and each of them were given more accurate definitions related to objectives. The first module was named “Understand the context and demand” to meet the participant needs of understanding the “bigger picture” and reviewing the subject matter on all levels; self, organizational and societal. Module B) was named “Learn Timeout” to meet the needs of gaining concrete skills and tools to facilitate dialogue. The final module C) was named “Implement and influence” to meet the needs of applying the learnings to real life cases. In some of the training materials the module names were summarized in one-word expressions as following; A) Comprehend, B) Learn and C) Act.

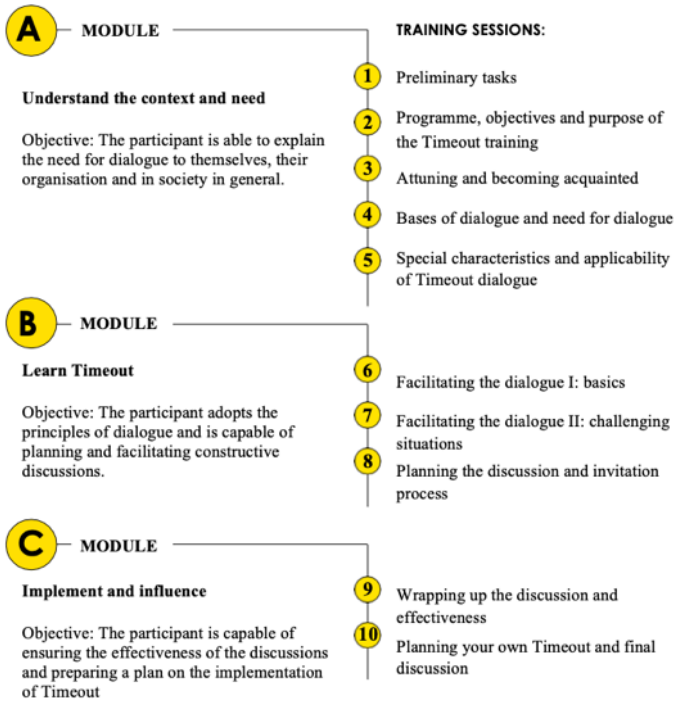


Figure 16: Modules of Timeout training

The pilot course design began from framing learning objectives for each day to match the objectives of the three modules of Timeout training. First day was planned out to cover the module I and II, second day the rest of the module II and the third day module III.

A three-day structure was chosen since it was in line with the participant expectations on the duration of the training according to the interview theme “Boundary conditions for participation”. After all insights and the jobs-to-be-done analysis were discussed the first versions of the day schedule were created on the wall. The How might we questions were hang on the wall and were used to validate the structure and objectives for each day. Ideation on the practical solutions such as methods and exercises answering the How might we questions were carried out. The axioms created after the Dialogue trainers workshop were used to plan out each phase of the training. The guiding principles stemming from the subject matter expert interviews and dialogue trainer’s workshop such as “Dialogue should not be presented as a tool instead as an overall approach to life” were reflected against the whole instructional strategy and plan. The analysis and affinity wall of the interviewees prior learning experiences were used as an important source of ideation of the design of practical exercises and training methods. In the design phase the learning facility of the pilot course was chosen to meet the requirements defined based on the insights of the observation. A matrix presenting the insights gathered, the data source used, and the solutions created for the pilot course as an output of the ideation are found attached (Appendix 4).

When the first prototype of the program was done, the final program plan was turned into a

detailed schedule in an excel sheet. Every training day had own schedule plan with each training session planned as detailed as possible in individual cells consisting of time and duration, training activity and exercises, instructional responsibility and additional information concerning for instance facility and materials. After the schedule each training session was prepared with training materials and assignments either on power points or templates. The responsibilities of the instructional roles in the pilot course were given and it as decided that observation was to be used as an additional data and feedback gathering method. A list of training hypothesis based on gathered insights was done and an observation field guide was prepared to support it. Therefor two colleagues were decided to participate in the pilot course as perceivers and a field guide was given to them to focus attention on specific issues in the program plan.

All crucial material of the training program was sent to participants before the pilot course and in all of the communication the role of experimentation of the program plan was emphasized by telling how Timeout training will be co-created together with learners. The Develop - phase was done in a fairly fast speed to maintain agility and adaptability of the program plan. Even though the schedule run was detailed it was decided that all the plans were to be changed and modified in case the current situation, atmosphere or feedback either from perceivers or learners challenged the plans done.

5.4.4 Learning by piloting the training

The beginning of the final phase of Timeout training concept can be marked when the piloting of the first program plan started. Timeout pilot course took place in May-June 2018 and consisted of 23 participants. Three objectives of this phase were set. First objective was to take the prototype and hypothesis out to be tested and launched, second was to implement training tools, methods, objectives and process and third to evaluate success of the process through learner experience.

Phase	Objective	Methods and tools	Output
Implement, deliver and evaluate	● Take prototype and hypothesis out to be tested, and launched ● Implement training the instructional strategy ● Determine the success of training process and experience	● Piloting the course prototype ● Observation ● Learner feedback on questionnaires and interviews ● Ideation based on the feedback	● Timeout training concept ● Learner understanding for the case II ● Design challenges and process for the case II

Table 7: Objectives, methods, tools and outputs of the Implement, deliver and evaluate phase, Case I

The participants were told that the course was a pilot and, in that sense, should also be considered as a testing laboratory of various methods. The first two days were spent over night in a training facility to foster forming of the group and enabling intensity of the program. The program was drafted in a visual form on the wall of the learning space based on learner insights on good learning experiences discovered in the interviews. Two instructors were responsible of the program and two colleagues were acting as observers. In between the training sessions immediate feedback was given and in the end of each training day the team gathered to go through all notes and findings concerning the whole day both based on observation and training experience. The learners were encouraged to give constant feedback on their learning experience and were sent a feedback questionnaire both after the two days training and after the whole course was over. There was a couple of weeks break between the two-first training days and the third one. In order to improve transfer of training, intermediate exercises in learner organizations and communities were fostered and dialogues in real-life settings outside the training facility in collaboration with different organizations and NGO's were carried out.

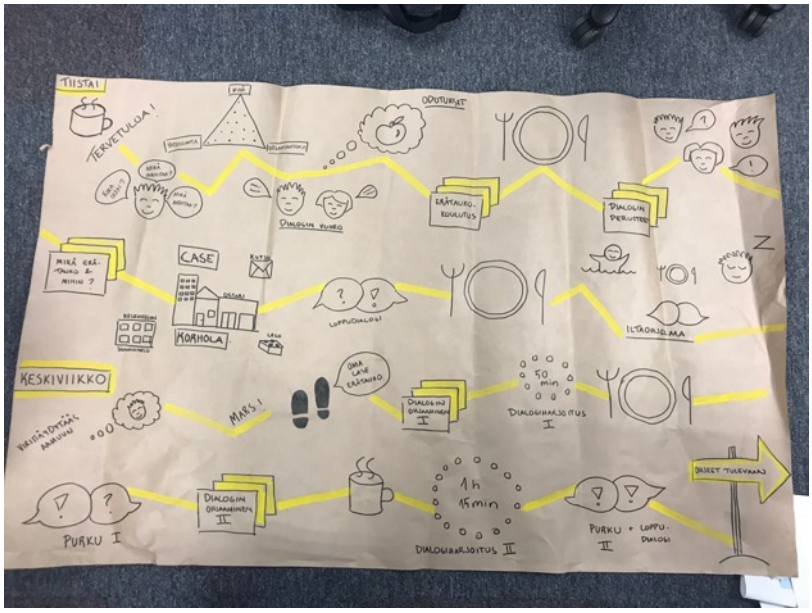


Figure 17: A visualization and learner journey of the first two days of Timeout pilot course

After the training three learners were interviewed to give feedback on their pilot course experience. The interviewed learners were selected to supplement the eight interviews done before the pilot course. The interviewees were asked first to describe the experience of the pilot training, then to explain the most important take-a way's and finally to reflect the experience against their prior expectations. The interviews were transcribed and were analyzed to finalize the learner understanding of Timeout and to build up learner persona descriptions utilized in the case II.

Evaluation of the pilot training

The Deliver phase of the Case I ended with an inhouse workshop in which all of the feedback gathered after the pilot course was discussed and analyzed and the main challenges for the development process phase II were identified. The feedback questionnaires emphasized the role of the training as an experience by asking learners to describe their learning experience during the training in detail and reflecting it against different phases of the training. Learners were also asked to reflect especially the benefit of the training on all levels; individual, occupational and societal. They were asked to reflect the objectives of the different modules and their realization in the training. The transfer of learning was analyzed through answers that estimated participants skills to apply Timeout model after the training. 15 out of 23 participants answered and the questionnaire data was supplemented with three feedback interviews done after the pilot. The questionnaire showed that expectations of the training were met (89% of the responded) and 78% felt they could apply Timeout model after the training. The open answers revealed that the pilot had succeeded in answering the How might we questions, and design challenges identified in the design phase of the concept. The respondents seemed to have understood the pure nature of dialogue in the sense that the Subject matter experts emphasized.

5.5 Case II: Developing scalability and training the trainers

The development phase II of Timeout training concept began when piloting of Timeout training was over, and the planning phase of the Trainers' training started. This can be marked as a point when another development process began from a new Analyze and discover phase. Since the first case formed the basis for the development of the second case, it can be stated that the development process of the case II was somewhat smaller and lighter than the first one. In this Chapter the description and reflection of the trainers' training and the building process of co-created open source Instructor's manual for Timeout will be explained.

This Chapter will answer to the research question II:
How to develop trainers' training to enable scalability of a training concept?

The key elements of the development process of case II are co-creation workshops with stakeholders and users, user-testing on the training concept, training trainers and building up open source training materials. In the next illustration the development process is presented forming of four divergent and convergent phases consisting of timeline, objectives and main methods used.

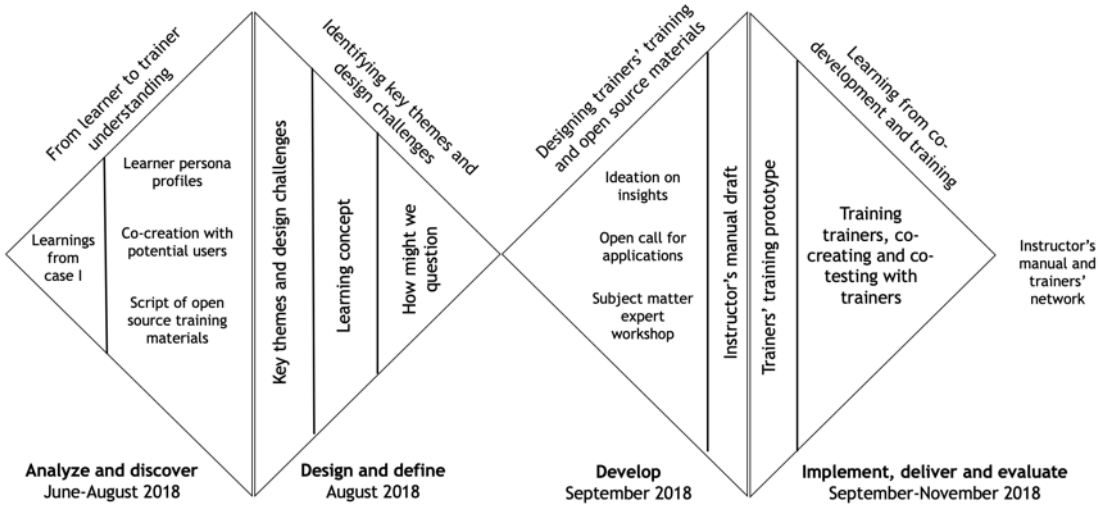


Figure 18: Development process of case II with phases on timeline and main methods used

5.5.1 From learner to trainer understanding

The first Analyze and discover phase of the case II began from crystallizing the learner understanding by building up Timeout learner personas to be utilized and shared with users of the training concept. Another objective of the Analyze and discover phase of case II was to build up trainer understanding of potential users of the training concept. The Case II started with an idea of an open innovation process in which the scalability of Timeout training would be co-created together with case II target group, the potential trainers of the concept.

Phase	Objective	Methods and tools	Output
Analyze and Discover	● Crystallize and share learner understanding ● Build user understanding	● Customer personas ● Empathy mapping ● Stakeholder map ● Co-creation and workshop with potential users	● Learner persona profiles ● Script of open source training materials

Table 8: Objectives, methods, tools and outputs of the Analyze and discover phase, Case II

Crystallize learner understanding with persona profiles

It was decided that building up Timeout learner personas based on insights gathered so far, was a beneficial tool to share learner understanding to potential users of the concept.
A persona is a way to encapsulate and explain critical behavioral data that stakeholders can easily understand and relate to (Goodwin 2009, 601-602). Persona descriptions were also seen as a good marketing tool for training professionals and companies offering Timeout training in the future. By referring to persona descriptions, it would be easier for professional trainers

and companies to target their marketing activities (see Goodwin 2009, 613).

The main data used for building up the personas consisted of the 11 interviews, carried out both before and after the pilot course. In this phase an excel sheet was created to organize the interview data. The Excel had rows for each interviewee and in the columns were marked 1) The interview themes and 2) Titles for Empathy mapping. An empathy map was created based on each interviewee reflecting on what he or she *says*, *thinks*, *does* and *feels*. In addition to the latter mentioned one more column was added reflecting on what the interviewee wants to achieve. This column had very much similar insights as the Jobs-to-be-done analysis on post-its. After the interview data was organized, it was once more validated against the first Value proposition analysis and patterns and clusters started evolving in the data. Next the main insights and clusters risen from the Value proposition analysis concerning the customer Gains, Pains and jobs-to-be-done will be explained. This was the method for coding the interview transcriptions. The clusters presented in tables consist of themes that occurred most in the interview data.

Pains of Timeout learners

Customer pains are factors that prevent customer to get his or her jobs done and disturb the customer in other ways. Pains can also represent risks that may occur if the jobs cannot be done. These pains can even prevent the customer from starting the job or slow them done. (Osterwalder et al. 2014.) The first theme identified under Timeout learner pains "Domination of the load ones" referred to the overall negative or escalated communication culture mainly in an organization or in the society as a whole. Lack of empathy referred to the mindset of not fully comprehending the reason for participatory activities. Many of the interviewees spoke about the problem of participatory activity in organizations being artificial or performing in its nature versus actually listening to what people are in need for. The "Lack of participation" theme consisted of insights that emphasized concern about people who are left out for various reasons. Most of the interviewees found it frustrating that it is always the same people who take part and participate. The final theme "Culture of effectiveness" referred to counterforces especially in an organizational culture that prevent dialogical culture to flourish. The quatations expressing these themes are found attached (Appendix 5).

Gains of Timeout learners

Customer gains represent factors that would help customers to get their jobs done. In other words these are benefits the customer desires and expects as a result of participation (Osterwalder et al. 2014). The gains analyzed formed four clusters. The interviewees spoke about the possibility of learning dialogue as an everyday competence that is automatically used when needed. This was told to be useful in situations where conflicts occurred but also

holistically as a mindset and approach to life. This theme was given a name “Dialogue as an everyday competence”. The theme called “Becoming a dialogue master” was formed of quotes reflecting the interviewees pursue to become aware of one’s skills and grow into a dialogue master. The gain reflecting pragmatism became a theme called ”Dialogue as a tool for inclusion and participation”. The practical ability gained through Timeout training was seen to help in efforts to attract people who do not usually participate various activities. The final theme ”Building a network” consisted of comments that reflected interviewee expectations on networking through participating in the training and it’s possibilities for future. The themes, their explanation and direct quotes supporting are summarized attached (Appendix 5).

The Jobs-to-be-done by Timeout learners

The Jobs-to-be-done analysis formed five different clusters each of them reflecting on what the learner wants to get done and achieve either in his/her private or professional life. These can consist of tasks they are trying to complete or problems they are trying to solve. The Jobs might be funcitional, social, emotional or supporting in their nature. (Osterwalder et al. 2014, 12-13.) The first cluster of the jobs-to-be-done analysis was called “Self-development” and it refers to learner pursue in developing into mastery in dialogue (ie. gains) and in the skills of facilitation. The theme “organizing civic discussions and encounters” refers to learners pursue to strengthen different communities by bringing people together in dialogical encounters. The theme “Acting as a dialogue ambassador” could be describbed as a higher-level objective into spreading the mindset, ideology and practice of dialogue wider in the society. The “Changing the public discussion culture” was a job identified especially important among participants who could have an impact to the discussion in media or in impactful public channels. The final identified job was “Organizational development” which was a very dominating one among the interviewees. Dialogue was seen as a tool to change both practices within an organization but also the overall organizational culture. The Jobs-to-be-done analysis formed a list of five items all explaining various reasons and motives for participation in Timeout training presented next.

1. **Self-development**
   - Developing one’s own listening and discussion skills
   - Developing one’s own operating methods and growing into a better facilitator
2. **Organizing civic discussions and encounters**
   - Bringing people with different backgrounds together to encounter one another in new ways
   - Finding alternatives for panels, seminars, meetings, hearings etc.
   - Local development and strengthening of inclusion in neighbourhoods, communities and diverse residential areas
3. **Acting as a dialogue ambassador**
   - Speaking about the need for dialogue and training diverse target groups in dialogue
4. **Changing the public discussion culture**
   - Media environments becoming more dialogical and introducing constructive discussion to the web
5. **Organizational development**
   - Changing internal operating culture to be more dialogical
   - Organizing discussion on strategy and the future of the organization

The Value proposition analysis together with Empathy mapping of each interviewee formed a basis for creating persona profiles of Timeout learners. The Jobs-to-be-done analysis already combined well the most important findings of the pains and gains analysis and also the early findings of orientations of the participants done before the pilot course. The five clusters of the Jobs-to-be-done analysis can also be defined as early profile definitions of Timeout training personas. The insights can be turned into personas by first identifying behavioral and demographic variables, roles of the users, identifying potential patterns and capturing and defining goals. (Goodwin 2009, 601-758). The identification of demographic variables was done through the data collected of the potential users of Timeout concept based on open mentoring applications. In the light of the data the gender distribution, the average-age and the distribution of societal sectors among the users was identified. The Value proposition analysis was a tool to identify the patters and goals. After these phases Goodwin (2009) advices the designer to form persona types by clarifying distinctions and adding detail.

A narrative form was chosen to as a the most suitable way of describing the personas. Goodwin (2009) claims that designers often misunderstand the storytelling aspect of personas. Designers often get carried away by potentially unnecessary details such as photos and fictitious biographical details combined with bullet lists of characteristics. Good storytelling through persona descriptions helps to engage human empathy. (Goodwin 20019, 617.) It was chosen that Timeout training persona descriptions should be written in narrative form and consist only of the minimum amount of potentially irrelevant background data on the personas. After the variables had been sketched of the potential personas, imagining of what they would look like began. Picture of the persona can help to make a difference between a cold and static person versus a real person (Goodwin 2009, 714) The first pictures were sketched as hand-drawn versions and each of the personas were given a name, age, occupation and place of residence. Then one-page narratives were written of each persona. These narratives and hand-drawn pictures were used in the development case II. Later the persona descriptions were summarized into shorter narratives and the hand drawn pictures were replaced by more abstract pictures of real people.

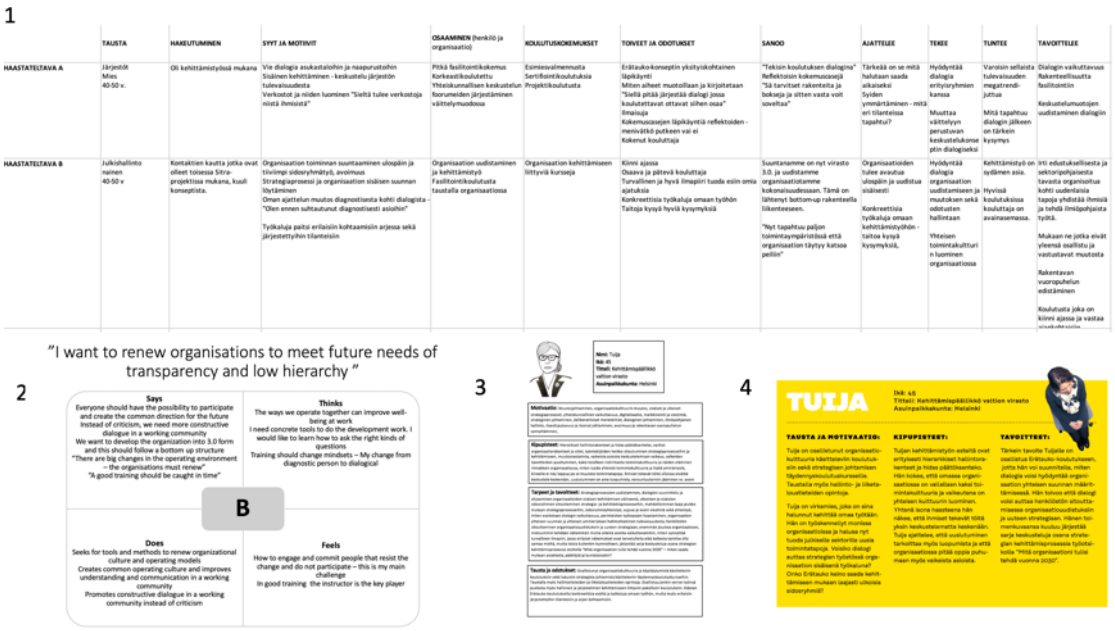


Figure 19: Illustration of the process of forming Timeout learner personas

All together five learner personas were identified out of which two were men and three women. The age variance was from 33-51 years old and the personas represented various sectors of the society from public sector development manager and interaction designer to private sector training planner, NGO community coordinator to media sector journalist. The persona descriptions consisted of a name, age, occupation and place of residence. The first column of “Background and motivation” explained the persona’s overall approach and attitude to life and work, achievements and also prior experiences in education and training. The main purpose of the first column was to crystallize the motivation for the persona to learn Timeout based on the jobs-to-be-done analysis. The second column explained the pains and challenges the persona was facing in his/her life and work and the third column explained the objectives of the persona overall in life but also in learning Timeout based on the gains-analysis of Timeout learners.

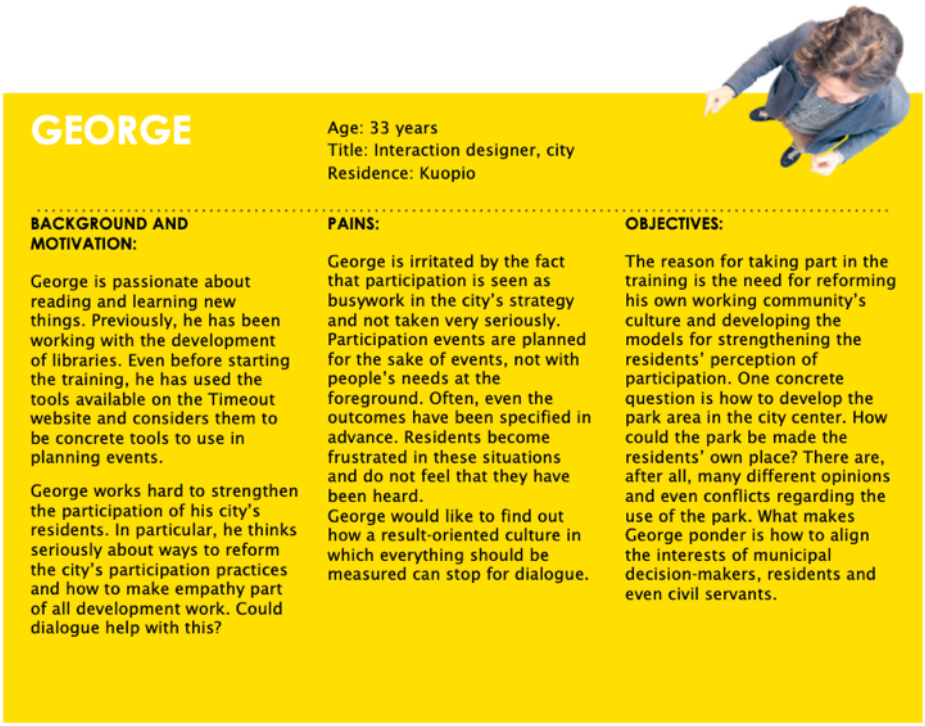


Figure 20: A persona card of Timeout learner called George

The persona profiles were decided to be added in the Instructor's manual of Timeout training under a heading called "Participants and their needs". The Chapter was written about the orientations and motives for learning Timeout and all the personas were presented in the final layout in small boxes as persona cards.

Building user understanding by co-creating with potential trainers

The Case II started with an idea of an open innovation process in which scalability of Timeout training would be co-created together with the target group, potential trainers of the concept. It was decided that an open call for potential trainers would be a beneficial way to both test and create demand for Timeout training concept both in the private training market but also in non-profit organisations and NGO's. To ensure scalability of the training, the training materials should be distributed openly and built to meet the needs of the trainers.

In June 2018 a stakeholder workshop was held targeted for potential future trainers of Timeout model. The potential trainers were invited both by an open call online but also via direct contact. The stakeholder map done already in the planning phase of the case I was used as a starting point but also a stakeholder list of trainers was created consisting of different sectors; private companies, NGO's, organizational development and educational institutions (both formal and non-formal). 30 training professionals participated in a 3 hours lasting workshop representing all of the sectors mentioned. The objectives of the workshop were first to plan and develop the open source training concept together to meet the needs

of the trainers, secondly to co-create training material of the training and finally to inspire people to get involved and start piloting the training in their own organisations.

First the necessary background information of Timeout training concept was provided and discussed together. Then the trainers were explained the user understanding built in the Case I and the Timeout training personas were presented. The workshop had first an individual exercise and then the co-creation part. In the individual exercise the participants were asked to evaluate their organisation's interest and possibility to train Timeout model. Each of the participants were to fill an inquiry with the following questions;

1) Background information
2) Could Timeout training be a part of your organisation's training activities (yes, no, perhaps + explanation)
3) Is your organisation already providing a similar kind of training and what kind of?
4) What kinds of target groups do you identify familiar to your organization potential for Timeout training?
5) How would you market the training?
6) What kind of a model for implementation would be fit for your organisation?
7) Optimal duration for the training implemented by your organisation? (3h to 3 days)

The purpose of this inquiry was to engage participants straight away in the planning process of the adaptation of the training concept. The questions were selected to help to identify the key barriers and enablers of the implementation of the training. 30 participants filled in the inquiry before the co-creation part of the workshop.

In the co-creation part of the workshop the training professionals were divided into smaller groups in which they together discussed and fill in a template with four questions continuing the reflection of the inquiry filled in individually. Two reflective questions for group discussion were given; 1) How could Timeout training meet the needs of my organisation? and 2) What could the learning process look like and what kind of support would I need? These two questions were reviewed in the context of template similar to a SWOT presented next with four more specific questions.

What kinds of possibilities?	What kinds of barriers?
What amazes you?	What do you need to train Timeout?

Figure 21: Table resembling the template used in the Trainer workshop

Six groups were formed, the reflective questions were discussed, and two templates were filled in concerning each question. The role of the more specific questions on template were

to deepen group discussion on the main reflective questions and to provide more information on user expectations and needs for the training concept. In the final co-creation part of the workshop the trainers were to ideate open source training material from the perspective of support identified in order to train Timeout on their own. Ideation was done first in small groups and then the ideas were openly shared with others and all post it notes were brought to the wall. In the end of the workshop the templates with four questions were discussed together with the whole group and shared understanding on the possibilities and barriers were constructed in a dialogue. All of the workshop participates were encouraged to take part in the open call for the Train the trainers course.

Figure 22: Dialogue on the output of the Timeout trainers workshop

When the Analyze and discover phase was completed, learner understanding was shared and distributed to co-create the development process of case II. The professional trainer's workshop had provided data and material to build up user understanding to be analyzed further in the following design and define phase.

5.5.2 Identifying key themes and design challenges

The Design and define phase of the Case II started with analysis of the professional trainer workshop material carried out in the previous phase. The main objective of this phase was to identify key themes and design challenges guiding the development process further.

Phase	Objective	Methods and tools	Output
Design and define	• Identify key themes and design challenges • Define learning concept and guiding principles	• Affinity wall • Content analysis	• How might we -question • Learning concept draft

Table 9: Objectives, methods, tools and outputs of the Design and define phase, Case II

Working on insights of the professional trainers' workshop

All of the workshop templates and data were transcribed and analyzed. The data was clustered and all practical ideas concerning the training methods, materials and practices were listed under the clusters. When analyzing the data one of the main design challenges of the Train the trainers' course and scalability of the training concept rose. Especially insights concerning the theme "barriers" revealed that trainers, just like Timeout learners, had a similar kind of a motive and orientation to learn Timeout concept as identified through the Value proposition analysis in the Case I. The motive of "Training Timeout" was just one motive among others. The professional trainers were also bringing up needs such as "giving voice to silent people and involving those who are left out" (societal), "Developing a dialogical organisation" (organizational) and also "Developing one's own dialogical skills" (self/individual). The social motive of learning (ie. activity orientation) was also present in the insights of the trainers. There were many comments emphasizing the importance of peer support and shared knowledge among potential Timeout trainers.

Next the main insight clusters risen from the workshop used in the development process of the Train the trainers' course and the open source training material will be explained briefly. Four thematic clusters were identified from the data. The first one was named **"**Step by step guidance**".** The trainers emphasized that they needed as clear instructions as possible on how to carry out the training in practice. This would mean step by step guidance on exercises, clear visual process charts on what to do in different phases, what materials and tools to use and what kinds of facilities to take in consider when organizing the training. The step by step guidance should consist at least of training materials and schedule plans.

Another big theme identified was named "modularity" and overall flexibility of the training. The expression "tailoring the training" was used often. Especially the different durations were expressed important. How to carry out the training in three hours versus in one day. One very important insight brought up by the trainers was the need to have guidance on how to carry out the training virtually in online learning environments. As part of the modularity it was expressed that all of the potential trainers would not be interested in carrying out the training as one entity versus as embedded in other training programs as smaller modules.

Third theme was named “The essence and brand of Timeout training”. There were comments written such as; “How to promote experimentation as part of the training” and “how to bring up the real essence of dialogue in the training”. A new angle to this theme was identified when the trainers were bringing up questions that emphasized the role of Timeout training brand by asking “What is the core element that makes this Timeout training and under what circumstances can I use the name?” or “How strict are the brand limitations in Timeout training”. It seemed as if the idea of open source training that was not regulated or supervised by an authority was somewhat a new one to the participants.

The final theme risen from the insights gathered consisted of participant comments on the ”competence of Timeout trainer”. The participants longed for understanding on what kinds of prior understanding and skills should one have before training Timeout and how to develop and evaluate the competences needed. This theme also pinpointed one of the main design challenges for the case II. In many of the comments the trainers brought up their own need to experience Timeout training or at least a Timeout discussion before training the concept. The various motives expressed in addition to training the concept, also emphasized this need.

The main design challenge of the case II was formulated following;

How might we develop a train the trainers’ training that both provides trainers the very basics of Timeout concept but also the ability to train the concept?”

The analysis of the workshop insights helped to formulate, in addition to key design challenges and themes, also early version of the learning concept for the train the trainers’ course. The various motives and orientations of potential trainers also served as guiding principles for course development.

5.5.3 Designing trainers’ training and open source materials

The develop phase of case II consisted of two main objectives. In this phase user and stakeholder data and insights analyzed were used to build up an instructional strategy consisting of training materials and plan for the trainer’s course.

Phase	Objective	Methods and tools	Output
Develop	● Build up instructional strategy aligned with analysis ● Create a training prototype ● Develop training materials	● Ideation on user insights ● Subject matter expert workshop ● Open call for trainers’ course	● Instructor’s manual draft ● Trainers’ training prototype

Table 10: Table X. Objectives, methods, tools and outputs of the Design and define phase, Case II

Building up open source training materials

The first version of Timeout training manual was created after the professional trainer's workshop. It was a table of content consisting of the main elements emphasized relevant by the trainers. Based on the insights gathered in the Trainer's workshop, the Table of contents was formed of three main chapters;

1) Timeout training
2) How to train
3) Trainer's toolbox

The first Chapter was planned to cover the "Essence of Timeout-training" and also all information covering for who and for what to carry out Timeout training for. The "Competence of Timeout-trainer" was also added. The "How to train" chapter was to provide the "Step by step guidance" on each of the modules of Timeout training. The third chapter "Trainer's toolbox" was created to provide examples for modularity and for organizing the training in various different ways and for picking up alternative exercises. The version 1.0 was written by August 2018 to cover main content under the three chapters drafted and it was decided to be user tested before creation of the next version. The two insights risen from the stakeholder workshop concerning "Timeout trainer's competence" and "Essence of Timeout training" were decided to be co-created together with the subject matter expert group, the dialogue trainers. Since the insights of the potential trainers emphasized the importance of step by step guidance, the training manual was decided to be supported with additional training material used in the training setting. It was decided that power point training slides for each training module and session were to be made open source and delivered to all.

Subject matter expert workshop II, the dialogue trainers

In August 2018 the Dialogue trainers were to meet again and a workshop was organized to deepen understanding on how to train the trainers and co-create the training materials further. The workshop duration was four hours consisting of two parts. The first part was a dialogical one in which participants shared their experiences on how they have developed themselves as dialogue trainers. The purpose of the first part was to understand the competence needed to train Timeout and collect insights and data to use in the trainer's manual.

The dialogue on the trainer's competence lasted for 45 minutes and notes on the discussion were written. The dialogue trainers shared their experiences on the role of the trainer. Insights and experiences were shared on different ways to use internal dialogue as a tool in a training, on shifting between the role of a trainer to that of a participant in a dialogue and on good practices to begin and end a training session. The dialogue trainers emphasized that the

key to professional development was ccontinuous reflective practice and learning. Good practices to use self-reflection were shared. All of the notes and even some of the sentences used by the dialogue trainers were utilized when writing the chapter in the Instructors manual concerning Timeout instructor's competence.

The draft of the instructor's manual was presented to the dialogue trainers and feedback on table of contents was collected. The participants found that the word "dialogue" was not used enough in the structure and that the manual sounded to be targeted too much for people already competent with training. They emphasized that the manual should work as a support structure focusing on questions guiding a reader forward. It should be written in a simple way targeted for beginners since too much simplicity would not be harmful for experts either. The output of the workshop was reflected against the draft of the manual and the table of contents and the headings were written again to meet the insights heard and to be more descriptive in relation to the content.

Developing the trainers' training

An open call for Timeout trainers' training for September was published in summer 2018. The idea behind an open call was to promote the idea of open source concept and to create demand and interest in groups not yet identified. The open call was answered by 104 applicants. The application questions covered following themes and topics:

- Interest in participating in the Timeout trainers course
- Prior competence in training and facilitation
- Interest and ideas on practical ways to implement Timeout training
- Target group of the organisation for Timeout training
- Training offerings similar to Timeout provided by the training organisation
- Ideas and expectations for the trainers' course

The answers were moved to an excel sheet and categorized depending on the following sectors; 1) institutions, 2) freelancers, 3) NGO trainers, 4) private training companies, 5) public sector, 5) organizational development and training. Two trainers' courses were decided to be carried out during Fall 2018 since the number of applications was high. 60 applicants out of the 104 were selected to represent the sectors identified equally. The main criteria for the selection was the plausibility of the plans to implement the training in the future. The prior competences of all 104 applicants were analyzed to build up the instructional plan for the training. The selected participants were also sent a prior questionnaire to gain deeper understanding on expectations.

The first trainers' training prototype was created on the basis of the data collected from Timeout pilot course in case I combined with insights gathered in previous development phases of case II and the open call data. It was decided that the subject matter should be covered on three separate levels to support cognitive shifts and to serve different motives

identified. The first level covered Timeout model and the basics of it, the second level subject matter specific for training Timeout and the third level competences for planning and implementing Timeout training. Duration for the training was planned to meet the expectations and possibilities for participation of the applicants. Since the trainers' training was shorter than the actual Timeout training, the challenge of covering all levels of subject matter was relevant. Four objectives of the training were set to meet the various needs, motives and different levels of subject matter;

1) Learn the basis of Timeout
2) Get acquainted with Timeout training concept and materials
3) Make a plan to Train Timeout
4) Establish Timeout trainers' network

The individual training sessions were planned to cover the objectives presented. The objective of training the basis of Timeout was to be carried out by implementing the main training sessions and executing the exercises together with the trainers. The training concept and materials session was built around Timeout training persona profiles. The participants were to be asked to select a persona closest to their organization's target group for Timeout training. They were to walk in the shoes of the selected learner and to reflect upon different training modules and sessions from the selected persona's point of view. The trainers were to answer questions in the context of their user persona such as; how to take in consideration the learner's prior understanding, knowledge and experiences, what to learn and unlearn and how to ensure transfer of learning. The idea was to share all understanding gained through the pilot course and the subject matter expert engagement on the premises of learning dialogue. The third objective was built around a group exercise in which Timeout training was planned in individual training organizations and sparred by other trainers. The final fourth objective was decided to support the building of a new community of practice among Timeout trainers and the plan was to hold a discussion and ideate various ways to promote collaboration after the training.

By the end of the develop-phase, the draft version of Timeout training manual was built based on user insights. In addition, the trainer's training prototype was built based on potential trainers' and subject matter expert insights including objectives, plan for each training session and schedule run.

5.5.4 Learning by co-developing and training

The final phase of the case II had four objectives. The first one was related to the open source training materials which were to be taken out to be launched and tested. The second objective was related to the trainers' training in which the training prototype was to be implemented on trainers. The third objective was related to evaluation of training by

determining the success of the process and experience. The final objective was related to scalability of Timeout training. In this phase it was crucial to make sure the materials and the concept could be scaled by the trainers involved.

Phase	Objective	Methods and tools	Output
Implement, deliver and evaluate	● Take ideas out to be tested, produced and launched ● Implement training ● Determine the success of training process and experience ● Ensure scalability	● Pilot course I & II for trainers ● Co-creation and ideation with trainers ● Observation ● Feedback questionnaire	● Final version of training materials ● Timeout trainers' community

Table 11: Objectives, methods, tools and outputs of the Design and define phase, Case II

Co-testing and co-designing with trainers

To understand usability of the training materials and scalability of the training concept, value in use was to be co-tested and co-created with potential trainers of Timeout. During fall 2018 there were two different occasions to co-test the training concept and materials on potential instructors when two training companies shared their interest in piloting Timeout training. It was agreed that with the organization X the piloting would be carried out independently by using the Instructor's manual's draft version as the main support structure. Co-design was used with the organization in planning phase of training but since they were already familiar with the subject matter, the actual training was to be carried out independently. The meetings with organization X revealed that planning out Timeout training independently was best supported by questions promoting problem solving and planning activity.

A canvas based on crucial questions was sketched to help organizations begin planning of Timeout training on their own (Appendix 6). The questions relevant in the canvas were identified in the discussions with the training organization X. The first question tackling the need for Timeout training was to guide the training company to consider the motive from both the organization's and user's point of view. The target group of the organization could be determined by using the persona descriptions as a basis. Other questions found also in the Business model canvas were the ones concerning marketing and distribution and financing of the training both in the piloting phase and in the longer run. The questions found relevant especially for the Timeout training were the ones concerning the ways to evaluate and share the learnings of the training. The importance of the trainer communities peerhood was emphasized especially by the potential trainers in the stakeholder workshop. Another Timeout training specific question concerned the competence of the instructor which was also found relevant by the potential trainers.

The training organization Y was willing to co-test Timeout training in September 2018. The planning was started in June and it was decided to be a one-day course. Schedule of the day was planned together with the instructor and a draft version of Timeout manual was used in the testing. As part of co-testing it was decided that the day would be observed by the researcher. The idea behind co-testing and observing the instructor was to identify the kinds of challenges the user might run into and identifying factors related to the context relevant for using the "product" ie. the training concept. (see Chesbourgh 2011).

15 participants attended the organization Y's Timeout training representing different NGO's out of which many were training professionals or developers. Observation was guided by a field guide similar to the case I paying attention to touchpoints such as 1) space, 2) artefacts, 3) people and the discussion, 4) practices and methods used. Nine pages of field notes were written and photos were taken during the day. The notes were again separated depending on which of them were purely experienced, seen and heard versus interpretation of the situation. The participants were told that the organization Y was piloting the training and I was being present in the role of the developer and observer. The instructor had the draft version of the manual as a support structure for herself when training the sessions. Each of the sessions in the manual consisted of a description of an objective, content to be trained with exercises explained. In addition to the manual the instructor had prepared a schedule run and printed out all templates and extra materials needed for training sessions. The first version of Timeout training powerpoint slides were also tested by the instructor. During breaks discussions were held both with the instructor and with participants on their current experiences. All of the insights from the discussions were written in the observation field notes.

Figure 23: Timeout pilot training co-tested by the Organization Y

The observation notes relevant for the development of the training concept concerned especially methods and practices used. Valuable insights were gained on the possible ways to explain and guide the training practices in the manual. Observation revealed parts of the training sessions difficult to carry out by the instructor and content, exercises and materials found difficult to comprehend by the participants. After the pilot, many of the slides were edited to be more simplistic and to answer better the questions asked by the participants during the pilot. One of the main insigths risen from co-testing was concerning the way to guide participants thinking from one training module and one individual training session to another. It was decided that concrete ways to explain and to describe the shifts to participants were to be written in the manual next to each training session.

After the pilot, a couple of days later, the instructor was interviewed for an hour. She was asked to memorize the training experienced and most of the time was used her reflecting upon what had happened in and between the training sessions. Next she was asked to name specifically the parts of the training found easy, difficult and surprising. To gain deeper understanding, she was asked todescribe her experience in detail and also to reflect upon the feelings sensed in different parts of the training. In the end of the interview she was asked to reflect upon the materials used and to give guidance for other instructors piloting the training. Notes were written during the interview and reflected especially against the materials tested. The interview reveled that the amount of material written on the training sessions was too big and too detailed. The instructor found that the exercises relevant during the training were drown in the material. It became obvious that some of the material was to be used specifically before the training to guide planning of a training. Some material, especially the guidance for exercises, were to be highlighted to be found easily also during the training. It was decided that exercises in the manual should be edited into separate boxes in different colors used and found easily by the instructor. One of the main insights of the instructor interview was that the training should not be carried out strictly by reading the manual. Instead the instructor should use his/her own experiences as a key resource in the planning and execution of the training. This notion was written in the manual as a guiding principle for Timeout instructor.

Training the trainers

Timeout trainers' course was carried out in September 2018 and it consisted of two days held a week in between. 26 trainers participated the training representing a wide range of different training organizations. Since the course in September was still a pilot and materials were draft versions, the participants were openly told to be a part of the development process of overall concept and all materials. The two days program and the training sessions were divided by two trainers. A schedule run similar to the one used in Timeout pilot training with detailed descriptions of each training session were prepared in advance. Immediate feedback was asked and heard on breaks and between session from participants. Immediate assessment and discussions were carried out between the trainers during and after training

days and plans were changed and modified whenever needed. All changes were documented for further development.

A session in the training program was added in which the Instructor's manual was reflected and reviewed by the participants. This can also be seen as a co-design session. After the first training day the manual was sent to the participants with reflective questions to consider before the second training day. At this point the first layout version of the publication was done and also the visual elements were to be tested on the users. On the second training day a co-design session on the manual was held on three learning café spots; one concerning the first chapter of the manual, "Background of Timeout training", second concerning the chapter "How to train Timeout" and on the third spot participants had the possibility to give feedback on overall visual elements and layout of the manual. All of this feedback was gathered, analyzed and the final version of the Instructor's Guide was edited after the first trainers' course. To support the building pf a trainers' community a session in the final day was spent to plan out different ways of collaboration and sharing lessons learned after the training.

In the end of the course a dialogical feedback session was held and after the course feedback was gathered to evaluate the success and scalability of the training. Majority (60%) of the trainers felt they were capable of implementing the training in their own organization but many felt a need to get more experience on Timeout by carrying out discussions outside training facility in real contexts to be able to train others.

Later in the Fall 2018 another trainers' course was organized in which the feedback and learnings of the first course were utilized. By the end of the implement, deliver and evaluate phase of the case II, the final version of training materials were produced as a result of iterative development consisting of testing, constant feedback gathering and editing. Information about the openness of Timeout training concept was shared in various channels online and communication efforts were high to ensure scalability of the training. All trainers trained were provided the materials personally and encouraged both to start training and to report openly on training experiences to the Timeout community.

6 Towards a new learner-centric training program planning model

This chapter will consist of an overall analysis of empirical findings from the development cases in the light of theories presented in this master's thesis. The analysis will strive to answer the three research questions of the thesis presented in Chapter 1.2. As the main result of the thesis the elements of the learner-centric design model for adult training based on the criteria explained in Chapter 4 and the empirical findings will be presented.

6.1 Analysis of the cases

In this chapter the phases of the development cases I and II will be reflected against theories, models and tools to highlight the most relevant findings for learner-centric training program development. As a result of the empirical findings and discussion with theories, also templates and frameworks are developed for further use in similar development cases. These frameworks and templates are also presented as tools in the learner-centric training program design model built as an output in this Result-chapter (6.3).

Case I findings: Reflection on development phases

The Analyze and discover phase of the case I was the most time consuming and method-intensive phase of the whole development process of Timeout training. Looking back on this phase it already revealed both the importance and the challenges of using service design as an approach in program planning. Service design is very often used in development cases in which it is crucial to solve the right problem. In order to do this, the right problem is to be defined and framed in ways that exploit deep user understanding and often projects loop back through the first development phases more than once as ideas are refined and new directions found (Stickdorn et al. 2018, 14; Brown 2008, 4). In the beginning of the development process, the pressure was sensed of moving rapidly from Analyze and discover phase to the Define and design phase. The tendency in development processes to jump straight to a solution potentially prevents true innovation to occur in which people are placed at the heart of services (Stickdorn et al. 2018, 14; Polaine et.al.2013, 37). Many of the adult education -based theories behind program planning conclude that planning is very often done without sufficient analysis of the planning context, needs, learner insights and experience. (See e.g. Kahle 2008, 42; Sava 2012; Tuhkala 2019; Toikkanen, Keune & Leinonen 2015, 41-42.)

The Define and design phase was a rapid one, analyzing all data gathered in a fairly short period of time to make sense, categorize and to define the most crucial findings guiding the development process further towards design and implementation. The two first development phases can be seen as part of Brown (2012) model's "inspiration phase" in which "hearing" added with listening to the insights was in the core. (Brown 2009; Tchimmel 2012). This phase of active sensemaking of insights is in the adult education literature on program planning often presented in a fairly technically-oriented manner of turning needs into plans by filling in forms and boxes (see eg. Caffarella 1999) Design thinking approach brought creativity and discovery into the Define and design phase by allowing surprising findings and insights to occur. Focusing on finding the right problem instead rushing into solving problems in this phase offered freedom of thought. Key tools in this phaser were defined design challenges and How might we -questions. "How might we" is a method used in service design to turn identified challenges into design opportunities. The questions should be framed so that they provoke multiple solutions. However, it should not be too broad making brainstorming and ideation

easy to start with. The challenges HMW methodology is applied to should be ambitious, yet also achievable. (IDEO 2019; Berger 2012.)

Moving to the Develop phase marked the end of problem space and began the phase of solution space (Stickdorn et al. 2008, 115). In the ADDIE process this phase takes place when the designer's/planner's role shifts from planning and research to that of production (Peterson 2003, 228-232; Allen 2006, 436-440; Kruse 2012). This was also the phase in which iteration and active experimentation became crucial tools for developing the "minimum viable products", in this case the small scale training experiments and finally the design for pilot training (See Blank 2013; Ries 2011; Croll & Yoskowitz 2013; Ojasalo & Ojasalo 2015; Ojasalo & Ojasalo 2018). The piloting began the Implement, deliver and evaluate phase. Regarding the significance of the input of piloting to the overall development case I, it is surprising how little emphasis there is on experimentation in the theories of program planning. The only models presenting experimentation and rapid prototyping are the ADDIE and the instructional design-based model SAM (Chapter 2.3; Chapter 3.3.3). Pilots can be seen as overlaps between prototyping and implementation. Both the Timeout training pilot in case I and the trainers' training in case II were test beds for trial and testing. (Stickdorn et al. 2018, 273). The focus of this thesis being merely on the process of planning and designing training, there was less attention paid on the actual training events and their evaluation. Findings of the training and evaluation are viewed on more strategic, process level.

Many boundary objects were developed during both of the development cases and as part of the results some of them are developed further into utilizable and modifiable tools of the needs of similar development cases beyond this master's thesis.

Brief is an essential tool for training design and communication

Most of the training program planning models presented either begin from an analysis of the external requirements set for the program or of an analysis of the learner needs (see Knowles 1984; Boone et.al.2002). Only focusing on the learner needs and ignoring the surrounding factors in the beginning of the process might lead to a cultural and social reproduction warned by Jarvis (2010, 250-252). Brown (2009) speaks about the same phenomena in the context of converting needs into demand by claiming that the customer should never be understood purely as a psychological monad and empathy alone is not enough. Instead designers should spend time to understand culture and context (Brown 2009, 55-58.) On the other hand, investing a lot of resources into a product or a process before having any customer contact is a strategy not viable in today's world (Blank 2013). Relying on the theories and the empirical findings of the case I Analyze and discover phase it seems as if a so-called healthy relationship between the emphasis on the learner needs and experiences and the external requirements of the planning organization as a steppingstone of the planning process is one working criterion for a training design process. Collaborating both with external and internal

stakeholders in the beginning of the process required the purpose and needs of the program being articulated on some level already before gaining deeper learner understanding. The training program brief acted as a tool to communicate the essentials of the program developed on higher level of purpose and intention at the same time helping in finding the right direction for "designing the right thing" (see Nessler 2016). A design brief is a written summary of the main issues related to the development process that need to be articulated and shared with key stakeholders from early on. The design brief can act as a roadmap consisting of the main steps to be taken during the development process. (Phillips 2004, 1-16.)

Main approaches used when building up the brief were co-design meetings and both external and internal workshops in which concrete tools for collaboration were used in addition to dialogues. The training program brief should cover at least five dimensions placing the target group and learners in the center and answering to questions of objectives, subject matter, stakeholders and training methods. Most of the training program planning models start by identification of objectives that are used both in communication of the program to external world and in describing learning objectives of the program. This leads into combining of potentially two different dimensions, expected participant learning outcomes and operational outcomes of the training provider. (see e.g. Tyler 1949; Houle 1972; London 1960; Caffarella 2002; Peterson 2003, 228-232; Allen 2006, 436-440; Kruse 2012.) Beginning with a list of objectives can over emphasize the technical-rational side of program planning and lead to fragmentation of training that does not have a link to authentic needs (Neelen & Kirschner 2020; Sork 2000). The objectives set in the brief-phase should therefore only express the expected purpose and output of the training program, but the learning objectives ought to be validated through learner insights. The five dimensions relevant for co-ideation and co-design with stakeholders in the brief phase can be developed into a template where the learner and target group placed in the center and the other dimensions surrounding. The questions concerning dimensions should be answered as a result of co-creation and added to a brief of a program.

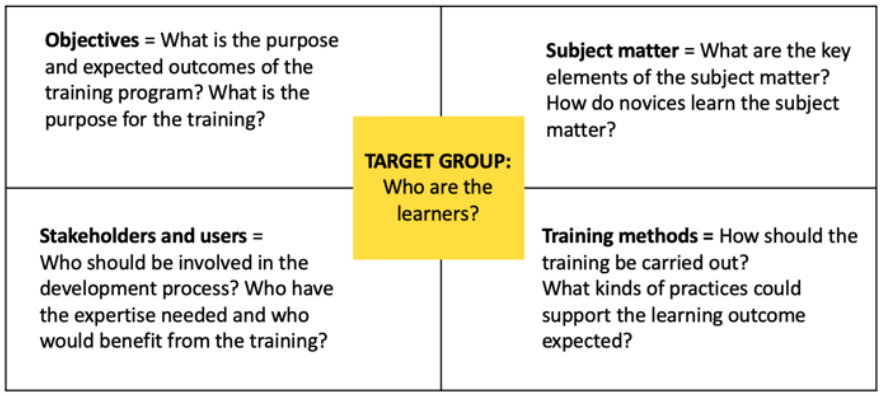


Figure 24: Dimensions of training design brief

Co-creation opens a window to analyze program context, define purpose and clarify subject matter

Other dimensions relevant in the brief concerning target groups, stakeholders, methods and subject matter were from the beginning on co-created together with external and internal stakeholders. In the Analyze and discover phase the activities of co-creation used were co-ideation and co-design (see Russo-Spena & Mele 2012; Sanders & Stappers 2008). The development process was already in the brief-phase opened up to wider networks of actors from learners, to internal and external partners and stakeholders, subject matter experts and intermediaries. Activities in the development process taking place in the "back-stage" such as project goals, purpose and intentions were opened up to co-creation in addition to front-stage activities such as ideation and co-creative prototyping. (see e.g. Tuhkala 2019, 23; Chesbrough 2011; Bødker, Dindler & Iversen 2017, 248.)

Purpose of a training program is one of the key elements of training design brief since it serves the process of learner and stakeholder communication and engagement early on. It is relevant in this phase to define the differences between concepts of purpose, intention and objectives. As noted before, in the context of this study objectives are to be validated through learner insights. Objectives should in addition to preferred learning outcomes reflect also the "needings" of learners taking in consideration goals and aspirations of learners (Heinonen et al. 2015). Purpose crystallizes the external requirements defined for the program and helps to communicate the expected change and level of it ranging from individual to society level change as an output of a program (see e.g. Caffarella 2002, 11-13). The intention and especially used as a tool called "Intent statement" in this thesis refers to a more abstract level representation of the program goal in one sentence. Purpose however should explain in more depth the way the intention is achieved. An intent statement used as a tool in service design process states the initial innovation intent based on an identified design opportunity. The first intent statement should always be seen as preliminary and reviewed against new insights as a process continues (Kumar 2013, 48-49).

As a result, a tool to analyze training program purpose is developed into a "purpose map" that can be used as a boundary object and communication artefact for communities of practice considering their contribution and involvement in a program (see Wenger 1999, 235). The purpose map is a combination of change management based "change curve" (Wilson 2016), Bloom's taxonomy of levels of learning (Bloom et al. 1956), Kirkpatric's evaluation model (2005; 2006) and Caffarella's five purposes of adult education (Caffarella 2002, 10-19). The map can be reviewed when defining the purpose for a training program and when setting objectives for expected outcomes. The vertical axis resembles different change strategies applicable and the horizontal axis different perspectives to be evaluated. The levels inside the map resemble expected competences from knowledge and comprehension to application and analysis all the way to synthesis and evaluation of new knowledge. The curve drawn in the

map presents different stages of learning and change as a pathway of a learner through a learning process.

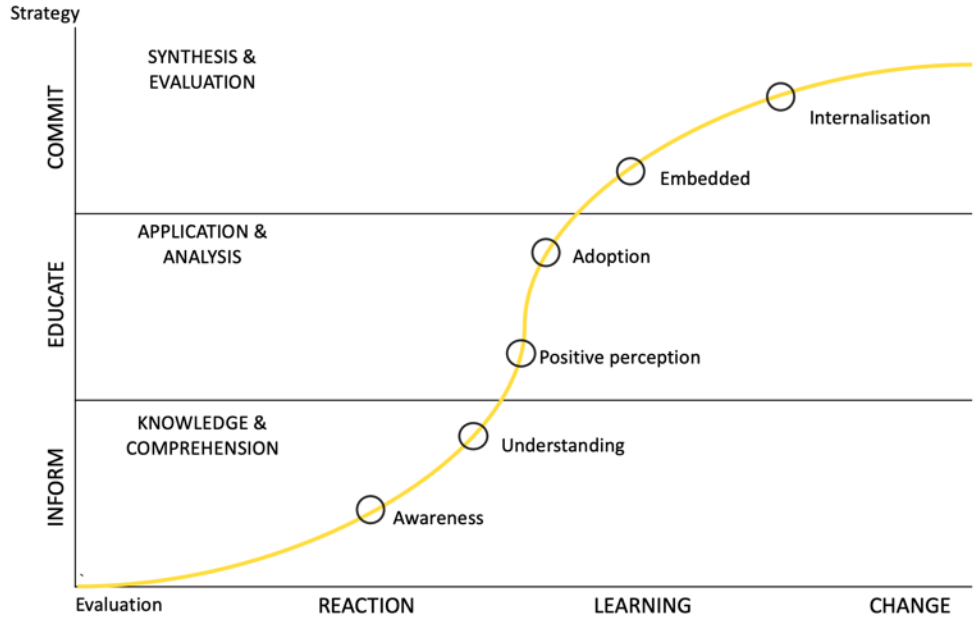


Figure 25: Framework of purpose map for training program design

In addition to purpose mapping also stakeholder and system maps are relevant tools to analyze the planning context of a program. Applying SDL thinking to program planning, various resource integrators should be engaged in the process of training development from the beginning (Lusch & Vargo 2014). Especially system and ecosystem maps leveraging potentially beyond actors and stakeholders to processes, platforms and structures can be beneficial in the early phases of program development (see Stickdorn et al. 2018, 58-61). The ultimate goal of analyzing a planning environment is to build up a learning ecosystem of a training program consisting of actors exploiting and exchanging same tools, materials and knowledge in relatively self-contained, self-adjusting system sharing institutional logics (Lusch & Vargo 2014, 161). The analysis of the planning context helps to identify learner systems, rank target publics and map stakeholders in order to get a deeper understanding of the change strategies underlying (Boone, Safrik & Jones 2002). One potential tool for identifying the target group of a program and also for orchestrating the process of learner recruitment is building of a learner map. In the learner map segments or factors relevant to be represented in a group are separated and by placing the learners in a map, the ideal configuration of a group is made visual.

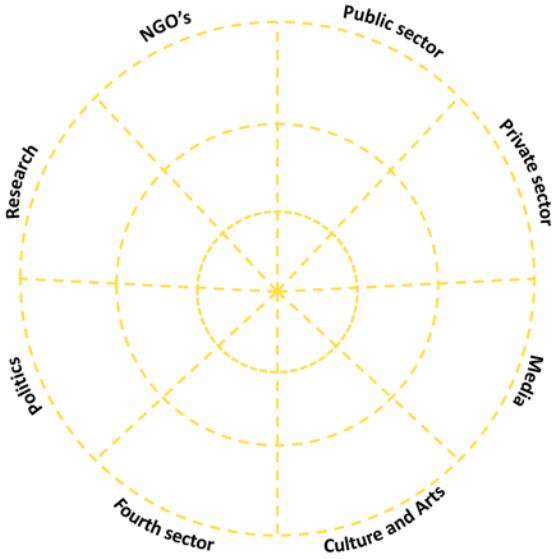


Figure 26: Learner and stakeholder map for ensuring diversity of a group

Working with the subject matter was done in the case I in two ways, by using the tool called Core content analysis and by co-creating with subject matter experts. Core content analysis is a practical tool to define the most essential subject matter. Operating with the subject matter is getting more demanding in the era of increased amount of information available openly in various channels and in digital form. Content curation is a term reflecting the complex process of finding, conceptualizing, critiquing, categorizing, collecting and personalizing learning resources (Deschaine & Sharma 2015). Neelen & Kirschner (2020) also remind that learning in complexity requires to make a distinction between declarative learning of learning knowledge, procedural learning of new skills and affective learning of attitudes. The combination of the latter mentioned is required especially in competence-based practices and skills. The core content analysis is a valid tool for this also since it separates knowhow, skills and attitudes and adds to the latter one analysis of academic and professional knowhow (Aalto University 2020; Salakari 2007, 179-182; Alaniska & Valanne 2017).

Observation helps to gain training understanding

The concept of training understanding has been used in this thesis next to the concept of learner understanding. Training understanding refers to factors of the specific field that the training is related to. These factors can involve subject matter specific issues, training methods, formats and practical issues such as learning space. Observation and benchmarking were used to build up training understanding in the case I. In this phase observation and benchmarking served both the need to build up partners and understand the ecosystem of training providers in the market but also to build up understanding on the spheres the learner (customer) was involved in. This is crucial according to the Customer-dominant-logic since training providers should match their offerings to other offerings in the market. (Heinonen et al.

2013; Heinonen et al. 2015 & Voima et al. 2010.) Observation as a tool in training program development seems underused even though it is known that innovation rarely happens purely based on rational thinking. Instead it requires stepping out of the expert position of knowing into the active curious sense maker position using intuition and abductive thinking. (Madsbjerg & Rasmussen 2014; Wolcott 2008.) Observation just like dialogue as an approach relies on "experiencing" as a crucial way to gain relevant insights and data on phenomena. Experiencing refers to information that comes directly through all senses. (Wolcott 2008, 46-54.)

Observation as a tool in the case I helped to gain insights significant for the design of training that would otherwise not have become evident. Through participant observation, researchers can uncover important understanding about the research questions, unknown when the study was designed (Mack et al. 2005, 13). These insights were related for instance to the learning space, to rhythm and pace of the training, to methods and tools used and to the way subject matter was framed and learnt. Neelen & Kirschner (2020) claim that myths related to learning unconsciously guide planning of education and training. Observation and fieldwork could become tools to enable more evidence-based planning of learning to occur. (See Neelen & Kirschner 2020, 286-288.) The role of the learning space should be taken seriously in the planning process and various research shows that the physical arrangements of a learning space communicate also information about phenomena such as power and authority. There are many nonverbal messages being presented in the learning space that might have tremendous effect on the learning. (Brooks-Harris & Stock-Ward 1999 as cited in Caffarella 2002.) As learning environments become more versatile ranging from online to physical spaces, also new possibilities for more accessible and personalized learning spaces rise (Branch 2009, 5-6). Kelly (2016) speaks about becoming personally aware of the space in order to identify factors supporting and preventing creative thinking to flourish. This enables the utilization of imagination in the design of learning space. (Kelly 2016, 92-97.) The requirements set for the learning space should be defined and also the non-verbal factors related to potential atmosphere should somehow be described in the Analyze and discover phase.

The insight concerning the rhythm and pace of learning in the case I was a significant one since it revealed the link of training experiences to overall service experiences. Mapping of learner experiences and understanding the rhythm of high and low engagement levels is a potential tool in applying service design thinking to all kinds of training design (see Stickdorn et al.2018, 48-53). Observation as a tool supports especially experience-centered design of training since it aims at building immersive and enriching learning experiences (Plaut 2014). The concrete tools for observation making it systematic and precise are field guides prepared in advance and data analysis methods for making sense and turning the notes into insights. This can be done by building up for instance an affinity wall and grouping data purely on what has been seen and heard. The observation and interpretation should be kept separate as long as insights become evident. (Stickdorn et al. 2008, 120; Mack et al. 2005, 23.) Observation in program planning process can as well be used to build up the interview field guide of themes

and topics of interest (see Mack et al. 2005, 16). Important insights found through analysis of the observation data in the case I were guiding principles of training design. The guiding principles were elements and factors that expressed the way subject matter was learned and guided the way it was framed. I developed a tool to use for the design of modules and training session that are aligned with guiding principles and objectives. In the guiding principles template the session or module is specified first and then each guiding principles and objective of each session or module are designed and verbalized.

SESSION/MODULE	GUIDING PRINCIPLE	OBJECTIVE
Number I / Name of the module	Distinctive element related to the subject matter to be learned and understood	Objective describing the learning outcome expected and experience
Number II / Name	Distinctive element related to the subject matter to be learned and understood	Objective describing the learning outcome expected and experience
Number III/ Name	Distinctive element related to the subject matter to be learned and understood	Objective describing the learning outcome expected and experience

Figure 27: Guiding principles template

Subject matter experts are key design partners of training programs

The subject matter experts were invited to the process as “design partners” of the training and they engaged in both of the development cases in co-ideation, co-design and co-evaluation activities (see Tuhkala 2019; Russo-Spena & Mele 2012, 535). The importance of dialogue as a tool and practice in workshops became especially important in the interaction with subject matter experts since it allowed experts from different domains and approaches to think together and learn from each other. Often times experts representing even the same domain might have opinions and insights distinctive to each other leading to argumentation and separate monologues preventing building of new understanding (see Jakonen 2017, 14). Isaacs (1999, 1-9) calls this phenomenon “fragmenting forces” that lead to lack of capabilities in listening and thinking together and require dialogical practices to overcome. The Timeout model offers a concrete tool for planning and carrying out dialogues that can as well be used in training program design processes especially in the divergent phases to gather insights (see Timeout Foundation 2020).

Due to the complexity of knowledge, it is not possible for the training designer to comprehend everything studied related to the subject matter and this was neither the goal in the interaction with subject-matter experts in case I. Dirksen (2016) advices to set subject matter experts in the shoes of novice learners by asking how it was for their learners and for themselves to learn the subject matter for the first time. An exercise like this was done in co-creation with Dialogue trainers in case I to understand the premises of the process of learning the subject matter in an experience-focused way. Subject matter experts were also crucial in case I in the process of explaining the factors either to foster or to avoid and to unlearn or to

learn when training dialogue. This is relevant in adult training since the prior competences and understanding of adults should be set as a standpoint in the program development following constructive paradigm of learning (see. e.g. Tynjälä 2002; Knowles 1984; Mezirow 2000).

As a result of the work with subject matter experts in case I, I developed a template for further use in program development to define crucial training elements. This template is a modified version of a "Have/want matrix" developed by Glynn & Tolsma (2017) in their development process of utilizing service design and ADDIE in workplace development. In their matrix the insights from leaders were divided into the knowledge that the leaders "didn't have but wanted", "had but didn't want", "didn't have" and "didn't want" and finally into what knowledge they already "had and wanted". Different strategies from "pursuing" to "eliminating", "ignoring" and "keeping" were to be applied in these different segments. The matrix developed for training program planning is called "Learn/have matrix". It can be used as a tool to define what knowledge, skills, attitudes and competences should be learnt and unlearnt in a training. In addition, it should reveal what gaps there are by asking what competences already exists and what not by "have" and "don't have". The factors listed in the matrix up right are the core issues to focus on in a training. The ones placed down right in the corner of "unlearn" and "don't have" are the ones to be ignored. The ones identified as existing but needing to be unlearnt should be made visible and the ones existing and to be learnt should be the factors to build on in a training. The matrix can be used also to validate training design against learner insights.

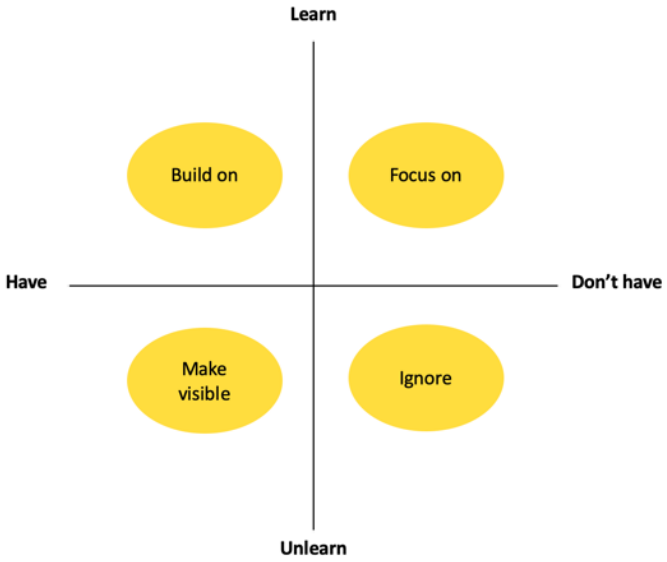


Figure 28: Learn and have matrix

Training provider should be engaged in a learning ecosystem around and involved in learners' life

In participatory design customers or users can be seen either as informants or co-designers of a development process (Sanders & Stappers 2008; Tuhkala 2019). In the context of a training program design, learners can be seen in both of these roles ranging on a spectrum in different phases of a development process. Based on the findings of this this study, the role of the learner in the process was a curve like. In the Analyze and discover phase of the case I the learner data was used for gathering insights and understanding of the learner for instance by interviewing and observation. In the Design and define and in the Develop phase the learner role grew from an informant to that of a user and partially into a co-designer of the process as part of prototyping. In the end, at the Implement, deliver and evaluate phase the learner's role in the development process can be seen both as a co-designer by actively sharing insights on their experience or potentially shifting back to that of an informant limited to answering a feedback questionnaire.

To take a step further towards Customer-dominant-logic in participatory development of traiing programs, the concept of a learner as a co-designer gets challenged. Instead of viewing learner's input into a process as a purpose of interaction, the life context of a learner and his/her aspirations should be set in the focus. When in provider-dominant-logic the scope of value is the service, in this case the developed training process, in customer-dominant-logic the scope is the life of the customer, in this case the learner. (Voima et al. 2010, 10.) These approaches are not necessarily controversial to each other, but when defining the role of a learner as a co-designer it is fundamentally different point of view to see the learner as a servant of the development process of a program vs. the main actor in determining in the end the focus of the program. When CDL is in the focus of participatory design of training programs the interaction between the learner and the training provider expands across limits of a singular development process into involvement in the lives of the learners both before and after a singular learning event. (see e.g. Voima et al. 2010; Heinonen et al. 2013; Heinonen et al. 2015.)

There are two distinctive viewpoints on the learner engagement in the training program. One is to view the pathway of a learner in a program through phases of "before", "during" and "after" similar to journey mapping practices used often as part of service design processes. Another one is to view the learner's position in the development process of the program. I have developed tools and frameworks for both of these purposes. First framework and template called "Learner path" is presented. Learner path specifies different activities and experiences of the learner before, during and after the training. In the template, there are guiding questions to address and to answer to that have an emphasis in the CDL-driven program design. In addition, the learner pathway is viewed in the light of prior, current and future learning experiences.

Phase	Before	During	After
Questions to answer in phases of the learner path	• In which activities is the learner involved in the learning market? • How does the learner find the training offered? • What is the learner aiming for as a result? • How the learner is oriented towards the training? • What are the learner's expectations? • How is the learner preparing for the training?	• Which steps there are identified during the participation to the training? • How is the learner feeling, what does he/she see, how is he/she experiencing different phases of the training? • What is the rhythm of high and low engagement levels during training? • What are the learning experiences like in different phases? • How are the transitions between different phases experienced?	• How is the learning experience evaluated? • How do the learning experiences change and transform over time? • How do the new learning experiences guide learner pathway forward? • How is the learner involved in the learning community and ecosystem? • What is the learner's relation to the training provider?
Prior, current and future learning experiences of the learner	Learner experiences on the orientation to the training	Learning experiences on participation	Future experiences guiding learning path forward

Figure 29: Learner path

Another tool is developed for identifying learners' role in training program design. This tool is modified after an Axiom model build by Tuhkala (2019) in his dissertation. In his model a horizontal axis is developed that has to edges; user as an informant and user as a design partner to depict different ways to conduct user participation in design. (Tuhkala 2019, 17-18.) The similar idea of the role of the learner is used to build up segments in which the role of the learner is to be identified in different development phases. In a segment like this on one end the learner or the user is seen as an informant and in other end as a design-partner helping to make a participatory planning process evident and visual. Different methods are crucial on various points on the segment. When viewing the learner as an informant, ways to collect learner information are applied. The closer moved to viewing a learner as a design partner, methods such co-testing and co-designing are applied. This tool can also be used beyond learner interaction to similar cases such as developing with trainers in Timeout training case II.

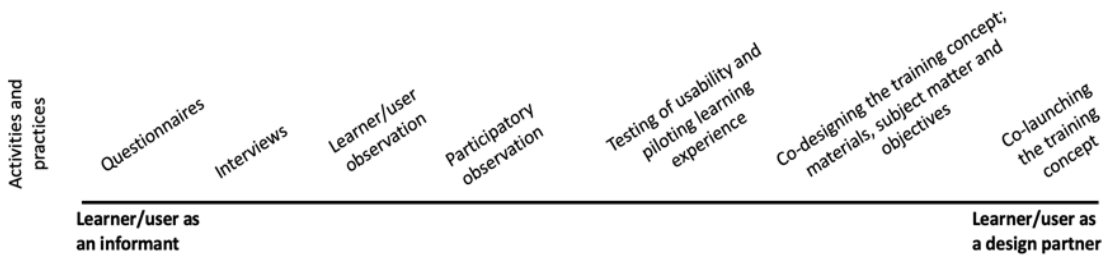


Figure 30: Learner/user engagement segment

Learner understanding should be experience and needings-focused

Although time consuming, interviews can be seen as the most valuable method for building up learner understanding in the development case I. From this standpoint it is surprising, how little advice there is on using interviews as a method in the building process of training programs. Caffarella (2002) for instance emphasizes interviews as merely addressing subject matter experts and "people who are highly respected and acknowledgeable about the areas being addressed" (Caffarella 2002, 120.)

The art of interviewing in a learner-centric way, is different from regular needs analysis or preliminary surveys conducted on learners. When regular needs analysis focuses on expressed needs, the learner-centric or CDL-driven analysis focuses on "needings" defined by Heinonen et al. (2015, 14) referring to what a learner wants to achieve or on subjective needs by Sava (2012) which are often not known and not articulated, but guiding our choices and behavior (Sava 2012, 30). The interviews conducted in the development case I had an emphasis on learner life context and on learning experience in training setting prior to Timeout training. Practices familiar to user-centric interviewing were applied such as going towards studied themes and issues "indirectly" and by asking interviewees to describe their experiences in a variety of ways (see Portigal 2013).

Assessing the interview data, the insights of the prior experiences were of most significance to the design of the training revealing hidden values, expectations and goals of individual learners. The data processed through value proposition and content analysis helped to identify first intent statements, then design challenges and possibilities in the form of How might we -questions. The analysis of learner interviews also revealed significant controversial insights and expectations later defined as various motives for participation. Typifying research in the field of adult education often leads to an illusion of a learner representing one specific unchangeable need or motive (see e.g. Houle 1961). Instead, adult learners are motivated to participate in training and education for many motives simultaneously and the overall life-context of learners, both inner and outer demands and needs, are affecting the orientations and motives for learning in the lifespan (Jarvis 2010, 245-246; Sirkkanen 2008). The different purposes for adult education defined by Caffarella (2012) ranging from individual growth to answering to tactical problems all the way to preparing for future challenges and fostering change on community and society level are all potentially reflected in a learner's representation of motives. (see Caffarella 2002, 10-19.) The motives identified in the case I related both to learning the "big picture of dialogue" and "gaining practical tools" could both have been present in the speech of the same interviewee (Chapter 5.4.2). This also applies to the different clusters identified in the context of value proposition analysis related to learner gains, pains and jobs-to-be-done (Chapter 5.5.1).

Based on the findings of this thesis, learner persona profiles should be built to reflect diverse motives and traits also within one persona profile to avoid stereotyping and neat typifying of

learner personas. Personas are always fuzzy, insufficient and reductive in their nature and the behavior of humans is above all unstable. However, the traits presented in a persona profile should be the ones that possess deeper level inner consistency such as identity and values. Traits such as interests, goals and needs should in the context of learner personas be presented dynamic and ever changing. (See, Brangier & Bornet 2011, 47.)

When building learning processes and training programs based on learned needs and insights, following especially the Customer-dominant-logic point of view, the focus should not only be on present expressed needs but on the more hidden agendas and goals reflecting what the learner wants to achieve. This can be referred to "learning as becoming". (see e.g. Voima et al. 2010; Heinonen & Strandvik 2015; Heinonen, Voima & Strandvik 2013; Sava 2012, 37; Wenger-Trayner & Wenger Trayner 2015, 19-21; Cohen et al. 2001, Dove & Bachelder 2001; Lundvall & Johnson 1994.) The gains analysis of the learner insights in case I appeared beneficial in identifying clusters such as "becoming a dialogue master" or adapting the subject matter in such deep way that it "remained in the backbone" reflected the notion of learning as becoming and as a tool to shape identity. According to CDL the focus should in addition to possibilities be on restrictions of learner life to the use of the service ie. participation in a training (see Voima et al. 2010, 4-11; Heinonen & Strandvik 2015; Heinonen, Voima & Strandvik 2013, 6-7; Heinonen et al. 2010). This was covered in case I by analyzing the pains of learners and also by directly asking the interviewees about potential factors affecting and preventing participation. When confronted with the learner, interviewing, observing or co-creating, the focus should be on following themes and questions instead of just expectations and needs (see Heinonen & Strandvik 2015).

Topics and questions for learner-centric and experience-focused interviewing:

- Experiences
    - What kinds of learning experiences does the learner have had prior to participation in the developed training program?
- Meanings
    - What kinds of meanings are involved in these experiences and how do they affect the potential value the training program developed could offer?
- Customer/learner ecosystem
    - How is the learner behaving in the training market? What other services is he/she using and how does this affect his/her value formation of the new learning experience?
- Life context
    - How does the life context of the learner affect the value formation of the participation in a training program? What kinds of issues in the lives of the learners prevent and enable participation and have an effect on the experience?
- Commitment to the provider
    - How involved and committed is the learner to the training provider, what is the right way for the training provider to be present in the life of the learner to monitor value formation?

I developed a special Value proposition-based analysis framework for making sense of the learner data gathered. The jobs-to-be-done consists of factors describing learners' goals and aspirations in life in general and relevant for the design of the learning process. The pains are factors preventing new learning to occur and learners from achieving their goals and aspirations. The gains identified are factors that are gained through learning that support the pursuit of the goals and aspirations. A fourth category relevant to the training program design identified in the case I analysis, is the "Prior experiences of the learners and their expectations". Under this category insights are grouped that are describing significant learning experiences guiding new learning and expectations that are ought to support learners' pursuit in developing themselves and their identities in the spirit of "learning as becoming". (see e.g. Voima et al. 2010; Heinonen & Strandvik 2015; Heinonen, Voima & Strandvik 2013; Sava 2012, 37; Wenger-Trayner & Wenger Trayner 2015, 19-21; Cohen et al. 2001, Dove & Bachelder 2001; Lundvall & Johnson 1994.

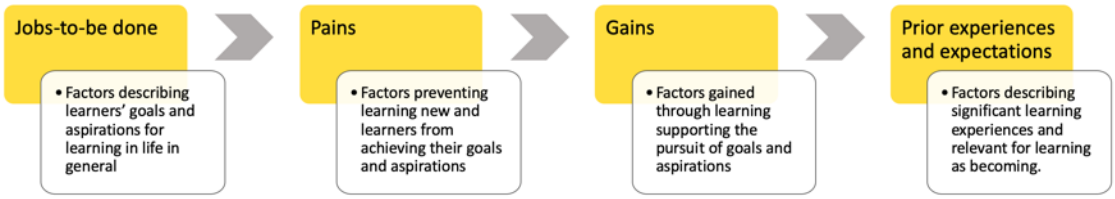


Figure 31: Value proposition analysis for learning and training

Learner understanding determines the design of a training program

All learner insights gathered in case I were turned into concrete solutions in the training program or plan through ideation presented in a Table (Appendix 4). The learner insights were also the most determining factor of the learning concept built for Timeout-training. The insights of the learners fundamentally changed the premises of the training program design and challenged the brief built in Analyze and discover phase. Motive to use Timeout for organizational development was a dominant one among the interviewed learners despite the fact that it was not defined as a purpose of Timeout. This notion led to change the defined purpose and outspoken objectives of Timeout. According to Ries (2011) a company must learn what customer really want, not what they say they want or what the company thinks they should want. In case some original assumptions or elements of the strategy are in the light of customer insights false, it should make a major change in the strategy (Ries, 2011; Ojasalo & Ojasalo 2015). Based on the findings of this study, it is beneficial to work visually on the insights of learners when developing solutions and ideas. This can be done by using a similar kind of an insight-matrix as in case I (Appendix 4) marking in first chapter the insights, in the second one the method or way the insight has been gained and in the last column the solution or idea for the program.

LEARNER-CENTRIC INSIGHT	DATA SOURCE	SOLUTION FOR THE TRAINING
Insight gained and identified through analysis of data on learners or on learner-centric factors related to the training designed.	• How the insight was found? • Observation, interviews, questionairres, stakeholder engagement etc.	• Modules, sessions • Methods and exercises • Ideas on program format, rhythm, sechedule and structure • Ideas on training materials

Figure 32: Insights to training solutions matrix

As a result of this thesis the objectives of a training program can be seen to derive from four various sources. There are the ones representing especially the training providers point of view (purpose), the ones representing the subject matter (core content analysis), the learner view (insights) and the overall learning ecosystem (benchmarking and observation) around. These objectives should be kept separate first, but if possible integrated when validated through learner insights.

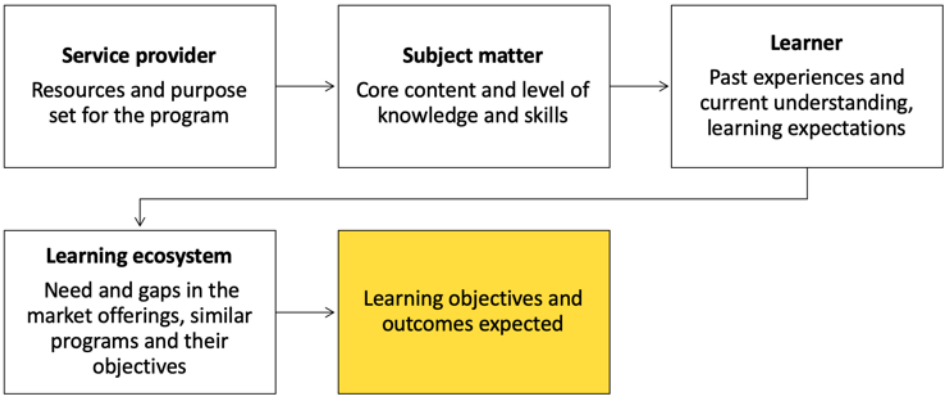


Figure 33: Training program objective chart

Training program building is done by iteration and experimentation

Iteration and experimentation as methods are only mentioned in program planning models such as the instructional design models ADDIE and SAM (Chapter 2.3; Chapter 3.3.3). Iteration was conducted in the planning process of Timeout-training throughout the whole process in similar means than co-creation. The data gathered in different phases was quickly developed into insights and potentially into boundary objects to be reviewed and evaluated against current objectives and activities of the process. Although presented in more or less rational steps in the description of the cases, the actualization of the development process took multiple sidesteps and was cyclical or path-like. Successive Approximation model SAM calls both the design and develop phases “iterative design” and “iterative develop” phases emphasizing that

the development in these phases is done in loops consisting of implementation, evaluation and development (Allen 2012). The iterative process is similar to the lean process of build, measure and learn (e.g. Blank 2013; Ries 2011). Experimentation on actual target group was done on different levels in the development process of case I. The building process of Timeout pilot was somewhat heavier in scale whereas the "small-scale-experiments" run on various target groups simultaneously offered a platform to conduct rapid experimentation. The Timeout pilot course simulated the whole training process and all modules from the beginning to the end and from frontstage to backstage whereas the small-scale experiments only simulated chosen parts of the training (see Stickdorn et al. 2018, 65). Iteration was also embedded in the concept of Timeout in the form of modules to be applied, used and further developed by its users ie. trainers of Timeout.

To conclude, the most potential factors to be experimented when building up a training concept, are various training methods and exercises. The term "instructional strategy" often refers specifically to selecting and designing of instructional methods in line with program premises such as objectives (see Branch 2009; Sava 2012, 127). Most of the methods in Timeout training pilots were developed and iterated based on experimentation. Rarely was it possible to use well-known or ready-made methods as such. The method development was also a crucial part of Timeout open source concept in which all practical tools were drafted, tested and developed for open use. Caffarella (2002, 286-295) speaks about "program formats" which refers to the way training activities are structured and organized. This is a valuable concept, since it describes well the interconnectedness of individual methods to the parts and modules and to the whole program and refers also to practical practices such as schedules. The various methods and approached to training can vary from individual formats, to small-group formats all the way to larger group formats and distance learning. (Caffarella 2002, 288-291; Sava 2012, 127.) One potential way to design learning formats, is to examine in iterative and experiential ways, how the learner experience should be like in various exercises and assignments ideal in supporting learning and creating appealing experiences both on individual and group level (see Boone et al. 2002, 179; Floor 206). Learning experience design has its focus specifically in functional elements of training supporting experiences ideal for learning (Plaut 2014). This can be done by gathering feedback on three levels and contexts. First, rapid feedback on the experience in the learning sight, immediately after the methods have been applied or exercises have been carried out. Secondly after each training day or session to assess success of individual methods and exercises and finally after the whole program evaluating the role of individual methods and tools in the context of learning experiences as part of the whole program and its objectives. This post program evaluation can be done in different time span ranging from right after the program to 6 months or even a year or two after.

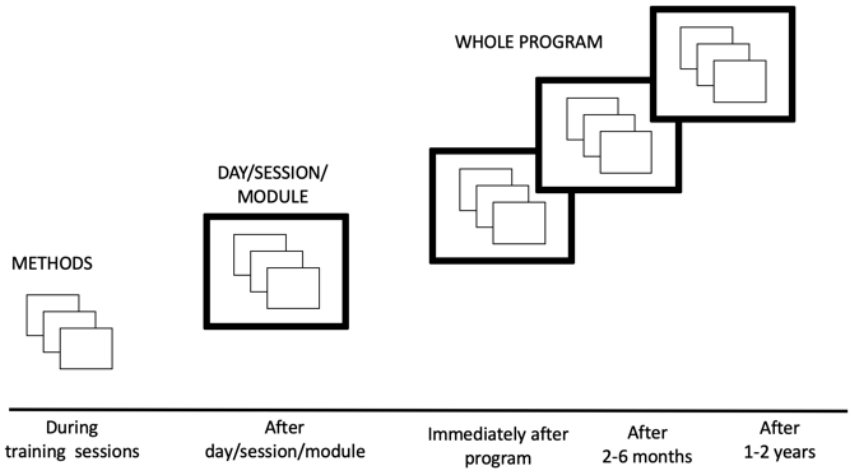


Figure 34: Iterative evaluation format

One crucial tool used in all training activities in the development process of Timeout was a time schedule run in an excel form in which the format of training was planned in very detailed manner. Some might think this is controversial to iterative development, creativity and experimentation, but just like Brown (2009) puts it "the reason for the iterative, nonlinear nature of the journey is not that design thinkers (program designers) are disorganized or undisciplined but that it is an exploratory process" (Brown 2009, 16). This is to say, the planning of a concrete time schedule can be precise and detailed without challenging the iterative nature of development. The time schedule is a support structure for the trainer, potential to be changeable and one item to be tested when piloting. In the next excel-shaped schedule run an example of an imaginary program format is presented. First the start time and duration are specified, then the program content, the person responsible and finally practicalities and additional information important to carry out the session.

SCHEDULE RUN				
Start time	**Duration**	**Program content**	**Person responsible**	**Practicalities and additional info**
8:00	0:15	Welcoming, training program schedule, purpose and objectives	Facilitator	Chairs in circle setting
8:15	1:00	Getting to know each other and tuning in to the program in a dialogue. Opening question on the wall.	Facilitator and participants	Everyone speaks in turn for 4 mins
9:15	0:40	First lecture	Lecturer	Presentation 20 mins and questions 20 mins
9:55	0:15	Break		Coffee
10:10	1:00	Group work	Circulating facilitators	Flip chart and post its
11:10	0:45	Reflections on the day	Facilitator and participants	In circle setting
11:55	0:05	Day/session/module ends	Facilitator	Instant feedback

Figure 35: Schedule run

Instead of viewing the learner journey in a program consisting of sequence of events, it is represented more often as a path. On this path the learner engages in various activities, methods and exercises. (Dirksen 2016, 2). To highlight this vision, a program format can be built into a visual form representing a training day or the whole program similar to what was done in the Timeout training pilot case I (Chapter 5.4.4). Sketching of a learner path through a program is also a potential way to tell the story of a training prototype. This can as well be done using service design specific tools such as storyboarding or journey mapping developing into shared boundary objects of both, the users (trainers) and the target group (learners). (see Kelley & Kelley 2013; Stickdorn et al. 2008, 43.)

Reflection the phases of case II

The development process of case II was somewhat lighter in the Analyze and discover phase when the Timeout training concept was already developed. However, a new development process with a new target group began from the beginning as the users, trainers of Timeout were set in the center. When the learner understanding was crystallized into personas, insights gathering process of the users began from a new process brief. In the Design and define phase began the sensemaking phase in which the insights were analyzed and turned into guiding principles of further development. After the first two phases the "problem space" had passed and the shift towards "solution space" began (Stickdorn et al. 2008, 115). Despite this division, it can be stated that the development process II was very iterative from the beginning on. Co-creational activities with users also started right in the beginning of the Analyze and discover phase and expanded in implementation in the Develop phase.

The development process of case II can be seen as an open innovation process in which not only the training concept was co-created but also the materials and community orchestrating it. It was believed that a process that involves intensive co-creation can to some extent ensure that generated ideas and experiences are the ones the users value the most (cf. Chesborough 2011). The implement, deliver and evaluate phase was done by user-testing and piloting of the trainers' training in two loops. Open source ideology was well present in different phases of the development of case II and is reflected in the findings presented next. The main difference between the cases I and II can be seen in the framework of co-creation. Oertzen, Odekerken-Schröder, Brax & Mager (2018) divide the different co's of co-creation into three prerequisites to co-creation. The fist is called "Involvement" which consists of the phases of co-ideation and co-valuation. The second prerequisite is called "Engagement" that consists of co-testing and co-design is placed between involvement and Engagement. The final prerequisite is called "Participation" that consists of co-production and co-consumption and co-launch is placed between Engagement and Participation. (Oertzen et al. 2018, 667; see, Russo-Spena & Mele 2012.) When viewed the two development processes in light of a framework like this, it can be stated that the case I concentrated mainly on the activities or prerequisite called Involvement consisting of co-ideation, co-evaluation and co-design with

learners and stakeholders. In the case II the co-creational activities took a step further towards Engagement consisting of co-testing and co-launching of the training concept with users.

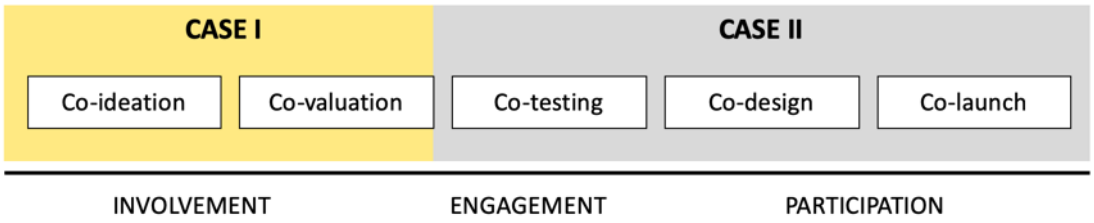


Figure 36: Co-creational activities in case I and II (Oerzem et al. 2018 & Russo-Spena & Mele 2012)

It is obvious that some of the findings already presented in this chapter in the context of case I are also involved in the case II. Findings related for instance to learner and user understanding, co-creation and experimentation were all crucial elements of the development of case II. Practical tools presented earlier such as stakeholder mapping, schedule run and program prototyping were all utilized in case II as well and therefore not presented as part of the findings next.

Trainers should be viewed as users and key developers of open source programs

The Analyze and discover phase of case II started with a stakeholder workshop targeted for users ie. trainers of Timeout. The overall process of case II was designed to promote and to communicate principles of open source training which are access, agency, ownership, participation and experience (Kahle 2008, 27-45). Access was communicated by the promise of open source and modifiable materials. Access was also implemented in concrete terms by launching the open call for applications to the trainers' training in Development-phase. Agency and ownership as principles were communicated for instance in the form of an inquiry filled in the stakeholder workshop by each participant (Chapter 5.5.1). This inquiry requested the participants to reflect upon their own and their organizations premises for making the open source training their own. Kahle (2008) stresses that modification is a key in agency development and ownership requires the possibility to transform the concept over time. Participation was conducted in the means of variety of co-creational activities and in the promise of engagement in the development process beyond one workshop or co-creational activity. Experience was emphasized for instance in the workshop by co-creating the training materials based on good experiences of various training tools identified by the trainers.

Learner-centrism of Timeout training concept was built in the case II from the beginning by using Timeout training personas as a tool to promote empathy and to set the trainers in the shoes of the learners. However, the analysis of trainer insights in Design and define phase revealed that the purpose of training Timeout identified by the training provider/developer

(training Timeout) was not a dominant motive among participants. This notion led to the formation of a HMW-question and modifications in the trainers' training program. The value of a training concept to its potential users is therefore connected to their own goals and aspirations and these might not be the ones predefined (see Storbacka & Pennanen 2014; Heinonen et al. 2013,9). The only way to design a user-centric training concept is to engage in mutual value creation activities and to view the user (trainer) as a co-creator of value of a training concept (see Lusch & Vargo 2014). One dominating motive among trainers was a social one emphasizing the possibility of networking and co-operating with other trainers using same tools, methods and sharing learnings. There was an obvious interest to build up a new community of practice among Timeout trainers (see Lave & Wenger 1991). As a result, an open source training concept can be seen as a platform of collaboration and the training developer as a mediator of the training community in the development process. A mediator is providing a boundary space where people from different communities are brought together to joint activity and learning in the framework of the project. (see Jyrämä & Äyväri 2007.)

Co-creation with Timeout trainers in case II involved co-ideation, co-valuation, co-design, co-testing and co-launching activities. These activities with users ranged from generative to operative in nature. (see Oertzen et al. 2018, 669.) The workshop with trainers in case II can be classified consisting of co-ideation and co-design activities. Piloting with trainers can be seen as co-testing and co-launching activity and some of the sessions in trainers' training pilot consisting of co-design and co-valuation practices. The co-testing with trainers in case II revealed that the extent of interaction between the user and the training provider or developer is dependent on the prior competences of the trainer. Therefore, when launching open source training programs, there should be various ways to test the concept either independently or together in co-testing activity. One way to support independent testing and piloting of open source training concepts is to provide materials and concrete tools such as canvases for planning and designing of the training. The Timeout training planning canvas developed as part of case II (Appendix 6) consisted of questions covering the need for training and target group, planning phases and steps of the training, training distribution, marketing and financing, required competences and plan for collecting and sharing lessons learned (to other Timeout-trainers). Questions were found to be an effective way to guide discussion and design towards right focus and direction. Sork (2000, 180) claims that posing and answering questions will lead to better decisions and eventually to better programs. The purpose of the canvas was to be a boundary object for organizations planning out the training on their own. The meaning and value of a boundary object becomes evident when information and understanding are being interpreted based on it. (Stickdorn et al. 2018, 42.)

Co-testing of Timeout training concept with a professional trainer showed points of the training difficult to understand both by trainer and participants. Many questions raised revealed materials and subject matter to be clarified and crystallized. When prototyping a service, it is crucial to ask whether people understand what the service is or does. It is also crucial to explore the value of the service in the users' lives and to explore how it is like to use the

service. (Polaine et al. 2013, 112.) The latter questions were deeply explored in the interview with the professional trainer after the pilot. The discussion was also aimed at encouraging and building conditions for the trainer to move from piloting to launching of the training individually. Co-testing and co-valuation with trainers allowed to assess the possibilities of Timeout training concept adaptation to local needs and requirements instead of imposing its own inflexible requirements and constraints (see Kahle 2008, 35). To bring the theory of CDL to the co-testing of a training concept, the emphasis should not only be on how the service is experienced by the user, but instead how the value of the training is co-created and how it is experienced in relation to the trainer's prior training experiences. In this process paying attention also to the issues not expressed in words and by being closely involved, are crucial elements of supportive co-testing with trainers. (see e.g. Heinonen et al. 2013; Heinonen & Strandvik 2015 & Voima et al. 2010.) As a result of the findings in case II, the following questions should be explored when prototyping and co-testing training programs;

Questions for experience prototyping of open source training:

1) How does the trainer understand the training concept and its foundations?
2) How is the experience like to train the concept? How does it relate to prior experiences of the trainer?
3) Which elements/sessions/modules of the training are found difficult and easy to train and why?
4) Which elements/sessions/modules of the training are found most crucial and why?
5) What kind of value does the trainer see in training the concept (in his/her life)?
6) Which ideas for improvement of the concept does the trainer have?

Modified by (Polaine et al. 2013, 140-141) and based on the theory of CDL (e.g. Heinonen et al. 2013; Heinonen & Strandvik 2015 & Voima et al. 2010).

When viewing the potential scalability of a training concept, based on the findings of the trainers' course, only 60% of the trainers felt they were capable of training Timeout after the training. Relying on the transfer theories, this is due to the lack of a profound transfer plan of a training (see Caffarella 2002, 203-221; Thomas 2007, 4-6.) However, relying on CDL-theory, crucial question are; how the trainers embed the training in their processes and how the training provider or developer can get involved in the lives of the users (trainers). Reflecting against these questions different ways to bring trainers' actual life context of learning into the process vs. transferring knowledge and skills becomes interesting. (see Heinonen & Strandvik 2015, 20). Based on the findings of the study, in case scaling of a training concept is the main goal, co-testing and co-launching are more efficient activities than training alone.

Training the trainers was in addition to co-development (co-design & co-valuate) of the training concept also a way to engage trainers to mutual value creation process and to create conditions for a new community of practice to be developed (see Lave & Wenger 1991). It is however important to understand that value of a training concept is always unequally

experienced, and the trainers are in key role defining how the value is determined. Just like Wenger-Trayner & Wenger-Trayner (2015) put it, there are always boundaries between practices and one practice doesn't just subsume another. It takes time to create joint practices in a community and in every case, the experiences of a practice are always unique involving personally given meanings. (see Wenger-Trayner & Wenger-Trayner 2015, 17-18). Specialization happens when there is increased service-to-service exchange taking place, in this context enough of trainers in a network sharing practices, tools and learnings (see Lusch & Vargo 2014, 142-143). As a result, it can be concluded that trainers' training for open source concepts should above all foster courage for experimentation and implementation of the training. Crucial elements in creating this courage seem to be supportive and modifiable training materials (tools) and an active community of training practioners (social learning) potentially supported by an actor responsible (mediator). In order for a training concept to scale, it is crucial to build up a culture of sharing in the trainer community (see Lerman, Miyagawa & Margulies 2008, 213-227).

Open source training programs require usable and modifiable tools and materials

Development of open source training materials was a significant part of case II implementation. The materials were co-ideated, co-designed, co-valuated and co-tested with users and stakeholders. Subject matter experts, the dialogue trainer's workshop II mainly focused on co-designing and co-valuating the first versions of the materials. Modularity of the training was built to support access and ownership of the training. All of the modules were developed to allow variations and transformation by an individual trainer. One interesting finding of the case II was related to an expressed wish for regulated and supervised concept, brand and materials. It seemed as if the idea of openly shared and modifiable training materials was somewhat intimidating to the participants. One potential reason for this expectation is the countertrend of open source education identified by licensed and highly regulated training offerings. These kinds of concepts reflect the marketization and privatization of adult education (Antikainen 2010). However, as Kahle (2008, 38) concludes, the opportunity for a group or individual (trainer) to make a technology (training) personally meaningful is to own it.

Another important finding risen from the co-creation with both the potential users of the Instructor's manual and the subject matter experts was that the materials should be targeted for novices instead of experts of the subject matter or methods. Most value is created when knowhow and expertise of experienced practioners of training and education capable of producing rich learning experiences are shared to novices (Dalziel 2008, 375). But how to transform this knowhow into a form of materials openly accessed and applied? Based on the findings of case II the language used had a strong influence on the accessibility of materials and to the way tools and practices were understood. Language that is specialized, builds up boundaries difficult for novices to across leading to impaired accessibility of open source materials (see Wenger-Trayner & Wenger-Trayner 2015, 17-18). The key in developing open source training materials is therefore lowering the boundaries of access by focusing on

language used, structure easy to comprehend and tools and methods applicable and modifiable. All these elements can be co-valuated and co-tested on users to strive Improvements. A manual like this should provide enough of information to the user on why training the subject matter is important and to what kind of a need is it responding to (foundations and target group), what parts of a training are vital to conduct and which parts are modifiable (structure, modules, session etc.), how to structure and plan out the training (canvas, schedule run etc), how to implement it and what tools and methods there are available to support implementation.

6.2 Overview of the findings based on the development cases

The previous chapter has reflected upon the findings of the development cases and their relation to the theories presented in this master's thesis. In addition, tools and frameworks have been developed to be extended in use beyond this study. In the next table the cases, research questions, findings in the form of arguments and tools developed are concluded.

Research question	Findings in the form of arguments	Tools developed
Case I		
How to develop a training concept for adults utilizing learner insights and service design methods?	• Brief is an essential tool for training design and communication • Co-creation opens a window to analyze program context, define purpose and clarify subject matter • Observation helps to gain training understanding • Subject matter experts are key design partners of training programs • Training provider should be engaged in a learning ecosystem around and involved in learners' life • Learner understanding should be experience and needings-focused • Learner understanding determines the design of a training program • Training program building is done by iteration and experimentation€	• Training design brief • Learner map • Purpose map • Experience-focused interview • Learn and have matrix • Guiding principles template • Program objective chart • Insight to solutions matrix • Schedule run • Learner path • Lerner/user engagement segment • Value proposition analysis for learning and training
Case II		
How to build up an open source training concept enabling scalability?	• Trainers should be viewed as users and key developers of open source programs • Open source training programs require usable and modifiable tools and materials	• Iterative evaluation format • Training design canvas • Questions for experience prototyping

Table 12: Research questions concerning the cases and the most important findings with tools developed

Obviously, there were multiple sub-processes taking place beneath the ones dealt in the descriptions of the development cases and in the results and findings Chapter 6.1.. These include for instance all detailed tasks and processes concerning actual learning events ie. Timeout training. Also, the processes related to administrative issues such as recruitment of key resources of subject matter experts and lecturers or the way the training program finances, and budgets have been orchestrated have not been described in this master's thesis. It is not to underestimate the importance of issues like these as such, since it is well known that the importance of very practical issues is a key to success in training program planning (Sork 2000, 180-184). However, the focus of this master's thesis in particular was in the processes of training program planning in which user-centric design had a key role.

In the following chapter the findings presented are used to develop the model for designing learner-centric training in adult education.

6.3 Learner-centric design path for adult training

In this chapter the criteria built based on the theoretical framework (Chapter 4) will be combined with the empirical findings to build up the design model for adult training. First all the elements of the model will be explained briefly and then the model will be illustrated and presented. The model developed as an output of this thesis is called "Learner-centric design path for adult training" (LDP). In the text and descriptions, the abbreviation LDP will be used. Next the main elements of the model will be explained in addition to the criteria already defined.

Summarizing the six criteria set for the model, the first one is cross-disciplinary emphasizing the variety of sources and theories used from different domains to build up the model. The second one is system-oriented stressing the importance of viewing the program development as a process consisting of interconnective parts and actors in a learning ecosystem. The criteria of co-creation refer to the importance of these actors' engagement in the development process from early on and on variety levels of co-creational activity. Probably the most important criteria defined is learner-centric referring to a process that has been built with learner life context, past experiences and future aspirations in the center. Iterative as a criterion refers to a process that is conducted in loops and by using experimentation as an important tool. Finally, usable as a criterion refers to a clear and simple, yet creative and modifiable process.

From planning to designing

Sork (2000) states that anyone building up frameworks and models for program planning in adult education should avoid linear form since the process is never step-by-step (Sork 2000, 181) His model has an oval form just like the one of Caffarella's (2002). In both of these models, the planner is allowed to move from any element or phase to another. Even though

agreeing on the criticism towards linearity, I will also pose criticism towards models that give no guidance and advice for any preferred order of phases. When combining service design process to the program planning models of adult education, the different phases and their order are given deeper explanation and meaning. Applying for instance elements of the Double diamond process, it can be stated that before moving to making decisions upon the right kind of a design of a program, understanding of the design challenges and opportunities has to be achieved and this requires in minimum sufficient understanding of the target group and premises of the program. Evaluative activity can also be found challenging before there is any concrete development and experimentation taken place. (See, Design council 2015; Stickdorn et al. 2018; Nessler 2016.) These are just a few examples why certain order of events, divergent and convergent phases of the process varying, in a process is preferred even if the overall process was iterative and creative. A good reference for a process like this is the term "path". When viewing learner activity in the learning market in lifespan as a pathway, why not view also the way the learning journey is designed as a pathway. Dirksen (2016, 2) concludes that the journey of learning experiences ends when the learner is successful in his/her efforts and isn't just knowing more, but also doing more. To combine these two, the learning concept of the LDP model is following; *Learning is enabled by a well-designed process of unique experiences generating new understanding and activity* (doing).

The definition stresses the importance of successful process in training program design as an enabler of learning. The term "planning" will be abandoned at this point to make a clear distinction to the Goods-dominant thinking in which actors are rationally proceeding and in which controlled planning leads to an output of a program similarly viewed as a product in service development (see Vargo & Lusch 2014, 4). From now on, the term "design" instead of planning will be used to express the importance of sufficient learner and training understanding as a basis of training program. In addition to design, the term "doing" will be used to emphasize active experimentation and continuous nature of program design as an activity. Doing has an emphasis on activity that is guided by strategic intuition instead of planning which is purely analytical and rational in nature (Martin 2019; Morrison et al. 2019). It is important to understand that planning refers to an activity that starts somewhere and ends after the planning has been done. Doing as a term is more dynamic and refers to an ongoing process that has no end. The training program design process should be seen as an ongoing activity in which the training designer is continuously developing offerings in the learning market both reacting to current changes but also predicting future needs and aspirations of learners in relation to the ever-changing environment (See Morrison et al. 2019). By using the term doing, it also stresses the idea of pragmatism, experimention and piloting of early stage ideas as part of the process. Doing doesn't minimize the importance of preparation and design since as noted in the analysis of the cases, the first phases of the design process are the most time consuming and also the most crucial in finding the right problem and direction.

To build upon the idea of the program design process as a path, it should be thought of as a winding road that despite bends, has a clear direction and intermediate stops. This idea of a path is important on mindset level, but it will not be used obviously in illustration to keep the visual image as simple and as replicable as possible. As stated already before, materials and processes of program planning explored as part of this study are detailed, complex and heavy in size and due to these reasons difficult to use (see e.g. Caffarella 2002; Boone et al. 2002). Next the key elements and structure of LDP model will be explained.

Roles and actors

In the LDP model the program designer and the training provider act as enablers of meaningful learning experiences both on learner and stakeholder level. The model states that the design process involves co-creational activity from the beginning on and the role of the training designer is to act as a mediator between various actors in the learning ecosystem promoting sharing of understanding, tools and knowledge, hence learning together. The LDP designer should find ways to be involved in the lives of the learners or at least view the premises of learning in the context of learner life holistically from experience-focused perspective. When succeeded in this, the traditional definition of learning transfer gets challenged. It is not anymore about making transfer of learning plans before the training and evaluating how new understanding has shifted from the training facility into the lives of the learners (Caffarella 2002, 203-221; Thomas 2007, 4-6). Despite, it is about engaging in the learning context of learners continuously. Expanding this even further, the presence of the whole learning ecosystem around specific training programs should be the context in which the designer is active in continuously, regardless of one project or program to be designed. The idea of “learning as an event” is moving to that of “learning as a process” or even to “learning as being” referring to continuous activity of learners seeking for new offerings. In this new era, the learning designer should also continuously engage in activities deepening understanding on both current and future needs of the learners, their life context and its implications to learning. New technology and learning analytics offer easier possibilities for the learning designer to be involved and to get engaged. Learning analytics will provide more information in the future about how learning occurs in different environments and about the role of the training design on learning. Due to new technology driven possibilities for constant feedback gathering on learning in different phases of a process, immediate interventions for support and scaffolding are made possible. (Lang, Siemens, Wise & Gasevic 2017.)

Some criticize the overall approach to designing education or making transfer plans claiming that learning can never be designed since it belongs to the realm of experience and practice. From this point of view, in the LDP model, practice or change in learner behavior cannot be seen as a result of the design but as a response to the design. Individual learners acting as customers in the learning market and different communities of practice decide upon

themselves what they need to learn and not and whether to be involved of not. (Wenger 1999, 225-234; Cohen, Dove & Bachelder 2001.)

Elements and structure of the model

LDP model consists of three phases and six elements. The six elements are based on the findings of this study, the most crucial to be evident in the model. The six elements are 1) Name of the phase 2) Purpose of each phase, 3) Objectives related to the purpose, 4) Questions to be answered, 5) Concrete methods and tools to be used in each phase and 6) Outputs of each phase. The three phases of LDP model are "Preparation", "Co-develop" and "Do".

These phases combine the elements and four phases used and presented as part of the empirical cases of this thesis. The elements utilized based on the empirical cases are the ones supposed applicable in various settings of training program design. The idea of open source training is embedded in the model, but some of the phases of especially the development case II are specific for Timeout training and therefore not evident in LDP model. The most evident difference of the LDP model to the process of the development cases and to the service design driven process models is the merger of design and develop phases into one iterative co-develop phase. In the light of the LDP model it is seen that these two phases are rarely separate and in practice merge into each other when insights are being analyzed, defined into guiding principles and created through ideation of solutions to design of program prototypes and format. A significant feature of LDP model is co-creation and it is especially evident in the second phase of Co-development. It is seen that co-creation should be present in all the three phases of program design from the beginning to the Do-phase, but to emphasize its relevance when designing and developing, it is added to the name of the phase.

LDP model consists of a defined purpose for each phase and two objectives explaining how the purpose is met. Next the model provides questions for each phase to review and to work on when applying the model. The idea behind questions is to shift development focus from purely applying techniques without sufficient analysis into addressing and answering the right questions (see Sork 2000, 186). After the questions the LDP model provides a list of applicable methods and tools to be used in each phase. These methods and tools listed are the ones either presented in or created as an output of this master's thesis. The ones created as part of the master's thesis are marked with a star sign. The Methods are provided as examples of possible tools to be applied but could however be replaced or added by other tools supporting the actualization of purpose and objectives of the phase. Finally, the LDP model breaks down the outputs of each phase. The word output is chosen to be used because of its clarity in this context but it should not raise connotations to production or Goods-dominant-logic specific phases of input-throughput-output (see Anonymous 2016, 14; Lusch & Vargo 2014, 4-8). LDP model is seen as an iterative process that aims at producing and offering meaningful learning

experiences in creative ways. However, the outputs specified are seen as possible examples of necessary building blocks of training program development process in each phase.

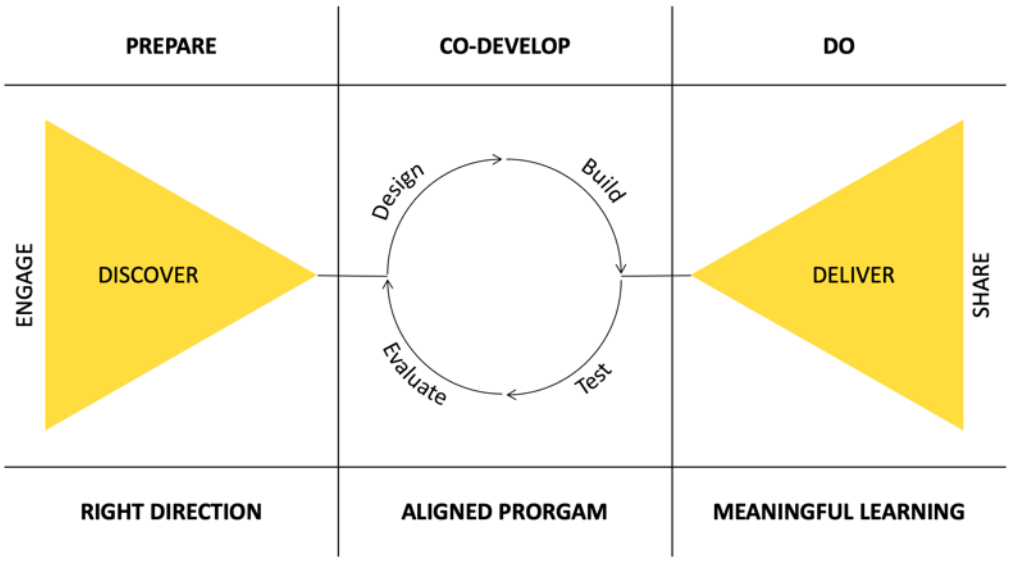


Figure 37: Learner-centric design path for adult training (LDP)

Next each phase of the model and the illustration are explained. In addition to the visual model of the LDP there is a matrix attached (Figure 37) that consists of all elements explained in more detail.

Prepare-phase

The purpose of Prepare phase is “Finding right direction” referring to the necessity of discovery as an output. The right direction refers also to the Double diamond model’s “Solving the right problem” as the purpose of the first diamond (Nessler 206). In order to find the right direction in the Prepare phase the training designer has to be engaged in the context relevant for the training program developed. Being engaged in the context refers to the idea of a larger learning ecosystem in which various training providers act on and in which learners seek for matching offerings (see Lave & Wenger 1991; Cohen et.al. 2001; Lundvall & Johnson 1994). To be engaged in the context also refers to the CDL-thinking on the idea of training provider finding new ways to be involved in the lives of the learners to gain deep understanding of conscious and unconscious needs (see Heinonen et al. 2010; Heinonen & Strandvik 2015). To be engaged in the context and involved in the lives of the learners as a prerequisite of program development offers a spectrum of possibilities for ideas to combine actual learning contexts to the implementation of training instead of “making transfer plans” based on suppositions (see Thomas 2007; Ford 1994). Once the designer is engaged in the context and the design activity begins, analyzing the context is the first step.

Analyzing the context refers to scanning of both internal and external environment of a program to define important premises of development (see Boone et al. 2002). Analyzing the context also refers to activities such as mapping of learners, relevant stakeholders, subject matter experts and of building up the design brief of a training. The second objective of the Prepare-phase is "Building learner and training understanding". This objective refers to the importance of learner and stakeholder engagement from the beginning on. The training designer should find ways natural to gain sufficient understanding on learners and the tools presented in this master's thesis are interviews, observation and dialogue. The same methods can also be applied to gaining training understanding. The concept of training understanding in Prepare-phase refers to deep understanding of a position of the developed training program in the market and its relation to other offerings. The developed program should be viewed in a larger system-perspective to identify its implications to other training providers and in order to find the gap to be fulfilled. Training understanding refers also to benchmarking of skills, tools, methods and approaches relevant for training the subject matter. Subject matter is also a crucial element at this point to be reviewed using for instance Core content analysis (Chapter 5.4.1). The symbol of triangle in the Prepare-phase illustrates the existence of large amounts of actors, insights and needs in the Engage-phase where a focus is to be found through active data gathering and processing of information and experiences. When the sharp tip of the triangle is met, the Prepare-phase ends up with a drafted design brief and visualized development process in addition to sufficient amount of training and learner insights analyzed.

Co-develop-phase

The Co-develop-phase emphasizes the importance of co-creation in and interconnectedness of design and develop phases of training programs. The overall purpose of the phase is to build a program aligned with learner and training understanding and with findings of tested prototypes. This phase is especially iterative in nature which is symbolized in the illustration by a cycle consisting of "design", "build", "test" and "evaluate". All these phases in the cycle are suggested to be implemented using different variations of co-creation; co-ideation, co-valuation, co-testing and co-design (See Russo-Spena & Mele 2014; Oertzen et al. 2018, 667). The cycle symbolizes also the systemic nature of design process in which phases are dependent on each other and in which the process often loops back from solutions to design when new learnings have been gathered (Brown 2008, 4). The cycle is also an attempt to avoid "atomistic design" in which the tasks in the design and develop phase are reduced into simple, small and separate tasks (Neelen & Kirschner 2020, 35-36).

The first objectives set for the phase is "Define challenges, possibilities and learning concept" and it refers to the way the analyzed data on learners and context is turned into guiding principles of the training development process. This can be done for instance using a Value proposition analysis as a tool and defining the How might we -questions. The other tools

mentioned are Learn and Have matrix, Guiding principles and Program objective chart developed as part of this master's thesis. The second objective is to "Design and develop training strategy aligned with analysis". This phase emphasizes learner-centric design approach in which the insights determine the design of the training. The training strategy refers to design of the learning concept and program doing path. Program doing path consists of concrete design of program implementation such as module plan, schedule run and program format including training sessions and methods. The development of program doing path is done iteratively by experimentation of various sessions and methods. Prior to experimentation, the first drafts of the training design can be built into prototypes for instance by drafting learner path through the whole training.

Do-phase

The purpose of the Do-phase is to create meaningful learning experiences. This is done by implementing the training by piloting and by evaluating and sharing of learning experiences. The experiences evaluated in this phase should reflect different dimensions of an experience as holistically as possible and review how the gaps between learner's prior state of skills and knowledge and desired state of learning outcome has been fulfilled (See Plaut 2014). The training provider should support the potential identity construction process of the learners when viewing learning "as becoming" (See Jyrämä & Äyväri 2007; Wenger-Trayner & Wenger Trayner 2015, 19-21). This is done at first hand by building the program based on learner insights and exploiting various orientations but also iteratively reacting on needs arousing during implementation and evaluation of the training.

The ideology of open source training is embedded in the Do-phase of the LDP model. It suggests that the training should act as a platform for creating and building of a new learning community as an output of a training. This can refer to learners of a training program building a new community of practice as a result aiming at developing skills sharable in a community (see Lave & Wenger 1991; Wenger-Trayner & Wenger-Trayner 2015). It can as well refer to a community of trainers exploiting same tools, materials and sharing knowledge and skills of an open source training program (see Lusch & Vargo 2014, 74-78; Kahle 2008). In the illustration the ideology of openness is symbolized by a triangle that's long side is placed at the end referring to sharing of learnings, tools and knowledge as an output of a training program. The Do-phase suggests that the developed training prototype is piloted either in parts or as a whole if possible. In case of an open source training concept, the piloting process can be done using co-testing and co-launching engaging other training providers. Observation can be a fruitful method to gather learnings of a pilot in the Do-phase. The evaluation of the training in the Do-phase should as well be conducted in iterative terms using for instance a model presented in the Iterative Evaluation format developed as part of this study. As a result of the Do-phase either a whole new training concept is developed, or an existing concept is refined exploiting learner-centric and co-creative design. The end of the Do-phase is difficult to

determine since it should lead into constant involvement and engagement of training provider in a new learning ecosystem around.

Phase	PREPARE		CO-DEVELOP		DO	
Purpose	Finding right direction		Building aligned program		Creating meaningful learning experiences	
Objectives	Being engaged in and analyzing the context	Building learner and training understanding	Define challenges, possibilities and learning concept	Design and develop training strategy aligned with analysis	Implement training by piloting	Evaluate and share learning experiences
Questions	• How to be engaged in the learning ecosystem around? • What are the needs, purpose, core content and key elements of the training? • Who are the learners and how to gain holistic learner understanding? • How to gain training and stakeholder understanding relevant? • How to build up training design brief?		• How to analyze data on learners and turn insights into guiding principles of the co-development process? • How to turn design challenges and opportunities from creative ideas and solutions to program prototypes? • How to co-design learning concept? • How to co-develop training strategy and program doing path? • How to test and experiment training?		• How to create meaningful learning experiences? • How to pilot and evaluate parts of the training? • How to run a full-scale pilot on target group and evaluate learning experiences? • What were the key learnings of the co-development process leading to new/refined training concept to be launched? • How can a training act as a platform for learning community sharing tools, knowledge and understanding beyond the training?	
Methods	• Benchmarking • Observation • Training design brief* • Stakeholder map • Learning ecosystem map • Learner map* • Purpose map*	• Experience-focused interviewing* • Dialogue • Empathy mapping • Learner persona profiles • Subject matter expert engagement • Core content analysis	• Value proposition analysis for learning and training * • HMW-questions • Learner/user engagement segment* • Learn & have matrix* • Guiding principles* • Program objective chart*	• Ideation • Insights to solutions chart* • Program format/ Module plan • Schedule run* • Learner path* • Prototyping	• Small-scale experiments • Pilot program • Co-testing of open source program • Experience prototyping and questions* • Observation	• Iterative evaluation format* • Co-launching of open source program • Training design canvas* • Learning community networking
Outputs	• Training brief • Development process • Insights on training understanding • Insights on learner understanding		• Identified challenges, opportunities and principles for design of training • Learning concept and objectives defined • Training prototypes developed • Tested training strategy and program doing path		• Assessed learning experiences • New learning community/ecosystem • New or refined training program concept • Training tools and knowledge sharable	

Figure 38: Table of the LDP model

How and for what the model was built

The model was built by abstraction in which empirical findings were reflected against theories to create a new concept (Tuomi & Sarajärvi 2018, 125-127). The building process of the model was iterative in relation to the whole writing process of the master's thesis. Various elements and criteria for the model were collected simultaneously when the theoretical framework was built. When the descriptions of the empirical cases were refined and reviewed, the main elements started to become clear. The LDP model was mainly done by deskwork, but co-creation was also used to co-ideate the visual form of the model and to co-valuate the criteria. Co-creation strengthened the idea of the model consisting of only three phases and of the visual image being as simple as possible. The language and terminology were also tested on people not familiar with the subject matter to support usability and avoid building boundaries of access (See Wenger-Trayner & Wenger-Trayner 2015).

The model is built primarily for designing training programs for adults varying from informal to non-formal and from face-to-face to virtual settings. The term training program could as well be replaced by the term "learning process" in case of non-formal learning such as MOOC's. The same methods of program design from co-creation to interviews can be used in virtual environments as well. The one method obviously very different when in virtual environments is observation, but still possible to conduct, although limited to the virtual elements of an environment and their implications to learning. The development of technology and the use of learning analytics in adult education offer new possibilities for program design. Learning analytics will offer new ways to assess success of the program design and will increase the ways to collect learner understanding. (see Lang, Siemens, Wise & Gasevic 2017.) Automation of work processes will most probably take care of the variety of the so-called detailed and operational "planning tasks" or "tick in the box -tasks" involved in the process of training program design. I claim that what will remain crucial is the capability to orchestrate different technology assisted processes and the collaboration with actors in a learning ecosystem. This is to say that the practical tools of the LDP model are just suggestions and are changeable and modifiable, but the phases and their purposes are suggested more stable.

7 Conclusions

This study began from an interest of combining service design methodology to a process more familiar to myself, learning or training program planning process. In the end of the research journey, it is hard to trace which one of the processes is more familiar or whether they even exist on their own anymore on mindset level. Creating of a whole new framework, concept or product is a process of discovery. Service concepts just like training concepts are often intangible combination of processes, competences and materials that are integrated in a unique way to result in a new design. (Goldstein, Johnston, Duffy & Rao 2002, 121; Kankainen 2003,

1.) The journey of this master's thesis will be reflected in this Chapter in the context of research reliability, validity and further ideas of interest in the field of training program design.

Reflecting the validity of the thesis

To reflect upon the validity of this study, it is appropriate to return to the beginning when the idea of the master's thesis was elaborated. This was the time when Timeout project was still actively going on and the development process of training was about to begin. It was decided that the process was to be documented well to make it possible to use the data later on. Since the actual research phase of this master's thesis took place after the project was over, it was decided that the research questions would be set on a level of interest above Timeout-project. The validity of a study refers to its ability to study what it is supposed to. Validity can be assessed from theoretical point of view and from the perspective of researcher's role and activity (Tuomi & Sarajärvi 2018; Maxwell 1992). The theoretical framework of this study was built diverse to offer various interpretation possibilities from different theoretical domains to review the empirical data and to build abstractions.

Maxwell calls researcher's activity as a reporter as "descriptive validity" of a research (Maxwelll 1992, 285-286). All citations used and all conclusions made in the empirical data of this master's thesis have been written in the text as precisely as possible to offer the reader the possibility to trace thinking and interpretation behind (see HIrsjärvi & Hurme 2011, 151-152). The way the study has been conducted, the number of data used and analyzed and the selection and use of methods has been described in the text in much detail to enhance reliability (Tuomi & Sarajärvi 2018, 138). In addition to diverse sources used in the theoretical framework, also the methods used as part of the empirical part of this thesis have been diverse. The way the data has been analyzed has aimed at using multiple perceptions to clarify meaning and to verify observations and interpretation (Stickdorn et al. 2018, 443).

To reflect upon my double role as a researcher of this master's thesis and the developer of Timeout-training was sometimes challenging. Especially when collecting data for instance by observation, my role might have varied from developer to that of a participant in a dialogue to that of a researcher. Stake (2000) talks about transfer of experimental knowledge. The experience of the researcher related is just an attempt to describe the actual happenings related to the case and since the reality is socially constructed, the happenings will be interpreted once again through the lenses of the reader. The case researcher must provide the reader with grounds of validating both observation and generalization. (442-443.) Yin (2009, 69) lists characteristics essential for a case study researcher. The investigator should be able to ask good questions and possess an open and curious attitude towards the studied phenomena and data. The investigator should be a good listener making keen observations and sensing what is going on without bias or presuppositions. The researcher should have a firm grasp of the issues studied, meaning the data collected should be done precisely and interpreted as

it is being collected. (Yin 2009, 69.) The research process of this master's thesis was a fairly long one continuing 1,5 years after the development process had ended in the Fall 2018. This time period offered a needed distance to review the empirical data and to confront it addressing new questions. The data began to show its relevance on a whole new way when set in dialogue with the theoretical framework built. The purposeful distanced relationship to the empirical data has been emphasized in the text by using passive form of writing. The findings however have been presented using both passive and sometimes also active form especially when referring to tools built as an output of my own interpretation. Following Stake (2000), I will remind the reader not to be too quick to accept all the insights presented and also to read the thesis and it's results with a critical mind. At best the insights presented and the LDP model built, will generate itself into something totally new when shared, adapted and improved in various settings by potential readers of this thesis (see Dalziel 2008, 376).

To suggest and to conclude

The finalization phase of this master's thesis took place at the time when pandemic Covid 19 took over globally and challenged the whole face-to-face training industry in a profound way. In addition to rapid changes in the surrounding world and increasing demand for renewing services, education and offerings in a profound way, training providers are also competing more intensively over peoples' time. Time is considered particularly valuable and scarce under exceptional circumstances and in the market of increasing training offerings online, face-to-face and in blended ways. This development and many other trends in the learning market such as the rise of learner-centrism might lead into a shifting focus from learning as an event into a process or pathway of unique experiences (see Lusch & Vargo 2014,78). In these times, the expertise in designing unique learning experiences in the training and learning market is becoming at the same time more demanding but increasingly important (Leading learning podcast 2020, episodes 234; 230). Designing these experiences cannot be just about answering to needs, but also about engaging into activities that create new needs, new learning ecosystems and communities of practice to the market and society (see Lave & Wenger 1991; Cohen et.al. 2001). When learning is turning into one dominant way to shape identities and also to consume, predicting future trends and seeing signals of future needs becomes relevant in program design. (see, e.g. Jyrämä & Äyväri 2007; Cohen et.al. 2001.)

Learner-centric design path for adult training -model (LDP) can be utilized in processes in which completely new training programs for adults are invented, co-created and built in learner-centric ways. Training organizations and actors also face increasingly situations in which training programs developed and run need to be evaluated and renewed. Phenomena like this is in the training field often called "sunsetting" meaning that the existing programs and offerings no longer meet the needs of target groups and therefor need to be reviewed and re-invented. LDP model or a similar kind of a learner-centric design process utilizing service design methodology should in regular terms be applied to avoid sunsetting of programs

and in validating the groundings in order to find new direction for development. (Leading learning podcast 2020, episodes 230; 234.)

I claim that navigating in complexity requires deep understanding on the processes and methods applicable in enabling meaningful learning experiences and research on these processes should be considered crucial in the intersection of adult education and service design. The role of informal and self-directed learning will spread in the future and grow in significance, but despite this well designed, organized and facilitated programs are a necessity in a twenty first century learning society (See Sork 2000, 187). What is needed more is culture of sharing, openness and dialogue. It is not anymore about competing, hence about co-developing processes, tools and methods to ensure high quality of knowhow in our societies and love towards learning in the lifespan.

References

Alhanen, K. 2019. Dialogue in Democracy. Helsinki: Books on Demand.

Allen, M., & Sites, R. 2012. Leaving ADDIE for SAM: An agile model for developing the best learning experiences. American Society for Training and Development.

Allen, S.J. 2017. Adult Learning Theory & Leadership Development. Kravis Leadership Institute, Leadership Review, 26-37.

Allen, W. C. 2006. Overview and evolution of the ADDIE training system. Advances in Developing Human Resources, 8(4), 430-441.

Andrews, D. H., & Goodson, L. A. 1980. A comparative analysis of models of instructional design. Journal of instructional development, 3(4), 2-16.

Anonymous. 2016. Learning Ecosystems: A Model for 21st Century Employee Learning. Training Minneapolis, 14-15.

Antikainen, A. (2010). The capitalist state and education: The case of restructuring the Nordic model. Current Sociology, 58(4), 530-550.

Arnold, R. D., & Wade, J. P. 2015. A definition of systems thinking: A systems approach. Procedia Computer Science, 44(2015), 669-678.

Baraniuk, R.G. 2008. Challenges and Opportunities for the Open Education Movement: A Connexions Case Study. In Iiyoshi, T. & Vijay Kumar, M.S. (Ed.) Opening up education: The collective advancement of education through open technology, open content, and open knowledge. MIT Press, 229-246.

Bason, C. 2018. Leading public sector innovation: Co-creating for a better society. Policy Press.

Biggs, J. 1996. Enhancing teaching through constructive alignment. Higher education, 32(3), 347-364.

Blank, S. 2013. Why the lean start-up changes everything. Harvard business review, 91(5), 63-72.

Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. 1956. 1956, Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain: New York, David McKay Co.

Bødker, S., Dindler, C., & Iversen, O. S. 2017. Tying knots: Participatory infrastructuring at work. Computer Supported Cooperative Work (CSCW), 26(1-2), 245-273.

Bohm, D. 1996. On dialogue. London: Routledge.

Boone, E. J., Safrit, R. D., & Jones, J. 2002. Developing programs in adult education: A conceptual programming model. Waveland Press.

Branch, R. M. 2009. Instructional design: The ADDIE approach (Vol. 722). Springer Science & Business Media.

Brangier, E., & Bornet, C. 2011. Persona: A method to produce representations focused on consumers' needs. Human Factors and ergonomics in Consumer Product Design: methods and techniques, 37-61.

Brown, T. 2008. Design thinking. Harvard business review, 86(6), 84.

Brown, T. 2009. Change by design: how design thinking can transform organizations and inspire innovation. New York: HarperCollins Publishers.

Brown, J.S. & Duguid, P. 2001. Knowledge and Organization: A Social-Practice Perspective. Organization Science 12(2), 198-213.

Brown, J. S., & Duguid, P. 1991. Organizational learning and communities-of-practice: Toward a unified view of working, learning, and innovation. Organization science, 2(1), 40-57.

Caffarella, R. S. 1999. Planning programs for adults: An interactive process. Adult Learning, 10(2), 27-29.

Caffarella, R. S. 2002. Planning program for adult learners: A practical guide for educators, trainers, and staff developers. San Francisco: Jossey-Bass

Carlile, P. 2004. Transferring, Translating, and Transforming: An Integrative Framework for Managing Knowledge across Boundaries. Organization Science, 555-568.

Carliner, S. (2015). Training design basics. Association for Talent Development.

Chen, H-T. 2005. Practical Program Evaluation. Assessing and improving planning, implementation, and Effectiveness. Thousand Oaks: Sage Publications, Inc.

Chesbrough, H. 2011. Open Services Innovation: Rethinking Your Business to Grow and Compete in a New Era. Jossey-Bass

Cohen, S. L., Dove, D. W., & Bachelder, E. L. 2001. Time to treat learners as consumers. Training & Development, 55(1), 54-54.

Deschaine, M. E., & Sharma, S. A. 2015. The Five Cs of Digital Curation: Supporting Twenty-First-Century Teaching and Learning. InSight: A journal of scholarly teaching, 10, 19-24.

Croxton, R. A., & Chow, A. S. 2015. Using ADDIE and systems thinking as the framework for developing a MOOC: A case study. Quarterly Review of Distance Education, 16(4), 83.

Croll, A & Yoskowizt, B. 2013. Lean Analytics. Use Data to Build a better Startup Faster. California: O´Reilly Media, Inc.

Csikszentmihalyi, M., Abuhamdeh, S., & Nakamura, J. 2014. Flow. In Flow and the foundations of positive psychology. Dordrecht: Springer, 227-238.

Custer, Rod. 2013. Transfer, Transitions and Transformations of Learning, edited by H. E. Middleton, Sense Publishers.

Dalziel, J. 2008. Learning design: Sharing pedagogical know-how. Opening up education: The collective advancement of education through open technology, open content, and open knowledge, 375-387.

Dirksen, J. 2015. Design for how people learn. New Riders.

Ford, J. K. 1994. Defining transfer of learning: The meaning is in the answers. Adult Learning, 5(4), 22-30.

Fried, J & Heinemeier Hansson, D. 2010. Rework. Change the way you work forever. Vermilion London.

Garrett, J.J. 2010. The elements of user experience: user-centered design for the web and beyond. Berkeley, CA: New Riders.

Glynn, K. & Tolsma, D. 2017. Design Thinking Meets ADDIE. American Society for Training.

Gomm, R., Hammersley, M. & Foster, P. 2004. Case Study Method. Kay Issues, Key Texts. London: Sage Publications Ltd.

Goodwin, K. 2009. Designing for the Digital Age. How to Create Human-Centered Products and Services. Indianapolis, Indiana: Wiley Publishing, Inc.

Griffin, C. 1983. Curriculum Theory in Adult and Lifelong Education. In Jarvis & Griffin (ed.) 2003. Adult and continuing education. Major Themes in Education. (pp 200-206). London: Routledge.

Goldstein, S. M., Johnston, R., Duffy, J., & Rao, J. 2002. The service concept: the missing link in service design research?.Journal of Operations management, 20(2), 121-134.

Hagman, K, Hirvikoski, T., Wollsten, P. & Äyväri, A. 2018. Yhteiskehittämisen käsikirja. Espoo: Espoon kaupunki.

Hammersley, M., Gomm, R. & Foster, P. 2011. Case study and theory. In Hammersley, M.,

Gomm, R. & Foster, P (Eds). Case Study Method. (pp. 234-258). London: Sage Publications Ltd.

Hassi, L.; Paju, S. & Maila, R. 2015. Kehitä kokeillen. Organisaation käsikirja. Helsinki: Talentum pro.

Heikka, T. 2018. Dialogin vuoro. Viisi teesiä päättäjille rakentavasta yhteiskunnallisesta keskustelusta. Helsinki: Sitra.

Heimans, J., & Timms, H. 2018. New Power: How It's Changing the 21st Century-and why You Need to Know. Macmillan.

Heinonen, K., Strandvik, T., Mickelsson, J., Edvardsson, B., Sundström, E. Andersson, P. 2010. A Customer-Dominant Logic of Service. Journal of Service Management. 21. 531-548.

Heinonen, K., Strandvik, T., and Voima, P. 2013. Customer dominant value formation in service, European Business Review, 25 (2), 104-123

Heinonen, K., & Strandvik, T. 2015. Customer-dominant logic: foundations and implications. Journal of Services Marketing, 29(6/7), 472-484.

Hirsjärvi, S. & Hurme, H. 2011. Tutkimushaastattelu. Teemahaastattelun teoria ja käytäntö. Yliopistopaino: Helsinki

Hokanson, B., Clinton, G., & Tracey, M. W. 2015. The Design of Learning Experience. Springer.

Houle, C. O. 1961. The doctorate in adult education. Adult Education, 11(3), 131-134.

Houle, C.O. 1972. The Design of Education. San Francisco: Jossey-Bass.

Iiyoshi, T. & Vijay Kumar, M.S. 2008. Introduction: An Invitation to Open Up the Future of Education. In Iiyoshi, T. & Vijay Kumar, M.S. (Ed.) Opening up education: The collective advancement of education through open technology, open content, and open knowledge. Mit Press, 1-11.

Isaacs, W. 1999. Dialogue and the art of thinking together: A pioneering approach to communicating in business and in life. Crown Business.

Jakonen, M. 2017. Vastatieto: tulevaisuuden asiantuntijuutta etsimässä. Eduskunnan tulevaisuusvaliokunnan julkaisu; 1/2017.

Jarvis, P. 2010. Adult Education and Lifelong Learning. Theory and practice. Oxon: Routledge.

Jokisaari, O-J. 2007. Lifelong Learning Towards Liberty in Modern Society. Consumer-Divisum or Self-Realising Person. Pages 125-137 Cited in: Adult Education – Liberty, Fraternity, Equality? Nordic views on lifelong learning, Edit. Rinne, R., Heikkinen, A. & Salo, P. 2007. Turku:

Finnish Educational Research Association.

Jyrämä, A. & Äyväri, A. 2007. Fostering learning – the role of mediators. Knowledge management Research & Practice (2007) 5, 117-125.

Kahle, D. 2008. Designing Open Educational Technology. In Iiyoshi, T. & Vijay Kumar, M.S. (Ed.) Opening up education: The collective advancement of education through open technology, open content, and open knowledge. MIT Press, 27-45.

Kankainen, A. 2003. UCPCD: user-centered product concept design. In Proceedings of the 2003 conference on Designing for user experiences (pp. 1-13). ACM.

Kelley, T., & Kelley, D. 2013. Creative confidence: Unleashing the creative potential within us all. Currency.

Kelly, R. 2016. Creative development: Transforming education through design thinking, innovation, and invention. Brush Education.

Kiiski-Kataja, E., Laine, P., Jousilahti, J., & Neuvonen, A. 2018. The Next Era of Well-Being: Ideals, Vision and Solutions. Edited by Lahti, V-M. Helsinki: Sitra.

Kirkpatrick, D., & Kirkpatrick, J. 2005. Transferring learning to behavior: Using the four levels to improve performance. Berrett-Koehler Publishers.

Kirkpatrick, D., & Kirkpatrick, J. 2006. Evaluating training programs: The four levels. Berrett-Koehler Publishers.

Knowles, M.S. 1984. The adult learner: a neglected species. Houston, Texas: Gulf Publishing Company.

Knowles, M. S. 1987. Adult learning. In R. L. Craig (ed.), Training and development handbook. A guide to human resource development (3rd ed.). Sponsored by the American Society for Training and Development. NY: McGraw-Hill

Kolb, D. A. 2014. Experiential learning: Experience as the source of learning and development. FT press.

Kumar, V. 2012. 101 design methods: A structured approach for driving innovation in your organization. John Wiley & Sons.

Lang, C., Siemens, G., Wise, A., & Gasevic, D. (Eds.). 2017. Handbook of learning analytics. SOLAR, Society for Learning Analytics and Research.

Lave, J., & Wenger, E. 1991. Situated learning: legitimate peripheral participation Cambridge University Press. Cambridge UK.

Lerman, S. R., Miyagawa, S., & Margulies, A. H. 2008. OpenCourseWare: Building a culture of sharing. Opening up education: The collective advancement of education through open technology, open content, and open knowledge, 213-227.

Lockyer, L., Heathcote, E., & Dawson, S. 2013. Informing pedagogical action: Aligning learning analytics with learning design. American Behavioral Scientist, 57(10), 1439-1459.

London 1960. Program development in adult education. In Jarvis & Griffin (Eds.) 2003. Adult and continuing education. Major Themes in Education. (pp. 253-291). London: Routledge.

Lundvall, B. Ä., & Johnson, B. 1994. The learning economy. Journal of industry studies, 1(2), 23-42.

Lusch, R. & Vargo, S. 2014. Service-dominant logic: Premises, perspectives, possibilities. Cambridge University Press.

Mack, N; Woodsong, C.; Macqueen, K.M; Guest, G. & Namey, E. 2005. Qualitative research methods: A data collector's field guide. North Carolina: Family Health International.

Madsbjerg C, Rasmussen M, 2014: The Moment of Clarity: Using the Human Sciences to Solve Your Toughest Business Problems.

Mastrogiacomo, L., Barravecchia, F. & Franceschini, F. 2018. Definition of a conceptual scale of servitization: Proposal and preliminary results. CIRP Journal of Manufacturing Science and Technology.

Mattelmäki, T. 2006. Design Probes. Dissertation. Helsinki: University of Art and Design.

Maxwell, J.A.1992. Understanding and Validity in Qualitative Research. Harvard Educational Review, 279-298.

McGrath, O. 2008. Open Educational Technology: Tempered Aspirations. In Iiyoshi, T. & Vijay Kumar, M.S. (Ed.) Opening up education: The collective advancement of education through open technology, open content, and open knowledge. MIT Press,13-26.

McKenney, S., & Reeves, T. C. 2018. Conducting educational design research. Routledge.

Mezirow, J. & Associates. 2000. Learning as transformation: Critical perspectives on a theory in progress. San Francisco, CA: Jossey-Bass.

Molenda, M. 2003. In search of the elusive ADDIE model. Performance improvement, 42(5), 34-37.

Morrison, E., Hutcheson, S., Nilsen, E., Fadden, J., & Franklin, N. 2019. Strategic Doing: Ten Skills for Agile Leadership. John Wiley & Sons.

Neelen, M. & Kirschner, P.A. 2020. Evidence-Informed Learning Design. Kogan Page. Kindle

Edition.

Oertzen, A. S., Odekerken-Schröder, G., Brax, S. A., & Mager, B. 2018. Co-creating services—conceptual clarification, forms and outcomes. Journal of Service Management.

Ojasalo, K., Moilanen T., Ritaharju J., 2009. Kehittämistyön menetelmät. Uudenlaista osaamista liiketoimintaan. Helsinki: WSOY pro Oy.

Ojasalo, J., & Ojasalo, K. 2015. Using service logic business model canvas in lean service development. In Proceedings of the 2015 Naples Forum on Service, 9-12.

Ojasalo, J., & Ojasalo, K. 2018. Lean service innovation. Service Science, 10(1), 25-39.

Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. 2014. Value proposition design: How to create products and services customers want. John Wiley & Sons.

Pine, B. J., & Gilmore, J. H. 1998. Welcome to the experience economy. Harvard business review, 76, 97-105.

Polaine, A., Løvlie, L., & Reason, B. 2013. Service design: From insight to inspiration. Rosenfeld media.

Portigal, S. 2013. Interviewing users. How to uncover compelling insights. Brooklyn, New York, USA: Rosenfeld media.

Posselt, T. 2018. A Service-dominant Definition of Servitization. In Organizational Competence for Servitization (pp. 59-91). Springer Gabler, Wiesbaden.

Prahalad, C. K., & Ramaswamy, V. 2004. Co-creation experiences: The next practice in value creation. Journal of interactive marketing, 18(3), 5-14.

Ramaswamy, V., & Gouillart, F. J. 2010. The power of co-creation: Build it with them to boost growth, productivity, and profits. Simon and Schuster.

Ramaswamy, V. & Ozkan, K.2014. The Co-creation Paradigm. Stanford: Stanford University Press.

Ries, E. 2011. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Crown Business.

Rinne, R. 1999. Koulutususkosta oppimisuskoon. In Grönstrand, R. (Eds.) Kasvava aikuinen. (pp. 90-111). Jyväskylä: Yleisradio Oy.

Russo-Spena, T., & Mele, C. 2012. “Five Co-s” in innovating: a practice-based view. Journal of Service Management, 23(4), 527-553.

Salakari, H. 2007. Taitojen opetus. Ylöjärvi: Eduskills Consulting.

Sanders, E. B. N., & Stappers, P. J. 2008. Co-creation and the new landscapes of design. Co-design, 4(1), 5-18.

Sava, S. 2012. Needs analysis and Programme planning in Adult Education. Berlin & Toronto: Barbara Budrich Publishers Opladen.

Sirkkanen, H. 2008. Opiskelun moninaisia merkityksiä Avoimessa yliopistossa. Diskurssianalyysiä ammatillisen osaamisen kehittämisenmotiivista opiskelevien haastattelupuheesta. Pro gradu–tutkielma. Helsingin yliopisto: Kasvatustieteen laitos.

Sork, T. J. 2000. Planning educational programs. In A. L. Wilson & E. R. Hayes (Eds.), Handbook of Adult and Continuing Education (pp. 171-190). San Francisco: Jossey-Bass.

Stake, R.E. 2000. Case studies. In Denzin, N.K. & Lincoln Y.S. (Eds.) Handbook of Qualitative Research (2. Edition) (pp. 435-449). Thousand Oaks: Sage Publications.

Star,L. 2010. This is not a boundary object: Reflections on the origin of a concept. Science, Technology, & Human Values, 35(5), 601-617.

Steen, M., Manschot, M., & De Koning, N. 2011. Benefits of co-design in service design projects. International Journal of Design, 5(2).

Stickdorn, M. & Schneider, S. 2012. This is Service Design Thinking: Basics-Tools-Cases. 1st edition. Hoboken, New Jersey: Wiley.

Stickdorn, M., Hormess, M. E., Lawrence, A., & Schneider, J. 2018. This is service design doing: Applying service design thinking in the real world. O'Reilly Media, Inc.

Storbacka, K., & Pennanen, R. (2014). Solution business: Building a platform for organic growth. Springer Science & Business Media.

Thomas, E. 2007. Thoughtful planning fosters learning transfer. Adult learning, 18(3-4), 4-8.

Toikkanen, T, Keune, A & Leinonen, T. 2015. Designing Edukata, a Participatory Design Model for Creating Learning Activities 41-58. Published in; Van Assche et al. (eds.), Re-engineering the Uptake of ICT in Schools.

Tschimmel, K. 2012. Design Thinking as an effective Toolkit for Innovation. In ISPIM Conference Proceedings (p. 1). The International Society for Professional Innovation Management (ISPIM).

Tchimmel, K. Santos, J. Loyens, D, Jacinto, A., Monteiro, R., Valença, M. 2015. Design Thinking Applied to Education and Training. ERASMUS + KA2 Strategic Partnerships.

Tschimmel, K., & Santos, J. 2018. Design Thinking applied to the Redesign of Business Education. In ISPIM Conference Proceedings (pp. 1-11). The International Society for Professional Innovation Management (ISPIM)

Toikkanen, T., Keune, A., & Leinonen, T. 2015. Designing Edukata, a participatory design model for creating learning activities. In Re-engineering the Uptake of ICT in Schools (pp. 41-58). Springer, Cham.

Tuhkala, A. 2019. Participatory Design: an Approach for Involving Teachers as Design Partners. Dissertation: University of Jyväskylä.

Tuomi, J. S., & Sarajärvi, A. 2018. Laadullinen tutkimus ja sisällönanalyysi. Helsinki: Tammi.

Tyler, R. W. 2013. Basic principles of curriculum and instruction. In Curriculum Studies Reader E2 (pp. 60-68). Routledge.

Tynjälä, P. 2002. Oppiminen tiedon rakentamisena-Konstruktivistisen oppimiskäsityksen perusteita. Helsinki: Tammi.

Van den Akker, J., Gravemeijer, K., McKenney, S., & Nieveen, N. (Eds.). 2006. Educational design research. Routledge.

Voima, P., Heinonen, K. & Strandvik, T. 2010. Exploring customer value formation – A customer dominant logic perspective", Hanken School of Economics, Working Papers, 552.

Wardale, D. 2013. Towards a model of effective group facilitation. Leadership & Organization Development Journal, 34(2), 112-129

Wenger, E. 1999. Communities of practice: Learning, meaning, and identity. Cambridge university press.

Wenger-Trayner, E., & Wenger-Trayner, B. 2015. Learning in landscapes of practice. Learning in landscapes of practice. Boundaries, identity, and knowledgeability in practice-based learning, 13-30.

Wolcott, H. F.2008. Ethnography: A way of seeing. Rowman Altamira.

Wozniak, K. 2020. Personalized Learning for Adults: An Emerging Andragogy. In Emerging Technologies and Pedagogies in the Curriculum (pp. 185-198). Springer, Singapore.

Yin, R.K. 2004. The Case Study Anthology. Thousand Oaks: Sage Publications Inc.

Yin, R.K.2009. Case Study Research. Design and Methods. Thousand Oaks: Sage Publications Inc.

Electronic

Alaniska, H., & Valanne, M. 2017. Lisää laatua koulutukseen–opas järjestön kouluttajalle. Opintokeskus Sivis. Accessed 27.5.2020. https://www.ok-sivis.fi/media/koulutuksen-laatu/laatuopas.pdf

Arola, M. Elinikäinen oppiminen Suomessa 2019 – kyselyn tulokset. Published 30.1.2020. Accessed 17.2.2020. https://media.sitra.fi/2020/01/29142517/elinikainen-oppiminen-suomessa-2019-kyselyn-tulokset.pdf

Berger, W. (2012). The secret phrase top innovators use. Harvard Business Review, 17. Published 17.9.2012. Accessed 10.3.2020. https://hbr.org/2012/09/the-secret-phrase-top-innovato

Design council 2015. Design methods for developing services. Inovate UK, Keeping Connected Business Challenge. Published 13.3.2015. Accessed 10.2.2020. https://www.designcouncil.org.uk/sites/default/files/asset/document/DesignCouncil_Design%20methods%20for%20developing%20services.pdf

Floor, N. 2016. This is Learning Experience Design. Published 28.9. 2016. Accessed 17.2.2020. https://www.linkedin.com/pulse/learning-experience-design-niels-floor

Floor, N. 2019. Learning experience design process. Accessed 17.2.2020. https://learningexperiencedesign.com/fundamentals-of-learning-experience-design/learning-experience-design-process/

Huhtanen, A. 2019. Learning design toolkit. Published 6.6.2019. Accessed 9.3.2020: https://fitech.io/app/uploads/2019/06/FITech-Learning-Design-Toolkit-v1-ENG.pdf

IDEO. n.d. Design thinking for educators toolkit. IDEO LLC. Accessed 23 October 2019. https://designthinkingforeducators.com/

IDEO.2019. The Human-Centered Design Toolkit. Accessed 10.2.2020. https://www.designkit.org

Johnson W. Your Organization Needs a Learning Ecosystem. Harvard Business Review Digital Articles. July 2019:1-5. Accessed 20.2.2020. https://hbr.org/2019/07/your-organization-needs-a-learning-ecosystem

Kruse, K. 2002. Introduction to instructional design and the ADDIE model. Retrieved January, 26, 2005: https://pdfs.semanticscholar.org/9dde/73651c087216677a930f1f5c2df02de6a5f9.pdf

Laurillard, D., Charlton, P., Craft, B., Dimakopoulos, D., Ljubojevic, D., Magoulas, G., ... & Whittlestone, K. (2013). A constructionist learning environment for teachers to model learning designs. Journal of computer assisted learning, 29(1), 15-30. Accecced 5.1.2020. http://www.dcs.bbk.ac.uk/~gmagoulas/jcal458.pdf

Leskelä, M. 2017. Ihmisoivallus. Miten ihmisyyden ymmärtäminen mullistaa kaiken organisaatiossasi. Accessed 6.1.2020. http://protoomo.fi/

Laaksolahti, H. & Alhanen, K. 2018. Erätauko-kouluttajan opas. Sitra's publications 138. Published November 2018. Accessed 10.1.2020. https://media.sitra.fi/2018/11/05153651/eratauko-kouluttajan-opas.pdf

Lor, R.R. 2019. Design thinking in Education. Accessed 3.1.2020. http://www.academia.edu/download/50641171/DTinEdu.docx

Martin, R. 2019. How to create winning strategies. Published 19.9.2019. Accessed 18.5.2020. https://www.ideou.com/blogs/inspiration/how-to-create-winning-strategies

Mukamas Learning Design 2019. Accessed 9.3.2020: https://mukamas.fi

Nessler, D. 2016. How to apply a design thinking, HCD, UX or any creative process from scratch. Hyper Island. Accessed 2.2.2020. https://www.hyperisland.com/community/news/how-to-apply-a-design-thinking-hcd-ux-or-any-creative-process-from-scratch

Nguyen, N., & Hung, N. M. 2013. On the procedural structure of learning ecosystem toward competency learning model. Accessed 23.2.2020. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2481764

Office of Educational Technology. 2017. What is personalized learning. USA Department of Education. Published 19.1.2017. Accessed 17.2.2020. https://medium.com/personalizing-the-learning-experience-insights/what-is-personalized-learning-bc874799b6f

Phillips, P. L. 2004. Creating the Perfect Design Brief: How to manage design for strategic advantage. Skyhorse Publishing Inc. Published 17.4.2017. Accessed 31.3.2020. https://issuu.com/samrudhiipalshetkar/docs/creating_the_perfect_design_brief_h

Plaut, A. 2014. Elements of Learning Experience Design. Boxes and Arrows, 30.1.2014. Accessed 17.2.2020. http://boxesandarrows.com/elements-of-learning-experience- design/

Prime Minister's Office. 2019. Network management manual. 2019:12. Accessed 2.1.2020. http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/161513/VNK_12_19_Verkostojohtamisen_opas.pdf

Salas, A. 2018. Learning Experience Design: The Last Days of Instructional Design. Accessed 17.2.2020. https://www.linkedin.com/pulse/learning-experience-design-last-days-instructional-salas-cplp

Sitra 2020. Perustietoa Sitrasta. Accessed 25.5.2020. https://www.sitra.fi/aiheet/kysymyksia-ja-vastauksia-sitran-toiminnasta/

Snowden, D. J., & Boone, M. E. 2007. A leader's framework for decision making. Harvard business review, 85(11), 68. Accessed 10.1.2020. https://hbr.org/2007/11/a-leaders-framework-for-decision-making

Soffel, J. 2016. What are the 21st-century skills every student needs. In World Economic Forum (Vol. 10). Accessed 17.2.2020. http://akwl.org/wp-content/uploads/2016/01/21-century-skills-SEL-technology.pdf

Timeout-Foundation. 2020. Let's become the best in constructive dialogue! Accessed 25.5.2020. https://www.eratauko.fi/saatio/

Tschimmel, Katja 2012. Design Thinking as an effective Toolkit for Innovation. In: Proceedings of the XXIII ISPIM Conference: Action for Innovation: Innovating from Experience. Barcelona. Accessed 30.11.2019. http://www.academia.edu/1906407/Design_Thinking_as_an_effective_Toolkit_for_Innovation

Tschimmel, K., Loyens, D., Soares, J., Oraviita et. al. 2017. D-think toolkit. Matosinhos: Erasmus+/ESAD. Accessed 5.12.2019. https://www.academia.edu/37064933/DESIGN_THINKING_APPLIED_IN_HIGHER_EDUCATION._D-Think_a_European_Project_for_Innovating_Educational_Systems

Wilson, P. 2016. Measuring and assessing change: The Commitment Curve. Published 21.9.2016. Accessed 30.4.2020. https://www.verozen.co.uk/2016/09/commitment-curve/

Unpublished

Aalto University.2020. Course Design 2020. Online Course. Accessed 29.5.2020. https://mycourses.aalto.fi/course/view.php?id=26654

Podcasts:

2020 Learning Business Trends (Podcast). Leading learning Podcast Episode 222. Broadcast 20.1.2020. Accessed 17.2.2020. https://www.leadinglearning.com/episode-222-2020-learning-business-trends/#volume

Implications of the Current Moment for the Future of Online Learning (Podcast). Leading learning Podcast 2020, Episode 234. Broadcast 14.4.2020. Accessed 16.4.2020: https://www.leadinglearning.com/episode-234-future-of-online-learning/

Learning design thinking with Carol Hamilton (Podcast). Leading learning Podcast 2020, Episode 230. Broadcast 17.3.2020. Accessed 20.4.2020. https://www.leadinglearning.com/episode-230-design-thinking-carol-hamilton/

Figures

Tables

Appendices

Appendix 1: Theories on the classical models of program planning in adult education

Technical-rational models

Probably the most classical model of program planning and still widely referred is that of Tyler's (1949) beginning from identifying the organizational or institutional objectives for a program, developing learning experiences that support these objectives, organizing these experiences and finally evaluating the objectives. (Tyler 1949) This model and many others released and modified after the Tyler model (e.g. Houle 1972) have been named "technical-rational models" approaching program planning as a set of tools and processes (Sork 2000, 171-174). Another classical model presented by Cyril Houle (1972) suggests that planning an educational program for adults proceeds from identified educational activity to making decisions upon proceeding into identifying and refining of objectives. Ones objectives have been identified, a suitable format for the education/training is to be designed. The format consists of ten dimensions varying from identifying different individual ways of learning and determining roles and relationships to concrete activities such as resources, methods, schedules and evaluation criteria. After designing the format, it should be fitted into "larger patterns of life" referring to participants life context such as work, home, civic etc. From the learner point of view participation in educational activity might require changes in lifestyle, financial resources and commitment of significant parties. These have to be taken in consideration when designing the program. In the final steps the program plan is put into effect and the results are measured and appraised. Houle (1972) suggests that after these steps the situation should be examined in terms of the possibility of new educational activity. (Houle 1972, 32-58.) Houle's model took a step further from Tyler's to acknowledge the need to modify planning to respond to the wide variations in purpose, context and structures found in practice (Sork 2000, 173).

Romantic curriculum and program planning

As an alternative to the technical-rational tradition, planning models and theories have been developed, that focus either on the dynamics of the surrounding society and the role of a responsible planner or the needs and past experiences of the learners. (Sork 1996, according to Sork 2000; Knowles 1984.) Jarvis (2010) also reminds that the emphasis being in the concept of learning has not always been the case and it relates back to the so-called romantic curriculum and progressive education in the 1960's England. Before that the activity of program planning was very much teacher-centered and called "Classical curriculum studies". The romantic curriculum studies began to stress the importance of learner experience, self-assessment, creativity, discovery and real-life topics and proposals. Methods in the romantic curriculum expanded to learner involvement and cooperation. The classical curriculum instead focused on skills, obedience, discipline, subjects and acquiring knowledge. The role of the learner was to follow didactic instruction, to run tasks and to compete with other students. The dualism between the curriculum schools of thought well reflect upon the different learning concepts of the time moving from behaviorism to constructivism and the difference between pedagogy and andragogy. (Jarvis 2010, 229-234.)

London (1960) states that there is a consensus among the adult educators on the steps of successful program planning that applies to both a short-term meeting and to a year's program. He draws different program planning models together and presents a five-step process as a result of the combination. London's model begins by emphasizing the role of the learners especially in the first steps of the planning process. According to him the programs "should be shaped by those they serve" referring to the role of learners needs as a steppingstone of planning. The educators or program planners should find the gap between the what is and what

could be in case the learners achieved their full potential. The programs should stimulate individual's desire to continue learning throughout life. (London 1960, 254-255.) This objective could also be added to Caffarella's (2002) list of program purposes as part of the first purpose "To encourage individual growth and development of learners" (Caffarella 2002, 10-19; Chapter 2.1).

The second step "Enlisting their participation in planning" refers not only to the learners but also to community members and other adult educators. The participation of the learners has benefits that result in better responsibility in the enterprise, identifying own needs more effectively and also learning already as part of the planning process. The third step "Formulating clear objectives" has similarities to Caffarella's (2002) purposes of adult education programs. When setting objectives, the focus of the program can either be on individual's development, developing citizens that have skills and knowledges to meet the challenges of today's and tomorrow's world or in the transmission of cultural heritage. (London 1960, 256.) When formulating objectives of the program the change of behavior of the adults participating has to be indicated. The objectives should consist both of the desired behavioral aspects but also of the type of subject matter content required to achieve the changes. These two latter mentioned aspects of objectives work as a criterion set for selecting methods and learning activities. The fourth step "Designing a program plan" is in the adult education theories an activity referred to selecting a kind of a way to carry out the program such as a workshop or a seminar or a course. (London 1960, 256-262.) The final step "Plan and carry out a system of evaluation" seeks to answer the question of how well the goals of the program have been accomplished. London (1960) suggests that the most effective way to carry out evaluation is to assess the overall experience of the learner involving his/her interaction with the other learners, selected subject matter content designed to produce change in behavior with established program objectives. (London 1960, 262.)

Knowles (1984) following the American humanistic philosophy approach in program planning adds in his process model in each phase the role of the learner. His model consists of six phases of which the first ones especially emphasize the enabling and co-creative role of the planner in "Helping learners diagnose their needs" to "Planning with learners a sequence of learning experiences to answer the needs". After the first latter mentioned phase, he suggests that the planner creates conditions that are conductive to learning by using appropriate methods for learning and providing the necessary resources. In the final phase of evaluation, he emphasizes again the enabling and co-creative role of the planner in "Helping learners measure the outcomes of the learning". (Knowles 1984.)

Appendix 2: Analysis and quotations of the orientations of Timeout learners, Case I

INDIVIDUAL /SELF	”I believe that many of us who come to this group are very experienced in facilitation and have probably hundreds of sessions behind, not to mention that maybe they have kept keynotes, but how do you bring all those elements of the dialogue into it. How to make use of your prior skills?” (Interviewee A) ”How can I be understood as I want to be understood? I have a tendency to talk too quickly and my dialogue is sometimes too straight forward even though I don't mean bad, maybe it sounds rude. Now I understand how this relationship between people is so dependent on words. I would like to develop myself in this” (Interviewee F)
ORGANIZATIONAL	”It would be nice if I could change the culture of my workplace and the way to have discussions there. That there would be more of them who listen and less people who speak. There are many people who never say anything in a meeting. There are always those who have a lot of voice. How to give a voice to those who find it difficult to bring things up” (interviewee F) ” I am looking forward to good discussions and to get concrete tools for my work. For both, organized situations, but also for everyday encounters and situations” (Interviewee B)
SOCIETAL	I expect to learn a lot of methods to carry out dialogue. When the purpose is that society is changing, then this would be a good civic competence for all. (Interviewee H) Some people think that dialogue is a part of civilization and questioning who is now trying out to re-launch it or something. But then again, it is like going back to the basics and considering how simple things in a society matter. Maybe all this has aroused my interest (Interviewee C)
MULTI	Organisational + societal: I would like to engage our principal in this in order to develop dialogic competence in our institution where there are lots of students around every year. There would then be various different types of target groups. People from lower social class from residential buildings and middle-class students from the institution. (nterviewee A) Organizational + self: I myself hope to learn to be a better facilitator and to have the opportunity to change things in the working community that have been caught up in culture. That there has been us and them. Practically in my work there is a big difference between the ivory tower and the provinces. You don't get the methods… Actually, I would like to see and change my own attitude in that matter. (Interviewee E)

Appendix 3: Analysis and quotations of two distinctive motives of Timeout learners, Case I

BIG PICTURE	” I believe that if you adopt the idea of Timeout, it can be applied to very different purposes. One has to understand the bigger picture of how peoples’ thinking changes and how to lead different routes there”. (Interviewee H) ” So, there is a good dialogue but what happens then? What are the options after the conversation? What other ways there are to continue influencing the society?” (Interviewee D) ”I like to dig deeper and get to know the theoretical basis. What bigger entity does this belong to and why is this important?” (Interviewee E)
PRACTICAL TOOLS	” A concrete thorough review of Timeout model is a prerequisite (in the training). Focusing especially on how discussion topics are formatted and written. How to change the title and how the title is handled and how the invitation is formatted” (Interviewee A) ”I imagine that there (in the training) we would go through and learn different ways to both facilitate, maintain and structure a dialogue.” (Interviewee F) ” I assume we are going through in concrete terms how a Timeout event is organized in ways of good dialogue (Interviewee H)

Appendix 4: Insights to pilot course solutions matrix, Case I

INSIGHT	DATA SOURCE	EXAMPLES OF SOLUTIONS FOR PILOT COURSE PROGRAM
Importance of rhythm of high and low engagement levels supports learning	• Observation	• Functional exercises between lectures and dialogue sessions • Enough of energizers
Experience of real dialogue with heterogeneous group is needed to understand the essence of dialogue	• Subject matter expert workshop • Interviews	• Dialogues in various settings carried out both within the pilot training but also between the session with external participants
Simple and concrete visual materials, clear structure and boxes enhance learning	• Interviews • Small-scale experiments	• Timeout dialogue cards chosen to be the main material of the training. • The pilot course schedule animated visually • The modules were given simple names; 1) Comprehend, 2) Learn and 3) Act
Demonstration of real life cases and active experimentation forms the basis of good learning experience	• Interviews • Subject matter expert workshop • Observation • Small-scale experiments	• An imaginary case that resembled real life was scripted and an exercise to practice Timeout model based on it was designed. • Prototyping exercise was designed in which the outcome of a case was built visually on Legos and other building materials • Intermediate exercises were designed to enforce active experimentation of the methods in learners' communities of practice
The essence of learning dialogue should be present throughout the whole training (vs. representation only as a tool) and the *beyond words* aspect well considered	• Subject matter expert workshop • Interviews • Observation	• All training days started and ended in a circle and dialogue was designed to be the main training method • Time in the program was reserved in for exercises helping learners to form a group, build safety and tune in
Subject matter should be tackled on three levels; individual, organizational and societal and intellectual shifts between practice and theory should be well supported	• Interviews	• Preliminary tasks and exercises to enhance orientation to the subject matter were designed to guide participant thinking on all levels • All shifts in the program and between different modules were scripted clearly in the program and illustrated visually if possible

Appendix 5: Pains and Gains analysis of Timeout learners

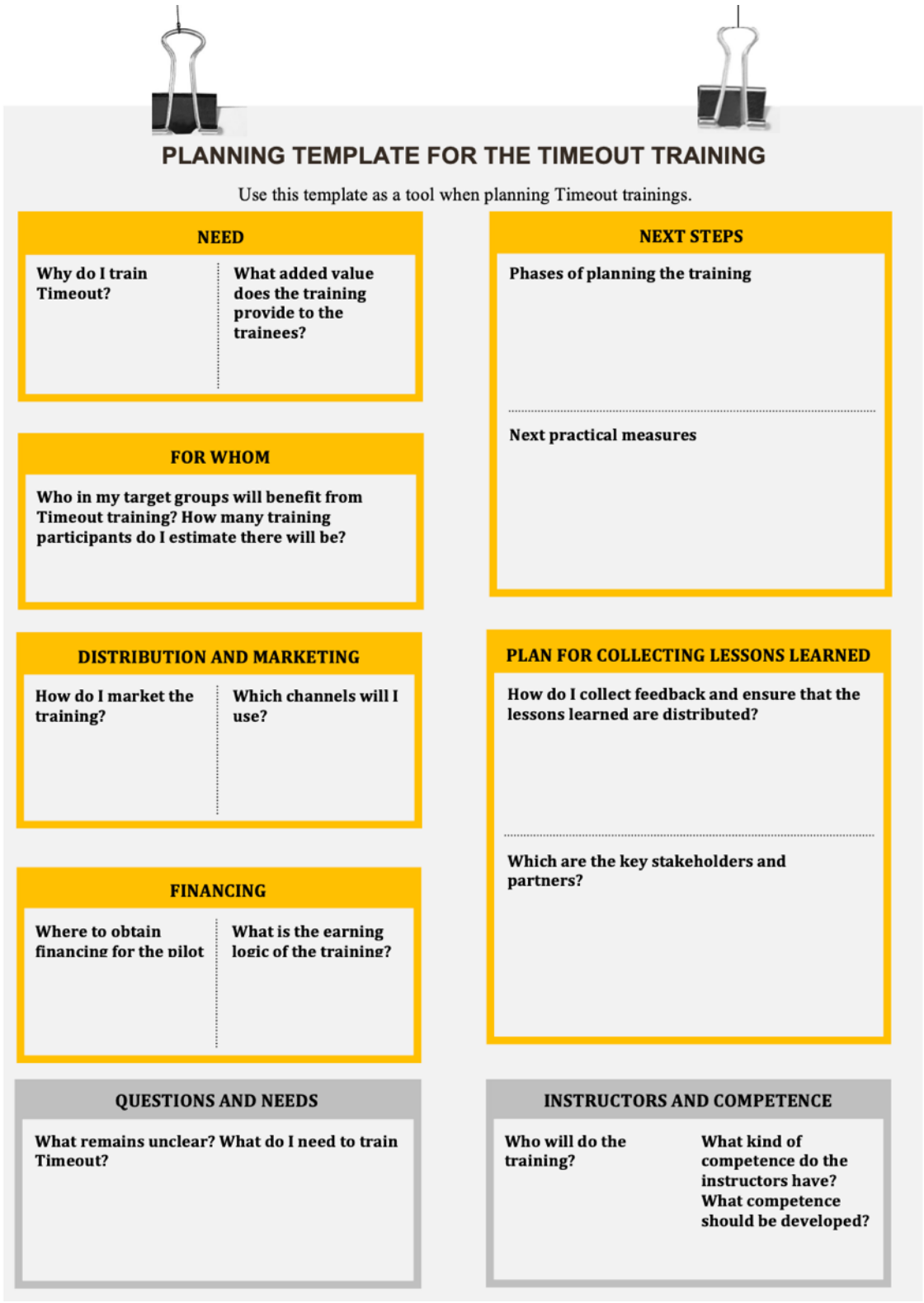
Pains of Timeout learners

THEME	EXPLANATION	QUOTE
Domination of load ones	All people participating have their own word to say. No one is listening, and the loud ones are dominating.	” Everyone wants to say what they think. It is like yelling out loud only your own opinions.” (Interviewee F)
Lack of empathy	There is a lack of psychological understanding on what people really need and what makes them excited to participate	” I want to learn how to step aside of my own interests and become a pure facilitator and enabler. How do I begin to acknowledge my own stereotypes better.” (Interviewee G)
Lack of participation	How to engage people who disagree or who usually do not participate	” How can I get the most versatile crowd possible to participate in the creation of our organizations strategy?” (Interviewee B)
Culture of effectiveness	How to change the organizational culture towards dialogue?	” Often there is very much focus on performance. How can we sit down and take the time to have a dialogue about important issues in our organization? ” (Intervierwee C)

Gains of Timeout learners

THEME	EXPLANATION	QUOTE
Dialogue as an everyday competence	To have the ability to carry out dialogues in the backbone and to deal with difficult issues	” Dialogue is like going back to the basic elements and roots of humanity. How to find the empathetic viewpoint on peoples’ lives and how to facilitate dialogues at the same time purposefully and tactfully?” (Interviewee C)
Becoming a dialogue master	To acknowledge the barriers within myself in the path of becoming more dialogical	” Oh, I wish I was the kind of a person that people felt that I was a really good in dialogue. I was able to create an atmosphere where people came to understand and realize meaningful things.” (Interviewee H)
Dialogue as a tool for inclusion and participation	To have a toolbox to facilitate, host and to structure conversations and to implement participatory models in cities	” I would like to learn how to reframe the conversation topics, titles and how to sketch a really good invitation to a dialogue.” (Interviewee D)
Building a network	Networking with other participants in the training and sharing insights	” I would like to have a conversation and share insights on what has succeeded and failed and what happened in these dialogical situations” (Interviewee A)

Appendix 6: Planning canvas for Timeout training



PLANNING TEMPLATE FOR THE TIMEOUT TRAINING

Use this template as a tool when planning Timeout trainings.

NEED

Why do I train Timeout?

What added value does the training provide to the trainees?

FOR WHOM

Who in my target groups will benefit from Timeout training? How many training participants do I estimate there will be?

DISTRIBUTION AND MARKETING

How do I market the training?

Which channels will I use?

FINANCING

Where to obtain financing for the pilot

What is the earning logic of the training?

QUESTIONS AND NEEDS

What remains unclear? What do I need to train Timeout?

NEXT STEPS

Phases of planning the training

Next practical measures

PLAN FOR COLLECTING LESSONS LEARNED

How do I collect feedback and ensure that the lessons learned are distributed?

Which are the key stakeholders and partners?

INSTRUCTORS AND COMPETENCE

Who will do the training?

What kind of competence do the instructors have? What competence should be developed?