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# DISRUPTING PERFORMANCE APPRAISALS

## – A case study

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# Disrupting performance appraisals

- A case study

The goal of the thesis is to create a new performance appraisal structure based on design thinking and life design methods and principles and to gain qualitative primary data from testing the concepted structure. The topic of the thesis is contemporary and aligned with future working life trends, as more focus is being placed on employee well-being in the holistic sense. The thesis work is exploratory in nature and intends to answer the following research questions:

- How can design thinking and life design principles and methods be applied in creating a new performance appraisal structure?

- What kind of an impact will a design thinking and life design -based performance appraisal have on the employee?

As design thinking is a prominent element of the thesis work, it also provides a structure for the thesis process: empathize, define, ideate, prototype, test. The research methods are integrated into the phases of the design thinking process. The thesis is a qualitative study, and uses the following research methods: literature review, benchmarking, user insights, narrative probing, and a co-design workshop with service design visualization tools such as personas, future state user journey map creation, and service blueprints. Deductive coding is used in analyzing the probes.

The study showed that design thinking and life design can be integrated into the performance appraisal process by including a life design group workshop into the process prior to the traditional, one-on-one discussion. The study also

showed that the process had a positive impact on the employees that underwent the design thinking and life design -based performance appraisal process. The outcome of the study is an iteration of the tested process, that has been developed further and can be used within organizations.

Elina Kaihua

# Kehityskeskustelujen uudistaminen

- Tapaustutkimus

Opinnäytetyön tavoitteena on luoda uusi kehityskeskustelurunko, joka perustuu muotoiluajattelun ja elämänmuotoilun menetelmiin ja periaatteisiin. Lisäksi tavoitteena on kerätä laadullista tietoa konseptoidun rungon testaamisesta. Opinnäytetyön aihe on nykyaikainen ja linjassa tulevaisuuden työelämän trendien kanssa, sillä entistä enemmän kiinnitetään huomiota työntekijöiden kokonaisvaltaiseen hyvinvointiin. Opinnäytetyö on luonteeltaan tutkiva ja pyrkii vastaamaan seuraaviin tutkimuskysymyksiin:

- Miten muotoiluajattelun ja elämänmuotoilun menetelmiä ja periaatteita voidaan soveltaa uuden kehityskeskustelurungon luomisessa?

- Millainen vaikutus muotoiluajatteluun ja elämänmuotoiluun perustuvalla kehityskeskustelulla on työntekijään?

Muotoiluajattelu on keskeinen osa opinnäytetyötä, ja se tarjoaa myös rakenteen opinnäytetyöprosessille: empatisoi, määritä, ideoi, prototypoi, testaa. Tutkimusmenetelmät ovat upotettu muotoiluajatteluprosessin eri vaiheisiin. Opinnäytetyö on kvalitatiivinen tutkimus, ja siinä hyödynnetään seuraavia tutkimusmenetelmiä: kirjallisuuskatsaus, benchmarking, luotain, ja yhteiskehittelytyöpaja palvelumuotoilutyökaluja hyödyntäen, kuten persoonat, palvelukartta, ja palveluprosessi. Luotainten analysoinnissa hyödynnetään deduktiivista koodausta.

Tutkimus osoitti, että muotoiluajattelu ja elämänmuotoilu voidaan integroida kehityskeskusteluprosessiin sisällyttämällä elämänmuotoiluaiheisen

ryhmätyöpajan ennen perinteistä, kahdenkeskeistä keskustelua. Tutkimus osoitti myös, että prosessilla oli myönteinen vaikutus prosessin läpikäyneisiin työntekijöihin. Tutkimuksen päätuotos on iteraatio testatusta prosessista, jota on jatkokehitelty ja jota voi hyödyntää organisaatioissa.

Asiasanat:

palvelumuotoilu, muotoiluajattelu, kehityskeskustelu, henkilöstöhallinto

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# 1 Introduction

Performance appraisals are a standard human resources, later referred to as HR, tool used across organizations worldwide to mutually benefit both the employee and their employer. The practices of design thinking and service design are increasingly applied to various organization functions and integrated into organizational cultures. This thesis studies the possibility and practice of combining performance appraisals and design thinking. It is a case-study of three small, university student -run companies formed in Terwa Academy, the entrepreneurship academy of the Oulu University of Applied Sciences. The topic is contemporary and aligned with the future of work and working trends to take the employee more holistically into account.

## 1.1 Problem area

In the current business environment, design thinking principles are increasingly applied within non-design organizations. The principles, tools, and mindset of design thinking can largely be applied to any field to solve problems or to innovate something new. There has been a revelation that design thinking can be applied to HR departments in companies. This is an important revelation, since the structure of work and the expectations of employees are shifting. (Deloitte Insights, 2020.)

Today's working environment is no longer steady and stable. Due to globalization and digitalization, it is highly uncertain and volatile. Certain tasks are being replaced by technology, new work roles are emerging, employees should continuously be learning new skills to adapt to the rapidly changing work structures, and the lines between work and personal life have been blurred due to employees constantly being within reach through digital tools. (Bughin, 2018.) This shift in the constructs of working life has its effect on people, and the need for a healthy work-life balance and holistic well-being is stronger than ever.

Within HR, there are many functions that have an effect on the employee experience within a company that influence the well-being in general of the employee. A majority of people spend a substantial amount of their day at work, which inevitably plays a role in the holistic well-being of an individual. While HR can utilize the mindset and tools of design thinking in general to enhance the employee experience as a whole, design thinking can and should also be used to tackle and disrupt the individual components and current processes that make up the entire HR experience. This thesis will focus on the performance appraisal function of HR and using design thinking to create a reformed structure to test out on case-companies and collect primary data.

1.2 Case companies and testing environment

As mentioned in the opening paragraph of the introduction, the testing environment for this thesis is the Terwa Academy of Oulu University of Applied Sciences. The Terwa Academy is the entrepreneurship degree path of the business administration program. The students of the Terwa Academy form teams and establish real, functioning companies during their studies. The entrepreneurship academy companies established a new HR-function during the fall of 2020, where one representative of each company acts as the HR-person and conducts performance appraisals and other HR-related activities. During the time of this study, there are three companies that act as the case companies for this thesis.

The reason the entrepreneurship academy has been approached regarding this thesis project is because learning new and contemporary information is at the core of the entrepreneurship academy. This means that the entrepreneurship academy companies are open to learn new methods and techniques, which is a mindset that is more likely to be favorable to the thesis process. Open-mindedness is a mindset that the thesis author also has when it comes to the topic; the topic is of interest to her and she is genuinely interested in the outcomes of this study, which is why she chose it. The thesis author has personal experience of traditional performance appraisals, and has always felt

they could be developed to better serve the needs and well-being of the employee. The thesis author has become acquainted with design thinking principles and life design within the past few years, which is why the author thought to merge these principles into the performance appraisal function.

# 2 Research approach and methods

The aim of the thesis is to discover how design thinking and life design can be implemented into the performance appraisal process and what kind of an impact the renewed process has on the employees. The intended output of the thesis is to create a design thinking and life design -based performance appraisal structure. Design thinking is what guides the thesis process and life design is a prominent part of the creation of the new performance appraisal structure. Life design can be considered a later derivative of design thinking with the design focus on the life of an individual.

## 2.1 Research questions and aim

The research questions of this thesis are the following:

- How can design thinking and life design principles and methods be applied in creating a new performance appraisal structure?
- What kind of an immediate impact will a design thinking and life design - based performance appraisal have on the employee?

The hypothesis for this study is that combining design thinking and life design with existing performance appraisal goals will have a positive immediate impact on the employee. The positive impact will be in general and more specifically in terms of the employee's perceived job fulfillment and motivation. The thesis topic is intentionally exploratory in nature, and the fundamental objective of the thesis project is to be able to collect preliminary data from the test phase in order to deepen the knowledge of the immediate impact of design thinking and life design performance appraisals and identify possibilities for further research. Figure 3 demonstrates the frame of reference, in which the aim of the thesis requires both the employee and the design perspective to be included.

A PROTOTYPED AND TESTED DESIGN THINKING AND LIFE DESIGN BASED PERFORMANCE APPRAISAL STRUCTURE

THE EMPLOYEE PERSPECTIVE

Performance appraisals

Intrinsic motivation

Job fulfillment

THE DESIGN PERSPECTIVE

Design thinking

Life design

Positive psychology

Service design methods & tools
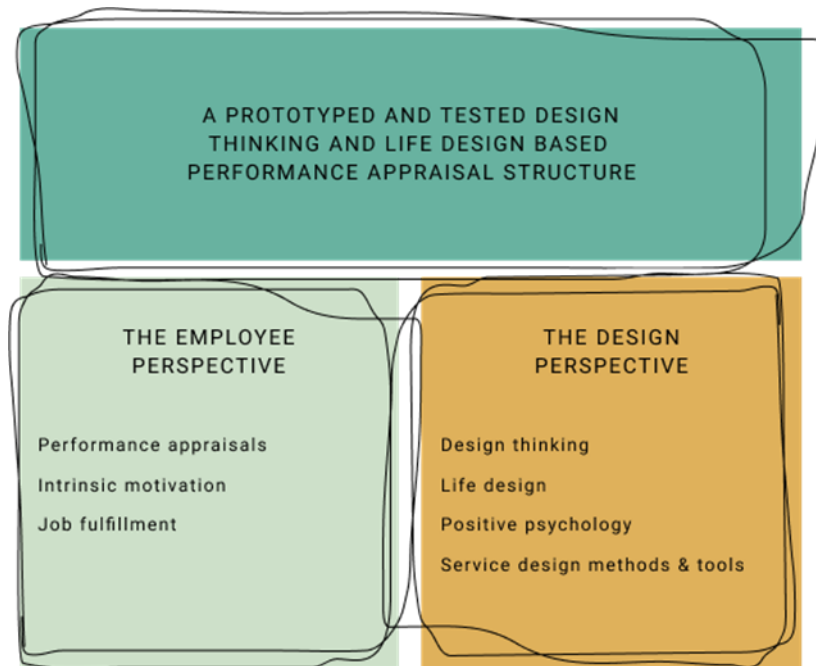
Figure 1. Frame of reference.

2.2 Process and methods

The thesis project is a hands-on project, as a performance appraisal new structure will be ideated, prototyped, and tested during the process. Since design thinking is at the core of the theoretical framework of the thesis, the thesis design process follows a standard design thinking process shown in figure 2: empathize, define, ideate, prototype and test. (Miller, 2017.)
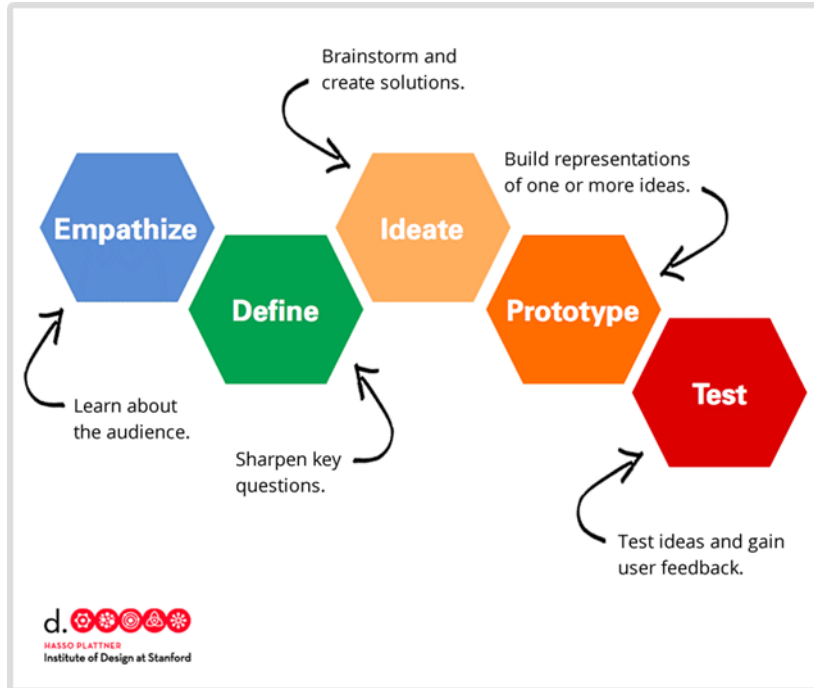
Figure 2. Design thinking process model (Stanford d.school, n.d.).

This design thinking process and how it is applied to this thesis is visualized in the thesis process chart shown in figure 3. The process chart displays the main sub-phases, research methods, and service design tools beneath the main phases of the process. The early stages of the thesis include discussions with the case companies, literature review and benchmarking. The first data regarding views on traditional performance appraisals will be collected by utilizing the I like, I wish, I wonder -method on Padlet. The case company members will participate in the exercise and share general views of performance appraisals based on previous experiences and thoughts.

The ideate and prototype phases will involve service design methods such as workshops for co-design and materials produced during workshops will be documented and a future journey map will be created to visualize the ideated structure during the workshop. The author of the thesis will act as a facilitator and conduct the observation research method during the workshop. During the test-phase, where the created prototype is tested within the case companies, design probing will be conducted through a reflective writing task. The case

company employees undergoing the created performance appraisal structure will produce a written document each on which the thesis author will conduct an analysis.

During the process, the author will refer to the literature review and update used service design tools such as the user journey map and service blueprint. Personas will be created based on the collected qualitative data from the testing-phase, updated personas based on analysis of the reflective writing tasks, and ultimately visualized in a service blueprint.
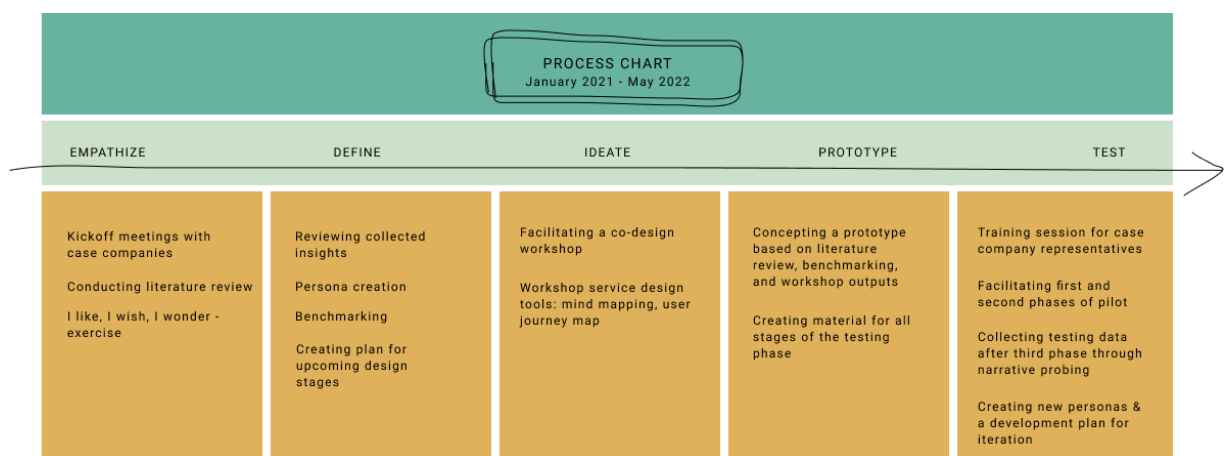


Figure 3. Process chart.

Although the thesis author will focus the empathize-phase and test-phase on the case company employees of the entrepreneurship academy, other stakeholder groups will be involved in other stages during the project. The ideate and prototype -phases will involve other field experts within the design thinking field participating in a co-design workshop for ideating the prototype for the testing phase.

# 3 Employee perspective

As stated earlier, this study focuses on the employee perspective when examining the opportunities and effects of merging design thinking and performance appraisal together in order to create a new performance appraisal structure. Theoretical background on performance appraisals is critical to the study and the impact that the new appraisal has on the employee is viewed from a general standpoint as well as from the standpoint of the employees' perceived thoughts on job fulfillment and intrinsic motivation before and after participating in the process. The theory allows the thesis author to align the objectives of a traditional appraisal with the objectives and underlying values of design thinking and life design.

## 3.1 Performance appraisals

Performance appraisals are at the core of organizational leadership. They are a means of making sure that important organization or company matters have reached the entire staff. Additionally, they ensure that important matters from the viewpoint of both a superior and the employee have been discussed and both parties have been heard annually. (Valpola, 2002, p. 9.)

Furthermore, Valpola (2002, p. 10–11) presents three central reasons as to why performance appraisals are necessary. Firstly, holding and managing them are an element of supervisory work and therefore an important part of a supervisor's field of tasks. Additionally, the opportunity to influence one's own work and the working environment helps in the willingness to keep going and endure with the working routine. Presenting an employee with the possibility to impact their personal working life situation is an effective way of supporting the wellbeing of that individual and their sense of purpose within the organization. A third important reason presented for highlighting the need for performance appraisals in general is for an employee to consider themselves an equal

partner with the supervisor in terms of taking responsibility for their professional development and discussion related to it.

### 3.1.1 General criteria

Aarnikoivu (2010, p. 79–80) presents general criteria for performance appraisals. The appraisal should be held between an employee and their immediate supervisor to ensure that the supervisor is aware of the employee's situation and performance and is thus able to evaluate the performance of the employee and provide feedback. Additionally, it should be executed on a consistent basis therefore forming a continuum. Performance appraisals should be utilized as a tool for developing leadership and personnel within an organization, and function as a link between personnel and upper management – through appraisals, upper management receives important insights and is able to relay information to the personnel as well. As for criteria related to preparation and facilitation, a date should be set for the performance appraisal in advance and both parties, the supervisor and employee, have prepared themselves for the appraisal and dedicated the appraisal time solely for it. The structure should consist of going over objectives, reviewing results, and personal development. The performance appraisal should be documented, and the execution of objectives and tasks set during the appraisal should be tracked post appraisal.

However, it is also stated that no set of criteria or guidelines should be taken into use as is; all organizations must first consider their unique characteristics and features and modify performance appraisal guidelines accordingly in order to generate the best and most useful possible outcome. (Aarnikoivu, 2010, p. 79-80.)

### 3.1.2 Appraisal structures

According to Valpola (2002, p. 41–42), a successful performance appraisal requires three separate discussions in total – setting objectives, reviewing the performance, and structuring personal development needs and goals. In the first discussion, the supervisor and employee go over the job description and tasks of the employee, and concurrently discuss objectives and possible key performance indicators for tracking the performance of the employee. The first discussion and its contents are crucial in creating a shared understanding between the employee and the supervisor as well as between the employee and the organization in general; each employee should be aware of what is meant by all terminology included in their job descriptions and have clarity as to what their objectives are and how all parties know that these objectives have been reached. It is important to document the set objectives and indicators in written form.

The second discussion is held specifically for reviewing the performance of the employee. In this discussion, the supervisor and employee go over tasks that the employee has conducted since the first discussion and if the performance matches up with objectives that were set during the first discussion. Additionally, working styles, attitudes, and aligning task execution with company values is discussed. Lastly, objectives are set for the next season of work (prior to next performance appraisal discussion period). The objectives are set by reviewing the previously set objectives, results, and modifying the objectives accordingly. The third discussion, which according to Valpola (2002) may also be held together with the second discussion, focuses on structuring personal development needs of the employee and discussing future career plans.

Aarnikoivu (2010, p. 81) introduces a similar threefold path for performance appraisals, although the three phases are separate phases leading up to and following the performance appraisal discussion instead of separate discussions as introduced by Valpola (2002). According to Aarnikoivu, a performance appraisal is made up of the following stages: preparation; performance

appraisal discussion; and aftercare following the discussion. Effort should be placed into each phase and treated with equal importance.

During the preparation stage, both the supervisor and employee internalize the benefits and significance of the upcoming performance appraisal, which increases motivation on for both parties involved. The preparation phase may include filling out a form or forms to prepare for the discussion and its contents, participating in an organization-wide informational session on performance appraisals, etcetera. (Aarnikoivu, 2010, p. 82.)

As for the performance appraisal discussion, it is important that all relevant topics are discussed during the allocated time, which typically ranges from one and a half to two hours. Relevant topics to go over during a performance appraisal include the following: getting the discussion started by going over guidelines in order to create a setting of trust; reviewing past work by going over previously set goals and outcomes and discussing highlights and points of improvement; looking ahead into the upcoming season by setting new goals, discussing development points for the working environment, and discussing personal professional development points; and ending the discussion by summarizing the discussion and committing to action points set for the future. (Aarnikoivu, 2010, p. 92-93.) The goals for the upcoming season should be set together by the employee and the supervisor, as the employee is then able to share their viewpoint on what goals are relevant to their work (Aarnikoivu, 2010, p. 96). Additionally, feedback should be given both from the supervisor to the employee and from the employee to the supervisor (Aarnikoivu, 2010, p. 83).

Typically, ready-made structures and templates for performance appraisals are utilized. Although it is common practice, it needs to be taken into consideration that the role of a structure or template is to support the discussion instead of leading it. If the performance appraisal discussion is held strictly according to a certain template, it may reduce genuine interaction since ready-made templates do not take into account that every employee is an individual. (Aarnikoivu, 2010, p. 83.)

In terms of the follow-up of a performance appraisal discussion, documentation is the key to making sure that proper follow-up occurs. In order for a performance appraisal to fulfill the criteria of a valuable performance appraisal and for it to be considered beneficial, it should be documented in some way. If there is no documentation of the contents of the performance appraisal, following up on matters that have been agreed upon during the performance appraisal and tracking set goals in the long run becomes impossible. (Aarnikoivu, 2010, p. 101.)

Documenting the performance appraisal discussion contents can be linked to various benefits. Firstly, only with proper documentation are the parties present at the appraisal able to circle back to what was discussed in the previous one during the following season of work and during the next performance appraisal. Additionally, documenting the contents enhances the commitment of both parties present. This is due to the phenomenon that documentation increases shared understanding between the two parties, which leads to commitment. Additionally, in instances where the document produced regarding the contents is reviewed and signed by both parties present, commitment toward what was agreed upon increases. In addition to follow-up benefits of documentation for the parties present at the performance appraisal, there are benefits in terms of the appraisals as a tool for leadership. When they are documented for follow-up purposes, valuable employee views and information can be taken to leadership. This allows for better two-way communication between an organization's leadership and its employees. This information can also be applied in organizational development. (Aarnikoivu, 2010, p. 101-102.)

In order to truly benefit from performance appraisals, several factors need to be taken into consideration. Firstly, the role of the supervisor is vital in terms of taking responsibility for the execution. Also, the supervisor and employee must both understand that the structure of the discussion is only a tool for support, and both parties can and should deviate from the structure if necessary. Another important factor is sufficient preparation for the discussion in order to raise the motivation level on both ends. The benefits and outcomes of the

discussion are minimal if no effort is placed on preparation, as the employee will likely not be able to bring up important topics and discussion points in the best possible way, therefore leading to the discussion points not being discussed in depth. (Aarnikoivu, 2010, p. 87.)

3.2 Intrinsic motivation

Intrinsic motivation refers to motivation that does not include any external rewards or incentives (Santos-Longhurst, 2019). Four examples of intrinsic motivators are the sense of meaningfulness, choice, competence and progress. If an organization has a culture of intrinsically motivated employees, it produces a fruitful situation for both the employees and the organization as intrinsic motivators can be seen as sustainable motivation for the long-term. (Thomas, 2009.)

A person can be motivated in two ways – intrinsically and extrinsically. With extrinsic motivation, one conducts something for the sake of external rewards rewarded for the act, for example money. When it comes to intrinsic motivation, the act of doing something provides one with a sense of motivation in itself. In these cases where one is intrinsically motivated, one feels excitement and interest to do the task at hand whether or not executing it entails an external reward. As a rule of thumb, any kind of doing that one feels drawn to and that awakens feelings of excitement is something that one is intrinsically motivated to do. (Martela & Jarenko, 2015, p. 34 – 35.)

A good sense of self-awareness helps one to identify situations in which one feels motivated and to avoid tasks and circumstances which are not of personal interest and do not provide one with personally motivating challenges and tasks. Consciously developing self-awareness in terms of identifying motivating factors can be done for example by asking oneself what gives them energy and what drains it. Typically, tasks and situations in which one feels they are energized by increase one's feeling of motivation, and tasks that one feels drained of energy by decrease motivation. (Valpola, 2002, p. 104.)

3.2.1 Work context

In the context of work, the source of motivation is an important factor to acknowledge and identify. To draw comparisons, one can approach their work either as an obligation that results in an external reward, which is extrinsic motivation, or one can be excited about their working tasks and feel like they are doing something of value, which is intrinsic motivation. However, in the working life, it is common to experience both intrinsic and extrinsic motivation, but the key is to identify ways to amplify the amount of moments and situations in which an employee is intrinsically motivated. (Jarenko & Martela, 2015, p. 34–35.)

In the context of performance appraisals and work, preparing for and actions taking place post-appraisal come down to what motivates a person. According to Valpola (2002, pp. 103–104), one's motivation is made up of three general factors: "want" (will and motives); "feel" (feelings); and "can" (creativity and capabilities). In the center of all of these factors is "me" (the amount of available energy to put into various tasks). Valpola's (2002) take represents one's motivation and the amount of available energy to put into various tasks. Connections that can be drawn between the factors are that when one wants to conduct a task, doing it makes one feel good, and when one knows that they are capable of getting it done, their motivation for the task is high. Although they put energy into doing it, conducting a motivating task also energizes the individual. On the contrary, when one is not excited by their work tasks, they feel unpleasant, and when one is uncertain of their capabilities for executing certain tasks, their motivation decreases, and tasks are easily pushed back or ignored completely.

There are clear benefits for an organization to identify and strive to increase intrinsic motivation within their organization and its employees. Intrinsically motivated employees are less likely to experience burnout in their working lives, which leads to better results at work. Additionally, feeling intrinsically motivated toward one's working tasks also leads to longer term commitment toward the

organization one is working for. This in turn allows for the employee to serve the purpose and long-term goals of the organization in the long run, resulting in more impact created by a single employee. The conclusion can be drawn from these points that intrinsic motivation within an organization's employees is a key factor in creating a model for sustainable work. In addition to creating a working culture and environment to support and increase intrinsic motivation within employees to retain them, placing focus and importance on creating such a culture is vital in the 2020's working world in attracting new talent to the organization. Providing such a working culture is not necessarily just an added bonus anymore, but something that the workforce is beginning to demand from their potential employers. (Jarenko & Martela, 2015, p. 50–51.)

### 3.2.2 Factors

Factors that have an effect on the emergence of intrinsic motivation within an individual stem from psychology and the basic human psychological needs that have an effect on the overall well-being and sense of meaning. A basic human psychological need refers to an experience that is vital for living a good life. The four different factors that contribute to a good life introduced here are supported by enough scientific research in order to be considered genuine human psychological needs. These factors are autonomy, competence, relatedness, and benevolence. Autonomy, competence, and relatedness are based on the self-determination theory of Richard M. Ryan and Edward L. Dec. Benevolence as a factor affecting not only living a good life but more specifically intrinsic motivation is an addition introduced in the research project of Frank Martela and Richard M. Ryan. (Martela & Jarenko, 2015, p. 55-57.)

Autonomy refers to the possibility for an individual to determine the activities and factors that are meaningful and exciting to them and then doing these activities. With realized autonomy, an individual is able to express themselves through the activities that they choose to do due to their own wants and desires. In order for autonomy to be actualized, it requires freedom for an individual to make decisions about their activities and actions, meaning both the freedom to

choose and freedom to act based on those choices. When placing autonomy in the context of work, it means that an employee has understood and internalized the values and objectives of the organization. Based on them, one is able to make decisions on how to realize these values and objectives within their own work in a way that allows them to feel meaning and excitement. (Martela & Jarenko, 2015, p. 57-58.)

The competence factor involves an individual's experience of feeling as though they have the skills to conduct their activities and actions and the ability to be productive. An individual that consideres themselves competent relies on themselves to execute tasks given to them and taken on by themselves successfully. It is human nature to enjoy tasks that one feels they are good at and are able to complete, effectively resulting in a positive and motivating chain of activities and events. Within the working context, it is important to maintain the experience of competence within the workforce by providing opportunities to learn and develop and by offering tasks and activities that are aligned with an individual's level of competence. Tasks that are too simple will not allow the employee to exercise their skill sets and thus are not motivating, but tasks that are too challenging do not allow the employee to feel accomplished and thus reduces motivation. (Martela & Jarenko, 2015, p. 59.)

Relatedness is realized with an individual's experiences of having people in their lives whom they care about and who care about them in return. This means that the feeling of relatedness must also extend to the workplace, where people spend a significant amount of time and are typically surrounded by others. At work, relatedness is realized when an individual feels that they are surrounded by people who acknowledge and accept them. From the organizational leadership point of view, employees need to feel seen as humans and not just replaceable resources. Means of enhancing workplace relatedness are for leadership to demonstrate acknowledgement and acceptance in their daily behavior and to foster a culture of appreciation and respect. (Martela & Jarenko, 2015, p. 60.)

Benevolence refers to the experience of feeling able to make a positive impact in the lives of others and create positive outcomes through work and other activities. Benevolence is closely tied with the feelings of meaning and purpose – when an individual feels that their actions are making a positive impact on others and in society, their perception of their own well-being is fortified. Within the context of work, demonstrating the positive impact of work and tasks to employees conducting them can fortify the experience of benevolence. (Martela & Jarenko, 2015, p. 61-62.)

## 3.3 Job fulfillment

Mellanen & Mellanen (2020, p. 339) present that according to Jaakko Sahimaa, an entrepreneur and organizational psychologist, job fulfillment and finding meaning in work has become an increasingly relevant topic, as people are longing for it more and more when it comes to their careers. The sense of meaning and job fulfillment are internal and individual, and particularly in Western cultures work is a central aspect of life from which people seek to find fulfillment and purpose.

The experience of fulfillment in general is a basic human need, as humans are purpose-seeking beings. Humans desire to live both a purposeful and meaningful life for oneself and one that creates meaning for others, making one's life and actions within it fulfilling and valuable. Transitioning working environments into organizations that strive to foster fulfillment and purpose corresponds with increasing wellbeing and overall quality of life, which is a significant trend. (Aaltonen et al., 2020, p. 24–25.)

### 3.3.1 Changing work environments

The ways of working and working environments have been and continue to undergo a significant shift that affects aspects of work such as operational models, work roles and responsibilities, expectations of employees, leadership,

and more. This shift is brought on by a plethora of trends, of which three can be considered as the most impactful: the rapid pace of change, the new nature of jobs and roles, and the awareness of employees in the hyperconnected world. (Mellanen & Mellanen, 2020, p. 107.)

The rapid pace of change is largely a consequence of digitalization and technological advancement. Technology plays a big part in enabling working environments and working roles and tasks to change and develop, which is why human resources of organizations are to be viewed as the most significant asset, since they are the ones responding to the shifts that are occurring. It is important in these times for an organization to be able adapt and do so fast, leading to the rising importance of innovation within organizations, which in itself pushes organizations to recognize the value of the employee experience they offer. (Mellanen & Mellanen, 2020, p. 108-112.)

The new nature of work is short-term and project based, and younger millennials and the younger generation of the workforce have, through their values and actions, caused the emergence of what can be called a portfolio career. The portfolio career refers to a career which consists of varying projects and tasks, completely separate from each other. The shift from longstanding, company-loyal careers to portfolio careers means organizations have less time to build trust with an employee, and the significance of emotional intelligence, soft skills, and communication rises. In addition to the younger workforce being more willing to build a career out of dispersed projects, they are also generally more aware and conscious of fulfilling their needs holistically, leading to a raised level of expectation toward organizations and their capability of fulfilling the needs of potential employees. According to the Deloitte 2017 Global Human Capital Trends -study presented by Mellanen & Mellanen (2020), employee experience was found to be the second most significant working life trend. The findings also showed that organizations in Finland are responding to this trend and the needs behind it relatively poorly. (Mellanen & Mellanen, 2020, p. 113 – 117.)

### 3.3.2 Affecting factors

Sutton (2020) states that according to Rosso et al. (2010), there are several aspects beyond basic security that need to be taken into account when considering the importance of finding meaning in one's work. Finding meaning and satisfaction in one's work is essential when it comes to work motivation and behavior, engagement, career development, individual performance, and personal fulfillment. Furthermore, Sutton (2020) states that according to research conducted by Todd earlier the same year (2020), several elements have been identified to be essential factors when it comes to perceived job satisfaction. These elements are the following: finding engaging work, finding work that helps others, being good at what one does, working with supportive colleagues, absence of major negatives, and a work-life balance.

The Energy Project (2014) states that fulfilling the physical, emotional, mental, and spiritual needs of employees has a direct effect on not only job satisfaction among employees but also the productivity of employees. Meeting the needs listed below increases engagement, positive energy, life satisfaction, and builds loyalty.

- Physical needs: opportunity for renewal, for which sleep, rest during the day, fitness, and nutrition are critical

- Emotional needs: being seen, satisfied, and having a sense of safety

- Mental needs: the ability to prioritize and focus

- Spiritual needs: connecting to an organization's mission and finding purpose in one's work

(The Energy Project, 2014.)

Within the realm of job fulfillment research, the following main themes have been identified: meaning of work, meaning in work, and meaning at work. Meaning of work refers to the value and purpose of work, while meaning in work refers to the subjective experience of the meaning related to work tasks.

Meaning at work refers to the meaning of the community at work and various roles. Building on these research insights, job fulfillment is to be examined at the following levels:

- What is the role of work in people's lives? How are people impacted by work?

- What are the factors related to work tasks that have an impact on an individual's experience of job fulfillment?

- How can people create fulfillment and impact at the community level?

(Aaltonen et al., 2020.)

Aaltonen et al. (2020) state that the leading theory when it comes to job fulfillment is the job characteristic theory by Olham & Hackman (1974), which highlights five central elements impacting the experience of fulfillment which eventually results in internal motivation, high work efficiency, high quality of work, and job satisfaction. The five elements are task variety, task identity, task significance, autonomy, and feedback. Task variety refers to the diversity of skills that the work requires and the diversity of work tasks. As for task identity, it refers to the meaningfulness of the content of the work tasks. Task significance refers to the purpose of the tasks and the impact they have on work as a whole. Autonomy refers to self-leadership and feedback refers to feedback of one's job performance. (Aaltonen et al., 2020, p. 87-88.)

### 3.3.3 Role of organizations

Mellanen & Mellanen (2020) created a model for millennial workforce leadership based on their research and literature. The basis for leading millennials is taking all employee needs into account, and the characteristics of this model can be applied to any generational group but are specific to millennial needs and younger generations. The purpose of leading a millennial workforce based on holistic employee needs is to achieve the highest efficiency in the most sustainable way possible. According to the authors' leadership model, the three

core factors of successful millennial employee experiences are trust and belonging, a work-life balance, and personal growth. Trust and a sense of belonging are an outcome of a fruitful and healthy organizational culture, work-life balance is the result of taking care of one's overall wellbeing, and personal growth is the outcome of enabling learning opportunities. (Mellanen & Mellanen, 2020, p. 117–121.)

How organizations can react to the information presented in the previous paragraph and a new culture of working in order to satisfy the millennial workforce and their individual needs is a combination of many factors. However, one central factor is interaction. Authentic interaction and engagement between leadership and employees is key - leaders should strive to connect with each of their employees on an individual level, which includes interaction on a regular basis, expressing empathy, expressing genuine interest in the highs and lows of individual employees, and listening. (Mellanen & Mellanen, 2020, p. 211-212.) Moreover, in the effort of creating a working environment that fosters job fulfillment in employees, organizations can begin by going over tasks with individual employees and eliminating the ones that do not add value and ideate together on how the individual in question could create value for their colleagues, team, organization, and clients. Organizations can also make their values clear and make sure employees feel they can relate to them and get aligned with them, since living a life that is in line with one's values is fulfilling in itself. (Mellanen & Mellanen, 2020, p. 342-343.)

According to Aaltonen et al. (2020), a common flaw of job fulfillment studies and models is that they are individual-centric and fail to take into account the community and organizational levels that impact job fulfillment, as these levels hold potential of impacting job fulfillment of individuals in a positive way. A model for holistic meaningfulness was created by Bailey and Madden (2016) partly due to this aforementioned lack, and the model approaches job fulfillment, or meaningfulness, from a broader angle. The model can be seen in figure 4. The dimensions affecting job fulfillment presented on the model are interactional

meaningfulness, task meaningfulness, organizational meaningfulness, and job
meaningfulness.
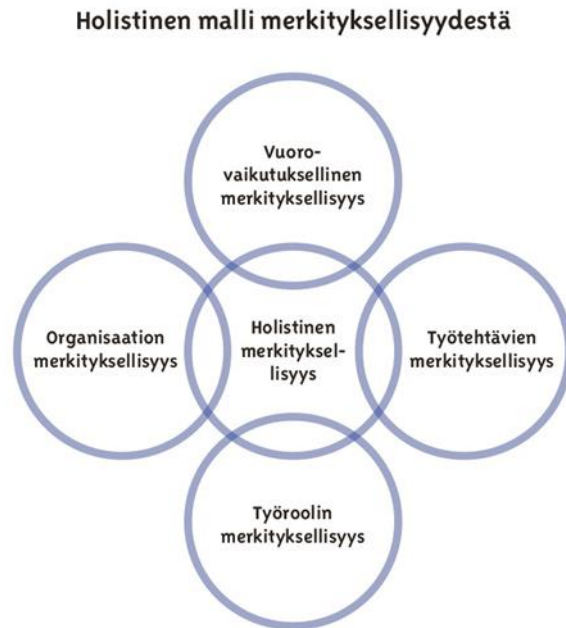


Figure 4. Holistic meaningfulness model (Bailey & Madden, 2016).

When considering this model from an organization's points of view and
considering what an organization can do to impact fulfillment in a positive way, it
is central to state goals and values in a clear and authentic way, and to connect
these to each individual's contribution. Furthermore, tasks are at the core of
fulfillment - organizations should strive to better link an individual and their skill
set with corresponding tasks and to support and foster a reframed, positive
attitude toward their tasks. Additionally, interactional meaningfulness emerges
when individuals are in contact with others that gain value from their actions and
tasks, and when the organization fosters the blossoming of positive
relationships and networks. (Aaltonen et al., 2020, p. 93-96.)

# 4 Design perspective

The theoretical background of this study is made up of various themes that are relevant to the elements that influence and support the thesis process and results. Design thinking, life design, and positive psychology make up the design backbone of the study and have a profound impact on the construct of the disrupted performance appraisal structure. Design thinking is applied throughout the study as a mindset, set of tools, and as a structure for the thesis process. Life design provides methods and tools to incorporate into the prototype created during the thesis. Positive psychology provides a broader view into the factors that affect the subjective happiness of an individual insight into the significance of goal setting.

## 4.1 Design thinking

Design thinking is both a mindset and a process that is human-centered and can be applied to various problem-solving situations. Design thinking puts the end user in the core of the process, and it can be used to solve a problem or innovate something new for organizations' internal services and processes. The nature of design thinking is also to prototype and test new solutions and learn from them in order to iterate during the process and continuously improve on built solutions. (Ideou, 2020.)

Miettinen (2014, p. 46) states that design thinking is not necessarily only conducted by designers, and although it is called design thinking, it is not necessarily confined to a thought process. Instead, design thinking is a way to express inner thoughts, which can be done by anyone conducting developmental work. Design thinking involves seeking alternatives and rapid experimentation, identifying and inspecting the core problem or challenge, and making room for ambiguity and failure. As a channel for expressing inner thought processes, design thinking aims to uncover solution alternatives for a specific challenge or problem based on genuine user needs and values and

enable testing opportunities for these solution alternatives. This type of experimental approach reveals numerous best practices and new insights which are then combined and constructed into a final output and solution for the initial challenge.

Lewrick et al. (2020a, pp. 19) state that a high level of error tolerance is valuable when it comes to design thinking, especially in early project stages. This ties in with key elements of the design thinking mindset, which are freeing one's mind from previous assumptions and being open to all possibilities. This is due to the principle that within the design thinking space and in the early stages of a design thinking process, it is not possible to presume any outcomes or know what is possible.

> "The design thinking mindset is characterized by curiosity, openness, collaboration, and by pragmatically trying things out." (Lewrick et al., 2020a, p. 27.)

Design thinking process model

One process model for design thinking has been created within the Hasso Plattner Institute of Design at Stanford, also known as Stanford d.school. Stanford d.school's design thinking process model includes the following components: empathize, define, ideate, prototype, and test. (Doorley et al., 2018.) This process model is shown in chapter 2.2, figure 2.

The component in the beginning of the process model is empathy, which is the core of human-centered design. Challenges or problems that one attempts to solve with design thinking are typically problems of a specific end user, not the designer themselves, which is why building empathy is at the core of the process. Through empathizing with end users, insights into their behavior are gained and emotions that drive that behavior are uncovered. During the empathize-phase, user needs that the user may not be aware of are also discovered. Empathizing is conducted through observation, engagement, and immersion. Observation entails viewing end users in their natural context and environment, while engagement refers to interacting with end users by, for example, interviewing them. Immersion means that one is to become the user

for a certain period of time and experience what the user experiences. (Doorley et al., 2018.)

The empathize-phase is followed by the define-phase. Defining along the design thinking process is about going over material and insights collected during the empathize-phase, which can then be reframed into a problem statement. A problem statement can also be thought of as a design vision, which guides the process toward a solution. In order to create a successful solution, it is imperative to understand the users and make sure one is solving the right problem. When a problem statement is formed properly, one is able to generate many possibilities along the later phases of the design thinking process. (Doorley et al., 2018.)

Once the insights from the empathize-phase have been unpacked and a problem statement has been formed, it is time for ideation. The ideation component of the design thinking process model is a divergent one – the goal is to generate many solution alternatives that are of broad diversity without immediately writing anything out or evaluating the generated ideas. The ideation-phase takes one from focusing on narrowing down the correct problem into exploring possible solutions for that problem. Ideation drives innovation and uncovers even unexpected solutions. As a goal of ideation is to generate solution alternatives that are of broad diversity, it is key to harness the varying strengths of people on the design team or other stakeholders. (Doorley et al., 2018.)

Ideation is followed by prototyping, which means can be any physical form of an idea. The most fruitful kind of prototype is one with which both the design team and the end user can interact with. This does not mean, however, that a prototype must be thoroughly thought out and executed in an expensive manner. Prototypes are used to learn quickly and can be produced inexpensively with the sole purpose of being able to convey and test the main features of the product or service idea to others. In this way, the design team is able to collect feedback on the functionality of the idea. However, prototyping is not only useful when it comes to testing the functionality of the idea, but also for

gaining empathy with the users, gathering insights through exploration, and for inspiring others. Prototypes further deepen the understanding of the intended end user of the product or service, which is why exploring  and prototyping various options in parallel may be beneficial. (Doorley et al., 2018.)

The final phase of Stanford d.school's design thinking process model is testing. The testing phase takes the prototype out into the world and allows the design team to collect user feedback and based on that feedback, continuing to refine the ideated and prototyped solutions. In design thinking, the testing phase is an iterative one – ideally, testing should be conducted continuously. It is imperative during the testing phase to stay open to all feedback, as user feedback is the most valuable and meaningful. Testing a solution may even reveal that the original problem statement created during the define-phase may need to be recreated. (Doorley et al., 2018.)

A prominent company in the design space, IDEO, introduces a design thinking process model that differs in the amount of phases and wording as compared to that of Standord d.school. However, the core of the process and the key phases remain the same. The process of IDEO is to frame a question that serves as the starting point design challenge, then gather inspiration by observing users, then move onto idea generation, then make ideas tangible by building prototypes, then test in order to gain new knowledge and create iterations, then finally share the journey with others. (IDEO, n.d.)

4.2 Life design

Life design is a framework created by Standford University professors Bill Burnett and Dave Evans. Life design is a combination of self-development and design thinking principles, and it has been created with the purpose of helping individuals plan and design different aspects of their lives. The framework includes helpful concepts, tools and mindsets that support and assist in the life design process. The ultimate goal of Burnett's and Evans' framework is to find ways for individuals to design a life for themselves that is well-lived and joyful.

(Burnett & Evans, 2016.) Burnett and Evans teach a life design course at Stanford University's Design Program. Over a thousand students have learned about design thinking and more specifically how to apply it to design their lives by attending the course.

Doctoral dissertations have been conducted on the course, and findings show that students that participated in the course had better abilities to conceive of and pursue career paths that they truly desired. Additionally, the studies show that students that participated in the course had increased ideation capabilities and fewer dysfunctional beliefs that hold an individual back in pursuing what they truly desire. (Burnett & Evans, 2016, p. 22.)

Regarding the background and birth of life design, Burnett and Evans made the connection that design thinking is the ideal tool for problem-solving in situations where emotions are involved, which applies in situations in which one is planning their future and life. As in design thinking and service design projects, designing one's future is a process in which there are no clear solutions and one can thus benefit from applying tools and methods for solution ideation. Burnett and Evans emphasize that design is not limited to product and service design – it is equally as applicable when it comes to building a meaningful and fulfilling life. (Burnett & Evans, 2016, p. 15–16.)

Design thinking experts Leifer et al. (2020, p. 8–9) present benefits of life design for an individual. Life in itself is a vast and complex project during which an individual will inevitably wonder what their next steps are. Life design provides an individual with the tools to consider life holistically and dig deeper personally. With influences from positive psychology,  a positive mindset is central to life design which results in an individual experiencing more happy moments when during and after going through a life design process. Furthermore, design thinking as a practice allows one to approach challenges from different angles, thus widening one's perspective. Life design does the same for individuals and allows them to see problems from new perspectives which enables change. Visualization is a central technique to design thinking and life design, and a life that one visualizes can be more likely realized.

Life design in practice

A life design process begins with a shift in mindset. In order to achieve the best possible outcomes from undergoing a life design process, one must adopt a designer mindset. The designer mindset involves various aspects, with the first being that designers build their way forward instead of thinking their way forward, characterizing the hands-on approach of design thinking and life design. Moreover, the following features are central to a designer mindset (Burnett & Evans, 2016, pp. 25 – 28):

- Adopting curiosity, since curiosity leads to exploration

- Experimenting, since trying and testing are central to design

- Reframing problems, since the design process will not progress when one is stuck on a certain problem

- Accepting the process, which involves accepting that initial ideas and solutions may not be the best ones

- Asking for help, since design is a collaborative process

Table 1. Life design process and exercises (Burnett & Evans, 2016, p. 14-127).

| 1. Starting from where you are | Identifying the starting point for life design |
|---|---|
| 2. Building a compass | Defining a direction for work and life |
| 3. Wayfinding | Identifying energy and engagement |
| 4. Getting unstuck | Ideating life alternatives & job descriptions |
| 5. Designing your lives | Writing up three different life versions |

| 6. Prototyping | Identifying ways to try out ideated life versions & conducting the prototype |
|---|---|
| | |

Table 1 displays the life design process main exercises in their order of progression. The starting point for the life design process is to conduct a life design assessment. This entails taking a closer look at certain areas of one's life – health, work, play, and love. Notes are to be written down regarding each area, after which each area is evaluated on a dashboard, on which the evaluation criteria can be modified according to the individual. One is then able to identify possible design problems and challenges that exist within these various life areas and ponder whether they are actionable problems. (Burnett & Evans, 2016, p. 14 – 27.)

4.3 Positive psychology

> "Positive psychology is the scientific study of the personal qualities, life choices, life circumstances, and sociocultural conditions that promote a life well-lived, defined by criteria of happiness, physical and mental health, meaningfulness, and virtue." (Baumgardner & Crothers, 2014, p. 9.)

In their text, Ackerman (2020) provides a more simplified definition of positive psychology from Peterson (2008); "positive psychology is the scientific study of what makes life most worth living." To add to this simplified definition, it is a scientific approach that has a focus on human strengths and other positive outlooks such as elevating a good quality of life into a great quality of life, as opposed to focusing on issues that include negative emotions and issues. In order to further illustrate the study of positive psychology and a life worth living, Baumgarder & Crothers (2014, p. 20) present that positive psychology aims to uncover what takes individuals from merely an absence of unhappiness to a life that provides meaning, purpose, and satisfaction.

Baumgardner and Crothers (2014, p. 9) present the three pilars of positive psychology based on Seligman's (2003) theory. According to these three pilars, positive psychology is the study of positive subjective experiences, positive

individual characteristics, and positive social institutions and communities that contribute to individual happiness. Furthermore, Seligman (2003) has theorized that as the core component of positive psychology, happiness can be further divided into three separate components: the pleasant life, the engaged life, and the meaningful life.

With the pleasant life component, positive psychologists strive to understand what life circumstances and individual qualities lead to happiness and fulfillment of individuals. In other words, the pleasant life contains the determinants of happiness as a desired state. The engaged life component focuses on the activities and an individual's active involvement in them, both work and leisure related. Furthermore, this component takes into account an individual's relationships with others within which they are able to express their strengths and talents. The third component, the meaningful life, takes into account the notion of doing good and giving, and activities and acts that go beyond an individual's personal interests and desires. The environments and situations taken into account when it comes to the meaningful life component can be social causes, charities, religious communities, and family. (Baumgardner & Crothers, 2014, p. 9.)

According to Ackerman (2020), the study of positive psychology may also improve workplaces. Studies from the field of positive psychology have demonstrated that positive emotions enhance job performance; positive emotions are contagious and may cause a ripple effect across an organization; and happiness can be boosted through small actions which effectively means it does not take a great amount of effort to transform a workplace into a happier one. Through findings presented by Lyubomirsky, King, & Diener (2005), it can be stated that practicing positive psychology has an impact on success. Success makes individuals experience happy and positive emotions, which continues to increase the chances of further success.

### 4.3.1 Happiness

Baumgardner & Crothers (2014, p. 19–21) present two views on happiness: hedonic happiness and eudaimonic happiness. With hedonic happiness, the goal of life is to pursue pleasurable and enjoyable experiences and with eudaimonic happiness, the goal is to pursue purposeful and meaningful experiences and is related to realizing personal goals and fulfilling one's potential. Although these views on happiness are often pinned against each other and viewed as opposite views on how to achieve happiness in life, Baumgardner and Crothers (2014, p. 19–21) state that according to a study conducted by Laura King et al. (2006), there is a significant connecting factor between hedonic and eudaimonic happiness.

Positive affect, which refers to pleasurable emotions such as joy, has been commonly thought to be at the core of hedonic happiness while meaningfulness, which refers to personally engaging and expressive activities, has been commonly seen to be central to eudaimonic happiness. Studies conducted by King (2006) have uncovered that there is in fact a close connection to hedonic and eudaimonic happiness specifically through personal affect and meaningfulness – positive affect may reinforce one's ability to experience meaning and purpose during their lifetime. This is due to positive emotions widening the perspective of one's thinking towards more imaginative and creative possibilities. (Baumgardner & Crothers, 2014, p. 19-21.)

### 4.3.2 Personal goals

Goal setting is connected to happiness and well-being. This can be explained by a number of factors, but the overall significance is that goals bring coherency to one's life by building connections between one's short-term actions and desires and long-term purposes and desires. In the study of human behavior and positive psychology, goals are an important factor to study and understand as goals provide direction and purpose to life activities conducted by individuals. (Baumgardner & Crothers, 2014, p. 134.)

A definition presented by Baumgardner & Crothers (2014, p. 135) originally stated by Austin & Vancouver (1996) concerning goals is that they are internal representations of conditions that are desired by an individual, conditions translating to various outcomes, events of processes. Relevant to defining goals is presenting the different components that goals contain – the cognitive component and the emotional-motivational component. The cognitive component refers to mental representations of desired future states, such as expectations and beliefs. The emotional-motivational component refers to the feelings, both positive and negative, connected with the thought of achieving or failing to achieve goals that an individual deems important to them, evaluations on the progress of reaching goals, and the emotions that follow attaining goals. (Baumgardner & Crothers, 2014, p. 135-136.)

Riopel (2021) states that research on goal setting conducted by Locke and Latham (1990) has shown that an important connection exists between goals and performance. The research shows that when set goals are both specific and challenging, it leads to the most effective performance level. Goals can be used as a guideline to evaluate performance and when goals are linked to feedback on outcomes, a sense of commitment and acceptance is formed. Additionally, the research shows that setting deadlines for goals improve their effectiveness.

Personal goals can be studied in various ways and from various viewpoints. A general consensus when it comes to measuring personal goals is that no matter the technique, the aim is to comprehend what individuals are striving to achieve in their lives based what they find to be desirable outcomes. A typical scenario when studying goals is for a researcher to provide a description of goals and ask participants to describe personal goals that are most important to them at the time of the study. Studied goals may be of various levels. Little (1989) introduced the idea of goals as personal projects, which can further be described as smaller scale activities and concerns that people have in their lives. Emmons (1999) introduced the idea of personal strivings, which are defined as things one is characteristically trying to do in everyday behavior.

Cantor (1990) introduced the idea of important goals as life tasks, as one's energy is cast toward solving these tasks. (Baumgardner & Crothers, 2014, p. 137-138.)

In the study of goals, once a participant has produced a list of goals, the researcher may instruct the participant to then rate the importance of the goals or categorize them. General categories for goals introduced by Emmons (1999) are categorizing according to achievement, power, affiliation or relationships, health and personal growth, etcetera. (Baumgardner & Crothers, 2014.)

# 5 Design process

The design process of the thesis followed the design thinking process model of the Hasso Plattner Institute of Design at Stanford, which is introduced in the introduction of the thesis; empathize, define, ideate, prototype, test. This chapter concerning the design process of the thesis goes over all of the phases of the thesis and more specifically, the research methods and service design tools used during each phase and the outcomes that were produced. An iteration phase is included in the end of the design process, as a main outcome of the study is an iteration plan based on the design process experiences and findings presented as a service blueprint.

5.1 Empathize

The main activities of the empathize-phase were literature review and conducting a service design exercise in order to gain understanding of the case company employees and their feelings regarding traditional performance appraisals based on their previous experiences.

Insight gathering method

The exercise 'I like, I wish, I wonder' is a service design tool for innovation which was utilized for insight collection. The I like, I wish, I wonder -exercise focuses on exploration and collecting feedback within a design team or team of stakeholders during a fast-paced, iterative process of prototyping and piloting new services, systems, or ways of working. The method is a framework that allows respondents to provide insights and points of view freely but with the assistance of three guiding questions. The respondent writes down thoughts related to what they like about a certain topic or ongoing process, their wishes regarding it, and what they wonder relating to it. (Hyper Island, n.d.)

The tool introduced in the previous paragraph was used for collecting insights and authentic thoughts on performance appraisals based on previous

experience from employees of the three case-companies that would be participating in the created prototype later in the design process. The exercise was held remotely and digitally through the Padlet-platform in January 2021, and the respondents, of which there were thirty, were able to answer anonymously. The Padlet-platform contained brief instructions on the exercise at hand and how to approach the questions, and the author of the thesis collected the responses and formed a persona based upon them. Direct, individual quotes from the employees can be seen in figure 5. Further information derived from the exercise can be seen in chapter 5.2.1 in figure 6.



Figure 5. Individual insights from I like, I wish, I wonder (exercise conducted in January 2021).

5.2 Define

The insights collected during the empathize-phase from literature review and from the service design exercise were reviewed during the define-phase of the design process. These insights are explained in the theoretical background and in chapter 5.1.1. An initial persona was created based on the insights collected

from the I like, I wish, I wonder -exercise to be used in the upcoming ideation-phase of the design process. The persona is introduced in chapter 5.2.1, figure 6. Additionally, to better define the direction for the remainder of the study, benchmarking was conducted in the beginning of 2021. Benchmarking is introduced in chapter 5.2.2.

5.2.1 Initial persona creation

Creating personas in a workshop is a common service design tool. Personas are created in order to visualize a target audience or end-user in a realistic way, and they are based on previous knowledge and conducted research of the end-user groups. Personas are created in the form of a real person, and contain information such as their needs and expectations, goals, values, and their background. (Usability.gov, n.d.) Ultimately, the creation and visualization of personas result in better decision-making regarding an organization or company's product or service (Unmade, 2017).

The information gathered from the I like, I wish, I wonder -exercise showed that among the respondents, there was a collective view on performance appraisals and the gains, pains, and wonders related to them. This resulted in the creation of a single persona to be used in a co-design workshop held during the ideation-phase of the design process. The demographics of the persona are based on generalized information of the entrepreneurship academy case company employees.

Laura, 27 years old, lives in Oulu
Work experience from three different companies
Open about sharing her views on performance appraisals

LAURA WONDERS...

Are there other ways to achieve the intended outcomes of performance appraisals than a routine discussion held 2 times a year at the maximum?

LAURA'S GAIN CREATORS

• Objectives of the PA discussion are made clear beforehand
• Focus of the employer is solely on myself: genuine interest, presence, and feeling of trust
• Getting feedback (both positive and constructive), hearing about my work progress from another person's point of view
• A chance to be heard and bring up harder topics as well
• Fruitful discussions leading to a new sense of motivation
• A relaxed and comfortable atmosphere
• Discussing the future of my career, possibilities for development
• Good, relevant, and important talking points

LAURA'S HEADACHES

• Discussion is held out of obligation instead of genuine interest
• Discussions is held for the best interest of the organization instead of the well-being of the employee
• Feeling like the discussions are not held often enough
• Employers underestimating the importance of the discussion
• Feeling like the results of the discussion do not even matter

Figure 6. Initial persona.

5.2.2 Benchmark

An important research method in the early stages of the design process was benchmarking. The author of this thesis had a specific event concept chosen to benchmark, as the premise of life design and planning a meaningful life was the focus that the target of the benchmark and the goal of the pilot created within the study had in common.

According to a study conducted by Kyrö (2003), benchmarking is a tool that can be used to improve the performance of an organization and its competitiveness. Kyrö (2003) states that according to the research of Ahmed and Rafiq (1998), gaining knowledge on how to improve one's management, processes, and activities is the core of benchmarking. There are several existing definitions of

benchmarking each with their own specific focus - however, regardless of slight differences in definitions, a common broader understanding of benchmarking is that it involves evaluation and improvement based on increased learning from the activities of others. (Kyrö, 2003.)

Strategic benchmarking is a strategy that is typical to situations in which an organization is planning on putting a new idea into action, or drastically adjusting an existing one and compares their plan to the approach of other organizations with similar activities that can be thought of as successful prior to implementing the plan (Anjali, 2018). Strategic benchmarking can be conducted by focusing on a specific area, such as employee fulfillment, processes, culture, goals, or productivity. In terms of the benefits that conducting strategic benchmarking provides, it allows for an organization to identify areas that require improvement, it places importance on change, and it introduces new ideas and makes room for inspiration. (Lambert, n.d.)

Self-Hack, the target of benchmarking, is an event concept created by the non-profit organization Creativity Squads. The organization created Self-Hack as a tool to kickstart an impactful life design movement, as the event gives its participants allocated time to think about their lives and their purpose and direction. The foundation of the Self-Hack concept lies in design thinking, Stanford's life design, and positive psychology. This foundation is relevant to the thesis study when it comes to the frame of reference and theoretical background. Potential participant groups for Self-Hack are universities and other educational institutions, organizations and companies, non-governmental organizations, and unemployment services. (Self Hack, n.d.) More specifically put, the Self-Hack event allows for the reflection of one's life decisions, values, goals, and dreams. Participants of the event receive a workbook containing all the instructions and tasks for the day, with the duration of the day varying depending on the needs and capabilities of the facilitating organization. (University of Oulu, n.d.)

Self-Hack was first piloted in a university setting for the new students of the University of Oulu as a part of their orientation week in the fall of 2019. The

University of Oulu has since included the event as a standard part of their orientation week for new students of all faculties, and the concept has since also been implemented in the Tampere University of Applied Sciences, Haaga-Helia University of Applied Sciences, and the University Consortium of Pori. (Self Hack, n.d.) The author of the thesis has been a part of the first University of Oulu implementation as a facilitator, and thus has hands on experience with the Self-Hack event concept. Furthermore, the personal experience has enabled a line of communication to the founders of the event concept as well as the representatives of the University of Oulu in charge of the facilitation and all that it entails on their end. Becoming a certified Self-Hack facilitator required attending the event itself as a participant and participating in a separate facilitator training day. Self-Hack is a relevant benchmark for the topic of this study as the goal of the event concept is aligned with the creation of a new, holistic performance appraisal structure bearing similar goals for the participating individuals.

According to Nevalainen (2021), focusing on personal goals, strengths and values are at the core of Self-Hack. This is exceptional in the sense that the learning objectives are not the same for all participants - the learning objectives and expected outcomes are dependant on the current life situation and starting point of each individual. Concerning the university Self-Hack context, Nevalainen (2021) states that the earlier the stage during studies in which a student is encouraged to approach their studies in relation to their personal goals, values, and strengths, the better their chances are to experience a sense of ownership and participation when it comes to their studies. Furthermore, the faster a student feels connected to their study field and feels that it serves their personal values and goals, the more likely it is that they will succeed in their studies and make a more effortless transition into the working life (Nevalainen, 2021).

The organizers of the Self-Hack events held for the new students of Tampere University of Applied Sciences in 2020 collected participant feedback and thoughts with a questionnaire. Their findings indicated that for participants, what

they perceive to be meaningful in life is connected to perceived possibility to influence the direction in which their life is going, the opportunity to become skilled within a certain area of their life, and the experience of having goals for their life. Additionally, the questionnaire results show that the participants of Self-Hack learned about their personal values, what is important to them, and what their strengths are through the event tasks and the conversations held throughout the event within their small groups. The support of facilitators and other students was seen to be an important success factor of the event. (Nevalainen, 2021.)

Based on personal training and facilitation experience, discussions with professionals that implemented Self-Hack in the university scene, and referenced materials collected from Self-Hack implementations, best practices discovered through benchmarking Self-Hack are the added value that group discussions provide, thorough instructions throughout the process and continuous facilitation, and using hand-written writing and visualization techniques. Also based on the author's personal knowledge with the event, it can be stated that Self-Hack demonstrates that the underlying theories of the event concept, design thinking, life design, and positive psychology, form a cohesive basis for self-development work.

5.3 Ideate

The main method for the ideation phase of the design process within the thesis was a co-design workshop. This was a central method for the ideation stage, but later used as a tool for the testing phase as well. Furthermore, service design tools utilized within the workshop were mind maps and user journey maps.

5.3.1 Co-design workshop

Service design workshops typically focus on ideation and production of insights before a certain solution has been chosen, and the outputs of the workshop are used to lead an organization to a possible solution or solutions. According to service design and design thinking principles, workshops contain both divergent and convergent thinking, leading the participants from a mindset of exploration and mapping to a more narrow and focused view. Although service design workshops vary in terms of structure and content based on specific needs and circumstances, a rough categorization exists of different types of service design workshops. (Cheng, 2019.)

- Planning workshops, that aim to increase a shared understanding across participants and different stakeholder groups

- Problem definition workshops, that aim to showcase insights derived from research and identify specific design challenges to tackle

- Ideation workshops, that aim to openly explore different possibilities

- Prototyping workshops, that aim to provide a testing environment for created concepts

- Strategy workshops, that aim to take a critical look at created concepts and form a shared vision for participants and stakeholders to move forward with

(Cheng, 2019.)

During the ideation-phase of the design process, the way of working within the chosen workshop method was co-design, also referred to as participatory design. Co-design is a way of working that is in response to the complex problems of the current world as the more complex problems get, the more fruitful it is to involve multiple stakeholders, internal and external, to work on a specific challenge together to produce improvements and solutions. Co-design allows for the problem at hand to be approached through multiple perspectives,

which results in a better, more usable solution since it has been viewed from multiple angles. (Stratos Innovation Group, 2016.)

Through co-design, stakeholder representatives feel empowered and like an important member of the design team. There is no set protocol for practicing co-design within a design project, and the facilitation style, level of engagement and contribution from stakeholders, and how the co-design process is set up differs depending on the specific case. (Trischler et al., 2017.)

The co-design workshop in the ideation-phase of the design process was held with the intent of producing ideas that contribute to the creation of something completely new with the study acting as an individual project. Thus the stakeholders invited to contribute represented various backgrounds and organizations that can be thought to have either a subject matter expert viewpoint or an end-user perspective on the subject at hand. Referring to the theory on workshopping, the co-design workshop held was an ideation workshop during which the goal was to produce insights and various ideas without restrictions. To re-iterate, the purpose of the co-design workshop was to gather a group of experts together and utilize service design methods to ideate ideas for the structure of the design thinking and life design -based performance appraisal pilot. The participants were experts in one or more of the following subjects: service design, life design, human resources, Self-Hack.

The co-design workshop was held virtually on Zoom in March 2021, and the participants received pre-materials a few days prior to the workshop. The pre-materials can be seen in appendix 1. The pre-materials contained basic information on the overall goals of the study, the aims of the workshop, and brief introductions to performance appraisals, design thinking, and life design based on the theoretical background to ensure that all participants shared a common understanding on the topic when participating in the workshop. After an introduction to the topic and among participants in the beginning of the virtual workshop, the six participants were split into pairs to work on the workshop tasks.

5.3.2 Mind map

The first task, also serving the purpose of a warm-up task, was to create a mind map on ideas, thoughts, and insights concerning performance appraisals, design thinking, and life design. Mind mapping is a useful service design tool for encouraging thinking without restrictions and exploring connections formed between individual insights and thoughts. In practice, a mind map is created by placing a topic or challenge in the center and making connections around it, with the map increasing in size along with the increasing number of insights produced relating to the original subject matter. The insights may be words, signs, or pictures, and the creator or creators of the mind map visualize the connections occurring in the map. (SDT, n.d.)

The participants of the workshop were instructed to create a mind map including anything that comes to mind regarding performance appraisals, design thinking, and life design. These could be success factors, best practices, possible pain points and headaches, great experiences, important aspects to note, out of the box ideas, and wild cards. Although it was not the main intention, the first mind mapping task provided insights in terms of empathizing with users. The key takeaways of the mind map task are presented in figure 7.

Figure 7 demonstrates both the recurring themes across all mind maps and themes that emerged in mind maps that are connected to the literature review of this thesis. The figure shows that recurring themes included in the produced mind maps of all three small groups were related to organizational communities and groups. More specifically, these themes were brought up in the context of peers benefitting from a group work style of performance review. Additionally, the idea of performance appraisals being more informal and personal was a common theme across the mind maps. Figure 7 also shows themes from the mind maps that can be seen as connected to the literature review of this study. The mind maps findings reflected the nature of the current working life and people prioritizing their free time and a healthy work-life balance over monetary benefits. Additionally, motivating factors that were brought up in the mind maps

were the ability to have an impact on one's working tasks and having an entrepreneurial role within one's organization. According to the mind maps, these factors should be supported and encouraged during the performance appraisal process. Moreover, finding purpose in the performance appraisal process was brought up in the mind maps, which is connected to job fulfillment as humans are purpose-seeking beings, and the experience of fulfillment is thus a basic human need. Ideas included in the mind maps were applying life design practices in performance appraisal processes and conducting goal setting together with peers. These themes are connected to life design theory and positive psychology, as goal setting is connected to happiness and well-being.



**RECURRING THEMES**

Community viewpoint       Group work

Peer review

Personal

**THEMES CONNECTED TO FINDINGS FROM LITERATURE REVIEW**

Application of life design practices        Ability to impact own tasks

Goal setting        Finding purpose in the process

Balance between working and other        Prioritizing free time
aspects of life

Entrepreneurial nature of employee's role
within organization
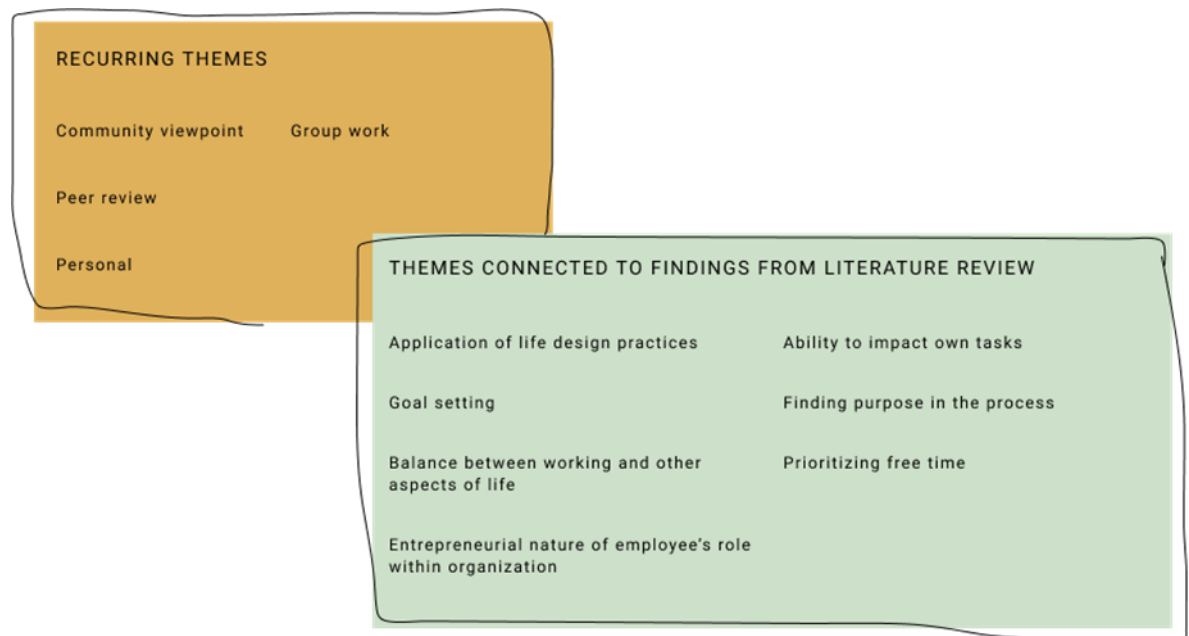
Figure 7. Mind map key takeaways.

5.3.3 User journey map

A user or customer journey map is a service design tool that enables the visualization of an experience from a selected point of view. The main features of a journey map are the steps that demonstrate the user's interaction with the service provider throughout their service experience from beginning to end, and the rest of the information shown on a journey map depends on the case at

hand. The selected point of view for a journey map is typically a persona representing a group of customers or employees. Inherently this means that a journey map is not a complete visualization of the service in its entirety, as there are multiple possible journeys when it comes to a service experience. Additionally, a journey map is not a stagnant document, as it develops over time as the service in question or customer or employee groups develop. (Stickdorn et al., 2018, p. 44-46.)

Journey maps are useful visualizations, as they increase the formation of a shared understanding within a team about their users and the way the users experience their service. In addition to providing understanding on existing user journeys, journey maps can be used to design improvements to existing services or service components or to design entirely new services. (Lewrick et al., 2020b, p. 103-104.) In instances where completely new services are designed and developed, the journey map is referred to as a future-state journey map. In order to create a future-state journey map, previous experiences and insights from research are utilized. Visualizing thoughts and ideas on a journey map brings structure to new service ideation and allows a team to consider different expectations and scenarios in the development phase. In practice, several future-state journey maps may be the outcome of new service ideation and moving forward, a team pinpoints the most compelling features from each map and incorporates them into a further developed idea. Journey maps, both current-state and future-state, make good bases for service blueprints. (This is Service Design Doing, n.d.)

The second task of the workshop was to create a future oriented customer journey map of a design thinking and life design -based performance appraisal structure. This exercise was also conducted in the same pairs and the outcome of the task was three, separate customer journey maps. The participants were instructed to create a user journey map, future-state, based on their ideation on how a design thinking -based performance appraisal structure could be constructed. The participants were instructed to use their imagination and creativity, since they were participating in the process of co-designing

something new. The map template, seen in figure 8, given to them consisted of user actions, touchpoints, gain creators, pain points, and a behind the scenes - viewpoint. However, the template was a starting point, and the participants were told by the facilitating thesis author that the template was merely a guideline and elements could be added or removed. The initial persona (figure 6) created in the define-stage of the design process was presented to the workshop participants and they were instructed to build the journey map from the point of view of that particular persona.

| PHASE OF JOURNEY | BEFORE | DURING | AFTER |
|---|---|---|---|
| ACTIONS<br>What does the employee do? | | | |
| TOUCHPOINTS<br>What does the employee interact with? | | | |
| THOUGHTS<br>What is the employee thinking? | | | |
| FEELINGS<br>What is the employee feeling? | | | |
| BEHIND THE SCENES<br>Notes: thoughts, processes | | | |

Figure 8. Journey map template used in workshop.

The second, main task of the workshop produced three separate performance appraisal structures that included aspects of design thinking and life design. A significant result of the workshop task for the thesis author was that a group discussion was a part of all three ideated customer journeys. The group discussion was to be held before the traditional, one-on-one performance appraisal conversation typically held with a superior. One user journey presented the group discussion as a life design workshop. The main findings of this task was compiled into one user story by the thesis author as seen in figure 9.

**BEFORE**

Before the performance appraisal process, the employee reflects on past work and upcoming objectives using provided tools and systems which makes them feel a little anxious but also excited for the future and taking their matters into their own hands.

**DURING**

The employee participates in both a group work session with their immediate collagues and later an individual performance appraisal with their supervisor. The employee feels collaborative and open to giving and receiving feedback both within the group session and one-on-one. In the group session, goals and inspiration are also discussed. These sessions make the employee feel inspired, motivated, cared about, confident and energized. Insights from the group session are written down before the one-on-one. The employee attends an individual performance appraisal session with their supervisor and group session insights are discussed.

**AFTER**

The employee has clear targets and KPIs following the performance appraisal group + individual journey. Possibilities are now clearer to the employee and they have a new viewpoint to working. The targets and KPIs are modified when necessary and regular, more informal catch-ups are held with the supervisor. The employee feels like going through the process made a difference and trust is increased between the employee, their colleagues, and their supervisor as the employee feels heard and seen.
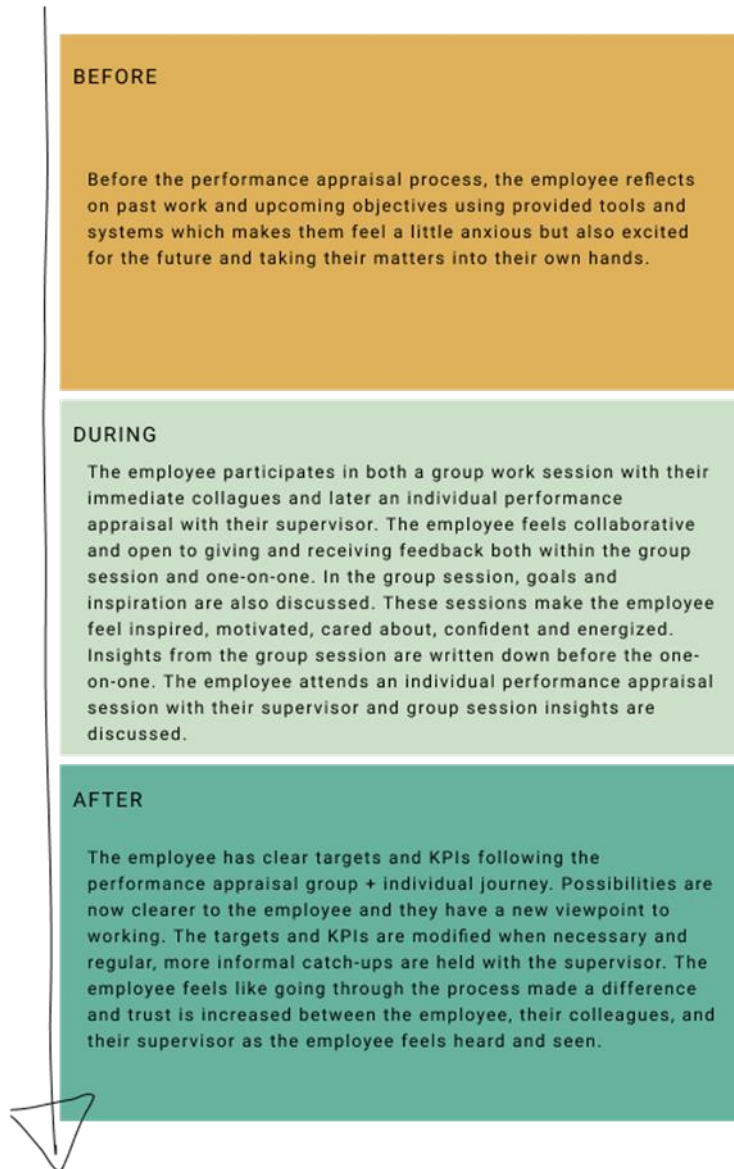
Figure 9. Story based on main findings of co-design workshop.

As shown in figure 9, the author of this thesis combined findings from workshop exercises into a story of what the user, an employee of an organization in this case, is experiencing before, during, and after the newly ideated performance appraisal process. The story created is based on the common suggestion of all three small groups of the workshop that the performance appraisal process includes a peer group phase and an individual, more traditional phase. The main elements of the story are following:

- the employee conducting individual reflection before the next stages with the help of provided tools

- the employee participating in a group working session with peers

- the employee participating in an individual session with their supervisor and group session insights are discussed

- after undergoing the process, the employee has clear key performance indicators and targets for future work and more self-awareness on personal motivation and sources of inspiration

## 5.4 Prototype

The co-design workshop produced interesting and useful insights for the thesis study, which were presented in chapter 5.3. Based on the workshop outcomes and the theoretical background, a structure for the design thinking and life design -based performance appraisal was concepted by the thesis author. As mentioned in the previous sub-chapter, the group discussion idea was a significant result of the co-design workshop and was thus integrated into the new concepted structure. The scope of the study was also further defined based on the co-design workshop outcomes presented in chapter 5.3, as the structure shifted from a single, one-on-one performance appraisal to a multiphase performance appraisal process.

Following the ideation phase and the insights and ideas produced because of the co-design workshop, the author of the thesis further prototyped the pilot concept into a testable structure by carefully planning out all the necessary stages and visualizing the structure in a service blueprint. Additionally, during the prototyping phase, the author of the thesis held a training session for the HR-representatives of the case companies to ensure that their performance appraisal facilitation would be in line with the goals and principles of the process as a whole. The training session was held early in the spring of 2021, and all three of the case company HR-representatives were in attendance.

The ideated structure consisted of the following main stages:

- Sending out pre-material to the performance appraisal case-company employees including basic information on the principles of life design and three life design pre-tasks to conduct before attending the group workshop.

- Attending a life design virtual workshop facilitated by the thesis author. The pre-tasks and workshop tasks of the life design workshop are based on the theoretical background of the study. The employees working in small groups during the workshop.

- Receiving and familiarizing oneself with the performance appraisal discussion talking points.

- Attending the performance appraisal discussion with the case-company HR representative.

For the purpose of the study and iteration ideation to be conducted during the final stages of the study, the final step of the process for the case-company employees was to participate in a design probe in order to produce insights and experience documentation for the author of the thesis. The design probe was a reflective writing task. Detailed information on the tested structure, the reflective writing task, and the results of the task are introduced in chapter 5.5.

Service blueprint

Service blueprints can be seen as a service design tool used to build on the contents of a user journey map (Stickdorn et al., 2018). The purpose of service blueprints is to visualize the entire lifecycle of delivering a specific service from two different viewpoints - the visible and invisible actions, touchpoints, and processes. Such as the user journey map, the service blueprint displays a service divided into its various stages. As the service blueprint also includes various roles and role-related tasks, it demonstrates the interactions between these various roles. As mentioned, it even includes the tasks performed below the line of visibility, meaning the user cannot see these tasks and processes.

Where the user journey map can also be applied in the ideation phase of a design process, the service blueprint is not a tool to be utilized in ideation. As mentioned, service blueprints build up on the content of a user journey map, so they are best used when visualizing a concept or service that is well defined. (Service Design Tools, n.d.) In practice, a service blueprint typically includes the following elements:

- Physical evidence and touchpoints that a user comes into contact with

- User actions

- The line of interaction that divides user actions and interactions with the front-stage

- Front-stage actions that include the visible activities of the employee

- The line of visibility that shows where the front-stage and back-stage begin and end

- Back-stage actions that are conducted by employees but are invisible to the user

- The line of internal interactions that separates the front-stage and back-stage activities of the service from the support processes

- Other lanes of a service blueprint could include various individual swimlanes for different roles, digital activities and features, rules, and regulations, etc.

(Stickdorn et al., 2018.)

Figure 10 demonstrates the created prototype in a service blueprint. The service blueprint includes physical evidence, employee actions, the line of interaction, front-stage actions that are human contact, front-stage actions that occur through digital channels such as email, the line of visibility, backstage actions, the line of internal interactions, and support processes. In the service blueprint, "employee" refers to employees of the case companies. In the

blueprint, the HR-representatives are considered the frontstage service provider representative, and the author of this thesis is referred to as an external facilitator whose role is mainly in the support processes apart from visibly facilitating the group workshop for all case companies. The service blueprint demonstrates four phases of the prototype: before, group workshop, individual performance appraisal discussion, and after.



Figure 10. Service blueprint of prototype.

5.5 Test

The test-phase of the study was executed throughout April and May of 2020. As stated in chapter 5.4, the main frontstage elements of the test-phase were going through material and doing pre-tasks, participating in a group life design workshop, participating in an individual performance appraisal discussion with their HR representative, and completing the reflective writing task concerning their experience. When considering backstage and support processes, the main elements were the creation of all necessary materials by the thesis author and distributing materials to HR representatives, training session of the process held for HR representatives by the thesis author, preparation for the individual discussions by HR representatives based on notes returned by employees prior to discussions, and the thesis author collecting and analyzing the reflective writing tasks in order to create further material based on insights.

The prototype portrayed in figure 10 was carried out according to plan apart from one sub-phase, which would have been gathering notes from employees based on the individual discussion structure prior to the discussion. This change took place due to the request of the three case company HR representatives after the prototype was presented to them in April 2021, and according to the change, the structure of the discussion was sent to employees prior to their discussions but no notes were collected. The material and pre-tasks, the group workshop, the structure for individual discussions, and the reflective writing task and results will be presented in more detail in sub-chapter 5.5.4. The correspondence occurring throughout the process concerning reminder emails and individual discussion booking will not be presented separately but is touched upon in sub-chapter 5.5.4.

5.5.1 Preliminary information and pre-tasks

The preliminary information regarding the design thinking and life design -based performance appraisal process was a document created by the author of the thesis and sent to case company employees in April of 2021, a week prior to the group workshop. The information document contained background on the study and its objectives, background on design thinking, an introduction of the process and its separate stages, pre-tasks to be done in preparation for the upcoming workshop, and information on the workshop. As also stated in the information document, the basis for the pre-tasks was life design theory with modified wording by the thesis author. The thesis author included a short list of design thinking principles above the pre-tasks to provide the employees with a favorable orientation and mindset toward the tasks. Short descriptions of the pre-tasks are demonstrated in table 2. The employees were instructed within the document to write their pre-task answers down. The complete document can be found in appendix 2.

Table 2. Pre-task, brief descriptions.

| 1) Mapping one's own life | Objective: taking a closer look at one's current situation to create a starting point for life design. This task clarifies the factors affecting one's life and the areas one wishes to pay closer attention to moving forward. Areas to focus on: health, work, free-time, and relationships. |
|---|---|
| 2) Values and important work tasks and external factors | Objective: Identifying one's values in general and identifying work tasks and external factors that one finds important to gain understanding on the fundamental factors that influence potential directions for life and career choices |
| 3) Building a compass – life view and work view | Identifying factors that give one a sense of meaning both concerning life in general and working in general |

5.5.2 Life design group workshop

The life design group workshop held in April 2021 was facilitated by the thesis author and 25 employees from the three case companies participated in the workshop. Due to the prevailing pandemic, the workshop was held online via Zoom and the duration was four hours. The workshop began with a brief review of the ongoing performance appraisal process and the objectives of the workshop, and a short presentation of the background of life design and the purpose it serves in the performance appraisal process. The main message for the employees participating in the workshop at this stage regarding the overlap

of life design and performance appraisals was that since people spend a large portion of their lives at work, for the sake of one's holistic wellbeing it is important to strive to foster a sense of meaning and intrinsic motivation at the workplace.

Following the introduction, employees were divided into small groups with peers from their companies. Employees were instructed to take notes during all workshop tasks. The tasks progressed with the thesis author presenting task instructions, sending groups to their breakout rooms on Zoom to complete the task, and bringing them back into the main Zoom room to get instructions for the next task. Each task contained individual work and a group discussion. Employees were instructed to share only as much individual task insight with their group as each employee was comfortable with. Individual task objectives and instructions are described in table 3. The workshop concluded with the thesis author reiterating how employees can make use of their personal workshop outputs during the next phase of the performance appraisal process and the next steps that each employee will be taking during the process. The employees were instructed to incorporate their insights produced during the workshop into their upcoming individual performance appraisal discussions and to make use of their notes when writing their reflective writing tasks at the end of the performance appraisal process.

Table 3. Life design workshop task objectives and instructions.

| 1) A group discussion about the pre-tasks | -Discuss within your group about the pre-tasks: what observations did you make about yourself and your views? |
|---|---|
| 2) Observations from the recent past | -Objective: to help you find direction toward a more enjoyable and meaningful life: since we do not know where we are heading, we need to |

| | |
|---|---|
| | understand the clues that our feelings and reactions are giving us.<br><br>-Independently go over a week from your recent past and write down what you did on each day (work, studies, free time, etc.)<br><br>-Make observations about each day's activities concerning the following things: how much doing each activity drained or gave energy; how much each activity caused a state of flow; how much each activity motivated you.<br><br>-Discuss your insights within your group. |
| 3) Problem reframing | -Objective: realizing that designers and well-formulated problems are friends, as they help us move toward solution ideation and testing.<br><br>-Identify your life problem areas based on findings from your previous pre-task and task outputs independently.<br><br>-Write down your identified problems and choose a few that are most important to you.<br><br>-Reframe your chosen problems into a solvable format. |

| | -Discuss your insights within your group. |
|---|---|
| 4) Envisioning | -Objective: understanding that there are many alternative futures in life, and they are all equally "correct" – the task does not give you answers, but allows you to explore alternatives and dreams<br><br>- Independently envision three scenarios of your future in five years from now:<br><br>Vision 1: If nothing changed and life kept moving in the same direction it is moving currently<br><br>Vision 2: What do you envision, if Vision 1 is no longer an option<br><br>Vision 3: What do you envision, if you disregard all resources<br><br>-Write each vision down, guiding themes: place of residence, environment, job description, education, relationships, life experience.<br><br>-Discuss your visions within your group. |
| 5) Goal setting | -Objective: understanding that setting goals and pursuing them has been found in positive psychology theory to |

| | |
|---|---|
| | be related to happiness, wellbeing, and the creation of perceived purpose. |
| | -Independently write down your goals for the near future and beyond (consider your goals for your current company role as well). Form the goals so that they are actionable and specific and give them a deadline. |
| | -Discuss your goals within your group. |
| 6) Prototyping | -Objective: realizing that design involves continuous testing and, if necessary, a change in direction – this should also be done in life design through genuine experiments. |
| | -Independently, go over your visions and goals. |
| | -From them, select parts that are potentially actionable in the near future and consider ways to test them. |
| | -Write your thoughts down for example in the form of a mind map. |
| | -Discuss your ideas for prototyping within your group. Furthermore, consider if you can come up with |

| | mutual prototyping possibilities related to your company activities. |
|---|---|
| Prototyping: voluntary homework | Prototyping a thought, goal, or dream can simply take the form of a conversation. If you have a goal that you are hesitant about executing, try the following:<br><br>- Identify a person who is currently living a life that you envision.<br><br>- Reach out to them and set up a discussion.<br><br>- Find out during the discussion how they got to where they are now and what happens in their daily lives. |

### 5.5.3 Individual performance appraisal discussions

As mentioned, in the early stages of the test-phase in early spring of 2021, the thesis author held a training session with case company HR-representatives to ensure the flow and structure of the individual performance appraisal discussions being in accordance with the plan, as the individual discussions were facilitated by the HR-representatives instead of the thesis author. The content of the individual discussions was created based on performance appraisal and life design theory and the flow and structure of the discussions were created to mimic the design thinking double diamond model, more specifically its convergent and divergent nature, shown in figure 11.
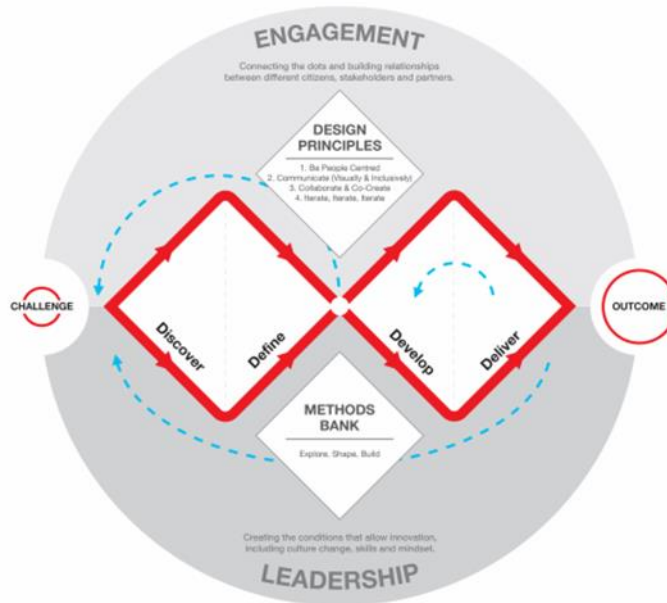
Figure 11: Double diamond model (Design Council, n.d.)

The double diamond model for design thinking portrays the design process for tackling a challenge in four stages and shifting from divergent to convergent thinking. The four stages that make up the process are discover, define, develop, and deliver, although the process is not linear. The model shows that the process begins with divergent thinking, which is exploratory and open, and goes into convergent thinking, a more narrow and focused mode, and repeats this flow twice. The Design Council presents design principles to be adopted when going into the double diamond design process to ensure effectiveness. The design principles are putting people first, communicating visually, collaborating, and iterating. (Design Council, n.d.) The structure for the individual performance appraisal discussions is demonstrated in table 4.

Table 4. Structure for individual performance appraisal discussions.

| 1) Mapping: forming the big picture | - What are your roles, responsibilities, and tasks within your team? <br><br> - Describe your work community from your own viewpoint: what works and what needs to be developed? <br><br> - Describe the HR function from your own viewpoint: what works and what needs to be developed? |
|---|---|
| 2) Going into more details of the employee's views and needs | - Describe what you have been successful in during the past season. <br><br> - Describe personal points for improvement that you have identified for your own work based on the past season. <br><br> - What activities have you enjoyed during the past season and what have you experienced as "headaches"? <br><br> - What goals would you set for yourself in terms of working and learning? |

| | |
|---|---|
| 3) Ideation | - What kind of metrics would you set for yourself for work? How will you know you have reached your goals? Let's ideate.<br><br>- In what ways would you like to increase your learning and development? Let's ideate.<br><br>- Ideas for your team: what are ways to increase team success? Let's ideate.<br><br>- Anything else that you would like to share or think about? |
| 4) Summing up and creating a roadmap | - Making choices based on the discussion: what will be developed and pursued and what is the timeline? What metrics are chosen to determine progress and success?<br><br>- Creating a roadmap together for the upcoming period: both HR representative and employee have a copy that serves as a supporting tool for working. |

The structure of the individual performance appraisal discussions and the reasons behind the construction of the structure were the focus of the training

session held by the thesis author for the three, case company HR-representatives in April 2021. The structure displayed in table 4, which was visible to the employees prior to their discussions, was gone through in detail during the training session. In addition to the components of the structure and the reasoning behind the creation of the specific structure, the thesis author compiled a list of guidance concerning facilitation for the HR-representatives. The list was complied based on insights collected from the employees in the empathize-phase regarding their views on performance appraisals and on findings from literature review. The motivation behind the training session and including guidance for facilitation was to ensure a cohesive employee experience for case company employees and to ensure there was a shared understanding between the thesis author and the HR-representatives.

The list included findings from literature review such as the importance of genuine presence, listening, and giving feedback throughout the discussion as the facilitator. Furthermore, it was emphasized that goal setting and goal achieving creates a sense of purpose, and that it was important to leave sufficient time during the discussion for the roadmap creation. Additionally, HR representatives were instructed to encourage employees to circle back to the outputs of the group workshop throughout the discussion at appropriate times to create a cohesive process.

5.5.4 Reflective writing task, findings and visualizations

The main source of user data for creating an iteration plan of the life design - based performance appraisal process was the reflective writing task collected from participating employees. The research method of the writing task was a design probe and the method for analyzing the qualitative data was deductive coding.

Data regarding the experience of attending the life design -based performance appraisal process was gathered from the participating employees through a design probe, which is a self-documentation method. In this thesis, the design

probe has been referred to as a reflective writing task. Design probes involve the user reflecting on their life or a specific area or experience and then documenting the outcome of their reflection, and they can be designed in the form of a variety of tasks, for example photography and diary writing. The form and more detailed contents and instructions for the self-documentation probe depend on the context and the specific design case in question. (Service Design Lab, n.d.)

The design probe for this specific study was in a written form - a modified version of a diary, as the employees were given guiding questions within the probe that are parallel to themes on a user journey map. Throughout the entire pilot process, the employees had been instructed to write all thoughts and insights related to tasks down on paper to better identify and process thoughts, but also so that employees had diary-like material to make use of when writing about their experiences on the final probing task. Employees were asked to fill in the probe as soon as possible following the experience so that it was still vivid.

The task first contained questions more specific to creating new personas - background information on work experience, performance appraisal experience, and working habits. As mentioned, the main guiding questions of the task are parallel to themes that are included in a user journey map, as the journey map is a tool used to visualize the experiences of the pilot users. The probe task aimed at gathering necessary information to get an authentic sense of the users experience during the pilot and do so in a way where employees were able to freely express themselves through writing responses to open questions, which is the goal of design probes (Interaction Research Studio, n.d.). The number of participating case company employees in the entire process, meaning the employee attended both the group workshop and the individual discussion, was 25. The amount of those employees that returned the reflective writing task was 12.

The data collected from the writing task to create user journey maps was analyzed through deductive coding. Deductive coding, also referred to as top-

down coding, is a qualitative data analysis method where the codes for analyzing data are predetermined by the researcher. The predetermined codes may be based on the research questions of the study or a pre-existing theory. The material is then analyzed based on the preset codes and findings are sorted according to them. (Delve, n.d.) The codes preset for the qualitative data by the thesis author were the following:

- employee actions

- employee gains

- employee pains

The codes were predetermined in accordance with the structure of user journey maps that are presented in the following sub-chapter. In addition to the predetermined codes, the thesis author collected insights from the data related to background information of writing task respondents, statements on perceived process impact, and development suggestions for the process. The thesis author deductively coded the writing task material by assigning different colors for the codes. First, the reflective writing task material from the 12 employees was all compiled onto one spreadsheet with each employee response on its own horizontal row. Then, the thesis author highlighted phrases and words matching the codes and their dedicated colors from the material. After this, the data was rearranged, so that each phase and employee actions taken within it was followed by the coded gains and pains. By rearranging the vertical columns of the data, it was clearer for the thesis author to analyze the pains and gains of the process and to analyze whether any patterns could be found among the employees.

Updated personas and user journey maps were created based on insights retrieved from the writing tasks. As mentioned earlier in the chapter, the number of employees in the entire process was 25 and out of these employees 12 conducted and returned the writing task to the thesis author. The writing task produced significant results related to the research questions of this study.

The writing task seen in appendix 3 contained several background information questions to support the creation of updated personas. These questions were age range, career length, prior amount of performance appraisals, nature of experienced performance appraisals, and preference between working alone or in a group setting. The respondents then assessed their views prior to and post process on performance appraisals, their sense of job meaningfulness, and their intrinsic motivation on a 0-4 scale. Definitions of job meaningfulness and intrinsic motivation were provided. The results showed that with this particular respondent sample size and context, these background factors mentioned above did not affect the experience. A possibility for insignificant background factors may be related to a relatively small sample size in relation to vast range of collected data, or due to the process experience not being dependent on any certain background factors. Due to this, the updated personas were created based on identified differences in employee actions during the process. By analyzing the employee actions, the thesis author was able to separate the employees into two distinct groups.

After coding, rearranging, and analyzing the writing task data, the thesis author found a basis for the creation of two updated personas that are presented alongside their user journey maps later on in this sub-chapter. One persona, figure 12, represents the process employees that conducted all phases of the process according to instructions, including going over informative materials and pre-tasks during and between phases. The other persona, figure 14, represents the process employees that disregarded some phases of the process that were instructed. Between these two personas, background information in terms of age, career, and amount of performance appraisals did not vary significantly. However, their views on performance appraisals prior to experiencing the life design -based performance appraisal process differed. The group that conducted all phases according to instructions had a more optimistic view on performance appraisals in general when comparing to the group that overlooked some process phases, as they did not primarily find performance appraisals to be too motivating or useful. Both personas are comfortable working both individually and in groups and have been in the working life for

three to four years with experience of attending two performance appraisals in the past.

Two user journey maps were created based on the created personas and the insights discovered through coding. The journey maps demonstrate what the user, the employees in this case, did throughout their journey, and what gains and pains they experienced. The first user journey map, figure 13, represents the life design -based performance appraisal journey of Emma, who is conscientious about conducting all required tasks and the second user journey map, figure 15, represents Jenna, who tends to overlook some materials and tasks.



EMMA, 25 YEARS OLD, LIVES IN OULU

· Has been in the working life for four years
· Is comfortable working both individually and in teams
· Is very conscientious when it comes to tasks & deadlines and likes to be prepared

"I've participated in two performance appraisals previously. I think peformance appraisals are somewhat useful and motivating."

Figure 12. Updated persona, Emma



Figure 13. Emma's journey map.

Emma's journey consisted of her receiving information about the process and pre-task instructions and instructions for booking the individual discussion to be held after the group workshop. Emma then read through the information and

task instructions with care and wrote down her answers to the pre-tasks a few days before the group workshop. She also booked her individual discussion appointment. Emma participated in the group workshop actively and read through the structure and contents of the individual discussion that was sent to employees after the group workshop. Emma also made notes in preparation to the discussion, and then attended her discussion that was held by their team HR representative. After the individual discussion, Emma thought some more about the themes that were covered during the performance appraisal process and wrote down more notes and goals for the future.

Emma's gains throughout the process were that the included themes felt important, and the process felt inspirational and like a good tool for self-development. She felt good about having new realizations about herself and getting validation that the things she already does are meaningful to her. She enjoyed the group workshop and the tasks within it, especially the discussions with her peers were great. She went into the individual discussion with high spirits as she had prepared by reading the structure beforehand, and she felt that the atmosphere of the discussion was enjoyable, and the HR-representative was genuinely interested, and she felt heard. She felt great after the process since she got clarity for many things concerning her future, and she felt good about the fact that her teammates participated as well because she believes the process was beneficial for everyone.

Negative emotions and thoughts occurred for Emma as well throughout the process. Before the group workshop, Emma felt pressed for time due to all the other things going on in her life as well when she was familiarizing herself with the material and pre-tasks. Since she went over the material with care, she noticed that the material had unnecessary repetition. Although she was happy that she did them later on, she felt at first that the pre-tasks were inconvenient extra work. Emma thought in the beginning of the workshop that writing task answers down would be unnecessary, but she was happy later that she had followed instructions. However, she did feel like the workshop was "quite a lot of work" and she was upset that some people from her small group did not attend.

Because she has a lot of other things going on as well, she almost forgot to look through the discussion structure beforehand, which caused slight stress, but she was able to be prepared in advance. During her individual discussion, she found it difficult at times to identify her own successes and areas for improvement. After the process, she felt like the experience included "quite a bit of work".



Figure 14. Updated persona, Jenna.



Figure 15. Jenna's user journey.

Jenna started her journey off by noticing she had been sent information about the life design -based performance appraisal process but decided to look at it later. She booked her individual discussion slot and looked over the materials quickly the evening before the group workshop, but she did not do the pre-tasks. Jenna participated in the group workshop and looked over the individual discussion structure briefly before participating in the individual discussion. After

attending the individual discussion with her team HR-representative, Jenna did not take any further actions.

In the beginning of the process, Jenna felt positive emotions about the material sent over because she determined looking over it was a good basis for the workshop. The workshop felt interesting to her, and she enjoyed discussing and sharing thoughts with familiar group members. She also enjoyed getting new insights about herself and finding empathy for others. After the workshop, Jenna thought that the discussion structure seemed clear, and she thought the individual discussion was a nice time to think about the discussion topics and gain some good ideas for the future. As for the negative thoughts and emotions that came up, it started off with negative emotions attached to feeling lazy concerning the materials and pre-tasks and a sense of regret as the workshop approached about not having left enough time to conduct the tasks. During the group workshop, Jenna wished the informative parts by the facilitator in between tasks would have been longer and group members misunderstanding tasks felt frustrating. The workshop schedule also felt too tight, and she felt drained at the end of the workshop. When glancing at the individual discussion structure beforehand, Jenna thought some questions looked a little hard to answer and during the discussion there were some tense and uncertain emotions that came up, and the discussion felt one-sided at times.

When comparing these two user journeys, one can see that the level of commitment to the whole process and everything it entails influences the experience. The most significant effect that can be seen from the user journey maps is that the employees who read through all materials carefully and conducted required tasks took action in some way even after completing the process. Both the employee group that did all phases with care and the employee group that overlooked some phases had positive emotions during the group workshop and individual discussion, but the negative thoughts differed in their nature. The employees that the Emma persona represents felt like the workshop was a lot of work, whereas the employes that the Jenna persona represents would have wishes for longer informative sections from the facilitator

in between tasks and were upset that their group members misunderstood tasks. Additionally, the latter felt tense and uncertain emotions during their individual discussion and that some discussion points felt somewhat hard.

The differences in the experience of these two employee groups suggest that preparation for each phase is necessary in order to gain the most fruitful experience although it may seem like a lot of work at first. It also suggests that the preparation and commitment to the process as a whole has longer standing effects, as employees representing this style of working continued to think about the process topics individually and voluntarily after the process had ended.

Based on the employees that completed and turned in their reflective writing task, the overall effect on the attitude toward performance appraisals if they were life design -based moving forward and their perceived sense of job meaningfulness and intrinsic motivation can be seen in table 5. These results were collected by comparing their attitudes and perceived emotions on the mentioned themes before and after attending the test-phase process and calculating the increase or decrease in these attitudes among the employees.

Table 5. Overall impact of study on employees.

| Attitude toward performance appraisals | 48% more positive than their previous attitude |
|---|---|
| Effect on job meaningfulness | 20% higher perceived sense of job meaningfulness |
| Efffect on intrinsic motivation | 12,5% higher perceived sense of intrinsic motivation |

Out of the employees that conducted and turned in their reflective writing assignment, 83,3% would participate in a life design -based performance

appraisal process again. The percentage was also 83,3% concerning how many of these employees felt like the process had an impact on them. The employees reflected on what kind of an impact the process had on them in their writing tasks, of which the answers can be seen in figure 16. As the overall impact result was 83,3%, this means that 10 out of the 12 employees that turned in their reflective writing task indicated that the process had an impact on them through their impact description, and two employees indicated that the process did not impact them as they did not describe any impact.
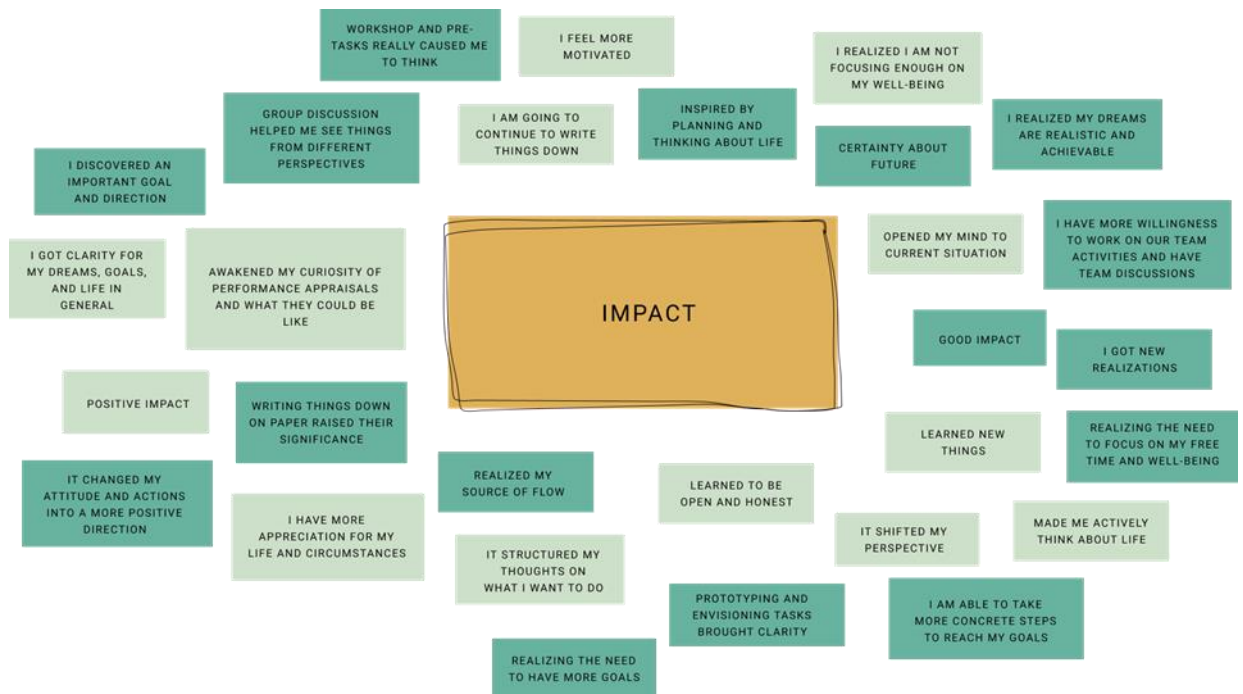


Figure 16. Impact descriptions of employees.

5.6 Final service blueprint with improvement suggestions

Based on the findings presented in the previous chapter, an iteration plan is presented in the form of a service blueprint. The reflective writing task included an inquiry about how the employees would develop the life design -based performance appraisal process based on their experience. The most significant

development suggestions and pain points discovered through user journey mapping are presented in figure 17.
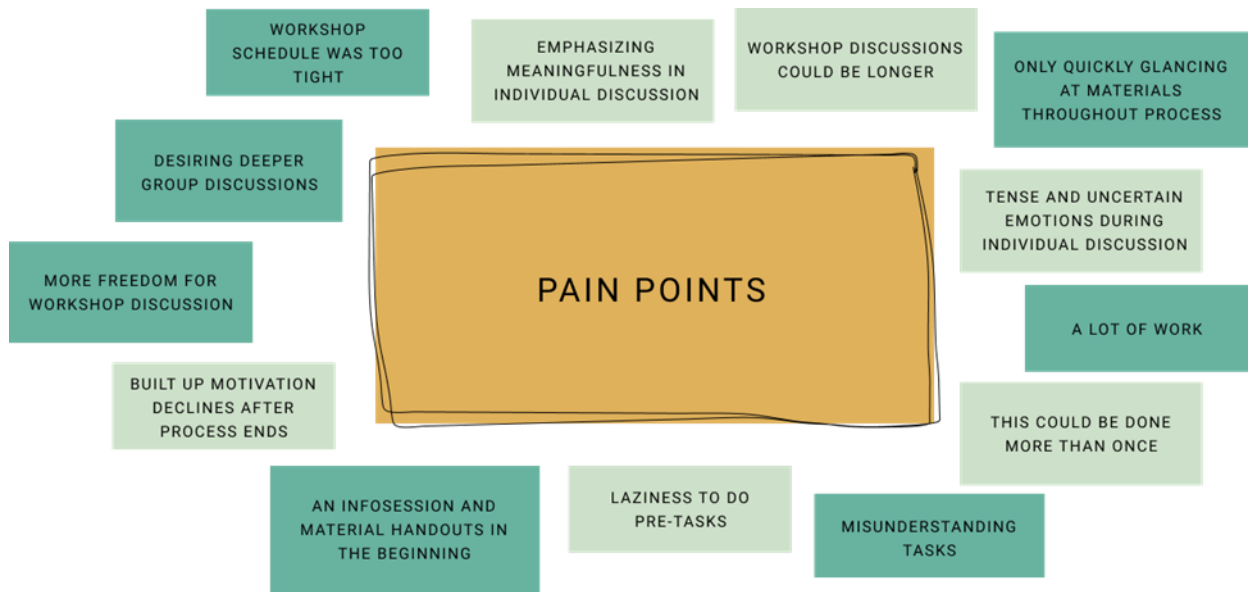


Figure 17. Pain points and process development suggestions from employees.

The service blueprint seen in figure 18 at the end of this sub-chapter presents the potential next iteration of the life design -based performance appraisal process. The flow of the process has remained similar to the first execution, but certain elements have been added or conducted in different ways. A development suggestion was made by participating employees that the process could start off with an informative session that presents the entire process, its goals, outcomes, and handouts for pre-tasks and the individual discussion structure. This suggestion has been incorporated into the new service blueprint, as it has the potential to mend several pain points that emerged from the testing phase, such as misunderstandings during the workshop and overlooking material.

Furthermore, the group workshop has been split into two separate sessions held on separate days. This change extends the process but enables longer and deeper discussions which was mentioned several times both concerning pain points of the experience and development suggestions. The test-phase group workshop was a four-hour workshop, and the iterated version presented

in this sub-chapter consists of two three-hour workshops. Additionally, the external facilitator, who is a subject matter expert in life design and design thinking, involves the HR-representatives more in the iteration. The training session for the HR representatives is more extensive, and it includes agreeing on roles and responsibilities for the group workshops. The employees would have liked for someone to check in on their small groups during the workshop, which can be made possible for the iteration by involving the HR representatives in this capacity. More extensive training is necessary for the HR representatives for potential future iterations as the facilitation style of the HR representatives had a significant effect on the emotions and thoughts emerging during the individual discussion portion of the process.

The individual discussions carry on as they did in the testing phase with a slight addition to the original structure, as the employees expressed a desire to include job meaningfulness as its own theme in the discussion. In addition to this, intrinsic motivation as a term is also incorporated. As employees noted based on their experience from the test-phase that the peak in motivation born during the process declines shortly after the process is over, the iteration includes the possibility to sign up for extra workshops and individual check-ups. The extra workshops are held on demand, adjustable in terms of content, and can be arranged by the trained HR supervisors. The individual check-ups are also on a need-basis and opportunities to update and modify the roadmaps created during the individual discussion. As the iteration of the process can also be further developed, employees are urged to fill in either a handout version or a digital version of a feedback form.

**PHASE OF SERVICE:** BEFORE | GROUP WORKSHOP, DAY 1 & DAY 2 | INDIVIDUAL PERFORMANCE APPRAISAL DISCUSSION | AFTER

**PHYSICAL EVIDENCE**

- BEFORE: Invitation email to infosession; Booking system: individual discussion; Info session space; Facilitator & HR representatives; Background information and pre-task handouts; Reminder email and link to workshop
- GROUP WORKSHOP: Zoom meeting room / physical meeting space; Facilitator; Pen & paper; Workshop presentation material; Peers
- INDIVIDUAL: Information email: individual discussion structure, also given as handout; Meeting space; Human resources representative; Documentation: roadmap created based on discussion
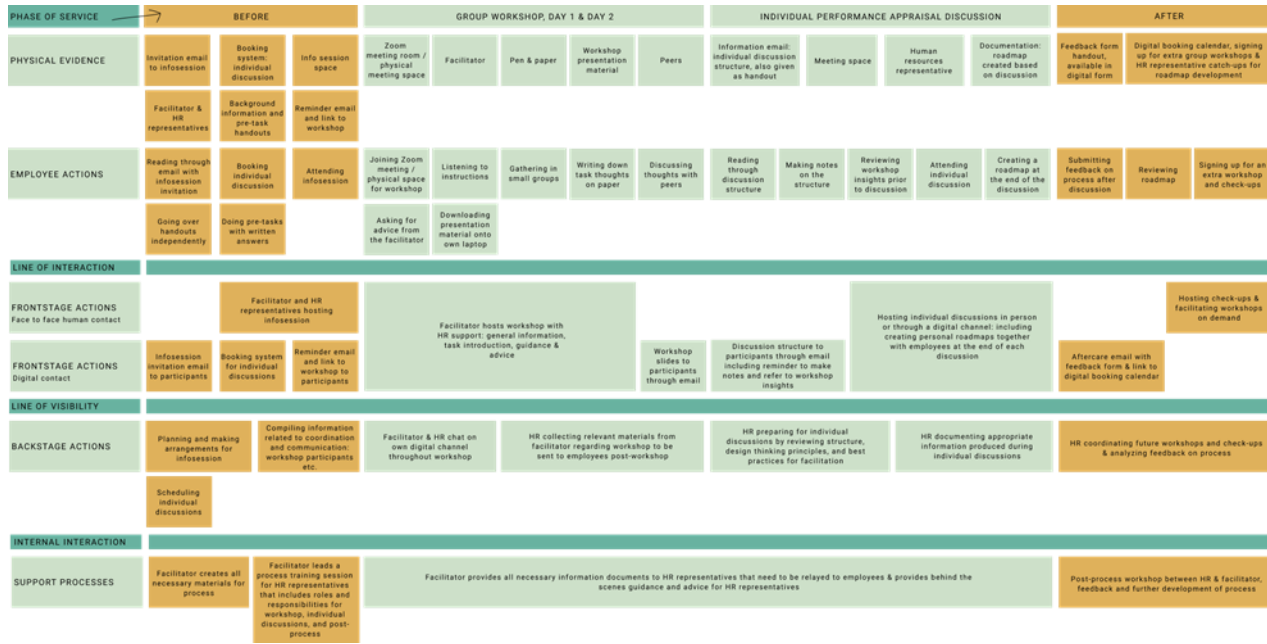- AFTER: Feedback form handout, available in digital form; Digital booking calendar, signing up for extra group workshops & HR representative catch-ups for roadmap development

**EMPLOYEE ACTIONS**

- BEFORE: Reading through email with infosession invitation; Booking individual discussion; Attending infosession; Going over handouts independently; Doing pre-tasks with written answers
- GROUP WORKSHOP: Joining Zoom meeting / physical space for workshop; Listening to instructions; Gathering in small groups; Writing down task thoughts on paper; Discussing thoughts with peers; Asking for advice from the facilitator; Downloading presentation material onto own laptop
- INDIVIDUAL: Reading through discussion structure; Making notes on the structure; Reviewing workshop insights prior to discussion; Attending individual discussion; Creating a roadmap at the end of the discussion
- AFTER: Submitting feedback on process after discussion; Reviewing roadmap; Signing up for an extra workshop and check-ups

**LINE OF INTERACTION**

**FRONTSTAGE ACTIONS — Face to face human contact**

- BEFORE: Facilitator and HR representatives hosting infosession
- GROUP WORKSHOP: Facilitator hosts workshop with HR support: general information, task introduction, guidance & advice
- INDIVIDUAL: Hosting individual discussions in person or through a digital channel: including creating personal roadmaps together with employees at the end of each discussion
- AFTER: Hosting check-ups & facilitating workshops on demand

**FRONTSTAGE ACTIONS — Digital contact**

- BEFORE: Infosession invitation email to participants; Booking system for individual discussions; Reminder email and link to workshop to participants
- GROUP WORKSHOP: Workshop slides to participants through email
- INDIVIDUAL: Discussion structure to participants through email including reminder to make notes and refer to workshop insights
- AFTER: Aftercare email with feedback form & link to digital booking calendar

**LINE OF VISIBILITY**

**BACKSTAGE ACTIONS**

- BEFORE: Planning and making arrangements for infosession; Compiling information related to coordination and communication: workshop participants etc.; Scheduling individual discussions
- GROUP WORKSHOP: Facilitator & HR chat on own digital channel throughout workshop; HR collecting relevant materials from facilitator regarding workshop to be sent to employees post-workshop
- INDIVIDUAL: HR preparing for individual discussions by reviewing structure, design thinking principles, and best practices for facilitation; HR documenting appropriate information produced during individual discussions
- AFTER: HR coordinating future workshops and check-ups & analyzing feedback on process

**INTERNAL INTERACTION**

**SUPPORT PROCESSES**

- BEFORE: Facilitator creates all necessary materials for process; Facilitator leads a process training session for HR representatives that includes roles and responsibilities for workshop, individual discussions, and post-process
- GROUP WORKSHOP / INDIVIDUAL: Facilitator provides all necessary information documents to HR representatives that need to be relayed to employees & provides behind the scenes guidance and advice for HR representatives
- AFTER: Post-process workshop between HR & facilitator, feedback and further development of process

Figure 18. Service blueprint, iteration.

# 6 Closing chapter

A human-centric approach is increasingly important in working life and utilizing design thinking principles to enhance the employee experience will become a competitive advantage for companies in terms of talent attraction and retention. This growing trend is both a result of and strengthened by the generational shift in working environments, with younger generations prioritizing free-time and holistic well-being entering the workforce.

This thesis study was an exploratory case-study concerning the implementation of design thinking and life design principles and tools into a specific human resources function, the performance appraisal. The aim was to create a testable performance appraisal structure heavily influenced by design thinking and life design for the chosen test environment. The structure of the study in itself is based on the classic design thinking process of empathize, define, ideate, prototype, and test. The central elements of the study were literature review, user insights, benchmarking, co-design with professionals of relevant yet varied backgrounds, and service design and life design tools and methods. All the intended phases of the thesis were executed, results gathered from case-company employees, and an iteration plan created for possible second round testing of the developed process.

6.1 Revisiting research questions

The overall aim of the study was to answer two research questions and by doing so, provide preliminary data on design thinking and life design -based performance appraisals. The research questions were "How can design thinking and life design principles and methods be applied in creating a new performance appraisal structure?" and "What kind of an immediate impact will a design thinking and life design -based performance appraisal have on the employee?". The hypothesis of the study was that a design thinking and life design -based performance appraisal would have a positive impact on the

employee immediately after the experience in general and more specifically concerning their perceived job meaningfulness and intrinsic motivation.

It can be concluded that both research questions were addressed with this study. As for the first research question "How can design thinking and life design principles and methods be applied in creating a new performance appraisal structure?", it was demonstrated through the design process and results that design thinking and life design can be incorporated into a performance appraisal structure. It was done by lengthening the structure into a process which includes a dedicated workshop for life design and personal reflection. This structure provides the employee with important insights and self-realization to use as support in the more traditional portion of the process, the performance appraisal discussion. Design thinking and life design principles can be used both in preparation for and after a performance appraisal process. In this study, these principles were utilized in form of pre-material and pre-tasks, and after the process employees were left with a visual roadmap of their upcoming goals and actions, and visualization is an important design element.

Additionally, the study shows that the structure of the discussion portion can be constructed according to design thinking principles, as the double diamond process served as the backbone of the discussion flow. More specifically said, the convergent and divergent nature of the double diamond model guided the themes and fluctuating depth of the individual performance appraisal structure. As for how the design thinking and life design principles can be applied in a practical sense, the application of co-design and involving subject matter experts from the fields of service design, human resources, and life design in ideation proved to be a fruitful tactic.

The second research question "What kind of an immediate impact will a design thinking and life design -based performance appraisal have on the employee?" was answered during the analysis of collected research results. It was concluded that the process had an immediate impact on 83,3% of the study employees that conducted the reflective writing task, and the various ways that the experience impacted the employees has been described. The gathered

results are subjective, which has an effect on the validity of the study. The impact that the process had on the employees was that they gained clarity for their future and personal goals, they experienced new realizations and insights about themselves, they are able to take more concrete steps toward their goals and dreams, they gained new tools to use in the future, they realized areas in life that need more attention to better their holistic well-being, they gained new perspectives and a sense of motivation and inspiration, and they gained a more positive attitude and mindset. The experience also impacted the way they view their team members as they were able to gain more empathy toward each other, and their views on performance appraisals and the potential of them had changed. The experience also had a positive impact on their desire to work on team activities. Several conclusions could be made by comparing the attitudes before and after toward performance appraisals, the employee's job meaningfulness, and intrinsic motivation. The study shows that the attitude toward performance appraisals became significantly more positive, and the impact the experience had on their perceived job meaningfulness and intrinsic motivation was positive but not significantly.

6.2 Limitations and further research possibilities

This study has limitations concerning its reliability and validity. The success and positive impact of the design thinking and life design -based performance appraisal process may and likely would differ between organizations, as company culture might influence how it is perceived. Additionally, the testing environment and the case companies pose a limitation. Although the testing environment, the case companies of Terwa Academy, served as a fruitful launchpad for the research questions, their company dynamics do not necessarily reflect the true dynamic of an established organization. The Terwa Academy case companies are newly formed companies run by university students, and although they operate for-profit and legitimately, the relationship between the company employees and their supervisor does not reflect the typical relationship and power dynamic between an employee and their

supervisor. However, the lack of established hierarchy within these case companies may also be considered an interesting dynamic in terms of implementing this human- and individual-oriented study.

Furthermore, although there were 25 employees in the life design group workshop, the thesis author received 12 reflective writing tasks upon which the study was analyzed. As the sample size is small, it may distort the experience of the true employee group. There is also a human-factor throughout the course of the study that the thesis author has no control over. This presents itself through the HR representatives and their facilitation of the individual performance appraisal discussions and the employees that conducted the reflective writing task, as the thesis author can not be certain that the responses are thorough and truly reflective on their experience.

Although the study is limited in terms of validity and reliability, it fulfilled the aim of producing a preliminary and iterated structure and preliminary data on design thinking and life design -based performance appraisals. There is potential for future research opportunities within this field of research. As stated concerning limitations, company cultures may impact the perceived impact and experience. It would be fruitful to conduct this research in different organizational environments and compare user journeys across organizations. Moreover, the overall immediate impact of the process on employees was shown in the results of this study. Conducting the study on a long-term basis and documenting the impact it has on job meaningfulness and intrinsic motivation would yield results that can not be achieved with a short-term study on immediate impact. The study also presents the opportunity to research the subject matter from the viewpoint of supervisors. The iteration plan presented in this thesis can be executed by groups and organizations independently with the help of references sourced in literature review.

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# Co-design workshop, pre-material contents

*The contents of the pre-material sent to co-design workshop participants copied from the slidedeck onto this document:*

Title slide: "Disrupting the performance appraisal structure with design thinking and life design methods" (Elina Kaihua, Oamk / Tuas, pre-material for co-design workshop 31.3.2021)

Contents of pre-material:
- Aim of thesis work
- Aim of upcoming workshop
- Performance appraisals, background information
- Design thinking & life design, background information

Thesis project objectives:
- Thesis author: Elina Kaihua, institution: Turku University of Applied Sciences, Master's program in Service Design
- Creating a design thinking and life design based performance appraisal structure
- A new structure will be concepted and tested during the project process, and the final structure tweaked after analyzing the collected data from the test-phase
- The final outcome of the thesis is a performance appraisal structure that is based on both performance appraisal aims and design thinking and life design principles and methods
- Identifying future research and development possibilities based on the thesis project and primary data collected throughout the process

"Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it." -Steve Jobs
- A vision for design thinking -based performance appraisals: increasing the feeling of doing meaningful work

Aims of 31.3. workshop:
- Going into the workshop with a beginner's mind (Shunryu Suzuki)
    - Free of prejudices and expectations
    - Curiosity
    - Open to new possibilities
- Utilizing your experience (both from your field & as someone who has experienced performance appraisals) and knowledge to ideate and co-design possibilities for a design thinking -based performance appraisal structure

- Methods, tools, ideas, feelings, thoughts


Performance appraisals:
- Main objectives of a performance appraisal
  - Setting objectives and KPI's for tracking performance
  - Going over performance from previous year
  - Discussing personal professional development
- Main stages
  - Preparing for discussion: typically filling a form, motivation for the discussion is a significant factor
  - Discussion
  - Aftercare
(Aarnikoivu, 2010: Aidosti hyödyllinen kehityskeskustelu)


Example structure, contents:
- Performance appraisal structure
1. Reviewing the job description and tasks: aligning with organizational goals and strategies, reviewing how tasks align with employee competences, possible needs for altering tasks
2. Discussing about the working environment and atmosphere: perceived atmosphere, positives and negatives, the individual's role in it, reviewing the working conditions and equipment and identifying needs for improvement, reviewing internal collaboration activities and improvement suggestions
3. Reviewing superior's performance
4. Performance review of the employee: highlights, lows, what has enabled reaching of previously set goals and what has hindered it, how to improve moving forward
5. Setting goals and KPI's: tasks, person(s) responsible, action plan and timeline, measuring
6. Personal professional development plan for upcoming year: identifying areas for development, action plan and timeline, measuring
7. Looking into the future: employee's wishes and superior's view on the future of the employee's role in the organization
(Aarnikoivu, 2010: Aidosti hyödyllinen kehityskeskustelu)


Design thinking
- The aim of design thinking is to generate as many ideas as possible (also wild ones) which is supported by different creativity techniques

- "The design thinking mindset is characterized by curiosity, openness, collaboration, and by pragmatically trying things out."
- Design thinking, success factors
    - Starting with human beings
    - Understanding the problem and greater vision
    - Working in interdisciplinary teams
    - Prototyping
    - Visualizing and showing ideas

(Lewrick, Link & Leifer, 2020: The Design Thinking Toolbox; The Design Thinking Playbook)

Life design:
- A design process which enables identifying what it is we truly want to change and how we can go about changing it, process includes tools & methods for visualizing thoughts
- "Working from where we are and with what we have to design and build a meaningful, joyful, and fulfilling life, one that is aligned with our values, beliefs, and interests."
- Steps:
    - Step 1: Start from where you are: assess your current life situation
    - Step 2: Find a direction: create coherency by connecting the dots between who you are, what you believe, and what you are doing and identify what engages and energizes you
    - Step 3: Discover new alternatives: there are multiple solutions and alternatives to building your life, there is no "1 right way"
    - Step 4: Design your life: you can intentionally choose what kind of a life to build for yourself based on discovered alternatives
    - Step 5: Prototype: validate your chosen life path
    - Step 6: Make a decision: take action and redesign your mindset and environment so that you are motivated to follow through

(Summary of the Designing your Life -book (Burnett & Evans, 2018) from the Omar Itani blog, link: https://www.omaritani.com/blog/design-your-life)

Closing slide: Any questions? Contact Elina! Elina Kaihua, elina.kaihua@oamk.fi

# Test-phase, pre-material & pre-tasks for employees

## Kehityskeskusteluprosessi, taustaa & ennakkotehtävät

Tutkimuksen tekijä: Elina Kaihua, elina.kaihua@oamk.fi

Kehityskeskustelu on osa ylemmän ammattikorkeakoulututkinnon opinnäytetyön tutkimusta. Tutkimuksessa tutkitaan muotoiluajattelun ja life design -periaatteiden ja menetelmien vaikutusta kehityskeskustelukokemukseen työntekijän näkökulmasta. Tutkimuksessa kehitetään ja testataan uusi, muotoiluajatteluun pohjautuva kehityskeskustelurunko ja kerätään tutkimukseen osallistuneilta henkilöiltä kokemukset kirjoitustehtävän muodossa. Osallistuneiden henkilöiden kokemuksia käsitellään anonyymisti.

Muotoiluajattelussa (design thinking) ihminen (palvelun/tuotteen loppukäyttäjä) on kehittämisen keskiössä. Life design pohjautuu muotoiluajatteluun, mutta jonkun palvelun/tuotteen/prosessin kehittämisen sijaan kehittämisen kohteena on henkilön oma elämä. Yhdistämällä muotoiluajattelun ja life design -menetelmät kehityskeskusteluun pyritään saamaan työntekijässä aikaan merkityksellisyyden ja sisäisen motivaation kehittymistä työympäristössä, jotka ovat vahvasti kytköksissä yksilön kokemukseen onnellisesta ja merkityksellisestä elämästä.

Uusi, testattava kehityskeskustelurunko on kokeilu, josta kerätään ensi kokemuksia ja ajatuksia, joiden pohjalta tunnistetaan jatkotutkimusaiheita ja kehittämisen kohteita. Osallistujia kehotetaankin osallistumaan kehityskeskusteluprosessiin avoimella mielellä ja dokumentoimaan prosessin varrella omia tuntemuksiaan. Tulevan työpajan tavoitteena on tutustua itseensä läpikotaisin ja pohtia oman elämän ja uran muotoilumahdollisuuksia ennen varsinaista kehityskeskustelua, jolloin itse keskustelussa voidaan keskittyä itselle tärkeisiin asioihin.

Kehityskeskusteluprosessi etenee seuraavanlaisella rungolla:

1. Työpajan ennakkotehtävien tekeminen itsenäisesti
2. Työpajaan osallistuminen 20.4.2021 klo 8 - 12
3. Kehityskeskustelulomakkeen täyttäminen ja palauttaminen HR-vastuuhenkilöille ennen sovittua kehityskeskustelun ajankohtaa

4. Kehityskeskusteluun osallistuminen (ajankohta sovitaan tiiminne HR-vastuuhenkilön kanssa)

5. Kirjoitustehtävän suorittaminen ja palauttaminen (myönnetään kirjapiste opintoihin)

## Life design

*"Designers don't think their way forward, designers build their way forward" (Burnett & Evans)*

Muotoiluajattelun hyödyntämistä oman elämän muotoilussa, eli life designin avulla voit luoda ja rakentaa itsellesi elämän, joka on merkityksellinen ja mielekäs. Stanfordin Design Program on opettanut life designia jo yli tuhannelle opiskelijalle, ja tätä kurssia ja sen vaikutusta osallistujiin on tutkittu kahden väitöstutkijan johdosta. Tutkimustulokset ovat osoittaneet, että kurssin osallistujat olivat kyvykkäämpiä sekä kuvittelemaan että luomaan itselleen sen uran, jonka ne todella halusivat. Löydökset osoittavat myös, että kurssin osallistujilla on parempi kyvykkyys uusien ideoiden tuottamiseen elämälleen verrattuna opiskelijoihin, jotka eivät ole kurssille osallistuneet. Käymällä läpi life design -prosessin ja tekemällä tehtävät saat tärkeitä työkaluja ja luot havaintoja oman elämäsi kokonaisvaltaiseen muotoiluun.

## Ennakkotehtävät

- Suorita ennakkotehtävät ennen työpajaan osallistumista 20.4.2021, sillä tehtäviä käsitellään pienryhmissä työpajan eri vaiheissa. Työpajan pienryhmäkeskusteluissa jokainen jakaa sen verran, minkä kokee itselleen mukavaksi.
- Suorita tehtävät kirjoittamalla ajatukset ylös. Life design -prosessista saa irti sen verran mitä siihen itse panostaa.
- Sekä ennakkotehtävät että työpajan aikaiset tehtävät perustuvat life design -konseptin perustajien, Bill Burnettin ja Dave Evansin, tutkitun life design -kurssin tehtäviin jota tukee Michael Lewrickin, Jean-Paul Thommenin ja Larry Leiferin Design Thinking Life Playbook -teos. Tehtävänantoja on hieman muokattu kohderyhmälle soveltuvaksi.

Ennen kuin aloitat: tutustu seuraavien asioiden avulla muotoilijan ajatusmaailmaan

- Ole utelias
- Kokeile - muotoilun keskiössä on käytännön kokeilut ja ennakkoluulottomuus
- Muotoile tunnistamasi ongelmat uudelleen, siten et jää ongelmiin jumiin ja pääset etenemään
- Ymmärrä ja hyväksy se, että kyseessä on prosessi! Päästä katseesi irti lopputulemasta ja keskity prosessiin: ideoi, päästä ideoista irti, keksi uusia, kokeile, ja ole utelias
- Pyydä apua, kun sitä tarvitset. Muotoilua tehdään yhteistyössä, ja usein parhaat ideat syntyvät keskustelun avulla.

## Tehtävä 1: Oman elämän kartoitus

Life design aloitetaan tarkastelemalla nykytilannetta, jotta sinulla on lähtökohta josta lähteä liikkeelle. Tässä tehtävässä sinulle itsellekin kirkastuu mitkä tekijät vaikuttavat elämääsi ja mihin osa-alueisiin haluat kenties panostaa jatkossa enemmän.

- Jaa elämäsi paperilla ainakin seuraaviin osa-alueisiin (voit halutessasi lisätä muitakin sinulle tärkeitä osa-alueita ja piirtää mm. ympyrän, jonka jaat osiin eri osa-alueittain): terveys, työ, vapaa-aika, ihmissuhteet
- Kirjoita jokaisesta osa-alueesta ajatuksia ylös
    - **Terveys**
        - Miten määrität oman terveyden? Miten sinulla menee sekä fyysisen että psyykkisen terveyden kannalta? Mitkä asiat näihin liittyy elämässäsi?
    - **Työ**
        - Minkälaisia asioita teet? Mitä ajatuksia niihin liittyy? Työ ei ole vain sitä, josta saat vastineeksi palkkaa - työksi katsotaan tässä tilanteessa ne asiat joita yrität saada aikaan, esim. omia projekteja, opintoja, vapaaehtoistyötä, jne.
    - **Vapaa-aika**
        - Minkälaisia asioita teet ihan vain tekemisen ilosta? Mistä nautit?
    - **Ihmissuhteet**

- Minkälaiset verkostot sinulla on ympärilläsi? Keneen tunnet yhteyttä ja minkälaisissa tilanteissa?
- Arvioi jokainen osa-alue asteikolla 1 - 10 (1=huono, 10=erittäin hyvä) ja pohdi, mistä syistä annoit juuri sen arvosanan jonka annoit? Missä näissä osa-alueista on kehitettävää? Ovatko kehittämiskohteet sellaisia, joihin voit tarttua?

## Tehtävä 2: Omat arvot ja tärkeät työtehtävät ja ympäristötekijät

Omilla arvoilla ja niiden tunnistamisella on suuri merkitys siihen, mihin suuntaan haluamme viedä elämäämme.

- Kirjoita ylös omia arvojasi. (Voit etsiä tueksi netistä listauksia arvoista, jotta pääset alkuun.)
- Valitse listalta 5 - 10 sinulle tärkeintä arvoa.

Työ on iso osa elämäämme, ja työhön vaikuttaa kaikki muut elämämme osa-alueet. Sillä life design -prosessia hyödynnetään usein urasuunnitteluun (vietämme huomattavan osan ajastamme töissä), pohditaan tässä vaiheessa myös tarkemmin asioita, joita koemme tärkeiksi työssä. Entä mitä ympäristötekijöitä pidät tärkeinä?

- Listaa itsellesi ylös työtehtäviä ja -kokonaisuuksia, joita pidät tärkeinä tai joissa koet olevan parhaimmillasi. (Esim. laajat kokonaisuudet, projektityöt, tarkkuutta vaativat tehtävät, välittömät työtulokset, haastavat tehtävät, jne.)
- Listaa itsellesi ylös ympäristötekijöitä, joita pidät tärkeinä. (Esim. riittävä vapaa-aika, joustavat työolosuhteet, riittävät vuorovaikutustilanteet, pienet työtiimit, jne.)

## Tehtävä 3: Työnäkemys & elämännäkemys - kompassin luominen

Kautta aikojen, ihmiset ovat halunneet vastauksia seuraaviin kysymyksiin: kuka minä olen, mitä teen täällä, mikä on elämän tarkoitukseni? Jotta näihin kysymyksiin voidaan lähteä vastaamaan, on tärkeää tunnistaa omat näkemykset työnteosta sekä elämästä. Tämän tehtävän havainnot toimivat ohjenuorana ja kompassina jatkossa oman elämäsi muotoilussa, ja näitä voi myös muokata jälkeenpäin ajatusmallien ja elämäntilanteen muuttumisen myötä. Kun näkemyksesi työnteosta ja elämästä tukevat toinen toistaan, saat selkeyttä ja lisäät kykyäsi tietoisesti elää merkityksellistä elämää, jossa mihin uskot, mitä arvostat ja mitä teet tukevat toisiaan.

- Kirjoita ylös muutama kappale ajatuksistasi liittyen työntekoon yleisesti; mitä varten työtä mielestäsi tehdään? Miksi sinä teet töitä? Mikä tekee työstä merkittävää? Kuinka tärkeitä kokemus, kasvu, ja merkityksellisyys ovat sinulle? Entä varallisuus ja saavuttaminen? Mistä arvoista ja näkemyksistä ymmärryksesi työstä rakentuu?
  - HUOM: Sinun ei tule kirjoittaa ylös vain asioita, joita etsit työelämästä tai työpaikalta, vaan laajempi ja yleisempi näkemys työnteosta ja miksi työtä tehdään.
- Kirjoita ylös muutama kappale ajatuksistasi liittyen elämään yleisesti; mikä antaa elämälle tarkoituksen? Mikä tekee elämästä mielestäsi elämisen arvoisen? Kuinka tärkeitä kokemus, kasvu, ja merkityksellisyys ovat sinulle? Entä varallisuus ja saavuttaminen? Mistä arvoista ja näkemyksistä ymmärryksesi elämästä rakentuu?
- Yhtenäisyyden löytäminen oman elämän eri osa-alueiden välillä on yksi life design -prosessin tavoitteista. Lue juuri kirjoittamasi tekstit läpi ja pohdi seuraavia asioita:
  - Millä tavalla näkemyksesi työstä ja elämästä tukevat toisiaan?
  - Missä huomaat ristiriitoja?
  - Kirjoita nämä asiat ylös.

## Työpajainfo 20.4.2021

Tulevassa työpajassa käsitellään pienryhmissä tehtyjä ennakkotehtäviä sekä jatketaan jatkotehtävien pariin. Kuten mainittu, ennakkotehtävät ja työpaja auttavat jokaista tutustumaan itseensä ja tulevaisuuden toiveisiinsa läpikotaisin ja siten tuomaan itselleen tärkeitä asioita mukaan myös kehityskeskusteluun.

Työpajassa työskennellään pienryhmissä, ja tarvitset työpajan aikana kirjoitusvälineet tehtäviä varten. Työpaja alkaa klo 8.00 ja päättyy klo 12.00. Työpajaan on tärkeää tulla ajoissa paikalle, sillä tutkimuksen tekijä antaa lisätietoa työpajasta ja sen kulusta heti klo 8.00 alkaen, jonka jälkeen siirrymme työskentelyyn.

# Reflective writing task

## Kirjoitustehtävän ohjeet, Terwa x opinnäytetyö

Kirjoitustehtävä sisältää taustatietokysymyksiä sekä avoimia kysymyksiä. Yhteystietoja käytetään vain tätä tutkimusta ja mahdollisia lisätäsmennyksiä varten ja yhteystiedot poistetaan heti käytön jälkeen. Tietoja ei luovuteta eteenpäin. Tutkimistuloksissa vastaukset käsitellään anonyymisti. Tehtävän sisältö toimii tutkimuksen pääaineistona, joten kirjoitathan kaikki prosessin ja kysymysten herättämät ajatukset ja tuntemukset tehtäviin ylös. Luethan kysymykset huolellisesti ennen vastaamista. Kyselyssä Terwa-toimintaan viitataan Terwa-työnäsi. HUOM! Opintojasi varten, otathan avoimet vastauksesi copy-paste menetelmällä eri dokumenttiin talteen, jotta voit palauttaa kirjoitustehtävän myös kirjapistettä varten Moodleen omana tiedostonaan. Lisätietoja tästä tarvittaessa antaa Sanna Rönkkö. Mikäli sinulla on kysyttävää tutkimukseen tai life design kehityskeskusteluprosessiin liittyen, voit ottaa yhteyttä tutkimuksen tekijään Elina Kaihuaan (elina.kaihua@oamk.fi).

> Pakolliset kysymykset merkitty tähdellä (*)

### 1. Yhteystiedot *

Yhteystiedot kerätään varalta sitä varten, mikäli tutkimuksen tekijä tarvitsee vastaajalta täsmennyksiä.

Nimi

Puhelinnumero

### 2. Minkä ikäinen olet? *

- ○ 18 - 21
- ○ 22 - 25
- ○ 26 - 29
- ○ 30 - 33
- ○ Muu, mikä? _____

### 3. Arvioi koko työurasi pituutta tähän mennessä (vuosina, kuukausina) *

_____
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_____

## 4. Aiempi kokemus kehityskeskusteluista *

Kuinka moneen kehi-
tyskeskusteluun olet
osallistunut määrälli-
sesti ennen life de-
sign kehityskeskuste-
luprosessia?

## 5. Ovatko aiemmat kehityskeskustelusi olleet... *

☐ Kahdenkeskeisiä esihenkilön kanssa

☐ Ryhmäkeskusteluita

☐ Sisältäneet sekä kahdenkeskeisen että ryhmäkeskustelun

☐ En ole osallistunut aiemmin kehityskeskusteluun

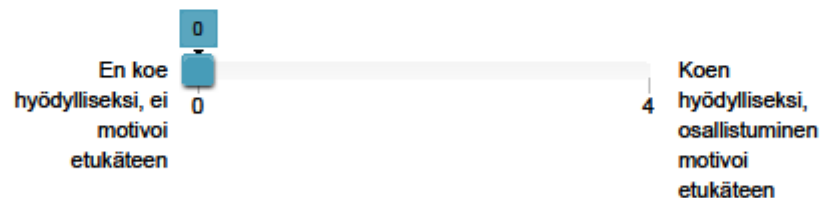## 6. Kuvaile lyhyesti, mitä pidät yksin työskentelystä vs. ryhmässä työskentelystä? *

## 7. Arvioi aiempaa suhtautumistasi kehityskeskusteluihin ENNEN life design kehityskeskusteluprosessia *

En koe
hyödylliseksi, ei                    Koen
motivoi                              hyödylliseksi,
etukäteen                           osallistuminen
0                                4    motivoi
                                     etukäteen

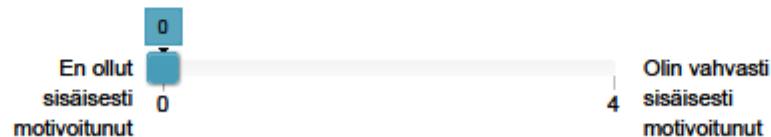## 8. Arvioi työn merkityksellisyyden tunnettasi nykyhetken kontekstissa

**(Terwa-työssäsi) ENNEN life design kehityskeskusteluprosessia** (työn

merkityksellisyys = työ tuottaa itselleni hyvinvointia; voin vaikuttaa siihen miten suoritan työni ja mitä asetan tavoitteeksi; pääsen

käyttämään osaamistani ja pystyn oppimaan uutta; olen osa yhteisöä; tekemälläni työllä on myönteinen vaikutus) *

|  | 0 |  |
| --- | --- | --- |

En kokenut työtä merkitykselliseksi — 0 ——————— 4 — Koin vahvasti työn merkityksellisyyden tunteita
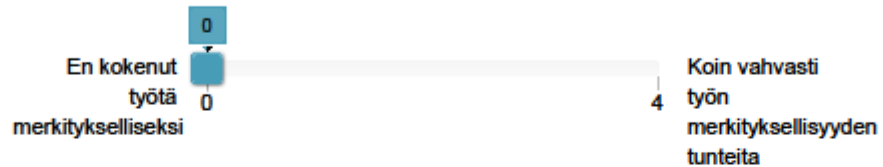
**9. Arvioi sisäisen motivaation tunnettasi nykyhetken kontekstissa (Terwa-työssäsi) ENNEN life design kehityskeskusteluprosessia** (sisäinen motivaatio = toimit

työssä omasta tahdostasi ja koet iloa ja tyydytystä työtoiminnasta) *

En ollut sisäisesti motivoitunut — 0 ——————— 4 — Olin vahvasti sisäisesti motivoitunut

**10. Arvioi työn merkityksellisyyden tunnettasi nykyhetken kontekstissa (Terwa-työssäsi) life design kehityskeskusteluprosessin JÄLKEEN** (työn

merkityksellisyys = työ tuottaa itselleni hyvinvointia; voin vaikuttaa siihen miten suoritan työni ja mitä asetan tavoitteeksi; pääsen

käyttämään osaamistani ja pystyn oppimaan uutta; olen osa yhteisöä; tekemälläni työllä on myönteinen vaikutus) *

En koe työtä merkitykselliseksi — 0 ——————— 4 — Koen vahvasti työn merkityksellisyyden tunteita

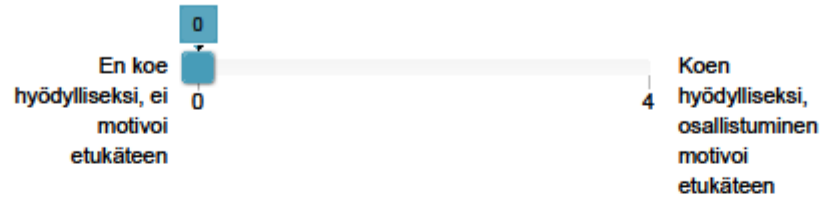**11. Arvioi sisäisen motivaation tunnettasi nykyhetken kontekstissa (Terwa-työssäsi) life design kehityskeskusteluprosessin JÄLKEEN** (sisäinen motivaatio = toimit

työssä omasta tahdostasi ja koet iloa ja tyydytystä työtoiminnasta) *

En ole sisäisesti motivoitunut — 0 ——————— 4 — Olen vahvasti sisäisesti motivoitunut
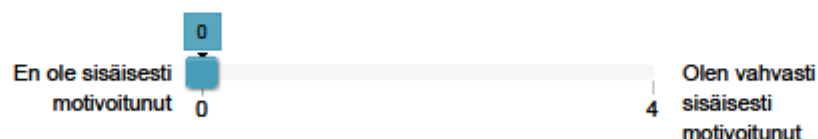
**12. Arvioi suhtautumistasi kehityskeskusteluihin tulevaisuudessa, mikäli ne**

**olisivat life design -painotteisia kehityskeskusteluprosesseja** *

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                          ┌───┐
                          │ 0 │
                          └─▼─┘
En koe                   ┌──┐                                    Koen
hyödylliseksi, ei    0   │  │                            4       hyödylliseksi,
motivoi                  └──┘                                    osallistuminen
etukäteen                                                        motivoi
                                                                 etukäteen
```

**13. Kuvaile kattavasti mitä teit kehityskeskusteluprosessin aikana eri vaiheissa ja vaiheiden välissä; ota eri vaiheet väliotsikoiksi!** (Huom: ota kantaa jokaiseen vaiheeseen ja aikaan niiden välillä. Vaiheet: 1. ennakkomateriaali ja -tehtävät 2. life design -työpajaan osallistuminen 3. kehityskeskustelun sisällön ennakkoon tutustuminen 4. kehityskeskustelutilanne 5. jälkeen) *

Avoimien kysymysten pohjalta muodostetaan asiakaspolku. Avoimet kysymykset perustuvat asiakaspolun rakentamisen eri osioihin.

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## 14. Kuvaile kattavasti mitä positiivisia tunteita koit ja mitä positiivisia ajatuksia heräsi kehityskeskusteluprosessin aikana eri vaiheissa ja vaiheiden välissä; ota eri vaiheet väliotsikoiksi! (Huom: ota kantaa jokaiseen vaiheeseen ja aikaan niiden välillä. Vaiheet: 1. ennakkomateriaali ja -tehtävät 2. life design -työpajaan osallistuminen 3. kehityskeskustelun sisällön ennakkoon tutustuminen 4. kehityskeskustelutilanne 5. jälkeen) *

Avoimien kysymysten pohjalta muodostetaan asiakaspolku. Avoimet kysymykset perustuvat asiakaspolun rakentamisen eri osioihin.

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## 15. Kuvaile kattavasti mitä negatiivisia tunteita koit ja mitä negatiivisia ajatuksia heräsi kehityskeskusteluprosessin aikana eri vaiheissa ja vaiheiden välissä; ota eri vaiheet väliotsikoiksi! (Huom: ota kantaa jokaiseen vaiheeseen ja aikaan niiden välillä. Vaiheet: 1. ennakkomateriaali ja -tehtävät 2. life design -työpajaan osallistuminen 3. kehityskeskustelun sisällön ennakkoon tutustuminen 4. kehityskeskustelutilanne 5. jälkeen) *

Avoimien kysymysten pohjalta muodostetaan asiakaspolku. Avoimet kysymykset perustuvat asiakaspolun rakentamisen eri osioihin.

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## 16. Kuvaile vapaasti, minkälainen vaikutus life design kehityskeskusteluprosessilla oli sinuun. *

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**17. Miten kehittäisit life design kehityskeskusteluprosessia, jotta se vaikuttaisi entistä enemmän tuntemuksiisi työn merkityksellisyydestä, sisäisestä motivaatiosta ja suhtautumiseesi kehityskeskusteluihin? ***

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**18. Osallistuisitko vastaavaan life design kehityskeskusteluprosessiin uudelleen? ***

⭕ Kyllä, miksi?                          _____

⭕ En, miksi?                             _____