Designing an employee experience concept by applying customer-centricity and service de-sign- Case Terveystalo

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Designing an employee experience concept by applying customer-centricity and service design – case Terveystalo

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Työntekijäkokemus konseptin asiakaslähtöinen palvelumuotoilu – case Suomen Terveystalo

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Jatkuvassa muutoksessa kilpailukykyisenä pysyminen nostaa uudistumis- ja innovointikyvyk-kyyden keskiöön. Tästä huolimatta viimeisen 20 vuoden aikana yritykset ovat keskittyneet parantamaan toimintaansa tehokkuuden optimoinnin kautta. Tämä ei riitä vastaamaan mark-kinoiden disruptioon. Jatkuva muutos ja asiakkaiden kiihtyvässä tahdissa muuttuvat vaatimuk-set muuttavat työnantajien ja työntekijöiden välistä suhdetta. Onnistuakseen yritysten tulisi onnistua sitouttamaan työntekijät omaan toimintaansa. Tämän päivän organisaatiot eivät välttämättä mahdollista tätä parhaalla mahdollisella tavalla, sillä niiden prosessit ja toiminta-tavat ovat rakentuneet mahdollistamaan parhaan mahdollisen katteen tuoton. Tämä toimin-tamalli ei kuitenkaan ruoki innovaatioita, sitoutumista tai yhteistyötä työpaikalla. Mikä on työntekijän kokemus tästä? Tämä lopputyö tutkii työtä työntekijän näkökulmasta pureutuen työntekijäkokemukseen. Lopputyö tähtää ymmärtämämään mistä työntekijäkokemuksessa on kysymys ja kuinka sitä voidaan kehittää organisaatioissa. Työ tähtää ymmärtämään työnteki-jäkokemukseen vaikuttavat tekijät, ja niiden avulla muotoilemaan ja kehittämään työntekijä-kokemuksen konseptin ja arvolupauksen Suomen Terveystalolle.

Työntekijäkokemuksen konsepti kehitetään soveltaen asiakaslähtöistä liiketoimintalogiikkaa, Customer-dominat logic, ja palvelumuotoilumenetelmiä tapaustutkimuksessa. Työn empiriassa sovelletaan Double Diamond -palvelumuotoiluprosessia. Työn kvalitatiivinen aineisto koostuu 17 teemahaastattelusta ja 7 luotain tutkimuksen päiväkirjasta, jotka on analysoitu aineisto-lähtöisellä analyysillä. Prosessin aikana kiteytettyä ymmärrystä on sovellettu työntekijäkoke-mus-konseptin muotoiluun soveltaen palvelumuotoilun menetelmiä ja työkaluja.

Asiakaslähtöisen muotoiluajattelun yhdistäminen henkilöstöhallinnon organisoitumiseen ja strategiseen henkilöstöjohtamiseen tarjoaa uudenlaisen tavan tutkia työntekijän ja työnanta-jan välistä suhdetta. Sen sijaan että keskityttäisiin ymmärtämään, kuinka työntekijät hahmot-tavat työpaikan toimintavat, työ keskittyy selvittämään työntekijöiden tarpeet ja motivaa-tiotekijät sekä nykytilanteessa esiintyvät haasteet. Tarpeiden kiteyttämisessä on käytetty Jobs to be done –teoriaa ja vallitsevaa tutkimustietoa. Tutkimuksen empirian tärkein lopputu-los on työntekijäkokemuken konseptin luonti käytäntöön jalkautettavaksi.

Työn lopputulos kiteyttää mitä työntekijät arvostavat tässä työpaikassa. Kolme ylätason tar-vetta tunnistettiin: tarve keskustella ja sparrailla työssä, tarve tulla kohdatuksi ja vaikuttaa sekä tarve johtaa ja ennakoida omaa työtä. Tutkimus toteaa työntekijöille syntyvän arvoa, kun heille syntyy kokemus näiden tarpeiden täyttämisestä. Nämä oivallukset otetaan huomi-oon kehitystyössä kääntämällä ne mahdollisuuksiksi *kuinka voisimme* –kysymyksien avulla.

Tämä tutkimus tarjoaa teoreettisen viitekehyksen työntekijäkokemuksen kehittämiseen ja hyödynnettäväksi jatkotutkimuksessa. Lisäksi työ tarjoaa käytäntöön sovellettavan prosessin työkaluineen työntekijälähtöiseen kehittämiseen sovellettavaksi. Tapaustutkimuksen perus-teella työntekijäkokemus vaikuttaisi koostuvan työn sujuvuuden mahdollistavista toimintata-voista, työskentely ympäristöstä ja voimavaroista työssä

Asiasanat: työntekijäkokemus, palvelumuotoilua, asiakaslähtöinen liiketoiminta logiikka, asia-kaslähtöisyys

Rapid changes in business environment calls for the ability to change and constantly innovate. Still, the focus of the corporations has been in improving efficiency by driving down costs for the last 20 years, although it is not enough to compete against the market disruption. Continuous change in markets and customer needs require employees to be engaged in their work and employer in different ways. It seems that the organizations do not enable it as the organizations are built around operations intended to drive profit fostering. This has lead into organizational structures, processes and relationship that does not enable innovation, engagement and collaboration in a workplace. How does the employee experience this? This thesis explores how employee experience can be developed.

The purpose of this thesis is to understand, how employee experience can be understood and developed in an organization. It also seeks to identify the drivers of employee experience. These insights are contributed to the design and development of an employee experience concept with a value proposition for the case company Suomen Terveystalo.

The employee experience concept is designed by applying service design methods and Customer-Dominant logic in the context of a case study. The empirical part of this thesis applies the Double Diamond service design process. The qualitative data in this thesis consist of 17 semi-structured interviews and seven design probe diaries, which are analysed by applying inductive content analysis. Insights developed through the analysis are applied for the development of the service concept.

Combining Customer-Dominant logic with a human resource management system and established literature on employee engagement, offers an alternative approach to study the relationship between the organization and employer. Instead of focusing solely on understanding how the employees perceive the processes provided by the organization, the perspective is in understanding the needs of the employees. The findings in this thesis are presented by applying the job to be done theory and by connecting the identified drives with established research.

This thesis suggests that employees 'hire' jobs to make progress towards a goal and value is created when progress is made. The results offer an understanding of what employees value in this case company. Three high level job categories were identified: possibility to lead and anticipate, to be encountered and to influence at work and to discuss and share experiences. To make these insights actionable, 'how might we questions' are outlined for each category.

This thesis proposes a frame, how the employee experience can be developed and the employee experience constituting from three drivers: practices of the HRM system, working environment and job resources. These drivers are connected with trends affecting the work.

Keywords: Employee experience, service design, employee engagement, customer dominant logic, customer-centric

Sisällys

1 Introduction

Employees are known to be the most crucial asset for any organization and it can be considered as a strategic source of competitive advantage for a company (Ray & Pandita 2018): Organization with competent and committed employees is considered to be succesfull in the long run. But how do you engage employees and simultaneoysly achieve superior business results in constantly changing market conditions? In general, company´s ability to continuously innovate is considered to be crucial to maintain competitiveness in constantly changing markets, but a survey by McKinsey (2007) pointed out the gap between the intention and the ability of the top management. Despite that, 70 % of executive leaders said that their top priority is the company´s ability to innovate, they failed in executing it: In one case company, two thirds of the employees experienced the company to be bureaucratic, slow moving, inefficient, and stressful despite the intention of the executive. Is the employee´s perspective underestimated? Current established academic literature from human capital management and talent management overlooks the experience of employees as a perspective and approaches for the theme engagement to an organization from the viewpoint of a company or a supervisor (Thunnissen , Boselie & Fruytier 2013).

This makes it concrete how the constant change and rapidly changing market conditions are challenging the traditional ways of working and managing companies. Plaskoff (2017) clarifies the constant rapid changes to require employees to be engaged in different ways with their work and employer, but the organizations do not enable it. Plaskoff explains this to be a consequence of organizations being built around operations intended to drive profit fostering. Therefore current organizational structures, processes and relationships do not enable innovation, engagement and collaboration in a workplace. Mega trends such as digitalitalization and growing number of millennials in the worklife with expectations for transparency (Bersin, Flynn, Mazor & Melia 2017) question the traditional organizational models and set requirements for entirely new organizational structures and skills (Blank 2013, 72). Complex operational environment has created circumstances where companies need a new approach constituting from culture, employee engagement and from all the factors related to employee satisfaction, engagement and wellness (Bersin, Flynn, Mazor & Melia 2017).

This has lead to a rise of a new term - employee experience (EX) in the professional literature. EX can be understood as a sum of everything related to employees´ relationship with its employer (Lee, Denis 2018). EX focuses on understanding the circumstances at work from the persperctive of the employee. Traditionally human resources department (HR) has been seen as an internal support function aiming in driving the performance of the employees to meet the goals of the organizations. In the traditional way the starting point of organizing a function has been the goal of the company instead of placing the employees in the centre and

understanding the needs of the employees (Plaskoff 2017). Bersin et al (2017) also point out that the organization of HR creates challenges for developing the EX: Traditionally, HR has managed matters related to employee engagement, compensation and benefits, and learning and career development as separate, independent programs in individual silos. Employees´ perspective is different: employees experience matters occurring at work as an overall experience and therefore companies are adopting new methods to be able to develop the experience.

Lee wrote in the Forbes (2018), that forerunner companies start to focus in building a compelling employee experience. In Deloitte´s global human capital trends report from 2017 Bersin, Flynn, Mazor and Melia share the same view and argues that focusing solely on developing employee engagement and organizational culture is no longer enough. Pioneer companies are designing the experience as whole by taking into consideration the management practices, work of the human resources department, and the workplace into an integrated and enjoyable experience (Bersin, Flynn, Mazor & Melia 2017).

Bersin argued already in 2015 for the relevancy of concentrating in developing employee experience for companies operating in a highly competitive global economy. Bersin (2015) points out a compelling employee experience will help organizations in attracting and retaining skilled employees. A desired employee experience is known to be connected to excellent customer experience (Bersin 2015).

EX has been a hot topic in the professional literature for the last couple of years, but it still seems to lack an academic definition and a framework. Farndale and Kelliher (2013) studied the consequences of implementing performance appraisal for the employee experience by understanding this as employees´ perception of the performance appraisal. The study did not focus on exploring the experience, nor the needs of the employee. As Coyle-Shapiro & Shore (2007) , Shore, Porter, & Zahra (2004) and Thunnissen et al. (2013) point out, most of the studies focusing on studying the relationship between the employee and employing organization, have adopted the viewpoint of the organizations as the starting point. Also the tradional starting point for the development work in the organizations has been the company´s goals. Now new methods are needed to be able to understand the employees´perspective. What are the needs and desires of the employees? How does the employee experience work?

Jacob Morgan, a consultant and a writer, has defined employee experience to be a combination of the physical, cultural, and technological environments (Morgan 2016). Morgan (2016) argues in the center of developing the employee experience to be the company´s understanding of the three environments from the perspective of the employees. By creating an understanding of employee´s experience, company is able to create insights about their

needs and target the development initiatives right for an improved experience (Morgan 2016). Therefore this study aims to solve the problem that how might the employee experience be developed. What are the needs of the employees? How could this understanding be created? How are the needs of the company taken into account? Are they still relevant?

Characteristics to service design process are user-oriented, multi professional team based approaches and methods in iterative learning cycles. Service design can also be considered as a mindset looking for a balance between the business relevancy, what technology enables and what human desires (Stickdorn, Hormess, Lawrence, Schneider 2017, 21). Could service design be suitable for developing the employee experience?

Working as a service designer, but having a background from human resources, the author of the thesis has a personal interest for the topic as well. The writer has always been enthusiastic about development and creating a better working life. Writer´s practical experience from working life witness the same as the academic research: change is constant and both the employees and the management are struggling with the adaptation to the change, but also in fostering innovation. Therefore it is worth considering, how might a new kind of relationship between the employer and employee be fostered?

In the next chapters is introduced first the case company and its current challenges and then the objective, purpose and approach of the thesis.

1.1   Case Company Suomen Terveystalo Oy and the case study

Study is conducted for Suomen Terveystalo Oy. Terveystalo is a relatively young company within the industry, which has developed to its current form through business acquisitions in 15 years´ time frame. Today Terveystalo is the largest privately operating healthcare service company in Finland. It offers versatile healthcare, occupational healthcare, medical and examination services in 180 clinics around Finland. Terveystalo´ s customers constitutes of private individuals, companies and communities, insurance companies and the public sector. In 2017 nearly 9,000 healthcare professionals worked at Terveystalo. From the 9000 healthcare professionals half are employed and other half work as self-employed. Self-employed professionals are characteristic to the private healthcare sector. From the employed personnel 22,3 % work for the group in sales, support and development functions, and 77,7 % in clinical work with a job tittle such as laboratorian (8,2 %), radiographer 8,8 %), nurse and occupational nurse (together 48,3 %), occupational psychology (2,0 %) and doctor (10,3 %) (Table 1).

Occupational group	%
Group	22,3
Laboratorian	8,2
Radiographer	8,8
Nurse	22,1
Occupational nurse	26,2
Doctor	10,3
Occupational psychology	2,0

Table 1: Occupational groups
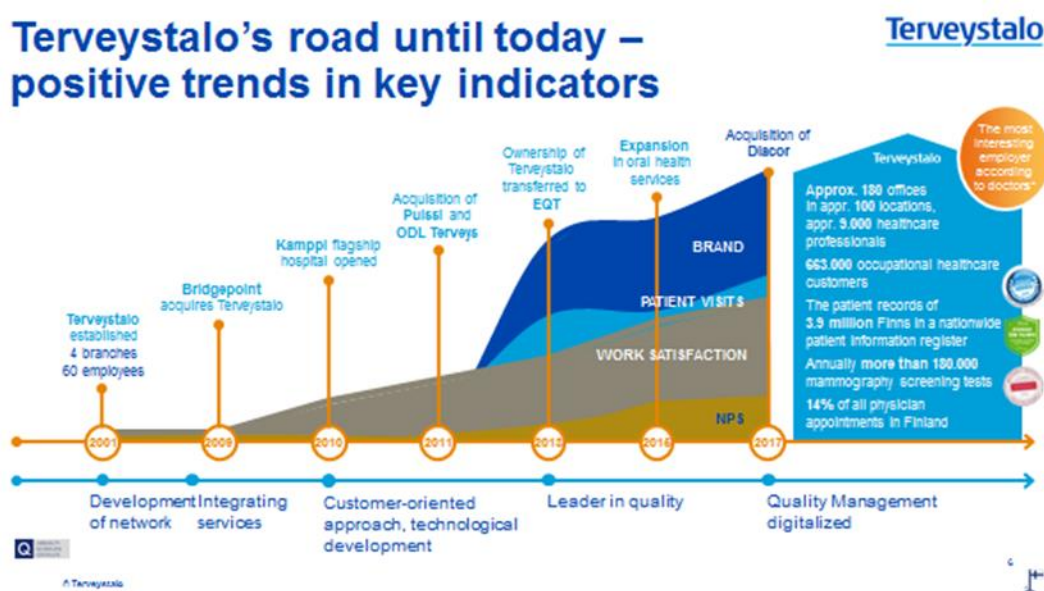
Figure 1: Terveystalo's road until today (Terveystalo 2017).

Figure 1 explains Terveystalo's road and how the focus of the development has evolved until today. In started in 2001 with an aim of developing the network of units and integrated services. By the time of 2009 the focus included also the work satisfaction of the employees and in 2010 a customer-oriented approach in technological development. A year after that Terveystalo started to measure NPS. In 2016 Terveystalo expanded it service offering to oral health services and continued its work with quality management. During the 15 years' time frame the trend of Terveystalo's key indicators has been positive (Figure 1). Terveystalo is committed to follow the principles of responsible business and the high ethical requirements of healthcare services. Its mission is to fight for a healtier life. Values of Terveystalo – expertise and caring – are mentioned to steer its operations at all levels. Terveystalo's growth is based on the following six strategic choices:

1. **Superior care**

Terveystalo believes that each encounter with the customer during the care process contributes to the customer experience. Terveystalo provides rapid access to care, and guarantees it´s services are of high quality and tailored to each customer. One part of this is the harmonized processes to ensure service quality is consistent in all of the clinics.

2. **The preferred partner to our customers**

Terveystalo states to offer customers the broadest range of wellbeing services and the most extensive service network in Finland.

3. **The most desirable employer for professionals**

Terveystalo states to provide healthcare professionals the best opportunities for professional development and education. It claims it´s corporate culture to be supportive, and rewarding for successful performance.

4. **Local quality leader with nationwide scale benefits**

Terveystalo states to serve customers individually and locally. Terveystalo has the most extensive clinic network in Finland and is able to invest in the latest technologies, develop and multiply new services, add efficiency to processes, and improve delivery reliability through volumes.

5. **Measurable medical outcomes**

The quality and impact of treatment are a competitive advantage for Terveystalo, helping Terveystalo to reach its other objectives. As a leading company in the field, Terveystalo is developing the measurement of the quality, transparency and impact of treatment, and the publication of related results. It´s goal is to be a Nordic leader in terms of quality.

6. **Responsible social innovator**

Terveystalo aims in being involved in developing healthcare in Finland and promoting the well-being of the Finnish people. Terveystalo's build customer-oriented cooperation models with the public sector and engage in active social debate with the decision-makers and leaders of the healthcare industry.

Terveystalo operates in quite turbulent healthcare market, which faces dramatic changes in the external operational environment due to law changes and reforms in the upcoming years. For several years a big themes has been the reform of structuring the public social welfare and health care service (SOTE) system in Finland. Terveystalo is also a provider in freedom of choice pilots, which are a part of SOTE reform. Briefly, the freedom of choice means a client

has a freedom to choose the service provider that best suits them. If the SOTE reform would come true, it would create a big market for the private healthcare providers. SOTE reform and private health care service providers are almost daily in the headlines of the news. This might have an effect on the experience as well.

As said, Terveystalo has grown through mergers and acquisitions, which affects the employees 'work and level of engagement to the employer. In general can be said the units are in different situations and integration work has an effect on the employee experience. Rapid growth challenges the existing practices and processes. Are the same practices and processes still relevant? Although the case company is only 15 years old, it has established human resources practices and company wants to be the best workplace in the market for the healthcare professional. All these create challenges for developing the optimal employee experience. As the Terveystalo's six strategic choices express, it has a strategic intention to develop the employee experience and the company culture to ensure the business success.

Writer of the thesis works at the case organization Terveystalo as service designer. Her role in this project was to be the project manager and the service designer for the concept development. In the next chapter is explained purpose of the case study together with the research questions.

1.2   Purpose and objective of the thesis

Terveystalo's strategic choice is to develop the best working environment for its professionals, and to attract the best talent. This is seen as a one way of making sure the wanted customer experience is delivered in all Terveystalo locations in every customer encounter. This gives the legitimacy and business relevancy for developing the employee experience. Terveystalo did not have an employee experience concept previously, but the company understood its necessity. Without a definition of employee experience and an understanding of what creates the employee experience in this particular case company, the company is not able to measure and develop it further. Therefore the writer of the thesis was given a task to be the designer and to design an employee experience concept with a value proposition, by applying service design methodology and tools. The created concept is seen to enable the leading and further development of employee experience in this particular case company. In the design brief was highlighted to base the work upon the existing elements in the organization. The organization did not define on a more concrete level, what the outcome should be. The case company had no previous experience of applying service design in the concept development of human resources department, but it was willing to commit into a new kind of development process.

Figure 2: Strategic will to build the employee experience

In figure 2 is concretized how the foundation of developing a culture of success is based in the deep understanding of the employees. This understanding enables making right decisions in the development of the HRM system and its practices. Development of the HRM system is understood to require making changes in the working environment and internal practices, considering technology as an enabler, and to change the focus on leading the success (figure 2).

As the development work done in this thesis aims at developing an employee experience concept for the case company, it is important to review how service concept is defined and to understand its role in the service design process. Next part of this chapter defines the outcome expectations for the development work done in the empirical part.

The term service concept is often used in literature in the context of service design. The service concept describes what are the benefits a service offers to a customer as an answer to their needs and how they are to be satisfied (Edvardsson et al. 2000). Johnston and Clark (2001) define the service concept to explain 1) the way the service is delivered 2) what is the customer´s direct experience of the service and 3) outcome of the service for the customer and 4) value of the service for the customer against the cost of the service.

This thesis adopts the viewpoint of Goldstein et al. (2002) which explains the service concept to define the essential characteristic of a service: what it is, how it is delivered, but also integrating the how and what element of the provider organization (figure 3). Goldstein et al (2002) argue for the critical role a service concept has in a design process, as the service concept serves as a driver in decision making during the design of service delivery systems and service encounters.
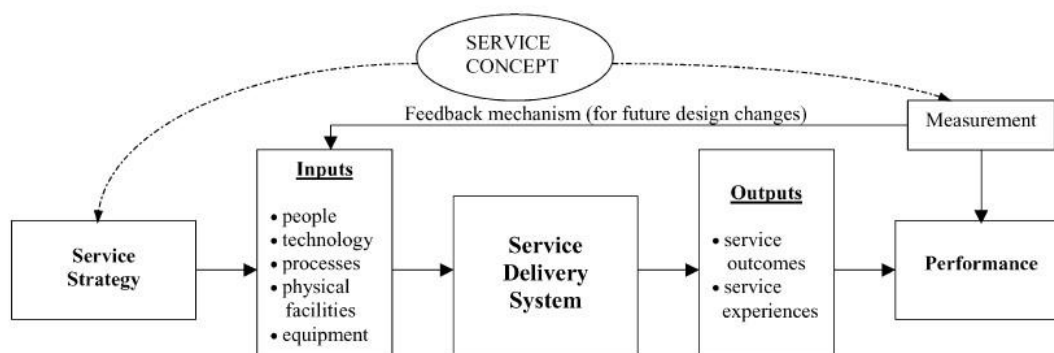
Fig. 2. Proposed service design planning model.

Figure 3: Role of a service concept (Goldstein et al. 2002)

Therefore the role of the service concept is to explain, what employee experience is and how it is delivered by integrating elements of the provider organization into the service concept. These elements are understood to consist of matters creating employee engagement, and from all the factors related to employee satisfaction, engagement and wellness (Bersin, Flynn, Mazor & Melia 2017). It needs to be clarified that for the case company the concept being developed serves as a starting point constituting from various inputs forming a service delivery system (figure 3). Purpose is not the design each single input, but to make suggestions, than can be addressed in a service strategy.

This thesis aims to give current and valuable information to human resource management and companies, how an organization can be developed by applying the employee´s perspective: What are the needs of the employees and how they experience the workplace, the inputs of the service delivery system. Work done in this thesis is based on the research questions defined by the thesis writer and on the design brief given to the thesis writer in September 2017. In this thesis is applied a theoretical understanding of Service- and Customer- Dominant logic, service concept and service design methodology to be able to answer to the research problem: **How can employee experience be developed?**

To be able to answer the main research problem in this thesis is used research and development questions that give direction for the development work.

Research work concentrates on answering the following questions.
1. How can the employee experience be defined? R1
2. Does customer centricity provide a perspective for understanding employee experience? R2

3. What are the elements contributing to employee experience? R3

To be able to design the employee experience concept for Terveystalo the development work focuses on answering following questions:

1. What are the needs of employees? D1
2. What is the value proposition for the concept? D2
3. What are the concept elements? D3

Purpose of the research work is firstly based on literature and existing theory to create an understanding, (R1) what are the different perspectives for employee experience and (R2) to understand if service design and customer centricity can be used for developing the employee experience. This thesis aims for developing a framework that can be used for development of the employee experience in general. Second objective of the study is to identify the drivers of the employee experience. The three development questions focus in building the concept for the case company by defining (D1) what are employee´s needs, (D2) how might these needs be addressed with a developed value proposition, and (D3) how are these designed into a concept explaining what is employee experience and how it is delivered by integrating elements of the provider organization in this particular case company.

1.3   Research approach and perspective for the case study

The theoretical part of this study aims to create an understanding of the employee experience and how it can be developed. Therefore the second chapter presents perspectives for understanding the employee experience. First, the evolvement of managing human resources in an organization is explained (Chapter 2.1) and then the employee´s relationship with the employer is explored through the concept of engagement and jobs demands and resources. Chapter 2.3 models the transition from provider-dominant logics into the world of customer-dominant logic and explores how value, service and experience are connected (Chapter 2.4-2.5). The theoretical part aims to connect the different theoretical perspectives into a theoretical framework (Chapter 2.7) enabling the empirical development work.

This thesis is built on the viewpoint of customer dominant logic (CDL) as it suggests customer´s reality to be the starting point for value creation. Instead of putting the company´s perspective at the center of the concept development, the CDL suggests the service provider should focus in understanding what *customers are doing with services* and to address the service to accomplish customer´s goals (Voima, Heinonen & Strandvik 2010, 4). According to the Heinonen et al (2013, 112) it is central to view the employee not as a customer, but as a person, to be able to understand value under the customer-dominant logic. Applying CDL connects the theory with the methods used in the empirical parts (Chapter 3) and offers a new approach for developing to employer-employee relationship. The third chapter presents the

applied methods and tools (Chapter 3) as the fourth chapter explains the empirical case study.

Research done for this thesis can be called as a single case study, as it is conducted for a real case company for a restricted amount of time to study events, that the researcher cannot control (Yin 2014, 3-4, 14). According to Yin (2014, 14) case study is generally understood as *"an empirical enquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident"*. Following the case study approach this study aims to provide a level of detail and understanding for the employee experience in this particular case company: "how" and "why" the studied phenomenon works (Yin 2014, 3-4). As In-depth interview is known to be one of the most important sources of case study evidence (Yin 2012, 111), semi-structured theme based interviews and a design probe are applied to study the phenomenon and get real insights to the employees´ life.

This study does not explore the implementation of the concept as it can be considered as another design process, where the focus should be in change management as well. This study aims in giving a service concept for the case company to enable the further development of the service system to enable the employee experience.

1.4 Structure of the thesis

This chapter presents the structure of the thesis which is consisted of six parts. First chapter introduces the study context by presenting the case company Suomen Terveystalo (Chapter 1.1) and the topic of the thesis together with its development and research goals. Second chapter presents the theoretical frame by presenting different perspectives for understanding the employee experience. The third chapter presents the empirical framework and methods. Applied methods include desk research, employee interview, design probe, formulation of job statements, jobs to be done canvas, user testing, ideation, value proposition canvas, drawing, 1-2-3, storytelling, rapid prototyping, and employee journey canvas. The structure of fourth chapter follows the phases of the applied Double Diamond design process. The fourth chapter presents how the tools were applied into the practice. Fifth chapter presents the empirical findings of the study. Focus of the sixth and last chapter of this thesis is to discuss the research implications of the study by summarizing the work done during the process and by discussing its value.

Next chapter closes the introduction chapter by presenting the key concept of this thesis.

1.5   Key concepts in the thesis

This chapter presents the key concepts of the thesis that are not covered in the theoretical part (chapter 2).

Customer, employee, person and buying customer

In the service context customer is often understood as the buyer or the user of the service. In this study employee is considered as a *customer* of company´s internal services. This approach is based on the definition in which clients, users and buyers can all be considered as customers (Heinonen & Strandvik 2015, 472-473). Heinonen et al (2013, 112a) highlight the importance of considering the customer, not as a customer, but as a person, to be able to understand value under the Customer-Dominant logic. Therefore in this context with the word **customer is referred to viewing employee as a person, being a customer of the internal services of the company**. In addition, when is referred to the end-customers in the business-to-customer context is used a word *buying customer*. Buying customer is someone paying for the services.

Co-creation and co-design

Co-creation has various meanings. Grönroos and Voima (2013, 133) define co-creation to be a function of interaction in service. Sanders and Stappers (2008) define co-creation to refer to any act of collective creativity that is applied in the form of co-design through the design process. For this thesis is applied the broader meaning of co-design referring to the creativity of designers and people not trained in design collaborating in the service design process. (Sanders and Stappers 2008).

Design thinking - design thinking is considered as human-centered approach to innovation and it is tightly related to service design. Lush (2015) defines design thinking as a creative problem solving approach. In general design thinking can be considered as an over level mindset constituting from following elements: empathy enabling the customer centricity, rapid prototyping and fail fast culture enabling learning, and change and future orientation.

Employee survey

The employee survey used in this particular case company aims in understanding how satisfied the employees are through three indexes: employer image, employee wellbeing and supervisory work. Survey is provided by an external service provider and three indexes are tailored for the case company. This means the case company has been able to influence on what it wants to emphasize with the indexes. Survey used by the case company constitutes of 34 questions, from which the indexes are also calculated. Survey uses question techniques, where employees are first asked about how important they consider certain theme to be and

after that, what is their experience of the factor. The total perceived experience is determined by calculating how well the experience corresponds to employee´s expectations.

Employer, company and service provider

Employer is traditionally considered to be a company that employs the employees. With this service orientation, with the word employer, is referred to a company. The company is responsible for providing the tools and working environment for the employees to be able to do their jobs. Therefore employer can also be considered as a service provider of internal services.

Service is "*the application of specialized competences (knowledge and skills), through deeds, processes, and performances for the benefit of another entity or the entity itself*" (Lush & Vargo 2004a, 2). In general service is characterized as intangible. By this is referred to its simultaneous production and consumption. Often around service are designed tangible elements contributing to wanted service experience. Service is inseparable from the people or channel providing it. Therefore the nature of a service is linked to a process, where various factors contribute.

NPS

Net promoter score is traditionally used for measuring customer loyalty, but it is also applied for understanding the level of employee loyalty. In the latter case, a word net *recommending* score, is used for the same purpose. The original purpose of NPS is to track net promoter and it offers organizations a powerful way to measure and manage customer loyalty (Reichheld, 2003). As a part of the company´s annual employee survey is a question "*On a scale zero to 10, what is the likelihood you would recommend this workplace to your friends and colleagues?*" a- question used for measuring the NPS score. If an employee scores as a nine or a 10, they are classified as promoters. If they score as a seven or an eight, they are passive and it can be said they can relatively easily change job. The challenge is you don't know if they are leaning towards engagement, leaving you, or they just don't care. A score of a six or lower means a detractor. NPS score is calculated by deducting the share of customers-critics (detractors) from the share of customers-promoters, which gives one comparable NPS index. The index can have value +100 (everyone is a promoter) to -100 (everyone is a detractor). Generally NPS, higher than 0, is viewed as good, higher than 50 as excellent

2   Perspectives for understanding the employee experience

This chapter constitutes of eight parts focusing on providing different perspectives for understanding the context of the study and the chosen approach for designing an employee experi-

ence concept. Various sources were explored to be able to form an interdisciplinary approach to answer the research problem: How can employee experience be developed?

First part of this chapter introduces the role of human resource management in the organizations. It explains the context where the employee experience exists by revealing the field of organizational design and human resource management. This approach was chosen to better understand the elements contributing to the context of employee experience. Moreover, how organizations are built and lead today, and how this has evolved. Second part explores the relationship between the employee and employer. This part introduces the concept of employee engagement and job demand and resources that are established concepts considered to approach the work from the employee's perspective. This perspective was needed first to connect the paradigm change from company´s perspective to the employees´ perspective in the established literature in field of the strategic human resource management. Secondly this chapter builds a link with the perspective change in human resource management and organizational studies with the applied theory explained in the third chapter.

The third part explains the paradigm shift to customer centricity by explaining the shift from provider-dominant logics into customer-dominant world with the help of service theory. Service theory, especially customer-dominant logic was considered to provide a perspective that manages to explain, both the employee´s, and company´s perspective, in building the theoretical frame. Theory explained in this part is also used to answer the first and second research question *how can the employee experience be defined?* (R1) and *does customer centricity provide a perspective for understanding employee experience?* (R2). The fourth part explores the role of value in an experience and was included as it connects the element of value to the context of employee experience. It also serves as a theoretical foundation for answering the two development question *what are the needs of employees? (D1)* and *what is the value proposition for the concept? (D2)*. The identified needs of the employees, and the qualitative data, are also used to be able to answer the last research question *what are the elements contributing to employee experience? (R3)*. Fifth part explains the principles of service design that was applied as a development method in this thesis. In the design process is designed the concept elements, as an answer to the third development question, *what are the concept elements? (D3)*.

Together these sections form a framework that combines the customer-dominant logic, employee engagement, service design, and HRM and set expectations for the outcome of the development project done in the empirical part. The actual service design methods used in the empirical part are introduced in the chapter 3 *methods and tools*. In the last part of this second chapter is summarized the theoretical part of the thesis into a theoretical framework to be able to answer the research problem *"How can employee experience be developed?"*

2.1   Management of human resources in an organization

Today human resources department (HR) is traditionally seen as an internal support function aiming to drive the performance of the employees to meet the strategic goals of the organizations (Johanson 2009, Plaskoff 2017), or as HR professionals want to consider itself as a strategic business partners (Jackson, Schuler and Jiang 2014). HR is considered being interested in how people are managed within organizations, focusing on policies and systems (Collings and Wood 2009) and being responsible for operational activities such as payroll management, recruitment, compensation and benefits, training and development, but also managing industrial relations (Paauwe & Boon, 2009) and balancing the internal policies and practices with the local regulation and legislation (Klerck, 2009). To be able to understand the context of the study, its evolvement over the time and how it is traditionally studied and managed in organization, an exploration into the development of human resource management is a necessity.

Origins of human resource management (HRM) stems from administration, but the function and its roles have evolved over the time into more strategic contributor to business effectiveness (Jackson, Schuler & Jiang 2014). Leopold and Harris (2009,9) define human resources to be *the efforts, knowledge, capabilities and committed behaviors which people contribute to a work organization as part of an employment exchange and which are managerially utilized to carry out work task and enable the organization to continue in existence*. These are often approach through the numerous activities of the HR or the roles that HR has in the studies (Ulrich & Brochbank 2005).

For three decades the strategic management of human resources has been widely discussed in academic literature in the field of human resource management (Hitt, Biermant, Shimizu, & Kochhar, 2001; Mahoney & Kor, 2015) and strategic human resource management (Nyberg, Moliterno, Hale, & Lepak, 2014) and it has grown in to an established domain of inquiry (Jackson, Schuler & Jiang 2014). In figure 4 the author of the thesis has illustrated for the reader the paradigm change. The role has evolved from payroll and personnel management through an integrative human resource management era into the time, where HR management is seen as a strategic partner for the business. The development is not parallel in each company and country, but it gives a generalist timeline of the development.
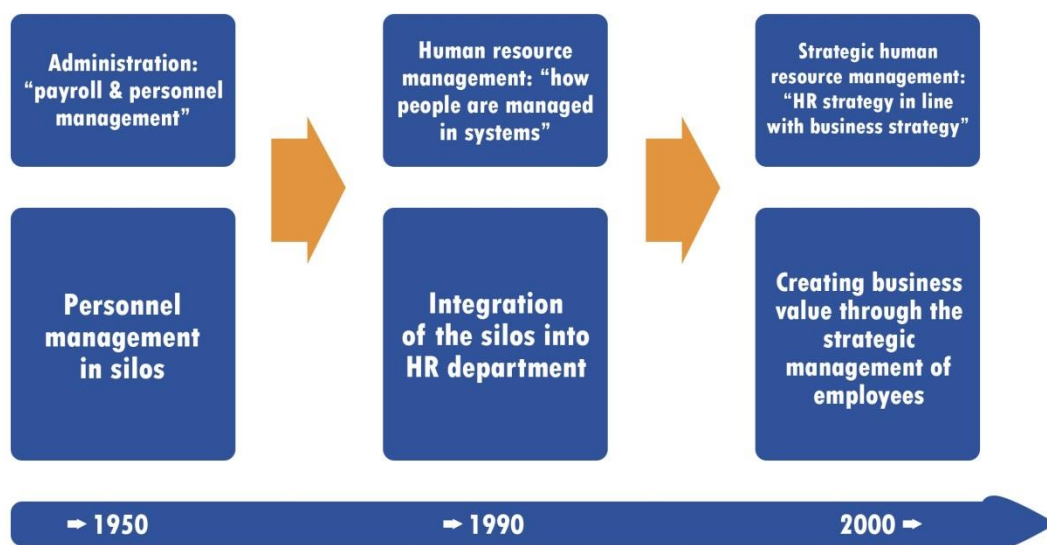
Figure 4: Evolvement of human resource management over time

As the focus of the study is not the roles or the activities of the human resources department, a model explaining the environment, context of the study is presented. In the academic research the definitions of HRM has varied, but for this thesis is adopted an aspirational framework of HRM developed by Jackson, Schuler and Jiang (2014) of studying the HRM *as a system and its interrelationships with other elements comprising an organizational system including the organization's external and internal environments, the multiple players who enact HRM systems, and the multiple stakeholders who evaluate the organization's effectiveness and determine its long-term survival.* Figure 5 present the aspirational framework by Jackson, Schuler and Jiang (2014) combining elements acknowledged as important in scholars. In the figure 5 can be seen, how a strategic HRM constitutes of external and internal environment, HRM system and from its outcomes for internal and external stakeholders. This framework is built upon the underlying assumption of organizations being *"complex systems of interrelated elements, such that each element influences the system's functioning and is affected by other elements in the system" (*Jackson, Schuler and Jiang 2014). External environment constitutes of law, labor unions, collective agreements, employment rate, national and local culture, but also technology development. Internal environment is formed by the company´s strategic intention, company culture and biography and organizational design.

External Environment

Industrial Relations & Unions	Industry and Market Conditions	Labor Markets	National & Regional Cultures	Laws & Regulations	Technologies

Internal Environment

Strategic Objectives, e.g.
- *Diversification*
- *Growth*
- *Innovation*
- *Cost Control*

Organisation Culture, e.g.
- *Leadership*
- *Values*

Organisation Biography, e.g.
- *Ownership*
- *Manager characteristics*
- *M&A history*
- *Layoffs*

Organisation structure, e.g.
- *Geographic scope*
- *Divisionalisation*
- *Structure of HRM function*

HRM System

Elements
- *Philosophies*
- *Policies*
- *Practices*
- *Processes*

Types
- *High performance*
- *High commitment*
- *High involvement*
- *Strategically targeted*

Implementation
- *Transparency*
- *Accountability*

Segmentation
- *Occupational groups*
- *Locations*
- *Status*

Outcomes for Internal Stakeholders

Employees, e.g.
- *Human capital*
- *Economic gain*
- *Employment security*
- *Fairness*
- *Engagement*
- *Psychological well-being*
- *Health and safety*

Line Managers, e.g.
- *Employee performance and citizenship behavior*
- *Employee turnover*
- *Organisational capabilities*
- *Social capital development*
- *Ambidexterity*

HR Professionals

Outcomes for External Stakeholders

Owners / Investors, e.g.
- *Financial performance*
- *Corporate reputation*
- *Productivity*

Customers, e.g.
- *Product quality*
- *Customer service*
- *Innovation*
- *Cost*
- *Convenience*

Other Org's, e.g.
- *Reliability*
- *Trustworthiness*
- *Collaborative problem-solving*

Society, e.g.
- *Legality*
- *Social responsibility*
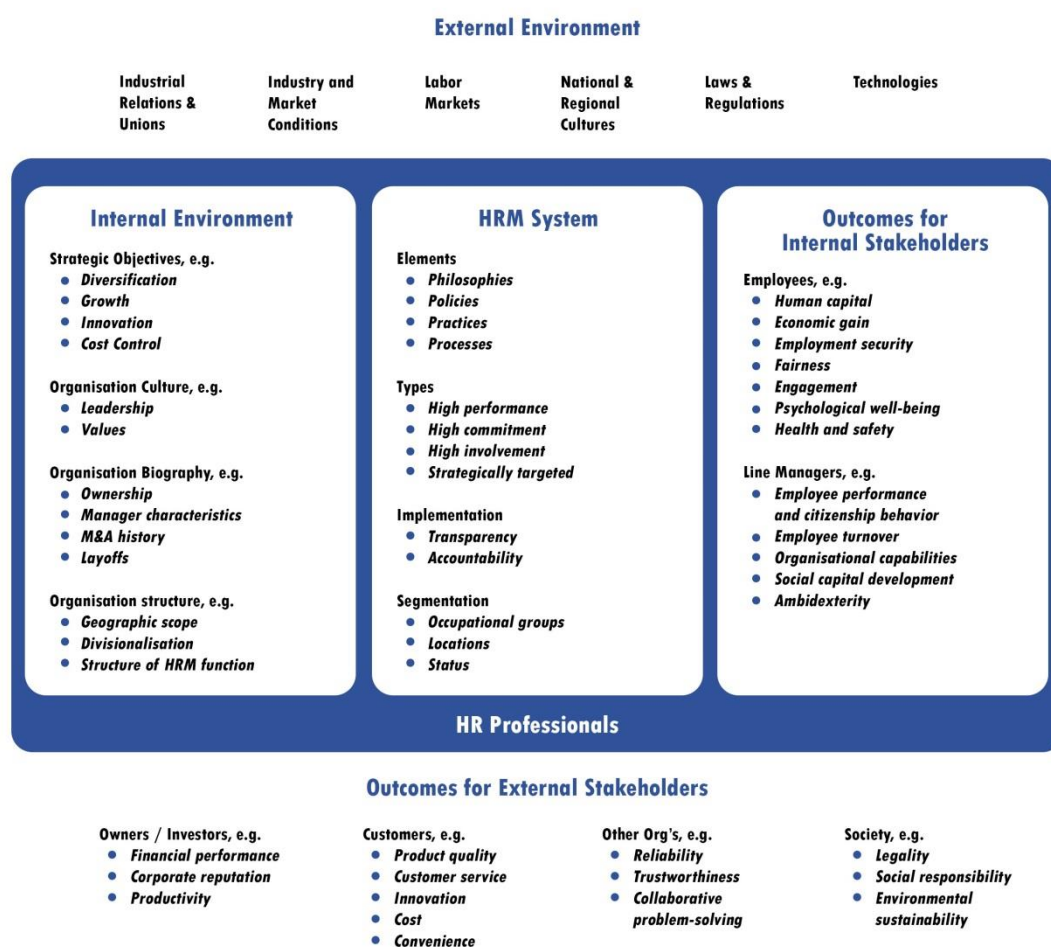- *Environmental sustainability*

Figure 5: Aspirational frame for strategic HRM (Jackson, Schuler and Jiang 2014)

In the framework the primary element constituting the HRM system include

1. Overall HRM philosophy crystallizing the values of the organization's management approach.
2. Official HRM policies, which state the organization's intention serving to direct and partially constrain the behavior of employees and their relationship to the employer.
3. Actual HRM practices, which are the daily enactment of HR philosophies and policies
4. The associated technological and social processes through which HRM policies, and practices are established, modified and terminated.

It needs to be clarified, that an HRM system cannot be built separately from its operational environment. For example the local regulations and laws affect the internal policies and global companies have to take into account the international-, country and local level regulations, targets and needs. Therefore organizations are to be seen as dynamic entities which have to balance between in maintaining the agility and scalability to be able to answer to changes in the external environment and simultaneously overcoming the challenge of main-

taining enough operational clarity and stability internally. This constant balancing between internal and external demands creates a dynamic environment for the continuous development of HRM policies and practices.

The academic definition of HRM reveals the view to be systemic, but the practical applications can be more pragmatic: Traditionally, HR professionals create formal HRM policies and guidelines in an organization to ensure the performance of the employees are meeting the goals of the organizations. Often these formal policies are transformed into behavior by supervisory work. Academic research also recognizes supervisors to be in key role in implementing HRM practices (Perry & Kulak, 2008), and Brand, Madsen, & Madsen (2009) explain HRM activities does not always work out as it was planned. This can lead to a gap between the intended and experienced HRM policy affecting to the experience of working.

In a traditional way, the starting point for creating a process or a policy has been the goal of the company instead of placing the employees in the center and understanding the needs of the employees (Plaskoff 2017). These roles are challenged and HR professionals have become active participants in the business planning process and making more room for the interpretation of the policies as a response to turbulent market conditions; and high-talent employees often negotiate personalized employment contracts and working conditions.
According to Nishii & Wright (2008) human resource management practices in organizations can be observed through three lenses:
1) practices as intended by the human resources function and as embodied in policy documents and practice guidelines
2) enactment of these practices by line managers in the workplace
3) employee´s experience of these practices

Practice as intended describes from the perspective of the policy maker, what was the intention behind the policy, when it was created. Whereas the enacted explains how the enacted policy is implemented on the behavioral level. Experience lens reveals the interpretation of the implemented behavior by the experiencer. To this day the difference between intended, enacted, and experienced HRM has received little empirical attention although it is known to be the experience guiding the employee behaviors and attitudes (Whitener 2001).

Therefore Jackson, Schuler and Jiang (2014) definitions of a HRM system needs to be observed from the perspective of employees´ experience of the HRM system: *How do the employees experience the overall HRM philosophy with its policies and practices with the associated technological and social processes.*

Talent management is also a form of strategic human resource management, but there is distinction between the terms. Talent management is a practice of human resource management that can be understood as an aim to balance the multi-directional forces of labor markets, employee needs and economic concerns (Melawi & Collings 2010). HR professionals are now preferring to use the word people and talent instead the term human resource, and valuing humans for the value of human talent on the contrary to considering employees as capital resources (Armstrong & Taylor, 2014). This tells about the future directions of strategic human resource management: employees are considered to be individuals, who must be treated fairly, valued and appreciated for who they are and their needs must be met in order to engage them (Pandita & Ray 2018, 192).

This chapter presented the evolution of human resource management from an administrative function into a systemic view of strategic human resource management. Talent management is a practice of strategic human resource management with an ultimate goal of employee engagement. Employee´s relationship with the employer is a perspective contributing to the employee engagement. This aspect is explored in the next chapter.

2.2   Employee´s relationship with the employer

Talent management can be said to seek in attracting, developing, retaining and rewarding employees in an organization to engage employees. Following the logic of the aspirational frame for strategic HRM, employee engagement is seen as an outcome for the internal customer of talent management practices of the HRM system (Jackson, Schuler & Jiang 2014). This conflict with the Kahn´s (1990) description of conditions leading to employee engagement: meaningfulness of work, social and organizational security and job variety and distractions to enrich the work. Self-determination theory (SDT; Deci & Ryan 2000) explains people´s need for being relatedness to be one of the three basic needs, that when being satisfied, people are optimally motivated and experience wellbeing. The other two basic needs are the need for autonomy and the need for competence (Deci & Ryan 2000). Can a strategic human resource management or an employer define meaningfulness of a work for an employee and take credit for something, that people have a natural tendency to satisfy? This calls for a new perspective to understand the employee engagement.

Employee´s relationship with organization has been in the focus of the human resource scholars for the past decade, but the perspective has been the employer´s point of view (Tsui, Pearce, Porter & Tripoli 1997). Current mega trends such as lack of skilled workforce, rapid change and increased competition all question the empathy of the employer´s perspective (Pandita & Ray 2018, Plaskoff 2017, Coyle-Shapiro & Shore 2007) and now the employers are willing to fulfil the needs of employees (Coyle-Shapiro & Shore 2007). Baruch (2006) and Hall (2004) explain employees of today prefer to establish a new kind of dialog with their employ-

er. Employees seek to satisfy their own personal needs, which are known to play an increasingly important role in the employee–organization relationship. Coyle-Shapiro and Shore (2007) define the relationship between employee and organization as a relationship containing micro attachments such as the concepts of employee engagement, psychological empowerment and the psychological contract.

Psychological contract is generally understood as an informal exchange agreement between employees and the employer being built on an employee's beliefs about promises made by the employer, and their related obligations or expectations (Conway & Briner 2005). It´s foundational premises are in social exchange theory (Blau 1964) proposing when one provides a benefit to the other, the other party feels obliged to respond by providing something beneficial in return, creating an exchange relationship between the two parties. These share similar tenets with the Good-Dominant logic, where value is seen to be exchanged in a transaction.

This thesis aims in understanding the employee experience (EX). EX is a particularly new term, which seems to be lacking an academically established framework and a theory. Farndale and Kelliher (2013) studied the consequences of implementing performance appraisal for the employee experience by understanding this as employees´ perception of the performance appraisal. The study did not focus on exploring the experience, nor the needs of the employees. As Coyle-Shapiro & Shore (2007) and Shore, Porter, & Zahra (2004) point out most of the studies focusing on studying the relationship between the employee and employing organization, have adopted the viewpoint of the organizations as the starting point. Therefore there seems to be an opportunity for a new research field focusing in addressing firstly the employees viewpoint and secondly to study the experience.

Plaskoff argue that employee experience is to be employee´s holistic perception of the relationship with his/her employing organization derived from all the encounters at the touchpoints along the employee´s journey (2017,137). This is the only definition found referring directly to the *employee experience* instead of referring to the *perception*.

2.2.1   Employee engagement

Employee engagement is generally understood as a work-related state of mind characterized by feelings of vigor, fulfillment, enthusiasm, absorption and dedication. Academic research generally agrees on understanding employee engagement as an active, fulfilling and work-related state of mind including a strong identification with the organization and self-expression (Bakker, Albrecht & Leiter 2011; Rothbard & Patil 2010). Eldor and Vigoda-Gadot build on that arguing employee engagement to be "*an active, fulfilling concept reflecting*

the simultaneous expression of multidimensional energies – physical, affective and cognitive – that benefit organizations and employees" and continue explaining that development of employee engagement may lead to a competitive advantage and enables the personal flourishing and growth of the employees (2017, 531).

Bakker, Hakanen, Demerouti and Xanthopoulou define the three elements of work engagement in the following way. Vigor is referred as "high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence in the face of difficulties (2007, 274). The second element of engagement, dedication, is understood as *"a sense of significance, enthusiasm, inspiration, pride, and challenge"* (Bakker et al. 2007, 274). The third factor of work engagement, *absorption,* is described as a state, where one is *"being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work (*Bakker et al. 2007, 274*).*

Studies have been able to point out the drivers of the employee engagement. Through a structured literature review Wollard and Shuck (2011) identified 42 antecedents of employee engagement from which half were related to individual and the other half to the organization. Therefore it can be generalized, that both the employee and the employer contribute to the employee engagement. General literature understands these as leadership style, supportive organizational culture, feedback, trust, career advancement opportunities and as effective and transparent HR practices (Popli & Rizvi 2016).

This chapter argued for the perspective of employees in studying the employee engagement. The next chapter focuses on matters that are on the job level which affects the employee's perspective on a more concrete level.

2.2.2   Job demands and resources

Schauffeli and Bakker (2004, 295) explain each job constituting from two sets of variables: job demands and job resources. Job demands and resources model (JD-R model) is a heuristic model explaining how the two specific sets of working conditions contribute to the employee wellbeing (Bakker & Demerouti 2007; Bakker, Demerouti, De Boer & Schaufeli 2003). Job demands are defined as *"those physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (i.e., cognitive or emotional) effort and are therefore associated with certain physiological and/or psychological costs"* (Schauffeli & Bakker 2004). Job demands are the factors in a job that has a likelihood of evoking strain, if they exceed employee´s capability. Job demands are not automatically a negative factor. Job demands can transform to a job stressors, if meeting of those particular

job demands requires higher efforts, than from which the employee is not able to adequately recover (Meijman & Mulder 1998).

According to Hobfoll (2002), job resource is generally understood as a physical, psychological, social, or organizational aspects of job, that can either/or; (1) reduce job demands and the associated physiological and psychological costs; (2) are functional aiming towards work goals; (3) stimulate personal growth, learning and development. Bakker, Hakanen, Demerouti and Xanthopoulou (2007) refer to Hobfoll (2002) by highlighting job resources to be important as their own and clarifying resources not to be always related to the demands. According to Bakker et al (2007) job resources can found from the following four levels:

- Organization (e.g., salary, career opportunities)
- Interpersonal and social relations (e.g., supervisor and coworker support)
- Organization of work (e.g., role clarity, participation in decision making)
- Task (e.g., performance feedback, skill variety).
  (Bakker et al 2007, 275).

Studies have shown job resources such as autonomy, job control, role fit, skills, variety, task identity, task significance, supervisor support and feedback and to have a positive impact on employee engagement (Crawford, LePine, & Rich 2010). Job resources have an important role especially under highly stressful conditions. Bakker et al predict job resources to act as buffers and diminish the negative relationship with job strain and work engagement (Bakker, Hakanen, Demerouti & Xanthopoulou 2007).

Therefore it can be assumed job demands and resources to be negatively related. In generally job resources are known to lead to work engagement and work engagement leading to personal initiative (PI) (Hakanen, Perhoniemi, Toppinen-Tanner 2008). Personal initiative (PI) is understood as active and initiative-taking behavior exceeding the formal requirements at work. Hakanen et all. (2008) clarifies this by explaining PI further: *(1) is consistent with the organization's mission, (2) has long-term focus, (3) is goal directed and action oriented (4) is persistent when facing barriers or setbacks, and (5) is self-starting and proactive* (2008, 79). Personal initiative affects positively on work-unit innovativeness, and work-unit innovativeness leads to personal initiative, which contributes positively on work engagement, which finally predicts future job resources (Hakanen, Perhoniemi, Toppinen-Tanner 2008).

Figure 6: Employees and employers perspective to the job

Figure 6 the writer of thesis has summarized the factors contributing the employee experience. In the center is the job that is the justification and the reason to be interested in the employee experience. One factor of the employee experience is the employees´ experience of the HRM system that is known to be contributor to employee engagement (Jackson, Schuler & Jiang 2014). Generally literature understands leadership style, supportive organizational culture, feedback, trust, career advancement opportunities and an effective and transparent HR practices to lead to employee engagement (Popli & Rizvi 2016) and employee´s perspective is a necessity to evaluate these. Therefore the employee´s personal needs, but also resources and capabilities in relation to the job and its demands and strains contribute to the employee engagement (Hakanen , Perhoniemi, Toppinen-Tanner 2008) and therefore to the employee experience as well (Jackson, Schuler & Jiang 2014) (figure 6) .

This chapter explored the job level as a contributor to the employee experience and summarizes the theory part this far. Plaskoff (2017) argues that even the most modern approaches for developing employee engagement foundationally stems from old ways of thinking and are not working in today's workplaces. In talent management a new key term is "talent relationship management," which means harnessing the talent management practices into building an influential employee value proposition (EVP) (Pandita & Ray 2018). The goal of the EVP is to ensure attracting wanted employees to the organization, and that the employees stay engaged and committed (Trots, 2014). Pandita & Ray (2018, 190) explain the EVP as developing a brand image, that resonates with wanted employees and contributes to the employee engagement. Pandita and Ray continue to explain the value proposition to constituting of "*all tangible and non-tangible benefits that a prospective employee stands to gain from joining the organization, which includes learning, growth, social interactions, workplace climate*

conducive to good performance, an excellent employer image". Therefore a new theoretical perspective is needed to understand *the talent relationship management* and to be able to create a value proposition. Could the rise of customer-centricity offer tools? Next chapter explores paradigm change from Provider-Dominant logics into the world of Customer-Dominant logic. Could these complete the explanation how employee experience could be developed?

2.3   Progress from provider dominant logics into customer centricity

In 2004 Lusch and Vargo introduced the Service-Dominant logic representing the transformation from product-oriented Good-Dominant logic (GDL) into the experience-oriented service economy. In general this has meant the rise of customer centricity and the transformation of organizations into service companies. Together with the mega trend such as consumerism and digitalization, this has had many consequences both for leading the companies, and to the requirements and nature of the jobs. Today in many specialist jobs the nature of the work has shifted towards a consultant: employees need to understand the needs of the buying customer and be able to create a right solution to the customer (Strandvik & Heinonen 2015, 122). This requires new kind of skills and competencies from the employees such as complex problem solving skills, self-leadership, excellent communication, agility and resiliency to the change. However, the implications for the organizational design and HRM system should not be forgotten. Are the organizations with all its processes build around customers? Do the company´s processes enable serving the customer? In a truly customer centered company the employees are lead in a way, that the internal processes of the company are not an obstacle, but act as enablers.

Service-dominant logic (SDL) presents a review of human economic history stating services are the beginning, middle and end of all economic activity (Lusch & Vargo 2004). To understand this one must understand, what is meant with service. Grönroos (2000, 46) understand service to be a process, constituting from tangible and intangible activities, that occur in interactions, is provided by the provider as an answer to customer´s problem. Lusch (2004a, b) define service as "*the application of specialized competences (knowledge and skills), through deeds, processes, and performances for the benefit of another entity or the entity itself*" (p. 2). Both definitions share similar tenets characterizing the nature of service to be process, constituting of interaction and integration of resources. SDL (Lusch & Vargo 2004) defines the service further by capturing it in five axioms:

> I.   *Service is the fundamental basis of exchange*
> In practice meaning no matter what the context is, service is always exchanged for service. At work the employee provides his/hers own resources, skills and knowledge, for the benefit of the employer. At the most simple level the employer

provides the employee an income that provides employees a right for future services. This axiom implies 1) goods are appliances for service provision 2) all businesses are service businesses and 3) all economies are service economies (Vargo & Lusch 2014, 15.).

II.   *The customer is always co-creator of value*

This axioms states value to be always co-created through interaction directly or through goods (Vargo & Lush 2014, 15). If an employer provides an employee with tools, instructions and processes, no value is created before the employee uses them. This way it can be seen, that the tools, instructions and processes are an appliance for aiding the service provision and value is co-created through the use of the service. Vice versa the skills and capabilities of the employee can be seen as an appliance for service provision. Hence particular care need to be paid for the organizational design: is it built around the customer?

III.   *All economic and social actors are resource integrators*

This means that service is only possible, if all the actors provide the needed resources for the service. A company, an employer, is not able to provide the service to customers, if the employee doesn´t use the tools provided by the employer, or the customer does not use it´s skills to use the service. Other way round employer is not able to provide the service, if the employee does not integrate its skills and knowledge to use the tools provided by the employer.

IV.   *Value is always uniquely and phenomenologically determined by the beneficiary*

This axioms highlights the phenomenological nature of value, instead of experiential, but conclude when using the word experience with the broader meaning, it can be used as well (Vargo & Lusch 2014, 15-16). Although there is a massive academic discussion on defining the nature of value, the main message of the axiom is that service itself has no intrinsic value. Value propositions are always perceived and integrated differently meaning value is always uniquely experienced and determined (Vargo & Lusch 2014, 16). Hence an experience cannot be defined solely by the employer, as the employee interprets uniquely the value of the experience of work.

V.   *Co-creation is coordinated through actor-generated institutions and institutional arrangements*

The latest addition to the axiom expresses the co-creation of value only to exist through the coordination of institutions and institutional arrangements, which are made by human. By *institutions is understood the rules, norms, meanings, symbols,*

practices, and similar aides to collaboration and, more generally, institutional arrangements—interdependent assemblages of institutions (Vargo & Lusch 2016, 8). This can be understood that the potential value a service provides is a designed co-creation in service ecosystem constituting from institutions and institutional arrangements. In the context of employees and value in use through the service experience of work, the co-creation of value can be seen to be formed in a larger service ecosystem than just the actors at work.

Companies are known to be looking for ways to create value for their customers and to stay competitive in continuously changing markets. Before the introduction of SDL, GDL interpreted the value to be occurring in an exchange as SDL explains value to be always co-created through the interaction of actors, either directly or through goods (Vargo & Lush 2014, 15). The GDL has meant in the context of human resource management and organizational design that the processes of a company were built around optimizing the profit fostering. Moreover, the processes of a company were built production centered. In GDL the role of the HRM system with its process and practices was to manage the performance. Often in this context was used the term *resources* for employees and the leadership paradigm can be said to be *management* oriented. Management orientation is in general understood command and control focused.

The concrete difference between the GDL and SDL paradigm is the interpretation of where value is seen to be occurring. SDL does not interpret the value to be formed in the exchange between a company and a customer in a transaction. Instead, SDL interprets value creation to be contextual (Vargo & Lusch 2014, 23). Therefore it is concluded SDL focus on systems and on the co-creation between generic actors on a societal level (Vargo & Lusch 2004, 2014).

Another approaches in the field of service is service logic (SL) addressing more the interaction between the provider and the customer (Grönroos 2006). On the contrary to SDL, Grönroos and Voima (2011) argue value to be defined as value-in-use, created by the user, individually and socially, during the use of the service (resources, processes, and their outcome). Although the focus of SDL is moving from co-creation towards how value is created within systems of service exchange (Akaka, Vargo & Schau 2015), the key issue is moving to understand the customer (Heinonen & Strandvik 2015). Despite the focus shift, the SDL can be said to be considered as a foundational premises of service marketing and value co-creation (Vargo & Lusch 2017). Therefore by according the SDL following can be stated:

- As service is the fundamental basis of exchange, and ultimately everything can be consider as service, can the employer be considered as a provider on an abstract level (Lush & Vargo 2014, 15). On a more concrete level the human resource department, as other support functions in an organization as well, can be considered as a provider

of internal services and the employee to be in a role of a customer in evaluating the strategic human resource practices. Moreover, organizations with its processes need to build around the customer to be truly customer centric.

- Service or any other resources – operand and operant- itself has no intrinsic value. Therefore the best a company can offer is a value proposition followed by integration of resources through a service with the customer, if the proposition is accepted. (Vargo & Lusch 2014, 21.)

- All value propositions are always perceived and integrated differently by each unique actor meaning value is always uniquely experienced and determined (Vargo & Lusch 2014, 16).

Customer´s role in the determination of value

SDL has been challenged from its assumptions for considering the provider´s perspective to be the starting point for value formation. These share similar tenets with the discussions around employer´s perspective to be the dominant one in evaluating the employee engagement presented in chapter 2.2. In 2010 Voima, Heinonen and Strandvik concluded in their literature review that in the existing literature the starting point for value creation is considered the provider´s resources (2010, 4). All thought value formation is generally agreed to be a complex process, which has not been explicated explained (Grönroos 2008), by introducing the customer-dominant (CDL) Heinonen, Strandvik and Mickelssen were able to address "*how value emerges for customers in their everyday life, in which service is inevitably embedded and how through a sense-making process customers construct their experience of value of a service provider's participation in their activities and tasks* "(2009, 533). This introduced a new perspective, where the customer's reality is considered the starting point, instead of service processes or even encounters or relationships (Voima et al. 2010, 4). Instead of putting the service at the core, the CDL positions the customer in the center representing a different perspective from the provider centered GDL and SDL. Heinonen and Strandvik (2015, 478) argue customer logic as "*customer's idiosyncratic reasoning and their sense-making about appropriate ways for achieving their goals and conducting their tasks*". On the contrary to focusing on what companies are doing to create services, that customers will prefer, CDL suggests the perspective to be on what *customers are doing with services* and how service accomplish customer´s goals and how service providers should focus addressing these (Voima et al. 2010,4). Therefore Heinonen et al (2013, 112) argue for the importance to view the customer not as a customer, but as a person, to be able to understand value under the customer-dominant logic.

In the context of this case study, it is as important to consider the employees as a person to be able to understand, how they determinate value. This understanding enables making right development actions in developing the HRM system. CDL change the mindset how a company

is lead as it represents a managerial approach to business (Heinonen & Strandvik 2015), where customer´s needs should be in the center of decision making. Therefore CDL can be applied as a theory explaining, why understanding the employees´ perspective is central for developing the employee experience.

On the contrary to the suggestions of SDL focusing on involving customers in co-creation, companies should address on involving themselves in the customer's business or life (Heinonen 2009, 15). By adopting the viewpoint of CDL, can be said, the company´s processes and operational philosophy needs to be truly customer centric to enable this. In the context of employee experience the employer should understand their employees more profoundly; employers should revise their mind set, tools and approaches to better understand the role of a job or tool in the employees´ world; what it helps the employees to achieve. According to CDL is central to understand how the customer's logic is materialized in the providers' world through the design and provision of the offering (Strandvik & Heinonen 2015, 122).

Characteristic to these three logics is their approach towards value formation, and the role of customer and provider in the value formation and who defines value.

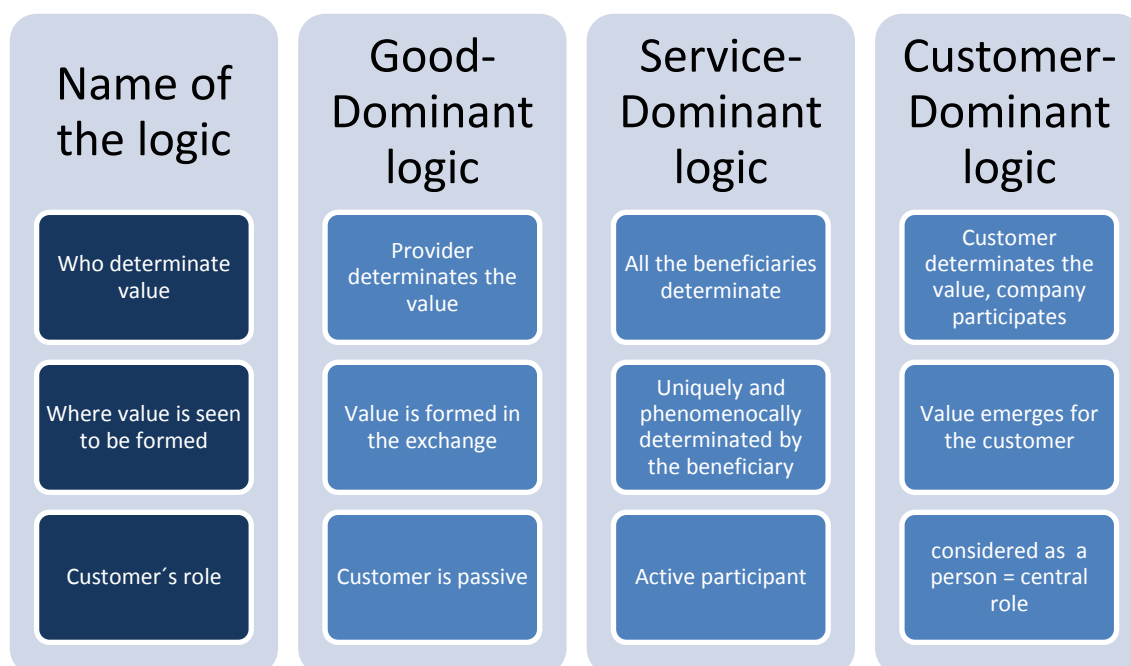| Name of the logic	Good-Dominant logic	Service-Dominant logic	Customer-Dominant logic
Who determinate value	Provider determinates the value	All the beneficiaries determinate	Customer determinates the value, company participates
Where value is seen to be formed	Value is formed in the exchange	Uniquely and phenomenocally determinated by the beneficiary	Value emerges for the customer
Customer´s role	Customer is passive	Active participant	considered as a person = central role

Figure 7: Summary of the differences of the logics in the value determination

In figure 7 is summarized the differences between the GDL, SDL and CDL for the reader in a visual form . In the GDL customer is seen as passive user of a product and the provider is the ne defining the value, that is formed in the exchange of a good (Heinonen et al. 2010; Vargo & Lusch 2008, 2014, 91). Applying the approach of GDL in organizational design and human resource management means the starting point for everything is the company´s objective:

Performance of the employees is managed by measuring individual transactions in silos, and how well the employee delivers the company objectives. According to the GDL employee is seen as a passive resource and it´s development initiatives are not utilized. GDL fails to see, what the end result is for the employee and ultimately to the buying customer: often doing one´s job is hard, as there is too much bureaucracy and silos. SDL and CDL interprets the customer´s role to be active: in SDL all the beneficiary contribute to the formation of the value, but the CDL develops this even further by seeing customer's reality as a starting point (Voima et al. 2010, 4) and the one who determinates value and for whom the value emerges. Adapting the SDL in human resource management and organizational design, can be said the employee and it´s satisfaction is linked to the customer. In 2008 Harvard Business Review introduced Service Profit Chain that links the company´s internal operational service quality, first to the employee satisfaction, then improves the customer satisfaction and loyalty, and ultimately leads to the revenue growth and profitability of the service business (Heskett, Jone, Loveman, Sasser and Schelinger 2008). Nevertheless, the company´s perspective is still the dominant one. CDL in organizational design and human resource management means a holistic and a comprehensive perspective, where also the culture and the experience of working are addressed by connecting the culture, all the matters related to employee engagement, employee satisfaction and wellbeing (Bersin, Flynn, Mazor & Melia 2017).

This chapter explained the transition from provider-dominant logics into customer-centered customer dominant logic and clarified their perspective for value formation and who defines value. CDL is the only approach positioning the customer in the center. These arguments for applying Customer-Dominant logic as a theory to explore employee experience. Therefore the next chapter focuses on role of value in a service experience.

2.4 The role of value in a service experience

As the previous chapter explained the paradigm shift from good-oriented value in-transaction logic to the service dominant co-created-value era, that is now moving into a customer centered value in-use era, this chapter focus on the role of value in a service experience. The purpose of this chapter is to explain how the concept of value is linked to the context of employee experience. Moreover, a deeper understanding of the value in an experience is needed to be able to answer the main research problem- *how the employee experience can be developed?* Next is discussed how value is linked to the service experience and then connected this to the context of organizations and employee experience.

Sandström, Edvardsson, Kristensen and Magnusson (2008) define service experience by stating it to be the total functional and emotional value of a consumed service, which is unique to every individual customer and the service consumption situation. According to Helkkula (2011) service experience can be explained by considering it to be a process, an outcome,

and a phenomenon. A Conceptualization of service experience defines it to be dynamic, experiential, relational activities and interactions developed with the customer (McKoll-Kennedy, Cheung &Ferrier 2014, 249), but this conflicts with CDL. According the CDL value formation is not always an active process; through cognitive, mental and emotional process, customer consciously or unconsciously analyzes interactions and forms a customer reality where value is seen to be embedded in (Voima, Heinonen and Strandvik 2010, 6). Established literature from the field of human resource management shares similar tenets with this: an individual job of an employee can be seen constituting from demands and resources, that needs to be in line with employees´ skills, competencies and motivation at the individual level (Schauffeli and Bakker (2004, 295). Also talent management recognizes the importance of understanding the employees´ needs (Melawi & Collings 2010), but the human resource management seems to fail in capturing the dynamic nature of the value creation. How could this be captured? What could be the roles in the value creation in the context of employee experience?

Voima and Grönroos (2013, 141) explained the different roles each actor has in value creation by analyzing those through *the value spheres (*figure 8). In figure 8 are illustrated three value spheres, provider, customer and joint, where the role of the actor varies in relation to the value creation sphere. Here the company, in the role of the provider, is seen responsible for the all their process and in the provider sphere it produces resources and processes for customers' use. This ways the provider is interpret to be able to facilitate customers' value creation and can be considered as value facilitator (Grönroos 2008, 2011). In the joint sphere, the customer has a double role: it is a co-producer of resources and processes with the company and value creator jointly with the company. The company may engage into the customer´s value creation process in direct interactions with the customer, and be in the role of value co-creator, if both actors allow the company´s service providing process and customer´s consumption and value creating process merge into one interactive process forming the platform of co-creation (Grönroos & Gummerus 2014). In the rest of the customer sphere, the customer is seen to be creating the value as value-in-use without the provider: as no direct contact exist and no co-creation can take place. Still the provider can be in the role of the

value facilitator in the customer sphere (Voima and Grönroos 2013, 141).

From a production perspective

Producer: The provider as producer of resources to be used in the customer's value creation

Co-producer: The customer participates as co-producer in the joint production process

PROVIDER SPHERE
• production (potential value)

JOINT SPHERE
• value creation in interaction (real value)

CUSTOMER SPHERE
• independent value creation (real value)

Customer's role

Value creator/ co-creator: The customer is the value creator in direct interaction, but when inviting the provider into this process (a merged dialogical process), value is co-created with the provider

Value creator: The customer is an independent value creator outside direct interaction

Provider's role

Value facilitator: The provider is a value facilitator

Co-creator: The provider may get an opportunity to engage in the customer's value creation process as a co-creator

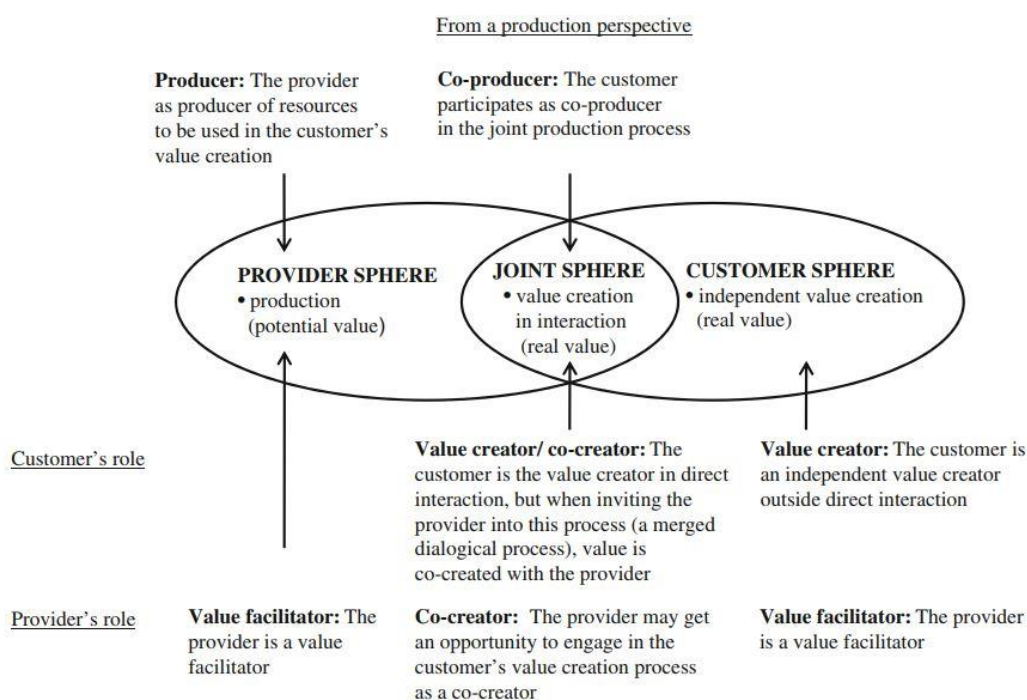**Value facilitator:** The provider is a value facilitator

Figure 8: Roles of actors in value spheres (Voima and Grönroos 2013, 141).

According to Voima and Grönroos (2013, 143) the customer sphere can be understood as the experiential sphere, outside direct interactions, where value-in-use emerges through the customer´s accumulation of experiences with resources and processes in social, physical, mental, temporal, and/or spatial contexts. Therefore the following Jaakkola, Helkkula & Aarikka-Stenroos (2015) general definition is chosen to understand the service experience: *"Service experience is an actor's subjective response to or interpretation of the elements of the service, emerging during the process of purchase and/or use, or through imagination or memory"*. Following the value formation of the Customer-Dominant logic employee experience can be said to be understood similar to a service experience occurring in the customer sphere, where a company may engage in the employee´s value creation process as a co-creator, or to be a value facilitator.

Experience has become a central theme of service research (McKoll-Kennedy, Cheung, Ferrier 2014) and an area of development in services (Patricio, Fisk, Cunha & Contantine 2011). In SDL value is seen indispensable for the service experience, and following the GDL a company can only offer value propositions (Gupta & Vajic 2000). This conflicts with CDL, which interprets the company´s role to be in trying to understand how value emerges in customer's lives and according to Grönroos and Voima (2013, 146) the provider is not restricted to making value propositions, but has an opportunity to directly and actively influence its customers' value creation as well. Key issue in the concept development is to develop an outcome that the

customers envision in a certain context, instead of creating a proposition or promise representing what the provider envision as an offering that could provide value (Heinonen & Strandvik 2015).

Sandström et al. (2008, 114) suggest a value proposition framework for designing a value proposition as it is related to the value in a service experience concept. In the framework first are the technical enablers of the service. Like the name suggest technical element create the environment enabling the service delivery. Sandström et al (2008, 115) explain these enablers to be functional and emotional value propositions that should communicate what is possible to do by using the physical/technical enablers available. Osterwalder & Pigneur (2010) argue value proposition to be the reason why customers choose the offer made by a company rather than its competition. In other words meaning value proposition is the aggregate of benefits provided for the customers using products or services. Therefore the company needs to understand, what their employees' value, to be able to create an influential value proposition.

How can value be categorized?

Jobs to be done concept (JBDT) by Clayton M. Christensen (2007) reveals what customers desire by revealing causal drivers behind an action in certain circumstance. In this concept the word *job* is a short hand for what an individual is attempting to achieve in a given circumstance. JBTD concept reveals the customers´ higher purpose for which the customer is hiring a job to fulfil a need (Silverstein, Samuel & Decarlo 2009, 3). Grönroos (2017, 130) sees the company´s goal to be in finding ways to assist customers in fulfilling the identified needs and act as a value facilitator or co-creator. One way to enhance this is to take actions in the provider sphere by developing provider´s processes based on the identified value the customers are seeking to create (Grönroos 2017, 130).

JTBDs can be categorized into following three main categories:
Functional jobs describe the task a customer desires to achieve. *Emotional jobs* are subjective and related to feelings and perceptions. They can be further classified into 1)*personal jobs* that explain how a customer want to feel about themselves and to 2) *social jobs*, which explains how customer want to be perceived by others. *Ancillary jobs* are the ones related to getting the main job done (Silverstein et al 2009, 6).

Almquist, Senior and Bloch (2016) argue value to be categorized into four groups: Functional, emotional, life changing and social impact (figure 9). Their approach is more practical as it is based on doing 30 years of customer research leading to the definition of 30 different elements of value, that are categorized into the four main groups (figure 9). Almquist et al (2016) opens this by highlighting the importance of understanding why something is im-

portant, by exploring the underlying elements: *"when someone says her bank is "conven-ient," its value derives from some combination of the functional elements saves time, avoids hassle, simplifies, and reduces effort*. The value pyramid is a practical, heuristic model, in which the most powerful form of value is placed at the top. Almquist et al. point out a com-pany must provide at least some of the functional elements required by a particular product category, to be able to deliver on those higher-order elements. Almquist et al. continues to explain, when organizations strike the right balance of the elements in the value pyramid, customer loyalty is improved leading to the revenue increase (2016, 49).

Both Sandström et al.(2008,115) and Almquist et al. (2016,)share similar tenets in their cate-gorizations: Sandström uses functional and emotional categories for value propositions as Almquist argues for categorizations of value. This makes an assumed connection between the relationship of the value proposition and value.
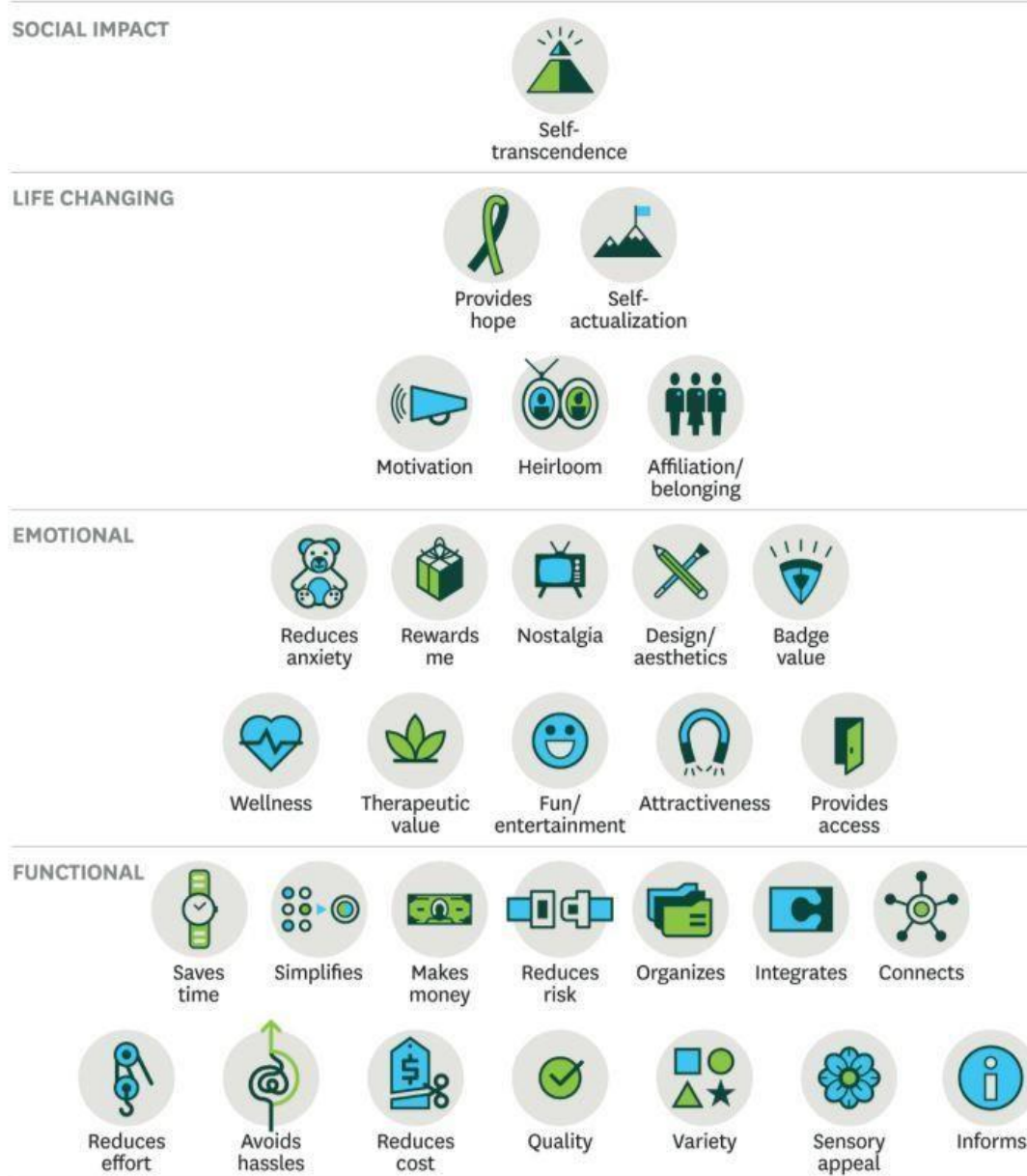
Figure 9: Value pyramid (Almquist et al. 2016)

As individuals make sense of their value experiences in a social context it is important to understand, that people value their experiences individual way, but a group specific type of value experience might become dominant, as people make sense of their experiences (Helkkula, Keller, and Pihlström 2012). In organizations culture is one element of the social context, which is commonly thought representing an organization's shared values and believes, including the full range of behaviors that are expected, valued, rewarded, punished, tolerated or ignored, that assumingly shape the value experience.

2.5   How can service experience be designed?

Experience is agreed to be embedded in service and to be one of the central areas of devel-
opment in services (Patricio et al. 2011). Harviainen and Luojus (2016) argue understanding
the customer experience to be the most important task of service design. In general service
design is acknowledged representing a different body of research and practice as the tradi-
tional marketing theory that CDL represents. Service design is traditionally known of viewing
the service through processes by implementing design thinking (Holmlid & Evenson 2008), but
it has transitioned from considering single service interactions to service systems (Patrício,
Fisk & Constantine, 2011).

Applying an employee centered design process is seen here as a way to create a deep under-
standing of the needs of the employees to be able to understand the experience at work.
In a single service an overall service experience is commonly considered to be interpreted
through the incidents and encounter points of a service (Hume, Mort, Liesch & Winzar 2006,
307), which are often enabled by a complex service system. Service systems are configura-
tions of people, technologies, and other resources that interact with other service systems to
co-create value (Maglio, Vargo, Caswell & Spohrer 2009). In this context a company can be
considered to be a service system, where service is enabled by company´s service system
constituting from multiple service interfaces. A service interface can be a physical office
space, telephone or an internet, where the employee interacts with the service interface,
which is a service subsystem that integrates the physical environment, people, and process.

Therefore applying an employee centered design process is seen here as a way to create a
deep understanding of the needs of the employees to be able to understand the experience of
working. Co-creation is a central principle in service design and literature acknowledges it as
a good tool that may foster company´s capabilities to innovative. In this thesis co-creation is
understood as co-design referring to the creativity of designers and people not trained in de-
sign collaborating in the service design process (Sanders & Stappers 2008). Therefore service
design applying co-creation is seen as a beneficiary method to introduce to the case compa-
ny.

Characteristic to service design process is user-oriented, multi professional team based ap-
proaches and methods in iterative learning cycles. Service design can also be considered as a
mindset looking for a balance between the business relevancy, what technology enables and
what human desires (Stickdor, Hormess, Lawrence & Schneider 2017, 21).
Service design is used to foster innovation and to improve established services to make them
more useful, usable and desirable for customer, but at the same time efficient as well as ef-
fective for organizations (Stickdorn & Schneider 2010, 31). Service design can be applied to

foster innovation by focusing on enhancing user experience and customer value instead of traditional technology oriented development (Harviainen, Ojasalo & Kumar 2018).

Service design process has many established frameworks, where literature and practice refers to have design phases ranging from three to seven and more. Stickdorn, Hormes, Lawrence and Schneider (2017, 88) explain all the design processes to share the same core design principles, but to differ from the used tools. Characteristic to the beginning of a service design process is about opening out and exploring the challenge to identify problems and opportunities. Therefore the first phase of the design process aims in understanding the user and environment, where the service occurs. The next phase builds on this: it aims in narrowing the results of the first phase into actionable tasks. The design process continues to further working with the tasks developed in the previous phase through an iterative process of developing, testing and refining the service. At the end of the design process the newly develop service is finalized and launched (Design Council 2013; Stickdorn & Schneider 2013).

The Double Diamond model, developed by the British Design Council, illustrates clearly the characteristic of a design process. Figure 10 represents the phases in the Double Diamond model: the design process contains four distinct phases: Discover, Define, Develop and Deliver. All the phases have a purpose playing an important part for the outcome of the design process. Characteristic to the Double Diamond model is the variation of the phases of divergent and convergent thinking: Characteristic to the divergent thinking is generating alternatives, free floating of open discussion, gathering divergent points of view and suspending from judgements (Kaner, Lind, Toldi, Fisk & Berger 2014, 6).
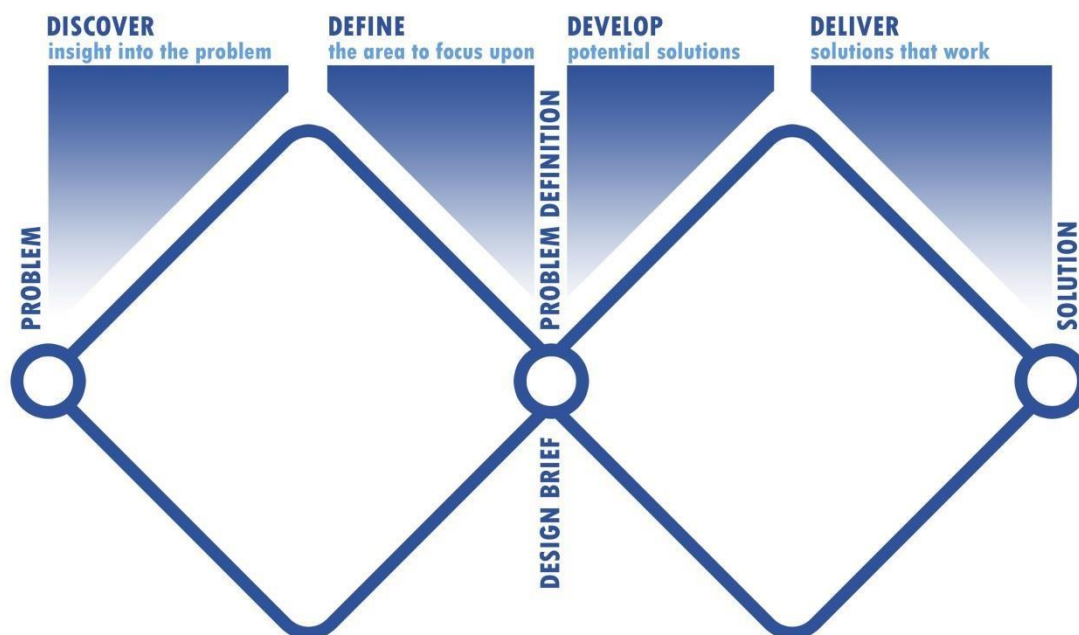
Figure 10: Double Diamond model (The British Design council 2005)

In the Double Diamond model Discover and Develop phases represent divergent thinking. On the contrary to divergent thinking, convergent thinking represents evaluation of alternatives, summarizing of key points, sorting ideas into categories and exercise judgement (Kaner & al 2014, 6). Convergent thinking is characteristic to define and deliver phases in the Double Diamond model. Stickdorn & al (2010, 120) uses the same Double Diamond framework, but with the names exploration, creation, reflection and implementation to highlight better the essence of each phase. Katzan (2011, 48) point out to consider the following three aspects when service design is applied: 1) Right problem is to be discovered and solved taken into context where it occurs 2) design team should make a plan how to it is going to involve the customers the service is designed for and 3) the design team should have expertise in service design to be able to justify the methods chosen.

Plaskoff argues EX to be employee´s holistic perception of the relationship with his/her employing organization derived from all the encounters at the touchpoints along the employee´s journey (2017, 137). According to multilevel service design method (MSD) organizations cannot design customer experiences, but service systems can be designed for the customer experience (Patricio et al. 2011, 182.) In practice this could be achieved by following the CDL and instead of trying to force employees to fit into outdated workplace practices, organizations must put their employees in the center and redesign their workplace practices to meet the needs of the employees as well. Empirical case study, presented in Chapter 4 is based on

service design. Chapter 4.1 explains in more detail the applied Double Diamond design process, that is seen here both as mean to find answers to the research and development questions, and as a participatory method engaging participants to the concept being developed. Next is presented the theoretical framework enabling the empirical development work.

2.6   Theoretical framework for the study

This study aims in finding an answer to the research problem *how employee experience can be developed* by applying service design. The theoretical part presented and discussed in previous chapters aimed in providing different perspectives for understanding the new phenomenon- employee experience. Moreover, it forms the theoretical frame (figure 11)for the case study. Design of the employee experience concept is linked to the context of the study by applying the theory of HRM system. According to Jackson et al. (2014) HRM system is understood containing both the external elements affecting the operational environment of the company, but also the company´s philosophy, policies, processes, practices. Therefore in this case study the HRM system is interpret as a higher level framework with actionable elements (policies, practices and process), that are known to be linked with outcome expectations for the internal stakerholders of the company (also employees) (Jackson, Schuler & Jiang 2014). In 2004 Lusch and Vargo introduced the service dominant logic explaining the transition into the world of experience economy. In this case study the SDL gives the legitimacy to interpret everything as a service (Lush & Vargo 2014, 15) and to apply the service theory to the context of work. Customer-dominant logic (CDL) is a theory explaining the customer´s dominant role in the value formation (Heinonen, Strandvik and Mickelssen 2009, 533). In this case study the CDL argues for the importance of understanding the employees´ perspective to be able to develop the experience at work (Strandvik & Heinonen 2015, 122). Therefore the job and the employee are placed in the center. It is the employee´s perspective connecting all the elements together in the context of work. Employee engagement is an established concept, that is known to study the relationship between the employer and the employee from the employees´ perspective. Therefore employee engagement and the job demands- and resources model are included to explain circumstances on different levels at work. Theoretical frame (Figure 11) is visualized to help the reader to understand the connections and follow the thinking of the author.
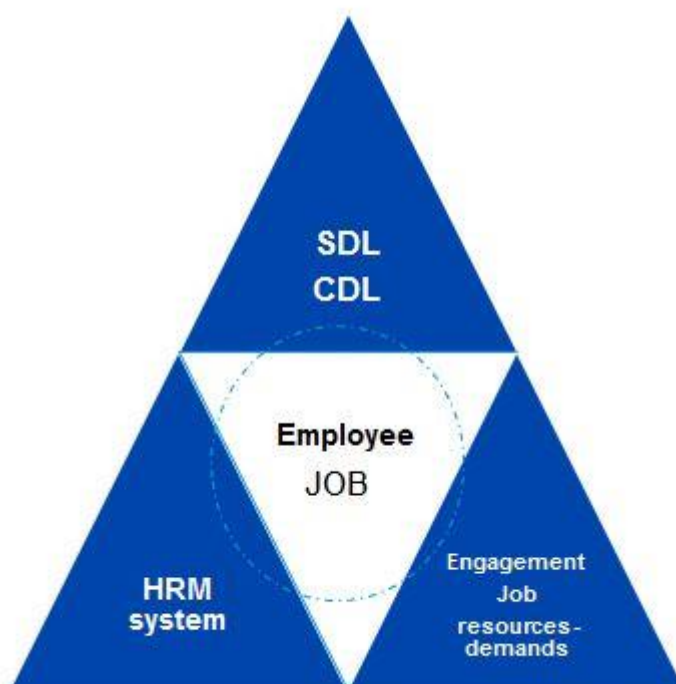
Figure 11: Theoretical frame of the study

In the center of the study is the employee and how the employees experience the context of the study, the workplace with its HRM system as an element of the service delivery system, the job and how this can be developed into an outcome, that the employees envision in this particular workplace. Employee is the customer of the employee experience concept and adopting the Customer-Dominant logic, employee is the one determining the value of concept (Heinonen et al. 2013; Heinonen et al. 2010). This theoretical framework guides the work done in the empirical part of this thesis. Next chapter explains the nature of this case study.

3   Methods and tools

This chapter explains the qualitative and inductive nature of this case study together with the applied tools. This particular case study aims to find answers how customer-centered design can be applied in the development of employee experience. This study is interested in understanding the employee´s perspective in today´s work life characterized with continues change and transformation. Therefore an approach highlighting the user´s perspective was needed and methods together with the applied tools were selected to support the user-centricity.

This particular study is interested in understanding the company´s internal operational environment from the viewpoint of the employee: what kind of environment the company, with its culture, tools and internal processes, provide for the employees to do their job; to serve

the buying customer. Lockwood (2009, 87) highlights the relevancy of developing deep empathy and understanding of customers in order to discover their unarticulated needs. Therefore qualitative research method was needed to develop deep empathy for the employees by understanding their unarticulated needs.

The study is conducted as a single case study, that according to Yin is generally understood as *"an empirical enquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident"* (2014, 14).   As this case study is interested in understanding how employee experience can be developed in this particular workplace and what kind of contextual conditions contribute to the employee experience, it can be called as a case study (Yin 2014, 14). A single case study therefore aims in doing a generalization of   conditions having an impact in this context instead of analyzing statistical probabilities (Yin 2014, 21). To be able to form generalizations of the factors contributing to the context, quantitative approach is also applied in calculating the frequency.

In the next chapter is explained the research methods in detail.

3.1   Methods used in the empirical part

In this particular case study is applied inductive content analysis. Content analysis is an accepted method for textual investigations. In content analysis researchers establish a set of categories calculating the number of instances falling into each category (Silverman 2004, 123). Marvasti (2004: 91) explains content analysis to be considered useful for analyzing written, qualitative data, as it offers a convenient method in simplifying and reducing large amount of data into categorized segments. In the content analysis process, the text is first reviewed and segmented and then coded into themes to make sense of the context (Creswell 2011, 243). The coding can be conducted eater inductively or deductive. An inductive analysis is an effort of identifying themes and patterns based on the results of the data. A deductive analysis is conducted by applying an existing framework and themes and patterns are identified around it (Patton 2001, 453). As in the context of employee experience does not exist commonly established theory explaining the phenomena, decision was made to apply inductive content analysis for analyzing the transcription made from the employee interviews. Miles and Huber (1994) describe the inductive content analysis constituting of three phases: 1) reduction 2) clustering and 3) abstraction of the text and the conducted inductive content analyze followed and is explained in detail in the Chapter4.3.1.

At the core of this case study is to understand the experience of working from the perspective of the employee, the user. Methods and tools needed to be user-centered to support the aim of identifying employees 'needs, but also take into account the business objectives of the

employer. Service design focuses on understanding the user and user´s motivation and behavior (Stickdorn et al 2017, 97). Therefore following service design principles were applied in the design work:

I. **Human-centricity** as it tries to consider the experience from everyone affected by the service

II. **Collaborative** in nature engaging stakeholders from different backgrounds in the design process

III. **Iterative** encouraging starting with small experiments, allowing them to fail, learning from failures and progressing in iterations towards implementation

IV. **Sequential** encouraging to visualize the service and orchestrated as a sequence of interrelated action

V. **Real** highlighting the needs are to be researched in reality, but also to be tested in reality

VI. **Holistic**

(Stickdorn et al. 2017, 27).

The *double diamond model* (the British design council 2005) is applied in the empirical part for designing the employee experience concept. The employee experience concept aims in defining the *essential characteristic of a service*: what it is, how it is delivered, but also integrating the how and what element in the provider organization (Goldstein et al 2002). Methods and tools were selected by its ability to provide information about the user and user´s needs and design opportunities during the applied Double Diamond design process (figure 12). Methods and tools were chosen to fit the design challenge and service design principles. Applied methods and tools are linked to the applied Double diamond design process in figure 12. During the discovery phase was used desk research, user interview, design probe. In the define phase was used the jobs to be done and value proposition canvas. In the develop and deliver phase was applied storyboard, rapid prototyping, visualization and drawing, storytelling and employee journey canvas. In every phase was applied user testing for validating the created end results with the users (figure 12).
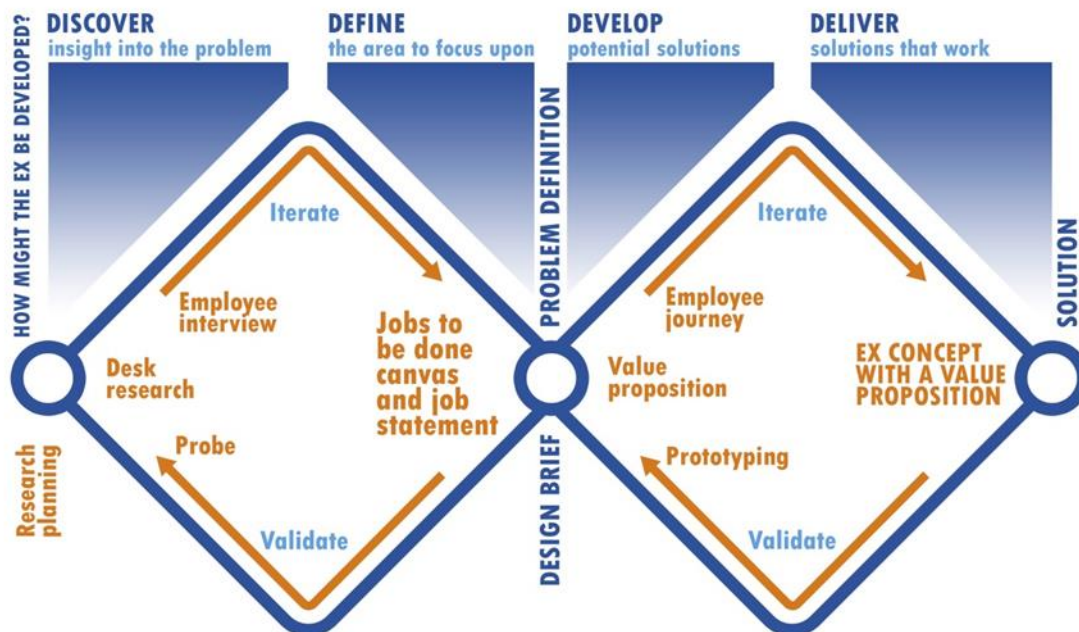
Figure 12: The applied design process

In the workshop 1-2-3 was used as a warm-up exercise and individual and collective team ide-ation and clustering as a facilitation tools during the workshops. This chapter explains the methods and tools in detail. Table 2 describes all the methods and tools used during the em-pirical development work. In table 2 is also connected the applied method with the design phase and the design challenge it aimed in solving.

Method	Approach	Design phase	Design challenge
Desk Re-search	Understanding of the employ-ee´s and company´s envi-ronment	Discover	What is already known? What information is needed more?
17 employ-ee inter-views	Source of qualitative data	Discover	What are the employees' needs? What motivates them? What are the design opportunities?

Design Probe - 7 diaries	Source of qualitative data	Discover	What are the employees' needs? What motivates them? What are the design opportunities?
Formulation of job statement	Identify pain points of the employees	Make sense	What are the needs of the employees?
Jobs to be done canvas	Identify pain points of the employees	Define	What are the needs of the employees? What are the benefits the EX concept should address?
User testing	Feed back	Develop & Deliver	Is the developed solutions right?
Ideation	Facilitation tool in a workshop	Develop	
Value proposition canvas	workshop	Develop	What is the value proposition for the concept
Drawing	Visualizing the insights	Make sense	How can the concept be visualized?
1-2-3	Facilitation exercise in a workshop	Develop	
Storytelling	Workshop	Develop	Validation of the development work
Rapid prototyping	Workshop	Develop & Define	Validation of the development work
Employee journey canvas	Workshop	Develop	Validation of the development work

Table 2: Methods and tools used in the empirical development work

Next is presented the applied methods design phase at a time.

Discovery phase: Desk Research

By secondary research, also known as desk research is meant research using only existing data available. Purpose of desk research is to understand what information about a particular topic already exists (Stickdorn et al 2017, 119). Stickdorn et al (2017, 199) argue for starting a service design research process with a desk research phase to formulate the research questions more accurately and to address resources more effectively.

In this study the role of the desk research is to make the designer aware of the current situation in the case company by getting familiar with the existing and available information. Information gained from the desk research was used for identifying the areas in the need of further investigations. These areas were explored more carefully in the deep interviews.

In this desk research was analyzed the existing results of annual employee survey including NPS score, exit surveys and current value proposition and different public statement company was using in different materials. Material used in this part was gathered by the employees working in the human resources of the case company. Writer of the thesis did not participate in collecting the material, but used the provided material for making synthesis of the current situation.

Discovery phase: Deep interview of the employees

A main data collection method in this case study is interview, which is also considered to be one of the main sources of data in qualitative research (Gill, Stewart, Treasure & Chadwick 2008). In qualitative research are considered to be three typed of research interview: structured, semi-structured and unstructured. Characteristic to structured interviews is similarity to questionnaires, in which a list of predetermined questions are asked in the interview and hardly any variation nor follow-up questions are allowed. Unstructured interview is the opposite of structured interview and is known to be very time consuming. Semi-structured interview is positioned in the middle between the two other main interview methods. It consists of a structure of themes and key questions, but it allows both the interviewer and interviewee to diverge in order to pursue an idea or response in more detail (Gill, Stewart, Treasure & Chadwick 2008). Therefore for this case study was chosen a semi-structured interview method.

An alternative to individual interview is conducting it in pairs or in a group. By choosing to conduct the interviews individually a conscious choice was made: individual interviews are known to better enable everyone´s participation as group dynamics are power structures are not present similarly as in group situation (Hirsjärvi & Hurme 2010, 63.).

The benefit of using a semi-structured interview is argued to provide the advantage of having a structured framework, but at the same time to allow spontaneity and flexibility to initiate follow up questions and probes when appropriate (Salmons 2010, 51; Matthews & Ross 2010, 223-224.) Therefore an important part of preparation for the interview is preparing a field guide to set a clear, but flexible plan for the interviews by transforming research goals into questions, but allowing there to be enough room for flexibility within the interview (Portigal 2013, 39). According to Hurme and Hirsjärvi theme interviews are based on the book *Focused interview* published by Merton, Diskaen and Kendall in 1956 (2010, 47): characteristic to the interview method is similarities with discussion as it is based on the free flow of communication between the *interviewe*r and the *interviewee*.

Employee interviews were conducted as individual semi-structured interview as it is argued for providing the advantage of having a structured framework, but allowing spontaneity and flexibility to initiate follow up questions and probes when appropriate. (Salmons 2010, 51; Matthews & Ross 2010, 223-224.) An advantage of selected method was the evidence of semi structured theme based interview to be known to be one of the most important sources of case study evidence (Yin 2014, 110). Interviews can be said to be conducted as individual semi-structured theme interviews, as it constituted from questions from five themes documented in a field guide (Silverman 2011, 162). The purpose of the field guide was to set a clear, but flexible plan for the interviews by transforming research goals into questions, but allowing there to be enough room for flexibility within the interview (Portigal 2013, 39). Themes for the field quid were chosen based on the insight gained during the desk research (see chapter 4.2.1) and on established literature on CDL and service design.

Characteristic to design thinking is empathy towards the customer and interviews are often used in the beginning of a design process to gain understanding. In a design process the goal of a user interview is to gain in-depth information about the customer. In research the benefit of using interview is seeing the interviewee as a *subject*. Therefore the employee was in this case study an active participant creating meanings (Hirsjärvi & Hurme 2010, 35): the *employee* was considered to be in the role of a customer, it was seen as a *person*. The semi structured theme interview of the employees was applied both as a research method to gather qualitative data to be able answer the research questions, and it served an important purpose in the design process as well.

Discovery phase: Design probe
Design probes are an approach of user-centered design for understanding human phenomena and exploring design opportunities (Mattelmäki 2006, 39). Characteristic to a probe is the user´s active role in documenting material by itself for example by answering questions, tak-

ing photos or writing a diary. In a probe a user or a potential user collects and documents their experiences as an active part of the design process by the means of a probe kit. Probe kit contains all the relevant instruments and instructions required for the user to complete the self-documentation. Focus of the probes is in understanding the user´s personal context and perceptions to enrich the design (Mattelmäki 2006, 41). Probes can be used for collecting information in the early stages of design process in order to understand the design problem more profoundly and to find signals of interesting solution opportunities.

Characteristic to a probe task is the descriptive nature of a present state and user´s analyses and interpretation of it (Mattelmäki 2006, 59.). This method was chosen as probes are known to allow users to express their needs (Mattelmäki 2006, 206) and as an observation of the employees would have otherwise been hard to organize as assumingly the presence of an observer would have affected for example the social context in a one-to-one discussion between a supervisor and subordinate or in a team meeting. A benefit of using diaries is that they catch the essence of an experience in the experienced context (Bolger, Davis, Rafaeli 2003, 579-590).

The probe aimed in collecting information about the employee´s experiences, feelings and needs, which are considered as another source of qualitative data in the case study.

Define: Job statements

In this case study the purpose of the define phase is to develop the qualitative data collected from the discovery phase into insights. First the material from interviews needed to be in a form, that it would benefit the design process. Therefore insights needed to be collected from the deep interviews of employees. As the interviews were conducted as semi-structured and individually, it appeared to be more practical to gather insights from each individual deep customer interview transcriptions with using post-it notes instead of only analyzing it by in an excel sheet by the themes. Encouraged by Stickdorn and Schneider (2011,129), who highlight the benefit of making intangible tangible by using visualization, post it notes was used in this part. Therefore written transcriptions were printed out and the writer of the thesis and one employee from human resources split the work of going through all the material. Insights were gathered by reading the transcriptions and writing theme words into post-it notes. Categorization of insights into themes is explained in the chapter 4.3.1.

Jobs to be done concept (JBDT) by Clayton M. Christensen (2007) explained in chapter 2.4 is a mean to categorize value. In this particular case study jobs to be done concept provide a lens for understanding what the employees are trying to accomplish at work to make progress

and what they value by identifying the employee´s jobs to be done and to synthesize these into job statements.

Job statement describes what the customer desires to achieve (Silverstein et al 2009, 7) and as the figure 13 explains it constitutes of a verb, object of the action and definition of the context, where job is performed
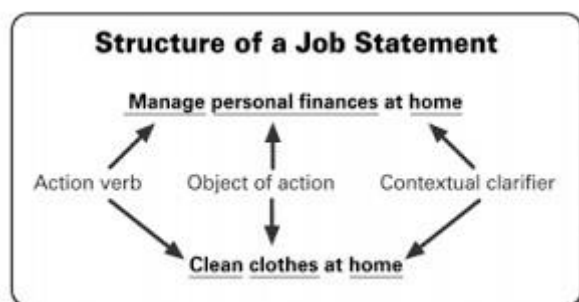

Figure 13: structure of a job statement (Silverstein 2009).

In this particular case study jobs to be done concept provided a lens for understanding what the employees are trying to accomplish at work to make progress and what they value by identifying the employee´s jobs to be done and to synthesize these into job statements.

The categories of the JTBD canvas are the benefits, representing the positive things and aspects of the work and pains describing, what are matters irritating the employees before, during and after the work. Also risks and negative matters are supposed to be named in the pains category (Christensen et al. 2016a, 48). Developed job statements are discussed in the Chapter 4.5

Develop: Value proposition Canvas

A service itself does not contain any value. Therefore a company or a service can only offer value propositions, that a customer than transforms into value by using it (Gupta and Vajic 2000). This view does not directly conflict with how CD-logic interprets the starting point for value formation to be the customer's reality (Voima et al. 2010, 4). Osterwalder & Pigneur (2010) understand value proposition to concretize the reason, why customers choose the offer made by a company rather than its competition. In practice value proposition define the benefits provided for the customers using products or services. The value proposition consists of a defined set of components targeted to meet specific needs of a particular group of customers (Osterwalder & Pigneur, 2010). These elements can be quantitative or qualitative. Here the target group was employees and their identified jobs to be done statements. The nature of the elements was qualitative.

According to Osterwald, Pigneur, Smith, Bernard and Papadakos (2014, 72) a good value proposition should include the following features:

- Focused on jobs, pains, and gains relevant to the particular customers group
- Focused on unsatisfied jobs, unresolved pains, and unrealized gains
- Going beyond functional jobs and addressing emotional and social jobs
- Aligned with how customers measure success
- Difficult to copy

Value proposition can be designed with a help of a value proposition canvas (VPC) (figure 14), that constitutes of the elements Osterwald argue a good value proposition constituting of. The circle in the VPC (figure 14) represents the elements, which have been addressed by using various methods in the previous phases of the design process such as the pains, gains and employees jobs to be done. The square (figure 14) consists of the elements that need to be *designed* to be able to address the pains, gains and employees´ jobs to be done in the value proposition.
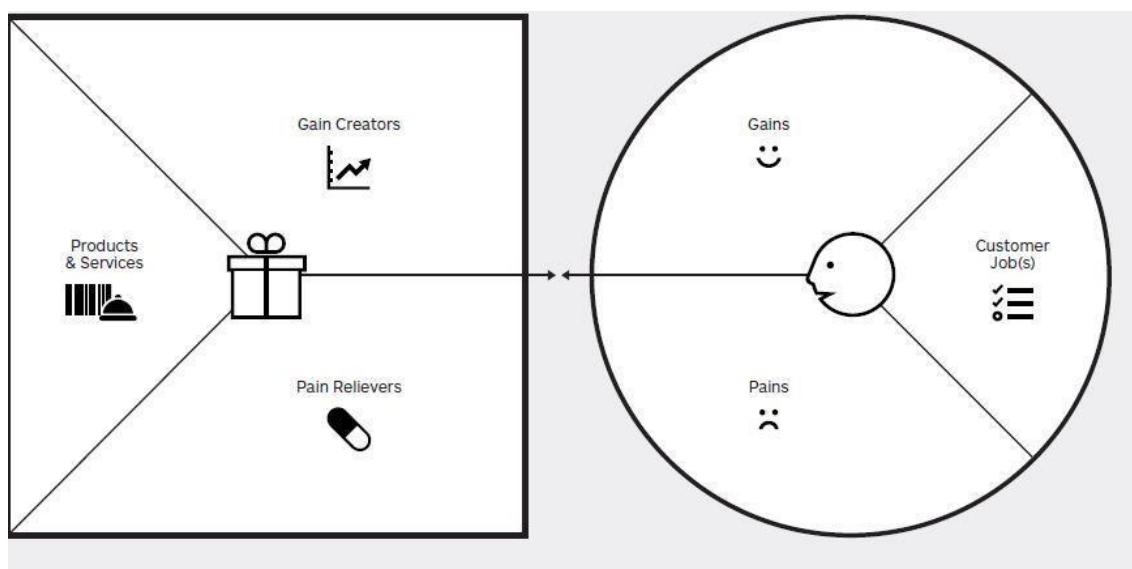

Figure 14: Value proposition canvas (Osterwald et al 2014)

Value proposition is part of a method called *Business model canvas* (BMC). According to Osterwalder and Pigneur (2010, 14) "*A business model describes the rationale of how an organization creates, delivers and captures value*". As the focus of this development work was not the customers of the company, but instead the employees, the following element of BMC, *cost* and *revenue streams and customer profiles* were not considered to serve the purpose of designing an employee experience concept. Therefore the VPC was interpreted to be more suitable at this stage of the concept development.

Develop: Infographic storyboard as a prototype

Storyboard is technique used for illustrating of a sequence of events in a service in a narrative format. Storyboard is often a visual future customer journey, but it can be constructed

many ways. Usually drawings or photos are an essential part of it. Purpose of a storyboard is to gain insight into a particular user experience being depicted by telling a story of the situation being examined. Storyboard is a prototype technique, where by visually plotting out elements of a service, one need to think through the concept and test it with the users (Ideo 2015, 113). If storyboards are used in collaborative workshop settings, they should be able to transmit the key aspects of a service in a straightforward manner (Stickdorn & Al 2013, 186).

Rapid prototyping is a very effective method in simulating an idea or a service experience. It can be model, mock-up, roleplay or a storyboard. An essential part of the method is to test the service with the people your designing, receive feedback and learn from it. Feedback is to be used to develop the service further and to test it again (Ideo 2015,119.). Services are not tangible by the nature (Moritz 2005, 27). As one cannot touch something, that is created and consumed simultaneously, it can be hard to grasp the essence of the idea without demonstrating it. Benefit of rapid prototyping is making an intangible tangible and getting feedback from it. Service prototypes can create a deeper understanding of a service compared to a written or visual description (Stickdorn & al. 2013, 192).   An infographic storyboard was used as a prototype to test the concept idea with the employees in a validation workshop (see chapter 4.6.3).

Develop: employee journey map

Customer journey map is a framework that aims in proving an overview of the factors influencing the user experience from the customer´s perspective from the beginning to the end. It is a structured visualization of user experience done by identifying the touchpoints, where users interact with the service (Stickdorn 2010, 158). These touchpoints enable the designer to see, what parts of the service work for the user and what parts might need improving (Design council 2013, 11). For the designer to be able to create an excellent service, it is important to understand how different touchpoints work together to form a complete service experience (Polaine, Lovlie & Reason 2013, 45). Polaine & al also highlight the importance of learning from measuring across touchpoints in various channels to understand which channels set customer expectations too high to fulfil in the next interaction, and which perform too badly to keep up with the rest of the experience (2013, 162).

Customer Journey Map takes the user's point of view and explains their actual experience of the service. This method builds upon other methods such as personas, observations and interviews. In general customer journey framework can be used for improving an established service, but also in the development of a completely new service. If this method is used for developing a completely new service, Ideo (2015, 90) classifies this method in the tools to be used in second phase of the design process. Customer journey map was adapted into an employee journey map and used in a workshop setting described in Chapter 4.6.2.

During this case study were used 13 methods and tools. Desk research gave direction to the whole discovery phase. Employee interview and design probe provided important qualitative information about the users, which was further developed into actionable insights with the help of visual data clustering, job statements and jobs to be done canvas. Especially job statements and jobs to be done canvas provided actionable insights from the employee's perspective. Drawing and visualization was used for understanding connections between all the qualitative data available. Visualization is understood as a use of different kind of techniques to transform data into a visual form that can be seen (Polaine , Løvlie and Reason 2013, 68). In the next chapter is presented the empirical case study.

4   Empirical case study and findings

This chapter presents the empirical part of the thesis and describes the whole service design process of the case study made for Suomen Terveystalo Oy. Case company was presented in chapter 1.1. This development work was done in house, therefore it can be said the members of the project team were familiar with the case company and its working environment. The main goal of this empirical part is to create an employee experience concept with a value proposition. Therefore the focus of the development work is to combine the viewpoints of the employer and the employees into an employee experience (EX) concept. The EX concept is defined to include a value proposition expressing the aggregate of benefits provided for the employees (Osterwalder & Pigneur 2010) working for the case company, a visual and a validated concept to express how the promise of the value proposition for the concept is fulfilled. In the next chapter is explained the overall project plan and the applied design process.

4.1   The applied design process

In this section is described how the design process was applied in practice. In this thesis is applied the Double Diamond model (the British Design Council 2005) for the service design process. It is an established model and the differences between models are not considered having significant difference for the end result. The use of Double Diamond model has a distinct benefit: It provides established literature about the potential tools and methods to apply in each step. *It helps to focus solving the right problem.*

 In the Double Diamond model, the divergent and convergent thinking phases follow one another in iterations. Stickdorn and Schneider (2011, 124–127), Kumar (2012, 9) and Stickdorn et all (2017, 90) argue service design process never to progress as a linear process in practice, and same applies for this development work and the design process as well. In the beginning a general project plan was made and during the design process adaptations were

made. It is worth pointing out, in the beginning of the design process, the case company did not have an employee experience concept, nor previously experience of conducting any deep interviews of the employees or participated front line employees in a design process. It is fair to say, the case company did not have clear expectation, what could be the outcome, but it was committed to the process.
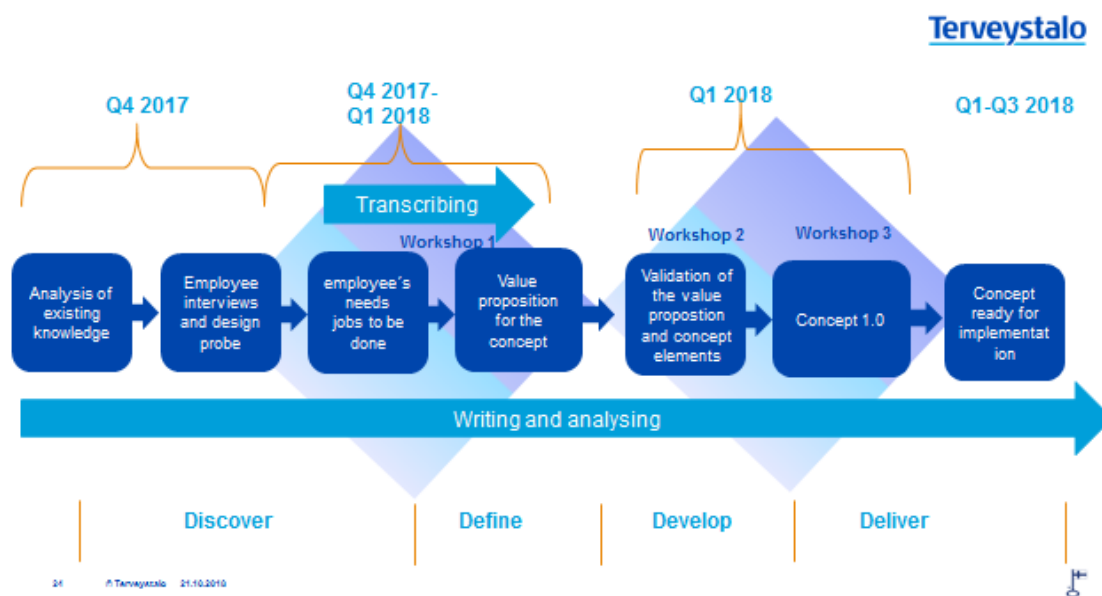

Figure 15: Over all project plan

In figure 15 is captured the overall project plan. Work started in September 2017 when the case organization gave the design brief for the writer of the thesis. In the beginning the focus was in reading the existing literature on this field and planning the conducting the research. In December 2017 was conducted all the employee interviews and design probe. During the first quarter of 2018 was conducted all the three workshops. During the design process, when new insight was gained or a new idea appeared, following design thinking principles, it was tested and validated with the users. The validated perspective was then presented to the management team of human resources to get a permission and direction to proceed with the design work. During the empirical development the design work was not always able to proceed as directly as in the text book. But it is commonly accepted, that there is not only a single process providing a solution to every problem. More important is to apply the core design principles according to the needs of the problem a designer is trying to solve. As characteristic nature of a service design process is the iterative nature of creating and reducing options, the interplay of convergent and divergent phases (Stickdorn et all 2017, 85.), the Double Diamond model has been applied in practice by applying convergent and divergent thinking to solve a specific problem relevant to the design process at that time.

This way the three workshops conducted during the design process were carried out as mini design processes, which followed the original Double Diamond model. The workshops where always followed with work carried out by the designer and core design team forming intensive mini design sprints, where the outcomes where applied into practice. Figure 15 represents the applied design process that can be said of constituting of two design challenges: 1) the value proposition for the concept based on identifying the needs of the employees and 2) to develop all the insights into concept elements. Chapters 4.3-4.6 present the design process as it was applied.

4.2   Discover the employees´perspective

In this study the focus of the *discovery phase* is to discover insights from the employee´s environment, which represents the solution space for the concept development. The context of the service design, the case company´s environment is presented for the reader in chapter 1.1. Purpose of the first two quarter of the Double Diamond model is to discover and define the problem, what the service designer is working on. This phase aims in gaining a comprehensive understanding of the elements affecting on the current situation from the perspective of current and future *employees* (Stickdorn & al 2010, 128).   Table 2 presents all three methods applied in this phase.

Objective	Understand the employee´s environment	Outcome
Methods and tools	Desk research: analyzing existing knowledge	Areas to investigate more
	17 employee interviews – content analysis	17 deep interviews transcript – understanding of what are the drives of value for the employees?
	Probes – 7 diaries	Identified design opportunities from the subjective perspective
Outcome	Understanding of the employee's needs motivations and dreams. The designed concept needs to resonate with these.	

Table 3: Discover the employee's environment

4.2.1 Desk research

As the discovery phase aims in creating an understanding of the employee's environment, is the role of the desk research to make the designer aware of the current situation. In the desk research designer gets familiar with the existing and available information. Available information is used for identifying the areas in the need of further investigations. In this phase identified areas are taken into account in planning the actual design process and are then explored more carefully for example in the deep interviews of the employees.

Material for the desk research was collected by the employees in human resources department. Focus of the desk research is to develop a shared understanding of what is already known from existing data in order to understand, what is needed to investigate more. In this desk research was analyzed the existing results of annual employee survey including NPS score and exit surveys. Material used in this part is gathered by the employees working in the human resources in the case company. Writer of the thesis did not participate in collecting the material, but has formed the synthesis based on the shared understanding of the current situation.

Employer Net promoter score (NPS)
First thing that was analyzed in the desk research phase was the existing net promoter score (NPS) results. Short explanation of the use of NPS is provided in the chapter 1.4. In the table 4 is connected each year with the NPS result together with how many of the employed employees have answered the NPS question. The NPS results of the company (table 4) have stayed for the last four years in between 20-27 , which are considered to be on a good level. As the NPS results are over zero, can be said it is on a good level. The NPS score is interpret

in the following way: the case company has more employees as promoters than detractors and the results are generally on a good level.

Year	NPS (number of answers)
2017	22 (1989)
2016	27 (1864)
2015	20 (1771)
2014	22 (1885)

Table 4: NPS scores

For the desk research phase the findings made by analyzing the old NPS results remain on a very superficial level. Table 4 *NPS scores* provide the NPS score results from a four year period during the time 2014-2017. By looking the trend of the company´s NPS development in this four year period, was drawn a conclusion, that the employee loyalty has fluctuated every other year and in 2017 it declined more than previously. To be able to draw further implications one should understand, what have been the possible reasons causing the fluctuations. Effort is not put on that, but instead continuing to explore the employee survey results.

Annual employee survey results

During the desk research phase was also analyzed the old employee survey results. In the chapter 1.4 is presented what kind of employee survey the case company uses. In this particular organization employee survey is conducted once a year, and the NPS score introduced in the section above this is part of the survey. In the survey the employees answer on a scale 1-7. The employee survey results are provided as a total result to the case company expressing the total ration between the employee´s experience and expectations. If the ratio is less than -1,2, it is considered to be on a good level. If the ratio is more than -1,9, it is considered to be critical.

For the designer was provided the following information as a summary. The number in the results column in table 5 presents the gap as a ratio between the expectations and experience of the employees´. In 2017 the biggest and the most critical gaps between the employee´s experience and expectations appeared to be in following five areas: wellbeing of employees (-2,4), wage level (-2,1) , communication (-2,1), training (-1,8) and working conditions (-1,6) (Table 4). The ratio appears to be critical in the area of wellbeing, wage level and communication.

Question	Results
In this particular workplace is put effort on the wellbeing of the employees	-2,4
My wage level corresponds to the demands of my work	-2,1
Communication is open	-2,1
Employees are trained for their job	-1,8
Working conditions are appropriate	-1,6

Table 5: Areas with critical gaps between the experience and expectations

The five weakest categories on the list can be linked to Jackson, Schuler and Jiang (2014) model of HRM in the following way:

- *Wellbeing, onboarding, compensation and working condition* can be connected to HRM policies, as according to Jackson, Schuler and Jiang (2014)it state organization´s intention to serve, but also to constrain the behavior of employees and their relationship to the employer.
- *Communication is open* to actual HRM practices, which were defined as a daily enactment of HR philosophies and policies.

Analysis of the employee survey results reveals important information. The five weakest elements of the employee survey results appear to have a connection to the processes and practices as an element of the case company´s HRM system. Therefore there is a strong need to get an explanation for the results: why is the employee´s experience of the implemented policies so critical? This argues for applying a qualitative research. These results were taken into account as the field guide was planned for interviewing the employees. Preparation of the field guide is presented in chapter 4.2.2.

Analyze of exit survey

During the desk research was also taken a look of the old exit survey results that were provided in a power point slide from the years 2012-2017 for the designer (figure 16). From the 2017 was only concluded the first sixth months as the material was collected in the autumn during 2017. Purpose of the exit survey is in generally considered to be learning from the reasons, why employees leave the company. Survey is conducted anonymously and the representative of human resources have only direct access for the results is in this particular organization to guarantee the anonymity for the answerer. Anonymity is considered as a key for employees leaving the company to reveal the real reasons behind their decision.

Exit survey is company´s own survey, that is automatically send to an employee resigning. Exit survey consist altogether from six themes: atmosphere at workplace, company culture and leadership, communication, professional co-operation, supervisory skills of the direct supervisor and job tasks, feeling of being valued and career progression. In figure 16 are included only three categories to demonstrate the reader how little the quantitative data serve the purpose of understanding the circumstances affecting decision making. From the figure 16 can be seen that the category *atmosphere* has remained mainly on the same level. During the last two years about 62-64 % of the answered employees estimated atmosphere not to have affected their decision to quit their job. A slight trend of incline can be seen between the years 2016 and 2017 in the answering option *affected somewhat my decision* in the category of *atmosphere*. In the category of culture and leadership can be seen the rising trend behind the leaving decision. In 2012 only 14,88 of the employees have estimated this to have affected their leaving decision significantly as in 2017 the number had more than doubled (figure 16).

Exit survey 2012 – Q2/2017

Reasons to quit your job	Q1-Q2/ 2017 (N: 59) V: 24,89 %	2016 (N: 141) V: 33,10 %	2015 (N: 235)	2014 (N: 215)	2013 (N: 146)	2012 (N: 263)
Atmosphere						
➤ Did not affect my decision	64,41	64,14	62,77	58,84	61,30	55,80
➤ Affected some what to my decision	32,20	25,84	24,04	27,21	29,11	29,75
➤ Affected significantly to my decision	3,39	10,02	13,19	13,95	9,59	14,45
Culture, leadership						
➤ Did not affect my decision	30,51	49,72	56,59	51,16	53,42	51,16
➤ Affected some what to my decision	33,90	23,79	29,79	26,98	30,82	33,95
➤ Affected significantly to my decision	35,59	26,49	13,62	21,86	15,75	14,88
Communication						
➤ Did not affect my decission	54,24	74,58	65,53	64,89	63,36	62,11
➤ Affected some what to my decision	30,51	19,17	24,47	23,49	25,00	27,90
➤ Affected significantly to my decision	15,25	6,25	10,00	11,63	11,64	10,00

Figure 16: Exit survey results 2012-1017

 Analyze of the exit survey provided no clear outcome, but from the results was to be seen a rising trend demonstrating employees felt the company culture together with supervisory work communication affected their decision to leave the company significantly. In the category of company culture and supervisory work in 2012 only 14,9 % of the answerers chose affected significantly over affected somewhat or did not affect at all. In 2016 the number was 35,6 %. In the communication category the rise was more moderate from 10% to 15 % in 4 years (figure 16).

Analyze of written material

In the desk research was also analyzed the current value proposition and different statements used for crystallizing the organization´s intention (Figure 17). No coherent intention was found to clearly communicating how the intention is transformed into behavior. Following examples are translated from Finnish to English: on the company intranet was stated *here we feel well*, in the job posts *all the right people do not yet work here* and in a publication for investor it was stated *Company believes a strong company culture to improve quality and performance*.

Figure 17: Analysis of all the different statements

This does not give an explanation, what the employee experience could be, but might explain why the current value propositions appeared to be the worst category on the employee survey. As explained in the chapter 2.2 often supervisors are implementing the HR practices (Perry & Kulik, 2008) and therefore as Brandl, Madsen and Madsen (2009) explain HRM practices can be experience differently as intended. Work done in this phase concretized the lack of consistency and increased the need for designing an employee experience concept.

4.2.2   Employee interview

Service design and CDL highlight the importance of building empathy towards the customer (Heinonen and Strandvik 2015). Plaskoff (2017,137) states organizations need to understand on a more deeply level, what are employees´ needs, wants, fears and emotions to be able to

design an experience demonstrating care for the employees in the work context. Also Moritz (2005, 124) and Tuulaniemi (2001, 142) argues for the importance of identifying the customer's true needs and motives by researching the customers latent and conscious needs. Morgan (2017) highlights the importance of understanding the needs of the employees as Lockwood (2009, 87) argues for the relevancy of developing deep empathy and understanding of customers in order to discover their unarticulated needs. Therefore it was time to engage with the employees, whom are the in the role of customer of internal services in this context. The goal of employee interview was to understand the employees' perspective of the work to be able to understand their needs.

As the information gained from the desk research pointed out the most critical factor to be putting an effort on the wellbeing of the employees, this needed to be considered in the interview. According to Adams and Blooms (2017) academic research agrees there to be two important dimensions of wellbeing: happiness, the quality of our daily lives, and flourishing, the meaning and purpose we experience in our lives. Adams and Bloom state both dimensions of wellbeing matter greatly for people's work experiences. Therefore especially the meaning and purpose was one theme to be explored in the interview.

Theme	Main areas to explore	Goal
Introduction	How employees perceive their work?	
Work and organizing	Gain an understanding of (i) how fluent is their day to day work and (ii) what kind of challenges they face?	Understand the potential opportunities for concept development: What are the needs of the employees? What creates value?
Physical workplace	How do employees perceive the resources provided (premises, equipment, tools) support the requirements of the work?	
Purpose	What motivates the employees? What employees perceive to be the purpose of their job?	
Dreams	What would an ideal workplace be like?	

Table 6: Field quide for employee interview

Therefore field guide (table 5) constituted of five themes: Introduction, work and organizing, physical workplace, meaning, purpose and potential dreams. Research objective for the interviews was to gain understanding of (i) how employees experience their work? (ii) How fluent is their day to day work and what kind of challenges they face? (iii) How do they perceive the physical workplace and tools provided supporting the requirements of the work? (iv) What motivates the employees and what employees perceive to be the meaning or purpose of their job (table 5).

The case company, Suomen Terveystalo, wanted to get as realistic picture of their employees as possible. Following the request of the case company interviewees were selected in the same ratio as the company´s occupation groups are represented in the headcount for the interviews. Therefore altogether 17 professionals were interviewed. Most of the interviewed employees work in the front-line. This created challenges for organizing the interviews as usually the employees are resourced to customers in a hospital or health center environment. Therefore employees were selected first by asking unit directors and area human resource managers to nominate employees from all areas of Finland and from all occupational groups. After that supervisors of the employees needed to make adaptation to the resourcing, so that employees were able to participate in the interview.

Employee interviews were conducted individually face to face and via skype. All the selected interviewees represented different roles and departments in the ratio as professionals are working for the company. An average duration of an interview was approximately 45 minutes. All interviews were recorded and afterwards transcribed by the researcher and then analyzed in a process, following the logic of inductive content analysis that is explained in chapter 3.2. First the written transcriptions were printed out and the writer of the thesis and

one employee from human resources split the work of going through the transcript material. Insights were gathered by reading the transcriptions couple of times and writing theme words into post-it notes. Then post-it notes where set on the wall of a meeting room. Figure 18 presents how using the post-it notes visually enabled applying the design thinking principles into insight categorization by making the work more tangible (Stickdorn and Schneider 2011,129.). At this point recognizable themes started to emerge. Work was continued by clustering similar insights into group of themes. Ultimately insights were categorized into eight themes. Themes were given the following names: motivation (customer), organizing of work, feedback, encounters, trust, sense of community, working space and equipment and sparring.
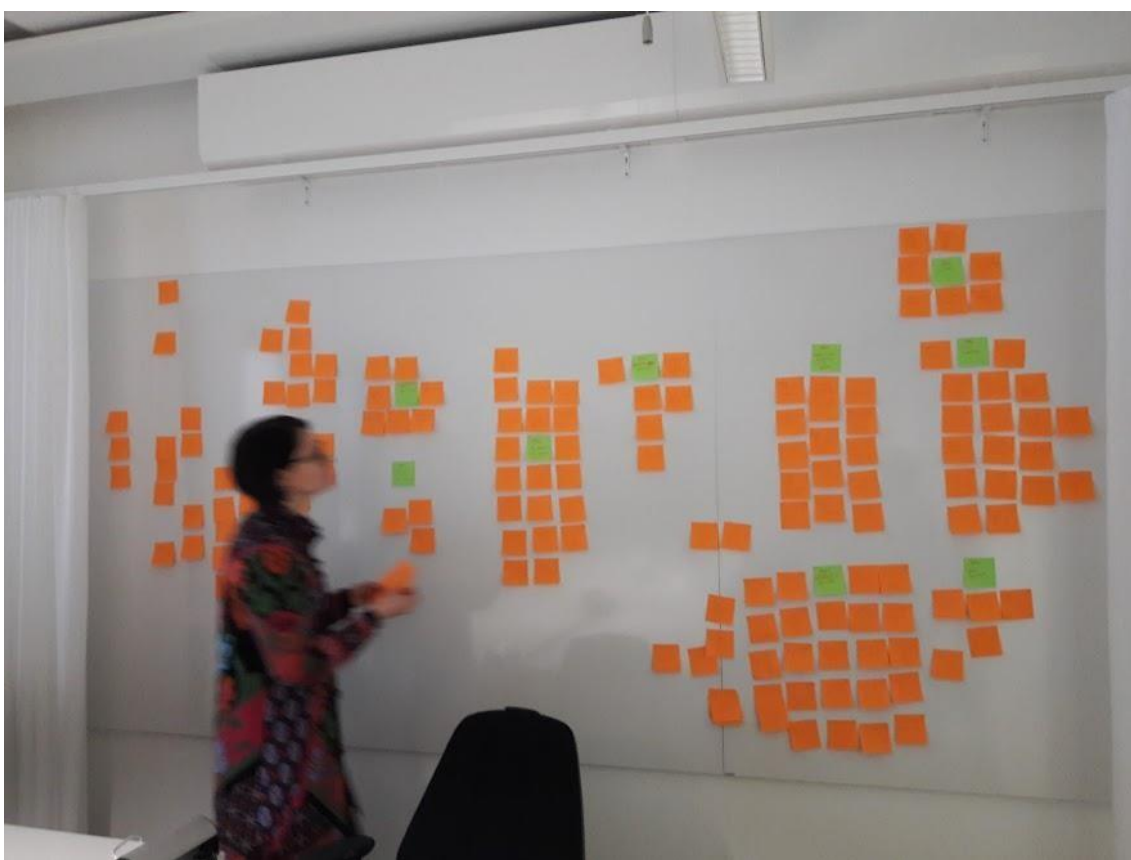

Figure 18: Categorizing insights into themes

After having identified and named the main themes, all the transcriptions were again ana-lyzed by the researcher in an excel sheet resulting into ten themes.

4.2.3   Results and insights from the employee interview

In this chapter results are represented as insights that help the designer to discover and de-fine the right problem, what the service designer is working on. In this case focus is in finding

out, what the elements are that affect the employee experience. Semi-structured theme interviews were conducted in Finnish and therefore all the cited examples are freely translated from Finish to English. This chapter presents first the citations from the employee interviews and then explains how these were classified by using the inductive content analysis.

In analyzing the employee interviews, three phases of inductive content analysis was applied: 1) reduction 2) clustering and 3) abstraction (Miles and Huber 1994). The analysis was carried out in Excel. Figure 19 connects the three phases of content analysis, reduction, clustering and abstraction (Miles and Huber 1994) to the context, by explaining how the process began by listening and transcribing the interviews.

Listening and transcribing the interviews

↓

Reading the interviews and getting familiar with the content

↓

Finding the redacted expressions and bolding these in the text

↓

Listing the redacted expressions in the excel

↓

Finding similarities/differences from the redacted expressions

↓

Classifying redacted expression and clustering subclasses
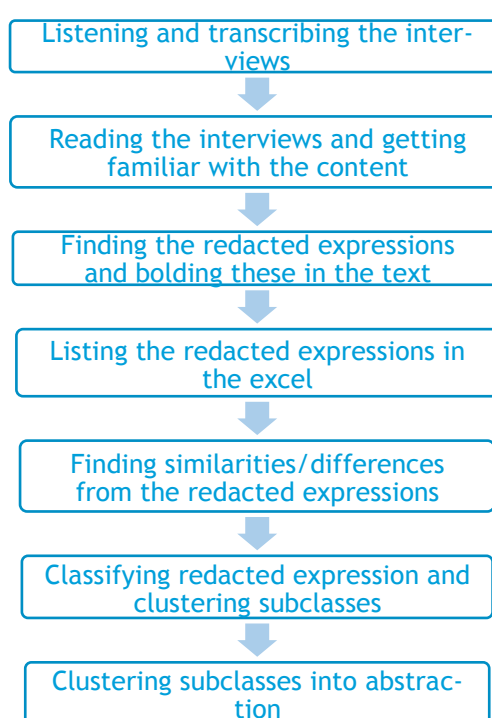
↓

Clustering subclasses into abstraction

Figure 19: Phases in the process of applying inductive context analysis

First an attempt was made to analyze interview responses by the field guide theme categories. However, this approach proved not to be useful, as interviewees´ answers seemed to have similarities in different theme categories. Therefore analysis was shifted into inductive analysis, which allowed the themes and categories occur more organically from the interview responses and the analysis was continued with the identified main themes explained in the Chapter 4.3.2 with the use of Microsoft Excel sheet. In this phase work was carried out by reading the transcriptions multiple times, finding the redacted expressions from the transcriptions and bolding these in the text, then copying these into an Excel sheet, coding these expression into different sub classes and clustering subclasses into abstractions (Figure 19).

Next is explained how the quotations were clustered into subclasses.

Current practices

Employees express their frustration with the current practices. The first quotation express how the employees seem to be experiencing the meeting practices as too supervisory lead, and expresses a need for discussions, as the second sentence articulates the employee´s desire for supervisory work. Although both quotations express literally different things can they be seen in this theoretical frame to represent similar thing: Meeting practices and supervisory work are both related to the culture and maturity of the company´s HRM system (Jackson, Schuler and Jiang 2014). In this particular company human resources department is responsible for the leadership development and supervisory work. These are both related to the supervisory work representing the current practices of the HRM system (Jackson, Schuler and Jiang 2014).

>*"Meetings are so supervisory lead. You do not have time to discuss. It is more about informing about the current topics. It is a pity. Discussions are also very important from a professional stand point as well."*

>*"I have never had a private face to face discussion with my supervisor."*

Employee interviews provide insight into how the current practices are experienced and how it affects the working conditions. As reflected in the next quoted sections employees are not satisfied with the current practices ranging from supervisory work, how meetings serve them, to practices related to professional development. As explained in the chapter 2.1 according to Nishii & Wright (2008) human resource management practices in organizations can be observed through enactment of these practices by line managers in the workplace. Therefore these can be categorized under the theme current practices.

>*"I wish that when something new is launched, it would have been piloted beforehand and it would be ready to use. So that it would be just about me learning to use it."*

>*"It would be very important to have a forum, where we can develop our professionalism. If there are just 3-4 participants in a meeting and the content is just about informing us about something you have already read in the monthly letter, when you are in a hurry, you stop participating. In addition you should be able discuss and main focus should be in sharing experiences"*

Organizing of work

Employees express their dissatisfaction to the practices enabling them to promote self-leadership and organize their work. Quoted sections represent clearly how employees are struggling with the continuous change and limited resources. These clearly articulate how the current practices of the case company are experienced. These are important perspectives for the development of employee experience. These quotations seem to be articulating that in this case company an important contributor to the employee experience seems to be how well the current practices and working conditions serve its purpose from the perspective of employees.

> *"Working day does not contain preparation time for the next day. You can only do that among other work"*

> *"Working day should have an allocated time slot for adopting and familiarizing oneself to new things"*

> *"It would be nice to know what is happening and to participate. You do not have time to participate. It is too busy and tiresome for us to leave for anything"*

Team work and community

Comments from the interviewed employees reveal how the theme *community* and team work stems out from the employees´ answers. Community is a term the employees recognize and name as community. Team work is a broad theme that seems to have an important role for the employees. Team functioning well is known to be a sum of many things such as supervisory work, communication and target setting. In this case all these quotations represent how the community and team are considered to be a counterforce for the psychological costs occurring at work – a job resource. The concept of job resources was explained in chapter 2.2.2.

> *"Work community is good and works well"*

> *"It is about the collegial support"*

> *"Team is formed around the customers and that is my core team. My teams work really well and there is trust. It is an asset and a really important thing."*

"Nice colleagues! The most important thig is that we all work together for a common goal"

"Previously the work community was smaller. I remember us having more good communication with the whole work community during the breaks. We do not have it anymore"

Trust

Employees used often the word *trust* in the interviews. Trust is known to be a crucial matter affecting to the employee engagement (Popli & Rizvi 2016). It is an abstract and multifaceted concept that reflects both the culture of the company, but also employee´s personal abilities and personality. In this context the quotations related to trust are interpret to be connected to the supervisory work, but also to the current practices, and what kind of culture the practices create. Therefore trust in this context can be said to express the employees experience of being valued as person and professionals, and most importantly to be enabled to use their expertise: an employee can use own discretion in organizing of work, instead someone else, or the practices are forcing the organizing of work into a readymade model. Furthermore, the role of trust is considered to be significant for the employees in their work. Therefore the following the quotations are interpret to show, that the trust evidently has a role in the employee experience as well. Employees talk both about the lack of trust, but also as an explanation and contributor to the job satisfaction.

Supervisory work and trust are the reasons, why I am satisfied"

"Trust with the supervisor"

"We have a shared experience the management does not trust our work. You receive messages from a certain theme that are not directly addressed to you. From this you get an impression that the management does not trust our abilities to manage the work."

The need for being valued and connected

Employees want to feel themselves valued as a person and professionals. With the word appreciation is referred to the practices and company culture. This raises an important aspect: are all the professions in the same line? Traditionally the healthcare has been characterized with high hierarchy. Could it be that now the current practices do not enable the professionals to use their expertise in a way, they would want to? Or is it change resistance for the trends in healthcare. Today the end customer uses also the digital channels and forces the healthcare professionals to provide service as well. Apparently quotations of the employees express the importance of being appreciated, but also to have the opportunity to connect

with others. Both of these are related to the basic psychological need for relatedness explained in chapter 2.2. The need for relatedness represents the need to feel connected to at least some others. This need is satisfied when people see themselves as a member of a group, experience a sense of communion, and develop close relations.

"To get more appreciation for your work"

"The best discussions are always around the coffee table, although work related matters should be taken care during the working time. Then you have the opportunity to advance things. You have the possibility to encounter"

"Even though I am relatively new here, I have got responsibility and I have even started in a vocational examination program."

Motivation and purpose of work

Based on the employee interviews it is difficult to separate the meaning of work and motivational factors. Employees talk about matters motivating them such as challenging work, serving the buying customer well, but also to get the experience of succeeding at work. In addition, employees express tenets sharing similarities with *a calling work*. Obviously one reason to work in the healthcare is the meaning of work. In healthcare the work is connected to higher purpose of helping others. Following citations from the employee interviews provide important insights on how strong is the will to serve the customer well in this particular workplace. This offers practical opportunities to be stressed out in developing the experience at work. Moreover, in the designed employee experience concept needs to be addressed the matters valued by the employees in the context of work.

"Motivation comes from succeeding, from the urge to help"

"Versatility of work also creates a challenge. Work needs to be challenging enough, so that it is meaningful"

"To serve the customer well"

"I have thought the customer to be the most important one that I serve and I do other tasks when I have the time."

"The meaning of my work is to serve the customer".

Working space

Employees of this case company work in different locations and many in the same location in various roles. For example a nurse can also perform tasks in the customer service. This means in practice, that the employee may not work in the same working space, or room the whole day. Following quotations represent, that the basic needs of the employees are related to the workspace and how well it serves its purpose. For example, if one needs to perform a task requiring high concentration, the working space needs to enable this. Or if the employees have a need to connect with other co-workers and share professional matters, the working spaces need to enable this. Working space seems to be a factor affecting the employee experience. Answers in the section of working conditions were also related to how practices support for example knowledge sharing in meetings. Physical, but also digital workspace, are contributors to this. Workspaces have to support the wanted outcome: knowledge sharing, new ideas, brainstorming and problem solving.

> "My workstation is not the best one. A permanent workstation on a more quit place would serve me better."

> "You are not allowed to talk about work related topics in the tea- and coffee making facilities. It is difficult to manage accounts and customer relations just by email."

> "It depends what kind of workstation you get and how is the chair there. Not all are equipped with a good one."

Working tools

These answers present problems with the tools used at work. Tools should be the ones supporting working, but it seems to be the opposite. When something new is implemented into practice, there might be practical implications that have not been thought thoroughly. An employee must have not only the necessary, but also tools that support working. Otherwise the experience is not optimal and can cause extra work and even stress. Then the tools could be considered as a job strain.

> "KPIs are nice, but unfortunately I have not received any reports after the summer."

> "From time to time my work is disturbed by the fact, that we have so many phones. It can be that you have to carry two phones with you."

> "A laptop would serve better. When you go to someone´s room, you could do it simultaneously and take care of it."

Next is explained how these subclasses were clustered into abstractions. After series of refinements to the sub classes the text was categorized into main abstractions (table 7). In the table 7 redacted expressions are from the employee interviews. In this development work employee is considered to be the customer of the concept being developed and in table 7 the quotations represents the viewpoint of the employee. Therefore it needs to be highlighted that with the word customer in these citations in the column *redacted expression* in the table 7 is referred to the *buying customer* and not the employee as a customer of the development work.

Redacted expression	Sub class	Main class	Abstraction
Multiprofessional team is a resource	team	Community	**Job resource**
Most important thing is to work towards the common goal	Co-operation	Community	**Job resource**
Work community sup-ports in different situa-tions	Work com-munity	Community	**Job resource**
To get the customer satisfied is succeeding	Success at work	Motivation	**Motivation and purpose**
Succeeding is the best feedback	Feedback from succeeding	Motivation	**Motivation and purpose**
to serve the customer is the purpose of my work	serve the cus-tomer	Purpose	**Motivation and purpose**
Purpose of my work is to add value to the cus-tomer	customer	Purpose	**Motivation and purpose**

Table 7: Example how categories were formed

In this phase was found ten sub classes: current practices, organizing of work, trust, the need for being valued and connected, team work and community, motivation and purpose of work, and working space and tools. These ten themes were categorized further into three main themes based on the theory part presented in chapter 2.2. All the identified ten themes, the total number of answers, and which theme was categorized into what main theme are pre-sented in the table 8. As the table 8 presents main theme stemming from the employee inter-views is current practices of the HRM system with 55,6 % of all the answers. 35,2 % of the an-swers are related to the job resources and 9,3 % to the work environment.

These findings are interpreted in following way. In this case company the current policies, practices and processes, does not enable the employees in doing their job in an optimal way as 55,6 % of the answers are related to it. This raises a question – how customer centric is the case company? It seems to be so, that now the practices of the HRM system are experienced as they do not enable serving the buying customer in an optimal way. Employees experience lacking job control: 21,96 % of the answers are in the category of job control, categorized in the theory frame to the current practices of the HRM system. On the other hand motivation and purpose of work stem out the interviews as 17,8 % answers were related to it (table 8). Altogether 35, 2 % of the answers are related to the job resources. Apparently job resource is a contributor to the experience as well, that needs to be addressed in the concept design. The role of the job resource is to balance the strains and negative aspects of the job by ad-dressing the motivation of the employees and the purpose of one´s job. Therefore it is con-cluded, that in this particular case company employees want to serve the customer, and the work itself contains many aspects addressing job resources. Apparently the employees expe-rience the current HRM system, with its practices, processes and practicalities, not enabling the employees of doing their job in a best possible way. A discussion and evidence for this categorization is provided in the discussions section of chapter 6.

Category	Total	%	Total %	Connection to theory frame
Working space	4	1,5		
Working tools	21	7,8	25 9,3 %	Work environ-ment
Internal processes and practices	85	31,5		Current prac-tices of the HRM system
Professional development prac-tices	6	2,2	150 55,6%	
Job control	59	21,9		
Community	19	7,0		
Feeling of appriciation	12	4,4		

Encouters	8	3,0	95 35,2%	Job resources
Motivation and purpose of work	48	17,8		
Trust	8	3,0		

Table 8: Results of the context analysis

4.2.4 Design Probe

Randomly chosen employees were asked via e-mail to participate in the probe study. Only criteria for the participation, was (i) the employee´s possibility to take digital photos, (ii) employee had not participated in the interview and (iii) employee was not on holidays during the documentation period. Participants were provided with a personal link to a digital diary with instructions. They were instructed to document their experiences during the working day by taking 3-5 photos. Photos could be taken during one or several days. Participant had to answer three open questions after every attached photo. Questions were: (i) explain, what is the photo about (ii) why it was important for you to attach this photo, (iii) explain, what kind of thoughts/feelings is related to the photo? What are the thoughts/feelings telling about? Purpose of these questions was to make analyzing the insights possible by getting their own interpretation of their experiences.

Participants had two week timeframe to conduct the documentation. From 11 employees 7 conducted the self-documentation successfully. Four employees were not able to conduct the self-documentation due to a sick leave and they had to cancel their participation.

Probe diary entries served as source of qualitative data, which was also analyzed by applying inductive content analysis in similar matter as for employee interviews. First diaries were read and work was continued by clustering similar insights into group of themes. Ultimately insights were categorized into four themes. Themes were given the following names: job demands, motivational matters, organizational practices and job resources.

The complete analyze together with translated examples are presented in the next chapter.

4.2.5 Results and insights from the design probe

This chapter focuses on making sense of the data collected in the design probe, explained in the previous chapter. One goal of this phase is to understand, what are elements contributing to the employee experience and provide qualitative data for the next design phase, but also to the research questions of this thesis.

Design probe was conducted in Finnish and therefore all the cited examples are freely translated from Finish to English. Next chapter presents first the citations from the employee diaries and then explains how these were classified by using the inductive content analysis.

Probe diary entries served as source of qualitative data, which were also analyzed by applying inductive content analysis in similar matter as explained in the section 3.2. Diaries were written in Finnish and therefore all the cited examples are freely translated from Finnish to English. First an attempt was made to analyze answers by questions, but soon switched into analyzing the answers as a whole as the next answer seemed to deepen or explain the previous answer instead of revealing a new theme. For example a photo from a received gift was attached. Employee first explains photo to be a surprise Christmas present from the supervisor. Then the employee continues by telling it was important to attach this photo by not answering the question directly but by explaining:

> " by attaching this photo I want to state, that I have a really good supervisor, that asks how am I doing, gives feedback and responsibility, trusts in me, listens, we have a good relationship"

First idea would be categorizing this into a subgroup of supervisory work. But in the next answer the employee continues to explain her thoughts related to the photo with the following answer:

> "My supervisor values me and she has said it to me"

This explanation reveals more the employee´s interpretation of the gift. Therefore this can be interpreted to explain the supervisory work to be a contributor to the feeling of being valued. In the last answer the employee reveals, what her thoughts express with the following answer:

> "It´s nice and easy to work, when you have a good supervisor that is present"

Therefore this answer is categorized into a sub category of supervisory work being an element of the current organizational practices. In the table 9 are the results of the probe diary. 51,5 % of the answers are related to job resources, 15,2 % of the answers both to the motivational matters and another 15,2 % to current practices of the case company. 6 % of the answers were related to job demands. These results of the design probe point out the important role of job resources. Job resources are an impotant aspect balancing the negative aspects of the work. Job resources need to be addressed in the design of the employee experience concept as it is known to contribute to the employee wellbeing.

Category	total	%
Job demands	6	18,2
Motivational matters	5	15,2
Current practices	5	15,2
Job resources	17	51,5

Table 9: Categories of the probe study after the content analysis

Following the Double Diamond model this chapter closes the first quarter of the two dia-monds. The purpose of the first phase of the design process was to develop empathy towards the employee and understand the working from its perspective. In the next chapter is ex-plained how the design process progress into define phase.

4.3   Define: Synthetize the insights

In the original Double Diamond model, the second quarter represents the Definition phase. In definition phase designer tries to make sense of all the possibilities identified in the Discover phase, by analyzing the outputs of the Discover phase and to synthesize the findings into a reduced number of opportunities (Design Council 2013, 9). Characteristic to this phase is to test and retest ideas and concepts leading into a clear creative brief framing the fundamen-tal design challenge to the organization (Stickdorn & al 2013, 130).

In the discovery phase was found out that, the foundational drivers for the employees´ in this particular workplace are **the will and desire to have a meaningful work** and **to serve the customer**. Therefore this phase aims to define, what are the employees´ needs in order to be able to serve the customer and to have a meaningful work. In order to synthetize the employees 'needs, work was continued with the Jobs to be done (JBTD) canvas. Work with JBTD canvas enables the next phase in the development process that is developing the em-ployee´s job statements.

Original plan was to involve couple of employees from the human resources working with the JBTD canvas, but it was not possible in practice: One employee resigned and schedules did not enable working together as much as it would have required. Therefore the writer of the thesis conducted the work with the JTBD canvases. In the work was used the same post-it notes, that where categorized in the previous phase. Figure 20 represents the how each need was formed with the help of JTBD canvas. In the formation of these JBTD circles, ex-

pressing a need, was applied insights created during the desk research, employee interviews and design probe. Figure 20 communicates how the insights identified in the previous phase, expressing either positive or negative aspects of the work, were put into the categories of JTBD canvas. The categories of the JTBD canvas are the benefits, representing the positive things and aspects of the work, and pains describing, what are matters irritating the employees before, during and after the work. Also risks and negative matters are supposed to be named in the pains category. This work resulted into altogether three canvases, that each expressed a different need. Work was continued by defining, what is the actual job statement for each canvas.

The use of JBTD canvas helped to formulate the job statements, explained in Chapter 3.2, from abstract *"trust from the upper management to our work"* into a smaller and concrete jobs statement expressing what employees are trying to achieve (Christensen et al. 2016a, 48).
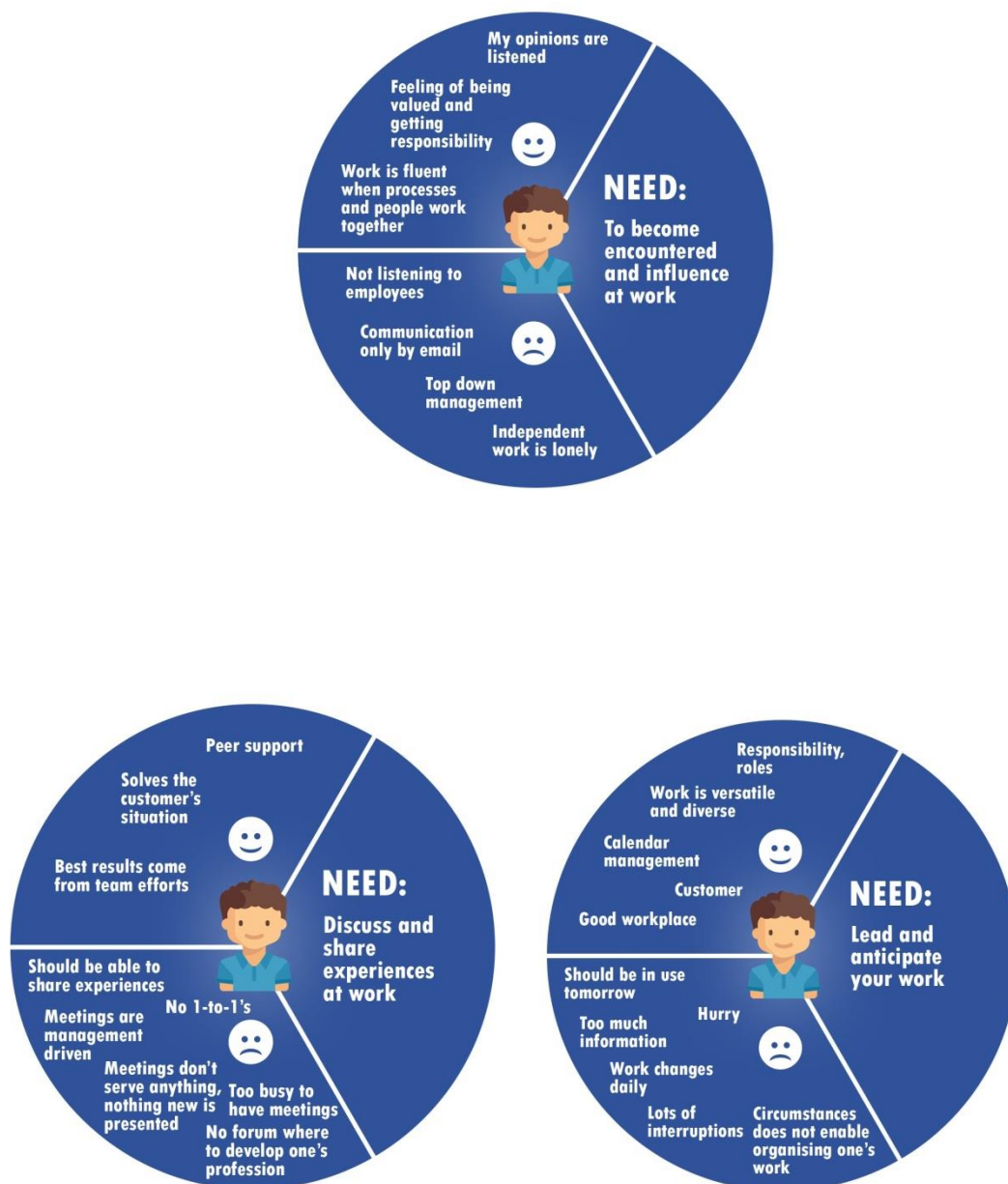
Figure 20: Employee´s pains categorized using a JTBD canvas

These insight synthesis lead into three job statements summarizing, what employees are at-
tempting to achieve. Job statements are: lead and anticipate your work, discuss and share
experiences at work, to become encountered and to influence at work. In the following is
discussed, what are the drivers behind the job statements. For all three job statements em-
ployee´s perspective was gained from the process of categorizing insights explained in the

chapter 4.2.2. As the case company´s HRM system define the operational environment, needed the case company´s perspective to be considered in this phase as well. Therefore Employer´s perspective was gained by collecting statements from public material presented in the chapter 1.1 case *company*, but also by applying general knowhow about the organization and its strategy. Next is discussed each job statement and drivers behind it. Each categorized drivers contains both the perspective of the employer and employees and they set frame for developing the concept elements.

4.3.1 Lead and anticipate your work

Lead and anticipate is a functional job, which contains following outcome expectations clarified in the table 10. For the employees the desired outcome expectations are to have a possibility to anticipate in your work, to work without interruptions to and to have time to orientate oneself to new information. Employer´s desired outcome is that employees promote self-leadership and reach set targets, but also that employees contribute with operational excellence to the optimal customer experience.

	Employee (customer)	Employer (provider)
Desired outcome expectation	• possibility to anticipate your work • possibility to work without interruptions • time to orientate oneself to new information	• employees promote selfleadership • employees reach set targets • operational excellence & optimal customer experience

Table 10: Desired outcome for lead and anticipate your work

This functional job is related to the internal practices and process. Employees talk about continues hurry and disruptions in their work; work changes every day, the amount of information available is massive and the environment set the terms and conditions for organizing your work. Therefore the job *lead and anticipate your work* can be broken down into three categories:

- Trust from supervisor and management
- Time to orientate oneself to new
- Possibility to anticipate

The employees of the case company want to hire the job *lead and anticipate your work* to be able to serve the customer and do their work as well as possible. This explains the employees valuing practices than enable doing the actual work. Next is presented direct quotations from the employee interviews under each of the three categories. Quotations are freely translated from Finnish to English.

Job: Trust from supervisor and management
"We have a shared experience the management does not trust our work. You receive messages from a certain theme that are not directly addressed to you. From this you get an impression that the management does not trust our abilities to manage the work."

Employees point out clearly, that current habits and practices of leading by sending general emails is interpreted as a lack of trust. According to JTBD framework this job is an *emotional job, further classified as a personal job, which* subjective and related to feelings and perceptions (Silverstein et al 2009, 6). Applying the perspective of Almquist et al. (2016) trust could be classified into the category of life changing value as it is strongly linked to motivation.

Feeling of trust is crucial in organization. Galford and Drapeu (2003) argue studies to point out clearly trust to be linked corporate performance: when employees trust each other and their supervisors, they will be able to work through disagreements, take smarter risks, work harder, engage to the employer and are more innovative by contributing better ideas.

Job: Time to orientate oneself to new

"Working day should have an allocated time slot for adopting and familiarizing oneself to new things"

The quotation summaries the functional need and value: employees need time to learn and adapt to all the new information and changes. By enabling new ways of orientating oneself to new would provide the value of simplifying. This would trigger emotional value by reducing anxiety.

Job: Possibility to anticipate

"I never know what comes up during the workday. The day is built up like that."
"My day is full of disruptions as my workstation is on a lively place. It means continuous disruptions leading to mistakes".

Employees express clearly how they are struggling with the lack of possibilities to contribute to the organization of their work. This is a functional job pointing out the value of having the possibility to affect in organizing your work.

The employees of the case company want to hire the job *lead and anticipate your work* to be able to serve the customer and do their work as well as possible. This explains the employees valuing practices than enable the doing the actual work.

Opportunities for development

By considering the following four themes as matters adding value to the employees it is possible to better enable leading and anticipating in the case company.

- How might we enhance possibilities to affect organizing work?
- How might we create possibilities to work without interruptions
- How might we better enable continues learning?

4.3.2   Discuss and share experiences at work

Job statement **discusses and share experiences at work** is also a functional job, which contains following outcome expectations clarified in the table 11. It also contains an ancillary job

of professional development. Employees want a forum to support their professional development, but also by enabling sharing experiences meetings would add more value to their work. Employer´s desire is to succeed together, solve problems faster, continuously learn and innovate and this way to be able to provide superior care to the customer.

	Employee (customer)	Employer (provider)
Desired outcome expectation	• A forum to support own professional development • Professional sparring and support in the work community and network • Sharing experiences in a meeting • Meetings that add value to employees	• Succeeding together • faster problem solving • Continues learning at work • Superior care • Responsible social innovator

Table 11: Desired outcome discuss and share experiences

Next is presented direct quotations from the employee interviews under each of the three categories. Quotations are freely translated from Finnish to English.

> *"More local meetups inside one professional group"*
> *"More needs to be invested into taking care of your expertise and skills"*
> *"We need a forum, where we can develop our expertise. It is not enough if you always meet the same three or four colleagues"*

Quotations clearly articulate the employees' willingness and commitment of developing their expertise. Quotations point out by this is meant more sharing experiences instead of traditional training forums. These are important findings that need to be addressed in the company´s practices and processes.

Opportunities for development
- How might we better enable discussions?

- How might we create forums to support professional development?
- How might the technology enable the creation of new forums?

4.3.3 To be encountered and to influence at work

Job statement **to become encountered and to influence at work** is also an emotional job, classified as a personal job explaining how an employee wants to feel about themselves. It also contains an ancillary job of professional development. Almquist et al. (2016) categories this as a matter addressing life changing need of motivation and belonging.

Outcome expectations are clarified in the table 12: employees desire the feeling of being valued by having discussions over communication via e-mails. Employees want responsibility and feeling of belongingness. On the provider´s side the employer aim to get insight from the frontline employees and to be the most desired employer for the professionals, but to also engage the employees.

	Employee (customer)	Employer (provider)
Desired outcome expectation	• Feeling of being valued and getting responsibility • Discussion instead of email communication • Feeling of belongingness • I get responsibility	• Insight from frontline employees • Information flow • Employee engagement • The most desirable employer for professionals

Table 12: To become encountered and to influence at work

> *"To get more appreciation for your work"*
> *"The best discussions are always around the coffee table, although work related matters should be taken care during the working time. Then you have the opportunity to advance things. You have the possibility to encounter"*

These expressions articulate for the need of being encountered and having the opportunity to influence at work. Both of these tell about the personal need of wanting to be se seen and to

feel oneself as valued. As explained in chapter 2.2 self-determination theory (SDT; Deci & Ryan, 2000) explains the need for being relatedness being one of the three basic needs of humans. According to SDT, when the basic needs are satisfied, employees are optimally motivated and experience wellbeing.

Opportunities for development
- How might we foster encounters?
- How might be better enable the feeling of being valued?

Defining job statement and identifying opportunities to address in the concept development was in done in the define phase. As the service design is iterative by nature, the job statements where validated with employees before progressing to the next phase of the development. Validation was done by presenting the identified job statements to three of the workplace stewards and asked for their feedback. With the agreement and approval from the workplace steward was closed the define phase of this design process. In the next chapter is presented, how in the develop and deliver phase the design work was continued.

4.4   Develop and deliver the concept

After Define phase, the design process continued into Develop phase, which is the first half of the second diamond in the Double Diamond model. The focus of the *develop* phase is on prototyping, testing and further develop the ideas and concepts developed in the previous phases of the service design process until they meet their expectations (Stickdorn & al. 2013, 132). Together the last two phases of the design process focus on the initial design brief and through an iterative process of developing and testing, refines the service concept until they are ready for implementation (Design Council 2013,9).

Hence the focus is in solution development table 13 introduces the tools applied in this phase: storytelling and rapid prototyping are used together with user testing. As the concept itself is very abstract an infographic as a rapid prototype was developed to communicate, what the concept is all about and how it is delivered in practice. This infographic (appendix 1) also aimed in demonstrating how the value proposition of the concept creates value-in-use in practice.

	Develop & Validate solutions	How it was done	Outcome
Methods and tools	Value proposition Storytelling Rapid prototyping Employee´s journey canvas Validation	Workshop presentations for different stakeholders	Feedback & insights Validation of the results Feedback
Outcome	Employee experience concept with a value proposition		

Table 13: tools applied in this phase

4.4.1 Designing a value propostion for the concept

The purpose of the development work was to create an employee experience concept with a value proposition. Therefore the next phase was organizing a participatory co-creation workshop. Duration of the workshop was 3,5 hours and it had six participants including one member from the top management. It can be said, that the workshop participants worked in the leading roles in the development functions of the organization such as human resources, customer experience and business development. Purpose of this was to engage these top influencers in the outcome and this way to create buy-in and readiness for the concept being under development.

Time	Workshop schedule	How it was done
30 min	Orientation to the subject and project scope	power point presentation
20 min	Business objective of the concept	work in two groups
45 min	JTBD canvas	First power point presentation, then individual work.
20min	Ideation	Group ideation based on the JTBD canvases

20 min	Classifying the ideas by theme	working in two groups
10 min	Defining the development themes to be addressed	Working in two groups
30 min	Solution development	Group work: prototyping with a help of a future headline or creating an ad.
20 min	Presenting the solutions and drawing conclusions	Validating and discussion

Table 14: Schedule of the workshop

Table 14 presents the content of workshop and the allocation of time for each activity. Workshop started with a brief introduction to the theme by explaining with a help of a power point presentation why and how the employee experience concept is being developed. After that was the turn of the workshop participants to start working. They were split into two groups and their first task was to crystalize the business objective of the concept: what business challenge are we trying to solve with it. After that participants were introduced to employees´ job statements, which were also handed out to them as printed versions. In this workshop was not used the actual value proposition canvas, as it is under the copyright of Strategyzer AG, but same elements where explored in the workshop. Workshop itself was conducted as a mini design process: it started with individual ideation as participants were instructed to write one idea/ post-it notes, that was based on the presented JTBD canvases. Then these individually made ideas were presented to the group member and groups were instructed to ideate more aspects that should be addressed with the developed value proposition. After this both groups continued with clustering the ideas into themes on the wall and selecting the idea to focus the development work (figure 21).
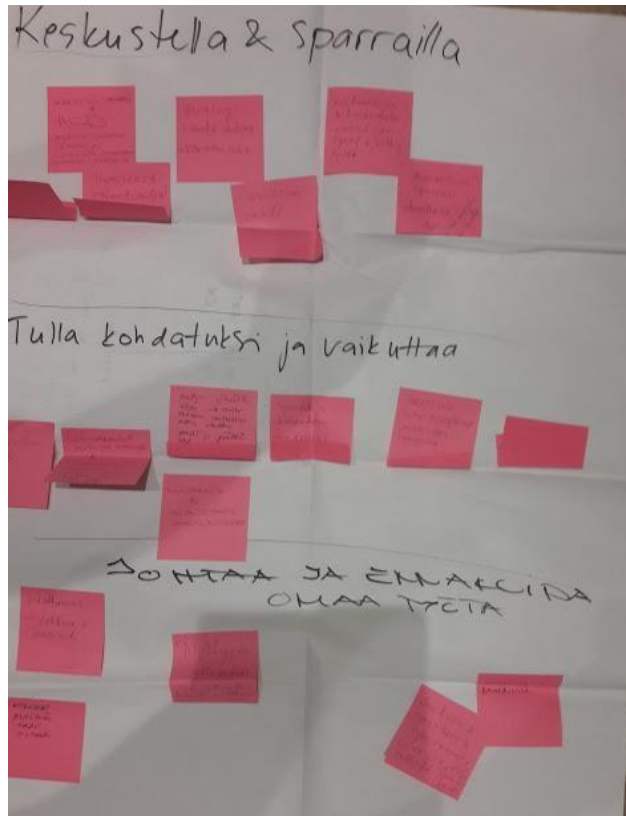
Figure 21: Ideation of one group

When both teams had decided the focus of their solution development participants continued working by developing a prototype of the solution. Both themes were introduced two options how to prototype (figure 22): a future headline of a newspaper or a printed advertisement. Both teams chose the latter alternative. After 30 minutes of working both teams presented their developed work and received feedback from the other team. At the end of the workshop took place discussion, that lead to the formulation of a value proposition: By growing together, we grow.

Figure 22: instructions for prototyping

Based on the discussion at the end of the workshop was crystallized the following. The value proposition need to clearly communication following aspects:

- Continues learning and development of employees is a must, that leads also to company level results
- We all need to continuously challenge ourselves
- One plus one is more than its parts, we need to work together with our colleagues, but also engage our customer in co-creation.
- Terveystalo is a publicly listed company. We should not be afraid of communicating our desire for creating results. This includes many aspects including also economic growth.

After the workshop the designer continued working with the value proposition to make it more visual and to be able to prototype it with the users. This was done by applying drawing as a visualization technique first by applying sketching with pen and paper. In the next phase it was made with Microsoft Paint into a form that could be used for validating. The developed and validated value proposition is found in the appendix (2). In the next chapter is explained, how the design work continued with designing the concept element.

4.4.2   Designing the concept elements

In the chapter 4.1 *Define: synthetize the insight*- was developed three job statements that were validated with the employees. The next challenge for the designer was to transform these into tangible elements applicable for the everyday use for the organization. Also in the chapters 4.5.1-4.5.3 was addressed *how we might question* under each identified job statement. These identified elements guide designing the concept elements in this chapter. To

make sense of all the material available the designer used drawing as a visualization technique to point out the relationships (Figure 23) between the job statements and all the insight stemming from the deep interviews of the employees and design probe.
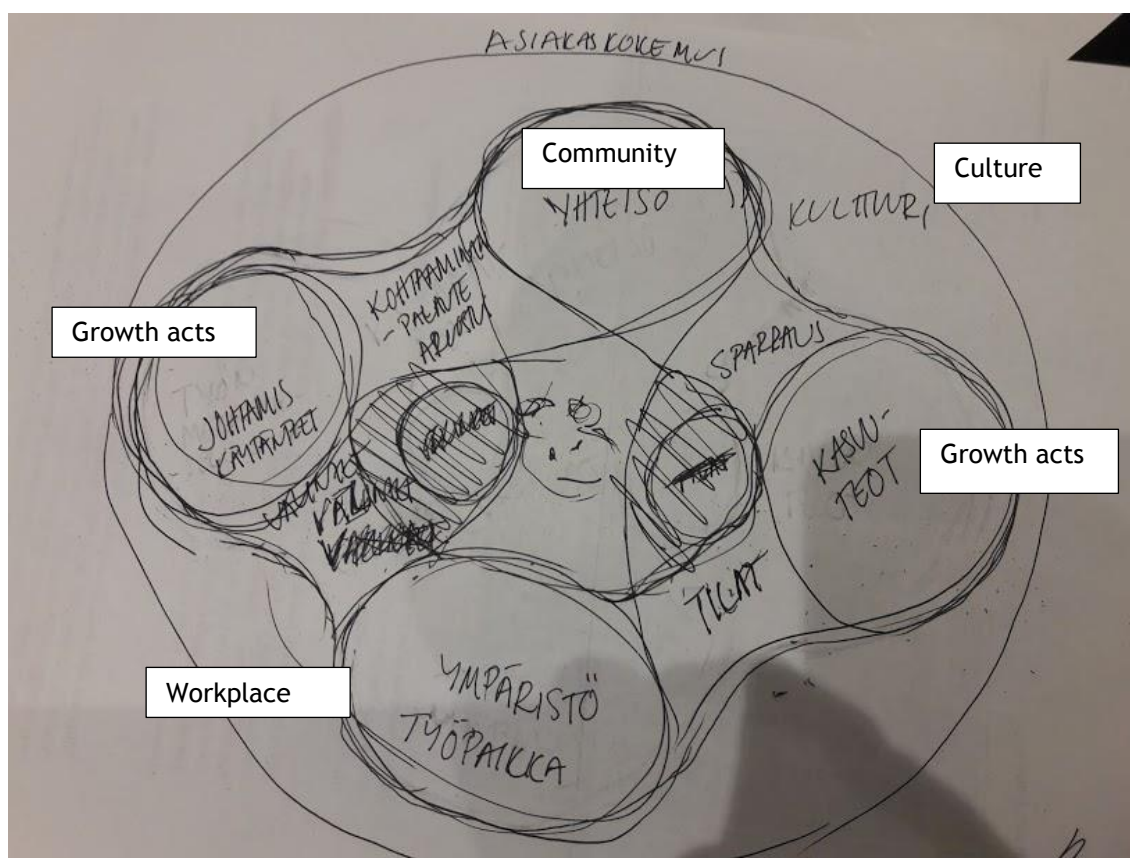

Figure 23: Making sense with the use of drawing

First rough drafts were done by hand and randomly selected employees were asked their first interpretation of it. After multiple rough and quick test –feedback – develop- loops the elements seemed to found it place. Then the designer made a more finished prototype with the use of Microsoft Photoshop program (figure 24). Figure 24 expresses how in the middle is the employee. Employee has two foundational elements provided by the employer: the community and the physical workplace. The role of the workplace is to provide the premises and tools needed for the employee to be able to work. These elements also include the processes and practices of the company. Community is an answer to the employees´ needs of being encountered and to have more discussion. Community and workplace are job resources enabling the engagement at work. In figure 24 is also elements named as leadership- and growth acts. These acts explain the behavior that leads to the realization of the value proposition: they explain how everyone in this company should be behaving. Instead of telling only what the company offers, it concretizes how and what the employee might do. In the chapter 5.2 *concept and results* is presented a more detailed explanation, what each concept element addresses.
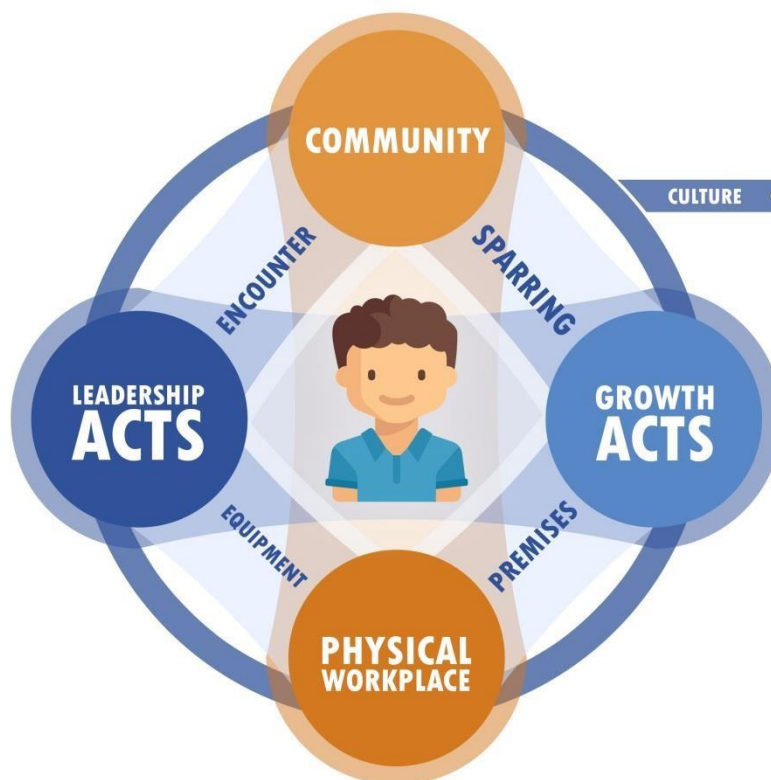
Figure 24: Visualization of the elements in the concept

In this chapter the concept elements where squeezed into concept elements, that address the identified needs, but also express the wanted behavior. To be able to really validate the logic behind the concept elements, a more powerful form to communicate the deeper level of the employee experience concept was needed. Therefore an infographic storyboard, explained in the chapter 3.2, (appendix 1) was drawn by the designer. In the next chapter is presented how with the use storytelling the concept was validated with the employees.

4.4.3 Validation workshop with the employees

Following the iterative and collaborative nature of service design (Stickdorn et al. 2017, 27) it was time to validate the development work done with the employees. A half day long workshop was organized for this purpose with participant representing different professional groups in the case company. An email was send to unit directors to nominate participants for the workshops, but to make sure also the employees working for the corporation got participated, another email was send to employees working in the support functions of the organization. This ways altogether 13 employees participated, nominated by the unit directors or asked by the designer, in the workshop. Participants were invited from the units of Helsinki area and worked in the following professions: nurse, supervisor of occupation healthcare nurses, healthcare nurse, lawyer, hr specialist, customer service officer, laboratorian and a

service coordinator of imaging services. The goal was involving employees from various roles. For the selection of the participants was applied following criteria: they had not been participating in the employee interviews or design probe in previous phases of the design process and they were willing and able to participate into a workshop on the scheduled time.

Time	Method	How it was done
15 min	warm up	1-2-3 exercise
30 min	ideating, idea categorizing	individual work, work in groups
30 min	employee journey map	two groups
20 min	storyboard- prototype	Individual feedback form working in two groups
15 min	Feedback	Facilitated discussions
30 min	Solution development	Group work: prototyping with a help of a future headline or creating an ad.
20 min	Presenting the solutions and drawing conclusions	Validating and discussion

Table 15: workshop content

Workshop consisted of two parts: 1) Building an employee´s experience journey and 2) feedback session. As in the first part of the workshop participants were in a really active role, but may not all have been familiar with each other, a warm up exercise 1-2-3 started the workshop. Warm-ups are known for encouraging group cohesiveness by encouraging communication and creative thought (McFadzen & Nelson 199, 9). The purpose of a warm up is also to reduce the awkwardness among the group members (Verna & Pathak 2011, 277). In the 1-2-3 exercise participants stand in pairs and each pair count from one to three one after another. As the participants got familiar with the numbers, the exercise is made more difficult by changing the number "1" to clap, later the number "two" to snap and ultimately the "3" into a stomp (table 15).

Then it was time to move to topic of the workshop. Instruction for the participants was to think about your typical workday. Participants were advised to write activities or task as

their answers on post-it notes. Next step was to write feelings related to working days on the post-it notes. After the individual work participants were instruct to share their post-it notes on the table and to discuss their writings collectively and to categorize them thematically. The purpose of this was to give each participant an active role and get them familiarized with working together (table 15).

Once this exercise was finished, participants were divided into two groups and an employee experience journey map was introduced to them. Participants were instructed to first use the already written post-it notes and to tag them into the canvas to describe the employee´s journey at work first on a week´s timeline, but continuing to a whole year (Figure 25). This way was also identified the pain points employees experience while working.
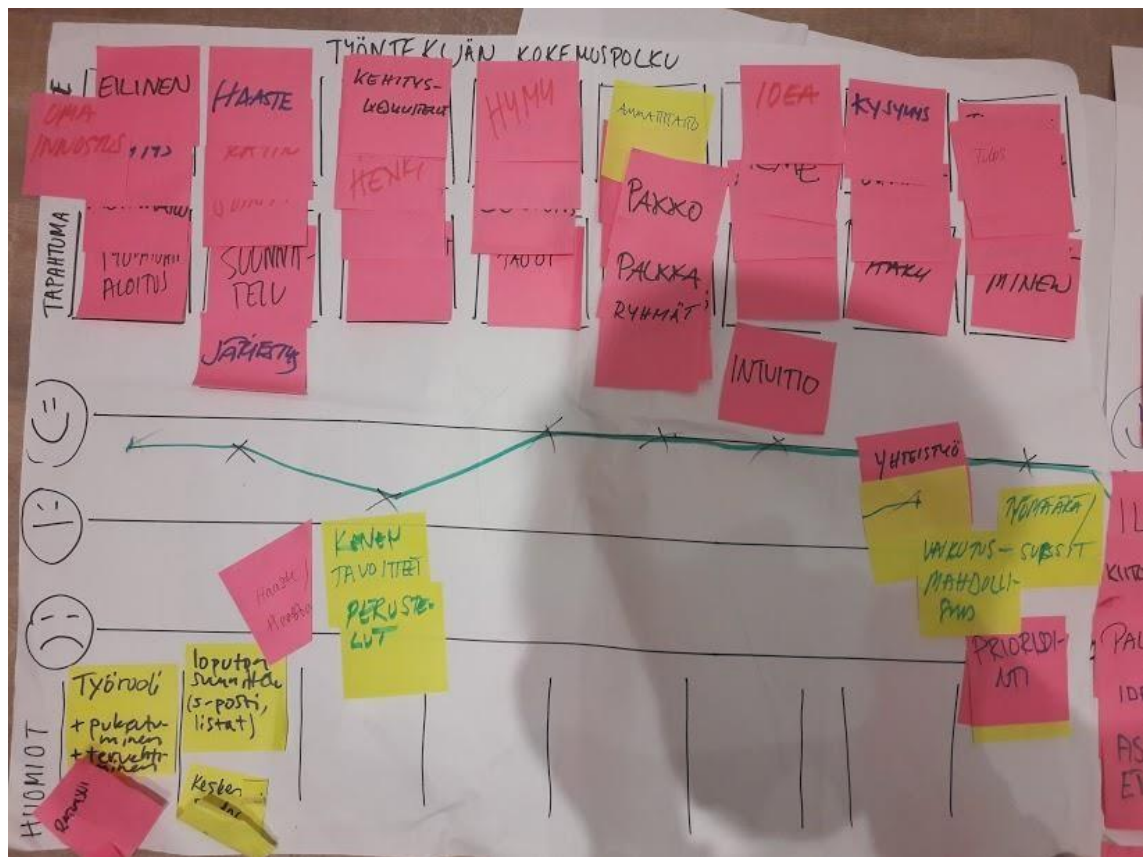

Figure 25: Employee´s experience journey map

In the second part of the workshop constituted from two parts- individual and group work. In the beginning of validation part participants were first explained the story and the concept

with the use of the infographic storyboard (figure 26).

EMPLOYEES EXPECTATIONS, NEEDS AND DESIRES

THE DESIGN OF THE ORGANISATION TO MEET THE EXPECTATIONS, NEEDS AND DESIRES OF THE EMPLOYEES

WHAT ARE THE ELEMENTS CONTRIBUTING TO THE EMPLOYEE EXPERIENCE?

The purpose of the physical workplace is to enable working. This contains the tools, software and the purposeful premises needed to work.

PHYSICAL WORKPLACE

The leadership acts enable success at work. I lead my own work thinking for the best of the customer, face others with respect participate actively in development.

LEADERSHIP ACTS

The community enables co-creating new solutions. The role of the community is to enable fluency of work and continuous learning.

With growth acts, I challenge myself to develop the work and the ways it is done. Multi professional working community enables growth - sparring is provided by other professionals. By sharing my expertise and vision, I enable others' growth.

COMMUNITY

GROWTH ACTS

The end result is an optimal culture enabling superior customer experience.

BY GROWING TOGETHER WE GROW

Figure 26: Infographic storyboard

The applied infographic storyboard (figure 26) aimed in communicating the key aspects of the service concept in a straightforward manner (Stickdorn & Al 2013, 186): first it summa-

rizes the employees´ and employer´s needs, expectations and aims, both to contribute to it. Then the story explains each factor contributing to the employee experience one at a time. It starts with physical workplace and explaining its role to be enabling the working. Then the story appoints everyone's role in creating the experience by explaining what kind of behavior leadership acts are. In the third phase is introduced the community as an element addressing the needs of the employees. In the end the employee is introduced growth acts addressing the individual level behavior contributing to the wanted experience. Ultimately all these elements create the optimal culture and employee experience enabling the superior customer experience and the creation of the value proposition (figure 26).

After the introduction each participant was given a validation form (appendix 3) constituting of questions from three different themes. Participants were first instructed to answer the questions individually and anonymously. Then filled validation forms were collected back and in the second part each theme was discussed in the group. This two way validation aimed in receiving the real and honest opinions and on the other hand made it possible to facilitate discussion for further development of the concept.

After the validation workshop the author of the thesis summarized all the received feedback into a PowerPoint presentation. In the original project plan next step was called as a workshop, but in practice it was a facilitated meeting. Goal of the meeting was to get a common understanding of the next steps. This meant in practice, that the author of the thesis presented the summarized feedback to the meeting participants. Workshop participants were the same as in the first workshop. In this meeting was agreed to make following changes: The element *Physical workplace* got criticism as today the employees can work remotely and the company also has an e-clinic for the customer. It was considered sending a conflicting message with the digitizing mega trend. Therefore the element *physical workplace* was left outside and the elements in it such as *equipment* and *premises* where built in to the community (figure 26). Therefore the final concept constitutes of three drivers, the community and leadership and growth acts, which create the working conditions and culture enabling the value proposition *we grow by growing together*. In the center of figure 27 is the customer of the concept being developed: employee. On the outer ring with the customer experience is referred to the customer the employees are working for. This aims in visualizing the known connection between employee experience and customer experience. Gained feedback was also applied in defining the concept element descriptions presented in detail in figure 28.
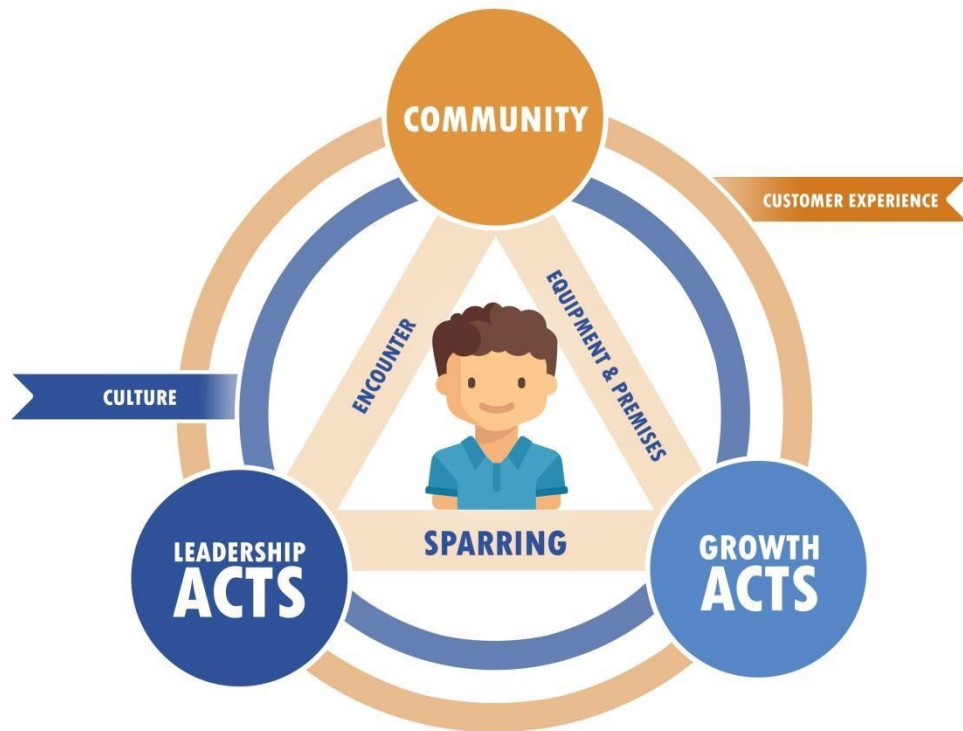
Figure 27: Elements of the concept

LEADERSHIP ACTS

Leadership acts enables succeeding at work. I will lead my own work towards my goals, I meet others with respect and with my own contribution, I participate in creating the desired customer experience. I take responsibility of my work, actions and working for reaching the shared goals. By leading myself, we all take our expertise and caring into actions. By taking an active role in solving problems, I contribute to networking, sharing knowledge and team work. By doing leadership acts I contribute in growing together.

COMMUNITY

Our values, expertise and caring set the foundation for the community. Purpose of the community is to enable working and succeeding at work by providing the tools, programs, channels and working environment needed at work. Working is made possible with the fluent processes and practices, that creates value for the customer and with the understanding of the purpose and goals of one´s work. Common premises and digital platforms need to enable working together and make the voice of the employees heard. Community is a resource, that encourages finding solutions and leads to exceptional customer experience.

GROWTH ACTS

With growth acts I challenge myself to develop myself, my work and working practices further. I am responsible for my expertise. In my work I grow by developing my work and working practices at the workplace, by actively participating in challenging projects and training events. I see the opportunities my job provides for me and I also actively raise improvement opportunities. Multiprofessional working community enables development of expertise. Sparring and coaching is always provided by the colleagues. Enthusiasm comes from the work and interest wakes the desire to develop. Encouragement enables our growth and excellent end results for the customer, individual employee and for the working community.

Figure 28: Description of the concept elements

Figure 28 summarizes, what is meant with each concept element and they are next presented element at a time.

Community:

Company´s values, expertise and caring set the foundation for the community. Purpose of the community is to enable working and succeeding at work by providing the tools, programs, channels and working environment needed at work. Working is made possible with the fluent processes and practices that create value for the customer and with the understanding of the

purpose and goals of one´s work. Common premises and digital platforms need to enable working together and make the voice of the employees heard. Community is a resource that encourages finding solutions and leads to exceptional customer experience.

Leadership acts:

Leadership acts is seen as an enabler of succeeding at work. It expresses how each employee should lead their own work towards their goals, meet others with respect and with every-one´s own contribution, to participate in creating the desired customer experience. Leadership acts express how everyone is responsible for their work, actions and working for reaching the shared goals. By leading oneself, everyone take their expertise and caring into actions. By taking an active role in solving problems everyone contribute to networking, sharing knowledge and team work. By doing leadership acts everyone contribute in growing together.

Growth acts:

With growth acts everyone is encourages to challenge oneself to develop oneself, their work and working practices further. Growth acts see everyone responsible for their expertise. In everyone's work each individual is seen grown by developing their work and working practices at the workplace, by actively participating in challenging projects and training events. It encourages everyone to see the opportunities their job provides for them and actively raise improvement opportunities. Multiprofessional working community enables development of expertise. Sparring and coaching is always provided by the colleagues. Enthusiasm comes from the work and interest wakes the desire to develop. Encouragement enables our growth and excellent end results for the customer, individual employee and for the working community.

This chapter closes the Double Diamond design process. In the next chapter is presented the study findings and results. It also summarizes work done during the design process making it easier for the reader to capture, how this empiria lead to the employee experience concept with a value proposition.

5   Results and conclusions of the case study

The purpose of this case study was to design an employee experience concept explaining how the concept elements are contributing to the experience at work in this particular workplace. The concept should express what the drivers of employee experience are and how the value proposition developed for the concept is fulfilled. In the beginning of the process, there was no clear picture what it could be. This chapter is built on the findings made in the previous chapters by fostering these into conclusions. This chapter first addresses the main research problem: *how can employee experience be developed?* All the other research and development questions are presented in chapter 5.2 and addressed one at a time.

5.1   Developing a framework for employee experience

The aim of this qualitative case study was to find answers to both, the main research problem *how can employee experience be developed* and to the research and development questions, that helped find an answer to the main research question. The main research problem and sub questions were answered with the help of academic literature that was crystallized into a proposed theoretical frame for developing the employee experience with insights gained during the empirical development process. Theoretical foundation of this thesis lies in Customer-Dominant logic, strategic human resource management, employee engagement, and service design. These are presented and discussed in Chapter 2 and applied into practice during the empiria of the case study. This lead to a proposition for a framework for developing the employee experience (figure 29). As the essence of CDL defines, understanding the life of the customers is fundamental to be able to apply service design and Customer-Dominant logic (Heinonen and Strandvik 2015).
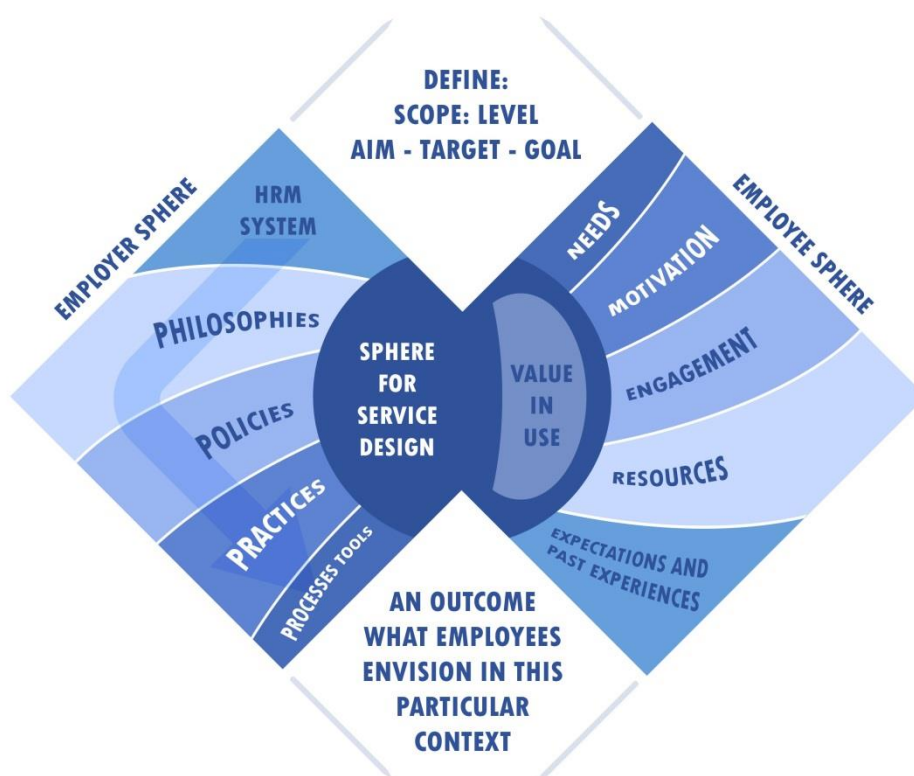
Figure 29: A proposition for a frame to guide the development of employee experience

In this thesis and in the proposed frame, employees are seen to be in the role of a customer. Therefore finding and applying right methods and tools to serve the purpose of gaining an understanding of the employees´ life and elements contributing to it from their perspective, is crucial. This empathy towards the employees enables understanding the value formation in-use (Heinonen and Strandvik 2015). This understanding is essential for the company to be able

to facilitate the customer´s value creation by providing potential value evolving as value-in-use or consumption. It may happen that the company is able to co-create value with the employees if both the provider´s and customer´s processes merge in the joint sphere into an interactive, collaborative and dialogical process creating a co-creation platform (Grönroos 2017).

In this proposed framework (figure 29) the empathy towards the employee is reached by applying service design as a method and with all the tools used during the design process. The stage for these methods is seen to be the joint sphere where both actors are present and interact forming a platform for joint co-creation of value. (Grönroos and Voima 2013, 141). Spheres described by Grönroos and Voima (2013, 141) were discussed in Chapter 2.3. In the context of employee experience, the company is seen responsible for its production processes, but also the HRM system with its philosophies, policies, processes and tools and in the provider sphere it provides these for the use of the employee (Grönroos and Voima 2013, 141). Participating employees for co-creation during the design process is inevitable as developing the employee experience is here seen as an end result of the design process. In this context the co-creation is understood as working in cooperation together with the actors who were not trained designers (Sanders 2008) in the internal workshops during the design process in the joint sphere.

Applying CDL in the context of work seems to provide a completely new perspective for developing the employee experience and how value is seen to be formed to the employee in-use from the elements of the provider together with employees' previous experiences and expectations towards the job. Therefore during the service design process the perspective of employees´ needs must be considered alongside with the organizations interests. Setting employee in the center of a development process differs radically from the traditional drivers of organizational development where the organizational development is done by the business objectives (Plaskoff 2017). Employee centered design does not exclude the hard business objectives, but it offers tools to build a new kind of relationship between an employee and an employer. Therefore it is suggested, that more research could address the experience of working from the perspective of the employees.

5.2 Concept and result

The development goal of the empirical part was to design an employee experience concept with a value proposition for the case company Suomen Terveystalo Oy. This case study aimed in answering the following research and development questions (table 14), that guided the empirical development work done for this thesis.

How can the employee experience be defined? R1	What are the needs of employees? D1
What creates value for the employees R2	What is the value proposition for the concept? D2
What are the elements contributing to employee experience? R3	What are the concept elements? D3

Table 16: Research and development questions

Answers to the research and development questions are presented next one by one.

How can the employee experience be defined? R1

The first research question: "*How can employee experience be defined?*" define the need to better understand how this relatively new term employee experience should be explored, but also applied into practice. Answer to this research question provides a theoretical definition for the term, explains it to the case organization how it can be understood and also adopts a theoretical view enabling the concept development. In the theoretical part of this thesis is explained the transition from Provider-Dominant logic into the era of customer-centricity (Chapter 2.3) where "*value emerges for customers in their everyday life, in which service is inevitably embedded and how through a sense-making process customers construct their experience of value of a service provider's participation in their activities and tasks*" (Heinonen et al. 2009, 533). This introduced a new perspective, where the customer's reality is considered the starting point, instead of service processes or even encounters or relationships (Voima et al. 2010, 4).

Adopting the view of Customer-Dominant logic in to the context of work requires setting in the center the employee and understanding employee´s life from the perspective of the employee (Heinonen and Strandvik 2015). Value spheres presented in chapter 2.3 by Grönroos and Voima (2013,141) clarifies the roles of value creation in different spheres between the actors in an experience. Following the definition of Grönroos and Voima (2013, 141) the employer, in the role of the provider, is seen responsible for the all their process and in the provider sphere it produces resources and processes for employees' to use. In the joint sphere, the employee has a double role: it is a co-producer of resources and processes with the employer and value creator jointly with the employer. The employer may engage into

the employees' value creation process in direct interactions and be in the role of value co-creator. When actors allow the company´s service providing process, the employee´s consumption, and value creating process, it then becomes one interactive process forming the platform of co-creation. These direct interactions can occur as face-to-face or through digital means (Grönroos & Gummerus 2014). In the rest of the employee sphere, if no direct contact with the employer exist, the employee is seen to be creating the value as value-in-use without the employer and therefore no co-creation can take place. (Voima and Grönroos 2013, 141) According to Voima and Grönroos (2013, 143) the customer, in this context employee sphere, can be understood as the experiential sphere, outside direct interactions, where value-in-use emerges through the employee´s accumulation of experiences with resources and processes in social, physical, mental, temporal, and/or spatial contexts. This clarifies that the experience can alternate depending on the different context. Therefore the following Jaakkola, Helkkula & Aarikka-Stenroos (2015) general definition of a service experience is modified to the context of employee experience and it is used as an answer to the research question: "employee experience can be defined as employee´s subjective response to, or interpretation of the elements provided by the employer for the context, emerging during the use or through imagination or memory". Following the value formation of the customer-dominant logic employee experience can be said to be understood similar to a service experience occurring in the customer sphere, where a company may engage in the employee´s value creation process as a co-creator or to be a value facilitator (Grönroos and Voima 2013, 141).

What are the needs of the employees? D1 What creates value for the employees? R2
All the conducted interviews in the discovery phase (Chapter 4.3.2) provided answers to this development question that is discussed together with the second research question. Conducted employee interviews aimed in finding an answer of the elements contributing to the employee experience. On the basis of the conducted inductive content analysis the factors that emerged were current practices, organizing of work, trust, need for being valued and connected, team work and community, motivation and purpose of work, and working space and tools. These factors have an impact on the employee experience. The above mentioned ten themes were categorized (explained in chapter 4.2.3) further into three main themes based on the theory part presented in chapter 2.2. These themes are in order of the magnitude current practices of the HRM system (55,6 %), job resources (35,2 %) and work environment (9,3 %). These findings are interpreted in following way. In this case company the current policies, practices and processes of HRM system, some how does not seem to enable the employees in doing their job in an optimal way as 55,6 % of the answers are related to it.

Jobs to be done theory presented in chapter 2.4 provides a frame to refine the data into a more actionable form: Jobs to be done theory classifies the jobs into functional, emotional

and social dimensions (Christensen et al. 2006, 2016b) and as explained in the empirical part was used as a frame to identify the needs of the employees and as a mean to categorize value. The perspective of jobs to be done sees value to be created, when employees hire a *job* to satisfy a need. The role of the *job* is to make the employees progress towards a target (Christensen et al. 2016a, 52).

In Chapter 4.5 were identified three jobs. In this particular case company employees are hiring a job to be able to lead and anticipate their work, to become encountered and to influence at work and to discuss and share experiences and this way to make progression. Therefore it can be generalized: employees value things, which enables them to do their work and therefore the whole HRM system needs to support the fluency of work. In the context of employee experience concept is therefore stated: When the HRM system, provided by the employer, is used by the employees in the joint sphere, and employees are able to *lead* and *anticipate their work, are encountered,* and *are able to influence, discuss and share experiences*, a value creating process merges into one interactive process forming the platform of co-creation (Grönroos & Gummers 2014).

Results of this question served an important role also in the service design process as it produces relevant information for the case company to be able to develop the employee experience concept. As Grönroos (2017, 130) argues, the provider´s goal is to find ways to assist customers in fulfilling the identified needs and act as a value facilitator or co-creator. Therefore these identified needs are considered as practical elements that should be addressed to enhance the employee experience. During the empirical design process each identified job was linked with development opportunities addressing the identified insights by using the *how might we* questions. How might we questions reframe the job as an opportunity for development (Ideo 2012, Stickdorn et al. 2017, 179). By reframing the problem with the help of how might we questions, the focus is shifted to the value proposition of the concept and the insights are used as a tool for enabling innovation. Therefore it can be said that during the concept development, actions in the provider sphere were taken by developing provider´s processes based on the identified value the employees are seeking to create (Grönroos 2017, 130) and this way these insights are addressed in the designed employee experience concept.

What is the value proposition for the concept? D2
The answer to the previous development and research question form a starting point for designing the value proposition. Value proposition is understood to be co-created in the joint sphere when employee and employer are interacting and the needs of employees are fulfilled with the tools and processes provided by the employer and used by the (Grönroos &

Gummerus 2014). These identified needs of the employees are: *lead* and *anticipate,* be *encountered and able to influence* and discuss and *share experiences*.

Figure 30: Needs contributing to the value proposition

With a help of a visualization (figure 30) is explained how the value proposition was designed in an in-house workshop as an answer to the identified needs, but also to take into account the elements contributing to the HRM system of the company. Value proposition was designed with the help of a value position canvas. This workshop is explained in the chapter

(4.5.2). The newly designed value proposition *By growing together we grow was* first validated with the employees in a validation workshop, then with the management team members and after that with the employee representatives.

What are the elements contributing to employee experience? R3
The qualitative data collected from the employee interviews and design probe provide an answer to this question. As an end result of the inductive content analysis, explained in chapter 4.3, the following ten themes from the employee interviews were identified: *current practices, organizing of work, trust, the need for being valued and connected, team work*

*and community, motivation and purpose of work, working space and tool*s. As an end result from the design probe the following four themes were identified: *job resources, motivation, current practices and job demands.*

Identified ten themes can be generalized into three drivers of the employee experience: working space and tools as elements of work environment, current practices and processes as an enactment of the HRM system and from job resources stemming from trust, community and feeling of being valued. The results of the probe study also pointed out the existence of job demands that is known to be together with job resources, the variable from which each job constitutes of (Schauffeli & Bakker 2004).

Category	Total	%	Driver
Working space			
Working tools	25	9,3	Work environment
Professional development practices and policies	150	55,6	Practices and processes of the HRM system
Internal processes and practices			
Job control			
Trust			
Community			
Feeling of appriciation	95	35,2	Resources at Works
Encouters			
Meaning and purpose of work			

Table 17: linking categories into drivers

A key driver in this case study is the practices and processes of the HRM system. 55,6 % of all of the redacted expressions from the employee interviews and 15,2 % of categorized answers from the design probe belong to this category. Practices and processes of the HRM system should enable the fluency of work and serving the customer. This category constitutes of internal practices and processes, how well these meet with employees´ desire for professional development, but also how the employee can affect in organizing their work; understood as job control. It is not a surprise, that how fluent the work is, contributes to the experience of working.

The second factor with 35,2 % of the redacted expressions in the employee interview and 51,5 % of the answers in the probe study was related to job resources.
In this case company job resources can be divided into 4 categories:
- Community
- Trust
- Feeling of appreciation
- Motivation and purpose of work

The third element rising from the answers with the 9,3 % of all the redacted expressions are tools and spaces as the enablers of work. They are both factors affecting the environment of work. The probe study did not point out matters related to this theme. Work environment can be divided into two categories:
- Working space
- Working tools

Therefore it is concluded, that the drivers of the employee experience are job resources, work environment and the practices of the HRM system (figure 31).

Figure 31: elements of employee experience

What are the concept elements? D3

The developed employee experience concept constitutes of three drivers that form the concept elements. The concept elements are *leadership* and *growth acts* together with a *work community*. These identified three drivers are generalized into practical acts, which aim in providing a foundation for creating an ideal employee experience in this particular workplace. Each concept element is built on the identified job statements together with the developed *how might we* questions. In the design of the concept elements is also taken into account the outcome expectations for the wanted behavior, explained in chapter 4.5. Formation of concept elements is visualized in figure 32 for the reader: Figure contains the tables 10-12, presented in chapter 4.3, that are built around each identified need. Each table contains both the employee´s and employer´s perspective of the outcome expectations for fulfilling the identified need. For the need *lead and anticipative your work*, the employee´s will is to have possibilities to anticipate one´s work, to work without interruptions, and to have more time to orientate to new information. Employer on the other hand wants to emphasize the promotion of self-leadership, employees to drive results, and the performance of the employees to lead into excellent customer experience. In the need t*o become encountered and to influence* at work, the employee´s will is to feel being valued. Feeling of being valued is created by getting responsibility, being participated in discussions over emails and by creating a feeling of belongingness. By fulfilling this employee need, the employer sees

the potential of getting more customer insights from the frontline employees through discussions to promote better information flow. Together all this contributes to the employee engagement. For the need *discuss and share experiences at work* employees expect a creation of a forum for professional sparring to support one´s professional development; learning occurs also by sharing experiences. Employer on the other hand sees the benefits of employees collaborating: this enables faster problem solving, continues learning, enables innovation leading to better care for the buying customer (figure 32).

Figure 32 addresses which elements contributed to each concept elements. Both the matters related to the job statement *lead and anticipate your wor*k and *to become encountered and to influence your work* are expressed in the leadership acts. Following the similar logic, growth acts combines the elements from the job statements of *discuss and share experiences at work* and *to become encountered and to influence your work*. Community is formed from the jobs statements of *lead and anticipates your work* and *discuss and share experiences at work*. In chapter 4.5.2 is discussed in detail, what is meant with each of the concept element.

NEED:
Lead and anticipate your work

EMPLOYEE

EMPLOYER

Expectations for the outcome

- Possibility to anticipate your work
- Possibility to work without interruptions
- Time to orientate oneself to new information

- Employees promote self-leadership
- Employees reach set targets
- Operational excellence & optimal customer experience

LEADERSHIP ACTS

NEED:
To become encountered and to influence at work

EMPLOYEE

EMPLOYER

Expectations for the outcome

- Feeling of being valued and getting responsibility
- Discussion instead of email communication
- Feeling of belongingness
- I get responsibility

- Insight from frontline employees
- Information flow
- Employee engagement
- The most desirable employer for professionals

GROWTH ACTS

NEED:
Discuss and share experiences at work

EMPLOYEE

EMPLOYER

Expectations for the outcome

- A forum to support own professional development
- Professional sparring and support in the work community and network
- Sharing experiences in a meeting
- Meetings that add value to employees

- Succeeding together
- Faster problem solving
- Continues learning at work
- Superior care
- Responsible social innovator

COMMUNITY

Figure 32: What contributed to the concept elements in this case company?

The development work resulted into defining (i) what the service concept is all about, ex-plaining (ii) how the designed employee experience is delivered and (iii) integrating the how

and what elements of the provider organization into the service concept (figure 33). This was done by designing the concept elements, and by formulating the value proposition, and a description of how these concept acts as a platform for co-creation. Development work also contained formulation of *how might we* questions to be taking into account in the next phases of developing individual elements contributing to the employee experience.
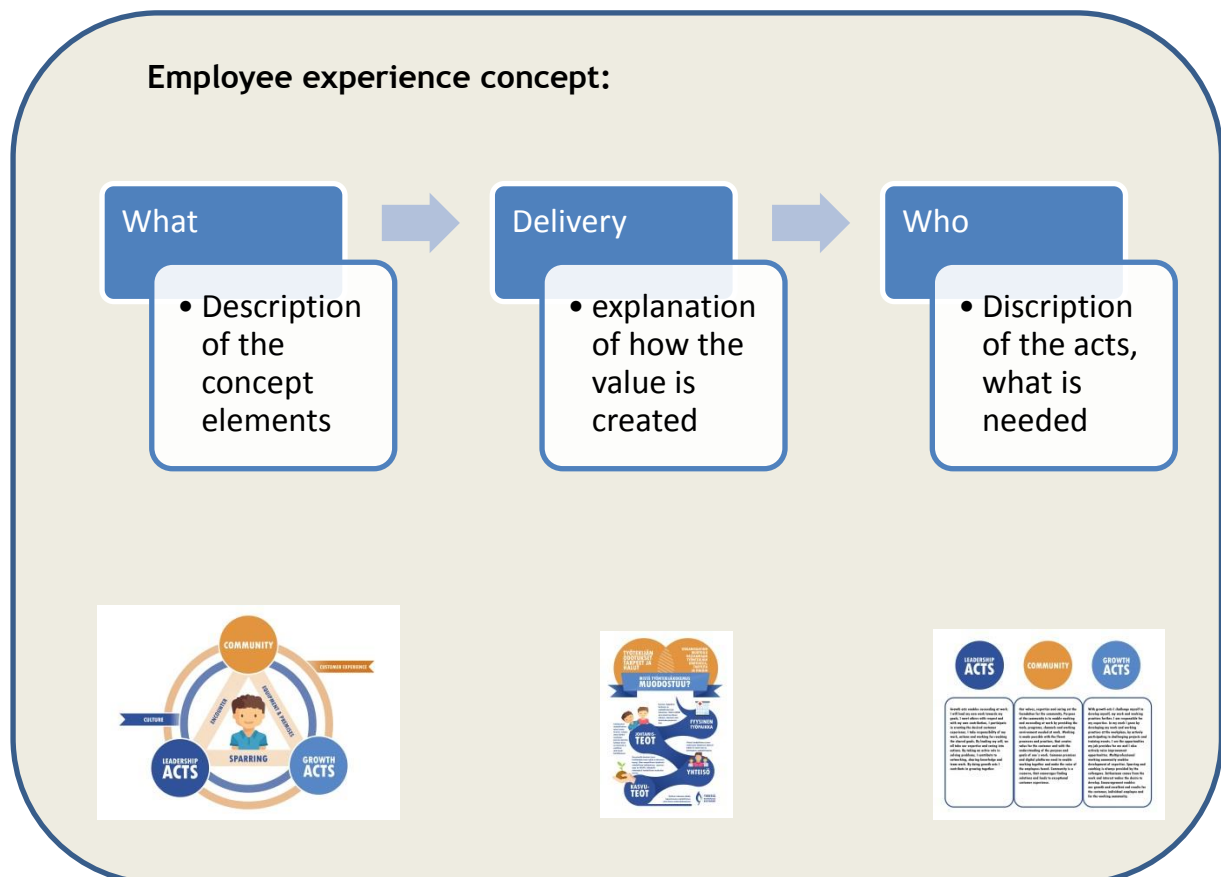
Figure 33: Employee experience concept elements Employee experience concept elements

The concept elements (figure 33) are presented in this chapter simultaneously as the research and development questions of this thesis are answered. It needs to be highlighted that each of these concept elements still need to be implemented in to the HRM system of the case company. This requires re-designing of some of the HR practices, processes and practicalities in the light of each concept elements. The HRM system needs to be consistent in addressing the concept elements of the EX concept. This is considered to be another design process and is not included in this thesis.

6   Discussion and implications for further research

This is the last chapter of the thesis. This chapter constitutes of three parts. In the first part is discussed the drivers of the employee experience concept together with established literature. In the second part is discussed the quality of the case study. The last part discusses the transferability of the results and by addressing implications for further research.

6.1   Drivers of employee experience – evidence and discussions

In this section is discussed how the ten identified themes where linked into three drivers of employee experience. Each driver is discussed one at the time.

Current practices of the HRM system
A key driver in this case study are the current practices of the HRM system, that according to the applied theory of HRM system can be interpret as the daily enactment of HR philosophies and policies (Jackson, Schuler and Jiang 2014). Nishii & Wright (2008) makes the connection between supervisory work and human resource management practices in organizations by explaining the practices of the HRM system can be observed through the enactment of HRM practices by line managers in the workplace.   Supervisory work and management practices is known to have a unique position through which they can substantially influence crucial factors concerning employees' motivation and health (Gagne and Deci, 2005; Nielsen et al., 2008). Research focused on leadership shows some leadership styles seem to be better suited to increase motivation and wellbeing among employees than others (Yukl, 2006). One aspect of this is job control that also stem from the answers of the employees´ in this particular case company. According to Mauno, Kinnunen and Ruokolainen (2007) job control is known to be a significant *"lagged predictors of the three dimensions of work engagement among Finnish health care personnel."* In this particular case company it seems the current practices does not enable job control leading to lack of optimal employee engagement.

In the design process was developed a job statement *Lead and anticipate your work,* a functional job, to crystalize the needs of the employees. This jobs statement is related to current practices of the HRM system as well. Employees of the case company pointed out a critical factor to be the job control. Current practices as a driver of employee experience calls for developing new policies and practices to enable new kind of behavior. It is not enough, if the employees are only encouraged to practice self-leadership. The process and practices need to enable the organizing of work in a new way: management of employees need to enable the employees to control their job. This calls for more autonomy and enabling self-guidance.

As stated in the section 4.3.1 employees are not satisfied with the current practices and policies as they do not enable the fluency of work. Schaufeli (2012) explain employee engagement to be improved through better job design by addressing the motivating potential of job resources and continues to explain such practices as job rotation and changing jobs might result in higher engagement levels because it challenges employees, increases their motivation, and stimulates learning and professional development (Schaufeli 2012, 6). Schaufeli´ s findings link organizations practices and processes into elements contributing to employee engagement. This is also considered as an evidence for considering the practices of the HRM system as a driver of employee experience.

Answers from the probe study, discussed in chapter 4.3.2, clearly articulate the experience to be an outcome, where both the employer and employee contribute. Therefore a new kind of relationship between employees and the employer needs to be built to foster the experience.

Job resources
The second factor with 35, 2 % of the redacted expressions in the employee interview and 51, 5 % of the answers in the probe study was related to job resources.

Schaufeli (2012) explains there to be variation between organizations of the job resources predicting work engagement. In general following resources are known to contribute to engagement: opportunities for development, performance feedback, autonomy, skill variety, transformational leadership, justice, and social support from colleagues and supervisors (Schaufeli 2012, 5).

In this case company job resources can be divided into 4 categories:
- Community
- Trust
- Feeling of appreciation
- Motivation and purpose of work

Community and trust are the most obvious ones to be associated with justice and social support from colleagues and supervisors. Popli and Ritzvi (2016) explain the use of transactional leadership style to motivate subordinates by rewarding and appreciating them. When fulfilled, the need of feeling of appreciation can act as resource in this particular organization. Studies have been able to link the personal resources as a contributor to employee engagement (Mauno, Kinnunen, Mäkikangas, & Feldt, 2010). Therefore what motivates the employee and how meaningful the employee considers the purpose of the work to be can be considered as positive drivers and be related to job resources.

The identified four categories of job resources in this particular case company can be linked and generalized into job resources, which are known to contribute to employee engagement. Therefore it can be assumed that these four categories can foster the employee experience in this particular case company.

In the development process was developed a job statement **to become encountered and to influence at work**, an emotional job, classified as a personal job explaining how an employee wants to feel about themselves at work. This jobs statement is related to the job resources as a driver of employee experience, but it is enabled through the practices of the HRM system.

Work environment

The third element rising from the answers with the 9.3 % of all the redacted expressions are tools and spaces as the enablers of work. They are both factors affecting the environment of work. The probe study did not point out matters related to this theme. According to Jackson, Schuler and Jiang (2014) the working tools can be considered as associated technological and social processes through which HRM policies, and practices are established, modified and terminated. Traditionally the elements in this category have been the most basic and obvious ones: the employer provides the employee tools to enable to working. They need to be in place, but more is needed: According to Augustin (2017) workplace design contributes significantly on how people think and behave within it. By creating optimal workspaces certain behavior can be addressed, which makes desired actions more likely to happen (Augustin 2017). Work is under tremendous change challenging the traditional organizational model and ways of working.

Workplaces are no longer tight into physical office space, as the technology enables new ways of working. Organizations are becoming more spatially and organizationally scattered leading to a situation, where work is less concentrated in individual, dedicated workspaces as collaborative activities gain greater significance (Knoll 2011, 2). Remote work and working together may sound appealing. However, an organization cannot simply transfer the existing ways of working from work practices and processes, supervisory work into newly distributed organizations and be successful. As this case study point out, organizations of today create new needs for the employees. As the old ways of working are no longer valid, organizations needs to adjust and adopt new policies and practices to enable new kind of behavior. All this requires a lot of learning and building of new capabilities. Shattered organizations call firstly adopting collaborative technologies, but secondly enabling the use of these technologies, together with workspaces supporting working together. Another factor is trust and other job resources as the driver of employee experience. Without trust remote work is not made possible.

Technological tool are already in place to enable the distributed work. A new aspect is the extension of those capabilities to cheaper and more ubiquitous devices. To grant an access to work materials is made possible with a smart phone and an internet connection. The next step would be consolidated these tool into easy-to-use collaboration platforms (Knoll 2011, 3). In the chapter 5.2 is presented the proposed drivers of the employee experience. Working environment and current practices are both tightly linked to one another. Both the physical and digital tools and working spaces need to support working. It is true that workplace design contributes significantly on how people think and behave within it (Augustin (2017). As this case study point out, alone they are not enough. The key driver in this workplace is the practices of the HRM system, where the practical processes and policies are the ones enabling the use of the tools. In the case company employees desire to have opportunities for discussion and sharing experiences. It is true that both the digital and physical environment is needed to enable to fulfilment of this need, but also the management practicalities need to enable it.

The basic problem for the employers will be the lack of skilled workforce as baby boomer generation retires and fewer younger people will entry work life to replace those. Another aspect of is that there will more generations working simultaneously in the workplace than previously. A higher percentage of older workers (55 years and older) who are on the whole much healthier than previous generations and for various reasons will continue working. How will the older workers perceive the jobs rewarding enough to keep them in the labor force? Therefore the organizations will need to start focusing on to needs of these older workers (Knoll 2011, 4). War for talent makes the development of employee experience current. Now the case company has designed the employee experience concept. Next phase is to continue to develop the ecosystem and the policies and practices further. After the concept is in place, the practical next step would be identifying different user groups by their needs and develop services addressed to them. An interesting field to study could be the older workers.

As the mega trends forecast for the war for talent (Pandita & Ray 2018, Plaskoff 2017) in the near future, to focus on compensation to keep the best employees is no longer enough. Companies need to better understand their existing and potential employees. Instead of focusing in developing ways to enable remote work, this trend forecast companies to focus on developing practices offering more flexibility to attract and retain their best talent (Knoll 2011, 6).

The development project managed to stick to the timeframe and deliver what was promised: a validated employee experience concept with a value proposition. Therefore it can be concluded, that work done in this thesis seemed to have accomplished its development goal.

Instead of seeing employee experience as something extra or nice, it should be seen as an important perspective in the development of organization. It is about the usability and added value to the user. Employee experience and employee engagement does not exclude one another. They are both interested in exploring the relationship between the employee and employer and methods applied to create a deep understanding of the employee´s needs provides more information to enhance the engagement at work. Employee experience can be seen as the other side of the customer experience. Employees want their workplace processes, tools, practices and working methods to enable their work. Fluency of work leads to better customer experience. Jobs to be done theory explain what the employees are hiring to progress towards their goal. In practice JTBT concretize, what are the employees´ needs needed to be satisfied for them to be able to do their work. Therefore it is concluded more research addressing firstly the employee's viewpoint and secondly to study the experience is needed.

6.2 Quality and value of the case study

In general qualitative research is evaluated by the authenticity, objectivity, reliability, credibility, and transferability of the results into real action (Miles, Hubermann and Saldana 2014, 311). Next each criterion is discussed one at the time.

Authenticity and objectivity

The concept of authenticity has different layers. One aspect of it is that the researcher presents all the perspectives, also conflicts occurring during the study. Another example is the catalytic authenticity: how the researcher facilities the research process and the behavior of the participants during the process. The author of this thesis works as an employee in the case company. Although, the author works for the group and in a development function, this is a matter affecting the objectivity and authenticity of the study. Therefore the objectivity and authenticity was increased with following actions. The author did not select participants for the interviews, or for the workshops. In the beginning of each interview and workshop was explained, what was the role of the author in this process. In the interviews the author did her best to stay as objective as possible. This was ensured by using open ended question. For the interviewees was made transparent, if the interviewer wanted to check the right interpretations for example by using a phrase like "*you mentioned x, tell me, could you tell a little more, what do you mean by it*". In the workshop the author acted only as a facilitator with a strong focus on instructing the methods and managing the timetable: extra attention was paid that the facilitator did not consciously prompt the participants. The data analysis was done many times and each conclusion was validated to minimize the authors own thinking bias. The author has reported the study findings and the design process as it occurred to address the authenticity.

Reliability and validity

This case study was conducted as a single case study for Suomen Terveystalo Oy. Main applied research method was qualitative, but quantitative method was applied for calculating the frequency of the identified drivers. Each finding was also validated during the design process. Use of various methods and many sources of data together with continues validation, are seen as factors contributing positively to the authenticity, but also to reliability of the results. In this case study was applied altogether 13 methods. The employee interview and the design probe are a source of qualitative data and the other 11 applied methods are seen to be guiding the development work during the applied design process. In this case study the methods and analysis of data is considered to be appropriate. A factor contributing to this is a strong connection between the applied methods and the research problem together with research and development questions, and the applied theory. In the design process was applied the jobs to be done theory to better understand the needs of the employees. In the design phase *discover* employees where interviewed individually by using semi-structured theme based interview. This allowed each interviewee to be interviewed as an individual. This supports the jobs to be done theory, as the theory does not believe in defining "an average demographic" customer, but to understand the needs of them (Christensen, Anthony, Berstell, & Nitterhouse 2007). In-depth interview is also known to be most important sources of case study evidence (Yin 2012, 111). Therefore is concluded, that in this thesis was applied appropriate tools and methods to answer the research question, contributing to the validity of the study. In addition, the connection to the theory is linked through the thesis. In chapter 2.6 is introduced the theoretical framework, in Chapter 3 is combined the theory and the methods of the case study into a visualization of the applied design process and also the main research question is strongly linked with the established literature in Chapter 5.1, where a theoretical frame for developing employee experience is presented. The perspective of jobs to be done sees value to be created, when employees hire a *job* to satisfy a need. The role of the *job* is to make the employees progress towards a target (Christensen et al. 2016a, 52). The JTBD theory classifies the jobs into functional, emotional and social dimensions (Christensen et al. 2006, 2016b). The identified jobs to be done are introduced in the chapter 4.5 *Define: synthetize the findings?* Each identified job is linked with development opportunities addressing the insights by using the how might we-questions. How might we questions reframe the job as an opportunity for development (Ideo 2012, Stickdorn et al. 2017, 179). By reframing the problem with the help of *how might we-* question, the focus is shifted to the value proposition of the concept and the insights are used as a tool for enable innovation.

Credibility and trustworthiness

Credibility is in general understood as the most important aspect of creating trustworthiness in qualitative research. In this case study credibility is addressed with the use of triangulation. Triangulation is understood as a use of multiple methods, theories and data sources as evidence (Yin 2012, 119). In this particular case study a factor improving the quality of the study is the use of two different sources of qualitative data (interview, design probe) (Yin 2012, 119). In addition, in the case study was applied eleven other methods for the development work. An important aspect increasing the credibility was the use of validation as a method. Each conclusion and development work was always validated with the employees. First source of qualitative data was 17 individual deep interviews and the second source of qualitative data seven probe diaries. Typically smaller amount of interview is considered sufficient in qualitative research, if saturation occurs. In this particular development project, interviewing employees from all occupational groups was a demand from the case company. By doing this the needs of the customer were fulfilled. On the other hand interview is known to be one of the most important sources of case study evidence (Yin 2012, 111). The number of qualitative data applied can be considered as sufficient. Based on these theoretical considerations the findings of this case study can be considered to be trustworthy.

Transferability

Transferability is understood as the generalizability of the results. This study was conducted as a single case study. Therefore the aim of the case study was not to create an overall generalization, but to provide a level of detail and understanding for the employee experience in this particular case company: "how" and "why" the studied phenomenon works (Yin 2014, 3-4). This was fulfilled as the findings were generalized into three drivers. The drivers of employee experience are generalized into current practices of the HRM system, job resources and working environment that are also known to be the drivers of the engagement (Schaufeli 2012, 6). Studies agree the job resources such as autonomy, job control, role fit, skills, variety, task identity, task significance, supervisor support and feedback to have a positive impact on employee engagement (Crawford, LePine, & Rich 2010). Engagement is already an established field of inquiry, but it does not explore the experience. Findings of this case study implicate that the drivers of the employee experience could foster the development of engagement. An implication of this is that organizations need to shift their focus on understanding employees´ needs and start designing concepts and solutions from this perspective (Plaskoff 2017, Thunnissen et al., 2013). By understanding the reality and the unmet needs of the employees, working conditions can be developed to support the engagement

Value of the study

Already the application of service design methodology has been a part of enhancing the employee experience. This has changed the relationship between the employer and the employees as the end results is a co-created employee experience concept, which explains how value proposition is realized. Findings of the study have been used to further develop the case company´s practices, official story and renewed vision that was published in August 2018. The newly developed value proposition for the employee experience concept is included in the story and it can be seen in the public mission statement video *Future Terveystalo* available in YouTube: https://youtu.be/ZIWyPHxZ8BE.

 In the empirical part developed concept will be implemented in to the practices and processes of Terveystalo during the year 2018. During the spring 2018 all the supervisors of the company had been informed in info call sessions about the newly developed concept and the implementation of the concept has started step by step during the year 2018.
In the introduction was considered, how the relationship between employer and employees should be develop to better build the capabilities, such as innovation and coping with change, needed in the continuing market disruption characteristic today. Using co-creation and implementing design thinking principles in the development practices are known to enable innovation. By building the design thinking and co-creation capabilities in the case company is also developed the company´s abilities to innovate and adapt to change.

Scientifically this thesis contributes to following two themes with certain limitations. Employee experience and service design are both current at the moment, but have been studied very little. Findings of the case study expand and generalize the findings in the research field of studying the relationship between the employee and employer from the perspective of the employee. As the study is conducted as a single case study, the study aims to provide a level of detail and understanding for the employee experience in this particular case company. Therefore this study does not provide a comprehensive generalization of employee experience, but is able to generalize the identified drivers into theoretical propositions (Yin 2014, 21).

This thesis introduces a design process leading to an employee experience concept triggering the needs of the employees. Therefore this thesis offers a theoretical frame to understand how the employee experience can be designed, and a practical design process with tools, which can be followed by other organizations interested in developing employee experience. Hopefully this thesis provide value for other designers as well, by highlighting the perspective of understanding the needs and behavior of the employees: designers should be better able to address these to foster the adaptation of a new method, tool or a service.

The employee experience concept presented in the thesis, together with the conclusions drawn from the theoretical framework, may be appealing from the viewpoint of potential employees. The developed concept should be addressed in the recruitment, internal marketing and communications: the developed employee experience concept uses storytelling as a way to express, what kind of acts creates the wanted working culture leading to an improved customer experience as well. A company with an established employee experience concept offers an opportunity for the company to foster the employer brand and company image and increases the employee engagement by developing the fluency of work.

6.3   Implications for further research

Although the strategic human resource management is an established academic field of research, little focus has been given in studying the experience as itself at work. Employee engagement seeks to understand the work from the perspective of the employee, but as said, does not explore the experience itself. In this particular case company, the drivers of the employee experience and this way a framework for employee experience appeared to consist of the current practices of the HRM system, working environment and job resources. These identified drivers are known to contribute to the employee engagement positively. This provides implications for further research. Are the drivers similar in different workplaces? Could a validated general framework for employee experience be developed?

This study applied Service-Dominant logic, Customer-Dominant logic, service design and design thinking principles and assumed that this way employee experience can be studied. Little if any academic research is to be found about the applicability of these in studying employee experience. This would require more academic research to validate the connection between Customer-Dominant logic and employee centered design.

One of the key findings of the study is that the employee experience is not an end result, which can be fostered with something nice and extra. It is an umbrella term constituting from matters enabling doing the actual work. By creating a deep understanding of employees, one can understand, what is relevant for them to perform at work. This leads to a suggestion, that when employees´ jobs to be done are satisfied, the desired employee experience at work can occur.

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Appendix 1: Developed value proposition

Appendix 2: Validation form

1	**General impression and the concept themes**
	• What is your first impression of the employee experience concept
	• What do you think about the themes?
	• What was the best part of concept?
	• What was the weakest part of the concept?
	• What comes to your mind from the value proposition: by growing together we grow?
	• How would you know the concept was implemented in to practice?

Appendix 2: Validation form

2	**Change propositions**
	• What would you add?
	• What would you change?
	• What would you exclude?
3	**To whom**
	• How does the message of the conceptreflect to you?
	• To whom would you recommend a workplace with this kind of value proposition