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# **MAANANTAI KYMPPI**

**Understanding the Success of a Self-Regulation Project for Adults**



## ABSTRACT

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Maanantai Kymppi. Understanding the Success of a Self-Regulation Project for Adults

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The aim of this project-based thesis is to educate adult employees in self-regulation methods via a series of six online videos. The project was planned for 58 workers from the Forcit Group, a company operating in the chemical industry. The idea for the thesis arose from the company's wish to develop the mental well-being of their employees. Overall, 10 employees participated in this Corporate Social Work pilot project, in the beginning of the year 2022. All the participants were working in the company's own factory in Vihtavuori.

The thesis shows the implementation and evaluation of the videos. The participants were asked to watch a series of six 10-minute educational video about self-regulation, every Monday, for a time period of six weeks. After each video, participants were asked to fill in a Microsoft Forms Questionnaire that was designed to evaluate the usefulness of the online course and the successfulness of teaching self-regulation skills to the employees.

The outcome of the project seems promising as the vast majority of participants report to have learned something new from the video course. Also, the usefulness of the taught topics was rated high amongst the employees. Nevertheless, participation was low, and strategies must be developed to reach out to more employees in projects like this.

Keywords: Corporate Social Work (CSW), Mental health, Self-Regulation

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## 1 INTRODUCTION

It was already discovered in the 1930s that money and other external factors are not everything influencing employees to work efficiently. Employees want to feel good at the workplace. They wish for a supportive, motivational working environment where psycho-social needs are met to be productive (Dorsch Lexikon der Psychologie, n.d.). Lindstrom (2022) agrees by stating that employees are starting to ask fundamental questions and building an authentic purpose-driven culture at work will be a key task for employers to survive in the future. A live questionnaire amongst the visitors of the Nordic Business Forum (2022) supports that statement with the finding that empathy will be the most important skill of the future. Jaepfelt & Görcke (2009) write that Corporate Social Work (CSW) can create a positive, supportive atmosphere at work and encourage companies to reach out for the help of CSW-inspired programs.

In this thesis, a CSW pilot project is presented with the purpose to improve the mental well-being of 58 employees, working in the chemical industry factory in Vihtavuori, a factory owned by the Forcit Group (n.d.-a). The project described is part of a more significant, five-month pilot project of the Forcit Group, which aims to develop their employees' overall well-being. Therefore, the Forcit Group planned to offer educational videos on self-regulation methods, "train and talk" sports groups, and appointments to give employees the option to discuss recent personal challenges (Forcit Group, n.d.-c).

The following pages will give insight into the project's general idea, the key concepts relevant to this thesis, and its development and evaluation. It will also present the outcome of the project, the "Maanantai kymppi" (in English "Mondays ten") educational videos on self-regulation. It will reveal how self-regulation skills can positively affect humans' mental well-being (Shields et al., 2017; Heatherton & Wagner, 2011; Hofmann et al., 2013) and show how the Forcit Group offers an essential solution to prevent mental health problems for their employees. The project underlines the Forcit Group's effort to perform accordingly to the World

Health-Organizations' recommendations for more mental health promotion at work (World Health-Organization [WHO], 2018).

## 2 BACKGROUND OF THE PROJECT

This chapter offers general information about the purpose and possible benefits of this project. The work-life partner and the environment where the project takes place are presented. Also, an overview of related, similar projects will be provided.

### 2.1 Purpose of the project

The purpose of this thesis is to improve the mental well-being of 58 employees, working for the Forcit Group, in a factory in Vihtavuori. It is one part of the more significant “Forcit Winning Team well-being pilot project,” which started in January 2022, and’s purpose is to develop the overall well-being of the Forcit Group’s employees (Forcit, n.d-a). Therefore, three projects started over a period of five months, as presented in Table 1.

TABLE 1. The Forcit Winning Team well-being project

| Name                 | Content   |
|----------------------|---|
| Maanantai kymppi     | In English “Mondays ten”, educational videos on self-regulation methods for the employees to watch.                       |
| Treeni ja keskustelu | In English “train and talk”, sports groups for the employees to participate in, discuss, and try out the learned methods. |
| Appointments         | Personal, scheduled appointments for the employees to discuss recent challenges.  |

Focusing solely on the “Maanantai kymppi” project presented in this thesis, the objective is to educate the employees in self-regulation methods via a series of six online videos. The learned skills might affect the employees’ concentration skills, help them to control stress and frustration, and thus, safety at work; hence, the employees' number of sick days per year. The understanding and applying of the newly acquired skills could also positively impact the company’s financial situation. Although the evaluation of the before-mentioned hypotheses would be interesting, this thesis will focus only on the planning, implementation, and evaluation of the project itself. Research about the influence of the project on the concentration skills of the employees, the state of mental health, and the effects on the company’s financial situation cannot be given. The projects clear objectives will be described in more detail in Chapter 4.3.

## 2.2 Work-life partner

The work-life partner involved in this project is the Forcit Group (n.d.-a). The Forcit Group was founded in 1893 in Hanko, is privately owned, and consists of three business areas: Forcit Explosives, Forcit Consulting, and Forcit Defence. Forcit cooperates with the mining, excavation, and defence industries (Forcit, n.d.-b). Forcit Explosives offers services and products like explosives or detonators for the civil market. Forcit Defence offers munitions-based defence systems on the global market, and Forcit Consulting offers services and training for construction and excavation.

The Forcit Group employs over 500 people in Sweden and Finland. Their vision is to be an inspiring workplace, support and develop employees’ skills, promote physical and mental health, and understand the importance of social- and working-life balance (Forcit, n.d.-c). With a very ambitious “Winning Team” attitude, they want to be the best place to work and advertise their employees as the right mix of skill, enthusiasm, and professionalism. With those goals in mind, it is believed that they can be a strong partner in this project.

### 2.3 Similar projects

After the review of 130 articles on health promotion for workers in the United States, Stiehl et al. (2017) argue that research on that topic is limited. Torp et al. (2011) confirm this, after reviewing articles from the years 1986 to 2008, to identify studies promoting workplace health measures in the Nordic countries (Denmark, Finland, Iceland, Norway and Sweden). In their conclusion, it is reported that most existing studies focus on preventive medicine measures (i.e., preventing injuries or disease) rather than health promotion. Similar conclusions find Torp & Vinje (2014), searching for studies on health promotion between the years 1986 and 2014. In 63 revised studies, three quarters focused primarily on traditional health measures rather than supporting positive measures of health. In a significant conclusion, they argue that this trend does not seem to change at the moment.

One example for a traditional workplace healthcare project can be found in Chae et al. (2015). They invited 70 employees of a small airline company to participate in a physical activity program. Thirty-one employees completed the “3.000 more steps” (per day), 8-week intervention. They report positive outcomes of the project in terms of decreasing fat mass, waist-hip ratio, and body mass index for the completers of the program. However, the number of participants was low, with only 31 completers out of 70. Another example give Gretebeck et al. (2016) who conducted a similar, multiple-component lifestyle intervention for collar workers. 131 out of 347 workers agreed to the program that was assembled with a 15-minute screening interview, a sent e-mail newsletter, and a pedometer for the workers. 67% of the participants reported that the measures were helpful or very helpful in becoming healthier. Results showed, for example, an increase in servings of vegetables and fruits among the participants.

A health promotion project on the other hand, can be found in Fetherman et al. (2020). They describe a successful measurement carried out at a small workplace in Pennsylvania, employing low-wage workers. Half of the 596 employees were ready to complete the initial health and wellness survey and start the program. Using a community-based participatory approach the project could improve



the workplace's capacity for promoting health and reach sustainable improvements in health interventions. Employee health is now one of the organisation's priorities. One significant point that needs to be mentioned is that 88% of the participants were female, and a majority were employed as direct care staff. Although the outcome of the study impresses, it may not be possible to generalize this specific group of participants

Despite the difficulties finding health promotion projects in the Finnish scientific literature, many companies in Finland offer health or well-being measurements to organisations. Three of them are presented as examples. One is Auntie Solutions Oy in Helsinki. They advertise to help companies of all sizes, regardless of their industry. Their vision is to help with well-being-related problems at work. Additionally, they give webinars about sleep, resilience, recognizing burnout, and inspirational leadership (Auntie, n.d.).

Another company worth mentioning is Hintsa Performance. They operate globally and employ over 70 Performance Coaches and Specialists (Hintsa Performance, n.d.-a). They build specially designed well-being programs for companies (and individuals) to help them reach sustainable high performance. Additionally, they offer services for motivation and design intervention plans focusing on well-being (Hintsa Performance, n.d.-b).

Best Beat (n.d.) is another example company offering well-being to its customers. With a Firstbeat (n.d.) electronic measurement device giving direct feedback to the user, they teach their customers to understand their bodies better and live a more relaxed and well-balanced lifestyle. Their main goals are stress reduction and physical well-being (Best Beat, n.d.).

### 3 KEY CONCEPTS

The following chapter provides information about the key concepts used in this thesis. The key concepts build the theoretical base for the project described in this thesis. The reader will first be introduced to the general concept of Corporate Social Work (CSW). It will show that one of the essential tasks in CSW is to discover the specific needs of a given company and how to meet them as a professional. After that, the concept of mental health, will be described. The definition from the World-Health-Organization (WHO) will be applied and, suggestions for promoting mental health will be given. Lastly, different self-regulation methods as an option to promote mental health, or in other words, mental well-being will be presented and explained.

#### 3.1 Corporate social work

The United Nations defines corporate social responsibility (CSR) as a management concept through which companies integrate environmental and social concerns in their business operations and interactions with their stakeholders (United Nations Industrial Development Organization [UNIDO], n.d.). The critical issues of CSR are (a) environmental management, (b) eco-efficiency, (c) responsible sourcing, (d) stakeholder engagement, (e) labour standards and working conditions, (f) employee and community relations, (g) social equity, (h) gender balance, (i) human rights, (j) good governance, and (k) anti-corruption measures. The aim of CSW, on the other hand, is to support the psycho-social health of employees, the general satisfaction at work, create a positive work climate, and reduce (mental) stress at work (Diakonie Mark-Ruhr, n.d.). With those given definitions, CSW can be seen as one way to show corporate social responsibility by a company.

Looking closer at the responsibilities of CSW within a company, Engler (n.d.) states that focusing on the employee as a human being is a crucial feature of modern personnel management. The resource human is being re-evaluated, and an organisational culture and leadership style emphasizing the psycho-social

health of the employees is appreciated (and accepted as one of the company's goals). Naming three necessary fields where CSW can be active in a company, Engler (n.d.) names project-work for the development of the psycho-social health of the employees, general psycho-social health work for the employees, and solution-focused help in leadership. Diakonie Mark-Ruhr (n.d.) also points out un-bureaucratic, fast, and low-level help in an individual crisis as key features of CSW. Further, the knowledge about, and interacting with regional, social, medical, and psychological structures is an essential task. Another very detailed explanation of feasible fields for CSW can be found in Jaepfelt & Görcke (2009), who raised counselling work (i.e., with addiction problems, mobbing, financial problems), educational work (i.e., information on coping with stress), organisation-specific development (i.e., development of the organization, coworking in management) and public relation work (i.e., cooperation with internal and external partners, presentation of the organisation) as significant duties.

A complete picture of what modern social work in a corporation looks like is presented in Klein (2021). He divides CSW into internal and external CSW. Internal CSW is usually applied by large-scale companies and is executed by professionals working directly within the company. Their main area of responsibility is wide. A significant role in their duties play (a) research work (about the main reasons for employees' problems in the company), (b) suggestions for prevention and improvement of these problems (on personal and structural level), (c) information and promotion about recent health topics (in seminars), (d) coworking with regional organisations and NGOs, and (e) helping with the structuring of the organisation (Klein, 2021).

External CSW is playing a somewhat different role. It is usually used by smaller companies with few operational locations spread within one (or more) countries. Another name used for this type of work is employee assistance program (EAP). A company buys punctual services from an external source, depending on the employees' current needs. Educated professionals help and offer solutions to problems on a personal or structural level (Klein, 2021). Jaepfelt & Görcke (2009) add that the idea of the EAP program is to give companies the option to help employees as fast and professionally as possible, inexpensively. The goal is to

reach a Win-Win situation between the company and the employees by reducing the employees' psycho-social problems and sick days, and achieving a favourable financial influence on the company.

As seen in the text above, the possibilities for performing social work in a company seem endless. Still, the options for CSW presented in this thesis can only be seen as an overview of the recent literature. They are not complete but try to summarize the limited literature available, about this topic. It also reveals that CSW seems to become an essential field in our modern world of social work. Before ending this chapter, one crucial point still needs to be discussed. The question, how to make CSW successful.

Two crucial points will be presented to answer this question. Firstly, Klein (2021) points out the importance of trust in CSW. According to him, trust cannot be built over a short period of time. It must grow gradually. Finding suitable solutions to problems will depend on the quality of the relationship and the coworking between the employee and the professional. Jaepelt & Görcke (2009) agree with this and mention secondly the significance of the assessment in CSW. Revealing the specific needs of the organisation is vital. The field of CSW is vast, and the work must be tailored to the organisation's requirements every time to succeed.

### 3.2 Mental Health

Taking the described duties of CSW into consideration, what can it achieve for a company like the Forcit Group? The company highlighted the need for the personnel's mental well-being development in the project meeting. Stress and personal challenges, processed during work time, seem to be a reason for concern within the Forcit Group. Work-related accidents were reported, and internal investigations revealed mental distractions as reasons or partial reasons for accidents. A specific way how CSW can help with these difficulties needs to be found. The search will begin with the definition of the concept of mental health, in this chapter.

A very short description of mental health can be found on the Finnish Institute for Health and Welfare (n.d.) webpage, who simply state that mental health is the foundation for health, well-being and effective functioning. They explain further that mental health is important in a human being's life, affecting relationships, work, overall health, and the entire life-course. They argue that mental health is a form of human capital for individuals, families, communities, and society (Finnish Institute for Health and Welfare, 2020). Bhugra et al. (2013) define mental health as the ability of human beings to realize, control, acknowledge, change, and communicate positive actions, thoughts and emotions to fulfil their social roles in their culture and to have the ability to create and sustain positive relationships. Townsend (2014) describes mental health as the successful adaptation to stressors by generating appropriate thoughts, feelings, and behaviours acceptable within cultural and local norms.

The WHO (2018) offers a significant definition and states that mental health is more than the absence of mental disorders. It is a state of well-being in which an individual realizes his or her abilities, can cope with the everyday stress of life, can work productively, and can contribute to his or her community. The WHO (2018) also describes that mental health is fundamental for human beings to be able to think, emote, interact with each other, earn a living, and enjoy life as illustrated in Figure 1.

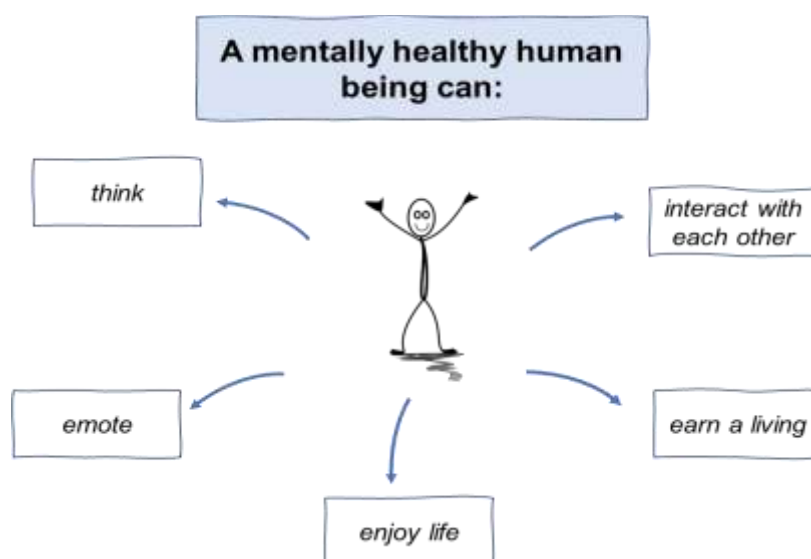


FIGURE 1. The WHO (2018) fundamentals of a mentally healthy human being

The WHO (2018) additionally suggests promoting programs that help improve the psychological well-being amongst people of all age groups. They wish for those programs to be mainstreamed into governmental and non-governmental policies, the health sector, education, labour, justice, transport, environment, housing, and welfare sectors. Some examples for the promotion of mental health topics are (a) the support of children (e.g., the promotion of life-skills programs), **(b) mental health interventions at work**, (c) the social support for the elderly population (e.g., befriending initiatives), (d) the mental health promotional activities in schools, (e) housing policies, and (f) violence prevention programs.

Going deeper into the topic of promoting mental well-being at work, the WHO (2022) published new guidelines for such interventions, in September 2022. In their recommendations the WHO suggests programs for employees that help to develop workers stress management skills, reduce emotional distress, improve work effectiveness and, promote positive mental health. Their suggestions offer examples like mindfulness programs, cognitive behavioral approaches, or even yoga at work. With those recommendations the WHO also offers suitable goals for possible CSW projects.

Keeping the intentions of CSW, the WHO guidelines for mental health at work, and the needs of the Forcit Group in mind, a clearer idea about the required project can be formulated. The project should aim to develop the employees thinking and emotions, help them to interact with each other, and enjoy life. Hence, it should positively influence their mental well-being. With such a project, the vision of CSW and the intentions of the Forcit Group could be met. Further, the company would act accordingly to the WHO suggestions on mental health promotion.

### 3.3 Self-regulation methods

Having realized the fundamental needs of the project, it is still unclear what exactly could be done to reach those visions. What exact tool should be created for the employees of the Forcit Group to develop their mental well-being? Researching the literature gives a few suggestions, and studies (Baumeister & Vohs, 2005;

Garland et al., 2017; LeBlanc et al., 2020) hint that practising self-regulation methods will positively influence people's mental well-being. This chapter will discuss self-regulation in more detail, explaining what it is and how it can affect the mental well-being of human beings.

Boekaerts et al. (2005, p. 1) explain that finding one explanation for self-regulation is challenging. A first definition of what self-regulation could be gives Zimmerman (2005, p. 14), who states self-regulation means to self-generate feelings, thoughts, and actions that are planned and adapted for achieving personal goals. Additionally, he describes self-regulation as cyclical because a human will use the feedback from earlier performance to adjust a current effort. Bogdan (2010, p. 83) agrees with that description and further clarifies that internal emotional processes and external behaviors are part of the self-regulation system. By controlling, optimizing, and guiding humans reach goals or satisfy urges, desires, or intents. Baumeister & Finkel (2010, p. 158) simplify and state that self-regulation is controlling own thoughts and emotions, controlling own impulses, and optimizing own performance. They write that those tasks involve several areas of our mind and apply a precise expression for self-regulation. They call it simply self-control. The presented descriptions of self-regulation seem to be round and well-formulated, giving us a good, first understanding of this concept.

When one tries to discover the concept of self-regulation even more, research reveals that having good self-regulation skills can have positive effects on many aspects of the life of a human being. On the contrary, low self-regulation skills can be a reason for many problems (Shields et al., 2017). Heatherton & Wagner (2011) agree with that statement by saying self-regulatory failure is often a key reason for many social and health problems. Hofmann et al. (2013) find the positive effects of self-control on human well-being and life satisfaction. Baumeister & Vohs (2005) highlight that self-regulation can be seen as an integral component of mental (and physical) well-being. Keeping in mind the positive effects of good self-regulation skills on human well-being and life satisfaction, Cook-Cottone (2015) argues that nowadays, more and more people visit self-regulation courses to develop their physical and mental health issues. People want to learn how to

regulate themselves. Also, according to her, the effectiveness of these programs is presented at an increasing rate in the literature.

Having discovered the benefits of self-regulation skills, the next question of interest concerns the different techniques to apply to self-regulate. What do people do to control or influence their thoughts, emotions, and impulses? The article of Hennecke et al. (2019) tries to answer this question and shows efficient self-control methods of people. In a pilot study, they wanted to reveal what kind of self-regulatory strategies people use in everyday situations. They gathered a sample of 329 people and asked participants to write down what “kept them going” or, in other words, what self-regulation strategies they use in a mentally challenging task. After the research, 19 final, simple formulated strategies for self-regulation were summarized. These strategies are presented in Table 2.

TABLE 2. Nineteen strategies for self-regulation found by Hennecke et al. (2019)

|     |                                       |
|-----|---------------------------------------|
| 1.  | Changing the activity itself          |
| 2.  | Changing the environment              |
| 3.  | Reducing distractions                 |
| 4.  | Seeking social support                |
| 5.  | Taking a substance                    |
| 6.  | Task enrichment                       |
| 7.  | Adopting a process focus              |
| 8.  | Distracting oneself from the activity |
| 9.  | Anticipating self-reward              |
| 10. | Focusing on negative consequences     |
| 11. | Focusing on positive consequences     |
| 12. | Goal setting                          |
| 13. | Monitoring one’s goal progress        |
| 14. | Planning/scheduling                   |
| 15. | Reappraisal                           |
| 16. | Self-talk                             |
| 17. | Thinking of the near finish           |
| 18. | Suppressing the impulse to quit       |
| 19. | Emotion regulation                    |

The authors do not claim to have covered the full spectrum of self-regulation strategies but believe those categories are an essential addition to the literature. Holodynski et al. (2012, p. 37) summarize this list and present different self-



regulation methods, in a more theoretical construct. They admit it is challenging to differentiate between strategies empirically but still provide the subdivisions of volitional regulation, habitual regulation, emotional regulation and reflective regulation of emotions as presented in Table 3.

TABLE 3. Self-regulation methods by Holodynski et al. (2012, p. 37)

|  |   |
|--|---|
| <b>Volitional regulation →</b>             | Intentional goals and the planning of selected actions and their achievement. |
| <b>Habitual regulation →</b>               | Routines (Learned action-goal chains).  |
| <b>Emotional regulation →</b>              | Motive-relevant appraisals, accompanied by specific action.                   |
| <b>Reflective regulation of emotions →</b> | Volitionally applied regulation strategies.                                   |

The techniques mentioned above are a significant addition to the scientific dialogue in a heavily discussed area. However, this thesis aims to find a less theoretical and more practical way to explain self-regulation. Additionally, methods are needed, suitable to use in a work-life setting and for educational purposes. Such self-regulation methods, convenient for a practitioner to use can be found in Ackerman's publications (2021). She presents understandable methods that are simple to employ and fit into a theoretical framework. She divides self-regulation into only two groups: behavioural self-regulation and emotional self-regulation and offers appropriate options for people who want to use self-regulation in their daily life or learn about them. Those techniques are simple breathing exercises, positive self-talk, nurturing self-talk, laughing, meditation and prayer, and practising self-expression. Other forms of self-regulation methods that should be mentioned are, for example, mindfulness (LeBlanc et al., 2020) or cognitive reappraisal (Troy et al., 2018), and even yoga (Cook-Cottone, 2015).

During the last paragraphs, it became clear what self-regulation is and what positive effects it can have on a person's mental well-being. Considering the goal of the project described in this thesis, the teaching of self-regulation skills, is suggested based on the theoretical framework provided in this chapter. A project helping employees to learn these methods should be created, and the aim to improve the employee's mental well-being can be met.

## 4 PROJECT PLANNING

According to Basu (2013, p. 9), projects must have a clear life cycle and consider certain key elements to succeed. It is also helpful to break down the whole project into small key pieces to make them more understandable (Dobson, 2015, p. 41). Spolander & Martin (2012, pp. 15-19) consider the understanding of context and target group, the knowledge of purpose and resources of the project, the definition of a timeline, and risks as such key elements. They also emphasize detailed answering of the five W questions (what, why, where, who, and when), which are essential in the project's planning phase. This chapter will answer those five W questions. It will investigate the target group to the fullest, present the concrete objective of the project and analyze the possible risks. According to Spolander & Martin (2012), this stage can be seen as the project's starting point.

### 4.1 Five Ws

In the first initial meeting with the management of the Forcit Group at the beginning of August 2021 (see Table 4), the general idea of the project and background information about the Forcit Group's current personnel plans were presented and discussed. Simultaneously with the thesis project, the Forcit Group developed a strategic "Winning team" concept. In connection with this concept, a mental well-being project for the employees came to mind quickly, after inquiring about the specific challenges, the company was facing. The management voiced the need for a project to help employees concentrate and free their heads. Internal investigations hinted that mental distractions might have been reasons or part-reasons in some work-related accidents and in the management's opinion a thesis CSW pilot project could help with these challenges.

Another meeting was scheduled and a deep investigation into the five W's (Spolander & Martin, 2012) was conducted. By asking the questions (a) what do we need, (b) why do we need it, (c) who is it for, (d) where, and (e) when will it

will happen, the project received a detailed structure and the needs of the Forcit Group became clearer. Table 4 shows the outcome of this meeting.

TABLE 4. The 5 W's

|               |  |
|---------------|--|
| <b>WHAT?</b>  | <ul style="list-style-type: none"> <li>• A product that will teach self-regulation skills.</li> <li>• Easily accessible (considering time and place)</li> <li>• Practical (only a little theory, catchy, possibly funny)</li> <li>• Memorable (or re-doable, trainable)</li> <li>• Voluntary</li> </ul>                        |
| <b>WHY?</b>   | <ul style="list-style-type: none"> <li>• To offer solutions on how to self-regulate</li> <li>• To learn how the mind works and how to influence it</li> <li>• To raise the mental well-being</li> <li>• To reduce accidents</li> </ul>   |
| <b>WHO?</b>   | <ul style="list-style-type: none"> <li>• The 58 employees of the Forcit Groups on-site in Vihtavuori include the personnel working in the factory and the staff from the office.</li> <li>• Adults from 18 to 65 years of age</li> <li>• Finish speaking population (office: Finnish and English as work languages)</li> </ul> |
| <b>WHEN?</b>  | <ul style="list-style-type: none"> <li>• From January to May 2022</li> </ul>   |
| <b>WHERE?</b> | <p>Several options:</p> <ul style="list-style-type: none"> <li>• At the Vihtavuori site</li> <li>• Another space near Vihtavuori</li> <li>• Online</li> </ul>  |

A course, teaching the employees how self-regulation skills can influence their mental well-being, should be provided. The course should include examples from everyday life, be accessible for everyone in the factory (considering time and space), practical to use, catchy, funny, and rememberable (trainable or re-doable). Participation in the course must be voluntary. The content must be suitable for adults and presented in Finnish. The chosen starting point for the project was

January 2022 due to the hope that some employees might use New Year's resolutions as a motivation to join the project voluntarily. The maximum time given for the project to exist was until May 2022.

At this point, many conditions that needed to be fulfilled became clear. The five W's were discussed to the fullest. Still, the exact tool, delivering the wanted features remained uncertain. Therefore, a deeper investigation into the target group was undertaken, to understand what exact product would help the employees the most.

## 4.2 Target Group

As the "Who" of the five W's analysis discovered, the target group included 58 adult on-site employees in Vihtavuori. They were represented by the staff working in the office and the employees working in the factory. Most of them were male. The spoken language in the factory was solely Finnish, whereas the language in the office was Finnish and English in international meetings.

The office staff works on a regular schedule from Monday to Friday, from 8:00 in the morning until 16:00. They work in the office in Vihtavuori or from their home office. Additionally, they visit different sites or customers in Finland and abroad. It is difficult to foresee or plan their schedules because they might change on short notice. The factory employees work in different shifts - the morning and the evening shift. The morning shift goes from 6:00 to 14:00, and the evening shift starts at 14:00 and ends at 22:00.

Due to significantly different timetables and various working locations of the target group, a project offered on-site in Vihtavuori would be challenging. Only a limited number of employees are available at any time during the day. Furthermore, with the project not being organised during paid working hours, but as a voluntarily training, it is likely that only a small number of employees would join. At this point, the idea of offering online educational video evolved. Videos would be the tool covering all the necessary features and could make this project successful.

### 4.3 Objectives

Since the needs of the project are clear, Martin (2010, p. 29) suggests defining precise objectives as the next step. She recommends formulating objectives in a “SMART” way as shown in Table 5. They should be Specific, Measurable, Agreed, Realistic and Timed. Keeping this in mind, the objectives of this project are the following:

TABLE 5. SMART objectives

|                   |  |
|-------------------|--|
| <b>Specific</b>   | Six online videos, for the employees in the Vihtavuori factory, to teach self-regulation. Presented on the platform YouTube and spread with the platform WhatsApp. |
| <b>Measurable</b> | With a Microsoft Forms Questionnaire.  |
| <b>Agreed</b>     | By the whole project team.   |
| <b>Realistic</b>  | Possible and simple to start, interrupt and end. Little technical effort.  |
| <b>Timed</b>      | The clear timeframe was from January to May.   |

The project produces educational videos, called Maanantai kymppi, for 58 employees in the Vihtavuori factory. The videos teach self-regulation methods to develop the employee's mental well-being. The videos will be uploaded to a Youtube channel used as the operational platform. The following six videos (APPENDIX 1) will be produced:

- The voice in your head - Ääni päässä
- Be the boss in your own head - Oman pään herra
- Think positive 1 - Myönteinen ajattelu 1
- Think positive 2 - Myönteinen ajattelu 2

- Know what makes you happy - Tiedä mikä tekee sinut onnelliseksi
- Think and do what makes you happy - Tee ja ajattele mitä tekee sinut onnelliseksi

The videos should be short, with a maximum duration of 10 minutes per video. They should be uploaded and ready to watch for the employees every Monday at 9:00 (hence the name Mondays ten, Maanantai kymppi) and available until May 2022. Extensive theoretical explanations should be avoided. The videos should include examples from everyday life- and sports situations to make the topic easily understandable for the target group. All six videos should be uploaded to YouTube, which is the simplest way to get the target group to watch them in the project team's mind. The link to the videos should be sent to the participants via text message or WhatsApp. The content of the videos should be evaluated with a Microsoft Forms questionnaire which should be sent to the participants right after the video.

#### 4.4 Risk Assessment

After formulating the project's objectives, the last point on the agenda in the second meeting was to identify the possible risks of the project. As Hyttinen (2017, pp. 22 - 25) explains, risk management aims to reduce risk areas in the project life cycle. Firstly, risks must be identified to prevent or minimize their effects. Secondly, risks should be assessed. The creation of a clear action plan will reduce risks. Lastly, monitoring and reviewing risks throughout the process is vital to be able to interfere and undertake changes, when needed.

The SWOT analysis (Vanzant, 2020) is used in this project to analyze possible risks beforehand. It gives an understanding about the challenges of a given project. The SWOT analysis identifies the project's strengths, weaknesses, opportunities, and threats beforehand via brainstorming of the participating parties. The tool reveals whether there is a solid reason for stopping a project and gives solutions for improvements (Vanzant, 2020, p. 124). Table 6 presents a visual

overview of this project's perceived strengths, weaknesses, opportunities, and threats.

TABLE 6. The SWOT analysis of the project

| <b>STRENGTHS</b>  | <b>WEAKNESSES</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>• Realistic to realize</li> <li>• Clear objectives</li> <li>• Good understanding of the needs of the work-life partner</li> <li>• Easy to start and stop</li> <li>• Time</li> <li>• Very flexible with topics</li> <li>• Good support from management</li> <li>• High personal motivation</li> </ul> | <ul style="list-style-type: none"> <li>• Language skill problems</li> <li>• Lack of technical knowledge</li> <li>• Contacting the participants</li> <li>• Motivation to participate</li> <li>• Topic not interesting enough</li> <li>• Too long videos</li> </ul> |
| <b>OPPORTUNITIES</b>  | <b>THREATS</b>  |
| <ul style="list-style-type: none"> <li>• Create awareness about the topic</li> <li>• Teach important skills</li> <li>• Easy to duplicate</li> <li>• Easy to move to other factories</li> <li>• Possibility to be creative</li> <li>• Language skill</li> </ul>  | <ul style="list-style-type: none"> <li>• Reservedness of participating in a mental well-being project</li> <li>• Not enough participants</li> <li>• Technical problems (i.e., camera, WhatsApp)</li> </ul>  |

Maanantai kymppi has many strengths. It is a realistic project with clear objectives. It can start at any time, be interrupted during bank holidays or other unpredictable events, and it is effortless to continue at any time. Many different self-regulation methods can be taught with an online video course, and methods can be changed if necessary (for example, through monitoring of negative feedback). Other strengths are the supportive environment of the Forcit Group and the high motivation of the participating parties.



Opportunities seen in this project are the creation of awareness about the topic throughout the staff in Vihtavuori. The possibility of teaching essential skills to the employees, from which they might benefit personally and professionally, is important to mention. "Maanantai kymppi" is also easy to duplicate, and offering it in other factories in the country is doable. Translating the videos into other languages and presenting them in the factories abroad would also be possible.

Language skills and the lack of technical knowledge of the project offerer (me) were considered weaknesses. To my surprise, the management of the Forcit Group saw my language skills not as a problem but as an opportunity to motivate people to participate. In their opinion, little grammatical mistakes will not be interpreted as unprofessionalism and might raise the likeability of the project. Educating myself on needed technical topics before the project, removed the lack of technical knowledge.

The topics contacting and motivation of the employees were raised as weaknesses. To restrain these weaknesses, we planned to present a short pitch video, and a longer introduction video about the course. The Forcit Group itself prepared additional information on the company's internal webpage. These measures would inform the employees about the project, and hopefully motivate them to participate. The weakness of motivation was also met by starting the project shortly after the New Year's Day, to engage people with new year's resolutions, concerning their well-being.

Further were the length, and the content of the videos voiced as possible concerns. Therefore, it was decided to produce videos with a maximal duration of 10 minutes, to keep the watcher interested. Less theoretical content and the use of clear, realistic life examples in the videos, should also keep the participants curious. With these action points, it was believed to have met the possible weaknesses of the project.

The threats of the project, the possible reservedness of the participants, too few participants, or the technical problems were difficult to meet. It was decided that internet breakups or camera malfunction must be met flexibly and should be

communicated as immediately as possible via channels available. The two introduction videos should decrease the employees worries about the mental well-being project. Further were the two introduction videos planned to reduce the risk of a low participation rate. They aimed to raise interest, motivation and participation in the mental well-being project.

## 5 IMPLEMENTATION

The implementation phase describes the different steps to bring the project from plan to work (Dobson, 2015). When the initial plan is approved by all the stakeholders, the next step is to apply the plan in working with the team members and the target group (Posner & Applegarth, 2019, p. 81). Therefore, a project team should be nominated, a schedule of the meetings and a work plan should be established, and necessary resources for the project should be ready. (Dobson, 2015). Vanzant (2020) also argues that a (pilot-) testing of a project prior to its execution is essential to ensure success. The following paragraphs will describe the meetings, the workplan, the communication and documentation provided, and the ethics considered.

### 5.1 Meetings

During the project, five meetings took place. In the first two meetings the project was planned as described in chapter 4, Project planning. The first meeting described the general goals of the project, whereas the second meeting went into depth with the planning. The third and fourth meetings were scheduled in the middle of the project, the implementation phase, to discuss the project's details. The last two meetings were used to evaluate the project and to discuss changes, if necessary. TABLE 7 will give information about the discussed topics and the made decisions in each meeting.

TABLE 7. Date, time, and content of the project meetings

| Date       | Time         | Content  |
|------------|--------------|--|
| 13.08.2021 | 9:00 – 10:30 | <ul style="list-style-type: none"> <li>Initial ideas on how CSW could support and help drive the “Winning Team”</li> </ul> |

|            |               |   |
|------------|---------------|---|
|            |               | <ul style="list-style-type: none"> <li>• Open discussion on opportunities. Discussing next steps (research on the target group, objectives, risks)</li> </ul>   |
| 08.09.2021 | 9:00 – 10:30  | <ul style="list-style-type: none"> <li>• Introduction of participants</li> <li>• Forciti strategy and “Winning Team” focus area</li> <li>• In-depth discussion about the content of the project.</li> <li>• Answering the important five Ws</li> <li>• Precise analysis of the target group</li> <li>• Formulation of objectives</li> <li>• Discussing possible risks</li> <li>• Green light for producing first test videos</li> </ul> |
| 25.11.2021 | 9:00 – 11:00  | <ul style="list-style-type: none"> <li>• Meeting in person</li> <li>• First face-to-face feedback on the course videos and introduction videos</li> <li>• Planning of a pitch video</li> </ul>  |
| 01.12.2021 | 12:15 – 13:15 | <ul style="list-style-type: none"> <li>• Second face-to-face feedback on the course videos and the introduction videos</li> <li>• Face-to-face feedback on the pitch video.</li> <li>• Project details (when to start, how to enroll)</li> <li>• Information and introduction to the employees</li> <li>• Other (practical) issues (such as handling of technical problems).</li> </ul>   |
| 21.02.2022 | 11:00 – 11:45 | <ul style="list-style-type: none"> <li>• Face-to-face midterm evaluation (of the whole three-part project)</li> </ul>   |
| 27.04.2022 | 08:00 – 08:45 | <ul style="list-style-type: none"> <li>• Last face-to-face evaluation</li> </ul>  |

In addition to the meetings with the Forcit Group, some other tasks needed to be completed individually. These tasks included, literature research for the topics discussed in the videos, education on the technical realisation of the project, preparation of a pitch video, an introduction video, a test video for the management team of the Forcit Group. Additionally, the production of the actual video course, a flyer and an evaluation form needed to be concluded.

## 5.2 Workplan

In this chapter, the complete workplan of the project is described. A summary of the project is presented in the Gantt chart (Picture 1) at the beginning of the description. It shows the work steps taken during the planning phase in green. The blue colour illustrates the exact tasks accomplished in the implementation phase, and the grey represents the project's closing.



PICTURE 1. The Gantt chart of the project

The first meeting of the project took place in the middle of August 2021. It happened right after enquiring the Forcit Group about their general interest to start a CSW pilot project in one of their factories. During the meeting, the state of strengths and challenges of the Forcit Group were explained, and initial goals for

CSW were identified. The wish for low-level help was voiced. The project should be something “that is not too much off the shelf”. Something, new. A project, employees would like to participate in.

After this first initial meeting, brainstorming about the project started immediately. Research about the target group and the general idea of the “Winning Team” strategy gave the project a framework. The next step was to focus on objectives and identify the project’s risks. The topics were explored and summarized and realistic ideas were presented to the work-life partner in the next meeting. Additionally, research on how to educate adults on self-regulation methods started, although not yet gotten the “green light” from the management. However, it was already evident how important this topic is when discussing mental well-being. In the beginning, unified theories and methods from this field were collected, different possibilities for approaching this topic were compared, and a presentation for the second meeting was prepared.

The project got a clear structure in the second meeting at the beginning of September 2021. Three members of the Forcit Groups management team and I participated in the meeting. The comprehensive formulated goals were narrowed down to one clear path which needed to be followed. Objectives were formulated, and the risks (and possible solutions) were discussed as described in chapters 4.3 and 4.4.

The following tasks were thorough research on self-regulation and developing videos (it was still unclear how many) that educated the employees. A milestone was set for the beginning of the project in January 2022, when the first videos should be ready. Other videos could still be developed later during the course. It was also decided to create an introduction video, “Kuka on Andi,” in English, “Who is Andi,” by December 2021.

The work continued with researching the topic of self-regulation and producing a first test video. A test video would illustrate what can be expected from the video course. It would provide the management team with first insights into the concept and the whole team the option to undertake changes in case those were needed.

On the 19<sup>th</sup> of September, the first test video was sent to the management of the Forcit Group. This video received good feedback via e-mail. The management was satisfied with the video's content and style, although the video's length was an issue. They also mentioned that using real-life examples would be better than focusing too much on examples from sports. They feared losing people not interested in sports when this topic was pushed too much. In the same e-mail, approval for the continuation of the work was given. It was clear, what the product should look like, and how the work must continue.

Excessive research was done for the next two months, and the content for six videos was collected. The texts for the videos were written down in the English language, translated into the Finnish language by me, learned, and test recorded. The videos were not recorded in their final version yet. The plan was to record them one or two days before they went online (in January), mentioning certain current life events or the daily weather, to give the viewer a personal experience, and to make the videos likeable. Additionally, the production of the introduction video was done during this time. This video was recorded and sent to the management of the Forcit Group in mid-November. At the same time, it also became clear that the videos should be uploaded to a private, for the project created YouTube channel. The decision about the YouTube platform was made when sharing the introduction video was tried through different platforms. Too many technical problems with other platforms led to the decision to operate on YouTube in this project.

Between the 17<sup>th</sup> and the 22<sup>nd</sup> of November, the management team members gave feedback about the introduction video via e-mail. The setup and the personal style were liked. Again, the length of the introduction videos was a concern. Therefore, in a face-to-face meeting on the 25<sup>th</sup> of November, the decision was made to divide the introduction video into two parts. One pitch video and one shorter introduction video. Guidelines for both were given: A pitch video should be produced with a maximum length of 1 minute. This video should describe the whole program within a few sentences. The introduction video could be longer, introduce me as the course teacher, and consist of topics such as name, profession, hobbies, and personal interests of me. This content should bring the project

closer to the target group. The modifications were made, and the new productions were presented to the management team in an online meeting on the first of December. The team accepted the pitch and introduction videos as suitable for their employees. The platforms WhatsApp and YouTube were chosen as operating platforms. It was taken into consideration that some employees might not want to use these platforms. However, the simplicity and the widespread knowledge about these platforms were the arguments for using them.

In the same week, on Friday, the 3<sup>rd</sup> of December, the management team presented the well-being project with the pitch video to the employees in a kick-off meeting. The introduction video was presented to the staff one week later. The management team also uploaded the videos on the company's own webpage. Flyers (APPENDIX 2) with essential information about the well-being project were produced and distributed at the factory at the same time. The employees were informed about the project starting in January with this kick-off. The management asked the employees to report their telephone numbers in the secretary's office once they were interested in participating. The employees were informed that the project would start on Monday, the 17<sup>th</sup> of January, 2022. At this point, the product was almost ready to use, so the starting point was flexible. The Forciti Group had free hands to decide on a suitable starting point for the project.

After four weeks, the pitch and introduction videos were presented to the employees again. The second presentation was timed on purpose, right after the Christmas and New Year's season, on Monday, the 3<sup>rd</sup> of January 2022, to reach out to people who made New Year's resolutions and wanted to make (mental) changes. At this point, the employees had two more weeks to enrol in the "Maanantai kymppi" course through the secretary in Vihtavuori. With the six videos already being written, translated, and test recorded, the main work was done, and the waiting for many participants started.

On the 10<sup>th</sup> of January, a list with ten telephone numbers of the participants of the "Maanantai kymppi" mental well-being pilot project was created by the secretary in Vihtavuori, and delivered to me. A "Forciti Winning Team Maanantai kymppi" WhatsApp group was opened, and a welcome message to the course participants



was written. Furthermore, a spontaneous WhatsApp video was recorded to thank the participants for their interest and to tell them that I am happy to bring mental well-being topics closer to them. A few indications about the content of the course were given. The participants were informed about the program's starting point, Monday the 17<sup>th</sup> of January at nine o'clock in the morning. At this point, the uploading of the first video was scheduled.

On Sunday, the 16<sup>th</sup> of January, the recording of the first "Maanantai kymppi" video, called "Ääni päässä" ("The voice in your head"), took place and was uploaded to the YouTube channel. A link was sent via WhatsApp to all 10 participants on Monday morning, the 17<sup>th</sup> of January, at nine o'clock. This process was repeated for six weeks straight in the same style. The recording of the videos happened Saturdays or Sundays. The participants received the videos "Oman pään herra" ("The boss in your own head") on the 24<sup>th</sup> of January, "Myönteinen ajattelu 1" ("Think positive 1") on the 31<sup>st</sup> of January, "Myönteinen ajattelu 2" ("Think positive 2") on the 7<sup>th</sup> of February, "Tiedä mikä tekee sinut onnelliseksi" ("Know what makes you happy") on the 14<sup>th</sup> of February, and "Tee ja ajattele mitä tekee sinut onnelliseksi" ("Think and do what makes you happy") on the 21<sup>st</sup> of February. WhatsApp was solitarily used to send the videos to the participants of the project. No other communication with the employees was undertaken on that tool.

Due to the importance of evaluation, the participants were also asked to fill in feedback questionnaires made by the Microsoft forms application. Those surveys were sent to the participants via WhatsApp right after uploading the course videos. The exact data collecting method and the evaluation results will be presented in chapter 6.

### 5.3 Communication and Tools

Communication (teamwork culture) and the skills of using tools and techniques are two of Basu's (2013, pp. 34 - 45) critical dimensions in a quality organisation that works towards a common objective. Hyttinen (2017) underlines how effective

communication between the stakeholders ensures a successful project. Further, she lists e-mail, meetings, video conferences, or teleconferences as standard communication tools.

The tool used in communicating with the Forcit Group was mainly e-mail. During the whole project, constant e-mail communication was maintained. The tasks which needed to be executed were described clearly, and scheduled appropriately in the single e-mails. Every e-mail ended with a closure that questions are welcome whenever further steps are unclear. E-mails were generally written in a friendly, appreciative way. This process ensured transparent structures and a good working climate.

Other tools used for communication in this project were (five) video conferences and one face-to-face meeting. The video conferences were held with the Microsoft Teams application, and the face-to-face meeting took place at the Vihtavuori site. Again, clear communication made comprehensible what needed to be achieved. Forcit sent the participants a list of objectives that needed to be discussed before every meeting, and everybody arrived prepared. The topics were discussed, different points of view were considered, and at the end of the meeting a work plan for the next steps was created.

For the project itself, the platforms WhatsApp and YouTube were chosen but also different options – including company intern ones – were discussed. However, the familiarity and simplicity of WhatsApp and YouTube decided to apply those platforms to the project. Other tools needed were a personal computer with a high-quality camera and a fast internet connection. A smartphone with a high-quality camera and a so-called “selfie-stick” were needed to produce videos outside. The idea behind changing the setup was to provide the viewer with different sceneries to make the videos more appealing.

## 5.4 Ethics and values

Considering ethical principles important for this thesis and social work in general, Davies (2013, p. 383) formulates human rights, human dignity, and social justice as core elements in the discussion about ethics. He explains the concept of human rights and dignity as the right to self-determination and participation. It also desires to treat every person as a whole, focusing on their strengths. In his opinion, social justice includes the topics of discrimination, recognition of diversity, the search for equality, and working in solidarity against unjust policies.

Dulmus (2012) agrees with the mentioned ethical principles and adds the knowledge about privacy and confidentiality, the awareness of conflict of interests, professional competencies, professionalism in general, and the knowledge about ethical dilemmas and ethical decision-making to core values of the field of social work. In one essential conclusion, she also describes the need for social workers to be able to work in situations with conflicting responsibilities and competing standards. In so-called dilemma situations, effective decision-making with the consultation of experts, knowledge about laws and policies, critical evaluation of the situation, and seeking appropriate input are fundamental. The ethical practice involves all the topics mentioned above and should, in my opinion, also be considered in this thesis.

As applied ethics in this thesis, the Diak Thesis Agreement, which the Forcit Group and I have signed, should be mentioned. With this agreement the Forcit Group allowed the student to gather data and guide the student in professional questions concerning the thesis. Thesis-related costs were covered with a separate agreement. I agreed to abide by the research ethics and confidentiality guidelines, use the data only for the purpose of the thesis, refrain from publishing or disclosing clients identifying material, and deliver the finalized thesis to the work-life partner. In the case of this thesis, no other permits were needed.

Considering Davies (2013, p. 383) explanation of human rights and human dignity, the "Maanantai kymppi" well-being project was made available to all 58 employees in Vihtavuori. The project was presented in a staff meeting, online, and

via distributed flyers, which guaranteed to inform every employee in the factory. The course was open to every employee in the factory regardless of gender, religion, age, profession, disability, race, or national origin. In the production of the videos, the above-mentioned ethical concepts were sensibly considered. The videos could have been produced in the English language as well, but this was not necessary because everybody was capable of understanding Finnish.

In retrospect, using the WhatsApp platform could be seen ethically problematic. It is an excellent tool for sending and receiving videos. However, the participants can see each-others telephone numbers, or even names, if the personal settings allow that. It cannot be known if those facts prevented employees from participating in the course. Additionally, enrolling in the course in the secretary's office could have been considered more thoroughly. The fact that employees had to give their telephone number to a person and let this person know about their participation in a course for mental well-being could have also affected the number of participants. Both decisions (WhatsApp and enrolment) have been made to simplify the administrative work and must be revisited in case the project is repeated.

## 6 EVALUATION

In this thesis, videos teaching self-regulation were produced. The videos were used in a project aiming to improve the mental well-being of employees working for the Forcit Group. In this chapter, the employee's satisfaction with the product, the "Maanantai kymppi" videos on self-regulation, will be presented. Furthermore, the feedback from the Forcit Group's management team about the project will be shown.

### 6.1 Evaluation of the videos

For an evaluation of value, collecting feedback directly from the participants involved is vital (Martin, 2010). Therefore, a formative or ongoing evaluation of the product, the "Maanantai kymppi" videos on self-education, as suggested by the International Federation of Red Cross and Red Crescent Societies (IFRC, 2011), was made. This process gives immediate feedback about the participants thoughts and the option to intervene if necessary. It was planned to evaluate each of the six videos with three short multiple-choice questions and one open-end question. The questionnaire (APPENDIX 3) was created with Microsoft Forms and sent via WhatsApp to the participants immediately after the videos were published. The questionnaire was designed according to the suggestions of the Creative Research Systems (n.d.), a page promoted by Koppa (n.d.), the Open University of Jyväskylä. It was expected that a short survey (four questions) presented right after the educational videos would raise the willingness of participants to answer the questionnaire. Also, the memory about the learned topics would still be fresh, and the questions might be answered accordingly. The four statements were as listed below:

- I learned something new in this video.
- I can use the learned methods in my personal life.
- I recommend this video also to others.
- Free feedback, questions, and ideas.

The first three questions were multiple choice questions and answered on an agreement scale which offered four answers (“I agree,” “I agree somewhat,” “I disagree somewhat,” and “I disagree”). This style of asking, without offering a neutral position, pushes the participant to answer positively or negatively and provides the researcher with a clearer picture. The intent was also to ask short, feasible questions that are easy to understand. In this survey, the order of the questions seems insignificant due to the short length of the survey.

Whereas the multiple choice questions aimed to discover the product’s success, the idea behind the open-end question was to motivate participants to give feedback to improve the product. The phrase “Free feedback, questions, ideas” wants to motivate the participants to give any response that could be useful for the researcher to develop the product for the future. The phrase was also very short and therefore designed to be understandable.

The results of the questionnaire show an interesting picture. Eight participants evaluated the first video (“Ääni päässäsi”). Seven participants agreed or agreed somewhat to have learned something new in the video. Only one participant had a different opinion and answered, “I somewhat disagree.” All participants answered the questions about having learned something new in the videos and about recommending this video to others with “I agree” or “I agree somewhat.”. The following Picture 2 illustrates the statements in the Microsoft Forms program, where the answers are automatically summarized in a pie chart.

## 1. Opin videosta jotakin uutta (0 piste)

[Lisätietoja](#)

|                            |   |
|----------------------------|---|
| 4. Samaa mieltä            | 4 |
| 3. Jokseenkin samaa mieltä | 3 |
| 2. Jokseenkin eri mieltä   | 1 |
| 1. Eri mieltä              | 0 |



## 2. Voin hyödyntää videon vinkkejä ja kuulemaani elämässäni (0 piste)

[Lisätietoja](#)

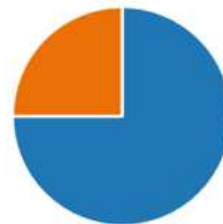
|                            |   |
|----------------------------|---|
| 4. Samaa mieltä            | 4 |
| 3. Jokseenkin samaa mieltä | 4 |
| 2. Jokseenkin eri mieltä   | 0 |
| 1. Eri mieltä              | 0 |



## 3. Suosittelen tätä videota muillekin (0 piste)

[Lisätietoja](#)

|                            |   |
|----------------------------|---|
| 4. Samaa mieltä            | 6 |
| 3. Jokseenkin samaa mieltä | 2 |
| 2. Jokseenkin eri mieltä   | 0 |
| 1. Eri mieltä              | 0 |



## PICTURE 2. Results of the questionnaire 1

The second video (“Oman pään herra”, “Be the boss in your own head”) was evaluated by five participants (APPENDIX 4). Four participants answered the questions about having learned something with “I agree” or “I agree somewhat”. One participant answered this question with “I somewhat disagree.” Again, the questions “I can use these methods in my personal life” and “I recommend this video to others” have been answered in all cases with “I agree” or “

The third video evaluated was the video “Think positive” (“Myönteinen ajattelu”). Here the number of participants who answered the feedback dropped (APPENDIX 5). Only one person answered the questionnaire. This person answered all

the questions with “I agree” or “I agree somewhat,” but the motivation to answer the questionnaire was low. At this point, the decision was made to intervene. A text was written into the WhatsApp group, to remind the participants to fill in the fourth videos questionnaire. The text revealed that this next evaluation would be the last one made in this course. The hope was, this information would motivate the participants to evaluate the next video.

The fourth video, “Think positive 2” (“Myönteinen ajattelu 2”), was again evaluated by five participants (APPENDIX 6). In this survey, every participant answered every question with one of the two positive options, “I agree” or “I agree somewhat”. At this point, the collection of feedback from participants ended as agreed.

To sum up the formative evaluation, a descriptive analysis was made. Therefore, all the answers from the four questionnaires were gathered, and the average of all answers was calculated. Participants gave the highest scores (3,79) to recommendations, as presented in Picture 3. They also rated the questions about the usefulness of the videos very high (3,63). The educational purpose of the videos was rated the lowest, but with 3,32 still a very high number. The analysis indicates a general satisfaction of the participants with the video course.



PICTURE 3. Average of all answers after four questionnaires



The open-end questions provided four different feedbacks from the “Maanantai kymppi” video course participants. The answers given in the survey were very personal and, in my opinion, not suitable for publication due to the possibility of revealing participants' identities. The participants' feedback does not offer advice, criticisms, or ideas regarding the content of the course. However, they report many different personal life stories. In my subjective opinion, they seem to show general satisfaction with the videos, assure that the methods learned are suitable and used in everyday life, and encourage to produce more videos of the same sort.

## 6.2 Evaluation of the project

The project objectives ((S) six online videos teaching self-regulation to the employees in the Vihtavuori factory, (M) evaluated with a Microsoft Forms Questionnaire, (A) agreed on, by the whole project team, (R) possible and simple to realise, start, stop, and interrupt, and (T) between January and May 2022), were met from the perspective of schedule, budget and quality of the end product. The project was run within the given timeline, no unexpected costs came up, and the feedback was positive.

Moreover, the project was evaluated in a summative evaluation as proposed by the IFRC (2011) and Kennedy et al. (2015). Posner & Applegarth (2019) suggest this could be done with the SWAT method or by simply using the traffic light technique. With the traffic light method, the project team would evaluate the whole project with the questions:

- What should we stop doing? (Red light)
- What do we need to consider adapting for the future? (Orange light)
- What should we continue doing? (Green light)

This traffic light technique was used in a slightly modified way at the end of this project. Two members of the project team and I evaluated the project in a meeting on the 27<sup>th</sup> of April with the questions (a) what was good in this project? (Green

light), (b) what should be changed in another project? (Orange light), and (c) where did the project fail? (Red light). The outcomes of that meeting are presented in Table 8

TABLE 8 Traffic light analysis

|         |   |
|---------|---|
| Fail    | <ul style="list-style-type: none"> <li>• More participants</li> </ul>   |
| Changes | <ul style="list-style-type: none"> <li>• Personal presentation of the program on site in Vihtavuori</li> <li>• A better description of the program</li> <li>• Easier ways to enroll into the program</li> </ul> |
| Good    | <ul style="list-style-type: none"> <li>• Satisfaction of the participants</li> <li>• Content of the video</li> <li>• Style of presenting the content</li> </ul>   |

The table shows the positive aspects of the project marked with a green light. Mentioned were the satisfaction of the participants, the content of the course, and the way it was presented. A red light (things that failed) received the number of participants. It was hoped that more employees would participate. This was not achieved.

As changes to be made (yellow light), the project team suggested a personal presentation of the project to the employees. The pitch video, the introduction video, and the flyer were helpful but should have been accompanied by the student being personally at the factory and presenting the project with a personal statement. It was discussed that employees might experience an emotional distance between themselves and an unfamiliar professional. “Not knowing the teacher” and “not understanding what is offered” were mentioned as barriers to enrolling. Also, the description of the program offered left room for improvement. The management team received internal feedback that the employees did not understand exactly “what the courses are about.” A more precise description of a sensitive topic like mental health is needed next time. Additionally, as discussed

in Chapter 5.4 Ethics and values, more accessible and sensitive ways to enroll should be offered.

## 7 CONCLUSION

The purpose of this thesis was to improve the mental well-being of 58 employees working for the Forcit Group, in a factory in Vihtavuori. Therefore, a series of six videos, teaching self-regulation skills, was created and watched by 10 voluntarily participating employees. The videos were planned, produced, implemented, and evaluated in a CSW pilot project. In the theoretical part, the thesis explains the purpose of CSW and its prospect of creating Win-Win situations between companies and employees. It can be a fast and inexpensive way to reduce employees' psycho-social problems and can create a supportive and positive climate at work (Jaepfelt & Görcke, 2009). Those characteristics of CSW fit to the goals of the WHO (2022) who provides guidelines on mental health promotion at work. The thesis explains the concept of mental health and shows that self-regulation can have a positive influence on adults' mental well-being (Shields et al., 2017; Heatherton & Wagner, 2011; Hoffman et al., 2012). The specific need of the Forcit Group, a project, to improve the mental well-being of the employees is presented in the practical part of the thesis. Furthermore, the specific tool, the development of the "Maanantai kymppi" videos on self-regulation is described and evaluated in the thesis.

Starting by interpreting the outcomes of the questionnaires, the participants seemed satisfied with the video course. 18 out of 20 questions were answered positively by the employees. Only two reports were negative. With this result, it can be assumed that most of the participants have learned something new in the videos and can use the learned skills in their daily lives. Furthermore, participants would unanimously recommend the video course to others which can also be seen as a success. The open-end question provided no critics, ideas, or recommendations on changing the videos. This could be due to the participants' satisfaction or the unwillingness to write long recommendations into a feedback form.

Adding the feedback from the management team, it seems "Maanantai kymppi" was a successful project. The style, the language applied, and the usage of examples was liked and made the videos simple to watch and understand. The

initial wish of the Forcit Group to produce something different, low-level, and “not too much of the shelf” was reached. Better camera equipment, microphones, professional video cutting, and video preparation would have been possible, but was neglected by request of the Forcit Group. The management team feared that a too professional appearance might repulse employees from participating. This was taken into consideration.

However, the project failed to reach out to the vast majority of the employees in the factory. This fact was a disappointment to the management team. Discussions identified that a personal presentation of the project could have benefited participation. This step could have overcome the natural distance between a professional and a customer. A better project description would also have created more understanding amongst the employees. Mental well-being topics might be difficult to grasp and should be promoted sensibly. Other approaches must be invented to make well-being projects appealing to employees. Knowing about the difficulty of interesting employees in such projects and trying to create something different, “not too much off the shelf”, was not successful enough.

## 7.1 Professional development

Like expected in the beginning of the project, there have been numerous lessons I learned along the way and the thesis process helped my professional development enormously. It was an honor and a joy to work with the professional management team of the Forcit Group. The openminded and yet planned way of doing project work, made it very easy to produce a quality outcome. The clarity how tasks were described, and the structured way of working are something I will maintain in my further career.

Furthermore, I learned during the past year, to reflect myself. I noticed that this is one very important skill needed in the professional world. It seems that nothing, no project or product, is perfect with the first try. One must be ready to rethink and redo tasks, to fall down, and more importantly, to stand up and try again to

be able to achieve quality at work. It is also beneficial to listen to others, accept help, and be capable of unifying others good ideas with one's own.

Additionally, there is one other important observation I have made whilst developing the project and writing the thesis. I recognized the importance of CSW in the field of social services. Writing about the special duties CSW can have in a company, I noticed that the topics are similar to the ones in the social services field in general. CSW seems very much related to the direct client work in the social service field. Using the topic of mental well-being as an example, the WHO (2022) even asks for the promotion of mental health topics and interventions at workplaces. A company cannot be seen as something excluded from society. It is a place where human beings work, and those humans have similar challenges as anybody else outside the company. In my opinion social work professionals can have a significant role in helping in this field. By applying the - for me - very important mechanisms, used in direct client work in the social service field ((a) an assessment of quality, (b) support according to the specific needs of the customer, and (c) evaluation), also in private companies, social work professionals can be valuable assets within workplaces. The only question left is, is mental well-being the only topic where CSW can help, or is there more? My hope is that other scientific papers will find that out.

## 7.2 Recommendations

Self-regulation can be taught and learned as shown in the practical part of this thesis. Its benefits on mental well-being are presented in the theoretical part of this thesis. "Maanantai kymppi" is one option to obtain mental well-being at work. The satisfaction rates of the project are promising and indicate a reasonable effort. Still, other ways need to be explored to reach out to a majority of employees and let everybody in a company benefit from a mental well-being project.

Therefore, multiple component projects, as described in Gertebeck et al. (2016) or the use of a community-based participatory project, as described in Fetherman et al. (2020), are suggested. Such projects could be a possible solution to involve

as many participants as possible. Hannon et al. (2012) also provide a questioner which measures the workplace's readiness to implement wellness programs. Thorough investigations of the exact expectations of the employees will be essential to be successful in such projects in the future. Would employees prefer to participate online or face-to-face? Would they want to participate in projects during work hours or outside the work hours? Any of those variables could have a decisive effect on the participation rate. They should be integrated into a project, including a thorough return-in-investment analysis, and an honest discussion about the state of willingness for such projects.

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## APPENDIX 1. Videos

Ääni päässäsi: [https://youtu.be/PFx3PJAcq\\_4](https://youtu.be/PFx3PJAcq_4)

Oman pään herra: <https://youtu.be/3MxO11m1uqM>

Myönteinen ajattelu: <https://youtu.be/kUoTvOoafLg>

Myönteinen ajattelu 2: <https://youtu.be/uOq68nCGOt4>

Tiedä mitä tekee sinut onnelliseksi: [https://youtu.be/5b\\_ChjLLSuo](https://youtu.be/5b_ChjLLSuo)

Tee ja ajattele mitä tekee sinut onnelliseksi: <https://youtu.be/xiVDxphflx0>

## APPENDIX 2. The flyer

*FORCIT Winning Team*  
treeni

*treeni*  
Videokoulutus hyvinvoinnin teemoista.  
Ilmoittautuminen <nimi>-n kautta.

*treeni*  
Varaa aika Andin kanssa. Puh. xx  
ma. - to. klo 9:00 - 17:00 (tai sopimuksen mukaan)

*treeni ja keskustelu - ryhmä 1*  
Ma. 17.01.2022, klo. 16:00, Peurunka, liikuntasali  
Ma. 31.01.2022, klo. 16:00, Peurunka, liikuntasali  
Ma. 14.02.2022, klo. 16:00, Peurunka, liikuntasali  
Ma. 07.03.2022, klo. 16:00, sovittava  
Ma. 21.03.2022, klo. 16:00, sovittava  
Ma. 04.04.2022, klo. 16:00, sovittava  
Vielä Ma. 25.04., Ma. 09.05., ja Ma. 23.05.2022 jos innostuneita riittää (ilmoittautuminen <nimi>-n kautta)

*treeni ja keskustelu - ryhmä 2*  
Ma. 24.01.2022, klo. 14:30, Peurunka, liikuntasali  
Ma. 07.02.2022, klo. 14:30, Peurunka, liikuntasali  
Ma. 21.02.2022, klo. 14:30, Peurunka, liikuntasali  
Ma. 14.03.2022, klo. 14:30, sovittava  
Ma. 28.03.2022, klo. 14:30, sovittava  
Ma. 11.04.2022, klo. 14:30, sovittava  
Vielä Ma. 02.05., Ma. 16.05., ja Ma. 30.05.2022 jos innostuneita riittää (ilmoittautuminen <nimi>-n kautta)

## APPENDIX 3. Example of the feedback form

### Maanantai-kymppi: Ääni päässäsi

Kiitos, kun kuuntelit tämän viikon videoni. Pyydän sinulta lyhyttä palautetta tähän liittyen. Vastaaminen tapahtuu anonyymisti.

1. Opin videosta jotakin uutta

- 4. Samaa mieltä
- 3. Jokseenkin samaa mieltä
- 2. Jokseenkin eri mieltä
- 1. Eri mieltä

2. Voin hyödyntää videon vinkkejä ja kuulemaani elämässäni

- 4. Samaa mieltä
- 3. Jokseenkin samaa mieltä
- 2. Jokseenkin eri mieltä
- 1. Eri mieltä

3. Suosittelen tätä videota muillekin

- 4. Samaa mieltä
- 3. Jokseenkin samaa mieltä
- 2. Jokseenkin eri mieltä
- 1. Eri mieltä

4. Vapaa palaute, kysymykset, ideat:



## APPENDIX 4. Results of the questionnaire 2

## Maanantai-kymppi: Oman pään herra

5

Vastaukset

01:33

Keskimääräinen vastaamis aika

Aktiivinen

Tila

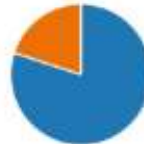
## 1. Opin videosta jotakin uutta (0 piste)

|                           |   |
|---------------------------|---|
| 4. Samaa mieltä           | 1 |
| 3. Jotainkin samaa mieltä | 3 |
| 2. Jotainkin eri mieltä   | 1 |
| 1. Eri mieltä             | 0 |



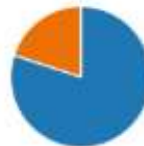
## 2. Voin hyödyntää videon vinkkejä ja kuulemani elämässäni (0 piste)

|                           |   |
|---------------------------|---|
| 4. Samaa mieltä           | 4 |
| 3. Jotainkin samaa mieltä | 1 |
| 2. Jotainkin eri mieltä   | 0 |
| 1. Eri mieltä             | 0 |



## 3. Suosittelen tätä videota muillekin (0 piste)

|                           |   |
|---------------------------|---|
| 4. Samaa mieltä           | 4 |
| 3. Jotainkin samaa mieltä | 1 |
| 2. Jotainkin eri mieltä   | 0 |
| 1. Eri mieltä             | 0 |



## 4. Vapaa palaute, kysymykset, ideat (0 piste)

## APPENDIX 5. Results of the questionnaire 3

## Maanantai-kymppi: Myönteinen ajattelu

1

Vastaukset

00:06

Keskimääräinen vastaamisaika

Aktiivinen

Tila

1. Opin videosta jotakin uutta (0 piste)

|                            |   |
|----------------------------|---|
| 4. Samaa mieltä            | 0 |
| 3. Jossainkin samaa mieltä | 1 |
| 2. Jossainkin eri mieltä   | 0 |
| 1. Eri mieltä              | 0 |



2. Voin hyödyntää videon vinkkejä ja kuulemaani elämässäni (0 piste)

|                            |   |
|----------------------------|---|
| 4. Samaa mieltä            | 0 |
| 3. Jossainkin samaa mieltä | 1 |
| 2. Jossainkin eri mieltä   | 0 |
| 1. Eri mieltä              | 0 |



3. Suosittelen tätä videota muillekin (0 piste)

|                            |   |
|----------------------------|---|
| 4. Samaa mieltä            | 1 |
| 3. Jossainkin samaa mieltä | 0 |
| 2. Jossainkin eri mieltä   | 0 |
| 1. Eri mieltä              | 0 |



4. Vapaa palaute, kysymykset, ideat: (0 piste)

## APPENDIX 6. Results of the questionnaire 4

## Maanantai-kymppi: Myönteinen ajattelu - osa 2

5

Vastaukset

02:00

Keskimääräinen vastaamisaika

Aktiivinen

Tila

## 1. Opin videosta jotakin uutta (0 piste)

|                             |   |
|-----------------------------|---|
| 4. Samaa mieltä             | 2 |
| 3. Jotakuinkin samaa mieltä | 2 |
| 2. Jotakuinkin eri mieltä   | 0 |
| 1. Eri mieltä               | 0 |



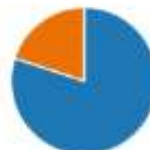
## 2. Voin hyödyntää videon vinkkejä ja kuulemani elämässäni (0 piste)

|                             |   |
|-----------------------------|---|
| 4. Samaa mieltä             | 4 |
| 3. Jotakuinkin samaa mieltä | 1 |
| 2. Jotakuinkin eri mieltä   | 0 |
| 1. Eri mieltä               | 0 |



## 3. Suosittelem tätä videota muillekin (0 piste)

|                             |   |
|-----------------------------|---|
| 4. Samaa mieltä             | 4 |
| 3. Jotakuinkin samaa mieltä | 1 |
| 2. Jotakuinkin eri mieltä   | 0 |
| 1. Eri mieltä               | 0 |



## 4. Vapaa palautta, kysymykset, ideat: (0 piste)