



happiness within organizations

a process to aid in achieving a happiness mindset

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Master thesis

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EXECUTIVE SUMMARY

Happiness is something we, as humans, seek to attain yet we are not entirely familiar with what exactly it means. Typology of fundamental needs (Desmet & Fokkinga, 2020) explains comprehensively, yet detailed enough, the needs we must fulfil in order to be happy. An average person spends a third of their life at work (Pryce-Jones, 2010) and in that one-third of life, how those needs get fulfilled or harmed influences the happiness of an individual. Scholars of positive psychology argue that “positive states help people to thrive, mentally flourish and grow psychologically” (Frederickson, 2001). At the same time, happy people have been proven to be up to 20% more productive (Sgroi, 2015). Therefore, not only as a social responsibility should an organization put their focus on employee happiness but as an economic benefit as well. However, the vast science of happiness and the nature of the context (an organization) makes it an “open” or “wicked” challenge (Bijl-Brouwer et al., 2019). The challenge starts from analysing happiness of employees within an organization, then introducing initiatives to improve happiness and finally, tracking the progress and effectiveness. However, the current scenario and limitations of happiness within organizations combined with the multi-faceted nature of happiness hints towards an even bigger challenge: achieving a happiness mindset.

This project is an attempt to operationalize the typology of fundamental needs within the context of an organization in order to aid in achieving a happiness mindset. Borrowing knowledge from systems thinking and phenomenological hermeneutics, a theoretical framework is developed which is translated into a practical approach and tested on 4 different cases. The learnings and real life narratives obtained from this practical approach are utilized in developing the final outcome: “Ajar Process”. It is a 4 step process: Awareness, Alignment, Action and Acknowledgement. It starts with making the participants aware of the typology of fundamental needs, making them capable of sorting their real life experiences according to the need fulfilment. This awareness is then mutually aligned with all participating individuals, so that the perception of what happiness means in that context is similar for everyone. This prompts meaningful conversations leading everyone into a pro-active attitude, coming up with mutually decided initiatives to improve the happiness through need fulfilment. Eventually, the effectiveness of those initiatives is evaluated and a decision is made which step of the process to go to next. In this way, the process never ends and a repeated use results in a happiness mindset. Design concepts are proposed per step of the Ajar process which aid in executing that step

effectively. Ajar process is presented as a service expansion for Emotion Studio (design agency) where they would offer to execute the first sprint of the process within the organization and hand it over to them for future executions.

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PROLOGUE

This project began with my passion for the field of positive psychology and positive design. Inspired by the Typology of Fundamental Needs for Happiness (Desmet & Fokkinga, 2019), I aspired to explore a way to operationalize them in social eco-systems; where the members of that social eco-system can understand what happiness means in that context and introduce their own initiatives to improve it. The social eco-system chosen was “organizations” due to the growing impact of design in organizational changes, as well as my personal partiality as a strategic designer.

This project has a threefold itinerary entangled and overlapped into each other:

A designer/researcher’s journey

I, as a designer and a researcher, had multiple reflection moments during the whole project which resulted in learnings not only of design skills, but also of project management, innovation management and communication skills. The final reflection at the conclusion gives a highlight of this designer’s journey.

Knowledge generation

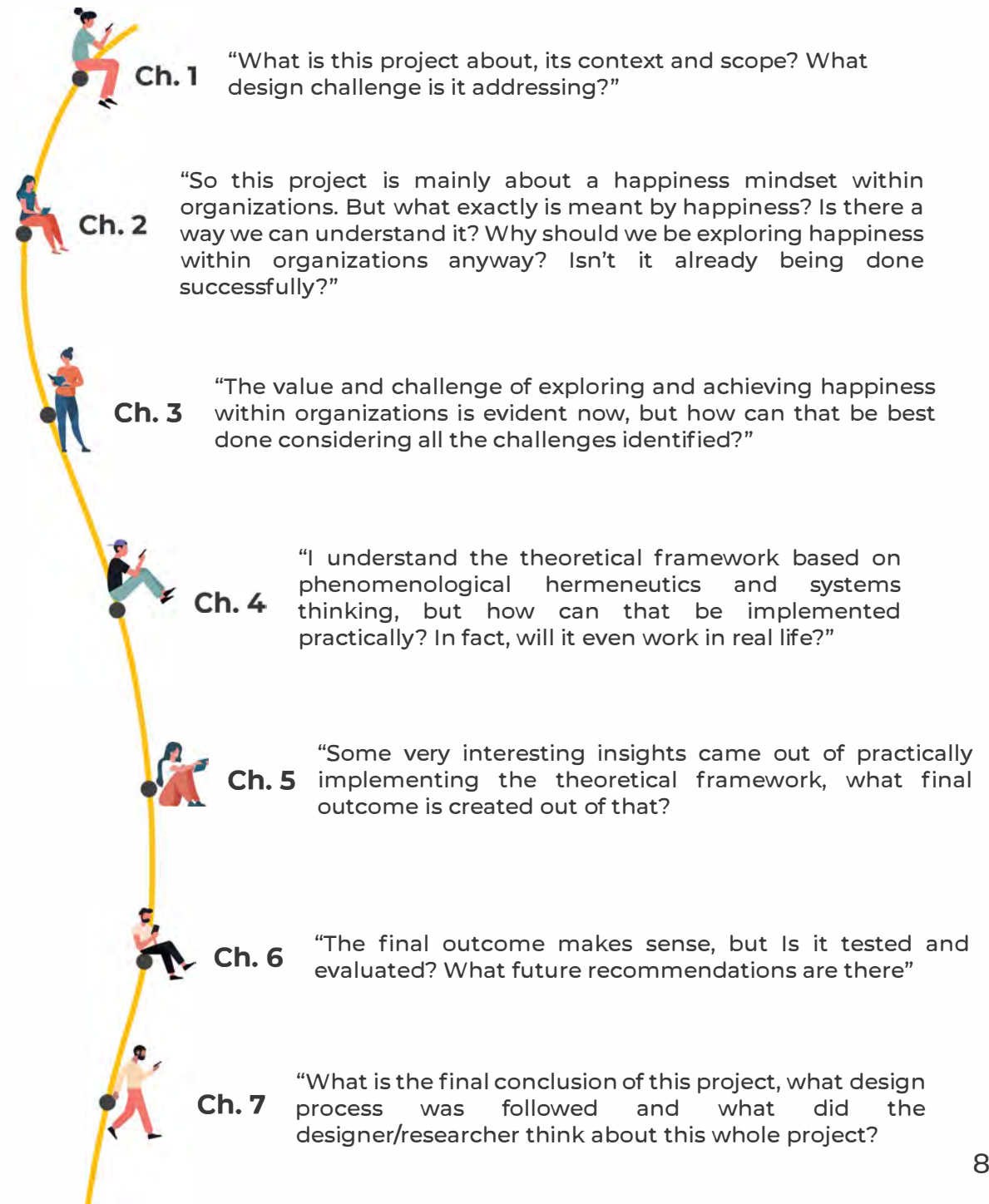
The project involved a deep dive into positive psychology literature and theory, in the context of organizations. As a quest to find the best approach to understand happiness within organizations, knowledge was borrowed from Systems Thinking and Phenomenological Hermeneutics. Combining that with “learning by doing” and “reflection” practice – it resulted in a new theoretical framework, a practical process and a method towards design doing.

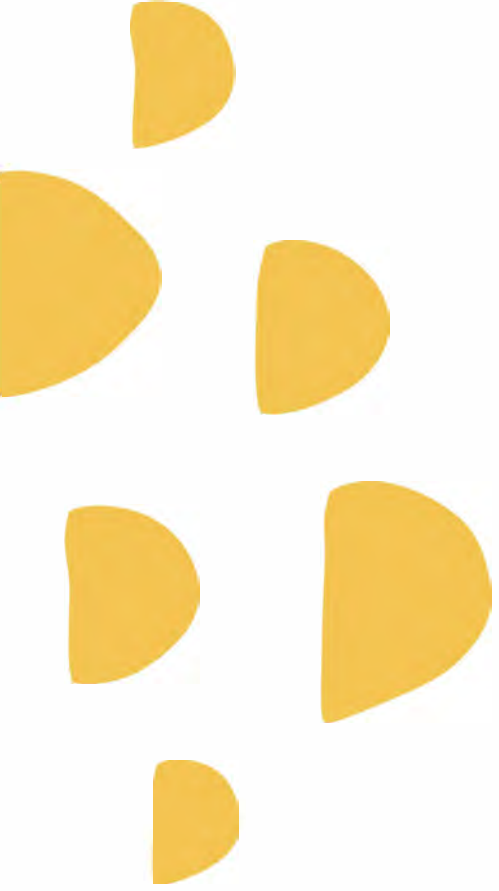
Service design for Emotion Studio

The translation of the generated knowledge and insights into practical way of doing it became a service expansion for Emotion Studio which they can offer to their clients in future. That proposed service, of course, is yet in its early concept stage and requires more validation and iterations (recommendations provided in Chapter 6).

Journey of the Reader

This report is structured in a way to address to the reader's questions which arise at the beginning of each chapter and chronologically guide them towards the outcome of the project. However, the project itself was conducted in "learning by doing" style, inspired by the co-evolution of problem/solution theory (Dorst & Cross, 2001) – involving constant iteration and looping back-forth between various phases of design.





1. Introduction

This chapter introduces the context of this project and report. A brief background is given about the concept of happiness and its value for organizations. A gap is identified in the form of a design challenge leading to the scope and aim of this project.

1.1 WHY AND WHAT OF HAPPINESS

The pursuit of happiness is a centuries old phenomenon. More than 2,300 years ago Aristotle drew the conclusion that happiness is sought after for its own sake; whereas all other needs, such as health, wealth, praise, etc. are only significant because of the hope that it will bring happiness (Csikszentmihalyi, 1990). An average person spends a third of their awake hours at a job, which is more time than spent with friends, family or on hobbies in a lifetime (Pryce-Jones, 2010). Hence, the pursuit of happiness can't be ignored in that one-third of life and it significantly enhances an organization's responsibility of contributing to its employees' happiness in life. This is corresponding to what scholars of positive psychology argue that "positive states help people to thrive, mentally flourish and grow psychologically" (Frederickson, 2001). At the same time, happy people have been proven to be up to 20% more productive than their unhappy counterparts (Sgroi, 2015). Well-being at work can "improve an organization's long-term performance, its productivity, the commitment of employees and its brand, facilitate improved retention, as well as higher resilience of employees, reduce sickness absence levels and the number of accidents, and thereby assist in a positive

work environment." (EU-OSHA, 2013). Hence, not only as a social responsibility should an organization put their focus on employee happiness but as an economic benefit as well.

But a question arises, what exactly do we mean by happiness? Happiness is a term which is defined countless times in various fields of science and art, and often interchangeably used with the terms well-being and/or positivity. The vast science of happiness was first formally introduced by Maslow in 1954 under the field of "positive psychology" and ever since, the concept has been growing more and more complex, making it hard to define and measure it (Pollard & Lee, 2003). However, organizations have dealt with this concept in highly simpler ways, merely boiling it down to physical and mental health (Davis, 2015).

This vast science of happiness and the nature of the context (an organization) makes it an "open" or "wicked" challenge (Bijl-Brouwer et al., 2019). The challenge starts from analysing happiness of employees within an organization, then introducing initiatives to improve happiness and finally, tracking the progress and effectiveness. However, the

current scenario and limitations of happiness within organizations combined with the multi-faceted nature of happiness hints towards an even bigger challenge: achieving a happiness mindset. Hence, rather designing ways to improve happiness within an organization at a certain period; a way should be designed that puts the stakeholders (employees) of the organization in an attitude to constantly improve their happiness and in some way, enables them to do so as well.

Fig. 1.1 Context of this project explained through generic human thoughts



"I am human, I have various needs which I seek to fulfil in order to achieve happiness"



"I spend a third of my life at work, I should be happy during that third of my life. Also, happiness makes me more productive."



"But how do I know what effects my happiness at work? Is it the same as my colleagues? Can I do something about it?"

1.2 DESIGN BRIEF

To achieve a resonating happiness mindset means all the stakeholders within an organization (employees) are on the same page of what happiness means within that context and their perceptions regarding happiness align with each other. This constant awareness of what enhances or harms their happiness inspires initiatives by the employees themselves and promotes self-monitoring.

Based on that hypothesis, the following design challenge is formulated:

“to have a holistic and collaborative understanding about the happiness of an organization’s stakeholders (employees), which aids in achieving a resonating happiness mindset within organizations.”

The holistic and collaborative understanding takes inspiration from systemic thinking (Ackoff, 1999) and phenomenological hermeneutics (Lindseth & Norberg, 2004), respectively whereas the vast concept of happiness is represented by the typology of

fundamental needs for happiness (Desmet & Fokkinga, 2020) and those fundamental needs act as entry points for this understanding.

Scope & Aim

The scope of this project is to generate a method based on literature which would utilize the typology of fundamental needs as a means to aid in achieving a happiness mindset. The project will follow a “learning by doing” approach, inspired by the coevolution of problem/solution theory (Dorst & Cross 2001); where learnings from literature will be implemented practically in context and insights gained will be used to develop and refine this method. The scope is not to achieve a happiness mindset within a certain organization in itself, rather to develop a method which is capable of aiding that process. Figure 1.2 further elaborates the scope of this project.

The aim is to have a method at the end which is holistic and collaborative in nature, utilizes the typology of fundamental needs as a mean to explore and achieve happiness, and is tangible enough to be practically implemented within organizations.

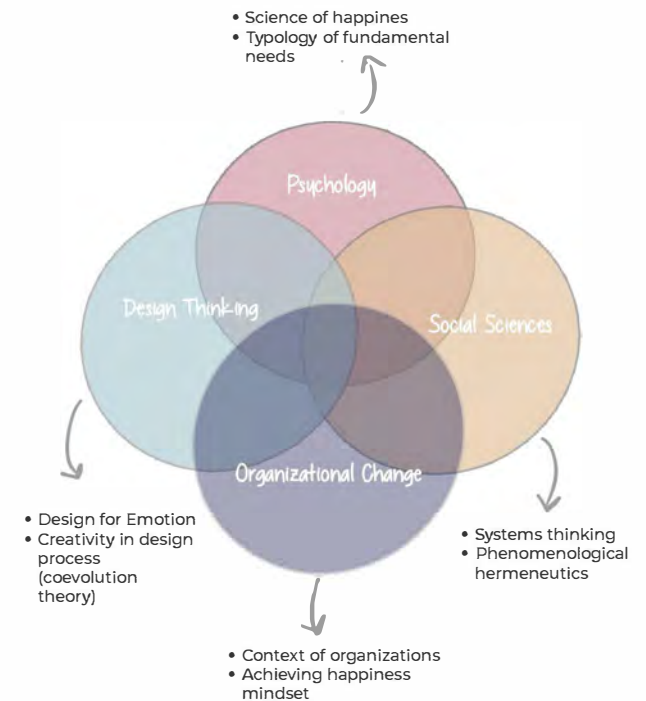


Fig 1.2 Scope of this project explained

1.3 EMOTION STUDIO

Emotion Studio is an agency expert in the scientific knowledge of emotions, which they use for the improvement of products and organizations through research and innovation. Their key activities are:

Emotion Insight Research

Providing insights into consumer needs and behaviour through emotion scans.

Concept Development

Improving relevance and engagement of products and services.

Process Transformation

Offering innovation for organization's way of thinking and operating.

Training

Offering their expert knowledge as workshops, lectures and courses.

(source: emotion.studio)

In this project, Emotion studio is involved as a:

Knowledge Collaborator: The Typology of Fundamental Needs, sourced from Emotion Studio's catalogue of Human Experience, is the core and one of the starting points of this project. It is developed by Pieter Desmet and Steven Fokkinga, the co-founders of the studio, who are part of the supervisory team of this project as well.

Client: This project enables the operationalization of the typology of fundamental needs within organizations, hence providing Emotion Studio the opportunity to expand their services under Process Transformation and Training.



Image 1.1 Workspace of researcher/designer at Emotion Studio

Emotion Studio is a research and innovation agency in Rotterdam, The Netherlands.

As a spin-off from the world-leading design research department of Delft University of Technology, we bring the scientific understanding of emotion to the world of product innovation.



Image 1.2 Screenshot from Emotion Studio's website providing an introduction to the agency.

How can organizations authentically improve the way they operate?



Only focusing on product innovation is not enough. To satisfy the growing expectations of consumers and society, organizations need to innovate their very way of thinking and operating.

[Find out more](#)

Image 1.3 Screenshot from Emotion Studio's website explaining the "Process Transformation" service which they provide.

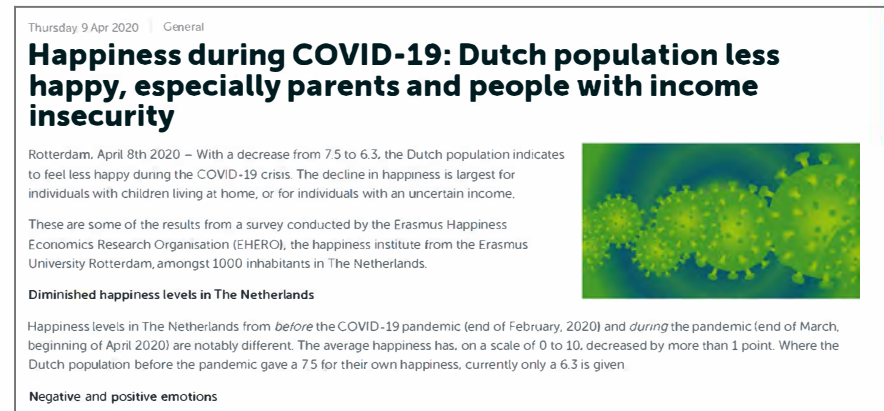
1.4 IMPACT OF COVID-19

The year 2020 will be remembered in history as the year of a pandemic i.e. COVID-19. The whole world experienced an impact due to the pandemic in various ways. So did this project. The project began with the kick-off meeting on 28th February, 2020. Whereas the virus was confirmed to have spread in the Netherlands on 27th February 2020. On March 12th 2020 the Netherlands announced a “smart” lockdown where work from home was highly advised and limitations on big groups were laid out. These measures affected the core research method of this project, which was a case study of one or two organizations through a combination of ethnography, individual interviews and group sessions. The planning and approach was adjusted to fit the “new normal” of online meetings. This bump in the planning and approach also influenced personal mental health to some extent, which eventually lead to a delay in the project. The project suffered a total of 3 week delay.

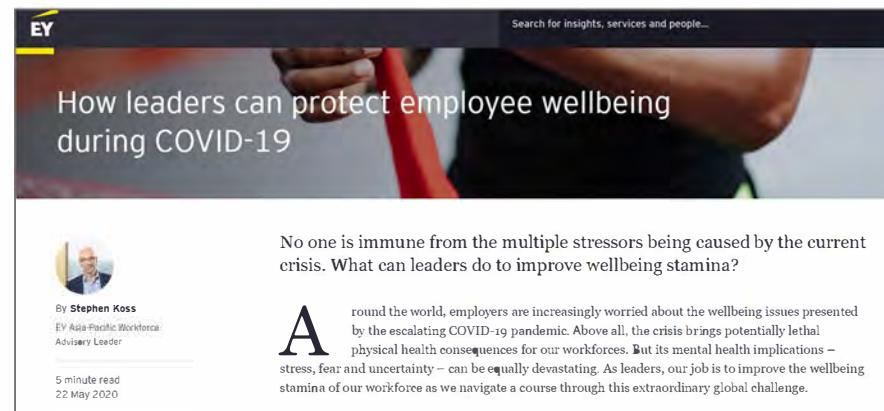
However, on the bright side, the health and safety measures introduced due to the pandemic increased the relevance of this project considerably. Happiness and mental well-being, especially in work/organization context, became a hot topic and the value of it was recognized more than ever.



source: www.who.int



source: www.eur.nl



source: www.ey.com

Images 1.4, 1.5, & 1.6 Screenshots from various websites showing the significance of well-being during COVID-19 times.



2. Exploring Happiness

The concept of happiness is explored through literature in psychology and social sciences with the aim to highlight its complexity, subjectivity and vastness. Typology of fundamental needs for happiness is introduced and its relevance to analyse happiness will be argued. In order to highlight what is being solved by this project and why; the value of happiness within organizations (employee well-being) is explained. The current approaches towards employee well-being are explored and gaps in that current picture are emphasized.

2.1 GLOSSARY

Some key terminologies are explained here for a better understanding of the upcoming text. References are given for further reading.

Positive Psychology

Positive psychology is the scientific study of experiences and living which make life good or worth living. The field of positive psychology handles on various levels: subjective level, individual level and group level. At subjective level it deals with past (contentment and satisfaction), present (flow and happiness) and future (hope and optimism). Individual level deals with personal traits like love, courage, forgiveness, talent, spirituality, wisdom etc. Group level introduces social virtues and institutions that catalyse well-being of individuals and society (Seligman & Csikszentmihalyi, 2000).

Hedonism

Hedonism is a school of thought on happiness. This perspective reflects the quest for pleasure or delight (Kahneman, Diener & Schwarz, 1999). For example, taking a swim in the ocean on a warm day, shopping for new shoes, watching a sunset with a partner, etc.

Eudemonism

Another school of thought on happiness, eudaimonia, is the fulfilment of personal development and finding meaning in life (Waterman, 1993). The Questionnaire for Eudaimonic Well-Being developed in Positive Psychology lists six dimensions of Eudaimonia: self-discovery, perceived development of one's best potentials, a sense of purpose and meaning in life, investment of significant effort in pursuit of excellence, intense involvement in activities and enjoyment of activities as personally expressive (Kjell 2011). Examples are: successfully finishing a school project, feeding a stray dog, learning to play an instrument, etc.

Typology

“a typology describes a particular concept, which is the phenomenon of interest. It reduces complexity by categorizing objects (which are qualities or instances of the concept) into types. The objects, which can be tangible (e.g., home appliances) or intangible (e.g., personality traits), are grouped together into a type on the basis of shared characteristics. As a form of theory, typologies are descriptive: they describe a phenomenon or its underlying dimensions or characteristics.” (Desmet & Fokkinga 2020).

Job Satisfaction

“Job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job.” Job satisfaction is merely a measure of employee contentedness with their job, irrespective of the nature of the job and their liking towards it (Spector, 1997). The existing measures are mostly generalized questionnaires, focusing mainly on objective factors such as pay, promotion, supervision, coworkers, etc (Thompson & Phua, 2012).

Workplace Wellness

“Workplace wellness or corporate wellbeing is any workplace health promotion activity or organizational policy designed to support healthy behaviour in the workplace and to improve health outcomes. Such as health education, medical screenings, on-site fitness programs or facilities.” (Agarwal, 2019 & Antonovsky, 1979).

Salutogenesis

“Salutogenesis is a medical approach focusing on factors that support human health and well-being, rather than on factors that cause disease. More specifically, it is concerned with the relationship between health, stress, and coping.” (Antonovsky 1979)

2.2 SCIENCE OF HAPPINESS

Happiness, well-being or positivity are words often used interchangeably but whichever term is used, it is a concept which is always sought after by humans. Maslow introduced the term “positive psychology” in 1954, which later gained fame in a special issue of American Psychologist (Seligman & Csikszentmihalyi, 2000). The term encompasses the concept on subjective level, individual level and group level. All these levels introduce concepts that are psychologically sought after by humans as needs, and terms like happiness or well-being are used to encapsulate that vast concept (Snyder & Lopez, 2002).

happiness is a vast complex
concept which depends on
individual perceptions

Science of happiness, or subjective well-being (used interchangeably) has gained heightened interest in past few years by the fields of psychology, philosophy, economics, and politics (Desmet & Pohlmeier, 2013). Happiness in itself is also defined by many authors over time. For example, Lyubomirsky (2007) proposed her definition of happiness as “the experience of joy, contentment or positive well-being, combined with a sense that one’s life is good, meaningful and worthwhile”. Another example is the definition by Eid & Diener (2004) “one’s multi-dimensional evaluation of their lives, including cognitive judgments of life satisfaction as well as affective evaluations of moods and emotions”. However, a common underlying concept amongst the definitions of happiness is that happiness is an individual’s own (positive) perception or evaluation of their life.



Image 2.1 A newspaper illustration showing the dependence of happiness on subjective attitude.

source: www.me.me

2.2.1 Hedonic & Eudemonic approaches

The science of happiness or well-being has evolved over time into two relatively distinctive, yet overlapping, perspectives which are based on two distinct and ancient paradigms: hedonism and eudemonism (Ryan & Deci).

The distinctiveness of both perspectives is evident however both paradigms can agree on the subjectivity of happiness; that each individual experiences pleasure or perceives personal development differently and uniquely (Ryan & Deci). The experiences one has lived in past, is living now in the present and hope to live in future - in relation with the environment and people around - define their perception on happiness.

lived experiences define
perception on happiness

2.2.2 Typology of fundamental needs

As introduced by the field of positive psychology, happiness is a vast concept which, according to its various definitions, is highly based on an individual's own perceptions. Hedonic and eudemonic paradigms reveal happiness to be an "optimal psychological functioning and experience" (Ryan & Deci). Hence, simply everyday social inquiries, such as "How are you?" or "What makes you happy?", don't suffice to unravel this complex and controversial phenomenon; rather deep scientific inquiry is required (Ryan & Deci).

Inspired by Aristotle's proposition, field of positive psychology not only introduces the science of happiness but also refreshes the concept of needs: "the things that people require to thrive and be happy." (Seligman & Csikszentmihalyi, 2000). Hence, fulfilment of needs implies attainment of happiness (Tay & Diener, 2011). Or if said the other way round, happiness can be explored through inquiring about need fulfilment. Desmet & Fokkinga (2020) have developed a typology of fundamental psychological needs for happiness which "is short enough to maintain a comprehensiveness but long enough to

preserve detail and richness.". These 13 fundamental needs are backed up by extensive literature and argumentation; and cover both hedonic and eudemonic approaches. Hence, they are suitable entry points to inquire about the vast concept of happiness.



Fig 2.1 Inquiring about happiness in a general way



Fig 2.2 Inquiring about happiness through the typology of fundamental needs

autonomy 

belonging 

impact 

order 

fitness 

acknowledgment 

To understand the typology of these 13 fundamental needs, they are explained as a collection of jars. Each jar represents a different need and the extent to which each jar is filled represents how well the corresponding need is satisfied. Experiences and events in life either fill those jars or drain them. One event can influence either one single jar or multiple at the same time (Desmet & Fokkinga, 2020). See Image 2.8 for the complete list of the 13 fundamental needs and for definitions, refer to Appendix. For example, being promoted at work would fill up the need of "competence" and "acknowledgment" and you feel proud. However, if you realize your promotion was at the cost of someone unfairly getting fired then it might drain the need of "morality" and you feel guilty. Due to the subjectivity of happiness, those events and experiences differ person to person, but the needs remain universal regardless of culture, age, gender and lifestyle (Desmet & Fokkinga, 2020).

 competence

 purpose

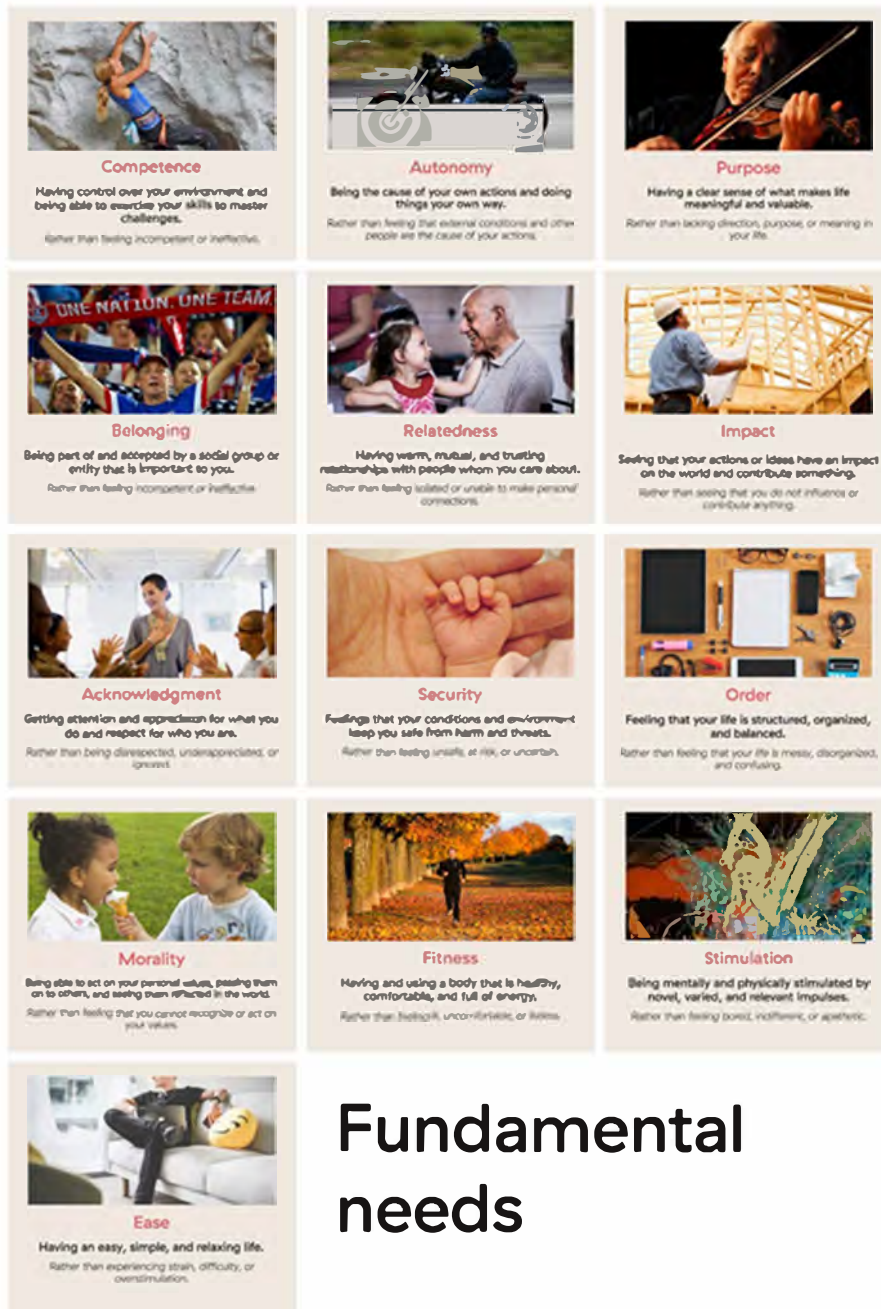
 relatedness

 security

 morality

 simulation

 ease



Fundamental needs

Image 2.2 Typology of Fundamental Needs as presented in the Human Experience Catalogue, developed by Emotion Studio.

Continuation of the typology can be found in appendix A1.

2.3 HAPPINESS WITHIN ORGANIZATIONS

For decades, organizational psychology research has attempted to reveal the connection between employee well-being and employee productivity (Wright, 2010). Generally, productive organizations see their human resource as an “asset to be nurtured and developed rather than merely a cost to be minimized.” (Kossek, Kalliath & Kalliath, 2012). Which is corresponding to what scholars of positive psychology argue that “positive states help people to thrive, mentally flourish and grow psychologically” (Frederickson, 2001). An average person would spend one-third of his/her life at a job, which is more time than spent with friends, family and on hobbies in a lifetime (Pryce-Jones, 2010). Hence it significantly enhances an organization’s responsibility of contributing to its employees’ happiness in life.

Arbejdsglæde is a Scandinavian word encompassing the concept of “happiness at work”. Alexander Kjerulf (2008), a workplace happiness expert, endorses this word in his book *Happy Hour Is 9 To 5* and explains two factors leading to happiness for employees within organizations i.e. results and relationships. “Results” is described as being good at the job and having positive outcomes whereas “relationships” is

about having pleasant connections with colleagues (Kjerulf, 2008). Patrick Lencioni (2010) has also attempted to narrow down happiness at work in a negative form in his book, *The Truth About Employee Engagement*. He listed three factors for job misery i.e. 1) Anonymity (you don’t matter), 2) Irrelevance (you don’t have an impact), 3) Immeasurment (you can’t gauge your progress).). These findings of Kjeulf and Lencioni correspond well together with the 13 fundamental needs through a spectrum fit, as shown in figure 2.1.

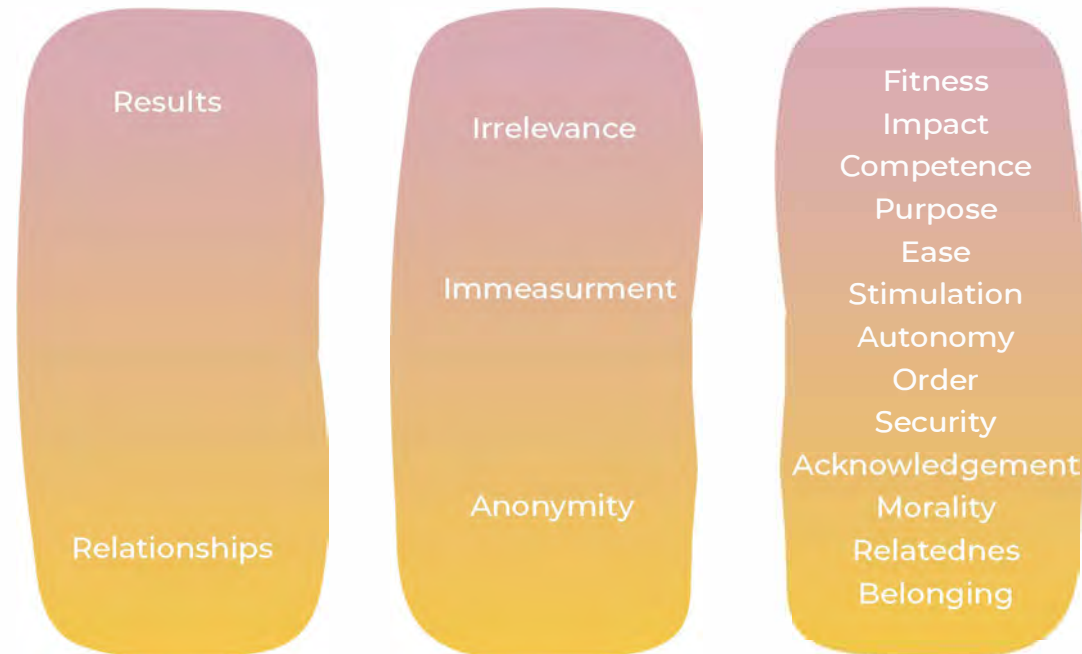


Fig. 2.3 Correspondence of findings by Kjeulf and Lencioni with the typology of fundamental needs.

2.3.1 Value for organizations

European Agency for Safety and Health at Work claims that well-being at work can “improve an organization’s long-term performance, its productivity, the commitment of employees and its brand, facilitate improved retention, as well as higher resilience of employees, reduce sickness absence levels and the number of accidents, and thereby assist in a positive work environment.” Another study also argues that subjective well-being of people could be the missing piece in research about creativity and innovation and increasing it would increase productivity and economic growth (Dolan & Metcalfe, 2012). Neurological studies endorse such arguments as well (Wagner, Gais, Haider, Verleger, & Born, 2004). Happy people have been proven to be up to 20% more productive than their unhappy counterparts (SgROI, 2015). Hence, not only as a social responsibility should an organization put their focus on employee happiness but as an economic benefit as well.

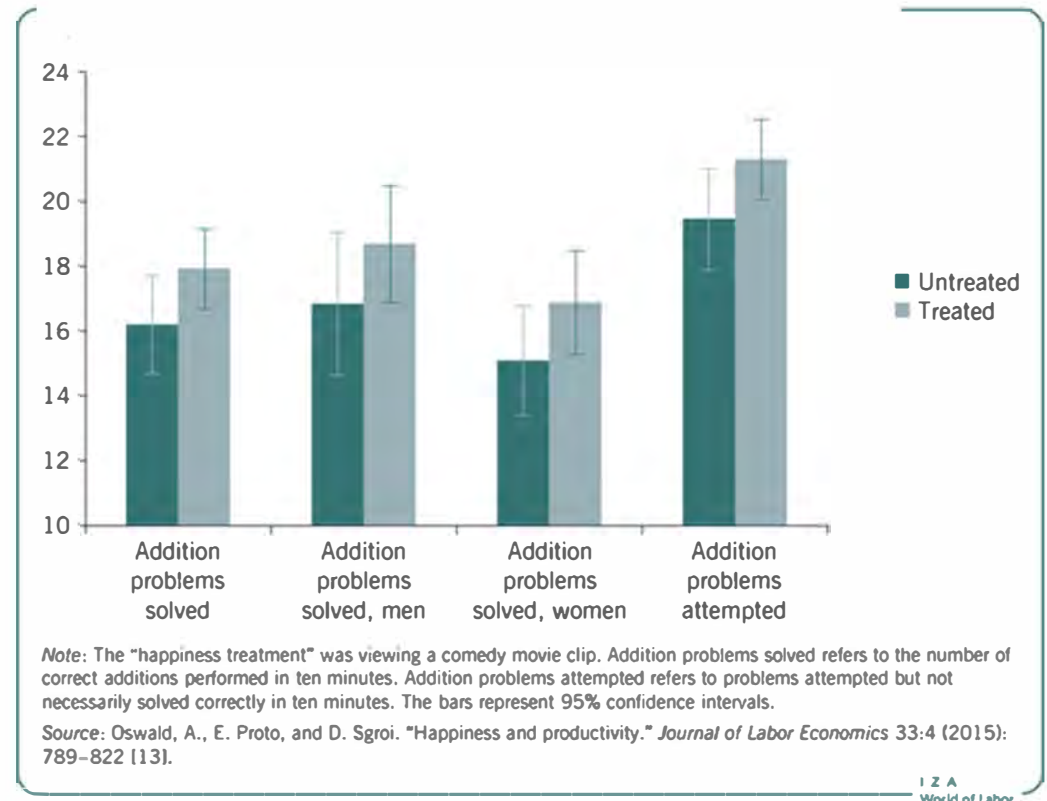


Fig 2.4 Lab experiment results showing that subjects exposed to a randomized happiness treatment perform better
source: www.wol.iza.org

2.3.2 Current picture

Many findings in various researches question the authenticity of validating an institution's prosperity or success through economic growth factors (Diener & Suh, 1997; Easterlin et al., 2010; Helliwell, Layard & Sachs, 2012). Examples of big institutions endorsing these findings are countries like Bhutan and New Zealand. The term "gross national happiness" was introduced by King Jigme Singye Wangchuck of Bhutan in 1972 (OPHI, University of Oxford). The belief was that Gross National Happiness holds more significance than the typical Gross Domestic Product. New Zealand revealed the first ever "well-being budget" on May 30th, 2019 with a framework to measure the progress towards well-being as well (World Economic Forum, 2019). This approach challenged the traditional capitalist model, defining success less strictly in terms of wealth and more in terms of overall well-being (World Economic Forum, 2019). Business organizations have also realized the value of happiness and well-being thus the existence of concepts like "job satisfaction", "workplace wellness (corporate wellbeing)" and "salutogenesis". These concepts are however limited to only objective factors; mainly focusing on physical health, absence of mental illness and contentedness with the job.

The vastness of the science of happiness contradicts with the current approach towards employee well-being. In the same way as a positive affect is not the opposite of negative affect (Cacioppo & Berntson, 1999), well-being cannot be approached as the absence of mental or physical illness (Ryan & Deci, 2001). And neither can well-being simply be contentedness with objective factors, rather it encapsulates the emotional and social aspects of employee's being and experiences as well (Chou, Hecker & Martin, 2012). Regardless, organizations have started to invest in measures like "happiness coaches, team-building exercises, gameplays, funsultants, and Chief Happiness Officers" (Spicer & Cederström, 2015). However, the following factors limit the effectiveness of these measures.

• Meaning of happiness

The vast and highly subjective concept of happiness is boiled down to simpler notions of pursuing happiness (Davis, 2015) and generalized measures are developed for everyone alike.

• Short-term obligation

Valuing happiness as a duty has more negative outcomes than benefits (Mauss, Tamir, Anderson, & Savino, 2011). And when happiness is presented as an obligation to be fulfilled in the form of short-term programs or measures (such as happiness workshops, wellness programs, etc) – it leads to becoming a burden (Bruckner, 2011).

• Reliance on management

The delusion of the organization being responsible for employee's happiness instills a need to rely on management to be happy. And when the expected emotional response is not received, which is often due to generalized happiness measures, the employees feel neglected and overreact (Ekman, 2013).

• Monitoring and follow-up

Most of the current well-being monitoring/measuring methods or indices account for employee satisfaction only, and they are disconnected from the happiness measures introduced by an organization. The maximum follow-up for happiness measures is an immediate feedback, neglecting long-term effect of it.

2.4 CHAPTER CONCLUSION

Happiness is a vast and complex concept which can't be addressed directly, instead the concept of need fulfilment helps break down the concept into needs that are easy to understand and inquire, because those needs also target the subjectivity of happiness. Typology of fundamental needs is a suitable typology to be used for that purpose.

Inquiring and understanding the concept of happiness in the context of organizations is another challenge. There is immense value in doing so, however there are problems/limitations in doing so, as identified in the chapter.

The next chapter carries forward these conclusions and through more literature, an approach is built to address the challenges.



3. Approaching Happiness

Based on the arguments that happiness is a multi-faceted concept and that organizations are complex and dynamic; the challenge of how to approach the concept of happiness within organizations is explored in this chapter. The aim is to highlight parts from literature which inspired the theoretical framework on basis of which the practical research was conducted.

3.1 NATURE OF HAPPINESS

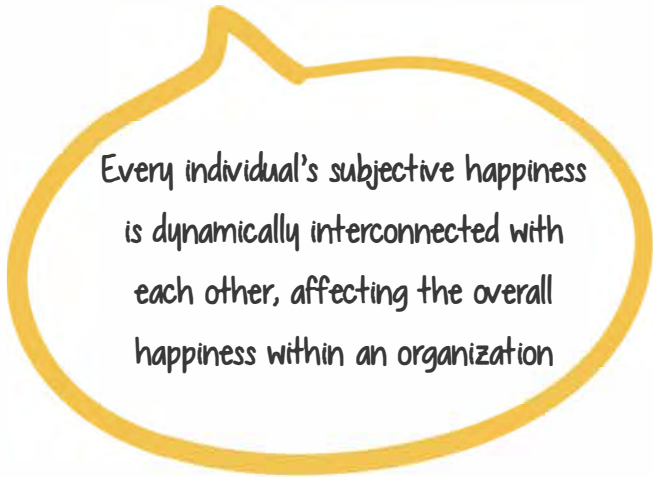
As discussed in previous chapter, positive psychology presents happiness as a subjective concept where an individual seeks to fulfil needs which he/she perceives will make him/her happy. The way they fulfil their needs differ according to their own perceptions and sometimes they may give rise to conditions which hinder the attainment of happiness by others (Ryan & Deci, 2001). Such nature of happiness makes it “a complex, multi-faceted construct” that tends to “elude researchers’ attempts to define and measure” it (Pollard & Lee, 2003); and creating organizational environments that enable people to flourish their well-being proves to be very challenging (Kosseck, Kalliath, & Kalliath, 2012). Such multi-faceted nature of happiness is reflected in the design literature as well: “different initiatives focus on different components of subjective well-being.” Hence, making it “difficult to explore where ideas overlap, contrast, or complement each other.” (Desmet & Pohlmeier, 2013).

3.1.1 Open & Wicked

Happiness within organizations can be considered a complex problem situation. While efforts can be made (or are already made) to improve happiness more generally, it is tough to define or frame it as a challenge (Bijl-Brouwer et al, 2019). Varying perceptions of happiness exist amongst multiple stakeholders within organizations, including different personal methods of improving it. Addressing one part of the happiness may cascade effects on other aspects of the context within which the challenge resides. For example; for some employees, tidy work desks might be one of the “well-being” factor while for some, keeping the desk tidy all the time could be frustrating. Such kind of interconnected challenges are termed as “wicked” (Rittel & Webber, 1973) or “open” (Dorst, 2015). Such wicked or open challenges can be best approached through systemic thinking, which is a holistic way of looking at the challenge where it consists of multiple interrelated problems that can’t be solved independently (Ackoff, 1999).

3.1.2 Dynamic & Subjective

The complexity or wickedness of happiness within organizations also arises from the dynamic nature of the context, having no apparent relationship between cause and effect (Bijl-Brouwer et al., 2019). An organization constantly changes and evolves through new employees, promotions of current employees, new policies, new strategies and new markets (Nissen & Burton, 2011). At the same time, highly subjective nature of happiness makes it very difficult to reveal the true cause-effect relationship of events and behaviours in such contexts. Such cause-effect relationships can only be inquired about in hindsight and through retrospection (Snowden & Boone, 2007).



Every individual's subjective happiness is dynamically interconnected with each other, affecting the overall happiness within an organization

3.2 LIFE WORLD (PHENOMENOLOGICAL HERMENEUTICS)

The typology of fundamental needs (Desmet & Fokkinga, 2020) act as entry points in systemically understanding the open and wicked concept of happiness whereas the subjective nature of happiness and dynamic nature of the context (an organization) can be best approached by a method developed by Lindseth & Astrid (2004) called as “phenomenological hermeneutics”. It is a qualitative research approach which combines phenomenology and hermeneutics. Phenomenology is an approach to understand structures of experience and consciousness whereas hermeneutics is the tradition of interpreting texts beyond its factual meaning (Lindseth & Norberg, 2004). Such exploration of perceived and lived experiences (phenomenon) through reflective and interpretative dialogue (hermeneutics) opens up a rich solution space, greatly reflecting multiple realities yet tied together in a systemic way (Høiseth & Keitsch, 2015). To understand this approach in context of this report, following terminologies need to be explained:

Essence

Understandable meaning of objects and events is mostly taken for granted. However, every object, event or phenomenon holds in itself a true meaning called as essence. For example, what makes a chair comprehensible to us as indeed a chair: Is it the 4 legs? Is it because we can sit on it? How many features of a chair can we remove for it to be still called a chair? Answering such questions reveal the essence of a chair (Husserl, 1950).

Life World

Human existence is being-in-the-world. And this world, as it reveals itself to our consciousness is called the life world (Husserl, 1950; Heidegger, 1962). In simple words, it is the context in which we experience things. The experience depends greatly on the context, for example a small chair you used to sit on as a child will have a different relevance and meaning to you as compared to your friend.

Essential Meaning

The essence of a concept is grasped through intuition. However, if we look and listen to our familiarity with a concept as part of our life world (context), many new dimensions are opened up (Lindseth & Norberg, 2004). For example, we can always distinguish an office chair from a dining chair. Some chairs make us feel enthroned, some help us rest. This understanding of the essence in a life world is called the essential meaning.

Meaningful Communication

Essences and essential meanings are not ideal things, ready to be grasped in our thinking. These meanings are constructed through communication and dialogue (Lindseth & Norberg, 2004). A 4-legged object constantly being referred to as a chair will convince you that it's a chair. But probably your colleague comes from a background where something that you sit on is considered a chair rather having 4 legs. But what does an office chair mean to you both? A meaningful dialogue between you both brings you on a common understanding about that concept in a certain context.

3.3 THEORETICAL FRAMEWORK

The 13 fundamental Needs are universal, regardless of context. They are highly subjective from human to human. On the other hand, phenomena are highly dependent on contexts, experiences and the lived worlds. Where the 13 Needs are the essence, phenomenon is the essential meaning. The definition of each of the 13 Needs (as in the Human Experience Catalogue; Desmet & Fokkinga) is the essence of that concept, which is subjectively understood by humans to varying degrees. This method translates those 13 Needs (essence) into phenomenon (essential meaning). That phenomenon gives insight into the collective understanding of those 13 Needs, eventually giving a holistic picture of happiness within organizations. At the same time, the collaborative nature of this method provides meaningful communication and brings all stakeholders on the common ground regarding the essential meaning of each need.

Each stakeholder has his/her own understanding of the essential meaning, which may be close to the essence meaning or could overlap with other's understandings (see figure 2.3). After this approach, all stakeholders will have their understanding of essential meanings aligned with the essence meaning and with each other's understanding (see figure 2.4).

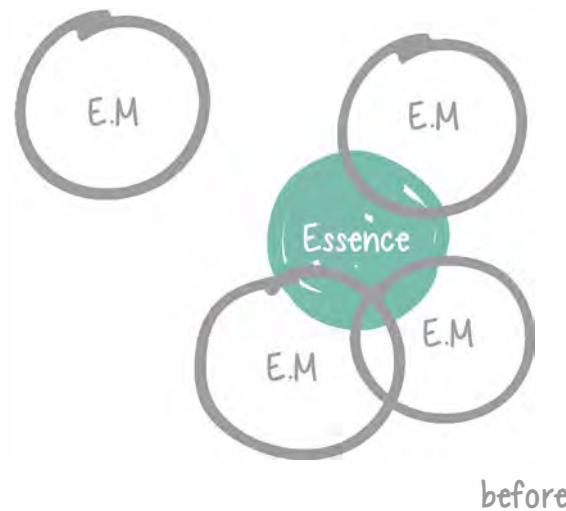
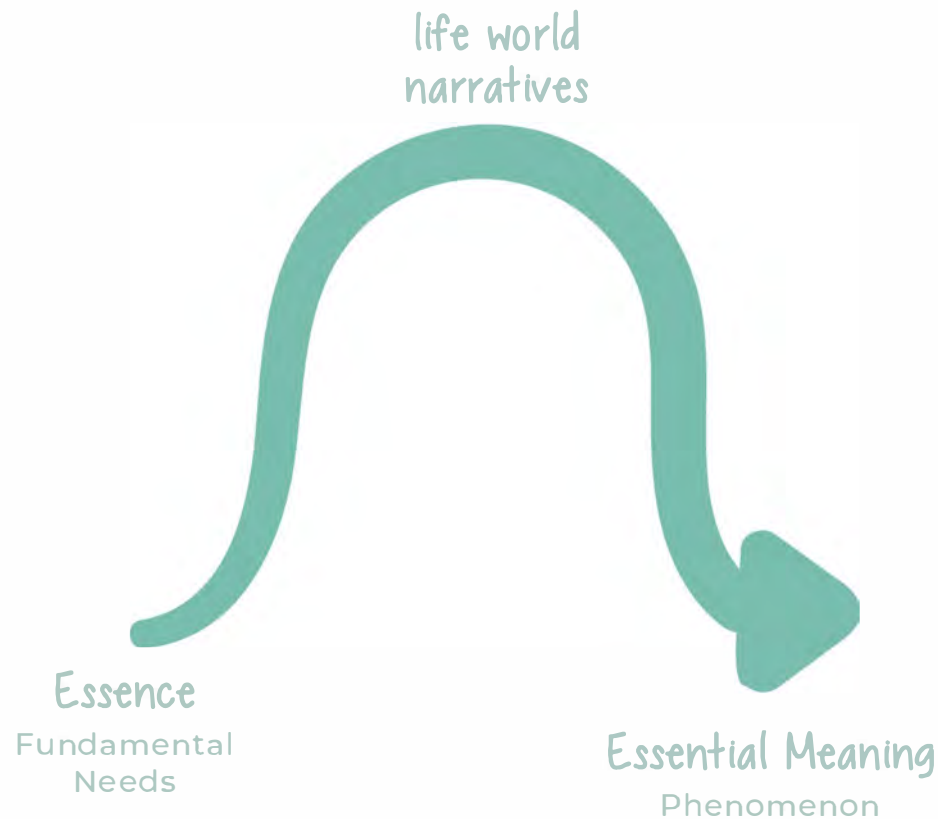


Fig 3.1 Difference in each individual's understanding of essential meaning (E.M) and its proximity to the Essence

Fig 3.2 Alignment of each individual's understanding of essential meaning with each other and with the essence meaning





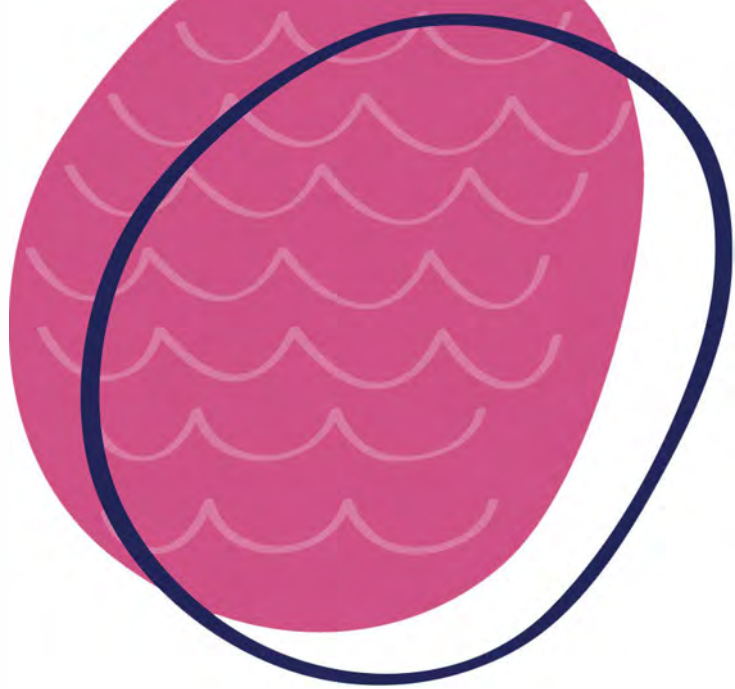
The 13 Needs are basically entry points to get the real life narratives and translate them back into phenomenon. The essential meaning is highly dependent on the stories we tell and experiences we live. Since happiness is highly subjective, each person has a different perception of what enhances or harms their happiness in a certain context. However, meaningful dialogue of those perceptions can bring everyone on the same ground and an essential meaning can be refigured. As a result, they are made aware of their and the group's perceptions and dilemmas on essential meaning of happiness. This joint awareness plays an important role in creating a happiness mindset. Additionally, the qualitative data collected as a result of this method can be converted into actionable insights, prompting the pro-active behavior.

Fig 3.3 Real life narratives (life world narratives) enable the communication of essence into essential meaning.

3.4 CHAPTER CONCLUSION

A theoretical groundwork has been laid and is ready to be tested in practice.

Systemic thinking approach helps to holistically look at happiness in an organization whereas phenomenological hermeneutics approach guides the collaborative process of utilizing the 13 needs to inquire about happiness within organizations. Eventually, such a holistic and collaborative inquiry results in joint awareness, ready to take effective actions - and if done repeatedly, it would represent a resonating happiness mindset.



4. Learning by Doing

This chapter explains in detail the practical research which was conducted, based on the theoretical framework highlighted before. The aim is to walk through the process of researcher's reflection and extract insights which lead up to the final outcome.

4.1 PRACTICAL APPROACH

In order to operationalize the theoretical framework introduced previously, “learning by doing” approach was adapted (DuFour, Eaker, Many & Mattos, 2016). As repeatedly emphasized that happiness is a vast and complex concept, especially when being explored in an open or wicked context of organizations. Hence, for a better evolution of theory into practice - it is best to operate practically, to manipulate and simulate (Panconesi 2012) and to have that experience accompanied by thought and reflection. Taking inspiration from the reflection-on-action technique, as introduced by Donald Schön in his book *The Reflective Practitioner* and combining it with the phenomenological hermeneutic approach of interpreting beyond text – an approach is taken where 4 cases would be tested with this theoretical framework and at the same time real life narratives will be gathered which will become an input for further design process.

Hence, the aim of the approach being taken is twofold:

- 1) Learning by doing (validation of theoretical framework)
- 2) Insights into daily work life happiness narratives

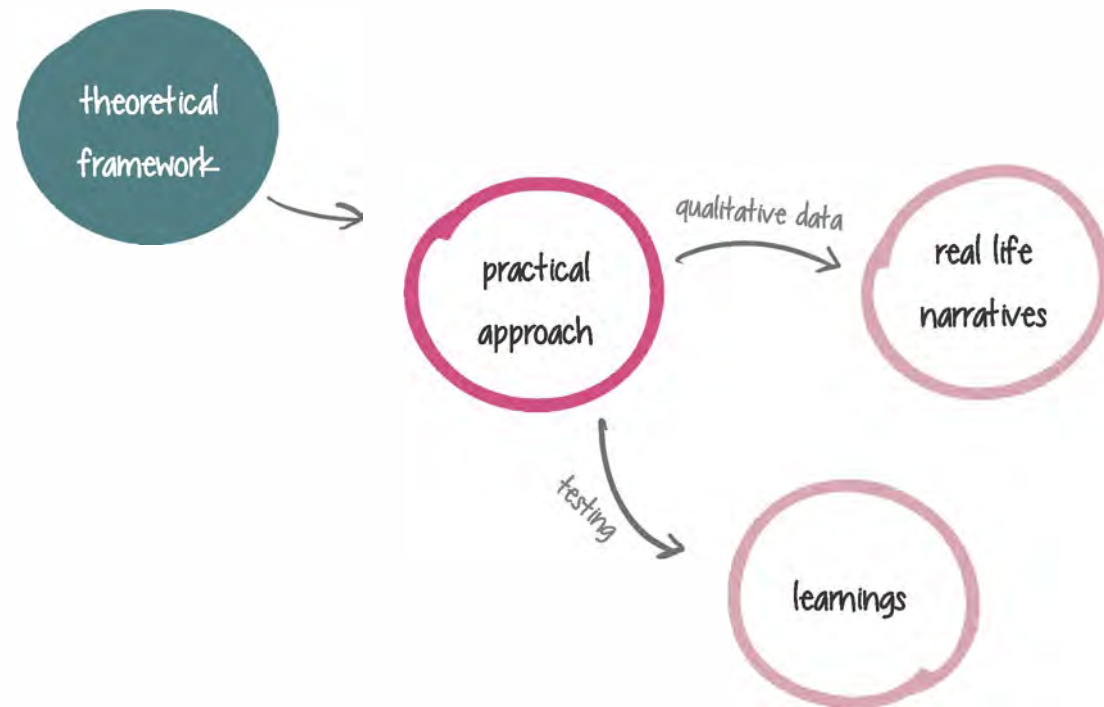


Fig 4.1 The origin of the practical approach and its outcomes are visually represented

4.2 IN THE FIELD

WHAT?

An online workshop to collaboratively analyse and reflect on how working at an organization is enhancing or harming the 13 fundamental needs.

The theoretical framework is translated rather directly into a practical online workshop. In order to inquire about the 13 needs, participants need to be made aware of those concepts first. Once they understand those 13 needs generally, their perceptions about those 13 needs in context of their organization can be inquired about through real life narratives. To really tap into those narratives, the technique of collage making is chosen to be used (since it has been used before by the researcher and proven very effective). This data about individual perceptions and narratives is collected as insights as well. The researcher can now use this data to construct a scan/map of happiness for a certain group of people in an organization's context. Now, as a group, a meaningful dialogue needs to happen to align all individuals on the similar perception about those 13 needs. As a starting point, the partially pre-constructed scan/map is used to start the group discussion and each individual has the liberty to argue

whether a certain insight belongs there or if additional insight should be added. Through this meaningful dialogue, a final scan/map is created on which everyone mutually agrees. Further insights and narratives from this session are also recorded by the researcher. Their feedback is taken as in how they would use this scan/map further for their organizational happiness.

WHO?

Group of colleagues (4-7 people) working at the same organization in the same department or team.

Four groups were recruited as participants. Taking the definition of "organization" from oxford dictionary: "a group of people who form a business, club, etc. together in order to achieve a particular aim." An organization as a whole consists of departments and teams which act as organs working together towards a bigger common goal. Hence, small teams or departments from within an organization were recruited as participants to be able to thoroughly explore the 13 needs and test the theoretical framework while still keeping a variety in types of organizations. The assumption is that each group spends

majority of their work interaction time with people of the same group. This way of analysing can eventually be repeated for all teams and departments within an organization and collectively the entire organization's happiness scan can be achieved. However, for this project, it is limited to only a certain team or department within an organization.

The invitations and promotional posters used to recruit participants can be found in appendix A2.

HOW?

Prepare

A participant manual prepared in form of short booklet is to be read by each participant which introduces them to the 13 fundamental needs, sensitizes them with the topic and gives an overview of how the workshop will be conducted. The participant manual can be found in appendix A3.

Session 1 – Collages

This session includes an online one-to-one informal interview with each individual. The participant will be asked to make collages of 3 out of the 13 Fundamental Needs in a think-aloud format and a casual discussion will be done on those collages. Due to time and effort limitation, only 3 out of 13 needs in particular will be discussed per participant however it will be made sure that a variety of needs are covered during the discussions. This will take around 40-50 minutes.

Session 2 - Happiness Board

The group together will co-create a happiness board on MIRO. The happiness board will be partially pre-built by the researcher based on the insights gained from session 1. Meaningful discussion and argumentation will result in finalizing the happiness board. This will take around 60-70 minutes.

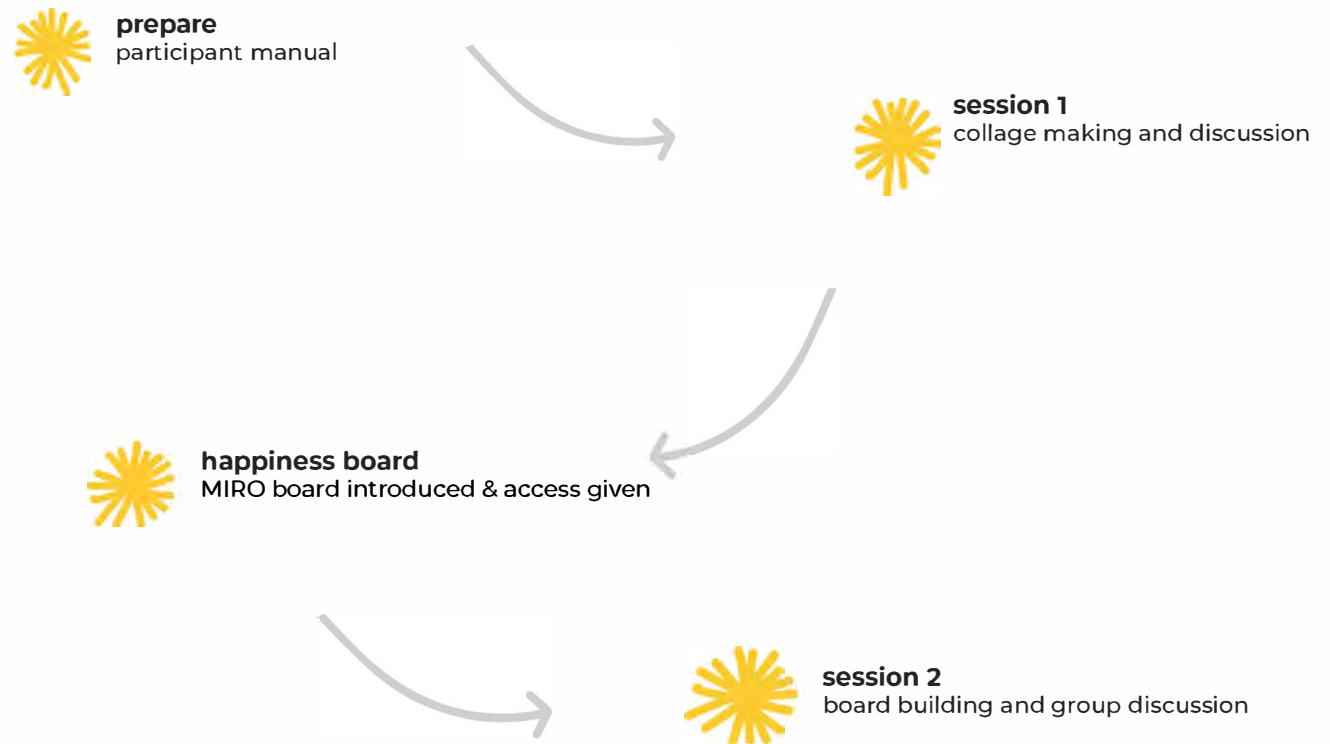


Fig 4.2 Overview of the journey followed by the participants in the practical approach

TOOLS USED



MIRO

MIRO boards were used to build the happiness boards as mentioned in Session 2. Each of the 13 need had a dedicated space where post-its with insights (rooted in real life narratives) were clustered. Green post-its indicated need enhancers and orange ones as need harmers. Other colours represent the insights added during group session.



Adobe Spark

Adobe Spark was used to build collages. Stock photos can be searched through keywords and participants were inquired about their chosen keywords and images.



Zoom

Zoom was used for online meetings and screen-sharing during the online sessions.

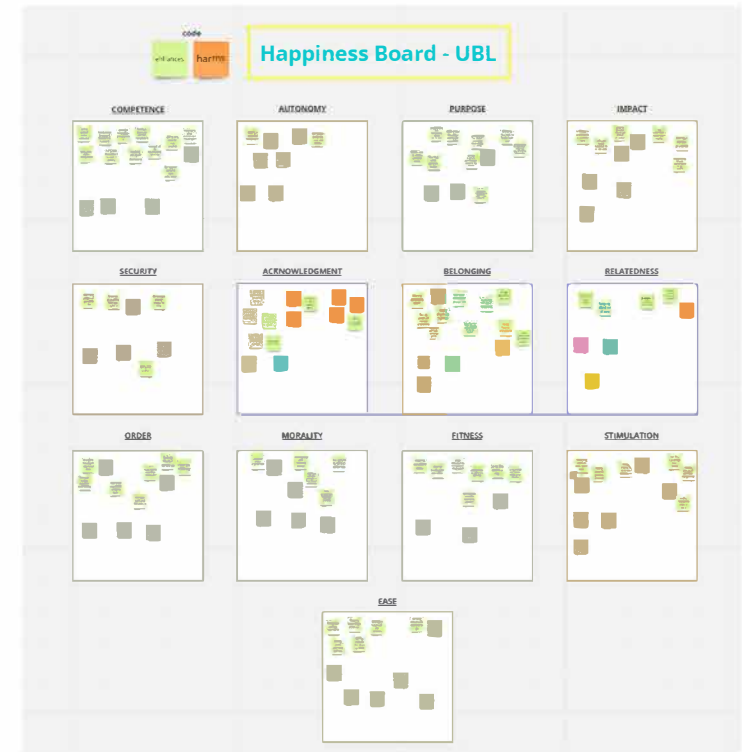
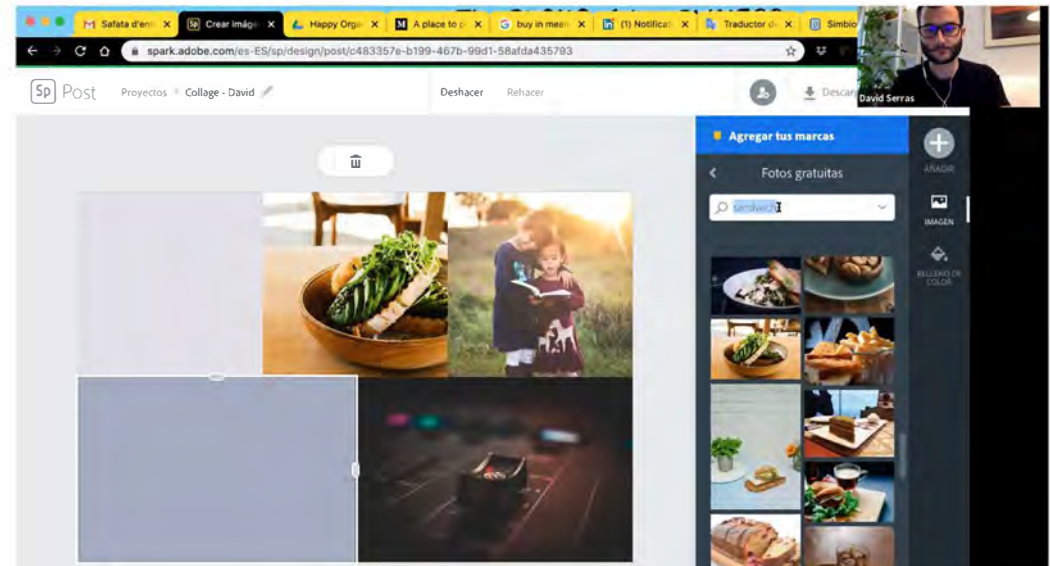


Image 4.1 (right) Screenshot of the MIRO board concluded after the group session with one participating group.

Image 4.2 (below) Screenshot of Zoom recording from individual session with a participant, creating a collage on Adobe Spark



KEY ACTIVITIES

- Scheduling dates with participants for session 1 and session 2.
- Conducting session 1 (individual session) with all individuals of each group.
- Listening back to the session 1 recordings and by using phenomenological hermeneutics approach, extracting insights rooted in real life narratives
- Building the Happiness Board (MIRO) based on the insights from session 1
- Conducting session 2 (group session) after a gap of at least 2 days since last session 1.
- Collaboratively finalizing the happiness board and receiving feedback on how they would intend to use the board further.

SAMPLE QUESTIONS ASKED

The interviewing technique was inspired by Jonathan Gutman's (1982) Means-End theory, or so to say Laddering and reverse laddering. This allowed the participants to make connections with the 13 needs (abstract feelings) and real life experiences (tangible examples).

Session 1

- So, do you think that your work provides you the feeling of [certain need]?.....How?
- Can you think of an example where at work you felt really [certain need]?
- Can you think of an example where at work you felt [certain need] was really harmed?
- Can you elaborate the feelings you felt in those moments?
- Can you show the feeling of [certain need] through a photo?....Why did you choose this photo?
- How do you handle the situation in which you don't feel [certain need]?
- What would you change about the situation in which you felt [certain need] being harmed?
- Can you imagine an ideal situation in which you would feel highly [certain need]?... Has something like that ever happened, or the opposite?

Session 2

All questions go in plenary way.

- Do you (participantA) find anything really interesting on the board of [certain need]?.... Why?
- Do you (participantB) agree with participantA?.... Why?
- Do you think this certain post-it shouldn't be on [certain need]'s board?....Why?
- In addition to all the post-its on [certain need]'s board, what more would you think should definitely be on it?.... Why?
- What do you (participantA) think about what participant B said?
- This board of [certain need] has a lot of orange post-its. What do you think about that and how do you handle this lack of [certain need]?
- What green post-its would you add for [certain need].... Why?

A pool of questions per need can be found in appendix.

4.3 FOUR CASES

The recruited groups are mentioned on the left.

The key insights from each case are elaborated in the upcoming sub-chapters. These insights are carefully chosen which had a significant impact on leading up to the final outcome of this project. Participant names are changed in order to maintain their anonymity.

	Organization: United Bank Limited Country: Pakistan Type: Bank Team: Digital Design Team Members: 6
	Organization: Glovo Country: Spain Type: Food delivery Team: UX Design Team Members: 4
	Organization: IDE faculty, TU Delft Country: the Netherlands Type: University faculty Team: Secretariat HCD department Members: 5
	Organization: Raccoon Serious Games Country: the Netherlands Type: Design agency Team: Start-up team Members: 5

4.3.1 UNITED BANK LIMITED

Designers in a Bank

One of the key factors influencing most of the needs for everyone was the boundary between the bank and the digital design team. Keeping the design thinking mindset secluded from the corporate environment flourishes their creative freedom hence enhancing autonomy, stimulation, order, morality and ease but at the same time harms the needs of belonging, acknowledgement, competence and impact. Interesting element of this insight is how similar narratives were discussed by each individual in session 1 when talking about different needs, for example:

Reza talked about Competence as “it's a well-designed dedicated space (design lab) and to me that sort of shows the commitment that the organization has toward the work we do, and to us and I've seen how other people in other departments work. We are very away from that and just, the value that they place in us, sort of you know, it's always uplifting.”

Tina talked about Stimulation as “but then you look at the lab and you look at the view from the lab you realize that ok they've thought this out separately and, like, I'm allowed to think the way I'm thinking.”

But at the same time, talking about Stimulation, Mimi said:

“I mean, it can be pretty suffocating to work in UBL just because the second you step out of the lab you kinda, like, run into all these old corporate people, who don't understand and who don't respect and they're just like...”

A similar narrative was mentioned by Esha while talking about Impact:

“A male colleague from the head office said something very condescending you know, in the sense that: “But you guys are designers at the lab, like, what do you know about how real banks work..”

Later in the session 2 they realized as a group the influence of this dilemma on their happiness levels. This topic opened many discussions on pros and cons of having a dedicated design lab. This prompted them to already start talking about solutions and sharing experiences of how each one deals with such situations.

For example, while discussing on how to build a good relationship with corporate mindset people within the bank, Tina suggested “I usually connect with them on facebook or Instagram and like, just a limited entry but I allow them to enter into my life a bit more personally, you know”.

To which Esha couldn't quite agree “Like, you know, Tina has this ability to let people sort of get very comfortable and you know, have that kind of relationship but I just...I admire it, I can't do it. It's just something that... I don't know if that's what it will take to have that relationship with them; because I won't be able to do it”

Tina: “I don't think that's necessary, like, the only way I think it's just that way that works for me. Maybe for you some other way could work.”



Image 4.3 Screenshot from Zom recording of the group session with Digital Design Team of UBL

Sharing breakfast table

One key activity was embedded in their tradition so well that for them, it didn't seem too significant. The team starts the day by having breakfast together at the design lab rather than having it at home or individually. This activity was casually mentioned by two participants in session 1 for the need Belonging and Ease.

Reza talks about it during Belonging: "So I think there's this whole sort of a support group, like in the morning we have a shared breakfast table where we bring our own breakfast and eat together and that you know, sparks conversations around things like how's your life or how's family, or you know like even about eating habits like discussing how much calories who is consuming"

Azeem talked about this tradition when talking about Ease "so we have this long table in front of the kitchen space and everyone shows up before 9 so you don't really get time for breakfast at home and it makes it easier to just have it there at the lab with everyone else"

However, during the group session a discussion about this activity made them realize how many more needs are positively influenced by this activity, such as Order, Fitness, Relatedness and Stimulation.

As Azeem tried to summarize it: "it's a good chat of nice 15-20 minutes, you talk about non-work related thing and about plans for today. Not like straight-forward going to your desk and start working. Instead you kind of kick-start with a nice group breakfast, yeah it's sort of a good kickstart to your day's structure and like a creative boost"

Large windows with beach view

The design lab has large windows with a nice view of the ocean and beach. This architectural factor was only mentioned by one participant for the need Stimulation. During group session a discussion started how that feature really doesn't add much for others in stimulation and an even more interesting thing happened: they started looking beyond why or why not the beach view influences their need of stimulation; and what other factors could.

Reza: "honestly working in the head office for a few days I realized how much more stimulating the view there is, like looking at all the traffic and how the city functions during the day, from the 13th floor you really get to see all that. Oh and there are kites flying around and battling and its just so much happening. As compared to the beach view, which we kind of tune out after a day or two you know. Unless someone drives their car into the water, or you know, something crazy happens."

Tina replies: "well I personally love the beach view but I agree, we do tune it out after a few days but for me, just knowing that its there and it will always be present whenever I want to look at it..without worrying that I will miss out on something like as Reza said about something crazy happening or something like that, that for me comes more from spontaneous moments at the office and the view is like my retreat kind of."

4.3.2 GLOVO

Value of Trust

Every individual at least once talked about the value of trust no matter which need was being discussed.

Dave said while talking about Competence: “it happens sometimes that they would come to us and say this is what you need to do, like a focus group or creative session, and that annoys us because we would prefer to be told what they are trying to achieve and we will decide which method we use for that. It kind of shows that they don’t really trust us you know”

Pelin talked about Acknowledgment as: “we have a meeting and you agree on doing something and then something else is done, so that kind of situations do effect your acknowledgement but I would say more it hurts my trust.”

Anny discussed Security as: “Yeah because now at Glovo, I don’t know... you know a company when they are transparent with you then you feel more secure that you know what will happen. Now when you have these doubts and insecurity that makes you not trust the :ompany”

In such way, the happiness board pre-built for session 2 included a lot of trust related insights and during the group session, they realized how the value of trust is so important for the team and they started discussing what trust really means for them

Dave agrees: “yeah my trust on someone at work depends on situation to situation, but for personal matters it is different of course.”

Tom agrees: “For me too. I don’t see trust as like a range whether you trust someone or not, like if you’re a junior with less experiences I won’t trust you with a certain task but that doesn’t mean I don’t trust you generally. So in terms of like competence or autonomy of someone, I might not trust them fully but for like relatedness I could trust you”

Pelin adds another layer to it by saying: “I would like to add for autonomy that when you want to be more autonomous, you have to be the first one to trust yourself in your work“

Anny continues this discussion: “and also you learn to trust yourself more when someone gives you more autonomy.”

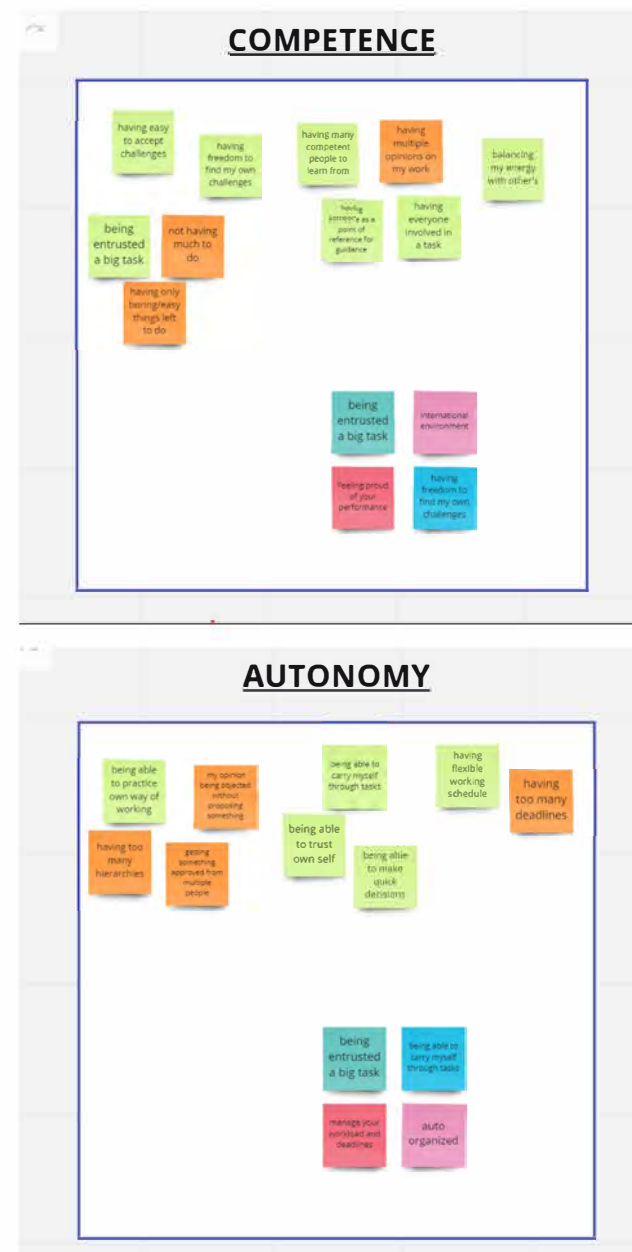


Image 4.4 Snippet from Glovo’s Miro board showing repetition of “trust” related experiences

A big school

Anny brought up her thoughts about Glovo as feeling like a big school when talking about Competence:

“for me it feels like at Glovo that you are still studying because you have a lot of people and for me talking with all those different people you always learn, there are so many managers and meetings you have every day and then as a UX researcher I have to do so many interviews, so like for me Glovo is a big big school”

A similar thing was mentioned by Pelin when talking about Impact:

“when you teach someone, like someone new and you show them around or teach them some new skill so that in a way makes you feel good about yourself. And in Glovo we have so many new people all the time so that keeps happening”

During the group discussion, noticing this insight Tom mentioned:

“for me I don’t really feel positive about feeling that I am a student all the time, I mean yes it has its benefits but its like 50-50 for me. The learning culture is nice but not by being a student, somehow”

Dave realized how the need of stimulation is influenced by this school feeling “I think here at Glovo you are always either learning or teaching and that helps you stay stimulated all the time”



Image 4.5 Screenshot from Zoom recording of the group session with UX Design Team of Glovo

4.3.3 TU DELFT HCD

Helping others vs. helping yourself

One of the key activities involved as a secretary's job is to help others. And this is exactly what was identified many times during the individual interviews, the skill and ability to be empathic and compassionate influences each of their needs positively such as Purpose, Impact, Morality, Acknowledgement and Relatedness. However, an interesting dialogue took place during group session while co-creating the happiness board.

Deny added the following post-it as an enhancer for Purpose
“being part of a process that makes people happy/helps them”
Whereas Jim added the following one:
“self-development”

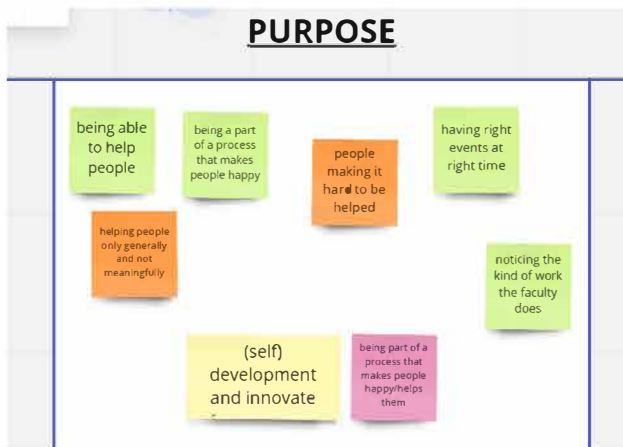


Image 4.6 Snippet from HCD's MIRO board showing the post-its by Deny and Jim

When prompted by the researcher to make a choice between either two, a discussion started that led to an actionable conclusion. A snippet of the discussion is below:

Nina: “no but I think if you have to give up everything else and only keep “helping people” then I will be really unhappy in the end. In the beginning you might be able to find some purpose or impact but in the end...”

Jim: “though I can really imagine that if that’s what makes you happy, helping people, then that’s that you know..”

Deny: “Yeah, for me it is that, for this job my main goal is helping people. I mean, for this job that is also necessary you know. So I will always prefer that over self-development. “

Nina: “it is very difficult, right? Because you can’t be a secretary if you don’t have the urge to help people.”

Deny: “yeah that’s what I said, for this job, I find my purpose and impact from helping people but for some other job, like my previous one, self-development was more important”

Sharon: “I find it difficult as well because I think what I find important is... I find self-development very important and I’m always working on that but I think it goes hand in hand. But like for this job obviously the dominant part is helping others and you can only help yourself or develop yourself a bit, not a lot. I’m not sure if self-development in this job is still a thing for me..”

Jim: “yeah I think it is kind of a gliding scale that at some point you have reached a certain point, in this kind of job, where you cannot develop yourself any further and then you just have to move on”

Sharon: “or the work can keep giving you those opportunities for self-development, that’s also moving on but at the same job.. or more like moving further”

Hence, the team realized that there is lack of self-development currently at their work which doesn’t necessarily harm the needs but if it existed significantly, it would definitely enhance the needs like Purpose or Impact.

The bigger picture

One of the individual during group session felt very negative about his/her job and pointed out many factors harming his/her needs. Especially, when talking about Belonging, the following conversation took place:

“The work doesn’t have meaning for me, its meaningless now. I mean, I love helping people but I would prefer a different way of helping people. I like things that go more deeper beneath the surface but these are more general things like here I scheduled a meeting”

When asked to give an example of what those more meaningful activities could be, he/she said:

“for example I like solving things, so like working with people to come up with solutions or new ideas which could also be to help people”

And later, as an ending question when asked about what he/she likes about the organization they work for, the similar conversation came up again but now it was solution-oriented.

“I like that the organization, the university itself is very innovative, I like that about it but I don’t notice it in my work itself. I know that there are tons of projects going on in the faculty but I have no idea what they are about and how I help in that”

During session 2, while discussing about Acknowledgment, the discussion steered towards the similar topic:

Sharon: “I think behind the scenes sometimes you are doing a lot more than what people see and they only see the outcome of it. “

Nina: “yeah, you would want people to understand what you’re doing and not just being part of the furniture. And be there just when they need you, to sit on”

Denny: “I feel like noticing that my efforts made someone happy or helped them is also the feeling of being seen or heard”

Jim: “so you have to get a sign, in whatever way, to notice that how you are part of this big process. Like an external trigger or like if someone tells you how you booked an appointment for me and that helped with this this and this, so that is that feeling of being seen or heard.”

And in such a way, for this group, being seen, heard and noticing that they are a part of a bigger picture would enhance the needs like Acknowledgement, Purpose, Impact and Belonging.

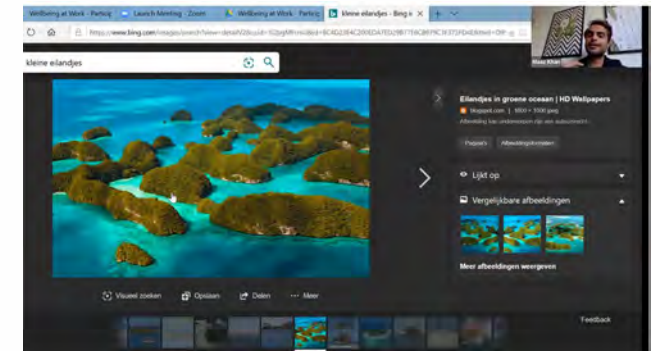


Image 4.7 One of the participant searching for a photo for “kleine eilandjes” (small islands) to represent the bigger picture concept.

4.3.4 RACCOON SERIOUS GAMES

Dependency on hugs

A key factor enhancing most of the needs for this group was their close bond with each other. This factor was almost always mentioned by each individual irrespective of the need being discussed. Cristy puts it in very nice words when talking about relatedness, she started by narrating a real life experience with an intern where she showed concern for that intern's personal life during a formal feedback meeting and this led her to make this statement:

"It's the vulnerability that if you need a hug, you're not afraid to ask for it or that I know so much about you that I also know when you need one."

Later in the group session, everyone greatly agreed with that statement and took pride in having that trait as a team. And this made them realize how much dependent they all are on each other and each other's energies.

Luna says: "But the hugs don't always work, you know. A good example is, like, he [Ken] was struggling and I felt that struggle and that made my own energy go down completely and at the same time I could not fix it with a hug or anything, you know. "

Another key moment was when the individuals were able to trace the need enhancing factors to mostly this one factor: their relationship with each other. And they mutually realized how they prefer this factor over any other.

As John says: "The people I work with now, I think, that's what really stands out together with the creativity but the creativity is hauled from the people, so.."

And as said by Ken: "Like, the meaning and impact of the work itself kind of only comes in the end but the connection with the co-workers is kind of during the whole, yeah, relevant the whole time."



Image 4.8 Collage created by a participant for Relatedness shows the value of hugs.

Serendipity & Houvast

The close relationship of the team enables them to have a casual and fun atmosphere around the office. This leads to many spontaneous and serendipitous moments, apparently enhancing many needs like Stimulation, Belonging, Relatedness, Fitness and Competence.

“the randomness of seeing something placed in not its usual place can spark an idea, or I don’t know, inspires you or motivates you in some way.”

Some other real life examples mentioned by the participants were “John getting in a box and everyone dragging him around.”, “Luna doing weird dance moves around the office”, “Ken always coming up with different lunch ideas”.

However, at the same time another key factor that kept popping up as a need harmer was: a lack of “houvast”.

John realized the importance of having a houvast while talking about Order

“we have a process specifically when we sit a design a game, so that gives us this houvast, you know, like something, like, we don’t worry about other tasks because we know that’s coming later.”

And when this topic was raised in the group discussion, the others noticed the lack of order and structure generally at the office.

Luna says: “Those can be quite strong and hard deadlines, a clear picture you know but right now they’re kind of soft, and especially when those soft deadlines move around a lot. Then it’s really hard to have some structure”

Jazz openly accepted that “I do think that we could all use a little bit more order, definitely yeah”

And eventually a meaningful conversation about this topic lead to a realization how the serendipitous atmosphere of the office somehow indirectly harms the order

As Cristy puts it in words: “Balancing between giving space to spontaneity and also sort of heading or acing for certain direction. Or... that's super difficult because we are a small team and because we are so related, I think. And then Corona triples that where normally you would all of these little conversations in the kitchen or whatever, that drops and then it becomes more difficult and you need to more sort of structure that and it’s not the serendipity you want, in a way”

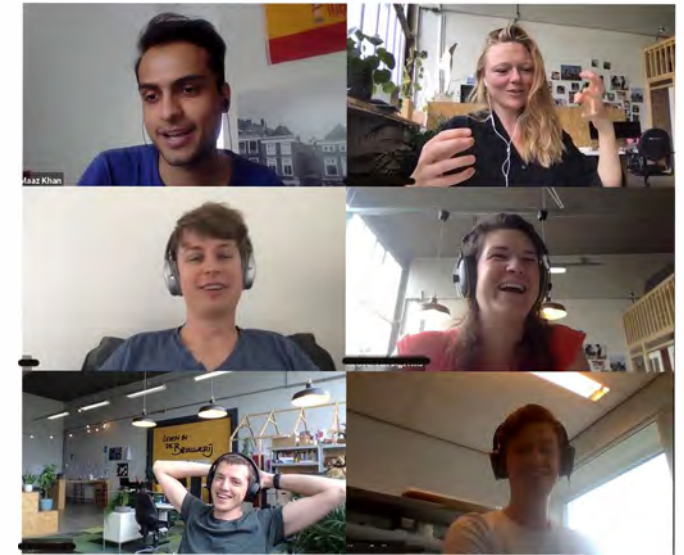


Image 4.9 Screenshot from Zom recording of the group session with Raccoon Serious Games team

4.4 INSIGHTS

As mentioned in the start of the chapter, the aim of the practical approach was twofold: to practically test the theoretical framework and to gain real life narratives. The practical approach taken was a prototype in itself, based on “learning by doing” approach. The four cases provided rich and powerful narratives which not only helped understand and validate the theoretical framework but aided in building upon it – all grounded in real life narratives.

Some of the key insights are:

- The participants constantly referred to the typology definitions or the researcher guided them along the way. The more real life experiences they identified per need, the better they started to understand that need. Hence a good understanding of the typology is important, takes time and can be done through real life experiences.
- A single experience (event/activity/task) can be enhancing or harming multiple different needs for different people. It is a matter of each individual’s perception and understanding of that certain need. For example the design lab dilemma for team UBL.

- Realization of one or multiple needs being harmed by a certain experience automatically puts the people in a pro-active or reactive attitude. For example, the TU Delft HCD identified that an action is needed to help them be a part of bigger picture.

- Realization of one or multiple needs being enhanced by a certain experience elevates the importance of that experience for the people and inspires them to create more experiences like that. For example the experience of sharing a breakfast table for UBL.

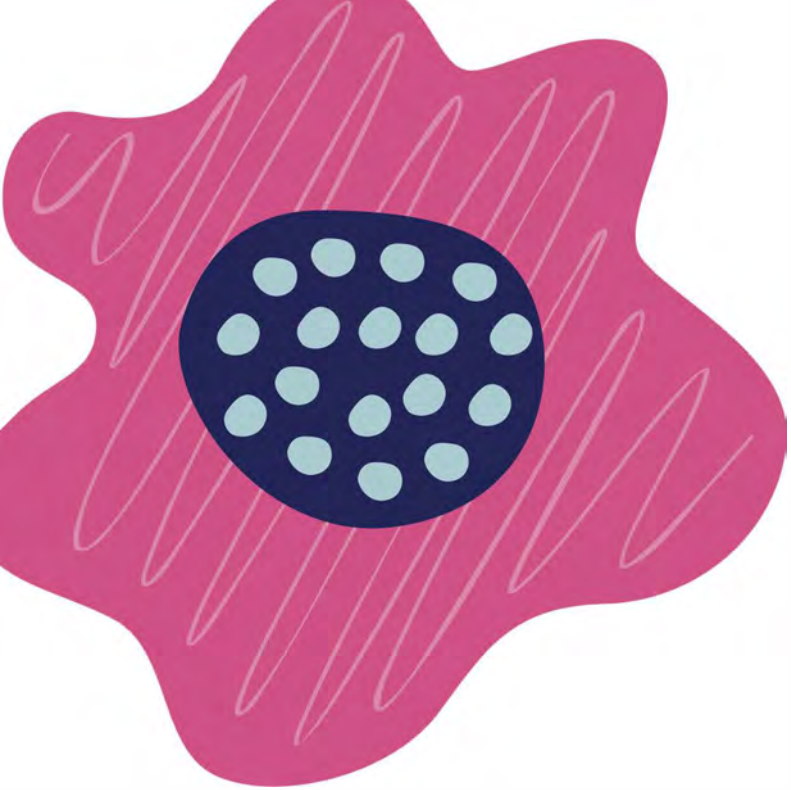
- Talking (especially as a group) about the fundamental needs helps the people uncover some core values which all of them mutually value at their workspace. This leads to building a common understanding of those core values which aids in maintaining a happy mindset. For example the value of trust for team Glovo and value of close bond with co-workers for Raccoon Games.

- Group discussions help everyone see different perspectives and eventually build common perceptions. It also paves the way to further new topics of discussions previously unnoticed by each individual. For example the helping others vs helping yourself dilemma for TU Delft HCD.

- Group discussions help everyone learn and get inspired by each other’s way of handling each need. For example the design lab dilemma for UBL team.

- The participants started identifying more and more experiences which influence the needs at the end of the interview or during the group session. Hence, the influence of a certain experience on one or multiple needs is easily identified after going through the process for some time.

These insights, combined with the theoretical framework, paved the way towards the outcome: Ajar Process.



5. Ajar Process

This chapter introduces and explains the outcome of this project. It starts by giving an overview of the design process and design choices that lead to the final outcome.

5.1 THE JOURNEY TOWARDS THE OUTCOME

The following key elements lead to the build up of final outcome of this project i.e. Ajar Process.:

1) Theoretical framework

The theoretical framework and its validation through learning by doing highlights the value of realizing your own perception on happiness and aligning it with other's (awareness and alignment) in order to achieve a happiness mindset.

2) 4 cases

Learnings, narratives and insights extracted from practical sessions show that awareness and alignment leads to pro-active attitude and the practice of 'awareness' helps them reflect/acknowledge the influence of experiences on their needs & happiness.

3) Creative session

A creative session with Emotion Studio was conducted where the insights and learnings gathered from the practical sessions were used to formally define the happiness mindset. That elaborate definition became the requirements for further ideation. (see appendix A5 for the planning overview of the creative session).

Etymology

Ajar is a play on the term "A jar". It is also an English word that means (mostly for a door) slightly open i.e. not fully open but also not fully closed. It is a hint towards the jars analogy used to explain the typology of fundamental needs. The need jars shouldn't be completely filled nor completely empty in order to achieve happiness.



Image 5.1 Creative session being conducted at Emotion Studio

4) Happiness Mindset

The happiness mindset was defined as a combination of three things:

The Mind

- Being aware of the typology of fundamental needs (in context)
- Being aware of the current state of organization's happiness
- Reflection moments

The Setting

- Open and approachable atmosphere
- Freedom and flexibility to be pro-active
- Relevance of happiness valued

The Mindsetting

- Balanced need fulfillment (not relying on work for all need fulfillment)
- Holistic and pro-active approach towards need fulfillment
- Recognizing the consequences of need fulfillment

It was concluded that “the Setting” is something which is out of the scope of this project, since that requires a culture and policy change of an organization.



Image 5.2 Building a definition for Happiness mindset during creative session through mindmapping

5) Ideation

Ideation was done during the creative session on how to achieve the happiness mindset (as defined). (see image 5.3 for idea clusters). However, eventually it was realized that even though each idea in itself has a potential to be developed further into concepts but it doesn't completely help in achieving the happiness mindset – rather it only solves part of the problem. Looking behind those ideas and asking the question that what exactly is being achieved through that idea; 4 new clusters were made i.e. Understanding the typology, Mutual Understanding, Action and Reflection and Evaluation. This became the basis of Ajar process and after some re-ideating, these clusters turned into a 4 step process for which each step has a concept activity to achieve that step. See appendix A5 to see some of the ideation material from creative sessions and personal ideation.



Image 5.3 Ideas being clustered during the creative session

5.2 PROCESS EXPLANATION

Ajar process is a 4 step process that enables the operationalization of the 13 fundamental needs. Deeply rooted in literature and the insights gained from “learning by doing” cases, Ajar process adds a layer of practicality to the abstract concept of happiness, in the context of organizations.

The first step is for the group to be aware of the existence of those 13 needs and realize how the experiences around them influence each need, especially in context of the organization they work in. To make the abstract concepts understandable, each individual needs to be able to evaluate the influence of real life examples on the 13 needs, because the perspectives are based on experiences. And to understand how we perceive each need, retrospection is needed on real life experiences. Once that is achieved, group alignment is needed on those understandings. Since happiness is based on perception, it is vital that those perceptions within the group align with each other in order to achieve a resonating happiness mindset. This alignment is achieved through meaningful dialogue; exchanging perceptions, defending opinions through real life examples and being receptive of other’s perceptions. Eventually this alignment process also results in an

understanding of the current picture of the organization’s happiness (in terms of the 13 needs). The meaningful dialogue rooted in real life examples creates a pool of mutually understandable narratives which influence the 13 needs and thus, the current levels of those 13 needs can be evaluated.

Awareness and alignment automatically paves the way towards the next two steps: action and acknowledgement. Action involves mutually agreed on actions to improve the 13 needs in the organization. Those actions become a part of real life experiences and later, they are evaluated in the same way as done in first two steps. That is the step of Acknowledgement. This step also involves a holistic reflection after which it is decided whether more actions are needed, or more awareness or more alignment. Hence it is decided which step of the loop to go back to.

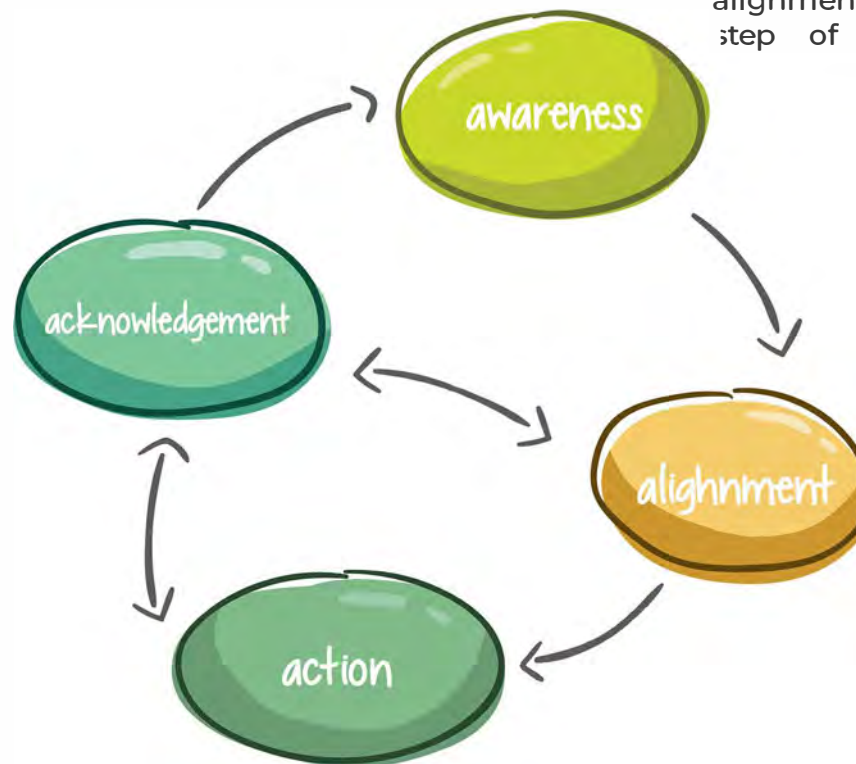


Fig 5.1 Ajar Process visually shown as a loop and the ability to jump to any other step from Acknowledgement

5.2.1 AWARENESS

Aim

To make everyone aware of and understand the 13 Fundamental Needs, in context of organization.

Key Activities Required

Learning (reading/listening/watching)
Retrospection

Result

Being able to identify and sort the daily life work activities, situations and events based on their effect on 13 fundamental needs (enhanced or harmed).

Example Scenerios

- Aisha can identify that her need of morality, acknowledgement and belonging is harmed every time her male colleagues say something condescending.

- Dave realizes that whenever he teaches the intern a new trick or skill, he fulfils his need of impact and relatedness.

Design Concept

Digital Booklet



Digital Booklet

A digital booklet in the form of an app that introduces the 13 fundamental needs to its users and allows them to sort activities based on those 13 needs.

Key Features:

- Quick one-click access to all 13 needs.
- 13 needs are introduced through their definitions, sub-needs, examples.
- Each need has a short video explaining the concept as well
- The user can access a pool of questions per need as well that allow them retrospection.
- The app allows the user to add activities/events and sort them based on their influence on each need.
- Everyday the user is prompted to add at least 5 activities/events
- These activities/events can be of present or past.
- The user can access the list of activities/events they have added.
- Statistics about each need can be viewed; how much it is harmed or enhanced.

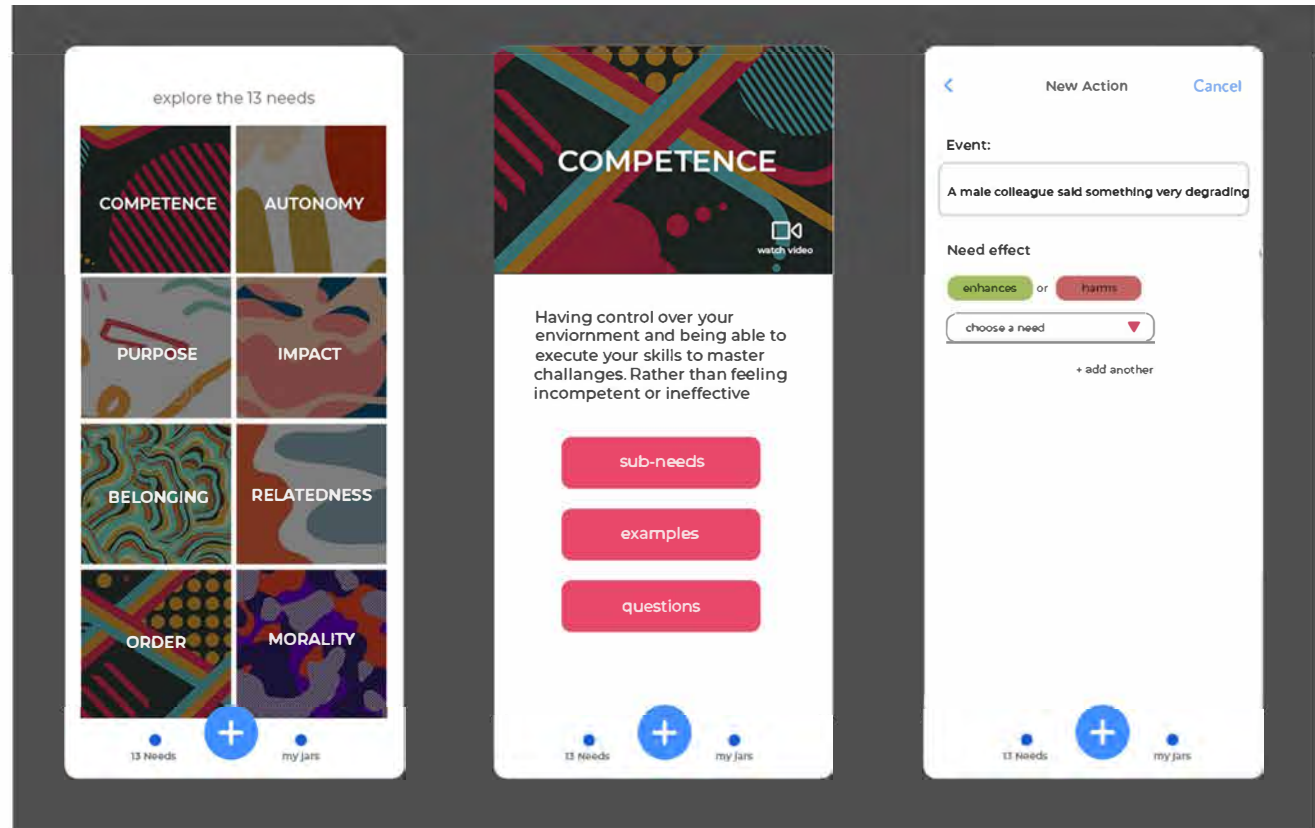


Image 5.4 (above) Sample interface of the digital booklet

Image 5.5 (below) A sample printed alternative of the booklet



5.2.2 ALIGNMENT

Aim

To bring everyone on a common ground about the understanding of the 13 needs, in context of organization and realize the current picture of the organization's happiness.

Key Activities Required

Meaningful Dialogue
Group activities

Result

Majority is able to agree on which activity, situation or event enhances or harms which of the 13 need, and some sort of reference is created for common understanding of each need.

Example Scenarios

- Digital design team of a bank has breakfast together every morning and they realize it is a nice tradition to keep since it enhances everyone's need of belonging, relatedness, order, stimulation and ease.
- Secretariat of IDE faculty notices that knowing about how their small tasks helped the faculty reach big achievements adds to their need of impact, purpose and belonging.

Design Concept

Fill The Jars



Fill the Jars

A group activity where physical jars representing the 13 needs can be filled with balls. However there are limited number of balls, so as a group it must be decided how to utilize those balls.

Key Features:

- Each participant is given 10 balls. 5 green (enhancers) and 5 red (harmers).
- Each ball has a unique code (A1, A2, B1, B2, etc) and corresponding to that there are blank “reason” cards with same codes
- One by one, each participant takes turn to add a ball to a jar of their choice.
- The ball can only be added in a jar after giving a reason why that ball belongs in that jar
- That reason needs to be grounded in a real life example and written down on the “reason” card
- The balls that are already in the jar can be removed by any participant by challenging the corresponding reason
- The challenged ball can only be removed if half of the participants agree with the challenged argument

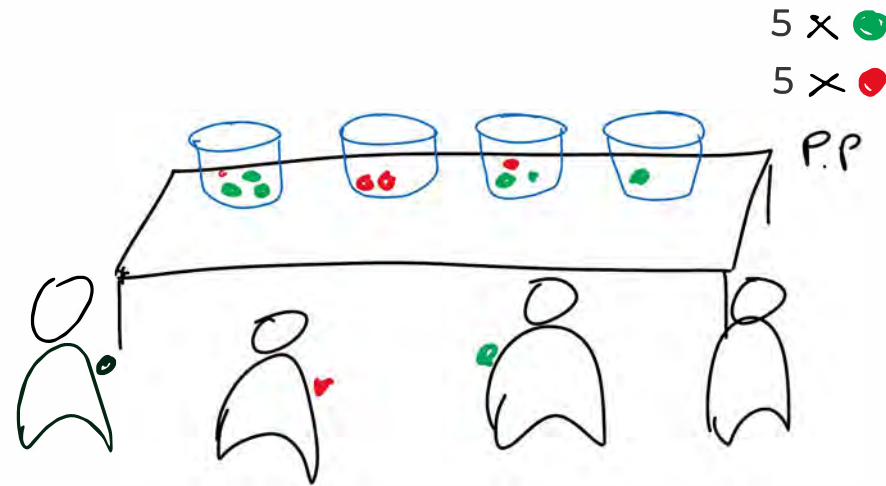


Image 5.6 Idea drawing of the Fill the Jars activity

- The participant who originally put the challenged ball can argue back why the ball should stay there
- The activity ends when all balls are utilized and everyone is satisfied with the division
- Visually it can be seen which need is doing better and which is severely harmed (or empty)
- The reason cards with real life narratives can now be clustered by the group or simply left as it is
- Those clusters or reason cards become the reference for everyone to refer back to when needed to understand each need in their work context.



Image 5.7 Drawing of the coded ball and matching reason card for the Fill the Jars activity

5.2.3 ACTION

Aim

To have pro-active and/or reactive actions to improve and strengthen the 13 Needs.

Key Activities Required

Action suggestion

Action approval (mutual)

Result

Having at least 7 such identified actions running at a certain time

Example Scenarios

- The team at a game design start-up decide that they should invest in a team organization software since they lack order and autonomy.

- Food delivery company has a tradition of making UX designers do the role of deliverers for one week. Noticing the positive influence on the needs of stimulation, belonging and competence
- they are inspired to introduce the same tradition for marketing department as well.

Design Concept

Action Bingo



Action Bingo

A bingo game where each participant needs to match each item on their bingo sheet with at least one other participant. The items on bingo sheet are self-thought or borrowed ideas for actions that could improve or strengthen the 13 needs (each or multiple at once).

Key Features:

- Each participant gets a bingo sheet with 7 empty boxes.
- Each box needs to be filled with an action that would improve or strengthen one of the 13 needs or multiple at once
- It is up to the participant to decide if they want to fill those 7 boxes with their own ideas or to borrow ideas from others' bingo sheets
- The aim is to fill the 7 boxes with actions that at least two other participants have in their bingo sheet as well
- If the participant filled the boxes with their own ideas, they need to go around and convince other participants to add their listed actions into their bingo sheet
- Eventually, at the end of the activity, overall common actions are extracted from all bingo sheets and mutually decided which actions should be implemented
- The game can be played for a few hours in a day or can be stretched over a whole week

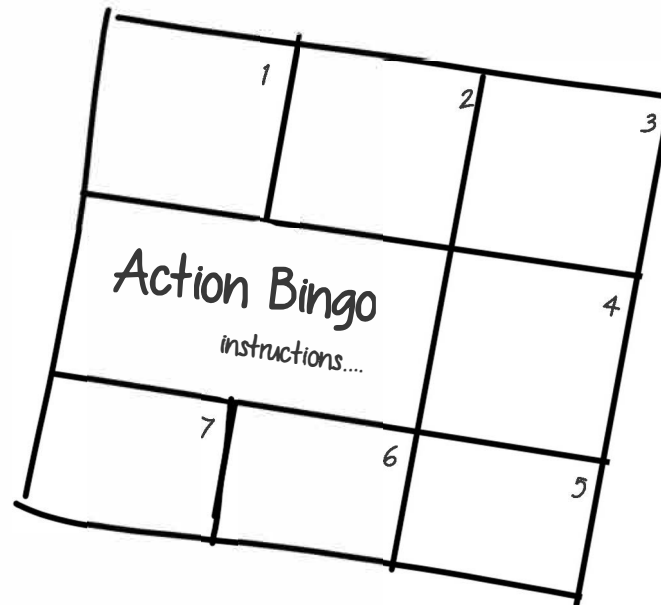


Image 5.8 Idea drawing of Action Bingo sheet

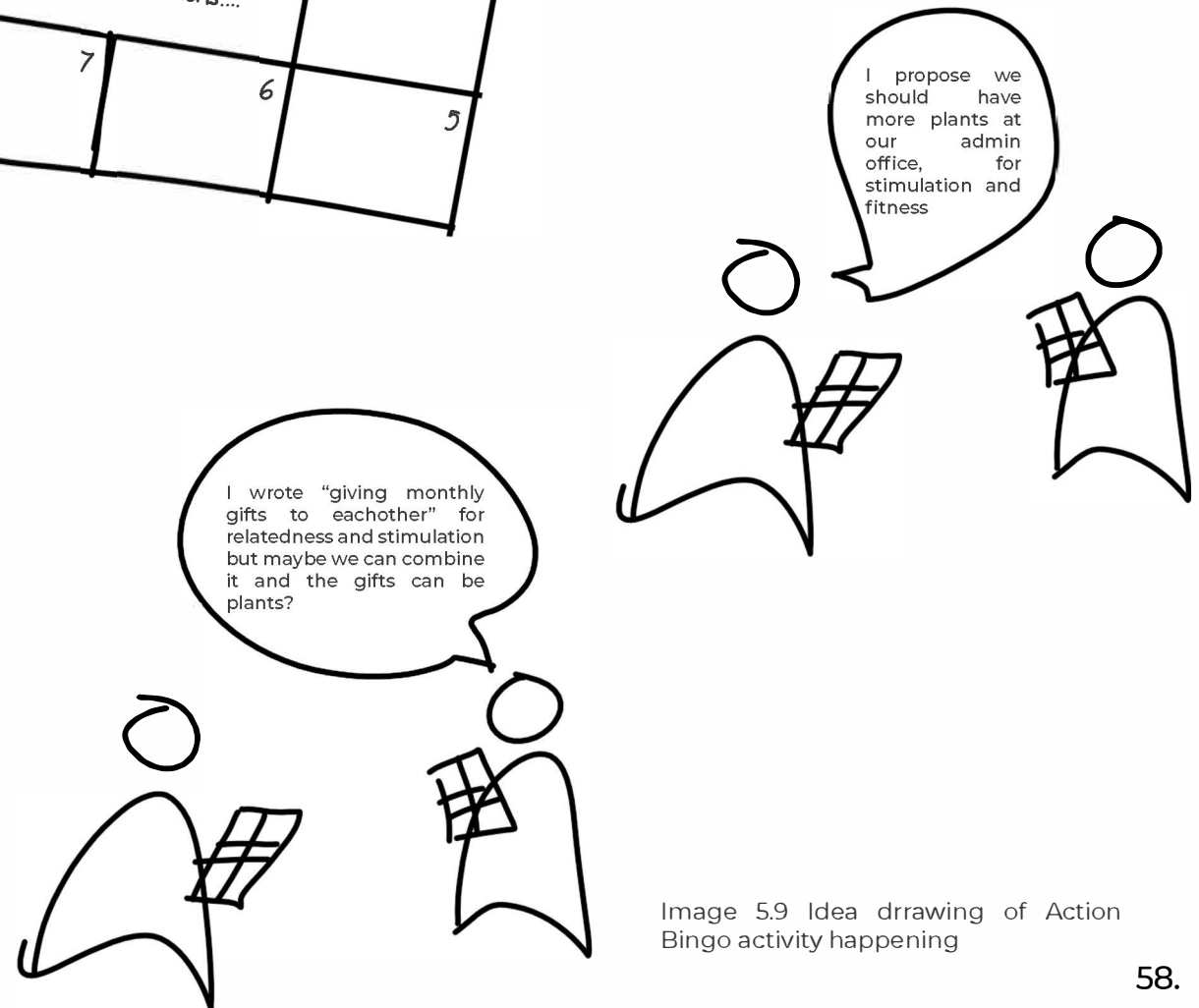


Image 5.9 Idea drawing of Action Bingo activity happening

5.2.3 ACKNOWLEDGEMENT

Aim

To reflect on the effectiveness of actions identified in previous step, acknowledging the current state of 13 Needs and deciding which step of the loop to go next.

Key Activities Required

Retrospection & Evaluation
Dialogue

Result

Effect of the identified actions on the 13 needs (holistically & individually) is understood by everyone and a mutual decision is made for which next step to go to.

Example Scenerios

- The design team of a bank realizes that they have enough actions improving their needs however actions from the finance department are still harming their needs, hence they decide for an alignment session between two teams.

- A start-up team concludes that most of their active actions are adding to the needs of belonging and stimulation however harming order and autonomy. Hence they minimize some of those actions and introduce new ones for order and autonomy.

Design Concept

Survey Meetings



Survey Meetings

Monthly meetings where the team/department evaluates the effectiveness of identified actions through a reflection survey (based on techniques used in Awareness).

Key Features:

- Each active identified action is displayed to everyone
- Through Mentimeter (or any other such tool), discussion happens through short survey questions
- “Which need is enhanced by this action?”
- “A personal example when you experienced this action enhancing a certain need”
- “Which need is harmed by this action?”
- “A personal example when you experienced this action enhancing a certain need”
- If the action successfully enhanced expected (or different) needs, it is kept.
- If the action failed to enhance the needs or harmed other needs, the reasons and narratives are discussion
- As conclusion, it is decided which step of Ajar to go to next: Awareness, Alignment or Action

Action:
Sharing breakfast table every morning



Which needs are enhanced by this action?

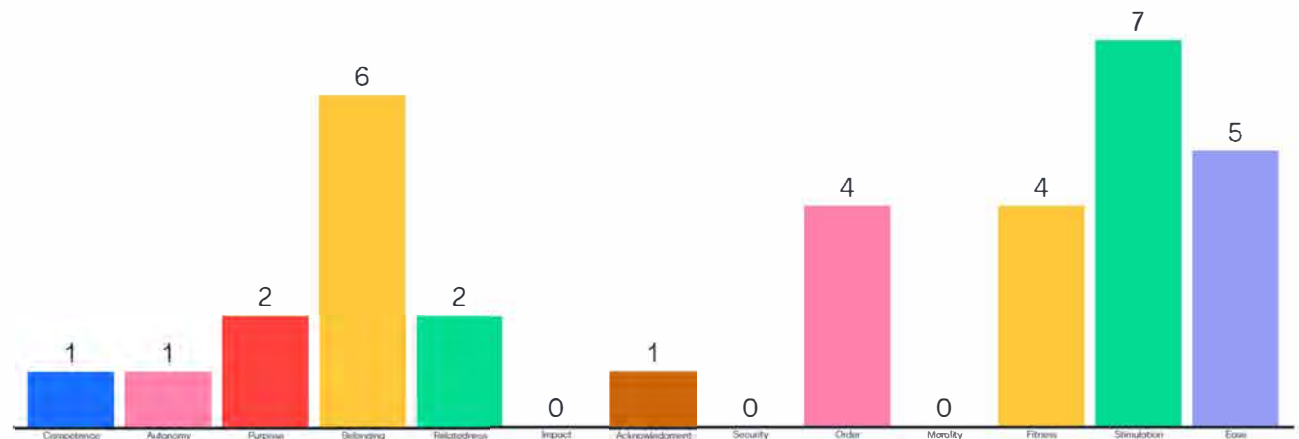


Image 5.10 Mock-up visual of live survey being conducted during a survey meeting

5.3 PRACTICAL USE GUIDE

- For the first time use, the process can be used as a sprint where it begins from Awareness and ends at Acknowledgement.
- The sprint can be quick (3 weeks) or elaborated (1-2 month)
- The participants of the sprint are expected to be teams/groups/departments within an organization
- The result obtained from each step becomes the starting point for the next step
- The real life experiences sorted by each individual during Awareness can be used for Fill The Jars activity in Alignment.
- The reason cards concluded in Alignment can be used to inspire Actions.
- The actions finalized in Action are reflected upon and evaluated in Acknowledgement.
- Once the loop has been completed as a sprint, now the team/group is ready to use the process in their own way; deciding every time after Acknowledgment that which step is needed next.
- The decision can also be made to now execute the process with other departments/teams/groups within organizations.



Image 5.11 A mock-up of an Ajar Kit developed by Emotion Studio which contains all necessary material for the execution of Ajar process and its practical use guide



Image 5.12 A mock-up of a jar and colored balls provided with the Ajar Kit to perform Fill the Jars activity



Image 5.13 A mock-up of cards explaining each step of Ajar Process, provided with the Ajar Kit

5.4 AJAR IN CONTEXT

Emotion Studio offers the Ajar Process as a service and acts as an expert in the execution of this process. The first sprint of the process requires external experts (Emotion Studio) for its execution, wherein after the first kick-off sprint, now the organization is ready to keep repeating the process loop bi-monthly or monthly, with the assumption that a repeated use of the process will eventually result in achieving a happiness mindset. Also, since organizations are a dynamic environment, employees are laid off and new ones are recruited, the repeated use of the process enables for happiness mindset to stay alive in such dynamic environment.

Upcoming pages illustrate a scenario which explains the Emotion Studio sprint of Ajar process execution.

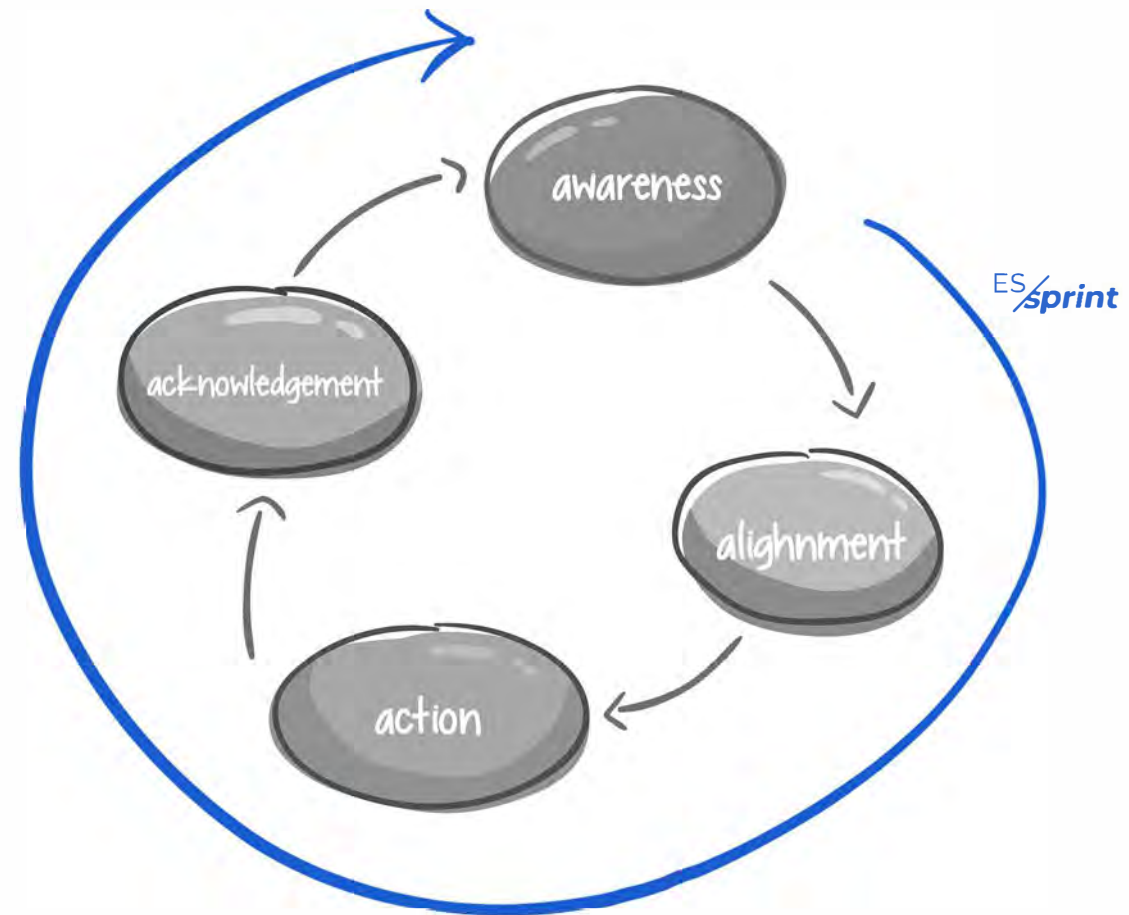
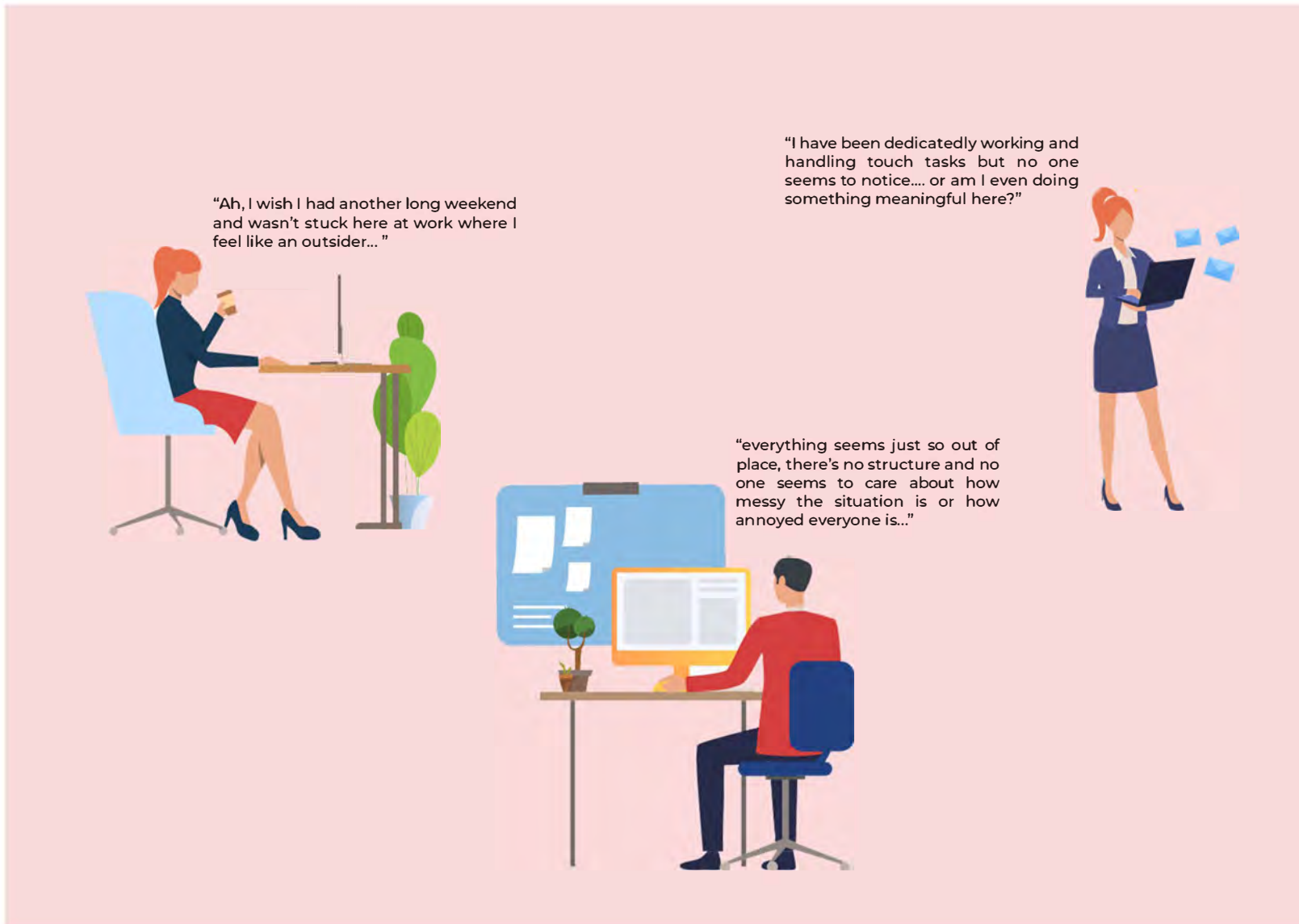


Fig 5.2 Ajar Process executed as an Emotion Studio sprint.

image 5.14



Week 0

The Unhappiness

UX Design team of a bank is facing some unease within employees concerning their mental well-being

“hey, we’re here to help you open the jar of happiness!”



Week 0

Enter Emotion Studio

Emotion Studio is hired to conduct the kick-off sprint of Ajar Process for the UX design team.

After discussion with the team, based on their preference, it is decided that the sprint will last for 4 weeks.

image 5.16



Week 1

Awareness

Each team member is given access to the digital booklet which introduces them to the typology of fundamental needs for happiness, guides them in sorting their real life experiences according to needs and prompts them time to time if they forget to do so

An expert from ES is always available via call or email for any queries.

image 5.17

“So I heard a degrading remark from someone last week and I felt we as designers and sometimes as women are not appreciated from outside the design lab. So I will put a red ball in Acknowledgement”

“Agreed, and that’s why I will take out the green ball from Belonging which said a separate design lab makes us feel more belonged.. I think it isolates us more instead..”



Week 2

Alignment

The team members come together for the Fill The Jar activity, facilitated by an Emotion Studio expert. This is conducted in two days, 2 hours per day.

image 5.18

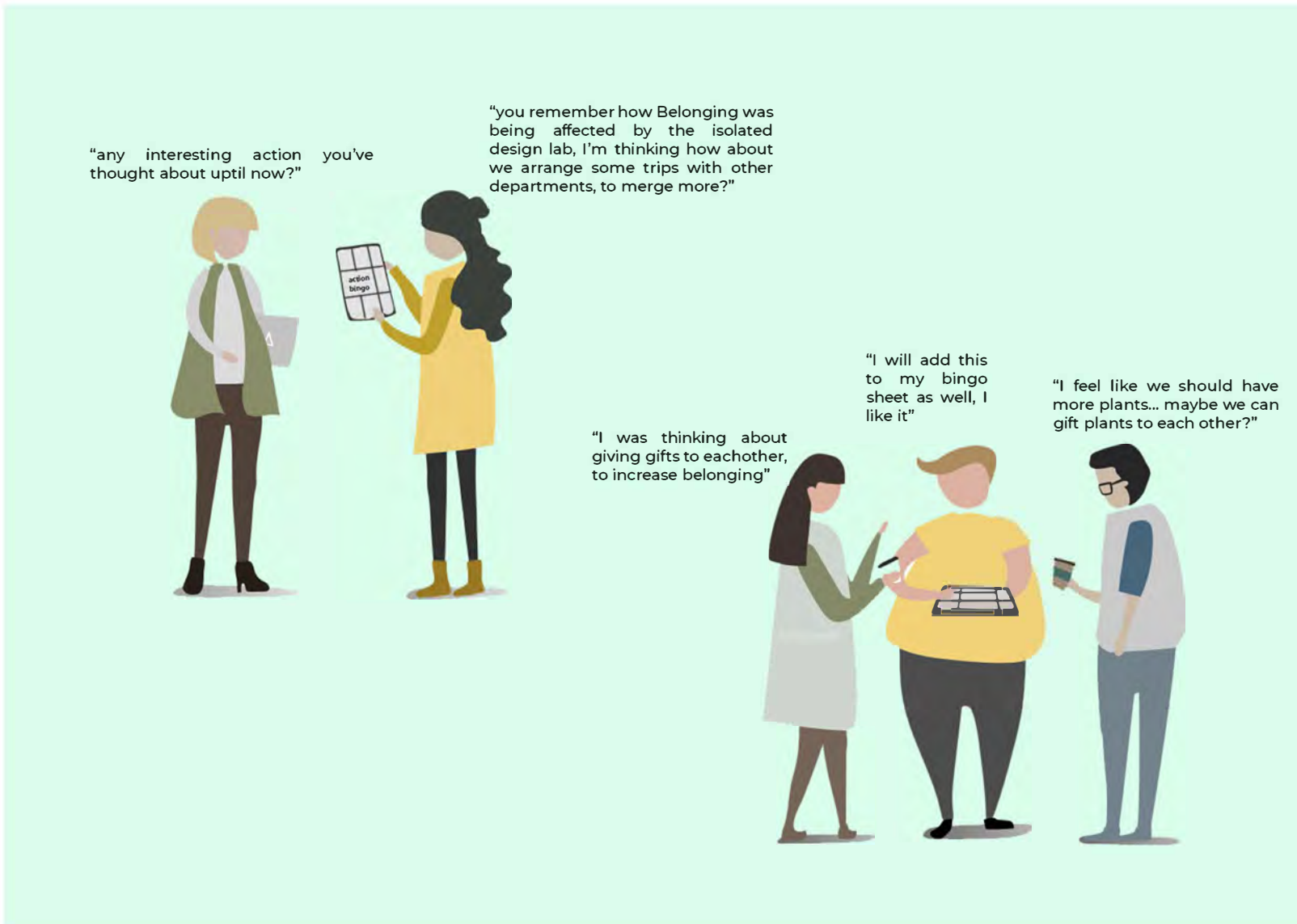


Week 2

Reason Boards

Experts from Emotion Studio help the team cluster and build reason boards for each need, which explain what harms or enhances a certain need at their workplace.

image 5.19



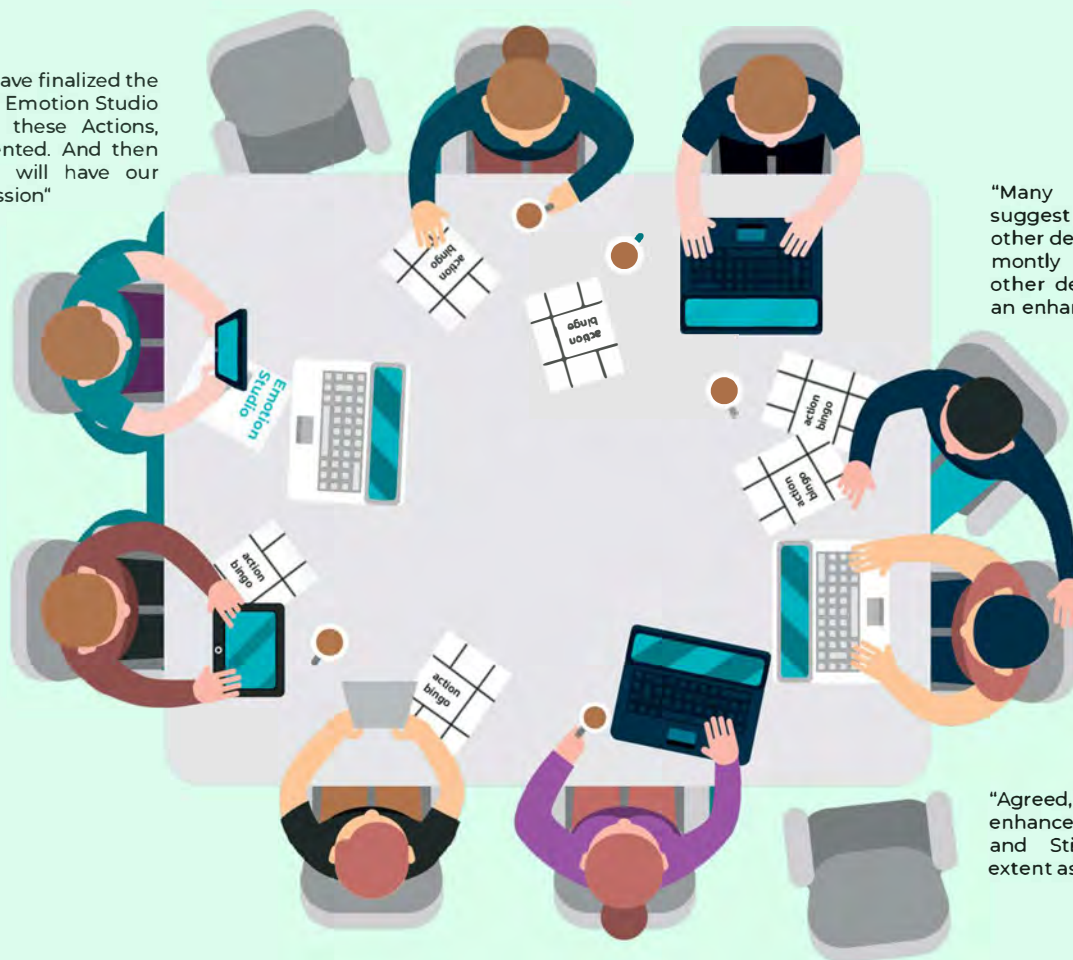
Week 2

Action

Right after the Fill the Jars activity, team members are given the Action Bingo sheets which they are supposed to fill by end of the week.

image 5.20

"Nice work guys, you have finalized the 7th Action now. We at Emotion Studio will help you refine these Actions, ready to be implemented. And then after two weeks we will have our Acknowledgement session"



"Many common actions suggest mixed activities with other departments, perhaps a monthly gift exchange with other departments could be an enhancer for Belonging"

"Agreed, I think it will also enhance Acknowledgement and Stimulation to some extent as well..."

Week 2

Final Actions

By the end of week 2, the team finalizes 7 actions from the Action Bingo sheets and experts from Emotion Studio help them refine those actions, ready to be implemented.

image 5.21



"what if we do an Alignment session with them so that we mutually understand what Belonging means for us"

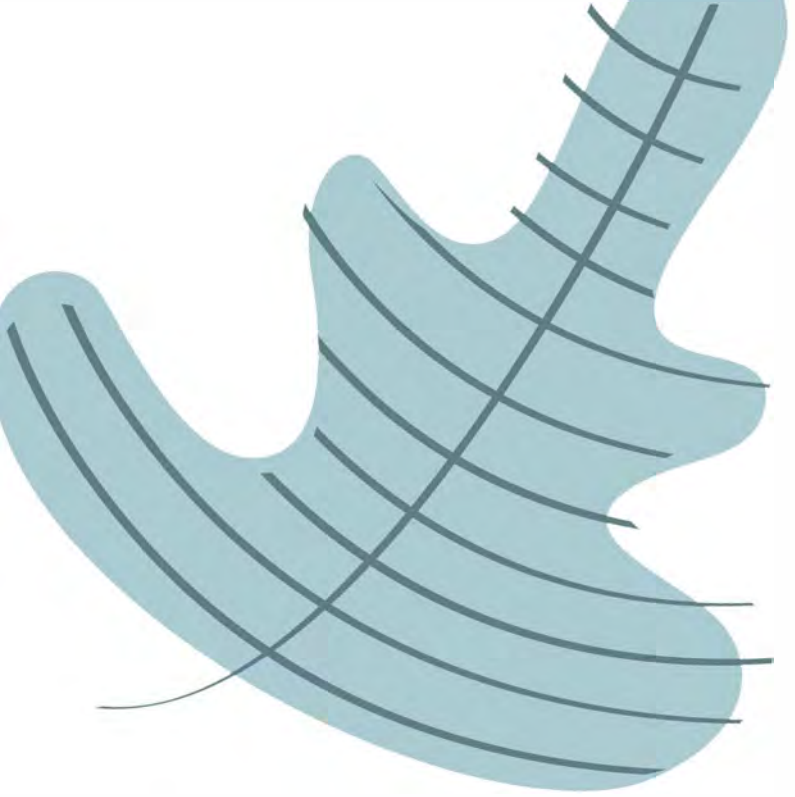
"So, exchanging gifts with other departments enhanced the acknowledgement mostly, however Belonging still remains at low levels for most of you..."

"Maybe the other departments think we are just doing that to gain some praise, which we are getting in return... but in fact we want to increase the connection with them to feel more belonged right?"

Week 4

Acknowledgement

By the end of week 4, the effectiveness of the 7 actions is evaluated and the team reflects on the whole experience. Expert from Emotion Studio facilitates the session. The session is concluded with the decision of which step to go back to next.



6. Evaluation & Recommendations

This chapter evaluates the Ajar Process in context and the design concepts proposed per step in the process are also evaluated. Based on these evaluations, future recommendations are given.

6.1 WHAT TO EVALUATE

Ajar process is an outcome which evolved into existence based on theory and practical learnings, rather than specifically ideating for it. The translation of the theoretical framework into a practical approach was a prototype in itself, evolving itself into the Ajar Process. However, this new refined version called Ajar process involved some novel aspects as well, which required additional testing for further design improvements i.e.

Execution of Ajar in context (Emotion Studio sprint)

The design concepts proposed per step in Ajar.

Original Plan

Originally, in the project planning, it was decided to recruit an organization as a participant and evaluate and test the complete outcome within that organization. This would have given the opportunity to compensate for the lack of physical research due to the COVID-19 pandemic. However, the pandemic measures were still not loosened enough to be able to conduct a physical research within an organization, hence a different approach was taken.

6.2 AJAR IN CONTEXT (EMOTION STUDIO SPRINT)

An illustrated scenario was created as a concept presentation for Emotion Studio's Ajar sprint (image 5.14 to 5.21). This illustrated scenario was used to test the execution of Ajar process in context, by showing and explaining it to professionals and interviewing them. The interviewing technique was based on the mom test guide (Fitzpatrick 2013).

Who

The professionals chosen were based on their working experience and field of work. A variety was sought in order to compare opinions amongst a broad spectrum. Three participants were recruited (the names have been changed to keep them anonymous):

- **Hans**
Lead Sourcer (Talent Acquisition)
Deloitte London
9 years experience
- **Derek**
Waterklerk
Trans Saar BV Rotterdam
3 years experience
- **Simon**
Junior Strategist
Moyee Coffee Amsterdam
1 year experience

Sample questions asked:

- How do you see this being implemented at your work?
- How do you imagine your co-workers reacting to it?
- What parts do you see working very well?
- What parts do you think will have a problem?
- What would you say should be different?

Image 6.1
Screenshot of the Zoom interview, showing the participant one of the scenario slide.



6.2.1 Learnings & findings

The learnings and insights from the mom test are concluded in clusters, followed by recommendations

Initial Doubts

The introduction of an external agency implementing a fairly new process within a department or a team will result in doubts and resistance amongst the employees. As Derek mentions:

“Stefan (second in command after the boss) would reject the whole idea of implementing it, because we wouldn’t want other people to be involved in our problems. Our idea is that we can talk about our own problems and solve them ourselves.”

On the other hand, Hans shared the same opinion but in a more optimistic way “I do see this working very well, however people will definitely question it. They will have their doubts and might not like being forced to do it, but if you leave it up to them then they might forget to even download the app you know..”

Simon had a more general critique regarding this: “It seems quite time consuming and I do see myself wondering that I could have been finishing other important tasks instead of doing these activities”

Recommendations

The initial doubts arise due to the inability to realize the problem in the first place. Therefore, either Emotion Studio should target this service towards organizations which actually realize the value of happiness within organizations and want to do something about it; or a pre-Ajar phase is needed where first the participating group is made aware of the significance of happiness within organizations and the effectiveness of Ajar process is shown.

Ajar process in itself proves its own effectiveness, provided that the first sprint is conducted effectively. As Derek said about the Acknowledgment session: “These live survey meetings add a level of urgency to it, like if they happen every month or so and you would see what initiatives worked and which ones didn’t... you will start seeing the value of this whole exercise.”

Hence, if a one-day workshop version of Ajar process is offered as a free trial, that could be helpful in proving the effectiveness of it and raising the enthusiasm of the team to actually go through the whole process elaboratively.

It's Overwhelming

Simon's first reaction was "13 is a lot of needs to remember!", which is something that has been taken into consideration during this whole project as well. During the practical approach, individual interviews couldn't cover discussing all 13 needs due to limitations of time and concentration.

However Hans thought that the app is a good way to stay "aware" of the 13 needs and its easy access makes it very convenient, without any pressure of learning them by heart. Instead, Hans noted another problem: "the app might not get downloaded by everyone, maybe you can think of a way to make sure everyone signs up for it. Because for example I would want to download it but I might just forget about it or am too busy to bother about it."

Derek specifically talked about Fill The Jars activity being too overwhelming: "it will be a rough start because a lot is happening here but once it gets going, it will work. But I do think the start won't be easy and everyone will be very confused."

Recommendations

A way to minimize this initial overwhelming feeling towards the Ajar process is by presenting it in a more simple way, rather elaborating the whole process at once. Which is in fact why the process is in steps, while each step is being executed the participant shouldn't worry about the next step. And each step is there to guide the participant into the next step so that there is less confusion at the beginning of each step. The key factor is however time; as Hans suggested:

"maybe you can track who has already signed up at the app and who is left, then you can give them time to sign up while giving them reminders. In fact generally, just give everyone enough time to ease into the whole typology because it is quite a lot. And then once you have everyone on board, the rest of the activities can continue."

A similar suggestion was given by Derek regarding Action Bingo: "I think at least a week or more should be given to everyone to fill the bingo sheet, in their own time and in their own way. I would want time to absorb everything and think"

Hence the Ajar process should be executed over a stretch of longer period of time in the start and once everyone gets used to the 13 needs and the whole process, the execution time can be shortened.

A Catalyst

The value of meaningful dialogue was realized by all three interviewees and how Ajar process could effectively aid in achieving meaningful conversations which could fix many problems.

Hans noticed: “this can be very useful to start conversations which wouldn’t happen otherwise. Just by talking about things solves half of the problems and we do realize that but everyone is just so involved in their work that these conversations don’t happen often.”

Derek’s colleagues usually have these kind of conversations but he sees this process helping them in a different way: “we usually just say to each other directly if something is bothering us so we wouldn’t really need some fun activity to make us talk with each other about our problems. But in this way I guess we will realize problems which we didn’t even realize are there and then we can talk about them”

Simon realized the meaning being added in conversations as: “I do see myself using the outcomes from these activities to have discussions in our monthly feedback meetings. Like, I can specifically point out the needs and everyone will know what I’m talking about, which can be very useful.”

Recommendations

Ajar process sparks meaningful conversations and provides activities and tools which aid in making those conversations easy and effective. Hence, Ajar process and its activities shouldn’t be seen as an entity which needs to be executed exactly as prescribed in order to be effective. The participants should be given the flexibility to use the process in their own way and adapt it to their own workplace culture.

Motivational trigger

An important aspect noticed by one of the interviewees was that there's lack of motivation factor for the participants to go through all the activities of the process. A part of this issue is discussed in the previous topic "initial doubts"; however even if those initial doubts don't exist, there still seems to be somewhat lacking motivational factor

As Simon said: "what is my motivation to fill the things in the app? And even if I do because you ask me to, maybe I will get bored of it very soon"

Contrary to this, Hans realized that the reason card boards is a good motivational factor to keep everyone on board during the process. "These boards should be right at the entrance or somewhere very visible because they will really help keep everyone motivated and they would want to add more things... but you can't add more reason cards whenever you want? [No you can't. You have to wait till next round of Fill the Jars activity to add more]. Well then you will be enthusiastically waiting for Fill the Jars to happen again. Also if someone is on vacation or couldn't be there, they can see those boards too and they would want to do the activity too."

Derek thought of the survey meetings as a nice way to conclude and induce urgency to keep the process running, which is the aim that the Ajar process keeps on repeating. However, it is still not a very solid trigger to motivate to keep the process running.

Recommendations

For each step of the process and for each activity, motivational triggers need to be thought out. Also motivational triggers to keep the Ajar process loop going. These triggers can be further thought out and designed based on Fogg's behaviour model. In order for behaviour to occur; three things must converge together i.e. Motivation, Ability and Prompt (Fogg 2009).

App vs on-paper

The effectiveness was compared for the booklet for Awareness whether it is better in a digital form or should it be in a physical booklet format. All three interviewees preferred the app over a physical booklet. Interestingly, they carried forward this discussion to other activities as well questioning their formats.

Hans said about Action Bingo: “perhaps this can be done on the app as well. It’s quick and easy and another piece of paper is just going to become a burden maybe...The app can also make a sort of dashboard of all the ideas and you can see what other’s ideas are.”

But then referring to the group meeting at the end of Action Bingo, Hans changed his mind: “no but I guess the paper format is better for when everyone comes together around the table to discuss the ideas, otherwise everyone will be on their phones all the time.”

Derek had a similar point view: “I like that it is on paper and you write it by hand your ideas because when you write down something it gets imprinted in your head better and you would own your ideas but then at the same time you wouldn’t really mind crossing them off from your sheet if someone comes up with a better idea than yours.”

Recommendations

There are both, pros and cons for having either a digital app format or a physical on-paper format for Fill the Jars and Action Bingo. These pros and cons need to be evaluated more through user testing and eventually a final format can be chosen. However, based on what is known now, it is an option to keep the format choice flexible and the participating team can decide for themselves.

Target Audience

Hans, being a part of HR at Deloitte, brought an HR related perspective on the Ajar process execution: “I do see HR departments rolling out this program, especially now when well-being and diversity and inclusion; all these are such big topics now. But I think its important to see which departments you implement such a program first. Sales and marketing people, or like in your example Design teams, are more out there and they are usually more willing to accept such initiatives.”

This argument was indeed visible when Derek mentioned that his boss most probably will reject this initiative since they wouldn't want an outside agency trying to fix their well-being related problems. Whereas Simon seemed very enthusiastic about such a program and had many ideas to further improve it and make it ready for implementation. Derek's team is focused on logistics administrative tasks whereas Simon works with the research and design team. Hence, Hans' argument makes much sense.

Recommendations

A launch plan for such a service offered by Emotion Studio should carefully consider the target audience – narrowing down which organizations and which departments or teams would benefit the most from it and be willing to accept such initiatives. It is also in accordance with the recommendations proposed in “initial doubts” cluster.

6.3 DESIGN CONCEPTS

The design concepts proposed per step in the Ajar process are in fact inspired from the practical approach taken when conducting the sessions with 4 cases. The evaluation of each design concept is argued below:

Digital Booklet

The Digital Booklet for Awareness is basically an improved digital version of the participant manual used in the practical approach. The participant manual was effective in making the participants aware of the 13 needs, and based on the learnings from the individual sessions the digital booklet was created. Hence, no further evaluation was conducted however it is recommended to do so. As also mentioned in App vs On-Paper cluster.

Fill the Jars

This activity is based on the learnings from the group sessions as done in the practical approach. The reason card boards are inspired from the MIRO boards created during the practical sessions. However, this activity is considered the core of Ajar process and is much more complicated than simply conducting group sessions. Therefore, it was decided to user test this activity. (explained in User Test).

Action Bingo

This activity is also based on the learnings from the group sessions as well as individual sessions. However, similar to Fill the Jars, it is a fairly novel and much more complicated activity hence it was decided to evaluate this activity as well (explained in User Test).

Survey Meetings

Survey Meetings are in fact based on the monthly or weekly meetings which usually teams within organizations have. It was based on the learnings and feedback from the participants and inspired by the group sessions. Hence no further evaluation was conducted, however it is recommended that the format of Survey Meetings should be left flexible so that the participating group can integrate it with their own monthly or weekly meetings.

6.3.1 User Test

A user test was conducted to test Fill the Jars and Action Bingo activity. Due to the COVID-19 pandemic measures, a team from an organization couldn't be recruited to conduct the user test in person. The user test for those activities is merely impossible to be conducted online. Having a time limitation for the project, the decision was made to expand the context of these activities so that they can be tested in a context other than organizations. So in that way, researcher's personal household (housemates) could be recruited as a participating group.

Who

A group of 4 young professional housemates who have been living together for 1 year.

Execution

The participants were given a briefing about the typology of fundamental needs and they were provided the definitions of the typology on paper as well so they can refer to them whenever they want. Fill the Jars activity was conducted with slight modifications:

- 13 boxes were placed on a table labelled as each need, instead of jars.
- Green and orange post-its were used instead of green and red balls.
- Reasons were written directly on the post-its rather than reason cards.

The activity was conducted for 1 hour and each need was discussed during this time. Right after, Action Bingo was conducted with slight modifications:

- The bingo sheet had only 4 boxes to fill instead of 7.
- The ideas were mutually discussed and filled at the same time.



Image 6.2 Preparation for the Fill the Jars user test



Image 6.3 Participants writing down enthusiastically on post-its to fill the “jars”



Image 6.4 Participants filing the Action Bingo sheet, ready to discuss their ideas

Outcomes

Key insights and outcomes from the user test are mentioned below:

Chaos turned into Enthusiasm

The Fill the Jars activity started with a lot of confusion and participants asked many questions in the beginning regarding the activity. However, after doing a round of discussing one need, they started to ease in more and conversations became more organic. In the start, everyone was changing positions and sometimes walking around the table, which showed unease from their end but eventually everyone settled and found one position for themselves, this showed that they got into the flow of the activity and were now concentrated on the discussions going on. After doing the round with first 3 needs, the researcher didn't need to interfere anymore. The participants carried the whole activity themselves, enthusiastically taking more and more post-its to write on and asking each other questions to prompt more meaningful discussions. They carried forward the enthusiasm to Action Bingo activity, enthusiastically discussing ideas about what actions could be taken.

Meaningful conversations

Both the activities indeed prompted meaningful conversations amongst the group. As said by one of the participant: "it really helped me say things that I wanted to say but just never get the chance to, there's never a right time to bring these conversations up. This gave the opportunity to talk about those things."

Another participant said: "I realized things which I didn't think about before, like when Ale said she loves it when someone buys something new for the house, I didn't really think about it before and now I will notice it next time and it will make me feel good too. But also, I realized my own mistakes as well and its good to know them because then you can improve yourself."

Choosing core needs

At the end of Fill the Jar activity, the group decided to choose 4 needs to carry forward to Action Bingo. Because they thought all 13 needs are too much to think actions for. And they noticed that Autonomy, Belonging, Acknowledgment and Stimulation are very relevant to their context, so they decided to think actions for those needs. The researcher allowed this flexibility based on the learnings from the Mom tests conducted before.

The chosen action

Each individual thought of at least 3 ideas per need in a short span of time. Eventually, discussing the ideas together as a group and merging each other's opinions, they came up with a nice common action which they became really enthusiastic about. The action was the outcome of everyone's ideas merging together. One individual had the idea of a credit system, another had the idea of a whiteboard for messages and another had the idea of a money jar where the housemates put money if they do something bad.

They decided to have a big chalk board in the living room, which is always visible. The chalk board will display a credit system for each housemate and a messages/reminders space. If the housemate does something positive, points will be added for that housemate. For example, buying something for the house or cleaning something outside of cleaning schedule. Similarly, if the housemate does something negative, points are deducted. For example, leaving dirty dishes on the table or talking loud on the phone in common spaces. The messages/reminder space on the chalkboard is there to inform housemates of things which influence the whole household. For example, if there are dirty dishes left on the table, a

message reminder can be displayed to clean them. Or if one housemate plans to invite friends over, a message can be displayed that at this date and time there will be guests over. Through this action, they thought they will improve the acknowledgment, autonomy, belonging, stimulation, order and ease all at once. It took 40 minutes to conclude this action. Due to time limitation, no further actions were finalized.

Recommendations

Based on the above outcomes, following recommendations are proposed:

- Fill the Jars activity needs to be improved to make it less overwhelming and confusing in the start. The start of the activity should be designed in a slow and comfortable way which eases in the participants, and once they are relaxed, the activity can take its pace.
- Further evaluation is needed to test whether after Fill the Jars activity, some core needs should be finalized to take further into Action Bingo activity. Or should that decision be left on the participating group, keeping the activity flexible so they can decide which way of doing it suits them best.
- Discussing ideas and building up on each other's ideas during Action Bingo results in more improved actions which everyone is enthusiastic about, rather than each individual thinking of ideas solo. Hence, more mingling and group discussions should be encouraged through behavioural interventions during Action Bingo.



7. Conclusion

This chapter concludes the project along with a reflection on the design process followed for this project and the researcher/designer's own personal reflection

7.1 PROJECT CONCLUSION

The goal of the project was to come up with a way to holistically and collaboratively understand the happiness of an organization's stakeholders (employees), which aids in achieving a resonating happiness mindset within that organization. The typology of fundamental needs was taken as a starting point and the goal of the project is achieved by operationalizing that typology within organizations through Ajar Process, which is the outcome of this project. Ajar process is made tangible enough through proposed design concepts, ready to be executed and further validated. The theoretical framework laid out based on systems thinking and phenomenological hermeneutics is translated into this Ajar Process, grounded in practical learnings and real life narratives obtained from researching 4 different cases. Ajar process attempts to tackle the challenge of happiness being a complicated and vast concept as well as organizations being an open and wicked context. The current limitations of organizations for employee happiness are also greatly minimized through the Ajar Process.

The evaluation of Ajar Process and the design concepts provides future recommendations to further improve this process and convert it into a service expansion for Emotion Studio.

7.2 DESIGN PROCESS

The project in general was carried out in a coevolution style (Dorst & Cross 2001), where the problem and solution coevolved together through “learning by doing” approach. The design process was naturally not linear, however an overview of it can be represented through a double diamond design approach (figure 7.1). The design stages are named differently for this project:

Framing

The concept of happiness is explored, especially within the context of organizations. Challenges and limitations are understood and based on that, a design challenge is defined.

Exploration

The best way to approach the challenge is explored in literature and a theoretical framework is laid out.

Learning by Doing

The theoretical framework is implemented practically on 4 different cases with the aim to test it and extract real life narratives in form of qualitative data.

Development

The learnings and real life narratives are used to develop the final outcome of the project.

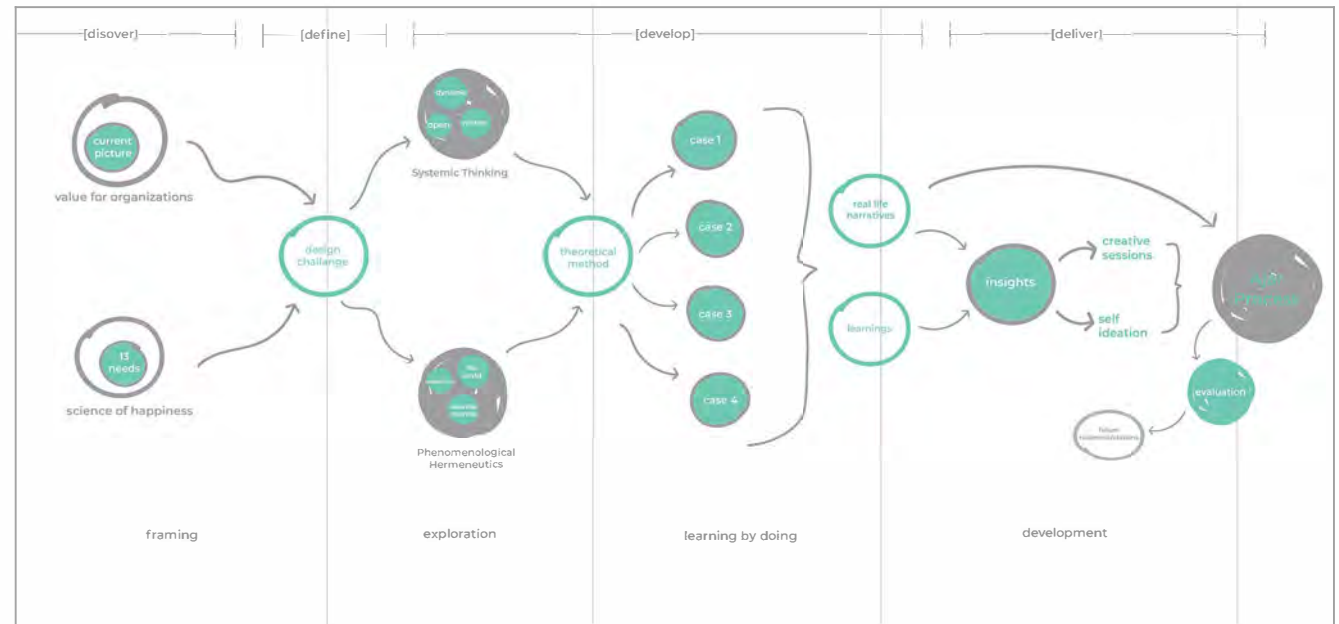
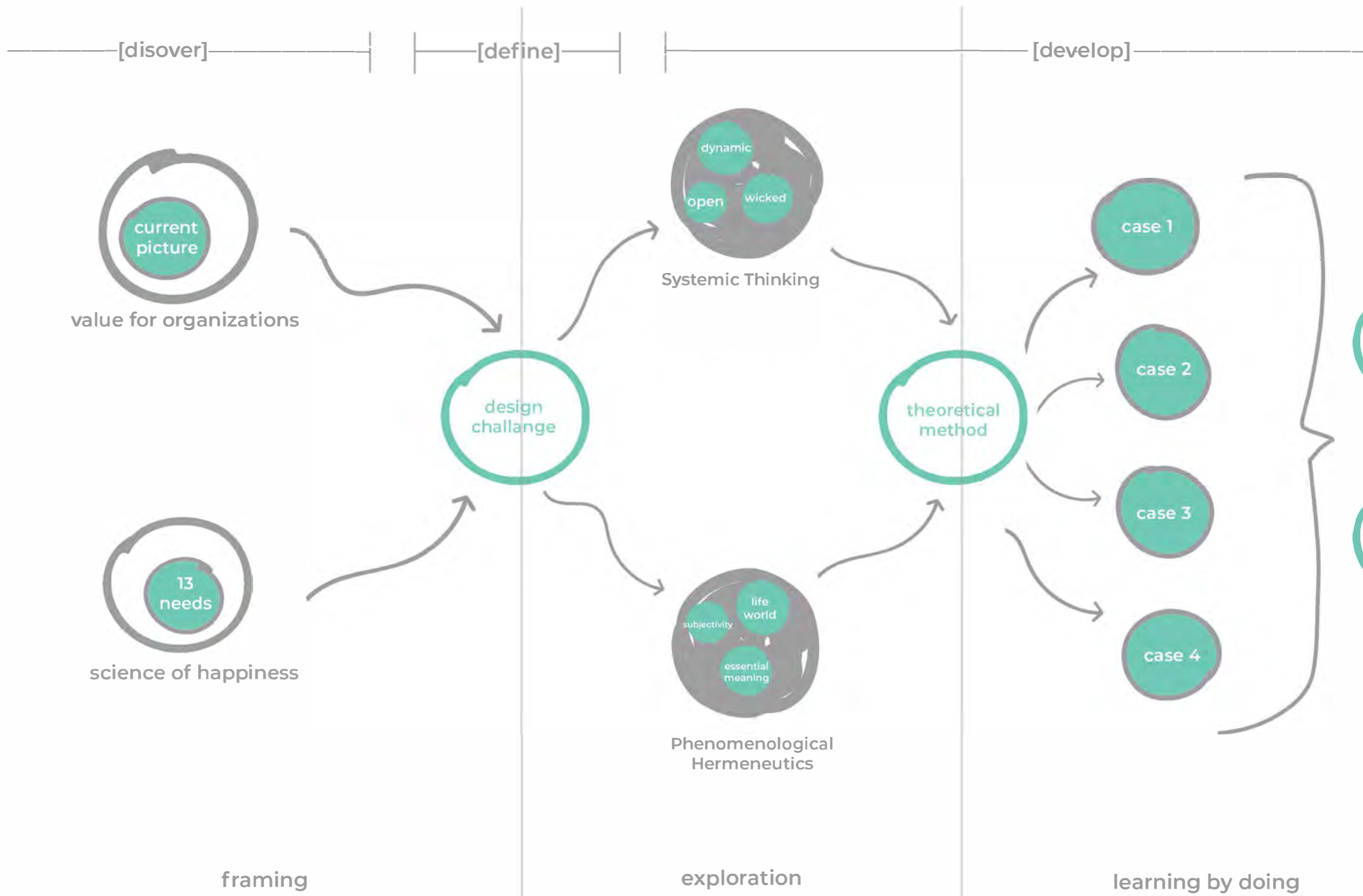
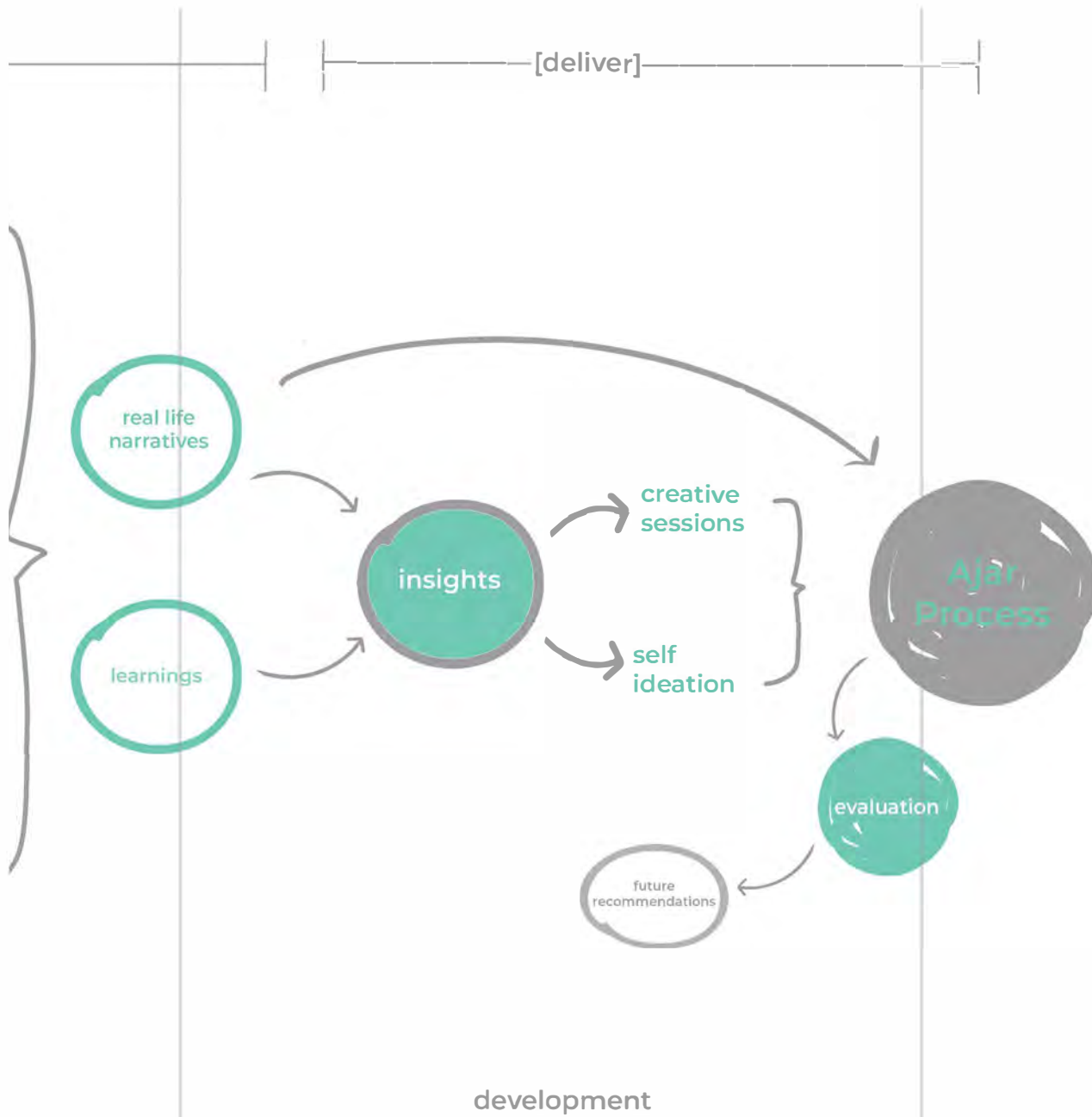


Fig 7.1 The design process followed during this project represented in the style of double diamond design proces (discover, define, develop, deliver)

The figure can be seen in detail on upcoming pages.





7.3 PERSONAL REFLECTION

This project has been the epitome of my personal positioning as a strategic designer. In the first semester of my master Strategic Product Design, during the course Strategic Value of Design, I created my personal professional positioning as:

"I channel skills from my exuberant, passionate and empathic personality aiming to integrate it with my strategic design expertise; to become a catalyst for organizations to innovate for authentic happiness."

The process of developing that personal positioning statement was a journey of self-discovery and I realized my passion for the field of positive design and design for happiness. Following are highlighted some key elements of this project's journey which helped me, as a designer, to get one big step closer towards my aspirations:

- This project provided me the opportunity to dive deep into the psychological and philosophical concepts of happiness, understanding it enough to be able to not only implement it in my own life but also help others around me to understand these concepts.

- As a designer, I consciously experienced first-hand the creativity in design process (coevolution theory by Dorst & Cross) through the learning by doing style of approaching this project.

- Through numerous interview sessions I conducted with variety of diverse people, I expanded my skill to be more empathic with people and more sensitive to experiences around me.

- Interview and group sessions with 4 different organizations enabled me to get a glimpse of how organizations work and what a daily life of a professional, especially a designer, looks like. Many learnings were gathered as a designer.

- Being associated with Emotion Studio during this whole project allowed me to interact with designers working in the field, learning from them. Also, conducting the creative session with them was a mean to new learnings as a designer.

- This project required me to be the researcher, designer and project manager all at once. Basically, being your own boss. Personally for me that was a big challenge and involved much learning especially as a project manager: making quick administrative decisions, handling obstacles such as the pandemic, managing time and gantt charts, timely communication with the stakeholders and planning for the future.

- Going through the entire design process alone – starting from framing the design challenge to finally evaluating the outcomes – gave me sheer confidence as a designer because previously I have mostly worked in group projects. This was the first big scale project I concluded solo and it boosts my confidence and ability to work in challenging environments.

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APPENDICES

A0 Original project brief

A1 Typology of Fundamental Needs

A2 Participation invitation material

A3 Participant manual
(+ thank you card)

A4 Creative session material

A5 Pool of questions per need

A0 ORIGINAL PROJECT BRIEF

DESIGN
FOR OUR
future

IDE Master Graduation

Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

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Download again and reopen in Adobe Reader software, such as Preview (Mac) or a web browser!

STUDENT DATA & MASTER PROGRAMME

Save this form according to the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_ddd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1!

<p>family name: <u>Khan</u></p> <p>initials: <u>M.M.</u> given name: <u>Maaz Mahbub</u></p> <p>student number: <u>4817931</u></p> <p>1st supervisor: _____</p> <p>2nd supervisor: _____</p> <p>3rd supervisor: _____</p> <p>4th supervisor: _____</p> <p>5th supervisor: _____</p>	<p>Your master programme (only select the options that apply to you):</p> <p>IDE master(s): <input type="radio"/> IPD <input type="radio"/> DiI <input checked="" type="radio"/> SFD</p> <p>2nd non-IDE master: _____</p> <p>individual programme: _____ (give date of approval)</p> <p>honours programme: <input type="radio"/> Honours Programme Master</p> <p>specialisation / annotation: <input type="radio"/> Medisign</p> <p><input type="radio"/> Tech. in Sustainable Design</p> <p><input type="radio"/> Entrepreneurship</p>
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SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right!

** chair: Pieter Desmet dept. / section: HCD

** mentor: Katrina Heijne dept. / section: DOS

2nd mentor: Leonie Houwen

organisation: Emotion Studio

city: Rotterdam country: the Netherlands

comments (optional): _____

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v..

Second mentor only applies in case the assignment is hosted by an external organisation.

Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.



Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF

To be filled in by the chair of the supervisory team

chair: Pieter Desmet date: _____ signature: _____

CHECK STUDY PROGRESS

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: _____ EC YES all 1st year master courses passed

Of which, taking the conditional requirements into account, can be part of the exam programme: _____ EC NO missing 1st year master courses are:

List of electives obtained before the third semester without approval of the BoE

name: _____ date: _____ signature: _____

FORMAL APPROVAL GRADUATION PROJECT

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)? APPROVED NOT APPROVED
- Is the level of the project challenging enough for a MSc IDE graduating student? APPROVED NOT APPROVED
- Is the project expected to be doable within 100 working days / 20 weeks?
- Does the composition of the supervisory team comply with the regulations and fit the assignment?

comments: _____

name: _____ date: _____ signature: _____

Happiness within organizations

project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 28 - 02 - 2020 end date 07 - 08 - 2020

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money, ...), technology, ...)

For decades, organizational psychology research has attempted to reveal the connection between employee well-being and employee productivity (Wright T.A., 2010). European Agency for Safety and Health at Work claims that well-being at work can "improve an organization's long-term performance, its productivity, the commitment of employees and its brand, facilitate improved retention, as well as higher resilience of employees, reduce sickness absence levels and the number of accidents, and thereby assist in a positive work environment." (EU-OSHA, 2013). Neurological studies endorse such arguments as well (Wagner U. et al., 2004). Generally, productive organizations see their human resource as an "asset to be nurtured and developed rather than merely a cost to be minimized." (Kossek E., Kalliath T. & Kalliath P., 2012). That corresponds to positive psychology arguments that "positive states help people to thrive, mentally flourish and grow psychologically" (Frederickson B.L., 2001). This leads to a nuance that simply the absence of mental illness cannot be termed as "well-being" rather it encapsulates the emotional and social aspects of employee's being as well (Chou H. Y., Hecker R. & Martin A., 2012). The term "well-being" encompasses both, the achievement of ultimate happiness or joy (hedonic approach) as well as the attainment of self-realization (eudemonic approach) (Ryan R. M. & Deci E. L., 2001). These approaches are highly distinctive from physical health (Miquelón P. & Vallerand, R. J., 2008) whereas the focus of current organizational efforts towards employee well-being are contrary, such as worker wellness programs (Kossek E. et al., 2012). The hedonic and eudemonic approaches towards well-being make it "a complex, multi-faceted construct" that tends to "elude researchers' attempts to define and measure" it (Pollard E. L. & Lee P. B., 2003) hence, creating work environments that enable people to flourish proves to be very challenging (Kossek E. et al., 2012). In fact, it becomes difficult to define or frame such a challenge because different stakeholders in different organizations have varying perceptions about wellbeing and different personal methods of improving it. For example; for some employees, hygienic and clean toilets might be one of the "well-being" factor while for some it might be the behavior of others in toilets that affects their "well-being". Such kind of interconnected challenges are termed as "wicked" (Rittel H. W. J. & Webber M. M., 1973) or "open" (Dorst K., 2015). Such wicked or open challenges can be best approached through systemic thinking, which is a holistic way of looking at the challenge where it consists of multiple interrelated problems that can't be solved independently (Ackoff R. L., 1999). However, as mentioned earlier, well-being is a highly subjective concept and narrows down to ultimately achieving happiness or self-realization. Each individual perceives and experiences something in a subjective, cultural, and historical context; which is called as "life world" (van Manen, M., 1990). Emotion Studio developed a typology of 13 fundamental human needs (see figure 1); fulfillment of which leads to increasing happiness and well-being (Desmet P.M.A & Fokkinga S.F., 2019). These fundamental needs are subjective and irrespective of context. However, these needs can be analyzed for stakeholders within a wicked context of organizational well-being by taking a phenomenological hermeneutics perspective. In such a research perspective, the aim is to 'borrow' other people's experiences and their reflections on their experiences in order to better be able to come to an understanding of the deeper meaning or significance of an aspect of human experience, in the context of the whole human experience." (Hoiseh M. & Keitsch M. M., 2015). By doing so, employee happiness within organizations, which is in fact a wicked and open system, can be systemically analyzed based on the 13 fundamental needs for happiness – and this phenomenological analysis can enable employee engagement and lead to tangible and/or actionable insights which can benefit organizations to build and improve a well-being mindset that is not just oriented towards physical health; ultimately leading to high productivity.

space available for images / figures on next page

introduction (continued): space for images



13 Fundamental Needs

Desmet, P.M.A., & S.F. Fokkinga (2019). Human Experience Catalog: five typologies of human experiences. 2nd edition. Delft: Delft University of Technology. ISBN 978-94-4384-058-3

image / figure 1: 13 fundamental needs for happiness (Desmet P.M.A & Fokkinga S.F., 2019)

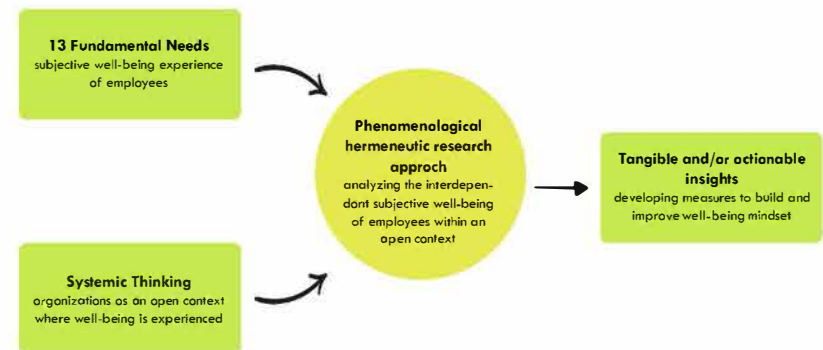


image / figure 2: Visualization of the context and approach of this project

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

The scope of this project is to have a holistic understanding about happiness of stakeholders (employees) within organizations in order to reach to actionable and/or tangible insights which ultimately aid in achieving a resonating happiness mindset within organizations.

The solution space is to answer the following problem statement and translate the results into actionable and/or tangible insights:

How do the stakeholders within the working environment of a medium/large sized organization experience the 13 fundamental needs for happiness?

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, ... In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

Desk research will be used to develop a theoretical framework for a method, which combines systemic thinking, phenomenological hermeneutics and "design for emotion" tools and methods (e.g. emotion capture cards and motive laddering). This method will be applied in a field research on a real organization that will provide opportunities to iterate and improve this method, and to create insights.

The result of this project will be a method which uses phenomenological hermeneutics qualitative research approach that can be applied in an open context of organizations' workplaces allowing to systemically analyze the happiness of stakeholders in that context based on 13 fundamental needs, through engaging them in this process. This method will provide actionable and/or tangible insights, which in combination with stakeholders' engagement in this process will enable to build and improve a well-being mindset within organizations.

This method can look as follows:

- Introducing the employees to the 13 fundamental needs for happiness.
- Mapping the current lived experiences of employees within organizational workplaces based on 13 fundamental needs.
- Collaboratively assessing the impact of those lived experiences on those fundamental needs.
- Translating this analysis into actionable and/or tangible insights, for example into "personas".

PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 28 - 2 - 2020 end date 7 - 8 - 2020



The project will start with literature review and simultaneously scouting for target organizations that will be willing to commit to and allow the field research (and later, testing) needed for this project within their organization. Optimistically using two organizations as participants will provide better results and the data collection (field research) will be done in two phases, each phase consisting of field research in one organization's one or two departments. However, in case of only one organization committing to such a field work, there will only be one phase but the field research will be conducted in multiple departments of that organization. Method development runs parallel to literature review and data collection because the method to be developed as a result of this project will be based partly on a theoretical framework and partly on practical learnings. The data analysis phase will mostly consist of qualitative analysis methods and figuring out ways to translate the results in actionable and/or tangible ways. The end phase of this project will be to refine the developed method and testing it preferably within a different organization. In case of inability to find a participating organization for the testing, one faculty of TU Delft will be used as a test organization.

This will be a full-time project i.e. 5 days a week unless otherwise mentioned in the Gantt Chart.

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology. ... Stick to no more than five ambitions.

In the first semester of SPD, during the course Strategic Value of Design, I created a personal professional positioning as:

"I channel skills from my exuberant, passionate and empathic personality aiming to integrate it with my strategic design expertise; to become a catalyst for organizations to innovate for authentic happiness."

The process of developing that personal positioning statement was a journey of self-discovery and I realized my passion for the field of positive design and design for happiness. At the very core, I believe in impacting social wellbeing through design and innovation and I believe organizations can harness the power of authentic happiness and shift to a wellbeing driven economy. Thus, my aspiration is to specialize in preparing the ground for an organization's internal wellbeing and help them innovate for social wellbeing and happiness. My four year bachelor degree was in mechanical engineering so I feel competent enough in my technical skills (however, always keeping myself updated with latest technological trends). Thus, for the ultimate ambition of mine, I have constantly tried to be involved in projects and activities that increase my learning in positive design, cognitive sciences, organizational design and/or innovation management. My topics for two academic research projects I did for SPD Research and Context & Conceptualization course were "Nurturing creativity for brand experience design" and "Design resonance", respectively - both of which allowed me to dive deep into cognitive sciences about creativity, emotions and feelings, and both projects introduced me to qualitative methods of research which I personally enjoy a lot. I want to further develop my expertise in qualitative research methods and cognitive sciences through this graduation project. I learned the organizational design and innovation management aspects through projects I did for Design Research Project and Design Roadmapping courses. The projects involved real organizations (Ford, Yanfeng and Arcelik) with real cases that were to be dealt at the fuzzy front end. Working on those projects and coaching sessions introduced me to immense literature on complex systems, wicked problems, organizational design and innovation management; and the practical methods to deal with such challenges. I was highly inspired to explore the connection and overlap of how organizations innovate and work internally with the theories of cognitive sciences and positive design; which I find is in itself a wicked and open challenge. I wish to enhance my ability and develop skills to deal with wicked and open challenges and to increase my learning about the internal working of organizations. Due to the Master Variant for Engineers (MVE) track, I didn't get to have an elective semester however I managed to take the Design for Emotion block course as a preparation tool for this graduation project. However, I have been constantly trying to gain knowledge on positive design topics such as authentic happiness, limbic resonance, creativity and positivity. I hope to have gained more knowledge on those topics by the end of this project, especially on the anatomy of authentic happiness.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.