

Appendices

Literature Research

Appendix 1: Autonomy audit

Interview Guides

Appendix 2: Olga

Appendix 3: Ammi

Appendix 4: Therese

Appendix 5: Jose Lopez & Riccardo Idilli

Appendix 6: External Companies

Interview Findings Summaries

Appendix 7: CBF Co-workers

Appendix 8: Store Co-workers

Appendix 9: External companies

User stories & Clustering

Appendix 10: Miro Board user stories

Appendix 11: Miro board clustering

Collaborative sessions

Appendix 12: Miro boards set-up

Appendix 13: Results excel file

Individual session

Appendix 14: Scenario mapping list

Appendix 15: Scenario illustrator files

User feedback sessions

Appendix 16: Session 1

Appendix 17: Session 2

Literature Research

Appendix 1: Daniel Pink's Autonomy Audit

1. How much autonomy do you have over your *tasks* at work—your main responsibilities and what you do in a given day?
2. How much autonomy do you have over your *time* at work—for instance, when you arrive, when you leave, and how you allocate your hours each day?
3. How much autonomy do you have over your *team* at work—that is, to what extent are you able to choose the people with whom you typically collaborate?
4. How much autonomy do you have over your *technique* at work—how you actually perform the main responsibilities of your job?

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Interview Guides

Appendix 2: Olga Krynicka

Checklist for start

- Good lighting during call
- Recording device
- Pen for taking notes
- Ask participant if it is okay to record the interview

Introductory Script

- Introduce yourself and explain why you want to interview the participant
- My thesis is focusing on designing new concepts for IKEA's omni-channel co-worker experience, specifically looking at how certain information silos (concept knowledge, product information and learning solutions) are presented to co-workers, how we can start doing this in a more updated way and co-worker centric focus, and most importantly create an active dialogue between co-worker and franchisor.
- What I really want to focus on in this interview is the 'top-bottom' structure of how learning solutions are viewed and created through CBF's POV, but also your personal experiences in this process as someone in CBF but also as an IKEA employee.
- I have a few questions that we're just going to go through in the next hour, of which some are a bit interactive.
- There are NO RIGHT OR WRONG ANSWERS, I just really want to learn about your experiences and stories, feel free to say anything that's on your mind

So to start off, I have a simple exercise in MIRO → explain if they don't know it

Subtopic 0: What ways or tools do employees use to 'learn' more and develop their own competences further at IKEA?

Synthesizing questions:

- What ways or tools you use to 'learn' more and develop your own competences further at IKEA?
- Can be informal and formal ways

Subtopic 1: What is the process of developing a learning solution at ICL?

So IKEA has a vast eco-system of learning solutions and tools aimed at building further on their co-workers' competences and as a non-CBF or ICL co-worker, their first moment of contact with learning solutions are presumably once it's presented to them as a finished product, without them knowing how that learning solution actually came about. But someone or something somewhere was at a certain time the starting point for a learning solution before the whole design process starts, so my first question for you:

Opening question:

1. What in your opinion is to be considered as the starting point of a learning solution?
 - a. When do you know that a learning solution is needed?
 - b. Are there signs or situations in which it becomes clear that a learning solution is needed?
2. And what do you consider to be the endpoint?
 - a. When does a learning solution become unnecessary/irrelevant?
3. How would you describe the steps that take place in between?
 - a. Could you fill them in on this chart? (MIRO)

Subtopic 2: Personal role within the process

So, I'd like to dive a bit deeper into your own experiences and roles within this process we've just mapped out.

Main topic: what role do you play and how have you experienced learning at IKEA?

Opening question:

4. Looking at this structure, where would you find yourself in your current role?
 - a. Why there?
 - b. And maybe in any past roles, where would you find yourself?
5. Could you give an example of what a typical workweek looks like for you?

6. And how would you say does your role contribute to this whole process?

Subtopic 3: Personal experiences as a 'co-worker' within the process of learning development and competence building

So your role requires various competences, some that you maybe already had and some that you've developed over time. If we look at you as an IKEA person who is also busy with competence development, not necessarily as someone from CBF:

7. **What does your own competence development journey at IKEA look like?**
 - a. What are your experiences?
 - b. What tools or methods were the most effective/ineffective? Give an example? Why do you think that was?
8. **What kind of experiences have you had in regard to giving feedback on certain learning solutions in order to change it?**
 - a. Was it easy/hard? Why do you think that was?
 - b. What could have made that step easier for you at that time?

Subtopic 4: Experiences as and with (a) co-worker(s)

And so, if we go back to your professional role within the organization, but bearing your own experiences as a 'co-worker' in mind:

9. **How do you involve co-workers in your work? Maybe give an example?**
 - a. Why do you (not) involve them?
 - b. Why do you involve them in that way you just described?
 - c. What are the advantages and disadvantages of this way of working?
 - d. Goes through franchisees? → in your experience, how are co-workers' needs and feedback regarding learning communicated through the franchisees?
 - e. How can this be improved?

Subtopic 5: ICL's approach to competence development is Learning in the Business, where the goal is to create knowledge through experiences at work.

10. **To what extent do you work with this approach, and can you tell me about some of your experiences?**
 - a. Can you give an example?
 - b. Why do you think IKEA upholds this approach? What is the purpose of having this approach?

Checklist for closure

11. Finally, is there anything you want to share or that you find relevant that I haven't asked you about??
12. Thank participant for their time
13. Do they have any questions?

List of generic probes (optional)

14. If needed, refer to participant's miro board.

References to Research Questions

1. **How to improve the EX?**
 - a. Subtopic 3
 - b. Subtopic 4
2. **How to enable bi-directional information sharing?**
 - a. Subtopic 4
3. **How to identify business development opportunities?**
 - a. Subtopic 4
4. **How to facilitate competence building?**
 - a. Subtopic 5
5. **How to stimulate competence building?**
 - a. Subtopic 5

Appendix 3: Ammi Janebrant

Checklist for start

- Good lighting during call
- Recording device
- Pen for taking notes
- Ask participant if it is okay to record the interview

Introductory Script

- Introduce yourself and explain why you want to interview the participant
- My thesis is focusing on designing new concepts for IKEA's omni-channel co-worker experience, specifically looking at how certain information silos (concept knowledge, product information and learning solutions) are presented to co-workers, how we can start doing this in a more updated way and co-worker centric focus, and most importantly create an active dialogue between co-worker and franchisor.
- What I really want to focus on in this interview is the 'top-bottom' structure of how learning solutions are viewed and created through CBF's POV, but also your personal experiences in this process as someone in CBF but also as an IKEA employee.
- I have a few questions that we're just going to go through in the next hour, of which some are a bit interactive.
- There are NO RIGHT OR WRONG ANSWERS, I just really want to learn about your experiences and stories, feel free to say anything that's on your mind

So to get us started, I have a simple exercise in MIRO

Subtopic 0: What ways or tools do employees use to 'learn' more and develop their own competences further at IKEA?

Synthesizing questions:

- What ways or tools you use to 'learn' more and develop your own competences further at IKEA?
- Can be informal and formal ways

Subtopic 1: Role at IKEA and contribution to learning and competence development

So your roles at IKEA are that of a Planner and an Experience Lead

- 1. Could you tell me about what your job entails?**
2. Within your role as developer, you experience all 6 steps in the learning solution development process. Learning solutions are 'born' out of business needs but even that is a continuous cycle:
If you were to start with investigating business needs today, how would that process look like?
 - a. *What tools or resources do you use to discover the business needs?*
 - b. *How do you deem information relevant enough for it to be considered in your investigation?*
- 2. How do you feel that this process and these help you in your work?**
 - a. *What kind of hinders have you experienced with this process?*
- 3. If you were to create the steps yourself, what would that look like in your ideal world?**
 - a. *What obstacles are keeping you from being able to fully realize this ideal situation?*

Subtopic 2: Working with different types of information

- 4. In your role, you deal a lot with the known and the unknown: How do you navigate between these two areas?**
 - a. *How do you know what information is relevant to continue with?*
 - b. *What sources do you use to confirm your findings/intuition?*

Subtopic 3: Input from franchisees and co-workers

- 5. What is the perfect 'input' for you to work with?**
 - a. *Co-workers? Franchisees?*
 - b. *What kind of input do you get from co-workers?*
 - c. *How applicable is the input you get from co-workers for other customer meeting points? Or how do you make it applicable?*

6. **How can input be improved to work better for you?**
7. **To what extent is co-worker feedback part of the process of determining the needs and requirements for learning solution?**

Checklist for closure

8. Finally, is there anything you want to share or that you find relevant that I haven't asked you about??
9. Thank participant for their time
10. Do they have any questions?

References to Research Questions

6. **How to improve the EX?**
 - a. Subtopic 1
 - b. Subtopic 3
7. **How to enable bi-directional information sharing?**
 - a. Subtopic 3
8. **How to identify business development opportunities?**
 - a. Subtopic 1
9. **How to facilitate competence building?**
 - a. Subtopic 1
 - b. Subtopic 2
10. **How to stimulate competence building?**
 - a. Subtopic 3

Appendix 4: Therese Soderstrom

Checklist for start

- Good lighting during call
- Recording device
- Pen for taking notes
- Ask participant if it is okay to record the interview

Introductory Script

- Introduce yourself and explain why you want to interview the participant
- My thesis is focusing on designing new concepts for IKEA's omni-channel co-worker experience, specifically looking at how certain information silos (concept knowledge, product information and learning solutions) are presented to co-workers, how we can start doing this in a more updated way and co-worker centric focus, and most importantly create an active dialogue between co-worker and franchisor.
- What I really want to focus on in this interview is the 'top-bottom' structure of how learning solutions are viewed and created through CBF's POV, but also your personal experiences in this process as someone in CBF but also as an IKEA employee.
- I have a few questions that we're just going to go through in the next hour, of which some are a bit interactive.
- There are NO RIGHT OR WRONG ANSWERS, I just really want to learn about your experiences and stories, feel free to say anything that's on your mind

So to get us started, I have a simple exercise in MIRO

Subtopic 0: What ways or tools do employees use to 'learn' more and develop their own competences further at IKEA?

Synthesizing questions:

- What ways or tools you use to 'learn' more and develop your own competences further at IKEA?
- Can be informal and formal ways

Subtopic 1: Role at IKEA and contribution to learning and competence development

So your roles at IKEA are that of a Planner and an Experience Lead

3. Could you tell me about what your job entails?

- What's the dynamic like between those roles? How are you making those two jobs work together?*
- What does your average workweek look like?*
- What have been some eye-openers that you've experienced since taking on this new role?*

Subtopic 2: Differences between working with franchisees and co-workers

So if I have understood correctly, as an Experience Lead you work more with franchisees and as a planner you're in more contact with co-workers and I'd like to understand what those two dynamics are like.

4. Could you tell me a bit about what your relation is like with these two groups?

- How do you interact with them?*
- How do the relations differ from each other and how are they alike?*

Subtopic 3: Feedback from franchisees and co-workers

5. I presume that you work with a lot of feedback from franchisees and co-workers, what kind of feedback do you get from them?

- From your experiences in handling feedback from franchisees and co-workers, what would you say are the recurring topics in the feedback for their needs and requirements?*
 - Are there patterns/factors in the feedback from franchisees and co-workers?*
- Why do you think these topics keep coming back?*
 - What do you think is reason that these topics are always changing?*
- As a planner you also have to work with complaints: what kind of complaints were those and what was it like to handle those?*

Subtopic 4: Involving co-workers in work

6. Complaints are one way co-workers are actively involved in your work, **what are other ways you involve them in your work?**
 - a. *Both as Experience Lead and Planner*
 - b. *How are you in contact with them? What tools/products do you use?*

Subtopic 5: Learning in the business and Innovation

So, I'd also like to talk a bit about innovation within the Learning Experience of IKEA.

7. **What is your opinion on innovation within learning at IKEA?**
 - a. *Do you feel that what is being done to help co-workers further develop themselves, is innovative enough? Why so/not? Is there an innovation mentality?*
 - b. *What moments have you had in which you feel like you've experienced some sort of innovation?*

Subtopic 6: ICL's approach to competence development is Learning in the Business, where the goal is to create knowledge through experiences at work.

8. **How much do you work with this approach, and can you tell me about some of your experiences?**
 - a. *Can you give an example?*
 - b. *Why do you think IKEA upholds this approach? What is the purpose of having this approach?*

Checklist for closure

9. Finally, is there anything you want to share or that you find relevant that I haven't asked you about??
10. Thank participant for their time
11. Do they have any questions?

References to Research Questions

11. **How to improve the EX?**
 - a. Subtopic 3
 - b. Subtopic 4
 - c. Subtopic 5
12. **How to enable bi-directional information sharing?**
 - a. Subtopic 2
 - b. Subtopic 3
 - c. Subtopic 4
13. **How to identify business development opportunities?**
 - a. Subtopic 5
14. **How to facilitate competence building?**
 - a. Subtopic 6
15. **How to stimulate competence building?**
 - a. Subtopic 6

Appendix 5: Jose Lopez & Riccardo Idilli

Checklist for start

- Good lighting during call
- Recording device
- Pen for taking notes
- Ask participant if it is okay to record the interview

Introductory Script

- Introduce yourself and explain why you want to interview the participant
- My thesis is focusing on designing new concepts for IKEA's omni-channel co-worker experience, specifically looking at how certain information silos (concept knowledge, product information and learning solutions) are presented to co-workers, how we can start doing this in a more updated way and co-worker centric focus, and most importantly create an active dialogue between co-worker and franchisor.
- What I really want to focus on in this interview is the 'bottom-up' structure of how the learning offer is perceived by the co-worker, but also your personal experiences as a co-worker when it comes to communication and feedback-delivery to CBF.
- I have a few questions that we're just going to go through in the next hour, of which some are a bit interactive.
- There are NO RIGHT OR WRONG ANSWERS, I just really want to learn about your experiences and stories, feel free to say anything that's on your mind

So to get us started, I have a simple exercise in MIRO

Subtopic 0: What ways or tools do employees use to 'learn' more and develop their own competences further at IKEA?

Synthesizing questions:

- What ways or tools you use to 'learn' more and develop your own competences further at IKEA?
- Can be informal and formal ways

Subtopic 1: Co-worker's role at IKEA Store

So your role at the IKEA Delft store is that of a sales manager, you lead the sales team (?)

12. Could you tell me about what your job entails?

- What is your responsibility towards your team?*
- What's the team dynamic like? How do you interact?*
- What does your average workweek look like? Before and during Covid*
- What have been some eye-openers that you've experienced since the pandemic?*

Subtopic 2: Sales work

My graduation assignment looks to focus more on the sales co-worker as you're in more and direct contact with the customers.

13. Could you describe your relationship with the IKEA customer?

- What do you as a salesperson, 'mean' to an IKEA customer?*
- What can they expect of you to deliver them?*
- How do you interact with them? Attitude?*

14. How do you ensure this is upheld within your team?

- How do you keep your team motivated to keep doing their best?*

Subtopic 3: Feedback

I presume that you as a salesperson, and your team, get feedback from IKEA customers, both positive and negative:

15. What kind of feedback do you get from them?

16. How do you handle the feedback as a salesperson?

17. How do you handle the feedback as a sales manager?

- From your experiences in handling feedback from customers and co-workers, what would you say are the recurring topics in the feedback for their needs and requirements?*

- b. *Why do you think these topics keep coming back?*
 - i. *What do you think is reason that these topics are always changing?*

Subtopic 4: Relationship with ICL/CBF

18. Delft store is a unique situation, being a reference store and one of the offices of CBF. **How would you describe your relationship with CBF?**
- a. ***What kind of feedback do you/does your team like to give to ICL/CBF?***
 - i. *How frequent and in what context?*
 - b. ***Do you feel like there is a direct connection? Why (not)?***
 - c. *Who do they talk to directly?*
 - d. *Through which channels? Email? Meetings?*
 - e. *What opportunities have you experienced that come with title of reference store?*
19. **What has your experience been like with CBF and their actions to implement your feedback?**
- a. *What is the biggest and most evident difference between people who work in the store and people who work for the store? (Other than experiencing the 'real work?')*
 - b. *Do you feel you are HEARD and LISTENED to? Why (not)?*
20. **What can be done to improve your relationship with CBF?**

Subtopic 5: Learning in the business and Innovation

So, I'd also like to talk a bit about innovation within the Learning Experience of IKEA.

21. **What is your opinion on innovation within learning at IKEA?**
- a. *Do you feel that what is being done to help co-workers further develop themselves, is innovative enough? Why so/not? Is there an innovation mentality?*
 - b. *What moments have you had in which you feel like you've experienced some sort of innovation?*

IKEA'S approach to competence development is Learning in the Business, where the goal is to create knowledge through experiences at work.

22. **How much do you work with this approach, and can you tell me about some of your experiences?**
- a. *Can you give an example?*
 - b. *Why do you think IKEA upholds this approach? What is the purpose of having this approach?*

Checklist for closure

- 23. Finally, is there anything you want to share or that you find relevant that I haven't asked you about??
- 24. Thank participant for their time
- 25. Do they have any questions?

References to Research Questions

16. **How to improve the EX?**
- a. Subtopic 1
 - b. Subtopic 3
17. **How to enable bi-directional information sharing?**
- a. Subtopic 1
 - b. Subtopic 2
 - c. Subtopic 3
 - d. Subtopic 4
18. **How to identify business development opportunities?**
- a. Subtopic 4
 - b. Subtopic 5
19. **How to facilitate competence building?**
- a. Subtopic 2
 - b. Subtopic 5
20. **How to stimulate competence building?**
- a. Subtopic 2
 - b. Subtopic 5

Appendix 6: External Companies (Dutch)

Checklist for start

- Good lighting during call
- Recording device
- Pen for taking notes
- Ask participant if it is okay to record the interview

Introductory Script

- Stel jezelf voor en leg uit waarom je de deelnemer wilt interviewen
- Mijn afstudeerscriptie richt zich op het ontwerpen van nieuwe concepten voor IKEA's omni-channel employee experience, waarbij ik specifiek ga kijken naar hoe bepaalde informatiesilo's (conceptkennis, productinformatie en leeroplossingen) worden gepresenteerd aan medewerkers, hoe we dit kunnen gaan integreren en de focus op de medewerker leggen, en vooral een actieve dialoog creëren tussen medewerker en franchisegever.
- Waarom ik graag met jou in gesprek wilde gaan, is om uiteindelijk de context te schetsen van de EX in grotere bedrijven en een benchmark vast te leggen m.b.t. hoe bedrijven omgaan met feedback van werknemers.
- Er zijn GEEN JUISTE OF VERKEERDE ANTWOORDEN, ik wil gewoon heel graag je ervaringen en verhalen leren kennen, voel je vrij om alles te zeggen waar je aan denkt
- Dus ik ben vooral geïnteresseerd in:
 - o Jouw rol, en met wie werk jij samen?
 - Voor wie werk jij (niet het bedrijf)?
 - Op wat voor manier sta jij in contact met de werknemers?
 - o Hoe kom jij en/of je team erachter hun needs zijn?
 - Hoe vertaalt zich dit?
 - Op wat voor manieren betrek jij werknemers in jouw werk?
 - Hoe gebruiken jullie hun feedback en inzichten om jullie aanbod beter bij hen aan te laten sluiten?
 - Personaliseren? Verschillende technologieën gebruiken?
 - o Hoe ziet het proces eruit waarin die needs omgezet worden tot oplossingen?
 - o Werk jij veel met feedback en op wat voor manier? Waarom niet?
 - o Time well spent: hoe zorgen jullie ervoor dat dat wat jullie aanbieden, ook de tijd waard is voor werknemers om aandacht aan te besteden?
 - o Time well invested: Hoe zorgen jullie ervoor dat dat wat jullie aanbieden, zowel op korte termijn als lange termijn baat heeft bij werknemer en werkgever?
 - o Time well saved: is dat wat jullie aanbieden goed geïntegreerd met technologie? Op een manier
- Hoe zou jij binnen jouw afdeling de employee experience nog willen zien veranderen of verbeteren?

Interview Findings Summaries

Appendix 7: CBF co-workers

	How to improve the EX?	How to enable bi-directional info sharing?	How to identify business development opportunities?	How to facilitate competence building?	How to stimulate competence building?
<i>ICL Culture & Experience Lead</i>	<ul style="list-style-type: none"> - Frequent updates of LO; - Storytelling; - Incorporating external resources; - Innovate info presentation and LX; - Saving <i>Togetheress</i>; 	<p>Emails, chats, feedback-button, competence playlists, F2F or digital meetings, business leaders, competence area forums</p>	<p>Allow for employee experimentation with learning content and at the workplace;</p>	<ul style="list-style-type: none"> - MOOC, SPOOC; - Innovative tools that allow for more human interaction moments; - Explanation video's; - Best practices with minimal knowledge; 	<ul style="list-style-type: none"> - Allocate time to learn; - Allow for human interaction; - Create environment that allows for learning moments in real-life/in front of the customer
<i>ICL Experience Lead & Planner</i>	<ul style="list-style-type: none"> - Create purpose and alignment by visualizing data in a comparable and cohesive way; - Listening to stakeholders' LO experiences; - Creating a sense of IKEA cohesion while being considerate of other cultures; - Learning formats need to be more flexible; - IKEA needs to be more foreseeing in terms of future need and technology and how fast we adapt to reality; 	<ul style="list-style-type: none"> - (Update) meetings with various stakeholders; - Digital infrastructure; - Rating & Review system online; - Kirkpatrick Model for Evaluation; 	<ul style="list-style-type: none"> - Cohesive & comparable data visualization; - <i>Meeting the Learner</i> during the development phase of DLSP; - SME's: Subject Matter Experts are involved in development of a new learning solution; - Change management, innovation depends on infrastructure and time; - Talk about innovation more often at the workplace, concrete examples; 	<ul style="list-style-type: none"> - F2F, online, learning hub; - Less heavy in terms of duration for people working in the store; - Flexibility & Digestible Formats; - Change management - Learning in the business <i>together with a buddy, a mentor or shadowing somebody</i> - Make learning experience tangible; 	<ul style="list-style-type: none"> - Make stakeholders aware of the possibilities of the learning offer; - Make learning solutions less heavy in terms of duration;
<i>ICL Solution Developer</i>	<ul style="list-style-type: none"> - Involve various people in design process; - Sort and deliver correct content to ICL that is rooted in co-workers' needs and participation; - Understand people's daily situation better, create relevant content; - Allow for targeted learning and feedback 	<ul style="list-style-type: none"> - Have co-workers in validation sessions at country level/CBF meetings; - More involvement of co-workers throughout LSDP interviews at beginning, sketches & testing at end; - Create time for sharing feedback with co-workers; - Get permission quicker 	<ul style="list-style-type: none"> - More test-moments; - Talk to and involve those actually in need of solutions 	<ul style="list-style-type: none"> - Post-learning validation moment with learner to see if learning objectives were met; - 'A couple of clicks away', still not direct-to-the-learner enough; - Peer-to-peer learning; - Help learner find what they need to know based on knowledge they have; - Show the next step; AI; 	<ul style="list-style-type: none"> - Let learners have a say; - Involve learners (more) in development process to know their needs better;

Interview Findings Summaries
Appendix 17: CBF co-workers

	How to improve the EX?	How to enable bi-directional info sharing?	How to identify business development opportunities?	How to facilitate competence building?	How to stimulate competence building?
<p>ICL Culture & Experience Lead</p> <p><i>lack of falling behind on innovation</i></p>	<ul style="list-style-type: none"> - Frequent updates of LO; - Storytelling; - Incorporating external resources; - Innovate info presentation and LX; - Saving <i>Together</i>ness; 	<ul style="list-style-type: none"> - Emails, chats, feedback-button, competence playlists, F2F or digital meetings, business leaders, competence area forums 	<ul style="list-style-type: none"> - Allow for employee experimentation with learning content and at the workplace; <p><i>role of CBF/ICL</i></p>	<ul style="list-style-type: none"> - MOOC, SPOOC; - Innovative tools that allow for more human interaction moments; - Explanation videos; - Best practices with minimal knowledge; - F2F, online, learning hub; - Less heavy in terms of duration for people working in the store; - Flexibility & Digestible Formats; - Change management 	<ul style="list-style-type: none"> - Allocate time to learn; - Allow for human interaction; - Create environment that allows for learning moments in real-life/in front of the customer
<p>ICL Experience Lead & Planner</p> <p><i>creating moments + responsibility for innovating stakeholders</i></p> <p><i>productive role of CBF</i></p>	<ul style="list-style-type: none"> - Create purpose and alignment by visualizing data in a comparable and cohesive way; - Listening to stakeholders' LO experiences; - Creating a sense of IKEA cohesion while being considerate of other cultures; - Learning formats need to be more flexible; - IKEA needs to be more foreseeing in terms of future need and technology and how fast we adapt to reality; 	<ul style="list-style-type: none"> - (Update) meetings with various stakeholders; - Digital infrastructure; - Rating & Review system online; - Kirkpatrick Model for Evaluation; <p><i>involve + guidance</i></p>	<ul style="list-style-type: none"> - Cohesive & comparable data visualization; - Meeting the Learner during the development phase of DLSP; - SMEs: Subject Matter Experts are involved in development of a new learning solution; - Change management, innovation depends on infrastructure and time; - Talk about innovation more often at the workplace, concrete examples; 	<ul style="list-style-type: none"> - Post-learning validation moment with learner to see if learning objectives were met; - A couple of clicks away, still not direct-to-the-learner-enough; - Peer-to-peer learning; - Help learner find what they need to know based on knowledge they have; - Show the next step, AI; 	<ul style="list-style-type: none"> - Make stakeholders aware of the possibilities of the learning offer; - Make learning solutions less heavy in terms of duration; <p><i>guidance</i></p>
<p>ICL Solution Developer</p> <p><i>involvement + role of CBF in feedback conversations</i></p> <p><i>involvement + role of CBF + role of CBF + role of CBF</i></p> <p><i>CBF</i></p>	<ul style="list-style-type: none"> - Involve various people in design process; - Sort and deliver correct content to ICL that is rooted in co-workers' needs and participation; - Understand people's daily situation better; create relevant content; - Allow for targeted learning and feedback 	<ul style="list-style-type: none"> - Have co-workers in validation sessions at country-level/CBF meetings; - More involvement of co-workers throughout LSDP interviews at beginning, sketches & testing at end; create time for sharing feedback with co-workers; - Get permission quicker 	<ul style="list-style-type: none"> - More test-moments; - Talk to and involve those actually in need of solutions <p><i>involvement</i></p>	<ul style="list-style-type: none"> - Let learners have a say; - Involve learners (more) in development process to know their needs better; <p><i>innovation</i></p>	<p><i>involve -</i></p>

Cross-representing

lack of falling behind on innovation

togetherness + guidance + tangibility

role of CBF/ICL towards co-workers

guidance + tangibility

involve -

guidance

innovation

flexible + tangible

involvement

role of CBF/ICL

flexible guidance

involve

flexible + tangible

involve -

Appendix 8: Store Co-workers

	How to improve the EX?	How to enable bi-directional info sharing?	How to identify business development opportunities?	How to facilitate competence building?	How to stimulate competence building?
<i>IKEA Delft Store Sales Managers</i>	<ul style="list-style-type: none"> - Status updates about their feedback/issue; - Set up information infrastructure that doesn't rely on personal network; - Match learning content better with <i>current</i> work situation - Change relationship with CBF in regard to ways of communication in the same building. - Take holistic approach to business, cross functional teams and not using silos; 	<ul style="list-style-type: none"> - Daily stand-up meetings, roll calls; - Less bureaucratic or digital red tape; - Closed-end feedback loop - Categorizing type of feedback; - Monthly/weekly talks with co-worker - Show appreciation for someone's feedback; - Allow for people to come with their own suggestions for their feedback; - Use channels that prompt two-way feedback sharing (different channel for urgent matters); 	<ul style="list-style-type: none"> - Quick, agile testing in the store & direct implementation; - Allowing co-workers to test out their ideas; - Look at KPI's, benchmark competitors, sales targets etc.; - Validating gut-feeling with info you can/have gathered; - Involve/always link back to sales: it's the core business and impacts everything; - Involve co-workers from the beginning, from scratch; - Test while there's traction; - Test with MVP so that you don't waste time planning and perfecting; 	<ul style="list-style-type: none"> - Buddy system - Get answers in a quicker and in a more personal way (not being redirected the whole time); - Pick only the parts you need to know; - Let other co-workers give trainings to other co-workers about the necessary-to-know elements (start with two people and scale up); - Give trainings in the store/in store setting; 	<ul style="list-style-type: none"> - Co-workers need to <i>why</i> they're learning something/spending their time on it; - Make it a personal learning experience; - Less theoretical, more practical; - Connect personal and organizational goals; - Frequent check on goal-progress; - Involve store co-workers in developing the store of the future; - Let store co-workers test out more of CBF's assumptions and tell their pain points;
<i>IKEA Delft Store Communication & Interior Design Managers</i>	Better communication between CBF and Delft Store managers;	Have store co-workers or ambassadors in CBF teams (CBF's Promote & Present team)	CBF: look & listen to how the reference store is applying learning content and IKEA mandatories, CBF can learn from the store they're literally connected to	n/a	n/a

Appendix 18: Store Co-workers

	How to improve the EX?	How to enable bi-directional info sharing?	How to identify business development opportunities?	How to facilitate competence building?	How to stimulate competence building?
<p>IKEA Delft Store Sales Managers</p> <p><i>involvement + self-upgraded</i></p>	<p>- Status updates about their feedback/issue;</p> <p>- Set-up information infrastructure that doesn't rely on personal network;</p> <p>- Match learning content better with <i>current work situation</i></p> <p>- Change relationship with CBF in regard to ways of communication in the same building;</p> <p>- Take holistic approach to business, cross functional teams and not using silos;</p> <p><i>relevance</i></p> <p><i>autonomy!</i></p> <p><i>CBF relationship involvement</i></p>	<p>- Daily stand-up meetings, roll calls;</p> <p>- Less bureaucratic or digital red tape;</p> <p>- Closed-end feedback loop</p> <p>- Categorizing type of feedback;</p> <p>- Monthly/weekly talks with co-worker</p> <p>- Show appreciation for someone's feedback;</p> <p>- Allow for people to come with their own suggestions for their feedback;</p> <p>- Use channels that prompt two-way feedback sharing (different channel for urgent matters);</p> <p><i>involvement</i></p>	<p>- Quick, agile testing in the store & direct implementation;</p> <p>- Allowing co-workers to test out their ideas;</p> <p>- Look at KPIs, benchmark competitors, sales targets etc.;</p> <p>- Validating gut-feeling with info you can/have gathered;</p> <p>- Involve/always link back to sales: it's the core business and impacts everything;</p> <p>- Involve co-workers from the beginning, from scratch;</p> <p>- Test while there's <i>traction</i>;</p> <p>- Test with MVP so that you don't waste time planning and perfecting;</p> <p><i>involvement</i></p>	<p>- Buddy system</p> <p>- Get answers in a quicker and in a more personal way (not being redirected the whole time);</p> <p>- Pick only the parts you need to know;</p> <p>- Let other co-workers give trainings to other co-workers about the necessary-to-know elements (start with two people and scale up);</p> <p>- Give trainings in the store/in store setting;</p> <p><i>involve, role of store/manager</i></p>	<p>- Co-workers need to <i>why</i> they're learning something/spending their time on it;</p> <p>- Make it a personal learning experience;</p> <p>- Less theoretical, more practical;</p> <p>- Connect personal and organizational goals;</p> <p>- Frequent check on goal progress;</p> <p>- Involve store co-workers in developing the store of the future;</p> <p>- Let store co-workers test out more of CBF's assumptions and tell their pain points;</p> <p><i>personalized</i></p> <p><i>relevance</i></p> <p><i>involvement, personally relevant</i></p>
<p>IKEA Delft Store Communication & Interior Design Managers</p>	<p>Better communication between CBF and Delft Store managers;</p> <p><i>involvement</i></p>	<p>Have store co-workers or ambassadors in CBF teams (CBF's Promote & Present team)</p>	<p>CBF: look & listen to how the reference store is applying learning content and IKEA mandates; CBF can learn from the store they're literally connected to</p>	<p>n/a</p> <p><i>involvement</i></p>	<p>n/a</p> <p><i>potential with store calls with CBF</i></p>

Direct interaction to create relevance

making relevance

personalized

involvement, personally relevant

involve/relate with CBF

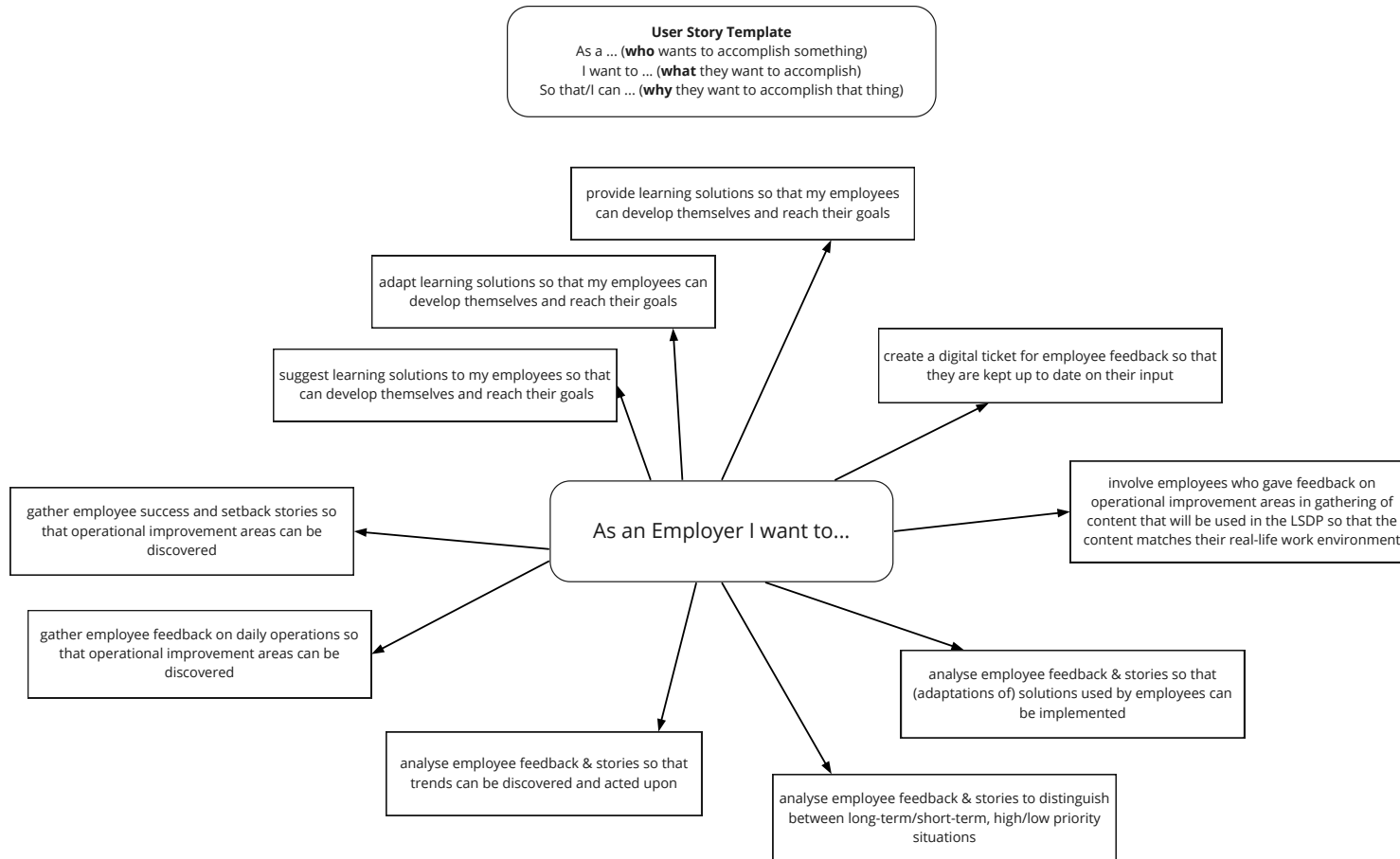
potential with store calls with CBF

Appendix 9: External companies

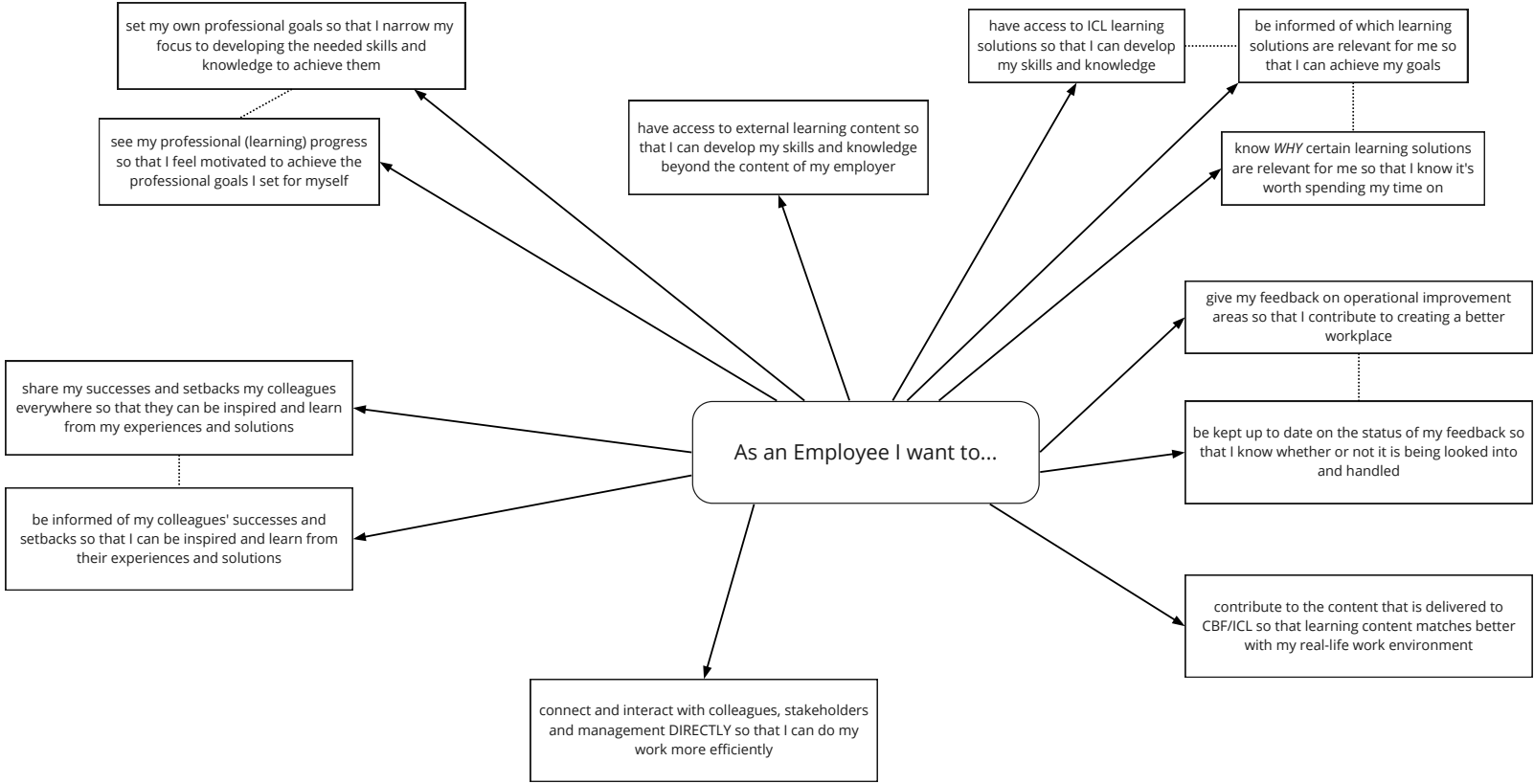
<i>External L&D Managers</i>	How to improve the EX?	How to enable bi-directional info sharing?	How to identify business development opportunities?	How to facilitate competence building?	How to stimulate competence building?
<i>Airline Company</i>	<ul style="list-style-type: none"> - Focus on creating engagement with employees - Don't always reside to training courses to fix issues - Performance support app with interactive guidance to learn in the business 	<ul style="list-style-type: none"> - Report issues via smart devices; - Ambassadors between employer and employee; - Sounding board sessions with employees (line managers, SME's and users), 3x a year but it could be more and less conservative; 	<ul style="list-style-type: none"> - Own employees are SME's (side role); - Reported issues are analyzed by team and plan is devised; - Line managers can <i>directly</i> contact L&D manager about needs; - Don't rely too much on management, involve actual target group; 	<ul style="list-style-type: none"> - Set goals beforehand that state what should be changed in behavior after learning experience; - Intake and analysis conversation with line manager about learning needs; - Kasser & Smith 	<ul style="list-style-type: none"> - Yammer moderators who represent certain dept on that platform can immediately answer questions employees may have; - Employed Yammer community who work in shifts to answer work questions (available 18 hours per day); - Give employees the opportunity to join a sounding board group;
<i>Tech Manufacturing Company</i>	<ul style="list-style-type: none"> - Actively guide the change process of implementations, change specialist; - Competence development is your own choice, not everyone is concerned with it so don't expect to control it as CBF; - Prevent symptom relief & sub-optimization with correct knowledge and expertise to identify real problem (e.g. best practices trainings, meetings, incl user perspective data etc.) (connected to proliferation point) 	<ul style="list-style-type: none"> - Change specialist or someone that is in direct contact with employees and guides through new policies/info etc. - Best feedback is F2F, not via 'lifeless' digital courses on a computer; - CREATE time to gather feedback and measure alignment or discrepancies within the organization; - Check employee's perception of improvement area with e.g. KPI's or other data to prevent symptom relief; 	<ul style="list-style-type: none"> - Have 'ambassadors' facilitate reflection sessions and then give feedback to line manager whether they're going in the right direction etc.; - 'Mirroring' instead of classic learning course to uncover/measure any discrepancies and alignment (what do you think is important, how do you think you can stimulate others, where do you see growth opportunities for yourself?) 	<ul style="list-style-type: none"> - CBF: Realize that when a product changes, it changes the working culture and has influence on the individual person; - Charles Jennings 70:20:10 learning concept, 3 forms of learning: structured program, learning from others and learning by doing or experiencing; - Empower employees to come with own solution (as line manager), pitfall is if you have many teams doing this it could lead to proliferation (wildgroei) and lack of alignment 	<ul style="list-style-type: none"> - Trigger and entertain employee during learning experience; - Show the employee what is in it for them in regard to learning; - Have coaches/mentors
<i>Variety Chain Store</i>	<ul style="list-style-type: none"> - Personal digital assistant 	<ul style="list-style-type: none"> - Sounding board sessions - Online feedback, surveys 	<ul style="list-style-type: none"> - Ambassador network with clients to discover their needs; - Testing prototypes with groups 	<ul style="list-style-type: none"> - E-learnings, minimum compulsory content; - Deliver learning into the employee's home; 	<ul style="list-style-type: none"> - (most) of learning content is not compulsory, it's up to the employee; - via team leader;

User stories & Clustering

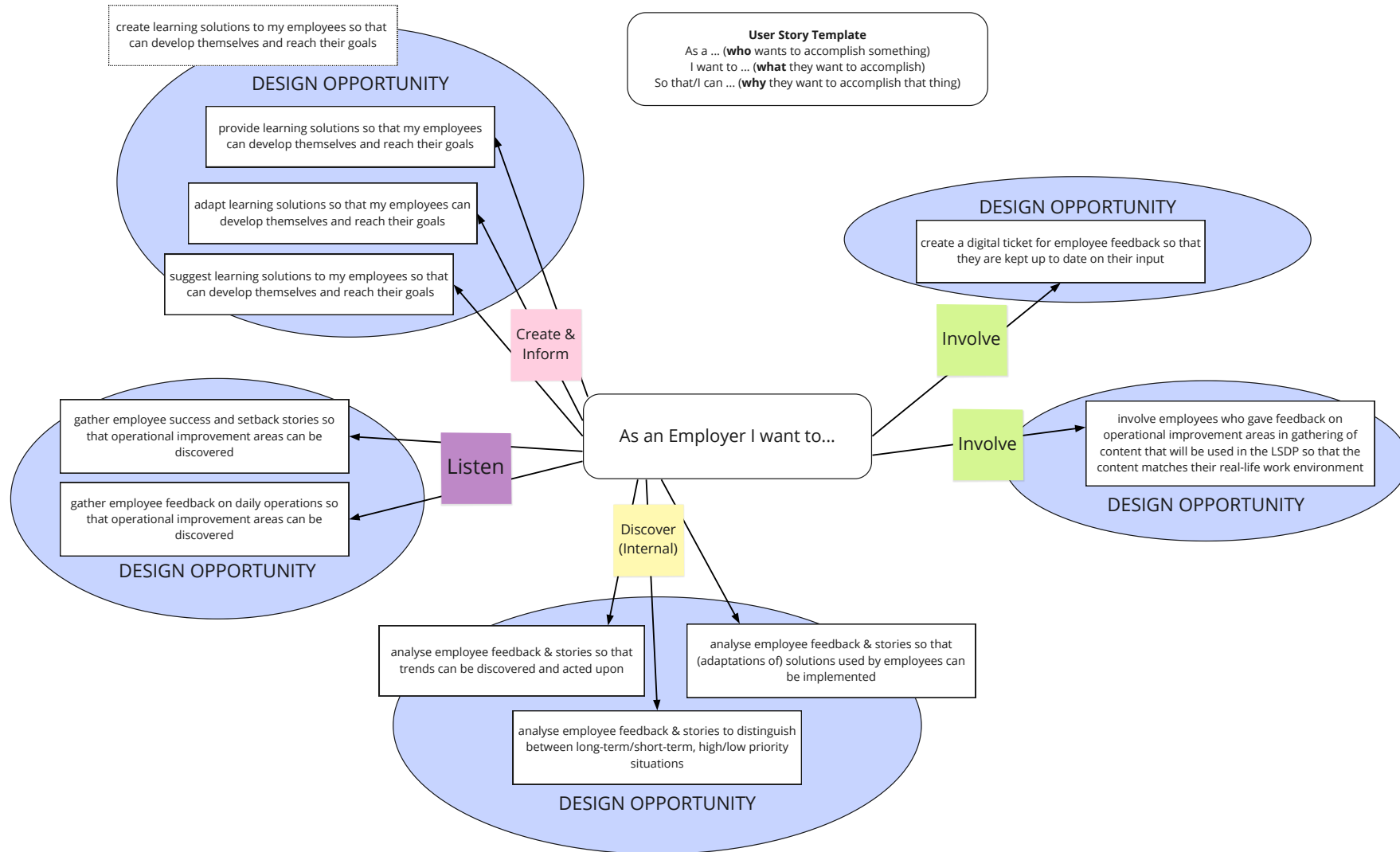
Appendix 10: Miro Board Employer & Employee User Stories



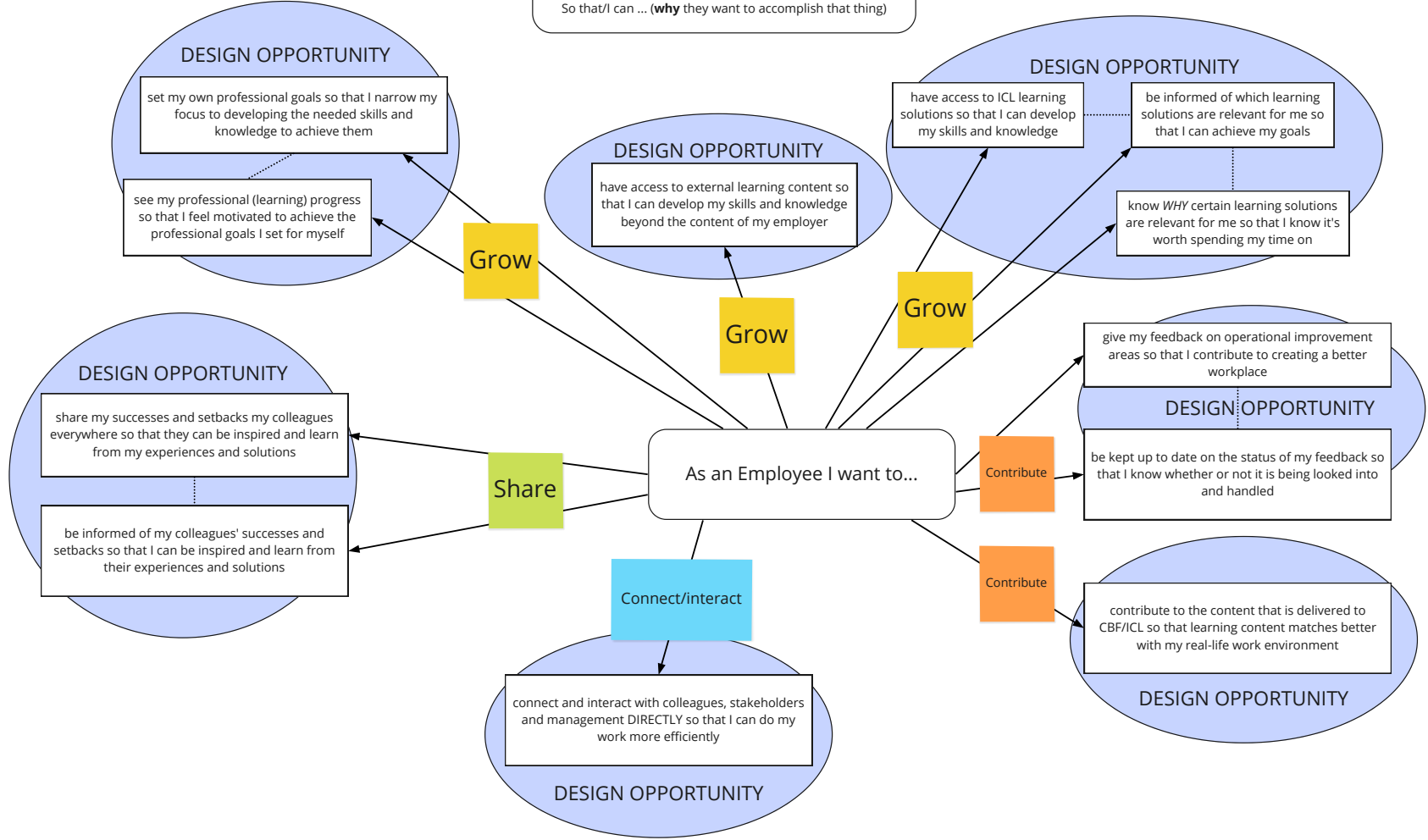
User Story Template
As a ... (**who** wants to accomplish something)
I want to ... (**what** they want to accomplish)
So that/I can ... (**why** they want to accomplish that thing)



Appendix 11: Miro Board of User Story Clustering & Design Opportunities



User Story Template
 As a ... (**who** wants to accomplish something)
 I want to ... (**what** they want to accomplish)
 So that/I can ... (**why** they want to accomplish that thing)

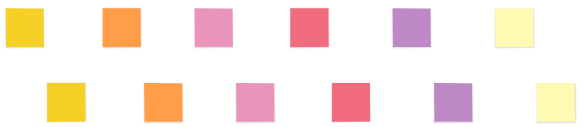



Appendix 12: Collaborative sessions

Miro Boards Set-up CBF Sessions

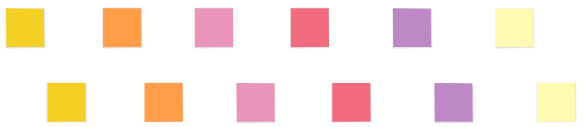

Concrete examples of: Education

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. It can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels or acts may be considered as educational.

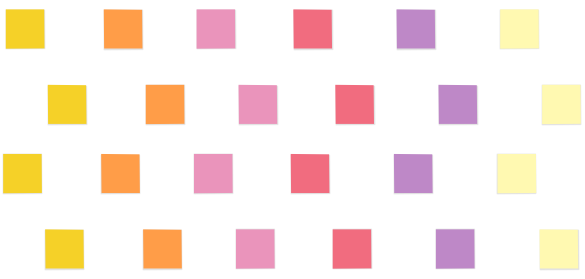

Concrete examples of: Escapism

Escapism is mental diversion from unpleasant or boring aspects of daily life, typically through activities involving imagination or entertainment.



Concrete examples of: Aesthetics

Aesthetics is the field of philosophy that studies the ways in which humans experience the world through their senses, the world that surrounds them in their day-to-day existence and thus constitutes the everyday environment. It is especially concerned with the appreciation of particular objects when they strike the senses in a pleasing manner.

Concrete examples of: Entertainment

Entertainment can be any idea, task, activity or event developed specifically for the purpose of keeping an audience's attention and interest or give them pleasure and delight.

Concrete examples of: Personalization

Personalization, or customization, consists of tailoring a service or a product to accommodate specific individuals, sometimes tied to groups or segments of individuals.



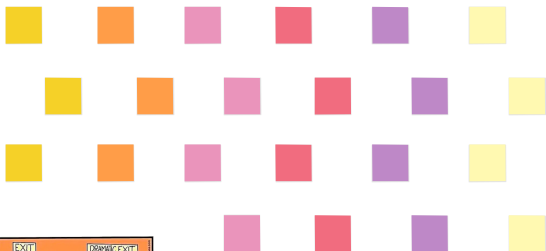
Concrete examples of: (Organizational) Cohesion

Organizational cohesion can be seen as the extent to which people within an organization feel a sense of unity with one another



Concrete examples of: Dramatization

The construction or representation of an event, activity or experience in dramatic form.



Concrete examples of: Transformation

Transformation can be seen as radical and typically positive change in outlook, character, form, or condition that is caused by an event or action.



Miro Boards Set-up IKEA Store Co-Worker Sessions

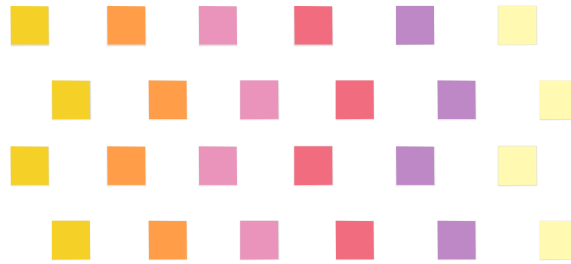
Concrete examples of: **Autonomy**

Autonomy, or self-direction, means to act freely but with choice; people can be autonomous in their actions while also being happily interdependent with others. Being independent in choosing your actions to achieve a certain task.



Concrete examples of: **Mastery**

Mastery is the desire for intellectual challenge, the urge to master something new and engaging



Concrete examples of: **Purpose**

The yearning to do work in the service of something larger than one's self; believing that what you are doing is for the greater good or for the 'bigger picture'.



Appendix 13: Final Concrete Examples Collaborative Sessions

Education	Escapism	Entertainment	Aesthetics
CBF Round 1	CBF Round 1	CBF Round 1	CBF Round 1
Schools (Childcare - University)	Movies & TV	Comedy shows	Architecture
Working in teams	VR	Fidget spinner	Jewelry
Uniforms	Theatre	Visit fair/amusement park	Mondriaan
Youth	(Smells from) Cooking	Having a conversation (children, friends, family, colleagues)	Minimalism
Whiteboard	(Day-)dreaming	Read (comic) books	Furniture
Stationary (pens, highlighters, post-its)	Music and Podcasts	Set up a good joke	Garden Design
Patent	Commuting	YouTube & Vlogs	Rhythm
Reflective Talk	Reading a journal/magazine/book	Board games	Make-Up & Fashion
Classrooms	Go for a walk	Doing sports	Proportions/dimensions
Ceremonies	Visit museum or gallery	CBF Round 2	Use of light
Delft Store	Travelling	Beach	Use of color
Learning by doing	Climbing	Midget golf	Nature
Mentors & Coaches	(Short) Yoga session	(Online) Concerts	Feng Shui
Diploma	Painting/Drawing	Disney+	Sculptures
School lockers	Procrastination	Shopping	CBF Round 2
Learning partner	Stories/Storytelling	Listening to music	Fine arts/paintings
	Gardening	Competitions	Typography
	Postponing	Dancing	Photo filters
	CBF Round 2	Dating	Maximalism
	Sleeping	Pottery/making things by hand	Home environment
	Meditation	Wining & Dining	Triggers all senses
	Whatsapp	Photography	Perfume
	Working		Repitition
	Dining in the dark		Goosebumps
Cohesion	Personalization	Dramatization	Transformation
CBF Round 1	CBF Round 1	CBF Round 1	CBF Round 1
Unions	Choose from different versions	Gossiping	Roleplaying to test something

Daily standups/roll calls
Parties
Expressing appreciation to someone
Team building exercises

CBF Round 2

Same office/location

Meeting F2F
Shared passion for a subject/topic

Common goals

Celebrational moments!

Travelling together

Agreed ways of working

Common habits/agreed rituals

Taking a break/eating together

Sharing the same successes/setbacks

Addressed to 'me'
Name tag
Me' in the center
Only made for 'me', no other versions exist

Absence of Clutter

Tailored suit/clothing

Digital cookies/add-ons

Ordering off the menu

CBF Round 2

Money

Handwritten letter

Name/email address

Own social media pages

Designer made

DIY/arts and crafts

Banking support

Smart platform

Noise & Music
Rhetoric

Graphically 'loud'

Acting out scenes

Fanfare/Parade

CBF Round 2

Flirting

Emphasizing

Performance evaluation

Relation changes

Temperature

Colour

Haute couture

Song lyrics/lyrical dance

Music video/musical

Experiencing new cultures
Getting older

Getting a new job

Changing your diet

Midlife crisis

Natural disasters

Trying out for something (sports, auditions, interviews)

War

CBF Round 2

Stopping bad habits

New outfit or hairstyle

New job

Rebuilding house

Bright light

Dark clouds

Reminiscing about old times

Watching a documentary

Health check-ups

The weather

Meeting new people

Autonomy**Delft Store**

(Not) Receiving guidance
 Leading a creative process
 Choosing your own team
 Being your own boss/owner of something
 Driver's license

CBF Round 2

Choosing your own method to work with
 Making decisions
 Creating/working with a schedule
 Communicating with stakeholders

Mastery**Delft Store**

Planning for the next project/goal
 Team composition
 Overachiever
 Trial and error
 Being considered as 'an expert' by others
 Breaking a personal record

CBF Round 2

Working with deadlines/records
 Actively listening and being heard
 Inspiring surroundings
 Survival instinct
 Having small successes
 Acknowledgement of growth
 Reflecting on success/setback
 Getting a bad review
 Getting second opinions on how to improve

Purpose**Delft Store**

Company/Personal mission
 Changing/being aware of your perspective
 Signing a petition
 Job in service sector
 Joining a protest
 Taking care of the environment
 Providing for others/the many

Literature

Wording that emphasizes more than self-interest
 Policies that allow people freedom

Individual session

Appendix 14: Combinations of Examples with RQ Components & Design Opportunities

- Set-up:
- 5 rounds per RQ/DO
- 2 concrete examples per round
- 1 round is 2 minutes
-

RQ: Discover (business) opportunities

Round 1 concrete examples: *watch a documentary & celebrational moments*

- Watching a docu about your journey/project/team to identify opportunities for team growth and ending with celebrational drinks/moments
- Get drunk/high during a celebrational moment and document it on video and brainstorm about new opportunities in life/work
- Watch a docu of your friends/family with suggestions for you to pursue in your (work) life and view it during a party

Round 2 concrete examples: *sleeping & beach*

- Take a nap on the beach with hallucagens and discover new opportunities for your to pursue in work/life while sleeping
- Have a scavenger hunt at the beach where you literally search for opportunities (phrased in words) and reflect afterwards in a tranquil setting
- Perform an exercise on the beach or in the water that links to setting your own goals and discovering the ways you could pursue them

Round 3 concrete examples: *nature & (smells from) cooking*

- Cooking in nature and having the ingredients be representative of what it will take/what is standing in the way of you reaching your goals
- Wild-camping in nature and having to find your own ingredients and during that process, exercises/conversations are done to discover what your opportunities are in life/work

Round 4 concrete examples: *ceremonies & typography*

- Workshops to discover what you want to achieve in life/work/with your team and having to write it down in concrete and measurable terms. Then all working together to make it look inspiring by means of typography and having an unveiling ceremony at the location where it will hang

Round 5 concrete examples: *(photo) filters & schools (childcare-university)*

- Using an emoji filter on your phone (like snapchat) that lets different picture pop up when you move your camera around; opportunities to learn more about something that is in the picture or someone, pop up with the filter
- App that lets you scan people/objects/nature and tells you in what ways this could benefit you
- App that connects you to people with expertise in certain area's that could help you reach your goals

Round 6 concrete examples: *books/magazines of other fields & cooking*

- Reading literature from other sectors to discover opportunities and its combined with a cooking class
- Interactive lectures while building IKEA furniture (instead of cooking) or testing learning solutions
- Learn about developments from other IKEA countries during a cooking class from that country's cuisine.

RQ: Facilitate learning & development

Round 1 concrete examples: *getting older & unions*

- Have age specific unions that accommodate learning content to that generation's/group's learning habits
- Using life experiences and sharing that with unions/groups as a way to teach other age groups though reflection and conversation
- People allocate themselves to various personality/characteristic groups/unions and have learning experiences with them and together with other groups

Round 2 concrete examples: *garden design & 'your own'*

- Create and design your own garden space and each plant represents your goals/growth, and items are used during learning exercise
- Grow your own plants (digitally also possible) the further you get in the learning process

- Use plants as representations of elements in life + learning exercises

Round 3 concrete examples: *visiting museum/gallery & diploma*

- Set up a gallery like space with various diplomas to be gotten in order to inspire learners and along with hear the stories of the people who have those diplomas
- An interactive learning museum space after which completing you get a diploma

Round 4 concrete examples: *instant or online messaging & travelling*

- While travelling through your learning journey, you can send or receive messages as to how you have been or how the learning experience will be
- Receive tips as IM's during your learning journey
- Learn while 'travelling' and receive directions/instructions per IM

Round 5 concrete examples: *experiencing new cultures & being an owner/boss*

- Learning by stepping into the shoes of the problem owner and experiencing their world/culture (meeloopdag/week)
- Be problem owner for a week; switch lives with someone else for a week to truly understand their daily situations and learn from that

RQ: Stimulate learning & development

Round 1 concrete examples: *use of light & emphasizing certain features*

- During the learning experience make use of light in a way that it highlights certain aspects of the screen/room the learner is working with/in to emphasize what that element on the screen/in the room represents

Round 2 concrete examples: *Mondriaan & new outfit/hairstyle*

- Use the style of mondriaan to involve learners in the exercises and have the lines, colours, proportions represent elements of the material being taught
- Get rid of any policies in regard to hairstyle/clothing so that the learner can be free to be themselves and therefore more comfortable to learn new things

Round 3 concrete examples: *home environment & providing for others/the many*

- Provide learning tools to the learners' homes so that their home environment is adequate for them to learn effectively
- Make all learnings available to the world so that more people are stimulated to learn

Round 4 concrete examples: *dark clouds & graphically 'loud'*

- Have learners create their own 'dark clouds' as things that are preventing them from learning effectively and use graphics to explain and portray what they want to learn and how it can positively affect them

Round 5 concrete examples: *being called 'an expert' by others & set a joke/prank*

- Stimulate people to continue learning by having them sit on meetings, panels or conferences as experts of their field/experiences
- Stimulate learning by adding entertaining elements to the exercises

RQ: Giving and receiving feedback

Round 1 concrete examples: *jewelry & gossiping*

- Having jewelry/trinkets/objects given to you that have a recorded message or written text in them to give/receive your feedback
- Jewelry/objects you wear that register when you're gossiping a lot and alerts you to give/receive feedback to whomever you're gossiping about

Round 2 concrete examples: *roleplaying to test things & choosing from different versions*

- Having people roleplay their colleagues or themselves in different ways to test what version is best when giving feedback
- Practice giving feedback to other by roleplaying in different genres; different voices; different outfits/settings

Round 3 concrete examples: *buddy/learning partner & sharing the same successes/setbacks*

- Give feedback to management or an organization with somebody who shared the same experience with you
- Test giving/receiving feedback with somebody who shared the same experience as you to know which format works best

- Give/receive feedback from two or more people who had the same experience together to see where things overlap/differ (for potential improvements)

Round 4 concrete examples: *policies that give people freedom & rebuilding a house*

- Implementing policies where people can rebuild and redesign the experience they have given positive/negative feedback on
- Getting feedback on proposals by those who will come in direct contact with that proposal

Round 5 concrete examples: *dating & whiteboard*

- During/after a (working) 'date' the two people involved write down feedback about each other on a whiteboard and show and talk about it at the end
- Set-up feedback dates within organisations to get 1:1 time and write/visualize the conversation on a whiteboard

DO: Distinguish & Categorizing Feedback

Round 1 concrete examples: *smart platform & name/email address*

- Using a smart platform to distinguish and categorize feedback based on digital tags but also categorizing the input per person/unit
- Personal dashboard system that categorizes and distinguishes the feedback that you have given/received in a visually comprehensive way
- Smart platform that goes into conversation with you (literally) to truly understand the feedback you have given/received in order help you categorize and distinguish it.

Round 2 concrete examples: *board games & trying out for something (audition, interview, sports team)*

- Trying out a board game version of an possible opportunity you would want to pursue in order to discover if it's something worth your while
- Meeloopdag with somebody that has discovered a possible business opportunity as a fun way to try out what they're experiencing
- Using game elements in interviews to discover if the person is sociable/other aspect you would want to test that is right for the job

Round 3 concrete examples: *getting older & stories/storytelling*

- Categorizing feedback based on date created/age
- Using older stories/experiences to find out previous ways of categorizing feedback
- Using older stories/experiences to distinguish how feedback has developed over time
- Having a timeline of stories of feedback you have given/received (categorizing by time)

Round 4 concrete examples: *doing sports & sharing the same successes/setbacks*

- Teams that share the same successes and setbacks take part in exercises that help them look at their feedback in a new light; being critical
- Having a captain in a sports team that gives feedback, captain person changes, afterwards there's a reflective session where everyone analyses the feedback and way of giving feedback so that people can improve their way of giving/receiving feedback

Round 5 concrete examples: *procrastination & communicating with stakeholders*

- Performing sessions with various stakeholders to analyse the feedback given/received and incorporating procrastinating exercises in between to keep the energy levels going
- During an organized event to analyse feedback of customers/colleagues/stakeholders, there is time calculated for procrastination and exercises/the set up of the event's location allows for procrastinating activities

DO: Visualize Personal Growth

Round 1 concrete examples: *learning by doing & VR/AR*

- Through a VR program you learn new skills or apply knowledge to virtual real life situations after which you get an overview/scoreboard of what your progress was
- See a compilation of videos of yourself learning by doing over the years/course of a project and seeing yourself grow
- Interactive VR programme that allows you to see a virtual personal growth dashboard

Round 2 concrete examples: *crisis & ordering off the menu*

- Restaurant concept with a buffet style for choosing goals and using the foods to visualize each goal's importance;

- Order off the menu for goals that are presented to you at the buffet, during which you discuss your goals and progress

Round 3 concrete examples: *planning for next project/goal & fanfare/parade*

- Visualizing your goals for the future in a big ceremonious fashion like a parade
- Visualizing your personal growth in a big ceremonious fashion like a parade
- Celebrating your personal growth with a fanfare of friends, colleagues
- Use elements of a fanfare (colour, music, parade) to visualize personal growth

Round 4 concrete examples: *Movies and TV & Breaking a (personal) record*

- See other people's growth in movies or TV
- Set (personal) records to beat and document the journey to achieve that goal
- Make a celebratory video every time a record is beaten

Round 5 concrete examples: *daydreaming & ceremonies*

- Retreat-days that give people the time, environment and probes to daydream about what they want to achieve and help them visualize the way to get there
- Give people something to daydream about: questions, probes etc that trigger people into thinking about their personal growth along with short exercises that encourage them to visually explain where they would want to be when they achieve that goal

DO: Realize relevance of (learning) content

Round 1 concrete examples: *learning in the business & yoga/mindfulness*

- Yoga/mindfulness to realise what you need to communicate to someone to appreciate them
- Yoga/mindfulness to recap on learning exercises (or after learning in the business) and to help that person realise what they needed it for

Round 2 concrete examples: *TV & teamwork*

- Make a reality show of people tryout out learning solutions/testing them so that solution design teams can see what is relevant for them
- In a short video is explained the relevance of the content/exercise/experience for you/your team.

Round 3 concrete examples: *pottery/making things by hand & parties*

- Have parties with people/colleagues where you are taught multiple things and have to figure out what is most relevant for you in order to do pottery
- Have a get-together where two people create something based on one of those person's reality, with the most important things in it and afterwards see how much they match

Round 4 concrete examples: *minimalism & going for a walk*

- By going for a walk with someone and using certain questions or exercises to get to the source of what is most important to them (minimalizing the noise/excess stuff)
- Going for a walk in an environment that progressively gets more minimalistic during which you get closer to the source of what is most relevant to that other person you are walking with

Round 5 concrete examples: *overachieving & banking support*

- Having an external institution help you realize what is most important by looking at area's where you have over- and underachieved and analysing what happened there and why
- Having a support line/person that helps you to stay on track in achieving your goals with a healthy mindset

DO: Share successes & setbacks with others

Round 1 concrete examples: *drawing/painting & planning for the next project/goal*

- After completing a project the team draws out what their experiences were like, what they learned from it and how this will impact their future way of working
- While sharing successes or setbacks with others a digital visual is created by AI that suggests directions for you to go in for your next project

Round 2 concrete examples: *survival instinct & job in service sector*

- Sharing stories from the service sector and learning to act on certain instincts and gut feeling

Round 3 concrete examples: *name/email address & shared passion*

- Sharing successes with people with the same passion and being pen pals via email
- Sharing setbacks/successes with people with different passions as a way to find new passions

Round 4 concrete examples: *board games & wording that emphasizes more than self-interest*

- Using board games to practice using wording that emphasizes more than self-interest and encourage people to share their successes/setbacks
- Game elements that train people in their choice of words when talking about their successes and setbacks (kind of like therapy for how to talk about your feelings)

Round 5 concrete examples: working in teams & changing your diet

- Reflecting on successes/setbacks with teams and in what way it has impacted you
- Talking about the different learnings from situations in different lifestyles/life phases with your team
- Representing setbacks/successes to your team with food/lifestyle

DO: Match gathered content/research to real-life situation

Round 1 concrete examples: *music/noise & schools*

- Match content to fit reality by getting two groups to communicate effectively with each other while there's loud music/noise playing
- Getting content to match through music exercises where two groups have to work together and if successful, a literal and figurative harmony exists
- Two groups teach each other what they do through music

Round 2 concrete examples: *the weather & meeting F2F*

- Meeting with somebody outside their main environment first to get to know them, afterwards meeting them in their work/living environment to experience their daily situations firsthand

Round 3 concrete examples: *team composition & meditation*

- Create a diverse team to ensure gathered content matches to actual situation
- Through team meditation sessions, people declutter their brains and match the two contexts better

Round 4 concrete examples: *Disney+ & school lockers!*

- Make comparisons to real life and Disney movies;
- Make real life into a Disney movie

Round 5 concrete examples: *fair/amusement park & youth*

- Make a fair with games that truly represent real life situations and people have to work together to get the win
- Make a matching/memory game of perceived reality and actual reality
- See your reality through the eyes of the youth or someone else

DO: Directly interact with other humans

Round 1 concrete examples: *comedy shows & furniture*

- Interactive comedy shows where the audience has to move around the furniture through which they have direct interactions with each other
- Interactive furniture during comedy show that can turn/move so that audience can interact with each other during show

Round 2 concrete examples: *typography & stopping bad habits*

- stop bad habits by interacting with other people who are experiencing the same problem and together articulate/write what the struggles, pro's and cons are of that habit.
- Express the habits you have in typography

Round 3 concrete examples: *jewelry & acknowledgement of growth*

- Acknowledging someone's growth by giving them a present or by making a gesture
- Jewelry that changes (in color, trade in) when you acknowledge other people's growth and directly interact with them

Round 4 concrete examples: *storytelling & changing/being aware of your perspective*

- Interacting with other people through storytelling and in that way become aware of your perspective on things

Round 5 concrete examples: *reflective talk & making decisions*

- interacting with other humans through reflective exercises and analyzing your (in-)ability to make decisions
- Actively reflecting with others and being 'put on the spot' to be very self-aware and critical and decide what your actions meant

DO: Be kept up to date on issues

Round 1 concrete examples: *architecture & team building exercises*

- Performing team building exercises with a goal to update each other by using the architecture of the room/setting they're in
- Survival course where people have to communicate with each other in limited time/words to succeed to the next level

Round 2 concrete examples: *feng shui & daily stand-up meetings/roll calls*

- Using principles of feng shui or other organizational methods and apply them to daily stand-ups/roll calls to limit and perfect content that is given to update each other
- Set-up of roll call/stand up space has feng shui elements to help make meetings as productive as possible

Round 3 concrete examples: *fine arts & (not) receiving guidance*

- Updating a painting or sculpture based on less guidance you need as a way to show your autonomy
- Every time you receive an update or receive good guidance, an art piece is completed one more step

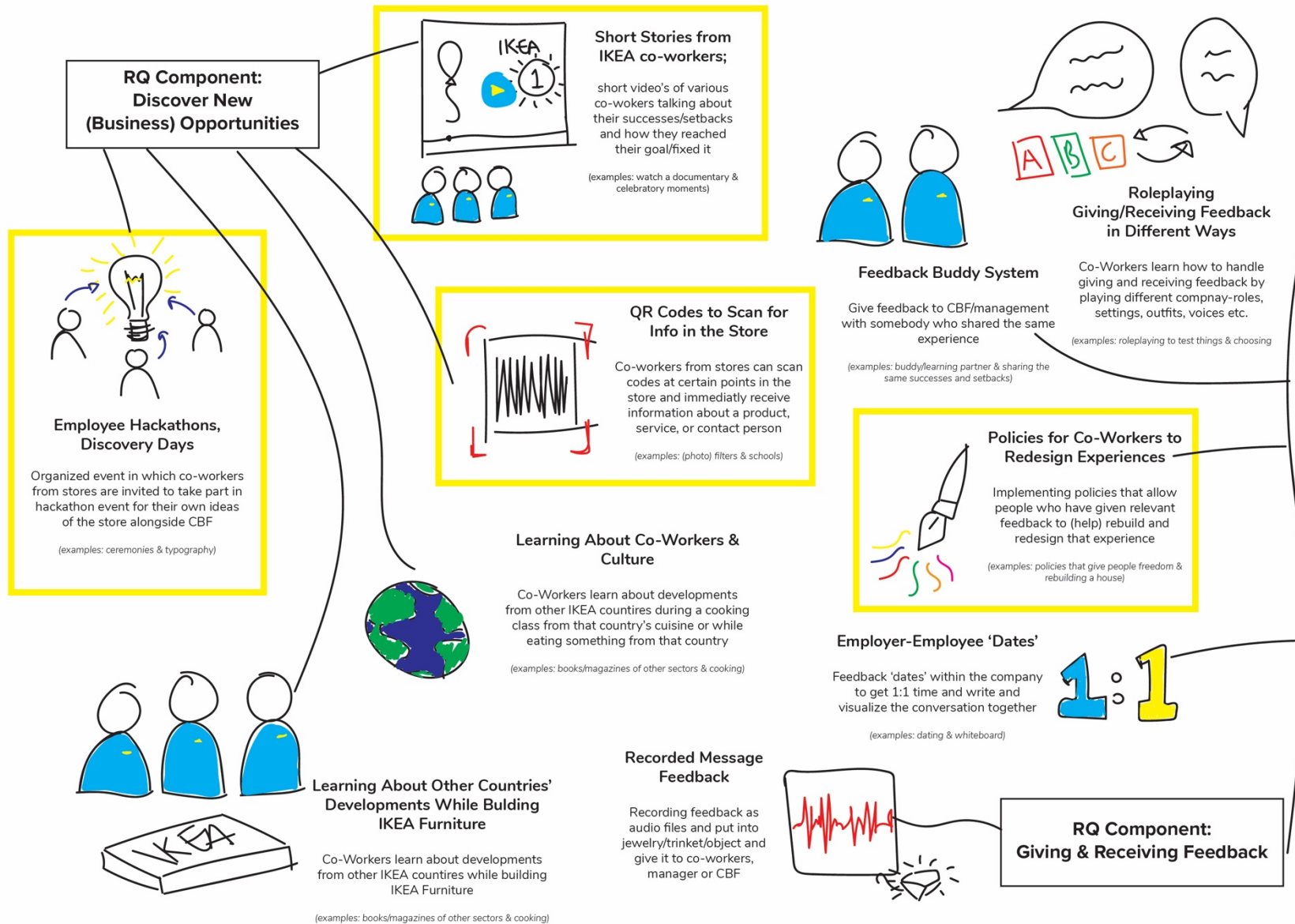
Round 4 concrete examples: *yoga/mindfulness & same office/location*

- Locating a tranquil meeting place that is easily accessible to all parties involved and is designed to stimulate quick and effective up date sessions
- Keeping your mind up to date with yoga and mindfulness exercises

Round 5 concrete examples: *choose from different versions & listening to music*

- receive voice memos or listen to podcasts that give you updates on situations
- Choose different audio files from different people to hear various perspectives on the same situation

Appendix 15: Scenario illustrator files

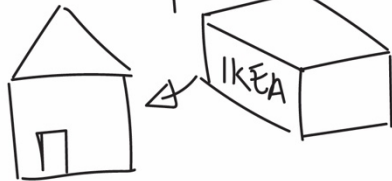


**RQ Component:
Stimulate Learning & Development**

Hairstyles & Clothing Policy

Get rid of all policies regarding hairstyle/clothing so that employees are free to be themselves and feel more comfortable to learn

(examples: Mondriaan & new outfit/hairstyle)



Learning at Home

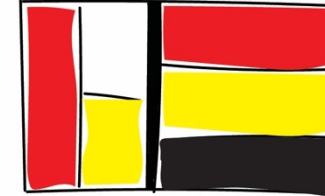
Provide learning tools to the learner's home so that their home environment is adequate for them to learn effectively

(examples: home environment & providing for others/the many)

Lighting in Learning Environment

Using light during a learning experience to highlight certain aspects of the screen/room the learner is working with/in to emphasize what that element represents

(examples: use of light & emphasizing certain features)



Mondriaan Learning Material

Use the style of Mondriaan to involve learners in the exercises and have the lines, colours, proportions represent elements of the material being taught

(examples: Mondriaan & new outfit/hairstyle)



Becoming an 'Expert' in a Counsel

Stimulate people to continue learning by having them sit in on meetings, panels or conferences as experts of their field or experiences

(examples: being called an 'expert' by others & set up joke)

Grow Your (Digital) Plant

Grow your own (digital) plants the further you get in the learning process

(examples: garden design & 'your own')



Your Learning Journey

Learn while travelling through your learning journey and receive directions/instructions per message (learning from home during a walk)

(examples: instant or online messaging & travelling)

Generation Specific Learning

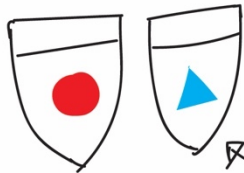
'Unions' that are age specific and accommodate learning content to that generation's/group's learning habits

(examples: unions & getting older)

Joining a Group

People allocate themselves to various personality/characteristic groups and have learning experiences with them and together with other groups

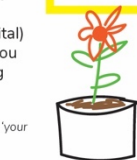
(examples: unions & getting older)



Learning from the 'Elders'

Using life experiences and sharing that with unions/groups as a way to teach other groups through reflection and conversation

(examples: unions & getting older)



Grow Your Garden

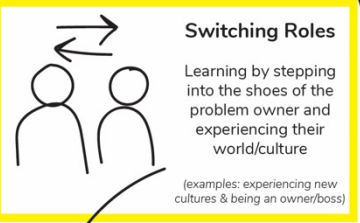
Create and grow your own garden space, each plant represents a goal/your growth and the gardening process are used during learning exercises

(examples: garden design & 'your own')

Plants as Respresentation

Use plants as representation of element in life + learning exercises

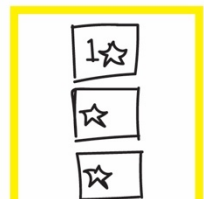
(examples: garden design & 'your own')



Switching Roles

Learning by stepping into the shoes of the problem owner and experiencing their world/culture

(examples: experiencing new cultures & being an owner/boss)



Museum of Diplomas

Gallery style set-up of people who have accomplished their goals and hear their stories

(examples: visiting a museum or gallery & diploma)

**RQ Component:
Facilitate Learning & Development**

DO: Distinguish & Categorize Feedback

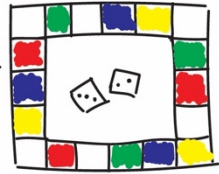


IKEA Co-Worker Smart Platform

Using a smart platform to:

- Distinguish and categorize feedback based on digital tags e.g. person, unit, topic, date
- Show a personal dashboard that gives an overview of your given/received feedback in a visually comprehensive way
- Have a conversation with co-worker (audio, video or chat) to truly understand the feedback they've given/received to help them understand it better

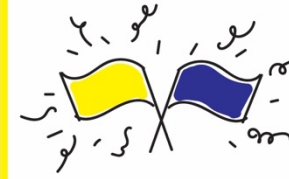
(examples: smart platform & name/email address)



Games to test out discovered feedback

- Using (board) games to try out various scenarios or opportunities to discover if it's worth pursuing.
- Using game elements during an interview, learning session or meeting to test whether certain characteristic or aspect is present/available.

(examples: (board) games & trying out for something (audition, interview, sports team))



Celebrate Goals & Achievements

- Visualize goals for the future in a big ceremonious fashion like a parade
- Use elements of fanfare (colour, music, parade) to visualize personal growth

(examples: planning for the next project/goal & fansfare/parade)



Story Timeline

Having a timeline of stories or feedback you have given/received (categorized by time).

(examples: storytelling/stories & getting older)



Documenting the Moments

- Set (personal) records to beat and document the journey to achieve that goal
- Make a celebratory video everytime a record is beaten

(examples: Movies and TV & breaking a (personal) record)

Something to Daydream About

Give employees something to daydream about: questions, probes etc that trigger them to thin about their goals along with short exercises that make them visually explain where they mean

(examples: daydreaming & ceremonies)



Order Goals 'Off the Menu'

In restaurant setting you can choose goals from the menu to achieve and create your own by ordering off the menu; 1:1 meeting concept with employee and employer to discuss goals and visualize their growth.

(examples: crisis & ordering off the menu)

Learning with VR

- Through a VR program you learn new skills or apply knowledge to real life situations after which you get an overview of your score/progress
- Interactive VR program that show your a virtual personal growth dashboard

(examples: VR & learning by doing)



Team Captain

Having a captain that leads the team and gives feedback, captain role rotates within team after which there's a reflective session where everyone analyses the feedback and handling thereof so that people can improve their feedback skills

(examples: doing sports & sharing the same successes/setbacks)

Time for Procrastination

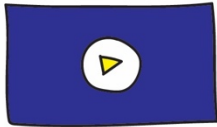
During feedback reflection meeting/event, create time that allows for procrastination as a way to give people's brains a break; the location/setting can also contribute to this form of accepted procrastination

(examples: procrastination & communicating with stakeholders)



DO: Visualize Personal Growth

DO: Realize Relevance of (Learning) Content



Test Session Reality TV

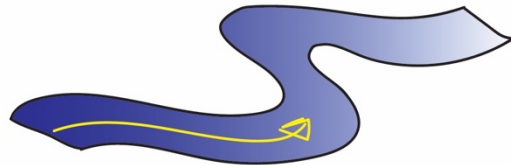
- Make a reality show of people trying out learning solutions or other test sessions to realize the relevant elements of the tested product/service/exercise
- In a short video the relevance of the content or experience is explained to you/your team

(examples: TV & teamwork)

Walking Experience

Going for a walk in an environment that progressively gets more minimalistic during which you get closer to the source of what is most relevant to you or another person you are walking with

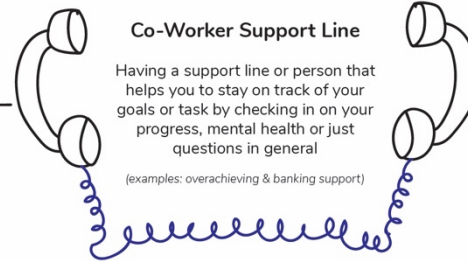
(examples: minimalism & going for a walk)



Co-Worker Support Line

Having a support line or person that helps you to stay on track of your goals or task by checking in on your progress, mental health or just questions in general

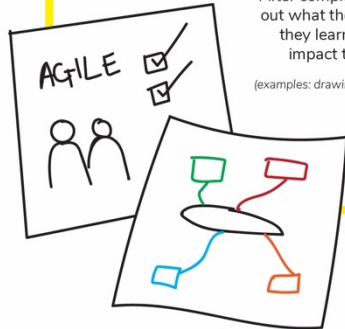
(examples: overachieving & banking support)



Visualizing Successes and Setbacks After a Project

After completing a project, the team draws out what their experiences were like, what they learned from it and how this will impact their future way of working

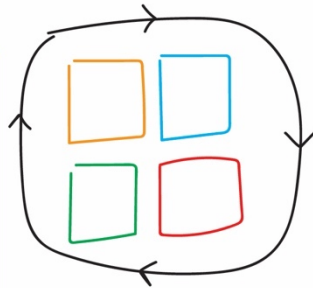
(examples: drawing/painting & planning for the next project)



Join Groups with Same or Different Passions

Share setbacks and success stories with people who share the same passion as you or have completely different ones as a way to discover new things; employees join groups (physically, digitally, virtually)

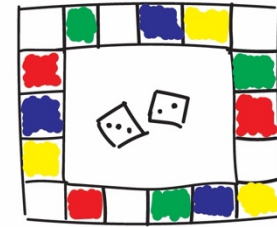
(examples: name/email address & shared passion)



Games to Emphasize More Than Self-Interest

Using board games to practice using wording that emphasizes more than self-interest and encourage people to share their collective successes and setbacks

(examples: (board) games & wording that emphasizes more than self-interest)



DO: Share Successes & Setbacks with Others

DO: Match Gathered Content/Research with Real-Life Situation




Scene 1 & Scene 2

Meeting with somebody outside their main environment first to get to know them, afterwards meeting them in their work environment to experience their daily situation firsthand

(examples: the weather & meeting F2F)

Team Diversity
 Create a diverse team to ensure gathered content matches actual situation (includes testing sessions)
 (examples: team composition & meditation)



Team Meditation
 Through team meditation sessions, team declutters their brain and can better match the contexts they're working with
 (examples: team composition & meditation)



Real-Life Fairground
 Make a fair with games that represent real life situations and people have to work together to get the win
 (examples: fair/amusement park & youth)




Interactive Comedy Shows

- Interactive comedy show where the audience has to move around the furniture and interact with each other by doing so
- Interactive furniture during comedy show that can turn/move/light up so that audience can interact with each other during show
- Interactive workshop where teams have to build IKEA furniture together

(examples: comedy shows & furniture)

Making a Gesture
 Acknowledging somebody's growth or effort by giving them a present or by making a (verbal) gesture
 (examples: jewelry & acknowledgement of growth)

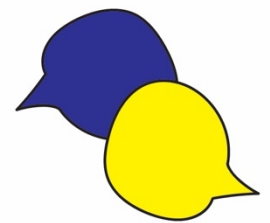


Challenging Your Perspective

Interacting with other people through storytelling and in that way become aware of your perspective on things

(examples: storytelling & changing/being aware of your perspective)

DO: Directly Interact with People



DO: Be Kept Up To Date on Issues



Organized Daily Stand-Ups

- Using principles of Feng Shui or other organizational methods and apply them to daily stand-ups or roll calls to limit and perfect content that is given to update each other
- Set up of stand-ups or roll call space has feng shui elements to help make meetings as productive as possible

(examples: Feng Shui & daily stand-ups/roll calls)

Mindfulness with Co-Workers

Locating a tranquil meeting place that is easily accessible to all parties involved and is design to stimulate quick and effective update sessions

(examples: yoga/mindfulness & same office/location)



Music & Voice Memos

- Receive voice memos or listen to podcasts that give your updates on innovations and/or situations
- Choose different audio files from different people to hear various perspectives on the same situation

(examples: choose from different versions & listening to music)

User feedback sessions

Appendix 16: Session 1 (All insights)

Part 1 – Discussing & Rating the Design Qualities

Promptive Learning

- Promptive learning does come back quite a lot in the overall learning experience, but from the store perspective, the managers or facilitators are the ones who add in the *promptive* element with all the content and transform it into a different delivery method that suits the person/situation. It isn't necessarily embedded in the learning content or format, specifically content delivered by CBF.
 - o "...most of the times when we are actually doing learning in IKEA, we take certain content, and we wrap it in exercises on the shop floor together with the different stakeholders that we have."
- RI
- Some content created by CBF was more interactive and engaging than others, like the trainings:
 - o Leading the Commercial Agenda (derived from a sales manager program), which was a training of 5 days with 2 facilitators and 20 participants from different stores where you discover and dig into the topics together.
 - o Discovering the IKEA Concept
 - o Shopkeeper Program
 - o Any face-to-face trainings/workshops

Customizable Layers

- For store co-workers, as far as they can see, there aren't many different forms of content provided to them by CBF. Maybe CBF does do that, but they don't necessarily see it in the content they are given.
- Managers tailor the content/delivery method/model depending on the manager:
 - o 'Just read the document'
 - o Discovering the topic during exercises while not actually talking specifically about the topic, learning while doing.
- Most content is delivered in one way; it would be cool if there were 3 or 4 options to choose from depending on the recipient.
- Picking parts of the training that are the most relevant to you: having a contents page of the content itself
- Allow for people to make it LOCAL so that co-workers see how it fits into their daily work lives by using
- Content format could already facilitate the customizable layers so that managers/facilitators can add in local examples or data and co-workers can imagine the situation in their daily work life, for example adding Delft store sales data, shopfloor numbers, shopfloor examples etc.
 - o Like how they do it in the actual store for the customers: inserting backgrounds of local landmarks.

Feeling Autonomous

- Huge feeling of autonomy in the learning journey, there are some mandatory trainings for safety etc.
- No time reserved for co-workers in customer-facing operations to actually learn.
- Used to be 4% of hours allocated to trainings in the hours/budgets of the managers (they're going back to that principle now).

Feeling Purposeful

- JL: the bigger picture isn't always immediately clear in a training, usually you're more focused on the purpose of the training for yourself.
- JL: Moments of reflection in the trainings of what was learned and how this can be applied in the real world, would help to achieve this sense of purpose better. Usually, reflective moments are for general feedback of the training and facilitator.
- RI: IKEA is very strong in interlinking the content to its commercial contribution, securing profit to continue to serve the many people. It's easy in trainings to relate it to the IKEA vision.

- RI: Learning is 'selfish', you do it for yourself and when you know that there's something in it for you → but ONLY when you're (already) somehow invested in the training beforehand with for instance homework, pre-reading, preparation.
- You need to fully understand from the beginning why you're there → start with this as a facilitator (RULE: why are you here?)
- Start with a reflective moment so that you find the common ground with each other and are aligned; SET THE EXPECTATIONS FOR THE TRAINING.
- Time well saved: people who aren't prepared or not open to learning, don't come/continue with the training.

Feeling Heard

- Regarding CBF: difficult to *know* if you're being heard or feedback is taken into consideration.
- Store: a lot of space for feedback and adaptation.
- Facilitators: not so much influence on the content of the training, but they do have influence on the format of it. They take feedback from learners with them, then to a 'training portfolio manager' (lady in shanghai responsible for commercial trainings) who then sees any emerging patterns and delivers these to core facilitators. They are then responsible for digging into this, adapting it and sending it back.
- So, there is a feedback loop, but it's still fresh and not available for every training or learning solution.

Direction 1: Embedding Learning into the IKEA Work Life

Feedback JL:

- Likes the 'From A to B', having a clear path set out to answer the question 'where are we going?'.
 - o For this period of time that you're at IKEA, you want/have to learn ...
- However, it's still quite static, there's not much room to explore other areas of interest if you have them.
- Plans at IKEA change every 1-2 years so the concept would need to have more **flexibility** for it to be in continuous use.
 - o Could work for the store, but for whole of IKEA maybe too static.

Feedback RI:

- Also likes the 'From A to B' element, how the route can be determined/changed and that you can determine a certain pace to achieve the goals, linking goals to a timeframe, like in a videogame.
- Likes that is very **visual** and **easy to see where everyone is** on the A → B line depending on the route they're taking.
 - o It's tough sometimes to checkpoint where somebody is if you don't know what they're doing.
- Direction 1 has more autonomy compared to Direction 3, which is more visual.

(Discovered) Keywords: Flexibility, Visual(isation) and Keeping Track

Direction 2: Making Learning Available for the Many People

Feedback JL:

- The idea of integrating digital devices from Direction 2 can also be implemented in Direction 1 and 3.
- Likes the idea of a **testing environment** as it could make the company more **agile**.
- Being agile could be a goal of IKEA in itself.
- Business has to keep going, it's important that operations are still the main priority, so a testing environment or forum on a **smaller scale** would be very interesting.

Feedback RI:

- The concept of a separate learning environment is very nice because **stepping away from your daily work situation** helps to stimulate learning and the creative mindset.

- Still finding a way to connect that creative mindset and learning material to the daily operations and store reality is important.
- Workshops that are 'somewhere else' prove to bring forward better **reflective**/learning moments with learners, whereas when those moments are completely blended into the daily work situation, they are as efficient and effective.
- **Breaking the standard day-to-day experience** is a good element of Direction 2.

(Discovered) Keywords: Agile, Testing Environment, Reflection, Escapism.

Direction 3: Bringing Togetherness to the Omni-Channel Learning Experience

Feedback JL:

- Likes that you have clear goals for yourself and for your team. Easy to track or distribute the goals and those who are responsible for them.
- By assigning goals to teams and people, you could create forums that you can **explore and interact with other co-workers**.
- Really likes the personal dashboard example
- Being able to customize the team and personal goals or elements on the platform is very important, as it creates a sense of **purpose** amongst the team.
 - o By showing what team you are in and who depends on you, it helps with answering the 'Why should I do it?' question → your team needs you and you want to help them.
 - o Feeling of **connection, togetherness** and seeing the **relevance** of your work.

Feedback RI:

- Likes that it's split into 2 parts: yourself and your team. As managers they always want to 'go somewhere', this helps them **to map out** where they want to go and the goals that need to be achieved to get there.
- It's also tough to find learnings that support you to reach your goals, so the 'Discover Learning Content' button that gives you **suggestions** for learning content would really help them as managers and the co-workers.
- **Tracking on a personal level** isn't possible at the moment, so this would help.
- The 'moments' page would work very well during the appraisal talks between managers and co-workers.

(Discovered) Keywords: Purpose, Connection, Togetherness, Relevance, Mapping Out, Suggestions, Personal.

Final Remaining Feedback (Presence of the 5 Design Qualities in the Concept Directions)

Feedback JL:

- In general, all the design qualities were present in the directions in some shape or form.
- Adding some sort of chat element to bring the **'feeling heard'** element more forward would work very well for Direction 3
- Being able to chat with 'experts' about any questions you as a learner may have. Learning content owners or facilitators could be considered as official experts in that field and interact with learners in a 'YouTube comment section' kind of way.
 - o Learners can leave questions, comments, and suggestions in the comments section of an e-learning and that way the experts can see what parts of the content are (not) relevant or interesting for learners.
 - o Now managers get questions from co-workers about learning content they know nothing about and can't help their colleagues.

Feedback RI:

- Overall, no remarks about the design qualities not being present in the concept directions.
- However, something that could be considered in the final design concept is how **finalizing the trainings** and how they're followed up upon with co-workers.

- Currently they're just following up on whether someone did the training and not on the results and implementation of the learning.
- The results and goals that are set with learners after a training need to be finalized better, what learning elements do co-workers actually **implement**?
- Personal dashboard: how are you going to track 'progress'? It's not just numbers and certificates for completing an online training, also based on experiences.

Appendix 17: Session 2 (All Insights)

Presenting the Concept Directions

Direction 1: Embedding Learning into the IKEA Work Life

Participant 1 (RH):

- "Everyone at IKEA is in charge of their career path without (big) interference from managers etc., so it's important to keep that visible in this concept" (depends on how it's presented).

Participant 2 (EZ):

- Important to show how the pathway to success relates to the information that we have regarding IKEA learning content by means of the platform.
- Rather than telling you what to do, the passenger seat driver should tell you what's ahead so that the co-worker/driver can decide what to do.

Direction 2: Making Learning Available for the Many People

Participant 2 (EZ)

- Rather than a physical expression, it could be an app like Duolingo that you can carry around with you
 - o You can have your information
 - o You can learn your information
 - o You can share what you want regarding that information
- Not sure how a physical space could live in the store/building because it's hard to pull people off the shopfloor to learn, so it would really depend on where the space is located.
 - o The store has its own activity, the co-workers' focus is on the shopfloor and their job.
 - o The store is not a space where the co-workers heavily interact with things around them.
- In terms of reachability, a digital space is recommended for people to come together

Participant 3 (SWA):

- Not everyone can take the time to be in this learning space: either they're on the shopfloor or they would have to go during their breaks and that is not the intention.

Direction 3: Bringing Togetherness to the Omni-Channel Learning Experience

Participant 2 (EZ)

- On social media platforms users can follow hashtags about topics they're interested in
- Hashtags are put by people who know what they're talking about and then it comes on your homepage as a follower e.g., an article about becoming climate positive, so how do facilitators join the platform to bring content in a more direct way?
- These kinds of platforms work because you see what you want to see, so IKEA co-workers can also learn what they want to learn with this concept idea direction.
- It's easy to use because it is more related to the outside world people already live in.
- Direction 3 is their preference but sees Direction 1 also in this concept idea direction.

Final Remaining Feedback (Presence of Design Qualities and Incorporating IKEA Mandatories)

Participant 1 (RH)

- There are many other EX platforms e.g., Workday, Yammer. Focus on what distinguishes the final concept idea from these as there are many overlapping elements in the various concept idea directions with these existing platforms.
- These concept idea directions are bringing together silos and making a conscious decision about *who* is learning *what* and *when*.
- Connect the design statement to the IKEA HR vision.
- There are **mandatories** about how the layout, presentation, font types etc. should be to make it more IKEA look and feel.

Participant 2 (EZ)

- The concept idea directions can be seen as something that unites the many loose elements that are or have been present at IKEA.
- The **mandatories** are all around us, they can relate to
 - o the way people self-develop
 - o the trainings and learning solutions
 - o feedback exchange
- The mandatories in terms of a social network: the platform could be a way to push to the co-workers the information they should have e.g., reminders, suggestions.
- Direction 2 does contain omni-channel ways but otherwise it would depend on the final chosen concept and may have to be checked whether that would still apply.

Participant 3 (SWA)

- IKEA co-workers work with the mandatories every day, it's always in their head so using the tool to understand the mandatories more easily for co-workers could be a way to incorporate them into the concept idea directions.